

## The benefits of using English in domestic history classes to improve Algerian students' intercultural competence

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### Abstract

This paper aims to examine the effectiveness of incorporating English as a means of teaching the history of Algeria as a cultural component in English textbooks, as a way of enhancing the student's linguistic and cultural competency. To achieve this aim, instructors in Algerian Southern provinces are asked to respond to a questionnaire created specifically for English-language secondary school teachers. The number of the teachers who responded to the questionnaire is thirteen (13) teachers. The study found that the majority of teachers have positive attitudes towards the efficiency of teaching historical facts about Algeria in English. Based on the findings, teaching the history of Algeria in English seems to be an addition to enhancing the learners' skills in improving their knowledge about the history of the country's culture. This study is directed to the officials, syllabus designers, teachers, and supervisors to consider inserting historical topics about Algeria in English textbooks to enhance both the student's linguistic and intercultural knowledge.

**Keywords:** Culture; EFL Class; history; intercultural competence; teaching.

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## 1. Introduction

We make plans for the future and live in the present, but is it possible to know where one is intentionally going? We need a sense of history. Language and history are two aspects of human existence that reflect various dimensions of the self. Currently, Algeria is witnessing deep changes in its educational system centered on the introduction of English as a means of instruction at all educational levels. Secondary schools need to make sure that rich cultural domestic content drafted in English is included in the Algerian curriculum.

For high school pupils, it is important to seek to broaden their cultural and linguistic knowledge by exploring various cultures, including their own, utilizing English, which is currently the main language of communication in many countries and whose usage as an international language is growing considerably. It is noticed that the Algerian secondary school English textbook "New Prospect 2006" is devoid of any considerable Algerian historical knowledge, which will inevitably result in a gap in the students' cultural knowledge of English of their own country; especially when it comes to verbal history expression about Algeria and even when discussing their culture on social media.

### 1.1. Literature review

#### 1.1.1. *History as a cultural component*

History has been defined differently by different scholars. Mahdi (2015), wrote, "History is an art of valuable doctrine, numerous in advantages and honorable in purpose; it informs us about bygone nations in the context of their habits, the prophets in the context of their lives, and kings in the context of their states and politics, so those who seek the guidance of the past in either worldly or religious matters may have that advantage" (Mahdi, 2015).

History is the study of the human past as it is described in written documents left behind by humans. The past, with all of its complicated choices and events, participants dead and history told, is what the general public perceives to be the immutable bedrock on which historians and archaeologists stand (Hirst, 2019).

History is more than only a study of the past; it is essential to comprehending the majestic and historical events that molded and shaped the world today. Similarly, it is also defined as a "narration of the events which have happened among mankind, including an account of the rise and fall of nations, as well as of other great changes which have affected the political and social condition of the human race" (Anderson, 1876).

#### 1.1.2. *Importance of history knowledge for students*

History is the study and understanding of the past. It's a historical narrative and a type of communal memory. History tells the tale of who we are, where we came from, and where we could be going in the future. Studying history is more than just memorizing dates and facts about long-ago events. It's about getting a better knowledge of people and their behaviors, as well as the consequences of past events. In today's constantly changing world, it is more vital than ever to study history.

In the case of Black and Mac Raild (2017), "Studying history is an important and fulfilling enterprise. History has an inherent interest. The way we look at the past has been revolutionized by the explosion in television programming, Internet sites, and the proliferation of digital sources. At the same time, some factors are unchanged and there remains a belief in the importance of how we study, see, and use our past to the wider national life of the countries we live in. History is important to individuals, groups, societies, politicians, and political movements. A sense of history separates us from other animals. Where they have instinct, we have both instincts and pasts."

By studying history, we may learn from our failures and mistakes in the past, but we can also get insight into why individuals, civilizations, governments, and countries are in their current positions. In

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addition, it aids in the development of critical thinking abilities by encouraging students to ask questions and seek out diverse views to have a better understanding of the world around us. We can continue to grow and move forward by recognizing what worked and what didn't work in the past. As Collins & Stearns (2020) declared, "History is the study of the past, but its goal is to improve our understanding of the present sometimes even to offer glimpses into the future. History's utility rests on two basic facts. First, history is the fullest laboratory we have for data and examples of how people and society function. Second, historical study generates several skills that are directly relevant to all sorts of professional activities, capped by a unique perspective on understanding the process of change."

In addition to this, Collins & Stearns (2020) advanced that, "The fact is that studying the stories of individuals and situations in the past allows a history student to test his or her moral sense, to hone it on some of the real complexities that individuals have faced in challenging settings. People who have weathered adversity not just in some work of fiction but in real historical circumstances can provide insight and even inspiration." In other words, by studying history, you may put your principles and ideals to the test by looking at particular tales about people and events. You may connect it to some real-life circumstances that people have had to deal with during terrible times. It might be motivating to look at people who have confronted and conquered adversity. You can research significant historical figures who successfully navigated moral difficulties, as well as everyday people who educate us about courage, perseverance, and dissent.

History is a topic that may help you improve your abilities and make you a better citizen, student, and person in general. It helps you to develop and refine your reading and writing skills. It helps you to be a person with political intelligence who is very idealistic in making decisions.

#### 1.1.3. *Culture and didactics*

Didactics is a Greek word meaning "to teach", particularly in having moral instructions as an ulterior motive (dictionary. Wikipedia). As a result, there is a strong yet complicated relationship between didactic and cultural teaching.

Byram (1989) asserts that "the structuring of cultural studies in a pedagogical manner which takes account of ways of structuring our knowledge of the world and, in particular, of other cultures, which is influenced by knowledge of cognitive and effective learning processes and which can be expected to lead to specific psychological outcomes; This pedagogy is related to other aspects of foreign language learning. On that specific basis, cultural studies are of major importance in language education, yet it remains an issue of what kind of cultural feedback would be convenient at each different level of university, secondary school, or middle school and what its didactic purpose is. Specifically, in the case of Algeria, that is secondary school education.

