

People's Democratic Republic of Algeria
Ministry of Higher Education and scientific research
University of Tlemcen



Faculty of Letters & Languages
Department of English
Section of English

**Cultural sensitivity in teaching English for international
communication in Algeria**

Dissertation submitted to the Department of English as a partial fulfillment
of the requirements for the degree of Master in Didactics

Presented by:

Zakarya Belabbas

Supervised by:

Prof. Noureddine MOUHADJER

Board of Examiners

Academic Year:2023-2024

DEDICATIONS

To my teachers, family and students

Acknowledgments

I wholeheartedly express my deepest gratitude to my supervisor, Professor Noureddine MOUHADJER for his unwavering support, guidance, and invaluable feedback throughout every stage of this research. His expertise and mentorship have been instrumental in shaping the direction of this thesis study.

Abstract

In the world of teaching English for communication, it is essential to raise cultural awareness among both learners and teachers and make them understanding and appreciating cultural differences do not only enriches language learning but also promotes effective cross cultural communication.

Therefore, teachers ought to create inclusive learning environments where students feel respected and valued regardless of their cultural backgrounds. The current study aims at providing the necessary definitions of multiple needed approaches as well as revealing the main cultural obstacles found in the ELT textbooks. In order to contribute in raising the necessary cultural awareness for Algerian teachers, the investigator chose a sample of teachers from three different teaching centers in Tlemcen. The data collected led to several fruitful findings which were deeply analyzed and interpreted to result some practical suggestions and recommendations

Table of Contents

DEDICATIONS	I
Acknowledgments	II
Abstract.....	III
Table of Contents.....	IV
List of Figures.....	VII
List of Tables	VIII
List of Acronyms and Abbreviations	IX
General Introduction.....	1

CHAPTER ONE: LITERATURE REVIEW

1.1 Introduction.....	3
1.2.1 Definition of a foreign language	3
1.2.2 Historical review of EFL in Algeria.....	4
1.2.3 Cultural awareness in teaching.....	6
1.2.4 Language and culture learning strategies	7
1.2.4.1 Immersion	7
1.4.2.2 Cultural Awareness and Sensitivity	8
1.4.2.3 Technology Integration	8
1.4.2.4 Everyday Life Integration.....	8
1.4.2.5 Active Engagement and Participation	8
1.2.5 Cultural Sensitivity in English Language Teaching	9
1.3 English for international communication	10
1.3.1 Communicative language teaching	10
1.3.1 Intercultural approach in EFL teaching.....	12
1.3.2 Inclusive approach in ELF teaching.....	14
1.3.3 Task Based approach in ELT pedagogy.....	15
1.4 English for communication textbooks.....	16

1.5.1 Cultural landscape in Algerian education	17
1.5.2 Cultural sensitivity in modern ELT pedagogy	17
1.5.3 The interconnection between culture and English language teaching in Algeria.....	18
1.5.4 Challenges and obstacles to CLT practitioners in Algeria.....	19
1.6 conclusion	21

CHAPTER TWO: Data Collection & Analysis

2.1 Introduction.....	23
2.2 textbook analysis	23
2.2.1 Description of the textbooks.....	24
2.2.2The Success of the Cutting Edge Series in ELT: interactive and practical.....	24
2.2.3Levels and content	25
2.2.4 Instruments	25
2.2.5 Intercultural approach implementation in cutting edge textbook	26
2.2.5.1Illustration:.....	27
2.2.6The New Headway Journey in English Language Learning: from basics to fluency	27
2.2.6.1 Levels and content.....	28
2.2.6.2Instruments	28
2.2.6.3Cultural diversity implementation in New Headway Textbook	28
2.2.6.4.1Illustration.....	29
2.2.7 Synchronic approach in CUTTING EDGE and NEW HEDWAY Textbooks.....	29
2.2.7.1 Illustration.....	30
2.2.7.2Intrusive words, expressions and ideologies to the Algerian society in the CUTTING EDGE andNEW HEADWAY content.....	31

2.3 Research methodology	32
2.3.1 Teacher's Profile :	32
2.3.2 Student's profile:	32
2.4 Questionnaire:.....	33
2.5 Data Analysis :.....	33
2.5.1 Analysis of teachers' questionnaire.....	33
2.6 discussion of the main findings:.....	41
2.7 Suggestions and Recommendations:	43
2.7.1 Recommendations to EFL Textbook publishing houses:	43
2.7.2 Recommendations to English language teaching centers in Algeria:	43
2.8 Conclusion:	44
General conclusion	48
Bibliography	49

List of Figures

Figure 2.1 Teaching Experiences	
Figure 2.2 students' cultural belonging	
Figure 2.3 The English Textbooks used	
Figure 2.4 The period of Using	
Figure 2.5 Students' Social background	
Figure 2.6 Reasons of Asking	
Figure 3.7 Obstacles in Teaching	
Figure 2.8 Intrusive Words and Expressions	
Figure 2.9 Student's Attitudes	
Figure 2.10 Teacher's Attitude	
Figure 2.11 Teacher's Decisions	
Figure 2.12 Decision's Explanation	
Figure 2.13 Students' Reaction	
Figure 2.14 institutions' internal codes	
Figure 2.15 teachers' attitudes	

List of Tables

List of Acronyms and Abbreviations

General

Introduction

General Introduction

Teaching English for International Communication has taken prominent place in the last decades due to the excessive need of being involved in a globalized world where all individuals from different cultural backgrounds interact and exchange their experiences. In this era, the teaching process becomes influenced by multiple factors which makes its reflection and regular refinement a necessity so the ELT practitioners adapt their pedagogy and teaching techniques in such an interconnected world.

Furthermore, as the English language has been imposed as a universal language, cross cultural communication aspects are no longer practiced only in usual conversations but they are nowadays implemented in the teaching learning process. Thus, EFL teachers are invited to be culturally aware enough when using all task-based teaching textbook as their mission goes beyond achieving fluency in classrooms to enhancing all the communicative skills among their students.

What's more, modern English for General and Specific Purposes Textbooks have proven to carry a various cultural backgrounds from all over the world implementing a synchronic language system. However, this cultural diversity does not satisfy all the Algerian learners' needs but it frequently lead to many misunderstandings for both teachers and students.

This study was mainly conducted to deeply look into the main approaches used to achieve high quality of education despite the cultural obstacles mentioned before. It also seeks to identify them in a limited framework which encompasses the stakeholders of teaching English for communication here in Algeria. Consequently, this research addresses the following question:

- What cultural obstacles English Language teachers encounter when using English for communication and task based textbooks?
- Do ELT practitioners, in Algerian teaching center, have enough knowledge about handling sensitive cultural situation in the classroom?
- What procedures and techniques can be used to overcome these sensitive situations?

Therefore, in order to answer the above questions, the researcher reformulated them into the following hypotheses:

- most cultural obstacles in teaching are related to intrusive words and expressions to the Algerian learner's culture
- Most of ELT practitioners try to avoid similar situations by skipping .
- Inclusive and intercultural approaches provide EFL teachers with all necessary steps and techniques to achieve the teaching goals in a smooth environment.

So as to examine the validity of the suggested hypotheses, the investigator depended on studying a case of ELT teachers in three different public and private teaching centers in Tlemcen through a conducted questionnaire, alongside with two textbooks' descriptions and analyses.

Concerning the extended essay structure, two chapters were formed. In the first one, the theatrical background includes many definitions of multiple teaching approaches which all ELT teachers ought to be aware of.

General introduction

In the second chapter, the investigator relied on two instruments that conducted his research namely two textbooks analyses in addition to a survey based on both qualitative and quantitative methods. This work attained few suggestions and recommendations to raise the cultural awareness inside the teaching learning environment.

Chapter One:

Literature Review

1.1 Introduction

Cultural sensitivity in EFL encourages teachers to be more aware about all cultural and educational challenges in a classroom. This theoretical chapter, therefore, is devoted to unveil the most common approaches which facilitate the teaching learning process in a similar environment. It also highlights the significance of all necessary areas for the development of the cultural awareness in teaching English as a foreign language.

In this chapter, the researcher sheds the light on the importance of relying on EFL task based textbooks which mainly aim at practicing the four language skills (reading, listening, speaking and writing) in the classroom. Finally, he demonstrates the richness of the Algerian cultural landscape and the most relevant challenges in CTL implementation in Algeria

1.2.1 Definition of a foreign language

A foreign language, in its most general terms, means a language that is not one's native or first language. It is an additional linguistic system learned through conscious efforts by an individual, usually associated with a geographical area, cultural community, or linguistic heritage different from that of the native language. Foreign languages present a set of linguistic elements that have been learned, including vocabulary, grammatical structure, syntax, phonetics, and systems of writing, which are typical of each language in its expression of a particular culture or set of norms within a community, besides having its own history of development and evolution (Cook 2016, p.22).

Acquiring and mastering a foreign language is a rather complex cognitive, social, and communicative process that involves developing skills in the different areas or competencies of the language, such as listening, speaking, reading, and writing. Furthermore, the knowledge of the culture and pragmatic competencies are crucial features of foreign language acquisition. the latters provide a learner with the necessary communicative competencies to develop an appropriate and effective attitude and behavior in real communicative situations and to interact appropriately in different cultural environments (Byram et al., 2002, p. 45).

Foreign language learning can be done in many different ways, which may or may not include schools or universities: self-study, immersion programs, language exchange, tutoring, online resources, and the experience of cultural immersion after moving to another country. Several approaches and methods in foreign language teaching and learning have been

proposed over time, from traditional classroom teaching to communicative language teaching, task-based learning, and technology-enhanced learning environments, in order to address the great variety of needs and preferences of the learners.

The benefits of learning a foreign language are manifold, extending beyond personal enrichment to encompass academic and professional development. Knowing a foreign language will open many horizons for intercultural communication, which makes people able to connect with other language speakers, get different viewpoints, and enter cross-cultural dialogues. It also widens the scope for higher education: students may take up study abroad programs, major or minor in languages, and conduct research in the target language.

In today's global economy, knowledge of a foreign language is appreciated evermore, and multilingualism has become a hallmark of success in various spheres of activity: international business, diplomacy, tourism, translation and interpretation, education, health, and media. Knowledge of foreign languages greatly enhances the possibility of a career and makes one stand out on the job market, so people have more opportunities while seeking a place that requires linguistic and intercultural competencies.

Concisely, foreign languages stand for the power to bridge linguistic and cultural gaps, fostering mutual understanding, cooperation, and respect toward each other in today's connected, multicultural world. They enrich human life through the possession of linguistic dexterity and cultural sensitivity, which are necessary for managing globalization in all its complexity and furthering meaningful intercultural communication and collaboration.

1.2.2 Historical review of EFL in Algeria

English teaching in Algeria has evolved significantly over the years. In the early years, English language education in Algeria focused mainly on teaching language skills such as grammar, reading, and writing, listening, and speaking. However, as globalization emerged and the importance of English as a global language became more apparent, there was a shift in the approach to teaching English in Algeria. English lessons began to incorporate not only vocabulary and grammar, but also a focus on the language background and worldwide content. In 1962, Algeria gained its independence from France after a long and difficult struggle. This had a significant impact on English language teaching in the country. The need to integrate English language education with the global community and international relations

became even more crucial. As a result, the English language curriculum in Algeria evolved to include a broader range of topics such as literature, cultural studies, and communication skills. This shift reflected the changing socio-political landscape and the increasing importance of English in international diplomacy and trade.

