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Eshahid Sheikh Larbi Tébessi, Tébessa University
Faculty of Letters and Languages
Department of Letters and English Language



**Intercultural Communicative Competence in Middle School
Textbooks: A Comparative Study of the Intercultural
Representation Between the First Generation '*Spotlight on
English, Book Three*' and the Second Generation '*My Book of
English, Year Three*'**

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the
Requirements for the Degree of Master in Language Sciences

Candidates

Ines SOUALMIA
Madiha LOUALI

Supervisor

Dr. Manel MIZAB

Board of Examiners

President: Ms. Chaima BRAHAM (MAA) Larbi Tébessi, Tébessa University
Supervisor: Dr. Manel MIZAB (MCB) Larbi Tébessi, Tébessa University
Examiner: Dr. Chadia NASRI (MCB) Larbi Tébessi, Tébessa University

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Dedication 1

Above all, all thanks and praises go to Allah

To the celestial muse who birthed my soul,

I am eternally grateful for the love and sacrifices you have made

You are my anchor, my confidant, and the most profound source of inspiration in my life.

My heart sings your name, a harmonious melody of passion and tenderness

Every word, every thought, dedicated to my guiding star, my Mom only

“SouadBouneb”

“You only fail when you stop trying”

Albert Einstein

INES SOUALMIA

Dedication 2

I would like to express my infinite love to my husband Rafik

for supporting me during that journey

To my daughters Chiraz and Hazar

To my dearest parents

To my inspiring brother Salaheddine

And his fiancée Nour ElHouda

To my sisters Ilhem, Hanen and Amel

To my nephews and nieces Lokman, chouaib ,Aya, Maya and Djana

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To my friend Asma Douaibia for her support

“To be or not to be”

Shakespeare

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List of Acronyms and Abbreviations

EFL	English as a Foreign Language
FL	Foreign Language
FLT	Foreign Language Teaching
IC	Intercultural Competence
ICC	Intercultural Communicative Competence
IcLT	Intercultural Language Teaching
ed.	edition
Ed.	Editor
Eds.	Editors
e.g.	for example
i.e.,	that is to say

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By

INES SOUALMIA
MADIHA LOUALI
LarbiTebessi University, Tebessa

Dissertation Submitted to the Department of English in Candidacy for the Degree of
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Department of English Language and Literature
Faculty of Letters and Languages
University of LarbiTebessi ,Tebessa
Tebessa, Algeria

Abstract

The textbook maintains a pivotal position as the primary instructional resource within classrooms. In Foreign Language Teaching (FLT) contexts, it is crucial for textbooks to integrate cultural components to provide learners with the necessary skills to navigate and interact effectively in a variegated universal culture. Thereby, Intercultural Communicative Competence (ICC) has become a vital objective within the realm of FLT; hence, implementing Intercultural Language Teaching (IcLT) has become a necessity within an environment that fosters intercultural learning. Therefore, this study aims to conduct a comparative analysis between '*Spotlight on English, Book Three*' and '*My Book of English, Year Three*' based on Deardorff's framework of ICC. Analysis of data collected from both third-year middle school old and new generation textbooks and the interview addressed the research questions. The findings reveal that '*Spotlight on English, Book Three*' is more impactful in fostering ICC compared to '*My Book of English, Year Three*' as it reveals much more intercultural dimensions. Besides, the interview exhibits teachers' awareness of the relevance of intercultural and cultural content in improving learners' ICC. Moreover, Middle school teachers prefer the old-generation textbook over the second-generation textbook due to its comprehensive cultural content, while criticizing the latter for not meeting the expectations and demands of intercultural education in terms of content, tasks, and promoting critical cultural understanding. This research recommends improving textbook implementation and adapting intercultural tasks to stimulate ICC components.

Keywords. Intercultural Competence (IC), Intercultural language Teaching (IcLT), *My Book of English, Year Three*, *Spotlight on English, Book Three*, textbook analysis

General Introduction

Background of the Study

Language and culture are two sides of the same coin. Hence, the incorporation of culture in foreign language classes is necessary in order to help learners to communicate effectively and appropriately. Being part of a globalized world led to the development of the notion of Intercultural Communicative Competence (ICC) which enables learners to be intercultural speakers instead of native-like speakers. Byram (1989) claims that the existence of language and culture should be taken into account by educators and curriculum designers because it allows learners to understand the inseparable relationship between them. The representation of the intercultural dimension in foreign language teaching and learning was a fertile ground for many researchers to investigate the extent to which curriculum and textbook designers are aware of integrating ICC in teaching materials.

Teaching English as a Foreign Language (TEFL) in Algeria has known many reformulations and changes for the sake of coping with world globalization. Among these reforms are those launched by the Algerian Ministry of Education in 2016, which brought ameliorations to the textbook under the title '*My Book of English*,' or what is known as the Second Generation Reforms. In the Algerian context, many researchers have investigated textbooks from different perspectives, including the intercultural dimension. The textbooks prove that ICC components are insufficient and limited. Indeed, Merrouche's (2018) study reveals that '*My Book of English-Year One*' is mainly concerned with the pupils' home culture, the Algerian culture, without analyzing, comparing and contrasting it with the foreign one(s). Moreover, investigating ICC in the English textbook in the Algerian middle school '*My Book of English Year Four*, Chami (2020) concludes that "the textbook deals partially with some components of intercultural competence whilst the other components are still less considered" (p. 452).

Statement of the Problem

The textbook is considered as the backbone tool in EFL classes as it provides teachers and learners with language and culture input that paves the way to generating competent intercultural learners of the language. In order to develop the learners' skills to communicate appropriately and effectively with other people from different cultures, it is necessary to foster not only linguistic competence but also ICC. Although, there is a shift from the communicative approach towards the intercultural one, but most of the textbooks' input does not reflect that change of focus. The reforms launched by the Algerian Ministry of Education in 2016 have brought new generation textbooks into existence, but do textbook designers take the representation of ICC components into account ?

Significance of the Study

What makes our study important is that it:

- 1- attempts to shed light on the teaching of ICC in middle school in Algeria;
- 2- investigates the representation of ICC in first and second generation English middle school textbooks;
- 3- offers teachers an opportunity to evaluate textbooks and their effectiveness in enhancing ICC; and
- 4- raises middle school teachers' awareness of the necessity to implement ICC in their classes to help learners communicate appropriately and effectively.