#### 1.1.4. *Cultural awareness*

Byram (1994) said that "the working group responsible for creating the curriculum for languages as well as for other subjects set an educational purpose for language teaching. This purpose focuses on developing pupils' understanding of themselves and their own culture." Indeed, having the capacity to practice a language autonomously requires having fundamental cultural content accepted and understood by the learner, which is to be called "cultural awareness."

The concept of cultural awareness differs from one scholar to another. Byram et al., (1995), regarding cultural awareness, state in the book that "They go on to introduce the phrase 'cultural awareness' which they define as 'the promotion of understanding of and respect for other cultures (...)' one of the most important aims of modern language studies."

For that, the intercultural balance between the cultural background of the learner and the cultural background of the foreign language being learned is crucial to achieving successful communication and successful language acquisition (Lee et al., 2023; Tavassoli & Ghamoushi, 2023; Benabbes & Abu Taleb

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2024). Furthermore, cultural awareness entails the ability to think critically and willingly explore our own and others' values, beliefs, and views.

#### *1.1.5. Using native culture in language teaching*

Foreign language learners may sometimes face some difficulties in understanding the oral and written materials used in teaching the language. To accomplish this, the smart teacher must provide examples of real-life situations to clarify the linguistic income. In that matter, Byram (1994) declares: "During each key stage, pupils should have regular opportunities to explore the target language topics which deal with activities they are likely to engage in at home and school. This should include the language of the classroom."

Similarly, using familiar topics for the learners often facilitates the language teaching and learning process. Those topics should be related to his culture to create a sense of belonging (Peters et al., 2024). Additionally, teachers use examples from the learners' home lives, customs, and why not the history of their nation to achieve the purpose of arousing their pupils' cultural awareness along with their language mastery.

#### *1.1.6. EFL teachers and teaching culture*

It is agreed that cultural background information is of major importance while teaching English. EFL teachers tend to use culture in teaching linguistic input because they have a strong belief that language and culture are inseparable. However, being an EFL teacher means carrying the responsibility of choosing the right material when teaching the English language to students who are culturally related to Arabic values and customs. For that, EFL teachers usually use the textbook topics to present the linguistic input (Hsiang et al., 2023).

Just like the four skills of reading, writing, speaking, and listening, culture teaching is claimed to be one of many objectives targeted by EFL teachers to teach. They see that cultural teaching is important in developing communicative competence using language as a means to achieve such an objective.

### **1.2. Conceptual background**

In this part, the research considers a cultural analytical sample of a third-year literary stream material in the Algerian English textbook (New Prospects 2016), which is offered as a clue that there is no representation of Algerian history in Algerian textbooks.

#### *1.2.1. Unit 1 analysis*

This unit is entitled "Exploring the Past." It contains cultural content that discusses ancient civilizations that once flourished by the banks of the rivers, such as ancient Greek civilization, ancient Egyptian civilization, Sumerian civilization, Indus Valley civilization, Chinese civilization, and more. The purpose of the educational working group from such cultural content was to motivate pupils to interact, interpret, and produce oral and written materials in English about the rise and fall of these ancient civilizations, their past habits, lifestyles, and achievements.

Also, their purpose is to arouse students' cultural awareness towards other nations' legacies in the English language. They delineate a specific type of task to achieve that, like reading a map to identify the ancient civilization, filling in the gaps using verbs related to the rise and fall of civilizations, and completing a network tree about the major threats to our civilization. Consequently, this unit lacks any representation of our nation's culture or Algerian history as a part of the cultural topics mentioned (Figure 1).

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**Figure 1**  
*Yearly Distribution of literary 3<sup>rd</sup> year streams (unit01)*

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<b>Unit 1 :</b> EXPLORING THE PAST  <b>Ancient Civilizations</b>	<b>Interacting</b>  <b>Interpreting Producing</b>	<b>Students will be able to:</b> *speak/write about the rise and fall of civilizations *speak/write about the contributions of civilizations to the growth of man * describe people's past habits, lifestyles and achievements* make a historical account about the development of a civilization *Speak/write about world heritage sites *write about the challenges faced by modern civilization	<b>Grammar:</b> * Past simple /Past perfect *Used to /Had to /Was/were able to *Articles: use and omission before abstract nouns *Quantifiers: Few/little/ a lot of *Expressing concession using: though, in spite of, but, however... <b>Morphology:</b> *Forming ne- prefixes <b>de</b> and <b>dis</b> to form opposites - suffixes -ic, -ment, -y, -able <b>Lexis related to :</b> *rise and fall of civilizations (verbs) <b>Phonology:</b> *Pronunciation of final "-ed"	*Reading a map to identify the ancient civilizations represented *Drawing the wheel of civilizations and ordering the civilizations chronologically *Gap-filling ( use of verbs related to the rise and fall of civilizations)*Filling in a spider gram about achievements in Islamic civilization *Completing a network tree about the major threats to our civilization	1-Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	<b>7 weeks</b>  <b>28 hours</b>
<b>Project Outcome</b>	The goal is to explore the rise and collapse of civilizations -draw the wheel of civilization -make a timeline from the most ancient civilizations (Chinese, Sumerians, Aztecs, Egyptians, etc)to the most modern ones -display the timeline on a bulletin board					

### 1.2.2. Unit 2 analysis

This unit is entitled "Ill-gotten Gains Never Prosper Ethics in Business." Its cultural topics tackle ethical and non-ethical behaviors in trading, counterfeiting, copyright theft, etc. The cultural purpose of this unit is to cultivate the right and wrong attitudes and behaviors in the students regarding trading, as well as to make them aware of the punishment and disadvantages of counterfeiting as a part of the anti-corruption system to fight counterfeiters and thieves, as well as to have the ability to debate on the importance of ethics in business.

The educational working group set multiple tasks to achieve this objective, among which were gap-filling with the definition of lexical items related to fraud and corruption, writing a public statement using a spider map about counterfeiting, and expanding notes to make a speech in favor of ethics in business. Here, we see that this unit discusses counterfeiting in general rather than mentioning it with real situations from the Algerian perspective and the most common trading issues within it (Figure 2).