Throughout the 1970s, English teaching in Algeria underwent significant reform to meet the changing demands of the global landscape. The newly established Ministry of National Education played a pivotal role in shaping the English language curriculum, emphasizing a more comprehensive approach to the language.

As we entered the 2000s, English teaching in Algeria experienced another transformation with the integration of technology and the adoption of new pedagogical approaches. The widespread availability of the internet and digital resources opened up new possibilities for language learning and teaching.

Middle and secondary educators began incorporating online platforms, multimedia resources, and interactive software to engage students and enhance their language skills. This shift towards technology-enabled learning not only provided greater access to authentic English materials but also allowed for more interactive and dynamic classroom experiences.

Furthermore, the 2000s saw an increased emphasis on communicative language teaching, which focused on developing students' ability to communicate effectively in real-life situations. This approach encouraged interactive and student-centered activities, such as group discussions, role-plays, and language games, aiming to improve students' fluency and confidence in using English.

In addition to technological integration and new pedagogical approaches, English language education in Algeria also continued to expand its focus on global issues and cross-cultural understanding. Students were exposed to a more diverse range of texts and topics, exploring themes related to globalization, sustainability, and intercultural communication. Overall, the 2000s marked a period of significant evolution in English teaching in Algeria, embracing technology, interactive learning methods, and a broader global perspective to meet the changing needs of language learners in a dynamic, interconnected world

1.2.3 Cultural awareness in teaching

Cultural awareness stands for one of the major preconditions of successful teaching nowadays in the increasingly diverse classroom. Cultural awareness is realizing, understanding, and valuing the cultural backgrounds, values, beliefs, and norms of students and teachers. It's being able to engage in cultural differences sensitively, foster inclusiveness, and create an enabling learning environment that values and celebrates diversity.

The creation of belonging and acceptance among students from diverse cultural backgrounds is the biggest form of cultural awareness in teaching. The recognition and appreciation of the cultural identity and experiences of learners create trust and rapport between teachers and learners. This makes students be more engaged in and committed to their studies, according to Gay (Gay, 2002, p. 15). With the feeling that they are valued and respected as they are, students become active class members, able to contribute to discourses, work well with others, and even own their learning journey.

Cultural awareness further enables teachers to use varied instructional practices in order to meet the cultural backgrounds and learning styles of students. Teachers use materials and examples that relate to the cultural context; they include students' perspectives within the curriculum, making learning meaningful and accessible to all students in the classroom. As a result, they foster higher academic achievement amongst students and increase the students' cultural pride and self-esteem to nurture a positive identity and sense of belonging.

Furthermore, teaching with cultural awareness enables communication and collaboration among the teachers, students, parents, and community members. Teachers who are sensitive to the cultural backdrop of their students will easily navigate cross-cultural interactions and conflicts and build partnerships with families and the communities. By engaging the parents and members of the community in the education process, teachers foster an enabling and culturally responsive learning environment that reflects the values and priorities of different stakeholders.

Besides, cultural awareness teaching allows effective communication and co-operation between the teacher, student, parent, and community members. Teachers that are aware of their students' cultural background can successfully conduct cross-cultural interactions, conflict resolution, and partnership building with families and communities. (Banks, 2015, p.78). Through involving parents and other members of the society into the educational process, the teacher makes sure that he creates an enabling and culturally responsive learning

environment that reflects values and priorities of different stakeholders. It also encourages critical thinking, empathy, and global citizenship in students and expands their horizons and challenges attitudes and stereotypes that are ethnocentric in nature. It will make the student more tolerant, open-minded, and respectful toward cultural differences in order to be able to thrive in an increasingly connected and multicultural world.

Furthermore, culturally aware teaching practices extend even beyond the classroom to the development of curriculum, assessment, and classroom management. The teacher has to guarantee that curriculum material is representative of cultures, histories, and different experiences. Assessment methodologies, similarly, are to be culture-responsive so that students can represent their learning in ways consistent with their cultural background and preferences. More than that, the teacher needs to ensure that the classroom environment prizes diversity and celebrates cultural backgrounds in the building of community and mutual respect between students from different cultural backgrounds.

Cultural awareness, therefore, is a sine qua non in bringing forth teaching practices that are inclusive, fair, and responsive in a cultural sense. This emanates from this greater appreciation and understanding of cultural diversity, from which educators can create conditions that will allow all students to succeed academically, socially, and emotionally. Teachers, when teaching is culturally responsive, are inspired with the drive to create lifelong learning, critical thinking, and compassionate global citizenship in students for a positive contribution to a diverse, connected world. Teachers can motivate students to become lifelong learners, critical thinkers, and compassionate global citizens who can contribute positively to a diverse and connected world.

.1.2.4 Language and culture learning strategies

Language and culture are such two areas of human communication and identity that are inseparably intertwined. Indeed, it can be said that the very learning of language includes not only some lexics and grammar but also the cultural context in which the language is used. Thus, effective language learning strategies must include linguistic proficiency and cultural competence. In this essay, different strategies for learning language and culture will be discussed with importance and impact on successful language acquisition and intercultural communication.

1.2.4.1 Immersion

Immersion is considered one of the best strategies for learning languages and cultures. (Stem, 1992, p. 45) .It means putting oneself in the environment of the target language and

culture through living in a country where it is spoken, participating in cultural exchange programs, and engaging in real-life cultural activities like cooking, music, or art. Immersion exposes learners to first-hand language and cultural practices, enabling them to learn languages faster and appreciate cultures more.

1.4.2.2 Cultural Awareness and Sensitivity

As mentioned above, Cultural awareness and sensitivity are indispensable parts of language learning. It is about recognizing and respecting the difference in culture, norms, and values. Cultural sensitivity involves changing one's behavior and style of communication in order to avoid causing any cultural misunderstandings or offenses. By adding cultural awareness and sensitivity into language learning, learners will be in a position to navigate cross-cultural interactions quite effectively and therefore build meaningful relationships with speakers of the target language.

1.4.2.3 Technology Integration

Incorporating technology into language and culture learning can enhance the learning experience, adding resources and opportunities to practice. Language learning apps, online courses, virtual reality simulations, and social media provide a way to interact with the language and culture in a more engaging and interactive way. Technology can also bridge the gap in communication between native speakers, access to genuine cultural material, and collaboration with other learners from different parts of the world.

1.4.2.4 Everyday Life Integration

Incorporating language and culture learning into daily activities can strengthen learning, making the process more enjoyable and sustainable. One can watch movies or television shows in the target language, listen to music or podcasts, read books or newspapers, or cook and dine out in ethnic restaurants. If language and culture learning are integrated into daily routines and recreational activities, learners are bound to remain motivated, improve their language skills, and develop better cultural understanding.

1.4.2.5 Active Engagement and Participation

Active involvement and practice are the best ways to learn any language or culture. They include speaking, writing, listening to, and reading in a target language, taking advantage of language exchange programs or conversation groups, and availing oneself of all opportunities for real-life communication with native speakers. Active involvement in the

language and culture reinforces one's learning besides making one build up his confidence and fluency levels.

All in all, effective language and culture learning strategies include immersion, cultural awareness, incorporation of technology, integration with daily life, and active engagement. For sure, the adoption of these strategies helps learners achieve linguistic proficiency and cultural competence, which further enables them to communicate effectively and with confidence in intercultural communication situations. Language and culture learning are dynamic and ongoing. Processes that require dedication, curiosity, and an open-minded attitude. With the right strategies and mindset, anyone can embark on a rewarding journey of language and culture exploration and discovery.

1.2.5 Cultural Sensitivity in English Language Teaching

Cultural sensitivity is at the core of English Language Teaching, bridging the gap between language acquisition and intercultural understanding. In today's globalized world, with English acting as a lingua franca, teaching cultural sensitivity becomes imperative for teachers to ensure effective communication among students and to develop in them global citizenship. This essay tries to explore the significance of cultural sensitivity in ELT, defining its principles, challenges, and strategies for its implementation.

Furthermore, it encompasses an awareness and appreciation of diverse cultural norms, values, and perspectives (Smith, 2015, p. 67) and entails recognizing the cultural backgrounds of both learners and educators and integrating this awareness into language instruction. Culturally sensitive teaching acknowledges the influence of culture on language use, communication styles, and social interactions, fostering an inclusive and respectful learning environment.

In the context of ELT, the reasons why cultural sensitivity is important are several. First, cultural sensitivity raises language comprehension because of examples relevant to the context and real-world use of languages. For example, integrating cultural references and idiomatic expressions enriches language learning and enables deeper comprehension. Besides, cultural sensitivity encourages empathy and respect among learners, promoting an open-minded and intercultural dialogue. With its cultural diversity, ELT generates global citizens who can interact smoothly in multicultural environments.

However, cultural sensitivity in ELT comes with a number of challenges. A first very important one is that it runs the risk of cultural stereotyping. It means that learners will have oversimplified or wrong perceptions of other cultures. Also, sensitive cultural topics and overcoming cultural differences in the classroom require skilled facilitation and cultural competence on the part of educators. Overcoming these challenges needs ongoing professional development, intercultural training, and educators' reflexivity.

Generally speaking, by cultivating an awareness and appreciation of diverse cultural backgrounds, educators can enhance language learning outcomes and promote intercultural understanding. While challenges may arise in navigating cultural differences in the classroom, the benefits of fostering cultural sensitivity are profound. Through thoughtful curriculum design, skillful facilitation, and ongoing professional development, educators can empower learners to become culturally sensitive communicators and global citizens.

1.3 English for international communication

According to Oxford linguist Jennifer Jenkins, English as a lingua franca (ELF) is essential for helping people from different linguistic backgrounds communicate effectively. Jenkins points out that the goal of ELF isn't to speak like a native, but to be clear and understandable to others. This approach values mutual understanding and flexibility, allowing English to act as a bridge while letting speakers maintain their unique ways of speaking. Jenkins' insights highlight the practical side of using English globally, focusing on getting the message across rather than sticking to native-speaker norms. Jenkins (2007:p. 21).

1.3.1 Communicative language teaching

The introduction of Communicative Language Teaching in the late 20th century has greatly affected language teaching around the world. In Algeria—a country with different linguistic and cultural characteristics—the transition toward the adoption of CLT has been accompanied by various educational reforms and socio-political changes.

Communicative Language Teaching approach is an educational methodology that enables learners to use language communicatively and fluently in real-life situations, and emphasizes interaction and the use of authentic language. Central to CLT is the notion of communicative competence, which embraces such language competencies as grammatical,

sociolinguistic, discourse, and strategic competencies. Concerning this, grammatical competence means the knowledge and its realization on the linguistic code, including vocabulary, morphology, syntax, and phonology. On the other hand, sociolinguistic competence deals with using languages appropriately in diverse social contexts and knowledge of social rules of language use. Discourse competence is the ability to use language for the production of coherent and cohesive spoken or written texts, whereas strategic competence involves strategies for overcoming communication problems through paraphrasing or requesting clarification, among others. Such an approach places an emphasis on comprehending and conveying meaning in various social contexts, encouraging students to involve themselves actively in speaking, listening, reading, and writing activities that tend to foster the negotiation of meaning and practical use of language. The use of authentic materials, like newspapers, videos, and real-life documents, is intended to bridge the gap between classroom learning and everyday life applications of the language and thus make the process of learning relevant and involving.