Research Questions

This dissertation relies basically on these questions:

- 1- To what extent does *Spotlight* textbook incorporate ICC?
- 2- To what extent does *My English Book* textbook integrate ICC?
- 3- Which textbook is more effective in enhancing ICC?

- 4- Do the reforms integrate more cultural content in the second generation textbooks to foster learners' ICC?
- 5- To what extent are the teachers aware of the intercultural components in textbooks?
- 6- Do middle school teachers consider intercultural material in the second generation textbook sufficient to promote the learners' ICC compared to the old ones?

Research Methodology

In this study, we will adopt for a comparative analysis of the incorporation of ICC in first and second generation middle school textbooks of third year. Primarily, we will evaluate the textbook '*Spotlight on English, Book Three,*' which was written in the first generation (2002-2003), and then compare it to the second generation textbook '*My book of English Middle School, Year Three*' that was initiated in 2016. Therefore, we will rely on a theoretical framework based on Deardorff's ICC model to analyze the data extracted from both textbooks. To meet the objectives of this study, the latter follows the inductive approach and depends on the qualitative method. Besides, the study implements content analysis of textbook data and of interviews that are conducted with three experienced middle school teachers in Tebessa city. The interview allows us to get more in-depth data about interviewees' views and perspectives of both textbooks and of their effectiveness in teaching ICC.

Structure of the Dissertation

The dissertation consists of three chapters. First of all, it starts with an introduction that gives an overview of the investigation emphasizing its importance, the research questions, significance of the study, as well as the methodology design. Next, Chapter One is the literature review where the basis of the study's theoretical framework is clearly shown. It consists of two sections: the first section is concerned with ICC, its definition, models and intercultural communicative teaching; and the second section is concerned with textbook

evaluation including its definition, its role in language teaching programs, and approaches to its evaluation. After that, Chapter Two highlights the methodology design, describing the philosophies, approaches, and the method of data collection and analysis. Chapter Three comes to compare the results of both textbooks and teachers' interview. Finally, the study ends with a general conclusion that summarizes the main research findings, and that suggests some recommendations and implications.

Chapter I: Literature Review

This chapter presents the literature review that provides insights into the variables under study. Thus, different aspects in foreign language teaching related to the ICC and IeLT are explored.

Culture

Culture is a sophisticated phenomenon that covers different aspects of beliefs, values, customs, behaviors, and artifacts that influence individuals' way of life, attitudes, behaviors, and interactions with others, as well as their understandings of the world around them.

Numerous scholars have tried to define this concept. Kramsch (1995) presents a particularly insightful perspective, arguing that culture is inextricably related to the notion of *social* and can be reached from two perspectives. The first perspective, founded in the humanities, centers in how a social group expresses itself through material culture. The second perspective, which originates from the social sciences, concentrates on the underlying meaning and practices shared by a group of people. Based on this framework, Kramsch highlights the multifaceted and complicated nature of culture. Langue and Brown (1996) claimed that the meaning of both language and culture cannot be found if they are disconnected. Jiang (2000) used three perspectives to exemplify the interaction between language and culture, namely, philosophical, contact, and pragmatic metaphors. The philosophical perspective views language and culture as flesh and blood, respectively, without which neither can thrive. The linguistic perspective likens language to the ability to swim, wherein culture is like the water, making communication useless without culture and culture impossible without language. The pragmatic perspective views language as a medium, and culture as traffic, with language facilitating communication and culture regulating it. However, how language enhances or hinders communication depends on individuals' perceptions.

Historical Perspective

The study of ICC is gaining value due to the growing number of multicultural communities in the societies. Byram and Zarate (1996) proposed the term "intercultural" to describe individuals who are able to effectively communicate and navigate across different cultures. This concept was attached with the idea of mediation, which points to the ability to perform as a bridge between people from different cultural and linguistic backgrounds. It is notable that simply living in two cultures does not essentially make one an intercultural speaker. Instead, ICC requires the ability to adapt to diverse cultural norms and values, and to comprehend and delight different perspectives and worldviews. Effective intercultural communication demands more than just linguistic proficiency; it needs the ability to ask for clarification and actively interact and socialize with others to understand their cultural backgrounds and experiences. Eventually, intercultural competence is important for establishing and preserving positive relationships in intercultural communities.

Byram and Wagner (2018) have suggested alternative terms including "competence", *IC*, *transcultural competence*, and *cross-cultural competence* to substitute the notion of simply having knowledge about diverse cultures. This denotes that individuals learning EFL need to attain not only knowledge about their own cultures but also about the foreign ones. Moreover, they are also required to be aware of the intercultural environment in various foreign language communicative situations. This understanding has become largely accepted in language teaching as it is important for efficient communication and to avoid misunderstanding that may arise due to multiculturalism.

Effective communication in a language necessitates an entire awareness of different aspects of that language. This understanding allows the user to apply suitable language in the suitable context for a particular purpose. Chomsky's (1965) differentiation between *competence* and *performance* was initially the core of the concept of competence. Chomsky

proposed that language accuracy refers only to knowledge of grammatical structure, but the usage of the rules is prevailing over grammar rules. Therefore, a competent speaker is someone who can use language in a particular situation to reach accurate communicative purposes. Hymes (1972) presents the term *communicative competence*, which focuses on the ability of a competent language user to employ language appropriately in a specific context, rather than being knowledgeable in correct and accurate grammatical structures. Linguistic competence refers to the correct use of language grammar; however, communicative competence stands for the appropriate and acceptable use of language in its context. Various theoretical models of communicative competence have been suggested, including the framework established by Canale and Swain (1980), which is composed of four areas: grammatical, sociolinguistic, discourse, and strategic competence. This model has been adjusted by Usó-Juan and Martínez-Flor (2006) by adding intercultural competence (Figure 1) as an important component in improving effective communicative competence, for it enables individuals to navigate cultural diversity, allowing them to engage in respectful interactions across different backgrounds.