**Figure 2**  
*Yearly Distribution of literary 3<sup>rd</sup> year streams (unit02)*

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<b>Unit 2 :</b>  <b>ILL GOTTEN GAINS NEVER PROSPER</b>  <b>Ethics in Business</b>	<b>Interacting</b>  <b>Interpreting Producing</b>	<b>Students will be able to :</b> * consider honesty in business as a sign of active/good citizenship *define the concept of ethics in business *debate on the importance of ethics in business * identify and define the concept of ethics in other professional contexts *raise awareness about the negative effects of counterfeiting and the dangers of counterfeit products *develop a sense of active citizenship ( the pupil as a conscious consumer) <b>Students will be able to :</b> *speak/write about social auditing and ethics in business	<b>Grammar:</b> * Expressing condition using: Provided/providing that/as long as *Expressing wish and desire with "wish", "It's high time" * <b>Asking for and giving advice and warning using: should, ought to, had better</b> - Expressing regret: <b>If only + past perfect</b> * <b>Present simple and present continuous</b> *Expressing cause and result using: because, so+ adj +that, such...that So, as a result, thus, consequently... * <b>Expressing obligation and necessity with must have to Passive form (review)</b> <b>Morphology:</b> - Forming nouns by adding suffix "-ty" to adjectives - Forming opposites by adding prefixes: "dis-", "il"-... <b>Lexis related to:</b> - corruption and fraud - counterfeiting <b>Phonology:</b> - Word stress and syllable division	* Gap-filling ( definition of lexical items related to fraud and corruption *Writing a public statement using a spider map about counterfeiting with words related to fraud *Writing an opinion article following the outlined procedure in the diagram provided *Expanding notes to make a speech in favor of ethics in business* Using guidelines contained in a diagram and a checklist of expanding note to write a policy statement	1-Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	<b>7 weeks</b>  <b>28hours</b>
<b>PROJECT OUTCOME</b>	Example : writing a charter of ethics in business, Refer back to the textbook for alternative project					

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### 1.2.3. Unit 3 analysis

This unit is entitled "Schools' different and alike education in the world: Comparing Educational Systems." This unit's cultural topics focus the light on making the student able to identify the characteristics of different educational systems, write reports comparing different systems in the world, and speak or write about ways to improve our educational system. Some of the suggested tasks mentioned in the book go around: paraphrasing ideas and designing a home page for the high school to describe it.

Again, we see that this unit does not contain any representations of Algerian history at all (Figure 3).

**Figure 3**

*Yearly Distribution of literary 3<sup>rd</sup> year streams (unit03)*

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 3 : <b>SCHOOLS DIFFERENT AND ALIKE</b>  Education in the World: Comparing Educational systems	<b>Interacting</b>  <b>Interpreting Producing</b>	Students will be able to : *identify the characteristics of different educational systems  *state what educational systems have in common at world level  * write reports comparing different systems in the world  *speak/write about ways to improve our educational system  * write an expository article on the causes and effects of examination stress on students	<b>Grammar:</b> *Present simple, present continuous passive *If-conditional: type 2,3 *Expressing desire and wish: I wish I were/ I had *Asking for and giving advice: should, ought to, If I were you *Expressing obligation : must, have to *Expressing similarities and differences with "like", "whereas" *Reporting statements, questions and orders <b>Morphology:</b> *collocation with "school" and "education" * Forming adjectives with suffixes -ive and -al <b>Lexis</b> - related to education <b>Phonology:</b> *Pronouncing final "s" -Reporting statements, questions and orders  - <b>Review of the conditionals: unless, if+ not</b>	* Paraphrasing ideas *Speaking/writing one's ideal school using a spider map * Designing a home-page for the lycée (describing my school) * Writing a checklist of recommendations for the Baccalaureate examination	1 Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2 After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	<b>7 weeks</b>  <b>28 hours</b>
<b>Project Outcome</b>	The goal is to increase understanding of educational systems in the world -be involved in a panel discussion -make a survey on different systems of education in the same country (eg; USA) ; in countries from northern and southern hemispheres -write reports comparing different systems in the world -make "commercial" flyers on this theme					

### 1.2.4. Unit 4 analysis

This unit is entitled "We Are a Family; feelings, emotions, humor, and related topics." Culturally, the educational working group delineates specific topics that make the learners interact, interpret, and produce oral and written topics related to humanity. This unit's objectives give importance to developing an understanding of the concept of humor as well as raising awareness of others' thoughts and feelings and exploring the concepts of love, friendship, patriotism, generosity, courage, etc. Most of the cultural content speaks about the advantages of expressing our emotions, especially when sharing happy moments, but they use examples and essays from Western society, not from the Algerian one. (Miroud, 2021).

As has been said above, this unit too lacks any Algerian historical representation, not even a small essay about how Algerian society would reflect and cope with emotions (Figure 4). Finally, after taking a look at the cultural content of each unit, we can see that when designing the syllabus of the yearly planning of 3AS year secondary school literary streams, the designers did not take into consideration some of the characteristics that could cultivate the students' native legacy, lifestyle customs, and most importantly, their national history in the English language and how to express their feelings towards it.

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**Figure 4**

*Yearly distribution of literary 3<sup>rd</sup> year streams (unit04)*

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<b>Unit 4 :</b>  <b>WE ARE A FAMILY</b>  Feelings, Emotions, Humor and related topics	<b>Interacting</b>  <b>Interpreting Producing</b>	*Developing understanding of the concept of humor* *raising awareness of others' thoughts and feeling *Raising awareness about the importance of emotions/ feelings for the development of the individual * Developing understanding of the expression of feelings across different cultures and societies *Exploring the concepts of friendship, love, patriotism, generosity, courage	<b>Grammar:</b> * <b>Present simple</b> * <b>Past simple, past perfect</b> * <b>Past simple, present perfect</b> * <b>Enjoy/like/dislike +gerund</b> * <b>I'd rather do ...</b> * <b>I'd rather do ... than...</b> * <b>I'd prefer ...to...</b> * <b>Should, ought to, if I were you</b> * <b>articles: omission before abstract nouns( love, anger, humor ...)</b> * <b>Quantifiers: a lot of, a great deal of, few, little, some of us, all of us ...</b> * <b>each other, one another</b> <b>Morphology:</b> * <b>forming adjectives from nouns with: ful, -ic, -ous</b> * <b>forming nouns with: -ness,-ty</b> * <b>Forming verbs with -en</b> <b>Phonology: Silent letters (review)</b>	*Ordering statements as they occur in an interview With a humorist *Responding to a letter (writing a letter of advice) * Writing a newspaper article about feelings and emotions * Listening to a lecture about friendship and ordering the notes * Re-ordering paragraphs to get a coherent public statement	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work	<b>7 weeks</b>  <b>28hours</b>
<b>Project Outcome</b>	-design a webpage to establish contact with students of their age -select one or two characters of friendship and love from a play/ novel/ film and write about them -create a network of friend through the web -write an essay /a poem on the topic of "Love your country"					