Tasks during CLT lessons tend to be task-based meaning goal-oriented activities that involve using the target language for the completion of the tasks. This, therefore, encourages practical and meaningful use of the language. Both fluency and accuracy are important, but CLT, first of all, emphasizes fluency in the initial stages of instruction. It allows learners to communicate even though they may make mistakes with the understanding that accuracy will develop over time with practice and feedback. This builds learners' confidence and reduces the fear of making errors. Being learner-centered, CLT lessons are tailored to the needs, interests, and goals of the students, hence encouraging them to be an integral part of the learning process. Students quite often are involved in decision-making regarding content and activities, and that makes them more interested in their learning journey. It integrates all the language skills and teaches language in meaningful contexts to assist learners in using it appropriately in various situations. Communicative competence can be developed through the application of diverse techniques and activities in CLT. Information gap activities make students communicate to fill in the missing information, thus enhancing communication and practical use of language. Role plays and simulation help students practice real-life situations, thus applying language in a controlled yet realistic environment. Interviews and surveys will help students practice question-answer exchanges, hence improving the ability to source and share information. Problem-solving tasks make students cooperate to find solutions for given problems, hence enhancing collaboration and communication. Discussions and debates

encourage students to express and support their opinions, hence enhancing critical thinking and fluent language use. Storytelling and narrative activities help students generate and share stories, hence enhancing the ability to use language creatively and contextually.

Eventually, the CLT approach is targeted at the development of learners' communicative competence in the target language: developing confidence in using the language spontaneously and developing a positive attitude toward learning the language. It readies learners for real-life language use outside the classroom by encouraging learners to go on developing the language in practice. All in all, by focusing on meaningful communication, interaction, and practical use of the language, the CLT approach makes learners more confident and competent language users who are prepared to go about in reality.

1.3.1 Intercultural approach in EFL teaching

Intercultural approach aims at learners' intercultural communicative competence development alongside language skills. It also means the ability to communicate effectively and appropriately with speakers from different cultural backgrounds and the attitude of respect towards cultural diversity. In the process of integrating cultural content in language teaching, learners are made to understand not just the language being used but also to understand through which cultural context it is applied. Intercultural approach content encompasses cultural knowledge and cultural awareness, such as the ability to feel and express empathy, and to be flexible in different cross-cultural situations. Intercultural education includes activities that enhance and widen cultural norms and values in the styles of communication of the different cultures under study. For example, students may be asked to compare and contrast holidays, traditions, and social customs of different cultures or the impact of cultural context on the language used in various situations.

It is focused on developing learners' intercultural communicative competence in tandem with language skills. It simply refers to the ability to communicate effectively and appropriately with speakers from different cultural backgrounds and the attitude of respect toward cultural diversity. In the integration of cultural content into language instruction, students are required to not just understand the language being used but also to know the cultural context through which the language is applied. Intercultural approach content includes cultural knowledge, cultural awareness, and intercultural skills such as the ability to

feel and show empathy and to act flexibly in cross-cultural situations. Intercultural education includes activities that enhance cultural norms and values in communication styles of the different cultures under study. For example, students may be asked to compare and contrast holidays, traditions, and social customs of different cultures, or the impact of cultural context on the language used in a given situation.

Besides, this intercultural approach also goes on to make the learner reflect on and critically evaluate their culture-based assumptions and biases. The process of reflection will raise the learners' consciousness about the way culture impacts what they think they see and how they communicate. The teacher would engage learners with several pedagogical strategies involving the use of real materials from different cultures, such as films, literature, and media, and lots of experiential learning activities such as role-plays, simulations, and projects on intercultural experiences. The students will get to go through, firsthand, intercultural experience and learn how to cope with complex intercultural exchange. Furthermore, the intercultural approach generally involves the utilization of collaborative projects where students, in groups, cooperate with other students from other cultures, either within their class or through digital exchange of work with other learners across borders. This aspect of collaboration further strengthens language skills and intercultural competence since learners are given real-life opportunities to practice intercultural communication. The view is to make learners ready for the globalized world by enabling them to interact with respect and efficiency in any cultural environment. With this approach, students learn to respect cultural diversity, break down stereotypes, and foster a subtler sense of global citizenship.

In other words, the intercultural approach raises learners who are not only linguistically competent but also able to understand and bridge gaps between cultures. Due to the intercultural competence it builds, this approach enables learners to be more empathetic, open-minded, and effective communicators in the intercultural world. It sets them on a path toward considering language learning as a means for broader intercultural understanding and action toward peace, respect, and cooperation worldwide.

1.3.2 Inclusive approach in ELF teaching

An Inclusive Approach in EFL is an all-round pedagogical approach that accommodates all diversities of learners within one classroom environment and also respects each student as a unique individual with his own potential. Important constituents of this approach include teaching differentiation, universal design for learning, and strategic use of assistive technologies and collaborative learning techniques.

First, distinguished instruction is very important to the inclusive approach. It involves tailoring teaching methods, materials, and assessments to accommodate different learning styles, abilities, and interests. Teachers may use different contents, process, products, and learning environments to ensure that each student can access and engage with the curriculum effectively. For example, in a mixed-ability English classroom, a teacher might offer a range of reading materials at varying levels of difficulty, provide visual aids for students who benefit from visual learning, and use hands-on activities to engage kinesthetic learners. Carol Ann Tomlinson's work emphasizes the importance of differentiating instruction to meet the diverse needs of students, outlining various strategies for tailoring educational experiences in mixed-ability classrooms (Tomlinson, 2001, pp. 34-56).

Furthermore, Assistive technologies play a key role in assisting students with disabilities in an inclusive classroom. These technologies can vary from simple tools such as text-to-speech software, which helps students with reading difficulties, to more sophisticated applications that help in writing and language using. as well as English language learners, digital dictionaries, translation applications, and language learning software that can be invaluable resources which facilitate their integration and learning progress.

Moreover, it also entails being culturally responsive, recognizing and valuing the diverse cultural backgrounds of students. Teachers can incorporate multicultural content into the curriculum, celebrate different cultural traditions, and create an inclusive classroom culture that respects and values diversity. This not only enriches the learning experience but also helps students from diverse backgrounds feel seen and respected. It also focuses on the importance of social and emotional learning so that students develop essential skills such as empathy, emotional regulation, and effective communication. In an inclusive ELT classrooms, social and emotional learning can be integrated through activities that promote self-awareness, social awareness, relationship skills, and responsible decision-making.

Next, parental involvement and community are other important aspects of the inclusive approach. Nonstop communication with parents about their child's progress and involving them in the learning process can enhance the effectiveness of inclusive education as well as Community involvement which can also provide additional resources and support for inclusive practices.

To sum up, an inclusive approach in ELT is a multidimensional and dynamic structure for the purpose of making a learning environment at the classroom level inclusive and supportive for all students. The approach is toward the achievement of equity and support through differentiation, UDL, assistive technologies, collaborative learning, cultural responsiveness, and professional development. Further, inclusive assessment, SEL, and community involvement will ensure that all students have a chance to succeed and thrive in the classroom. Florian discusses the need for inclusive education practices and how such approaches can be done in mainstream classroom contexts, along with their benefits for all students. Florian, 2014, pp. 611-629.

1.3.3 Task Based approach in ELT pedagogy

In the Task-Based Approach, meaningful tasks are the central unit of planning and instruction in English Language Teaching. it engages learners with real-life-like tasks that best represent the actual language use unlike all traditional approaches. They are built to reinforce meaningful communication and practical use of the language, thereby leading to the development of language skills in students within a context bearing similarity with real-life usage.. According to Nunan (2004), tasks in this approach are activities that involve learners in comprehending, producing, or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 2004, pp. 4-5).

In task-based learning, the process is organized around tasks to be performed by learners, which require them to use the language to achieve a specific outcome. These tasks can range from simple activities such as ordering in a restaurant or making a phone call to much more complicated activities such as conducting a survey or planning a trip. The main characteristic of these tasks is that they are goal-oriented and require students to communicate to achieve a result, thus enhancing both fluency and accuracy in language use.

A leading reason for the strength of the task-based approach is that it is highly engaging and motivating. With an aim to mean real communication and real-life application, tasks make the process of learning the language meaningful and purposeful. Relevance is a great motivation and helps students engage in very active ways for deeper and more effective

learning. Moreover, “this approach allows for the development of both communicative competence and critical thinking, since students negotiate meaning, solve problems, and make decisions while doing the task”. See Ellis, (2003, pp. 22-24.)

The task-based approach is flexible and can be adapted to the needs, interests, and levels of proficiency of different learners. It affords teachers the possibility of choosing or designing tasks relevant to their students' specific contexts. It is also versatile and very inclusive. Such flexibility ensures that all students can work on the same material at a level challenging enough to be productive, yet allowing for achieving mastery and progress. It also has some challenges in its application since it requires sound planning and deep knowledge of the learners' needs and abilities. Teachers must be competent in constructing and handling tasks that are suitably challenging and that effectively integrate language skills.

1.4 English for communication textbooks

English for communication textbooks are set of educational resources and supports for ELT practitioners designed to enhance learners' practical language skills, focusing on the ability to effectively communicate in a variety of real-world contexts. They purposefully prioritize the development of communicative competence through the use of English for authentic interaction rather than rote memorization of grammatical rules or isolated vocabulary. They are structured around themes and scenarios that reflect everyday situations, such as social interactions, workplace communication, travel, and academic discussions. By presenting language in context, these textbooks help learners understand how to use English appropriately and fluently in different settings (Richards, 2006, p. 19).

English for communication textbooks' content is usually synchronically organized into units that begin with an engaging topic which is followed by activities that include the four skills: listening, speaking, reading, and writing. they are designed to integrate real situations of communication, encourage learners to practice and apply language skills in meaningful ways. (Richards & Schmidt, 2010, p. 67).

Furthermore, these textbooks frequently have to include multimedia components, such as audio recordings, videos, and online resources, to enhance the learning experience. They expose learners to various accents, speech patterns, and cultural nuances, contributing to a more comprehensive understanding of English as a global language. By integrating technology, English for communication textbooks offer dynamic and engaging ways for learners to practice and improve their communication skills. Therefore, they are invaluable tools for learners who want to achieve proficiency in practical language use.

1.5.1 Cultural landscape in Algerian education

Islamic culture plays a foundational role in Algerian education, deeply influencing the values, ethics, and overall ethos of the system. Islam is not only a religion but a cultural framework that permeates many aspects of daily life and education. Islamic principles and teachings are integrated into the curriculum, particularly in subjects like history, literature, and civic education. Additionally, religious education classes specifically focus on the Quran, Hadith, and Islamic jurisprudence, providing students with a comprehensive understanding of their faith (Ahmed, 2019, p. 78). This integration ensures that students receive not only academic knowledge but also a grounding in the moral and ethical values that Islam promotes, such as respect, community service, and social justice.

The celebration of Islamic holidays and observances, such as Ramadan, Eid al-Fitr, and Eid al-Adha, within the school setting further enriches students' understanding of their cultural and religious heritage. These events are often accompanied by educational activities, including lessons on the significance of these holidays, cultural performances, and community service projects (Boukraa, 2020, p. 112). Such practices help to instill a sense of identity and continuity with the broader Islamic world.

In addition to the linguistic and religious dimensions, the Algerian educational landscape is also characterized by efforts to modernize and improve access to education. Post-independence, the government prioritized education as a means of national development, resulting in significant investments in infrastructure, teacher training, and curriculum development. These efforts aim to bridge the gap between rural and urban areas, ensuring equitable access to quality education for all students.