Figure 1

Framework of the components of communicative competence



Source. Usó-Juan and Martínez-Flor (2006a, p. 16)

Definitions of Intercultural Communicative Competence

ICC has been defined in different ways in the context of foreign language teaching. Sercu (2005) defines ICC as the ability and skills of a learner to effectively control intercultural experiences, involving with foreign cultures, having self-awareness, understanding other perspectives, dealing with uncertainty, acting as a cultural mediator, evaluating others' opinions, intentionally employing cultural learning skills, and reading cultural contexts. Effective communication requires appreciation of cultural norms, rules, and prospects. Byram (2000) portrays an individual with ICC as someone who can perceive internal and external interactions between various cultures, clarify each culture in terms of the other, possess critical and analytical comprehension of their own and other cultures, and be aware of their own cultural perspectives. Intercultural speakers do not consider their understanding and perspectives as inherent, but rather culturally determined.

Deardorff (2006) has stated that ICC is the ability to effectively communicate in intercultural contexts by possessing intercultural knowledge, skills, and attitudes. Wiseman (2002) has further clarified that appropriate communication in such contexts entails conveying messages that conform with the expectations of a specific communicative setting, while effective communication represents achieving desired personal outcomes. To manifest IC, individuals are required to select appropriate communicative strategies, expect and respond to others' reactions, and acknowledge different conversation rules, eventually leading to obvious, accurate, and responsive communications. Consequently, ICC requires not only possessing intercultural knowledge but also applying it appropriately in different intercultural situations.

Models of Intercultural Communicative Competence

Bennett (1998) suggested a model for ICC, proposing that individuals' competencies in intercultural associations become more complicated as they gain experience with cultural diversity. Bennett's model emphasizes six stages: Denial, Defense, Minimization, Acceptance,

Adaptation, and Integration. Denial points to attitudes that only one's culture is authentic. Defense includes recognition of others' cultures, but from a comparative and defensive point of view. Minimization involves discovering others' cultural diversities as reflected in one's own culture. Acceptance encompasses recognizing one's native culture as one of many different cultures worldwide. Adaptation refers to the process of developing accurate perceptions and behaviors through the experiences of individuals, while Integration takes place when individuals integrate their cultural worldviews with others'. On the other hand, Scarino (2009) criticized the linear nature of Bennett's model and draws attention to the lack of a crucial association between language teaching and ICC.

Chen and Starosta (1996) offered a model of ICC that emphasizes the significance of interlocutors' abilities to demonstrate flexibility, respect, and tolerance with the aid of a transformational process of symmetrical interdependence. This process comprises three elements. First, intercultural sensitivity signifies an interlocutor's emotional willingness to recognize, endure, and embrace heterogeneity before, during, and after intercultural communications. Second, intercultural awareness includes understanding and recognizing cultural variations. Third, intercultural adroitness is the behavioral aspect of IC, where communicators improve competence in intercultural interactions by developing their communication skills, behavioral flexibility, and communication management to achieve desired communication goals.

Byram's (1997) model of intercultural competence includes five *savoirs* that language learners should acquire. The first *savoir* is knowledge or cultural references, which connects a certain culture's values to communicators. The second is attitudes or *savoir être*, which encompasses openness, curiosity, and readiness to suspend unbelief about other cultures. The third is skills of interpreting and aligning, or *savoir comprendre*, which includes interpreting another culture's text and document and reflecting them to one's culture. The fourth is skills of

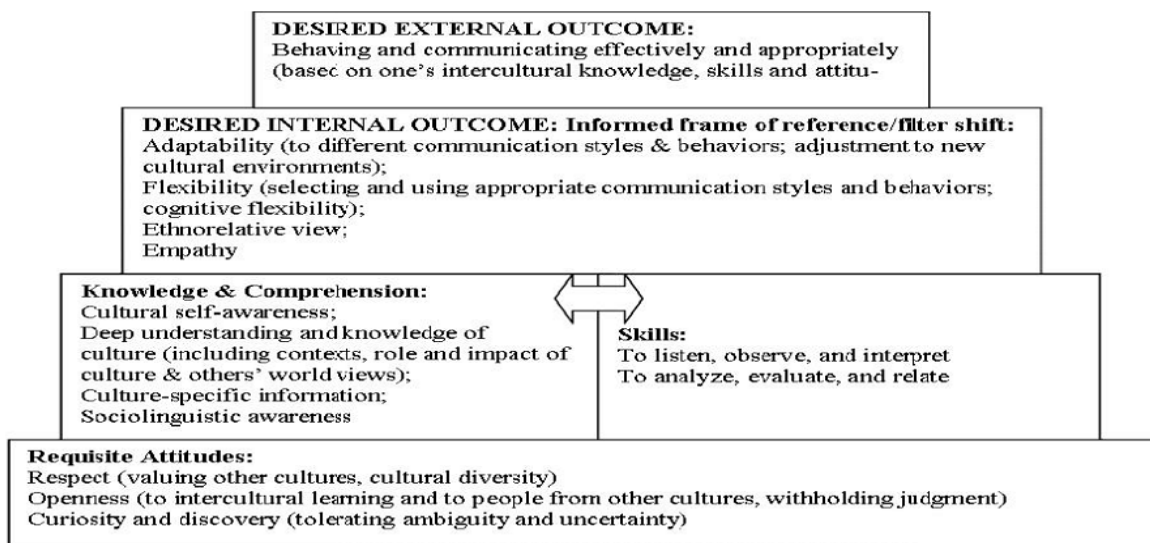
communication or *savoir faire*, which integrates the previous three components and points to the ability to apply knowledge, attitudes, and skills in association to non-educational situation constraints. The fifth refers to critical culture awareness or *savoir engager*, which encompasses referring critically to one's beliefs, values, and behaviors and assessing them in comparison to other cultures.

This model highlights the significance of integrating culture in foreign language teaching. Nevertheless, it lacks clarity and exactness regarding the level of integration and the process that learners follow to accomplish deeper levels of intercultural comprehension. Despite this limitation, the model is beneficial in different educational contexts that require the incorporation of culture, as it emphasizes the core components and capacities that learners need in intercultural contexts. Overall, this model is regarded the most appropriate framework to determine ICC (Byram&Zarate, 1996;Byram, 1997; Byram et al., 2002; Deardorff, 2009).