The English language has become the most used language in modern science. It is used to convey different types of knowledge to learners. For that, we can use it to reflect the local Algerian cultural diversity and history. Nevertheless, by analyzing the cultural context of English textbooks in Algeria (drafted by former syllabi designers) and our study of Algerian English textbooks specifically second-year high school textbooks, we can state that they lack any significant representations of Algerian history. This is why in this study, the effectiveness of teaching the history of Algeria in English Language as a means of improving pupils' cultural background is investigated.

### 1.3.Purpose of study

This study aims to investigate the incorporation of the English language in teaching Algerian history in high school to third-year secondary school literary streams. This study aimed to raise the officials' and supervisors' awareness of using English to teach the pupils their history by incorporating some history information in the reading syllabus, it seeks to make steps in sensitizing the pupils' need to be introduced to their own country's history through EFL classes also, to promote pupils ability to highlight their culture and to develop their discursive ability when using platforms in English language and to use linguistic knowledge to highlight their local history. The paper attempts to answer the following questions:

- Is Algerian history taught in Algerian English secondary school textbooks? If not, how can it be integrated into the reading class to enhance reading and the cultural activities of textbooks?
- Does teaching Algerian history in English enhance the cultural awareness of the pupils? If it does, which component of Algerian history can be useful to promote pupils' perception of the nation's cultural background?

It is hypothesized that teaching the history of Algeria in English contributes enormously to promoting the learner's linguistic competence and cultural background. Containing some Algerian historical information (facts, figures, dates, events) in the English syllabus will be useful to students to improve their culture of history in English. As a result, adopting the English language in teaching Algerian history leads to the enhancement of culture among learners.

## 2. Methods and materials

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The selection of the historical period between 1954 and 1962 was the most beneficial for the students to learn due to the richness of the glorious events that shaped the Algerian revolution, leading Algeria to independence, as well as for the most famous figures that helped in freeing Algeria from the French colonizers. It was agreed that the Algerian youth and younger generations, particularly secondary school students, needed the right linguistic and lexical package to proudly inform and discuss Algerian history with other individuals from other communities and cultures in English, which represents a global language. Consequently, using such cultural topics in English arouses students' cultural awareness, but starting from the analysis of the cultural topics used in 3rd-year literary streams and lit, we found out that they lack any Algerian historical representation in their four units as well as in the other levels of first and second years of secondary school textbooks that we had the chance to explore during our training period.

### **2.1. Participants**

The research consisted of thirteen (13) secondary school teachers of English who answered the questionnaire. Our questionnaire was submitted by secondary school teachers of different ranks and genders from Biskra, Ouargla, and Touggourt. The population of the research consisted of secondary school teachers.

### **2.2. Data collection instrument**

To achieve the aim of the research, a questionnaire for secondary school teachers was designed. Moreover, the study opted for a close-ended and open-ended questionnaire as a data collection tool containing fourteen (14) questions; this questionnaire was administered to secondary school teachers. The teachers' questionnaire aimed to gather data about their perceptions regarding the teaching of Algerian history in English in the high school. Additionally, their points of view and suggestions about the teaching strategies that they may adopt in teaching it are approached. To collect the data, the study opted for a teachers' questionnaire and the scores of a test of the experimental and control groups.

The questionnaire consisted of fourteen (14) questions; it was divided into two sections. The first section which had (4) questions aimed to collect information about the teachers' names, ages, gender, and years of teaching English. The questionnaire consisted of fourteen (14) questions; it was divided into two sections. The second section deals with collecting their perceptions about the importance of teaching language through culture and their attitudes towards the importance of teaching the history of Algeria in English to improve the students' culture. Additionally, further questions were set to collect the points of view of these teachers regarding the methods to be used if this suggestion of implementing the history of Algeria in English secondary school textbooks to achieve the goal of enhancing the pupils' cultural awareness.

There were two variables; the first variable is the independent variable, which is teaching the history of Algeria in English language textbooks. The second variable is the dependent variable, which is improving the students' culture. The researcher aimed to prove that teaching the history of Algeria in English enhances the students' culture.

### **2.3. Analysis**

In the end, the researchers used the statistical programs Google Forms and Excel 2010 to analyze the results. The results from the questionnaire are presented in percentage values, in addition to the pie chart and bar chart to illustrate the data. In the end, the researcher discusses the findings.

### **2.4. Ethics**

All participants remained anonymous throughout the study. No harm was caused to the environment, humans or organizations by the collection, analysing and reporting of this research data.



### 3. Results

#### 3.1. Personal data

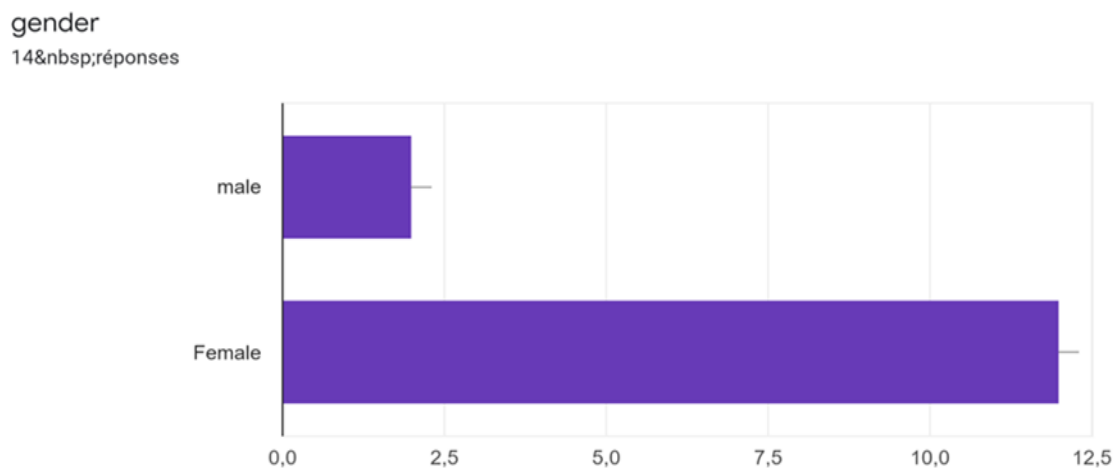
##### 3.1.1. Question n°1: Teacher's name

The first question is about the teachers' names but since it is an optional question two teachers did not give their names.