1.5.2 Cultural sensitivity in modern ELT pedagogy

Cultural sensitivity in English language pedagogy is a multifaceted and indispensable aspect of education (Smith, 2020, p. 15). It transcends the boundaries of language instruction, encompassing a profound understanding and appreciation of the diverse cultural fabric within which learning takes place. This understanding is not only crucial for educators but also for students, as it fosters an environment of inclusivity and respect where individuals from various cultural backgrounds can thrive.

At its core, cultural sensitivity acknowledges the rich tapestry of students' backgrounds, encompassing a spectrum of cultural norms, values, and communication styles. This recognition is essential as it lays the foundation for creating an inclusive learning environment where students feel not only acknowledged but also celebrated for their cultural

identities (Jones, 2018, p. 56). By valuing and embracing cultural diversity, educators can create classrooms that serve as microcosms of the broader multicultural society, where differences are not only accepted but also valued as assets that enrich the learning experience for everyone involved.

One crucial facet of cultural sensitivity lies in acknowledging the linguistic diversity among students. Each learner brings with them a unique linguistic landscape, characterized by distinct structures and communication patterns. Understanding and embracing these differences allow educators to tailor their teaching methodologies to cater to diverse learning styles and linguistic needs effectively. This may involve employing a variety of instructional strategies, such as incorporating multilingual resources, providing language support, and creating opportunities for students to use their home languages alongside English (Brown, 2019, p. 115). By embracing linguistic diversity, educators not only enhance language learning outcomes but also promote a sense of linguistic pride and empowerment among students.

Effective communication in the English language classroom necessitates an awareness of cultural norms and etiquette. Teachers must navigate the nuances of nonverbal communication, politeness strategies, and conversational styles to facilitate meaningful cross-cultural interactions. Encouraging open dialogue about cultural norms and practices creates a supportive learning environment where students feel empowered to express themselves authentically and share their unique perspectives. Additionally, educators can incorporate activities and discussions that explore cultural differences in communication styles, helping students develop intercultural communicative competence and navigate diverse social contexts with confidence and sensitivity.

1.5.3 The interconnection between culture and English language teaching in Algeria

The interconnection between culture and English language teaching in Algeria is a dynamic and multifaceted relationship that plays a crucial role in shaping the teaching and learning process. In Algeria, where Arabic and Berber are the official languages, the inclusion of English language instruction introduces learners to a global linguistic and cultural landscape. Understanding this interconnection is essential for educators to effectively engage students and facilitate language acquisition while honoring the cultural context in which learning occurs.

Algerian culture influences various aspects of English language teaching, including curriculum design, instructional materials, and teaching methodologies. Educators often integrate elements of Algerian culture into the curriculum to make the learning experience more relevant and meaningful for students. This may involve incorporating local literature,

media, and cultural practices into lessons to provide students with opportunities to explore their own cultural identity while learning English.

Furthermore, cultural sensitivity plays a pivotal role in English language teaching in Algeria, as educators must navigate the nuances of cultural norms and communication styles to facilitate effective learning experiences. Recognizing and respecting cultural differences helps educators create inclusive learning environments where students feel valued and respected for their cultural identities. By fostering cultural awareness and empathy, educators can promote intercultural communication skills among students, preparing them to engage confidently and respectfully in diverse global contexts.

Moreover, English language teaching in Algeria provides students with access to global perspectives and opportunities for cross-cultural exchange. Through exposure to English language and culture, students develop a broader understanding of the world and their place within it. This exposure not only enhances language proficiency but also fosters critical thinking skills and promotes intercultural competence, empowering students to navigate the complexities of our interconnected world with confidence and understanding.

In essence, the interconnection between culture and English language teaching in Algeria underscores the importance of recognizing and embracing cultural diversity in the classroom. By integrating elements of Algerian culture into the curriculum, fostering cultural sensitivity, and providing opportunities for cross-cultural exchange, educators can create enriching learning experiences that prepare students to communicate effectively and respectfully in an increasingly interconnected global society.

1.5.4 Challenges and obstacles to CLT practitioners in Algeria

Professor Benmoussset Ismail argues that:

“Although Algeria was one of the pioneers in implementing CLT, little was done to prepare the schools for the necessary changes and to provide the appropriate conditions required by the communicative approach. English classrooms rarely met the criteria of purposefulness and contextualization that defined CLT tasks at the level of the intended aims and objectives. Such a situation was due to the pedagogical constraints, i.e., the incongruence between the intended and implemented syllabus”

Many factors, such as educational policies, training of teachers, and cultural norms, create challenges in the implementation of Communicative Language Teaching (CLT) in Algeria. It is a language teaching methodology that focuses on practical communication and student-centered teaching methods, conflicting with the teaching methods that have been practiced in most Algerian classrooms.

A significant challenge to the implementation of CLT is the gap between its principles and the actual educational framework. Algerian educational policies usually favor exam-oriented teaching methods in which grammar and vocabulary drills are common, aiming at preparing students for standardized tests. Emphasis on rote memorization could work against the adoption of CLT, which emphasizes meaningful communication and the use of language in real contexts.

Moreover, there are other challenges to the effective implementation of CLT in Algeria, including poor resources and infrastructure. Most schools in Algeria lack modern teaching and learning aids, as well as necessary resources and facilities, to conduct communicative activities. Therefore, teachers find it hard to design engaging CLT-based lessons and activities for the learners without the facilities needed.

Furthermore, teacher training plays a crucial role in the effective implementation of CLT. Most Algerian teachers may not be equipped with necessary training and professional development opportunities. Training programs usually focus on traditional teaching methods instead of innovative approaches like CLT. Without training and proper support, most teachers do not feel confident enough to implement CLT in their classes.

Cultural factors also influence the adoption of CLT in Algeria. The Algerian society places a great deal of value on academic achievement and proficiency in standardized exams, giving great importance to grammar teaching. Moreover, cultural attitudes toward language learning and teaching might be opposed to the CLT approach and resist any new methods.

Besides, large class sizes and diverse learner backgrounds further complicate implementing CLT in Algerian classrooms. Given limited time and resources, teachers may not be able to provide each student with adequate opportunities for meaningful interaction and practice.

Despite these challenges, the promotion of CLT in Algeria is on its way, through the efforts of updating curricula, training teachers, and including technology in language teaching. From policymakers to educators and other stakeholders, there should be concerted efforts in making an enabling environment that allows successful CLT implementation in the Algerian schools.

1.6 conclusion

To sum up, Cultural sensitivity is essential when teaching English, as it creates a welcoming and effective learning environment. When teachers acknowledge and respect the diverse cultural backgrounds of their students, it makes the learning experience more meaningful and engaging. By understanding different communication styles, values, and traditions, teachers can help students grasp the language better and participate more fully. Using culturally diverse materials and encouraging open discussions about cultural differences not only teaches English but also helps students develop intercultural skills, preparing them for real-world interactions. This method highlights the importance of empathy and flexibility, making language learning a richer and more fruitful journey.

Chapter Two

Chapter two

2.1 Introduction

The present chapter is mainly concerned with the practical phase of the conducted research. It aims at collecting data about the cultural awareness among EFL teachers in Algeria and the main cultural obstacles they face when using task-based textbooks since they represent the main teaching support for them to achieve cultural and communicative purposes. The current study also sheds the light on several intrusive words and expressions which teachers included in these coursebooks.

Therefore, in this chapter, the researcher starts with the textbooks analysis which is backed up by data gathered from teachers who used the selected textbooks in different teaching institutions. In addition, the present chapter aims at analyzing these data which relied on both qualitative and quantitative approaches to reach valid and reliable information.

Furthermore, in this phase, the researchers attained a set of suggestions and recommendations which aim at raising the teachers' cultural awareness and facilitate their teaching process. They also intend to make ELT textbooks more adequate to the Algerian cultural landscape so as to simplify the language acquisition process to the Algerian students.

2.2 textbook analysis

Textbook analysis is a comprehensive and systematic process that includes a closer look and evaluation of textbooks used in educational institutions. The main purpose is to know how the text books present the subject matter, organize themselves, and deliver effective teaching and learning. This has various dimensions: the accuracy and reliability of information presented the inclusion and respect for the presence of different perspectives and cultures, the leading toward the realization of educational standards and curriculum objectives, and finally, the pedagogical approaches.

Textbook analysis, therefore, provides an appraisal of the correctness of information, language appropriateness, organization, and coherence of the textbook structure. Such an analysis will also consider the textbook layout and design; the quality and clarity of its illustrations and examples; and the extent to which the textbook engages students through exercises, questions, and activities. In addition, it will gauge whether the content is appropriate for the intended age group and the extent to which it propels the development of critical thinking and problem-solving skills. Overall, textbook analysis is a tool through which educators, curriculum developers, and policymakers are able to ensure that educational

Chapter two

materials are of high quality and effectively support student learning and development. (Pingel, 2010:p 11-24).

2.2.1 Description of the textbooks

"Cutting Edge" and "New Headway" are both popular series of English language teaching textbooks, used widely in ESL and EFL classrooms around the world. Each series has multiple editions that were published to meet the necessary needs of all learners from beginning to advanced levels.

CONTENTS			
Unit	Grammar focus	Vocabulary	Skills
01 LEISURE AND SPORT page 06	Revision of questions Present simple and frequency phrases	Leisure activities Sports and games	Reading: New ways with old sports
02 FIRSTS AND LASTS page 16	Past simple – positive and negative Past simple – questions	Time phrases: at, on, in, ago Words to describe feelings	Reading: Firsts in television technology
03 WORK AND REST page 24	should, shouldn't can, can't, have to, don't have to	Daily routines Jobs	Reading: 'Short sleeper' or 'long sleeper' which is healthier? Listening: An unusual job
04 SPECIAL DAYS page 32	Present simple and Present continuous Present continuous for future arrangements	Verb phrases for special days Descriptive adjectives	Reading: Special days around the world Reading: Do something funny for money Listening: New Year celebrations
05 YOUR LOOK page 42	Comparative and superlative adjectives Questions with How, What and What ... like?	Physical appearance Parts of the body	Reading: Physical appearance Listening: Special clothes
06 GOING AWAY page 52	Plans and intentions Predictions with will and won't	Going on holiday Describing holidays	Reading: On The Move Holidays
07 SUCCESS page 60	Present perfect and Past simple with for Present perfect and Past simple with other time words	Verb phrases about ambitions The internet	Reading: Top five secrets of success Reading: Amazing achievements Listening: Finding fame on the internet

Study, Practice, Remember page 138, Audio scripts page 166, Irregular verb list page 175



CUTTING EDGE pre elementary page 3 CUTTING EDGE Third edition serie

2.2.2 The Success of the Cutting Edge Series in ELT: interactive and practical

In their official website, the Pearson education company stated: **“Task-Based Learning (TBL) requires students to use functional language to complete meaningful language tasks. Such tasks could include making an appointment with a doctor, conducting an interview or calling customer services. Cutting Edge 3rd Edition has been designed around the principles of TBL, so that students learn practical language and use all of their skills simultaneously to communicate in real-life situations at school or work, or on social occasions.**

Chapter two

The advantages include:

- Students practise all aspects of language simultaneously and get more varied exposure to language.
- Personalised context and meaningful language.
- Motivational and fun.
- TBL encourages the development of strong communication skills.”