Deardorff's (2006) model of Intercultural Competence (ICC) provides a comprehensive framework for understanding the various components and outcomes of intercultural competence. The model is depicted in Figure 2 and includes attitudes, knowledge, skills, and internal and external outcomes. Three key attitudes form the foundation for improving ICC: respect, openness, and curiosity. These attitudes are crucial for fostering positive and inclusive intercultural interactions and developing a mindset that values diversity and cultural differences. Moreover, ICC requires specific knowledge related to intercultural interactions. This knowledge includes cultural self-awareness, which involves understanding one's own cultural identity and biases. It also encompasses culture-specific knowledge, which refers to understanding the customs, values, and practices of different cultures. Deep cultural knowledge entails a more profound understanding of cultural beliefs, norms, and historical contexts. Lastly, sociolinguistic awareness focuses on understanding how language is used in different cultural contexts. In addition, Intercultural competence

involves a range of skills that enable effective intercultural communication and interaction. These skills include observation, which involves keenly observing and understanding cultural cues and behaviors. Listening skills are essential for actively and empathetically listening to others. Analyzing skills help in critically evaluating and interpreting intercultural situations. Relating skills involve building connections and establishing rapport across cultures. Interpreting skills help in understanding and making sense of cultural meanings and messages. Furthermore, internal outcomes of ICC are the personal qualities and dispositions that individuals develop through intercultural experiences. These outcomes include flexibility, which is the ability to adapt and adjust one's behaviors and attitudes in different cultural contexts. Adaptability refers to the capacity to navigate and respond effectively to cultural differences. Ethnorelative perspectives involve developing a more open and inclusive worldview that recognizes and appreciates cultural diversity. Empathy is an important outcome, enabling individuals to understand and empathize with the perspectives and experiences of others. However, external outcomes of ICC are manifested in an individual's behavior and interaction in intercultural contexts. Effectiveness is related to how well individuals communicate and achieve their goals in intercultural settings. Appropriateness, on the other hand, depends on the individual's ability to navigate cultural norms, demonstrate cultural sensitivity, and adjust their behavior to suit the cultural context.

Deardorff's model highlights the multi-dimensional nature of ICC, emphasizing the importance of attitudes, knowledge, skills, and outcomes in developing intercultural competence for effective and respectful intercultural interactions.

Figure 2*Pyramid of the intercultural competence*

Source: Deardorff (2006, p. 250)

Intercultural Language Teaching

The primary objective of foreign language learning is the mastery of linguistic competence, but it is not sufficient to enable learners to interact effectively with people of other cultures. Hence, the intercultural approach to EFL education has become not just a need but a strong necessity.

The Aim of IcLT

It is vital to have a thorough understanding of the cultural dimensions of the language, not just the language itself to accomplish language learning success. IcLT identifies the significance of interaction in the context of globalization and supports intercultural interactions and language skills progress. Byram (1997) identifies intercultural knowledge as the ability to understand one's own culture and the culture being investigated, as well as being able to effectively interact in social and individual contexts. IcLT aims to develop an *intercultural person*, stated by Byram (1997) as someone who can use both linguistic and socio-cultural knowledge in language situations and acquire a total understanding of cultural

knowledge for application in different contexts. The implementation of this method aims to improve a profound understanding of cultural knowledge and its application in different circumstances (Byram, 1997). Hence, the success of language learning necessitates comprehension of cultural dimensions, and IcLT fosters ICC and the improvement of an intercultural individual as a goal.

Corbett (2003) claims that IcLT values learners as intercultural speakers, who are proficient in navigating various speech communities and in using language appropriately in different situations. Following Corbett (2003), learners who have knowledge of linguistic and cultural backgrounds of various languages are more proficient than monolingual native speakers. The importance of IcLT lies in giving learners meaningful experiences and interpretations into language use to accomplish cultural goals of the target language community. Teachers should encourage learners to reflect on how their language and community perform in comparison to the target ones (Corbett, 2003). Thus, Corbett (2003) argues that IcLT considers learners as intercultural interlocutors and offers valuable experiences and interpretations into language use to achieve cultural goals, while teachers should enhance reflection and comparison of language and community functions. However, Kramersch (2013) disagrees with cultural teaching and relating cultures. Instead, she agrees that IcLT can overcome cultural barriers by tackling and resolving cultural problems through cultural interaction and conversations. In general, IcLT allows learners to act appropriately in different social communications by fostering cultural awareness and intercultural communication skills.

The Principles of IcLT

IcLT emphasizes the significance of cultural awareness and competency enhancement in collaboration with linguistic skill-building. Therefore, IcLT puts forth a set of pedagogical principles for teaching culture.

Active Construction. It is one of the pedagogical principles offered by Liddicoat et al. (2003) in IcLT. It includes learners taking an active and purposeful role in forming meaning, as well as systematically reflecting on themselves and others in different communicative situations (Liddicoat, 2004). In this principle, the teacher should offer opportunities for learners to recognize cultural aspects, to avoid monotony and memorization of facts, and to motivate interpretations, comparisons, recognition, and analysis to develop these skills.

Making Connections. Corresponding to Liddicoat (2004), learners' cultural and linguistic knowledge in the classroom can be directed to the improvement of relationships between current and new knowledge, language, and culture. This can be achieved through techniques such as correlating, comparing, and contrasting. Consequently, the display of learners' culture and linguistic knowledge in the classroom can have an important effect on the acquisition of new knowledge, language, and cultural comprehension.

Social Interaction. As stated by Crichton and Scarino (2007), intercultural understanding is established through social interactions, as learners' knowledge and ideologies are formed by their unique cultural and linguistic backgrounds. Moreover, Liddicoat (2004) claimed that cultural learning through communication enables learners to observe and discuss cultural diversities, as well as different interpretations and perspectives. Hence, the development of intercultural *knowing* is a social action that includes active engagement with others and the exchange of different perspectives.

Reflection. Following Crichton and Scarino (2007), a significant aspect of IcLT is learners' ability to reflect on, and acknowledge, cultural diversity, which can only be achieved when learners possess thorough awareness and mastery of their own linguistic and cultural backgrounds.