##### 3.1.2. Question n°2: Teacher's gender

**Figure 5**

*Teachers' gender*

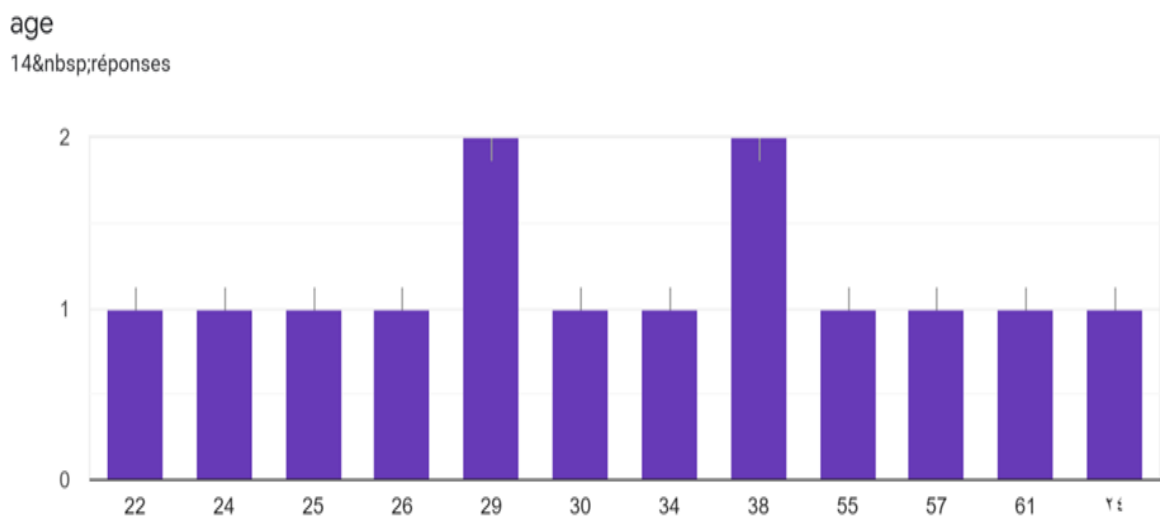


The researcher deduced from the above results in figure 5 that most of the teachers participating in our questionnaire were females.

##### 3.1.3. Question n°3: Age

**Figure 6**

*Age of the teachers participating*



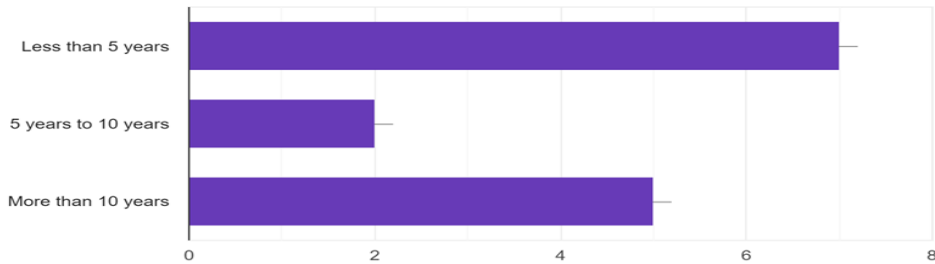
The teachers who responded to the questionnaire are of different ages. Most of them are between 29 years old and 38 years old (figure 6).

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3.1.4. Question 4: How long have you been teaching English as a secondary school teacher?

**Figure 7**  
*Secondary school English teachers' participants*

How long have you been teaching English as a secondary school teacher ?  
14 réponses

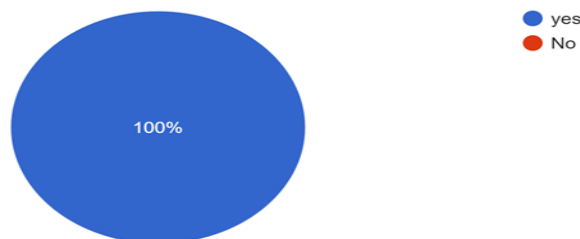


The results in figure 7 reveal that the teachers who taught for less than 5 years are the dominating ones. However, the teachers teaching from 5 to 10 years are only 2 teachers less than the teachers teaching more than 10 years.

3.1.5. Question n°5: Do you think that culture is important in language teaching?

**Figure 8**  
*Teacher's point of view about the importance of culture in language teaching*

Do you think that culture teaching is important in language acquisition?  
14 réponses

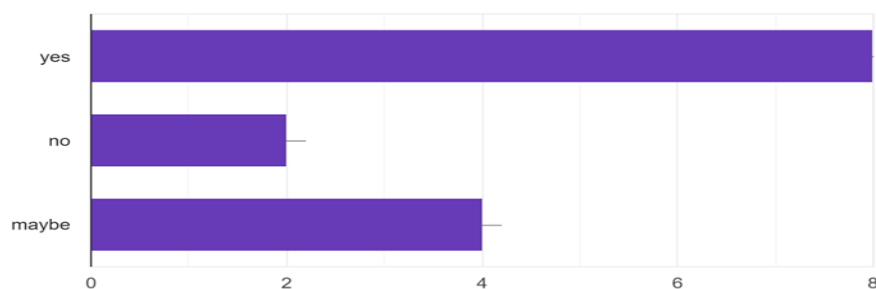


The results of this pie chart in figure 8 reveal that all the teachers participating think that culture is necessary for language acquisition.