The Cutting Edge textbook is, therefore, a comprehensive set of English language textbooks designed to a wide range of learners, from beginners to advanced levels. It is famous for its dynamic and engaging approach to language teaching, integrating contemporary topics and themes that resonate with learners' interests and real-world experiences. The three editions employ a communicative approach and emphasize on practical usage of English through interactive activities and real-life scenarios. This methodology helps students develop not only their linguistic skills but also their ability to use English confidently in various contexts.as stated in Pearson’s official website when introducing the text book:” **Cutting Edge is a communicative course with a task-based approach. The contextualised practice of grammar and vocabulary makes the learning process more memorable and engaging. A wide range of contemporary topics and video material helps students to discover English in the context of the modern world.”**

2.2.3 Levels and content

Each level of the **Cutting Edge** series is structured to enhance the students’ existing knowledge while progressively introducing new language concepts. The textbooks are divided into units that cover essential language skills such as reading, writing, listening, and speaking. Within these units, students encounter a variety of text types, including dialogues, articles, interviews, and stories, which expose them to different registers and styles of English. This exposure is crucial for developing a well-rounded understanding of the language. Additionally, the series places a strong emphasis on vocabulary acquisition and grammar mastery, integrating these elements seamlessly into the context of communication Richards and Schmidt (2010, p. 67).

2.2.4 Instruments

Focusing on the implementation of task based approach,this teaching support also incorporates multimedia resources, including audio CDs, DVDs, and online platforms, which enrich the learning experience. These resources provide authentic listening practice, featuring native speakers with various accents, and offer visual stimuli that aid comprehension and

Chapter two

retention. The multimedia components are particularly effective in enhancing students' listening and speaking skills, as they simulate real-life interactions and provide opportunities for practice in a safe, controlled environment. Furthermore, the series includes interactive exercises and activities that promote learner autonomy and encourage students to take an active role in their language learning journey as it is mentioned in Pearson's website about the latest edition:"

Cutting Edge 3rd Edition:

- **Clear Learning objectives**
- **A very strong focus on communication**
- **Interesting topics that offer stimuli for discussion**
- **World Culture lessons allow for CLIL practice**
- **Teaches functional, practical language**
- **Develops all language skills**

Another outstanding feature of the Cutting Edge series is the importance given to critical thinking and problem-solving skills. Often, these course books offer learners challenging tasks and projects that require them to analyze information, make decisions, and team work with others. These tasks further polish language proficiency and get the students ready to face the challenges and demands of academic and professional domains involving the use of English as a communicative medium.

2.2.5 Intercultural approach implementation in cutting edge textbook

. CUTTING EDGE textbook raises cultural awareness by introducing students to diverse cultures and global issues, thereby broadening their perspectives and enhancing their intercultural competence Richards (2006, p. 19). It includes a wide range of global topics that introduce students to different cultures, traditions, and global issues. These topics are designed to be relevant and engaging, helping students to learn about the world while improving their language skills.

Chapter two

2.2.5.1 Illustration:

In third unit of the pre-intermediate textbook, which is entitled “celebration”, a variety of cultures from all around the world are shown and being introduced to the learners. They are asked to listen to many different testimonies about New Year festivities and reading many excerpts about special days in the five continents.

CUTTING EDGE pre elementary page 36

CUTTING EDGE pre elementary page 37



Listening
New Year celebrations

1 Work in pairs and discuss.

- Look at the photos of New Year celebrations around the world. What is happening?
- Do you know any other ways people celebrate New Year?

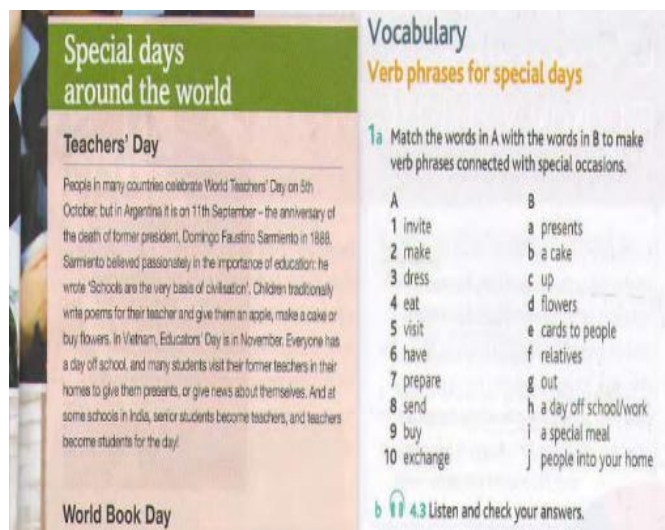
2 You are going to hear Lucas and Freya talking about New Year's Eve in Brazil and Iceland. First, read the sentences below. Do you think they refer to New Year's Eve in Brazil (B), in Iceland (I) or both (B/I)?

Vocabulary
Descriptive adjectives

1 Look at the descriptive adjectives in the box. Write the words in the correct column below.

delicious	exciting	boiling	peaceful	tasty
noisy	spicy	friendly	freezing	

Food	Atmosphere	Weather
delicious	exciting	



Special days around the world

Teachers' Day

People in many countries celebrate World Teachers' Day on 5th October, but in Argentina it is on 11th September – the anniversary of the death of former president, Domingo Faustino Sarmiento in 1888. Sarmiento believed passionately in the importance of education: he wrote 'Schools are the very basis of civilisation'. Children traditionally write poems for their teacher and give them an apple, make a cake or buy flowers. In Vietnam, Educators' Day is in November. Everyone has a day off school, and many students visit their former teachers in their homes to give them presents, or give news about themselves. And at some schools in India, senior students become teachers, and teachers become students for the day!

World Book Day

Vocabulary
Verb phrases for special days

1a Match the words in A with the words in B to make verb phrases connected with special occasions.

A	B
1 invite	a presents
2 make	b a cake
3 dress	c up
4 eat	d flowers
5 visit	e cards to people
6 have	f relatives
7 prepare	g out
8 send	h a day off school/work
9 buy	i a special meal
10 exchange	j people into your home

b 4.3 Listen and check your answers.

2.2.6 The New Headway Journey in English Language Learning: from basics to fluency

In the official website of the online bookshop Amazon, the NEW HEDWAY is introduced as follow:

“New Headway English Course is a development of the highly successful multi-level Headway series. The original coursebooks have been rewritten to include new features, activities, and, above all, new material to make the learning of English stimulating and motivating for both adult and young adult learners. The course combines the best of traditional methods with more recent approaches to help students use English accurately and fluently, and provides a fully comprehensive language teaching series from beginner to advance. New Headway Elementary can be used by both true and false beginners. It provides a foundation in the structure of the language, gradually building students' understanding of the basic grammar, vocabulary, and functions of English. This Teachers Resource Book contains extra photocopiable games and activities to supplement the main course material”

Chapter two

The New Headway American English Textbook is a renowned collection of English language textbooks that has long been favored by educators and learners for its structured yet flexible approach to language teaching. Published by Oxford University Press, this series spans multiple levels from beginner to advanced, making it suitable for a broad spectrum of learners. It is distinguished by its clear and systematic progression of language skills, combining traditional methodologies with modern pedagogical insights. Each unit in the textbooks is meticulously crafted to build on previously acquired knowledge, ensuring a solid foundation in grammar, vocabulary, and the four essential language skills: reading, writing, listening, and speaking.

2.2.6.1 Levels and content

One of the key strengths of the **New Headway** is its balanced integration of grammar and communicative practice moving up from A1 LEVEL to reach the final C1. The textbooks offer comprehensive grammar explanations and practice exercises that are seamlessly woven into engaging and relevant contexts. This ensures that learners not only understand the rules of the language but also know how to apply them in real-life situations. The series places a strong emphasis on functional language use, with numerous activities designed to promote interactive and practical communication. These activities include pair work, group discussions, and role-plays which help students to develop the confidence and fluency needed for effective language use Soars and Soars (2012: p. 15).

2.2.6.2 Instruments

The **New Headway** also offers a variety of authentic materials, such as newspaper articles, interviews, and literature extracts, to expose learners to different genres and styles of English. This exposure to authentic language is crucial for developing reading comprehension and cultural awareness. Additionally, the series makes extensive use of multimedia resources, including audio CDs, videos, and online exercises, which enhance the learning experience by providing diverse listening and visual stimuli. These resources are particularly beneficial for improving listening skills and pronunciation, as they offer learners the opportunity to hear and practice different accents and speech patterns (Soars & Soars, 2012,;p. 27).

2.2.6.3 Cultural diversity implementation in New Headway Textbook

Culture is addressed in many thoughtful ways within the New Headway textbook, where the book attempts to prepare students for the use of English in an international context. In this regard, the texts, pictures, and references bring forth a wide range of cultures that many students have to go through. This diversity, therefore, cuts across different parts of the world

Chapter two

in its choice of topics and themes. A range of English accents and dialects is used, making students appreciate the fact that English is global and used across many cultural contexts.

Students are thus encouraged to reflect on their own cultural backgrounds and compare them with others. Therein develops a better understanding and appreciation of cultural differences. The dialogues and situations presented in these exercises often make use of characters from different backgrounds to bring out cultural subtleties and points of social etiquette. All these elements not only help to develop the language skills but also lead to raising an awareness of and sensitivity toward intercultural communication.

2.2.6.4.1 Illustration

In the sixth unit of new headway textbook, pre elementary students encounter different new cultures from all around the world and they are invited to listen to few recordings and read some passages about them.

VOCABULARY AND LISTENING
Nationalities and stereotypes

1 Complete the chart of nationality words. Use your dictionary if necessary.

COUNTRY	ADJECTIVE	PERSON	NATION	LANGUAGE(S)
Britain	British	a Briton*, a Brit**	the British	English, Welsh, Gaelic
Scotland				
Switzerland				
The Netherlands				
Belgium				
Sweden				
Denmark				
Poland				
Finland				
Ireland				
Spain				
Turkey				
New Zealand				
Afghanistan				
Argentina				
Peru				

* Used mainly about ancient Britons and in newspaper reports, e.g. 'Two Britons injured...'
** Informal and can sound negative.

Listening

2 **LISTEN** Listen to four people talking about their experiences of living in another country.

What nationality are they?	Where are they?	What cultural differences do they mention?
1		
2		
3		
4		

Talking about stereotypes

3 Work in small groups. Choose a few nationalities that you know. First describe them in stereotypical fashion, and then discuss how much your experience of them fits the stereotype.

The English have a reputation for being cold and reserved. *Actually, most of my English friends are very outgoing, they ...*

And English weather is awful – it's always foggy, and the food is disgusting. *That's a myth. The last major 'see-impact' or 'smog' was in 1952 ... and the food ...*



NEW HEDWAY elementary page 81

2.2.7 Synchronic approach in CUTTING EDGE and NEW HEDWAY Textbooks.

A synchronic approach focuses on the teaching of the English language at one point in time, especially at present, without referring to its history. A method focusing on the current usage, grammar, vocabulary, and communicative practices of the language as it is used today. The synchronic approach allows learners to acquire the necessary skills to understand and use contemporary English effectively.

Chapter two

“But to indicate more clearly the opposition and crossing of two orders of phenomena that relate to the same object, I prefer to speak of synchronic and diachronic linguistics. Everything that relates to the static side of our science is synchronic; everything that has to do with evolution is diachronic. Similarly, synchrony and diachrony designate respectively a language - state and an evolutionary phase”(Saussure, 1959: p. 81)

The famous Linguist Ferdinand de Saussure, a foundational figure in modern linguistics, emphasized the importance of synchronic analysis. He argued that understanding a language as a system of signs functioning at a given moment is crucial for comprehending how language operates as a whole... In the context of ELT, this translates to focusing on how English is used in contemporary settings, integrating modern idioms, expressions, and practical communication strategies into the curriculum.