Responsibility. According to Liddicoat (2004), learners should acknowledge their commitment to engage in productive communications with the speech community and

simultaneously improve their understanding of their own and others' language, culture, and speech. Crichton and Scarino (2007) supported this point of view, underlining the significance of being responsible, culturally sensitive, and respectful towards differences in culture.

These principles are the fundamental basis for the entire approach, offering a framework for language teachers, learners, and material designers to improve an intercultural language learning/teaching experience.

Criteria of Intercultural Tasks

Nunan (1989) determined the elements of communicative tasks, which also apply to intercultural tasks, but with adjustments for intercultural situations (Corbett, 2003).

Goals. The objectives of intercultural tasks include incorporating linguistic knowledge and investigating the native and other cultures in an intercultural framework. Corbett (2003) proposes that when designing such tasks, various factors such as learners' access to, and participation level in, the target language demands consideration.

Inputs. Following Corbett (2003), authentic materials are typically regarded to be the initial source of stimulation for learning in communicative language classes. On the other hand, in intercultural teaching and learning, the focus is on the *authentic use of authentic materials*, indicating that materials should be selected based on their ability to provide authenticity rather than for teaching goals only. For example, literary texts may be utilized to improve reading skills, but they are also beneficial for understanding how a culture functions. In this situation, authentic materials are not intended to be used as they are in the target culture's community, but rather as proof of cultural exercises.

Activities. Corbett (2003) proposes that intercultural classes can utilize communicative activities that encourage learners to involve in tasks such as exploration, explanation, analysis, evaluation, and discussion of the native and others' cultural traits.

Setting. Following Corbett (2003), integrating intercultural tasks in language learning enables the creation of diverse learning settings and patterns, involving individuals and cooperative learning such as pair and group work. These various settings convey cultural implications, specifically in EFL classes that are mixed, comprising students from diverse cultures, either regionally or globally (Jones, 2014).

Learner's role. Casanave (1992) and Corbett (2003) propose that learners' roles develop gradually throughout the intercultural learning process. As learners involve with intercultural goals, inputs, and activities, they evolve in terms of their level of knowledge, responsibility, confidence, intercultural abilities, and their ability to participate in their learning. Eventually, learners may even evolve into authors and actors of their own learning.

Teacher's role. As learners advance in their intercultural learning, the teacher's role also shifts. At the initial phases, the teacher concentrates on introducing intercultural elements and guiding learners in exploring cultural behaviors of various speech communities. In contrast, as learners improve their abilities, the teacher's role becomes less authoritative and more concentrated on helping and mediating learners' exploration of intercultural subjects (Corbett, 2003). This change in roles between learners and the teacher creates chances for exploration (Corbett, 2003).

Textbook Evaluation

Textbook evaluation is a process that is carried out to investigate the effectiveness of its content and purposes, and to check its compatibility and suitability to the context.

ELT Textbooks

Definition of Textbooks. Textbooks will doubtlessly continue to contribute to foreign language classes, teachers' professional development, and learners' learning style in spite of the development of new technologies (Richards, 2001). They come in hard copies as books and guidebooks or electronic such as CDs and auditory materials.

The terms textbook and coursebook are used interchangeably. According to Tomlinson's (2011) glossary of basic terms, a coursebook is defined as

a textbook which provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.(p.xi).

However, the term textbook is defined in dictionaries as Meriem Webster Learner's Dictionary, Oxford Advanced Learner's Dictionary (2010) and Cambridge Advanced Learner's Dictionary and Thesaurus as "a book that teaches a particular subject and it is used especially in schools and colleges. It includes detailed information related to the study of a subject." Similarly, Richards and Schmidt (2002) assert that a textbook is "a book on specific subjects used as a teaching –learning guide, especially in a school or college"(p.550). Furthermore, many researchers as Sheldon (1987), Hutchinson and Torres (1994) and Tomlinson (2011) define textbook with a particular reference to language teaching. For Sheldon (1987), a textbook refers to "a published book especially, designed to help language learners to improve their linguistic and communicative abilities .Textbooks represent for both students and teachers the visible heart of any ELT programme"(p.237).Hutchinson and Torres (1994) claim that

the textbook is an almost universal element of teaching. Million of copies are sold every year, and numerous aid projects have been set up to produce them in countries ...No teaching-learning situation, it seems complete until it has its relevant textbook. (p.315)

The Role of Textbooks. There has been a plethora of research body about the multiple roles played by textbooks in the EFL classroom, among which Hutchinson and Torres (1994) acknowledged the role of textbooks in creating effective lessons. Textbooks are considered as a very important tool that facilitates teaching and learning, and that demonstrates more benefits. Indeed, textbooks offer teachers and learners a visible and workable framework to satisfy their expectations and needs, respectively, and to make purposeful decisions in the classroom. Thus, teachers must be aware of how to use them and how useful they are.

Furthermore, Richards (2001) considers textbook as a key component in most language programs:

Teachers would find it challenging to create and to develop content, texts and activities similar to the ones included in the textbook. On the contrary, they should rely on that “rich source in creating effective lessons” which is not considered as a deficiency for the part of the teacher. (p. 6)

Besides, Cunningsworth (1995) summarized the role of textbooks in language teaching and learning in the following points:

- A source of activities for learners' practice and communicative interaction
- A reference source for learners on grammar, vocabulary and pronunciation
- A syllabus
- A source of simulation and ideas for classroom language activities
- A source for self-directed learning or self-access work. (p. 7)

Textbooks in Algeria. Unlike the other subjects, English was the only subject whose syllabuses and textbooks witnessed many changes and improvements due to the political decisions that have been taken to meet the learners' needs and to cope with globalization. The pendulum of English swung between the status of being a first and a second foreign language in Algeria before and after the independence.