3.1.6. Question n°6: Do you believe that Algerian history should be taught to secondary school students?

**Figure 9**  
*Teachers' point of view about teaching the history of Algeria in English to secondary school students?*

Do you believe that the Algerian history should be taught to secondary school students?  
14 réponses



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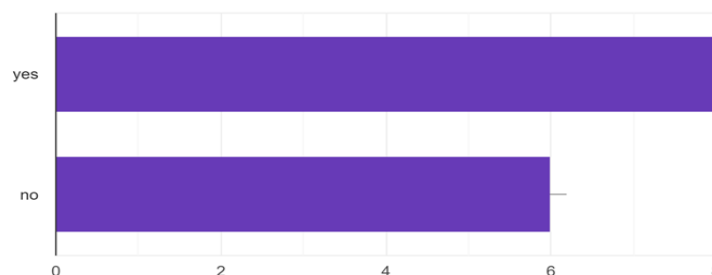
We deduce from the results in figure 9 that 57.1% of the teachers believe that teaching the history of Algeria in English is beneficial for high school students whereas 14.3% of them think it is not helpful for the students. Additionally, 28.6% of the teachers did not make up their minds about it.

3.1.7. *Question n°7: Do you think that the Algerian history representation in English textbooks enhances the students' language competence?*

**Figure 10**

*Number of teachers thinking about whether applying Algerian history representation in English textbooks will or will not enhance the students' language competence*

Do you think that the Algerian history representation in English text book enhance the students' language competence?  
14 réponses



The findings in figure 10 show that 57.1% of the teachers claimed that applying the Algerian history representation in secondary school English textbooks enhances the students' language competence. On the other hand, 42.9% believe otherwise.

3.1.8. *Question n°8: Please justify*

This question is devoted to the explanations of the result above. The teachers who claimed that applying Algerian history representation in English textbooks enhances the students' language competence clarified that:

- Importance in real-life situations
- Because it's important to know our history in English
- Involving some aspects of Algerian history makes teaching more interesting since it appeals to students; it has a relation with their roots. As a consequence, it will grab their attention and hold their interest which will help them enhance their language competence
- it does because it helps the students understand the context in which the vocabulary is integrated
- Background knowledge has a role in acquiring language
- Yes, because they already have background knowledge about their national identity in their mother tongue language, they only need guidance from their tutors to acquire the English language using familiar cultural topics
- Teaching history is like any other subject taught in English, it helps students know more about their native history and improve their language potential as well
- In so many areas including their daily life.

The other teachers who considered that applying Algerian history representation in English textbooks does not enhance the student's language competence, justified by saying that:

- Little emphasis if not absent at all
- I don't find it something really important to be tackled in an EFL classroom
- Not for sure

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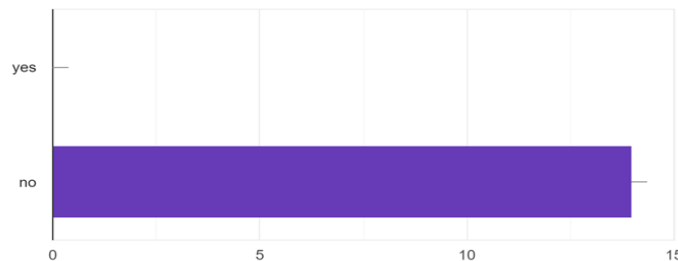
- Studying Algerian history in English at this stage is too much and difficult for them. They need to learn more about the language first because when they master the language, they can understand history.
- They should learn the English culture, not the Algerian one.
- For me, it adds no new material.

3.1.9. *Question n°9: Are there any representations of Algerian history (before, during, or post the revolution of 1954) in the content of secondary school English textbooks*

**Figure 11**

*Teachers' responses about whether they have encountered any representations of Algerian history*

Is there any representations of the Algerian history (before, during or post the revolution 1954) in the content of the secondary English text books?  
14 réponses



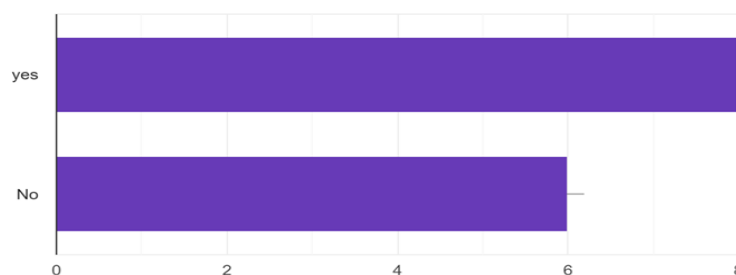
The findings show that all the teachers agreed on claiming that there is no Algerian historical representation during the mentioned period in secondary school English textbooks (figure 11).

3.1.10. *Question n°10: Do you think that we should teach students Algerian history in English?*

**Figure 12**

*Teachers reviews about teaching Algerian history in English*

Do you think that we should teach students the Algerian history in English?  
14 réponses



The results reveal that 57.1% of the teachers believe that they should teach Algerian history in English, whereas 42.9% of them saw that it is somehow not applicable (figure 12).

3.1.11. *Question n°11: Knowing that there are some of the Algerian historical representations in the Arabic and French secondary textbooks. Is it enough or it should be taught in English textbooks too?*

The teachers who believe that it should be taught in English justified their answers with:

- Yes, it should, because the English language has become the language of the world and the unified language that most written aspects of modern life are based on so when talking to a foreigner about our history usually, we can't transmit the information in Arabic because most

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likely this foreigner would not understand the Arabic language but he may have a solid knowledge of English language for that you communicate with him introducing your history in a language you both understand

- It should be taught in English too, since it is the global language.
- It should be taught in English too.
- It should be present in English textbooks, especially for literary streams.
- It should be included in English as well.
- Yes, to a certain extent.
- Yes, it should be taught.
- The other group of teachers who believe that it is not necessary to teach it in English textbooks, justified by saying:
  - I think it's more than enough...
  - They're enough
  - No, it is enough for them to study it in Arabic
  - It's enough of course. For me, the main interest of the students is to learn the language.
  - No
  - Enough