The synchronic approach is clearly dominant in the ELT coursebooks : "New Headway" and "Cutting Edge,». Both of them emphasize on the contemporary language use and practical communication skills without delving extensively into historical linguistic contexts. This ensures that learners are equipped with language that is practical and relevant for contemporary communication.

2.2.7.1 Illustration

Both CUTTING EDGE and NEW HEDWAY textbooks witnessed several refinements and upgrades know as editions. The first one evolved to reach the third edition published in 2013 and the second one has attained its fifth edition. . This fact was owing to the continuous progress of the world of technology and science. Therefore, the new vocabulary and grammar used match with the current needs of learners

TEXT BOOK/LEVEL	UNIT/PAGE	CONTEMPORARY LANHUAGE
CUTTING EDGE PRE INTERMEDIATE	UNIT 07 SUCCESS	INTERNET / UPLOAD /DOWNLOAD /BLOG /HITS.
NEW HEADWAY	UNIT 05	CELEBRATIONS

Chapter two

2.2.7.2 Intrusive words, expressions and ideologies to the Algerian society in the CUTTING EDGE and NEW HEADWAY content.

Many public private schools and centers tend to use Cutting Edge textbook as a primary teaching support since it is provided with all materials needed by ELT teachers. However, it contains multiple intrusive words and expressions towards the local culture of the Algerian learner. The table below illustrates concretely with examples:

Textbook/ Level	Unit /page	Intrusive words, expressions or ideologies
CUTTING EDGE Pre-intermediate	1. UNIT 03 WORK AND REST page 26 2. unit 9 OLD AND NEW Page 82 3. UNIT 13 Page 116	1. Boyfriend 2. "I am moving out of my parents' house" (the writer is a girl). 3. man and woman being flatmates
CUTTING EDGE Upper intermediate	1. Unit 03 IT ALL WENT WRONG Page 27 2. UNIT 05 FACE TO FACE	1. First date 2. Blind date
NEW HEADWAY	Unit 3 New and Views Page 29	1. boyfriend

Chapter two

2.3 Research methodology

Research methodology, according to Kothari (2004: p 08), is a way to systematically solve the research problem". Thus, Research methodology is the systematic plan of research. In other words, it covers the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Therefore, it states the specific methods and techniques used in the identification, selection, processing, and analysis of information on a topic. The methodology of a research paper explains the validity and reliability of the study, guides the process of research, and permits other researchers to replicate or criticize the study. The present study has been conducted relying on a mixed method approach since it focused on both qualitative and quantitative tools to data collection and analysis using a descriptive approach on questionnaires addressed to ELT teachers and students.

2.3.1 Teacher's Profile :

Ten teachers, who belong to three different language institutions, were kindly invited to answer 15 questions of the research questionnaire. This sample was selected owing to the following reasons:

1. The ten teachers are currently teaching English Languages for communication in specialized institutions .
2. These teachers have already had previous experience with using ELT textbooks designed to communicate purposes including CUTTING EDGE and NEW HEADWAY.

2.3.2 Student's profile:

30 students, who are actually studying in three different institutions, were kindly invited to answer 15 questions of the research questionnaire. This sample was chosen due to these reasons:

1. The selected students are studying English Language for communication purposes only
2. They are using CUTTING EDGE and NEW HEDWAY Textbooks

Chapter two

2.4 Questionnaire:

A questionnaire, according to Floyd J. Fowler, a famous expert in survey methodology, is a systematically developed instrument, involving a set of standardized questions designed to obtain specific individual data about certain topics. It is standardized with a view to consistency, reliability, and uniformity in responses. Meticulous attention in the design of the questionnaire has to be paid to the wording and sequence of the questions. This is to avoid bias and to make sure that all respondents interpret the questions similarly.

Questions, according to him, have to be clear, concise, and free from ambiguity, with the use of simple language to avoid misunderstanding. The questions flow logically, starting usually with the less sensitive questions to build rapport and gradually moving to more complex or sensitive questions. A good questionnaire, therefore, is one that includes a balance between questions that are closed-ended to provide preselected response categories for quantitative analysis and open-ended questions that encourage detailed, qualitative responses. Pretesting the questionnaire with a small sample size is highly necessary to identify and rectify problems so as to ensure the effectiveness of the instrument in gathering accurate and meaningful data.

2.5 Data Analysis :

Data analysis is a structured process in which data is analyzed and transformed for inference, pattern finding, and proper decision-making. It uses different techniques and tools in the actual act of interpreting data to identify trends and make strategic decisions. Therefore, every question will be independently looked into.

2.5.1 Analysis of teachers' questionnaire

The conducted questionnaire aims at looking into the existing intrusive words and expressions in the most used CLT textbooks: CUTTING EDGE and NEW HEADWAY. It also highlights the teachers' attitudes towards the encountered cultural sensitivity in ELT. Therefore, each question will be investigated independently.

Chapter two

Question one: What category of students have you taught so far?

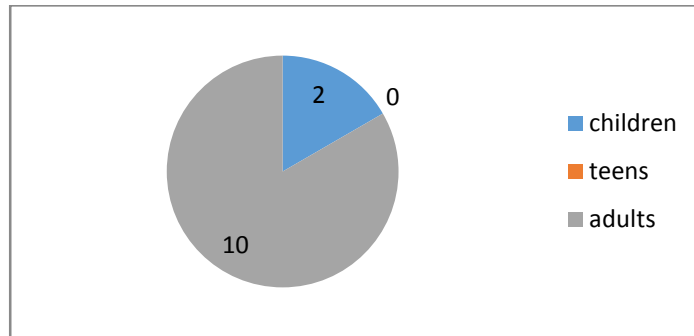


Figure 2.1 Teaching Experiences

According to the results shown in the above figure, the vast majority of teachers have only taught adult students: 100% of them in opposition to just 20% who dealt with teens and the same percentage for children.

Question two: do they belong to the same culture background?

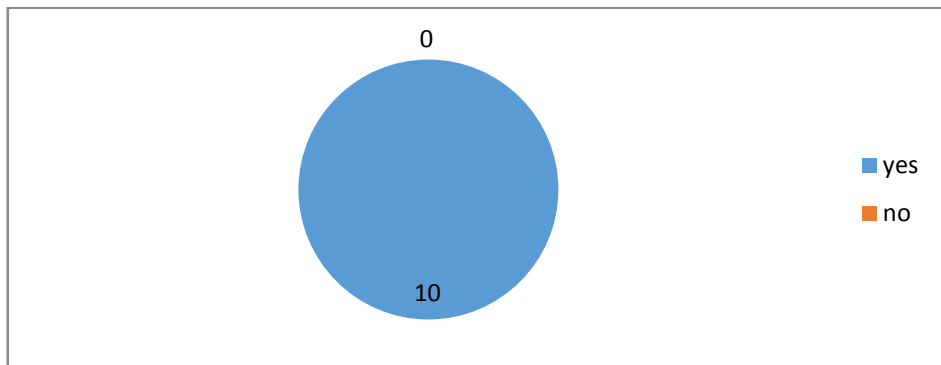


Figure 2.2 students' cultural belonging

As it is shown in the above figure, all participants (100%) indicated a cultural diversity in their classrooms since they teach university students, workers and other social classes in the three institutions mentioned before.

Chapter two

Question three: Which text textbooks have you used?

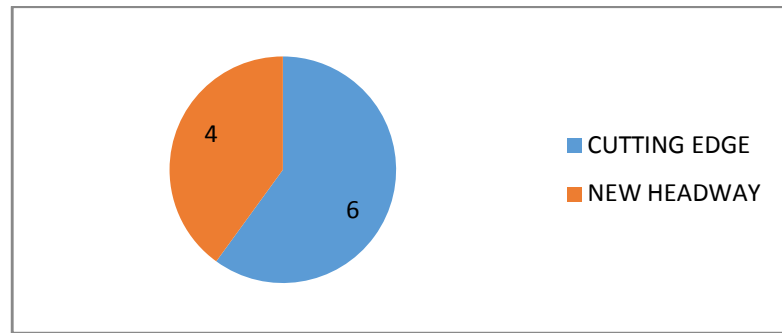


Figure 2.2 The English Textbooks used

The results of this question, as it is shown the above figure, more than half of the participants (60%) mentioned the CUTTING EDGE as their teaching support, while the rest of them (40%) the NEW HEADWAY Textbook. Meanwhile, one of the teachers has stated that he used a different Textbook named LET'S GO for children and teens.

Question four: How long have you used this Textbook?

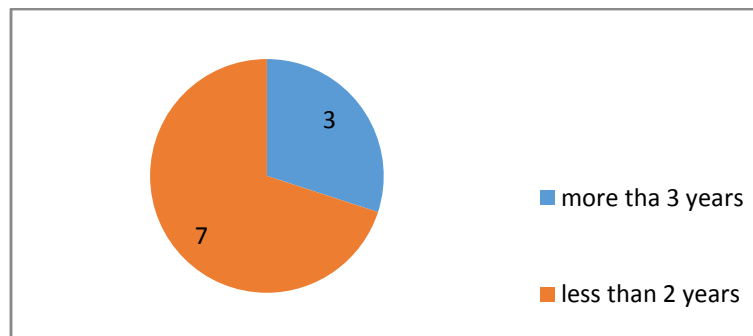


Figure 2.3 The period of Using

In this question, the teachers were invited to mention the period of using the selected T Textbook. Thus, only three of them (30%) proved an experience of more than 3 years while the big majority (70%) stated having less than 2 years. This result may have an influence on the teachers' reaction analysis.

Question five: Do you usually ask about your students' cultural and social background?

Chapter two

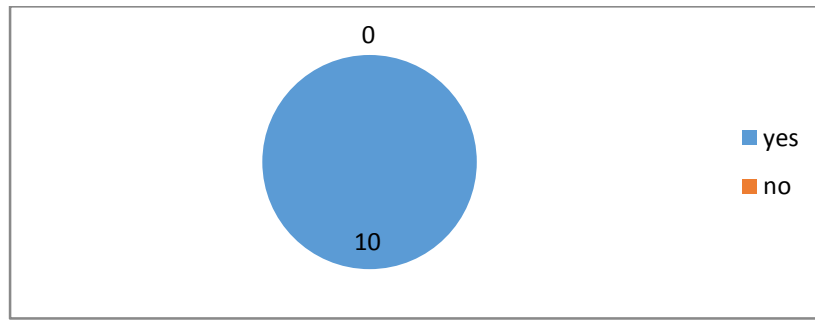


Figure 2.4 Students' Social background

In order to figure out whether the ten teachers are giving much importance to the cultural background of their students, they were asked “ Do you usually ask about your students’ cultural and social background? The results showed that all of them (100%) answered by yes which can demonstrate the level of their cultural awareness.

Question six: why?

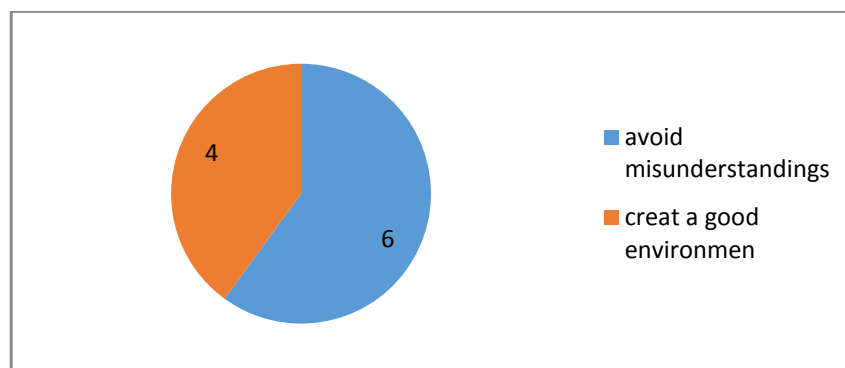


Figure 2.5 Reasons of Asking

Here, the participants were asked to justify their previous answer. The results, therefore, showed that the majority of teachers are interested in their students’ cultural background in order avoid all misunderstandings (60%) while the rest mentioned creating a good environment as a reason.