During the period from 1962 till 1970, the textbooks were written by Richard and Hall and were sub-titled “English as a Second Language,” but the Algerian authorities did not fully trust those textbooks because they failed to suit the Algerian learners and their needs as they did with the French pupils. Therefore, the design of an Algerian textbook became mandatory. Thus, priority was given to designing new textbooks to improve the standards in English and to meet the learners’ needs. According to Broughton (1968 as cited Lakehal, 2008), new Algerian manuals have been introduced in third and fourth year of the middle school. Later on, the publication of *Andy in Algeria* marked “the first really Algerian textbook in 1975” (Lakehal, 2008, p. 231). The academic year 1980/1981 has known a major change by implementing the fundamental or basic school. Hence, English was introduced as the Second FL starting from the first year of middle school. Concerning English, new textbooks known as “Spring one” and “Spring Two” were published in 1984 and 1985, respectively. In 1989, a turning point in FLT in Algeria has occurred due the increase of demands of institutors for teaching English in the primary school instead of French (Ministry of Education, 1989, as cited in Mizab, 2020, p. 29). However, setting these reforms was hindered by the political crisis (Mizab, 2020). Up to 1993, a new change was brought by introducing English as a first foreign language in the primary school. As a result, a series of textbooks entitled “My Book of English 1, 2, 3, 4, 5, 6, 7, 8 and 9” were written by the same author and published year after year. That radical shift has taken place even though novice teachers were not trained to deal with young pupils, with no preparation of teachers or materials, or even supplementing teachers’ guides. For the sake of making reforms in the content and revising the programs, the national Commission in Charge of the reform (C.N.R.S.E) was assigned to accomplish this end in 1996. Eventually,

new syllabi, textbooks ,teaching /learning materials and teacher training programs were designed as a response to new curricula. English and French

were officially taught starting from the fourth year of the primary school and the first year of the middle school, respectively. (Le Soire Algerie, 2006 as cited in Mizab, 2020, p. 31)

The Spotlight on English 1, 2, and 3 textbooks that are devoted to first, second and third middle school levels were initiated in 2004, whereas the fourth middle school pupils are supposed to use *'On the Move textbook . 'Spotlight on English One and Two'* were designed by Merazga et al unlike "Spotlight on English Three" and "On the Move" that were written by Arab et al (2005/2006). A member of the Commission and an inspector named Achour, whose name appears in *Spotlight on English* textbooks, declares that English had to be considered as a means of communication without giving importance to cultural contexts (interviewed by Kara, 2002 as cited in Lekhal-Ayat, 2008). Therefore, the approach adopted is the competency-based approach, and the method is learner-centered. According to Lekhal-Ayat (2008),

the new textbooks have the advantage of being colorful ,full of pictures ,exercises are various and varied and culture is given its own right. Grammar exercises are highly recreational; authentic texts are used (Advertising, for example); a glossary (English/Arabic) is supplied at the end of the book. (*Spotlight 1*, p. 241)

In 2016, primary and middle school textbooks have been published by the ministry of education named: second-generation textbooks entitled *My Book of English*. These textbooks marked a move towards learners' autonomy, creativity and problem-solving skills. Hence, the newly–designed textbooks have catered for the appeal for ameliorating and modernizing the educational system in Algeria.

Advantages and Disadvantages of Textbooks.The textbook is a double-edged sword that can be beneficial in particular situations for both teachers and learners or harmful in other

situations particularly when they rely heavily on it and become its slave. According to Sheldon (1988), students believe that “a published textbook has more credibility than teacher-generated material” (p. 238). Second, both Richards (2001) and O’Neil (1982) argue that textbooks are efficient. Unlike Richards who states that textbooks save teachers’ time instead of devoting time to produce their own material, O’Neil claims that they are open to adaption and improvisation, and hence students will not waste their money and time. Third, Hutchinson and Torres (1994) proclaim that “textbooks provide effective language models and input in the form of texts, activities, explanations and so on” (p.327). Fourth, it provides structure and syllabus for a program because the availability of textbooks paves the way to the development of syllabus. The fifth advantage is the standardization of instruction in other words using textbooks; indeed, it is confirmed that the students who receive similar content can be tested in the same way even though they belong to different classes. Other advantages that are highlighted by Richards (2001) are:

- Textbooks alongside with teachers’ guide can train novice teachers by providing a framework
- They provide a variety of learning resources “Textbooks are accompanied by workbooks, CD Roms and comprehensive teachers’ guides”.
- They maintain quality; students are exposed to material that are based on sound learning principles only if a well-developed textbooks are used.
- Commercial textbooks usually have high standards of design and production hence they are appealing to learners and teachers. (p. 1)

Meanwhile the researchers mentioned earlier point how useful textbooks are, many others as Sheldon(1988),Ur (1996) and Richards (2001)point the potential negative effects of textbooks. Among which is its lack of authentic language use because the scripted dialogues and exercises do not reflect the real-life language use. They can limit the students’ ability to

use language in everyday situations instead. EFL textbooks often do not suit individual student's needs and learning styles. Thus, their learning experience would be ineffective and challenging. Another deficiency of using textbooks is the trial to adapt an idealized view of the world by avoiding the controversial topics for the sake of making it appropriate in many contexts. On the contrary, the content would be distorted, outdated and irrelevant because it is unable to represent real issues. Furthermore, over-reliance of both teachers and students on textbooks may affect them badly since it de-skills the teachers by reducing their roles of being decision-makers and instructors on one hand, and it hinders the development of students' critical thinking and creativity on the other hand. Moreover, commercial textbooks are often written for global markets and financial burden; therefore, many students find their prices very expensive.

In spite of the fact that the use of textbooks has both benefits and limitations, in case of judging a textbook in the program as unsuitable, the action of adapting and supplementing is necessary in order to remediate and to make learning more fruitful and interesting.