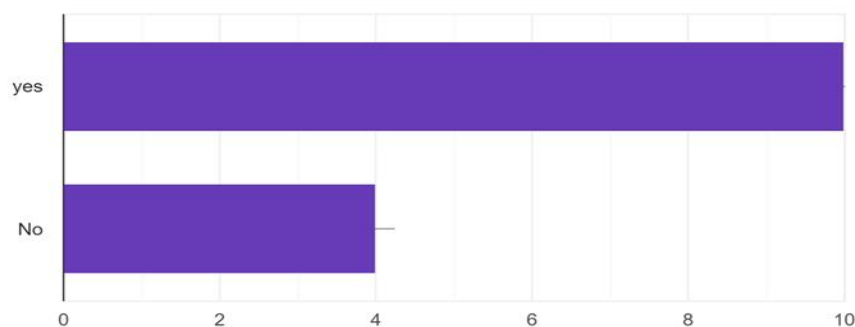
3.1.12. Question n°12: Is pupils' awareness of their national history in English helpful in social platforms that represent the new digital world?

**Figure 13**

*Teachers' responses about the importance of teaching Algerian history in communicating on social platforms*

Is pupils' awareness about their national history in English helpful in social platforms that represent the new digital world?

14 réponses



The results in figure 13 demonstrate that 71.4% of secondary school teachers think that students must know how to discuss their Algerian history correctly and successfully on social platforms. Whereas, 28.6% of the participants claimed that it has no benefit on social platforms.

3.1.13. Question n°13: Please justify

This question is devoted to the explanations of the results above. The teachers who claimed that pupils' awareness about their national history in English is helpful in social platforms justified by:

- Yes, because nowadays, we can't live without social platforms and most of our acquaintances speak in different languages but we found a common language which is English language so we need a lexical package that tackles our Algerian history in English to inform them of our glorious history
- Students will have the ability to share a message about their country's history so that everyone can understand it.

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- Familiarize others with our main history
- Events expose our historical richness to other cultures
- Pupils now are open to the world through social platforms and they communicate with people all over the world, knowing their history in English will help them share it and talk about it with others
- Knowing how to represent their country's history in English is crucial these days because we are living in a world controlled by social media
- It can work as an immune system to prevent any mistaken info that may students be exposed to in discussions.
- The rich history of Algeria helps us to paint a detailed picture of where we stand today

However, according to the teachers who chose that pupils' awareness about their national history in English does not help them in social platforms claimed that:

- They were once used for texts on the historical period during the War of Liberation. Students were uninterested
- The Algerian secondary students don't give importance to Algerian History. I think it is worthwhile for university students
- I have no idea
- Not too much
- *It's not needed*

3.1.14. *Question n°14: If you are to teach Algerian history in English, which teaching strategy do you believe is adopted to teach our national history?*

In this question, the teachers were invited to provide us with their suggestions or recommendations about which teaching strategy is suitable to teach Algerian history in English textbooks. They stated:

- In my opinion most effective teaching strategy is the usage of plays and translated videos
- So many, probably strategies that make them add a vivid sense to the class or session such as drama and plays.
- Field trips-media-reenactments
- Videos
- The teacher can use one strategy or involve more than one in one class. For example, use a visualization strategy with data show to make it more vivid and interesting, in addition to a cooperative learning strategy to make learners exchange and brainstorm what they know about Algerian history
- I would suggest including interesting texts of Algerian history like customs as text material to grab learners' attention
- Teaching history in English would be a very entertaining task because teachers will have access to plenty of supportive materials. Students can make videos about some historical events, organize exhibitions, draw maps, and role-play some events like Evian Negotiations, etc.
- Stories of national heroes
- By Creating a home school curriculum
- Flipped classroom, effective discussion, and team-based learning to motivate them
- CLT Communicative Language Teaching.
- Teach through ICT
- Only one teacher could not decide, so he stated: "Can't decide".

#### 4. Discussion

The outcome of the teachers' questionnaire revealed that the majority of the secondary school teachers supported the idea of using English to teach some historical elements of Algeria in English since this enables students to enhance their cultural awareness. While some others disapproved of teaching Algerian history in secondary English textbooks for being difficult for the students to grasp in English and that they might not be interested in learning it. Additionally, this category of teachers sought to declare that they were sure the learners would not benefit from teaching Algerian history in English in secondary schools.

The findings of the first section revealed that the teachers who participated in the questionnaire have experience teaching in secondary school for less than five years. In the second section, the teachers attested that culture is important in language teaching and learning. This historical suggestion would help students improve their language skills, mainly communication. Teachers believe that teaching some of the Algerian history representation in English textbooks enhances the students' culture.

Teachers' answers revealed that some use cultural topics not necessary for the native learners to teach language mainly because they feel that linguistic input is the main interest, not how to teach it. According to those who focus on how to teach English, using familiar culture as teaching content enhances their language acquisition and cultural awareness and helps improve students' abilities in communicating and becoming more autonomous learners.

There is presently no representation of Algerian domestic history in the Algerian curriculum of English textbooks. This lack of definition in the curriculum allows for interpretation and option, which may hinder pupils from acquiring a more well-rounded education in Algerian history in English. As a result of this research, we recommend the following recommendations as a strategy and approach to take if it is possible to include Algerian history in national English textbooks or a strategy to adopt in teaching it:

Students must first gain some fundamental information before they can explore the more intriguing problems generated by the study of history. This often includes reading a text, viewing a film, or listening to a teacher's explication. This activity's success will make or break your lesson.

- Reading: Hunt (2007) stated "Reading activities can be crucial to the success of your lesson. Early on, it is easier to rely on a textbook narrative. However, re-typing the narrative can simplify both language and layout and can help you to take ownership of the detail."

That's to say, history and literacy are needed to understand history and automatically improve your culture and your background knowledge. Reading about history is similar to reading a tale; there are many details that you must be able to extract about the events and individuals you are studying and, for sure, acquiring language. Adding certain sections of the November 1, 1954 declaration to the English textbook to be translated into English in a reading class using a very basic language that can fit secondary school kids is a very beneficial example to be considered to develop their culture.