Question seven: What obstacles have you found when using these textbooks?

Chapter two

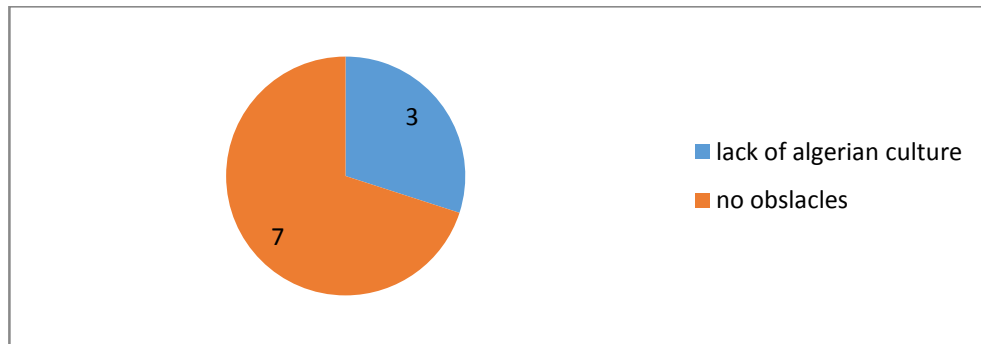


Figure 3.6 Obstacles in Teaching

After looking into the teacher's responses, it was found that the first quarter (30%) of the respondents mentioned the lack of the local Algerian culture in these coursebooks. This fact may lead to encountering many intrusive words and even ideologies. However, others (70%) denied the existence of any issues.

Question eight: What are the intrusive words or expression you've encountered so far?

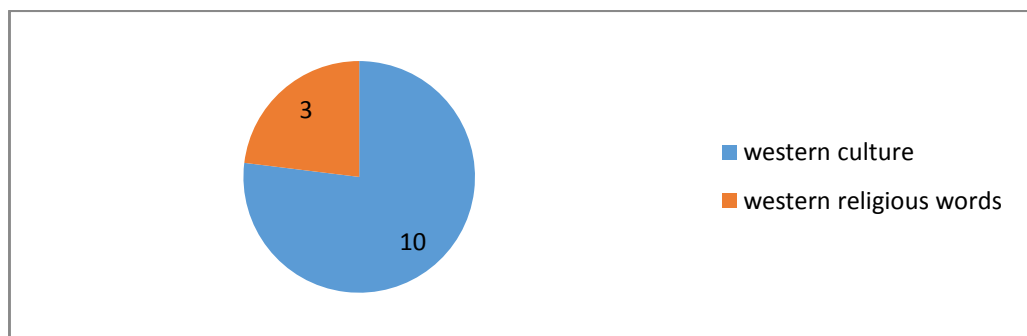


Figure 2.7 Intrusive Words and Expressions

For this question, the informants' answers varied between words and expressions that reflect the western culture and religious words that represent some rituals and beliefs of other nations. Therefore, all of them (100%) mentioned words like girlfriend, boyfriend dating or pub while three of them added the words cathedral, church or priest.

Question nine: do your students often ask you about intrusive words' explanation out from the used textbooks (movies, songs act...)

Chapter two

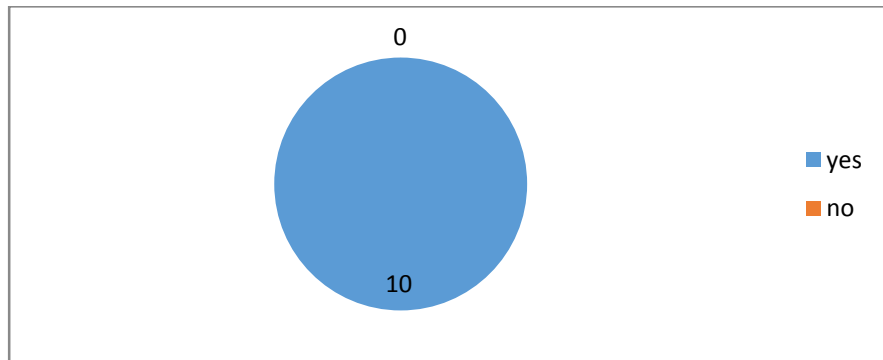


Figure 2.8 Student's Attitudes

The results of this question, as it was expected, showed the needs to be aware of all sensitive cases since all teachers (100%) stated that their students usually want to know the significance of each intrusive word.

Question ten: How do you usually feel when facing an intrusive word or expression from the textbook?

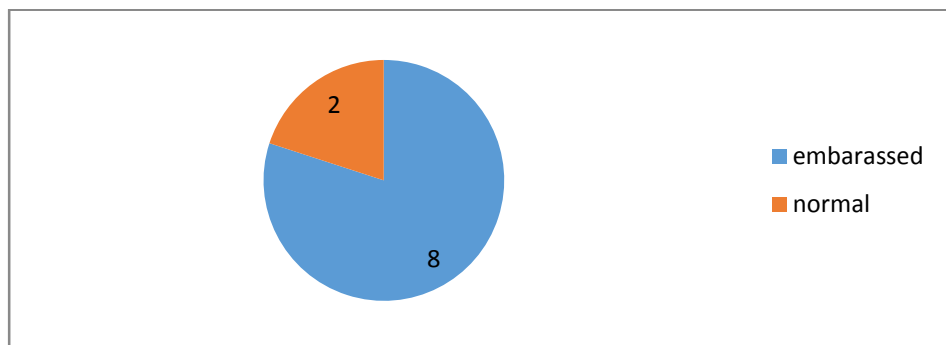


Figure 2.9 Teacher's Attitude

According to the figure, most teachers (88%) feel embarrassed when explaining most intrusive words to the Algerian students while two of them (20%) saw them as normal task that they face in a communication classroom.

Chapter two

Question eleven: How did you respond in similar situations?

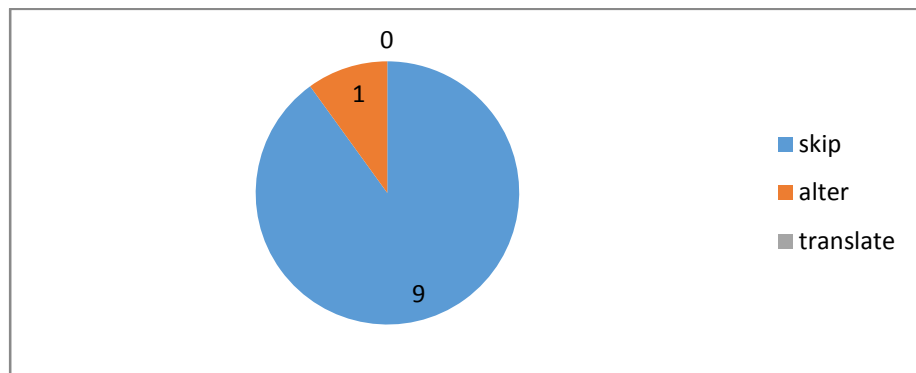


Figure 2.10 Teacher's Decisions

As it was expected before, the vast majority of teachers (90%) tend to skip all intrusive words existed in the textbook while only one of them said that he always tries to find suitable alternatives

Question twelve: Why?

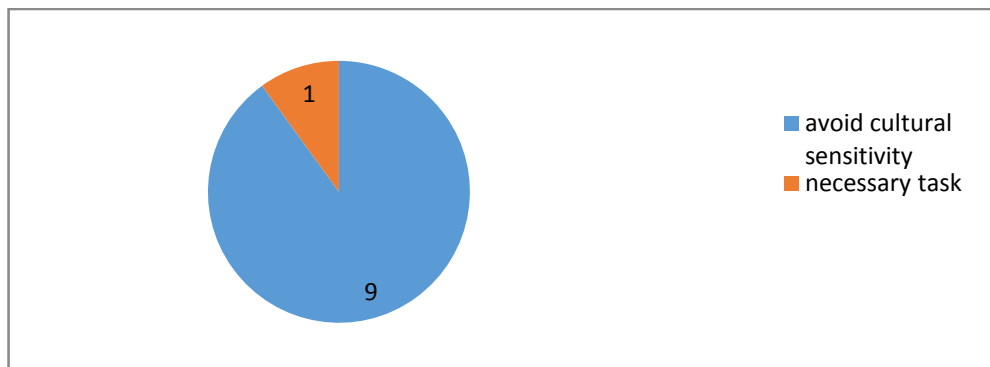


Figure 2.11 Decision's Explanation

To justify their answers, the nine teachers who said they skipped the intrusive words mentioned avoiding classroom's sensitivity while the only teacher who usually alters them said that the word or the expression is often a part of a necessary task.

Chapter two

Question thirteen: How do your students often react to similar initiatives?

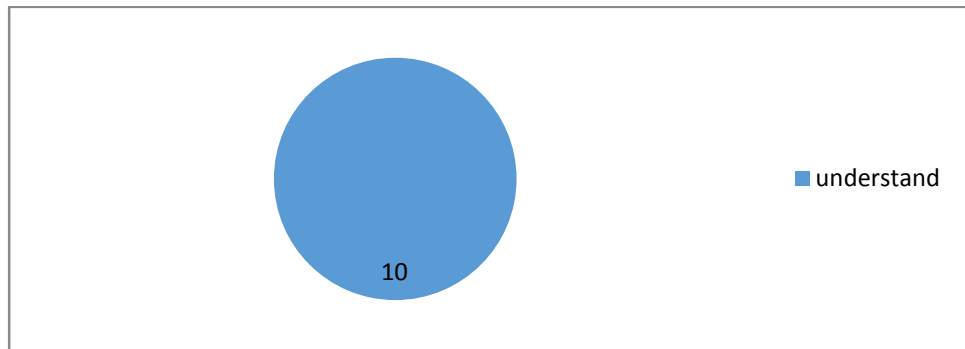


Figure 2.12 Students' Reaction

The results of this question represent the high degree of respect shown by EFL students towards the decisions of their teachers since all of them (100%) stated that their students fully understand these situations.

Question fourteen: Do the teaching centers and private schools you've worked with impose some internal cultural norms and teaching codes (such as not being engaged in religion)

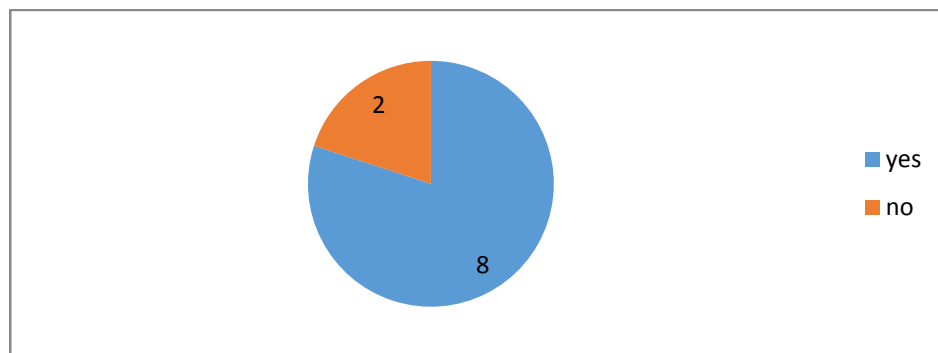


Figure 2.13 institutions' internal codes

As mentioned in the **figure 2.13**, more than half (80%) of the participants denied the existence of any kinds of internal codes or instructions that guide their cultural engagement in the classroom while two of them (20%) said the opposite.