Types of Textbooks. As far as EFL is concerned, textbooks can be categorized into two types according to their cultural content. The first type is the international textbooks that are designed to meet the needs of autonomous learners without mentioning neither the target nor the source cultures. They can be found in a variety of countries where English is taught as a foreign language, and they are usually recognized and used worldwide like *New Headway*, *Interchange*, and *Global English*. This kind of textbooks covers all the core language skills (reading, writing, speaking and listening) in addition to grammar and vocabulary. They are specifically created to help students communicate effectively in a range of real-world contexts. They discuss cultural topics swinging between specific and general cultural facts, unlike the local textbooks that introduce local perspectives to related cultural topics. Moreover, local textbooks aim at raising learners' self-awareness about their cultural patterns

and to compare them to others as they are created for a particular country where English is taught as a foreign language. The cultural background is taken into account when designing local textbooks because their authors intend to represent topics and materials to improve the learners 'English skills in familiar contexts that shadow their native culture (Newby, 1997 as cited in Chami,2020)

Evaluating ELT Textbooks

Broadly speaking, evaluation is “a matter of judging the fitness of something for a particular purpose” (Hutchinson & Waters,1986,p. 96). In the same line, Richards (2001) posits that “evaluation can be done only by considering something in relation to its purpose” (p.2).In other words, evaluation is a means to understand what is appropriate, what is less appropriate and what is useless at all. Tomlinson (2003) defines textbook evaluation as “a procedure that involves measuring the value (or potential value) of a set of learning material”(p.42).Although the existence of a textbook that perfectly suits language programs is a myth, the evaluation process offers both teachers and learners opportunities to determine the efficiency or the value of that textbook. However, the authors' main aim when producing them is attempting to satisfy the teachers' expectations in finding those textbooks innovative, creative and convenient to their learners' needs and interests. Thus, the task of choosing the most appropriate coursebook from a huge numbers of instructional materials would be challenging and not easy for teachers and textbook selectors and designers because textbook publishers do realize that in order to succeed in their investment and gain more profits, the newly-designed textbooks must have qualities of excellence compared to the precedent ones (Richards,2001). Due to the importance of evaluating textbooks in making educational decisions, it should be done systematically and effectively. Information should be gathered, analyzed and interpreted based on different criteria related to the evaluation purpose, audience, evaluator, content, method and timing. Cunningsworth (1995) approaches textbook

evaluation by focusing on learners' needs, and question their suitability to facilitate their learning and to encourage them to use the language effectively. From another perspective, both Richards(2001) and Tomlinson (2003) shed light on the teacher by arguing that evaluation criteria should be reflected upon the teachers' own practices in their contexts. They may take into consideration its usability and flexibility to adapt in addition to the theoretical orientation. Richards (2001) lists the factors that are involved in textbook evaluation in relation to teachers, the learners, content, and the principles underlining materials design including the choice of activities and exercise types.

Why Evaluating Textbooks.Textbook evaluation is a mandatory procedure in making educational decisions because it offers the teachers insights about the suitability of the material and its appropriateness in relation to specific purpose and particular needs. Indeed, O'Neil (1982)emphasizes that “there can be no model for an ideal teacher, lesson, or learner (or textbook)” (p. 108). In addition, it determines the weaknesses and strengths of the content of these textbooks based on the requirement of each context, for a textbook may be suitable and perfect in one situation because it contains a variety of materials, easy to handle by novice teachers, and covers the four skills equally. However ,textbook evaluation may prove that the same textbook is irrelevant and not useful for teaching in a different situation (Richards,2001).

Moreover, a systematic evaluation is essential to show the extent to which the program succeeds in achieving its fundamental goals and in fitting learners' needs. In the same vein,Cunningsworth (1995) mentions two reasons to conduct textbook evaluation; it enables teachers to get an accurate, useful and systematic overview of the whole textbook and to recognize its strong points and shortcomings. From the same angle, Ellis (1997) suggests that textbook evaluation tends to raise teachers' awareness by moving beyond impressionistic assessments and by improving their professional skills to find out ideal materials that engage

learners in interaction. Consequently, the aims and objectives would be attained, and the learning-teaching process would be successful. In short, Hutchinson (1987) views textbook evaluation as “basically a straightforward, analytical matching process: matching needs to available solutions” (p.97). To improve textbooks, making judgments about their quality needs to be based on relevant and contextually appropriate evaluation criteria.

Types of Textbook Evaluation. There are many frameworks, criteria, checklists and approaches for evaluating textbooks in the literature according to which two main types can be distinguished.

Predictive and Retrospective Evaluation. Predictive evaluation aims at deciding upon the suitability of materials to meet a set of objectives, and as its name indicates, it revolves around predictions about the material quality. It can be carried out by teachers themselves relying on a set of criteria or by *expert* reviewers and reviews published in magazines such as the ELT journal. Such kind of evaluation would be systematic but not really scientific since the criteria used often remain inexact and implicit. As Sheldon (1988) states: “It is clear that coursebook assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid or system will ever provide a definite yardstick” (p.245). Once the materials have been used, a further evaluation, known as retrospective evaluation takes place. It aims to ensure the usability of materials. Retrospective evaluation is defined by Ellis (1997) as

Such an evaluation provides the teacher with information which can be used to determine whether it is worthwhile using the material again, which activities work and which do not, and how to modify the materials to make them more effective. Testing the validity of a predictive evaluation, and may point to ways in which the predictive instrument can be improved for future use. (p.37)

Retrospective evaluation differs from the predictive one in terms of time of conduction and the amount of emphasis devoted to each type, in addition to how and why each evaluation

is carried out. The former occurs after using the textbook to determine its strengths and weaknesses to plan for adaptation and modification. Retrospective evaluation can be either impressionistic as teachers make judgments concerning the effectiveness of the selected activities to attain specific objectives during the course of work, or empirical denoting a more systematic manner by collecting information using students' journals and questionnaires. Retrospective evaluation informs about how successful predictive evaluation is and, eventually, improves it.

In the same respect, Ellis(1997)differentiates two dimensions of empirical evaluation: the macro-evaluation and the micro-evaluation ;a series of micro-evaluation constitute a foundation for macro-evaluation.As Ellis (1997) states, “a macro-evaluation calls for an overall assessment of whether an entire set of materials has worked” (p. 37). In contrast,the micro-evaluation is carried out at the level of tasks, and it follows subsequent stages starting by choosing the task, describing it,planning he evaluation, collecting information for the evaluation,analyzing the information,drawingconclusions,making recommendations, and ending by writing a report.