- Exposition: As Hunt (2007) stated "Exposition or storytelling is an aspect of learning history that all students enjoy, whatever their age or ability. Telling a story without a text can be an effective way to keep a class focused, involved, and stimulated, without putting stress on their reading skills."

Viewing a video or part of a film in class that highlights the most important scenes in Algerian history, subtitled or dubbed into English, can make many students like this method of teaching since it is likely to be a change of pace from the ordinary. For example, the film "The Algerian War," co-authored and directed by Gillo Pontecorvo, or the film "Jamila, the Algerian," produced by Youssef Chahine and written by Abd al-Rahman, Ali al-Zarqani, and Naguib Mahfouz, might be thought of as

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exposition, similar to listening to the teacher's explication Hunt (2007) also stated "Research in the sense used here means finding out facts. This often means the students find information from textbooks, worksheets, library books, or the Internet. This is most commonly used as a homework task, but it can be a valid classroom activity if you have the resources to hand".

As a homework assignment, assigning Algerian pupils to conduct research in English on a local character who participated in the Algerian War or a historic event in English may greatly benefit their culture and expand their background.

- Role play: (the dramatic method): It is a technique for transforming information or abilities to be learned into drama to make learning more entertaining and realistic. Learners can take on the roles of numerous honorable persons from history who helped to bring about battles or growth in some way.

Hunt (2007) and Ma (2024), stated "Role play means the active engagement of both teacher and pupils in the interpretation of the past. Despite the promotion of 'active history' in the past twenty years, role play remains an under-utilized method of delivering history. Much of this stems from a perception that 'acting out' an aspect of history is a distraction from the development of pupils' historical understanding".

As an activity, it is possible to pick a few students and push them to act out situations from the textbook, such as the Evian discussions on March 18, 1962, for example. They can act out a battle or event. In this manner, you'll liven up the classroom, allow students to show off their acting abilities, and help them remember the important material from the lecture.

After the theater scenario is finished, you may rapidly involve the entire school in the topic's debate, brainstorming sessions, work in pairs, or argumentative presentations.

- Field trips: "A vital part of teaching history is enabling pupils to have an understanding beyond the simple facts and figures, of the historical events, people, and places that shaped where and who we are today. This could be at the national or local level, and is surely best achieved through the first-hand experience offered by a history school trip or field trip." (History School Trips, 2022)

Teachers won't be able to get the pupils out of the classroom every week but attempt to do it as frequently as possible. In the absence of physical support, history appears dry and uninteresting. Fortunately, there are many museums to visit with the kids, where you may provide them an English glossary with all the words, they'll need to convey your argument, highlight a conclusion, or assist them connect abstract concepts to real-life instances.

That is to say, allowing students to visit local sites where events occurred or Algerian personalities who contributed to the country's independence died, all of which are discussed in English, may greatly aid students in learning new words and broadening their background knowledge.

- Dictionary for history (Glossary): Educators and syllabus designers can create a history dictionary based on modules in various grades. This will aid students in comprehending the meanings of key phrases and terminology used in their Algerian English textbook. For instance, a dictionary for the lesson or the entire unit on historical Algerian events such as the "Massacres of 8 May 1945."
- Historical maps: Make a list of all the historical maps and charts that are necessary for each grade, and then go out and get them. In the classroom, demonstrate using a pointer. Maps, for example, can be used if the lesson were about the division of Algeria into 5 military regions. The location and labeling on the map will help in understanding the topic as well as develop the map skills of the students.



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- Forming heritage clubs: teachers can organize a heritage club, in which a group of pupils raise awareness of the heritage and historical events that shaped Algeria's past, as well as monument preservation and conservation. Students can prepare a project for the club after each course in which they create a summary of what they have studied about the history of Algeria in English.

Answers from the teachers' questionnaires have shown positive attitudes toward teaching Algerian history in English for secondary school teachers. This has confirmed the hypothesis and has answered our research questions. Although such historic implementation is not included in the cultural topics taught to secondary school students, the findings of the questionnaire revealed that the majority of the participating teachers believe that teaching the history of Algeria in English enhances the students' English language and culture.

To conclude, since the research relied on the teachers' questionnaire, the researcher cannot generalize its results to all teachers. It would be interesting for further experimental investigations to be conducted. The study recommends approaching it with many groups of teachers and students, for instance, history students at the university level, to get other positions.

## 5. Conclusion

The study aimed to investigate the impact of teaching Algerian history in English on secondary school students. Therefore, the research questions have been answered. History is an incredibly essential subject. This is because history teaches political intelligence, morality, self-development, how to learn from our mistakes, and so on. On a more academic level, understanding and learning history helps develop reading and writing skills, how to form our ideas, how to research history-related fields, and how to analyze facts and sources.

The findings of the teachers' questionnaire demonstrated that most teachers prefer teaching the English language using Algerian history to promote the learners' language acquisition and cultural awareness. On that basis, these teachers seemed to cooperate and accept the idea of applying certain Algerian historical implementations within the secondary school English textbooks, using multiple teaching methods to achieve it to enhance the pupils' culture, mainly theirs.

Additionally, the majority of the participating teachers stated that it is a good idea to teach some historical events, figures, or places about Algeria and that such cultural input should be taught not only in French and Arabic textbooks but should be taught in English as well due to its increasing necessity in daily life situations and, more importantly, due to globalization.

However, a few of the participants resisted the idea completely because they thought it was difficult to implement and teach for secondary school students. After all, it is far from their linguistic background and capacities, giving little emphasis on the usage of such cultural topics in intercultural situations.

During the formulation of this work, the researcher encountered some limitations that made it difficult for us to accomplish it more professionally, although we tried to widen the area of research as much as possible to get more reviews, information, and results that would serve our hypothesis most suitably. Among the limitations, the research mentions that

1. There is a shortage of references concerning the history of Algeria in English.
3. Although the questionnaire was distributed in electronic and hard copy versions, only 13 secondary school teachers could give us their answers.

Since the subject of the dissertation is new, there are a few participants who got the idea of how important it is to teach some of the history of Algeria in English as a cultural topic.

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