Chapter two

Question fifteen: How do you see them?

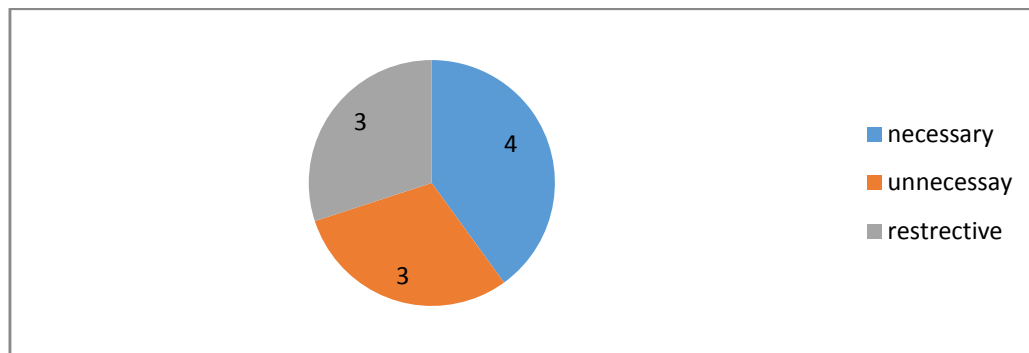


Figure 2.14 teachers 'attitudes

In this question, the answers of the teachers differed and varied. Almost half of them (40%) considered these internal codes as a necessity while some of them (30%) saw it as an unnecessary regulation. However, the rest of them (30%) viewed it as a restrictive procedure to their teaching process.

2.6discussion of the main findings:

The purpose of this conducted research is to unveil main cultural sensitivity obstacles that can be encountered in an EFL classroom by ELT practitioners as well as to highlight the existing intrusive words and expressions included in the CUTTING EDGE and NEW HEDAWAY Textbooks. Furthermore, the researcher attempts to look into the common attitudes of EFL teachers towards these specific situations.

First of all, cultural awareness is crucial for English language teachers as it affects how well they teach and how much their students learn. In teaching English ESL or EFL students, understanding different cultures goes beyond just teaching words and grammar. It means including things like stories, customs, and traditions in lessons, so students do not learn just the language but also how it's connected to different cultures. This approach helps students to become better communicators and more respectful of others' ways of life. Moreover, being culturally aware also helps teachers create classrooms where everyone feels welcome and valued, no matter where they're from. By embracing cultural diversity and adjusting their teaching to fit different students' needs, English teachers help their students become better prepared for a world where understanding different cultures is

Chapter two

important. Thus, this part is devoted to discuss and interpret the main findings from the teachers' questionnaire.

What's more, the latest shed the light on multiple teaching areas and cultural situations in which ELT practitioners are usually involved. To start with, the ten teachers selected proved to be the best sample for the research questionnaire due to their experience in teaching adults who belong to different cultural backgrounds. This diversity will certainly lead to much more accurate findings which enrich the conducted research. Furthermore, all participants showed a positive response to using one of the most successful teaching Textbooks such as CUTTING EDGE and NEW HEADWAY rather than using random and self-created curriculums as many Algerian institution tend to do .

In modern teaching, understanding students' cultural backgrounds is so essential that helps teachers create inclusive classrooms where students feel valued and respected. Moreover, being aware about their cultures enables teachers to adapt their teaching methods and materials to better suit students' needs and preferences. The respondents' answers were, fortunately, very satisfying in modern pedagogy since all of them consider the intercultural approach in their classrooms.

Additionally, as mentioned before , English textbooks are indispensable tools in teaching English for communication as they offer structured, comprehensive content covering essential language skills such as reading, writing, listening, and speaking. These textbooks provide consistency across classrooms and guarantee a synchronic learning experience while exposing students to authentic language use in various contexts from the modern life. However, the selected teachers proved the uneasy their implementation with the Algerian society due to the absence of the Algerian culture and the existence of many intrusive words, expressions and even ideologies as it was mentioned in questions 7,8 ,9 and 10.

Moreover, the researcher attempts to highlight both teachers and students' attitudes towards this situation in questions 11, 12 and 13. Teachers, as expected, indicated that they usually felt somehow embarrassed to deal with such words and ideologies. On the hand, Students should respond to their teachers' decisions related to the syllabus with attentiveness and respect. Fortunately, their answers demonstrated the high level of awareness and sense of appreciation they got which will certainly lead to a smooth learning environment.

Chapter two

Finally , Internal codes and instructions within teaching institutions and schools serve as essential frameworks that promote accountability, ensure consistency, support professional development, facilitate communication, and guide decision-making inside the classrooms . However, most participants denied the existence of any kinds of rules which guide their performance there. This fact will probably lead to random decisions or reactions.

2.7 Suggestions and Recommendations:

In order to raise the cultural awareness among EFL practitioners in Algeria, several suggestions had better to be executed in all teaching languages institutions and centers:

2.7.1 Recommendations to EFL Textbook publishing houses:

Publishing houses that specialize in English textbooks provide resources for both native speakers and learners of English as a second language (ESL) or as a foreign one (EFL). These publishers create a range of educational materials, including textbooks and workbooks.

- **Integration of the Algerian culture:** English language learning process would be smoothly applied in Algeria if all communication textbooks contained texts, recordings and videos from the Algerian society.
- **More consideration to the Algerian background:** it would be much easier to perform their job and get their students engaged in all tasks of the textbooks if they didn't contain any kind of intrusive words or ideologies that do not match with the local Islamic background.
- **Implementing Algerian authentic situations:** The cultural landscape in Algeria is so rich with festivals, events and traditions which can be a precious source of real life videos and reports.
- **Providing much more detailed teachers' textbook guides:** The present teacher's books focus only on teaching pedagogy of different tasks and they totally neglect the cultural aspect .Therefore, it would be very useful if the textbook publishers more cultural explanations and tips for EFL teachers.

2.7.2 Recommendations to English language teaching centers in Algeria:

Recently, it has been noticed that the demand of the English language learning has increased dramatically. Therefore, the teaching centers in Algeria should:

Chapter two

- **Set up regular trainings to their ELT practitioners:** training programmes should be designed to enhance cultural competence which can help teachers learn how to navigate and respect cultural differences in the classroom.
- **Get involved in all seminars and webinars related to cultural and teaching programmes:** These programmes will definitely help teachers and ELT practitioners to exchange different experiences and benefit from all the available modern pedagogies and ICT implementations in teaching.
- **Providing peer to peer observations:** Peer-to-peer observation in teaching English plays a key role in developing cultural awareness for teachers by providing opportunities for them to observe and learn from each other's diverse teaching practices in order to provide final feedbacks which help all the stakeholders.

2.8 Conclusion:

In this practical phase, the researcher emphasized on the analysis and interpretation of the collected data from the research questionnaire addressed to EFL teachers from three different teaching centers, in addition to the analysis of both English textbooks “CUTTING EDGE” and “3 NEW HORIZONS”.

Furthermore, the collected data demonstrated several noticeable findings which unveiled the cultural obstacles in teaching with the selected textbooks and revealed the Algerian teachers and students' attitudes towards all intrusive cultural situations as well as their reactions. Therefore, the investigator provided some details about the cultural awareness in teaching English for communication and ended this part with possible suggestions so as to ameliorate the teaching performance and the language acquisitions as well as developing the communicative skills among the Algerian students.

General conclusion

General conclusion

In today's interconnected world, EFL classrooms in Algeria are becoming increasingly diverse and they reflect the rich landscape of cultures, languages, and experiences that shape and characterize the global society. Consequently, it is very necessary for Algerian ELT practitioners to recognize and adapt with this diversity by providing an adequate environment where every student feels valued, respected, and understood. This fact doesn't require only tolerance but it demands a deep commitment to cultural sensitivity in teaching and a high sense of cultural awareness. In parallel, it is compulsory for EFL teachers in Algeria to adapt their teaching content to the international language status. Therefore, the need of using an effective English textbook comes to the surface which automatically brings different cultural issues.

This study aims to provide a general description of the main features of the most effective textbooks used in Algeria over the last decades. Specifically, the researcher focuses on Cutting Edge and New Headway. Moreover, he explored the collected data qualitatively and quantitatively in order to explain the research problem.

Therefore, this research was divided into two main parts: the first chapter was absolutely theoretical which carried all the necessary details and information to the reader so the he understands all aspects of the cultural awareness and sensitivity in teaching English for international communication. Then, in the second one , the investigator devoted much efforts to highlight the most common teachers' attitudes toward the existing intrusive words and expressions in the textbooks mentioned before.

The researcher, however, came across multiple obstacles while conducting his research as his mainly faced the limited number of ELT practitioners who tend to rely on a communicative textbook. Next, one of the investigator's issues was the absence of previous studies which described and evaluated any kind of communicative textbooks which totally neglected the Algerian culture in their contents.

Overall, the present study provides fruitful findings and effective analysis to all EFL teachers in Algeria as well as the publishing houses all over the world to be more attentive to the Algerian rich landscape.

Bibliography

Bibliography

Bibliography

1. Byram, Michael, et al. "Intercultural competence: Interpersonal communication across cultures." Macmillan International Higher Education, 2002.
2. Cook, Vivian. "Second language learning and language teaching." Routledge, 2016.
3. Crystal, David. "English as a global language." Cambridge University Press, 2003.
4. Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
5. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
6. Florian, L. (2014). *The SAGE Handbook of Special Education*. SAGE Publications.
7. Florian, L. (2014). Reimagining Special Education: Why New Approaches Are Needed. In L. Florian (Ed.), *The SAGE Handbook of Special Education* (2nd ed., pp. 611-629). SAGE Publications.
8. Rose, D. H., & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. ASCD.
9. Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. ASCD.
10. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
11. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
12. Willis, J. (1996). *A Framework for Task-Based Learning*. Longman.
13. Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
14. Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Longman.
15. Soars, L., & Soars, J. (2012). *New Headway: Intermediate Student's Book* (4th ed.). Oxford University Press.
16. https://www.pearson.com/be/en_BE/secondary-education/langue-2/cutting-edge-3rd-edition.html?tab=main-features
17. Ahmed, M. (2019). *Islamic Education in Algeria: A Comprehensive Analysis*. Algiers: Algerian Educational Publishing. (p. 78).
18. Boukraa, A. (2020). *Cultural Celebrations in Algerian Schools*. Algiers: National Education Press. (p. 112).
19. Saussure, F. de. (1959). *Course in General Linguistics* (W. Baskin, Trans.). New York: Philosophical Library. (Original work published 1916)
20. Pingel, F. (2010). *UNESCO Guidebook on Textbook Research and Textbook Revision*. Paris: UNESCO.
21. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
22. Official website; https://www.pearson.com/be/en_BE/secondary-education/langue-2/cutting-edge-3rd-edition.html?tab=main-features
23. Jenkins, J. (2007). *English as a Lingua Franca: Attitude and Identity*. Oxford University Press.