Tomlinson (2003) summarized the cornerstones of evaluation. Theyare clarity of instruction, layout and objectives; credibility of tasks; achievement of performance; and practicality, flexibility, motivation and impact of the materials. Another classification is made by Tomlinson(2003)and Cunningsworth(1995)according to the circumstances and the objectives for which evaluation is done.Theyidentify three types of evaluation pre-use,whilst or in-use and post-use evaluation.Pre-use evaluation is the most common but also the most difficult since it is a pioneer study conducted with the intention of finding out future or potential performance of the textbook In-use evaluation, also known as whilst evaluation, is carried out while the material is in use, including the attempt to monitor a newly-designed textbook or the possibility to replace a well-established textbook that is under use for a long

time. Post-use evaluation provides a retrospective evaluation for the textbook by highlighting its strengths and weaknesses that spring over a period of continuous use. That kind of evaluation can be helpful in shaping decisions whether to use the same textbook on future occasions or not. "It is certainly more valuable than the previous two types but the least administered type of evaluation because it allows the actual effects of a textbook on its users showing its intrinsic value" (Tomlinson, 2003, p. 42).

McDonough and Shaw (1993) propose two types of evaluation: external and internal stages. They are complementary stages starting with an external evaluation and moving to an in-depth internal one. The former involves the examination of how the skills, the sequencing and grading of the material and appropriateness of the content are presented. Whereas the latter is

.....the next stage of our evaluation procedure by performing an in-depth investigation into the materials. The essential issue at this stage is for us to analyse the extent to which the aforementioned factors in the external evaluation stage match up with the internal consistency and organization of the materials as stated by the author/publisher... (p. 59)

Approaches to Textbook Evaluation Textbooks are evaluated to determine their suitability and appropriateness. From the first general overview to the detailed examination of specific items, researchers agreed on two approaches of evaluating textbooks. Both sorts of evaluation are advisable and recommended as they offer reliability and credibility to the achieved findings.

The Impressionistic Evaluation. It refers to the fast general overview of the textbook to get an insight of its strengths and weaknesses by casting light on its general features, including authors or publishers, goals, methodology, the table of content, and the layout (Cunningsworth, 1995, p1). In some cases, the impressionistic evaluation is intertwined

with the initial evaluation known as CATALYST, an acronym standing for Communication, Aims, Teachability, Available, Level, Your impression, Students' interest, Tried or Test. Tough Tomlinson (2003) argues that judging a book from its cover may lead to a kind of misjudgment due to the quick impression or first glance; therefore, it is needed to examine textbooks and determine their worth deeply.

In-Depth Evaluation. To decide upon the extent to which the external features of a textbook and the internal content are in harmony a more detailed evaluation is set (Macdonough & Shaw, 2003). As it is labeled, in-depth evaluation moves beyond the table of content and the layout to deeply examine the specific objectives, procedures and principles. It is also known as detailed evaluation and in-use evaluation in the literature, and it seeks to answer the question whether the textbook fits teachers, learners and even the syllabus. A well-illustrated example is provided by Cunningsworth (1995) when he selected one or two chapters and then analyzed them in details.

In conclusion, the use of both approaches is recommended by many researchers as they approach textbooks from two different angles. The former gives priority to the intended audience, proficiency level, context, layout, main objectives and cultural bias. However, the latter puts more focus on textbook content, skills, grading, sequencing of materials, authenticity of activities and texts, in addition to matching the content to learners' needs.

Evaluating EFL Textbook for Intercultural Communicative Competence. The acknowledgement of the cultural dimension as a vital element has undergone substantial shifts in language education and recommendation over the past few decades (Damar, 2013). Indeed, the cultural aspect is typically ignored in EFL learning, and even when it is considered, it is often restricted to the target language's culture. Moreover, textbooks play a significant role in improving learners' cultural competence, especially in a FL context (Buttjes & Byram, 1991), and they have a crucial effect on EFL learners' comprehension of the target culture, including

their knowledge, skills, and attitudes (Buttjes&Byram, 1991). According to Davcheva and Sercu (2003), EFL textbooks grasp substantial impact over the path culture is taught in FL classes. Hence, EFL textbooks should be formulated to integrate components of the target culture as language and culture are mutual (Davcheva&Sercu, 2003). To explain further, EFL textbooks should offer culturally applicable knowledge generated from real-life settings, functioning as a beneficial source of data in the classroom.

Several categorizations have been recommended for EFL textbooks, as illustrated by Cortazzi and Jin (1999). They classified textbooks into three clusters based on their cultural content. The first category concentrates on learners' home culture, acting as a source of familiarity rather than precisely teaching the target culture. These textbooks are usually improved at the national level for a particular country. The second category exclusively highlights the target culture and usually faces criticism for being centered on a specific culture due to their commercial nature. Finally, the third category includes a different range of materials that encompass English as an international language, representing different cultures from around the world (Cortazzi&Jin, 1999).

Diverse efforts have been realized to evaluate textbooks' cultural and intercultural aspects. Furthermore, Kim and Paek (2015) utilized these aspects as criteria for evaluation, categorizing them into *big C* culture, which incorporates music, literature..., and *small c* culture, such as food, fairs... etc. This classification is related to Brooks's (1968) definition of culture, which includes formal aspects related to social group properties and individuals' awareness, as well as behavioral adjustments such as eating and sleeping. In addition, Kim and Paek (2015) evaluated content references in textbooks employing Cortazzi and Jin's (1999) cultural dimensions of native culture, target culture, and international culture.

Besides, illustrations and photographs are typically employed in textbooks to aid learners connect with their familiar experiences. Ahmed and Nancy-Combes (2011)

experienced the representation of learners' culture via photographs in textbooks utilized in Pakistan, those written locally and by foreign authors. They also examined how learners' cultural preconceptions were targeted in the textbooks. Likewise, Ajideh and Panahi (2016) concentrated on the cultural and rational usage of images in textbooks, grouping them into different types: images with a cultural relation to the source culture, culture-free references, general references, specific references, and references to foreign cultures. Assessing textbooks guides the choice of cultural factors for evaluation. These illustrate that ICC is a multidimensional concept and can be addressed in diverse ways across diverse textbook

To conclude, this chapter gathered various aspects of the theoretical framework of the study. The interrelation between the linguistic and cultural aspects in education led to the review of IC modes. Deardorff's (2006) model tends to be comprehensive and effective to promote ICC in the teaching process. Besides, the textbook plays a major role in encouraging learners to be competent intercultural speakers.

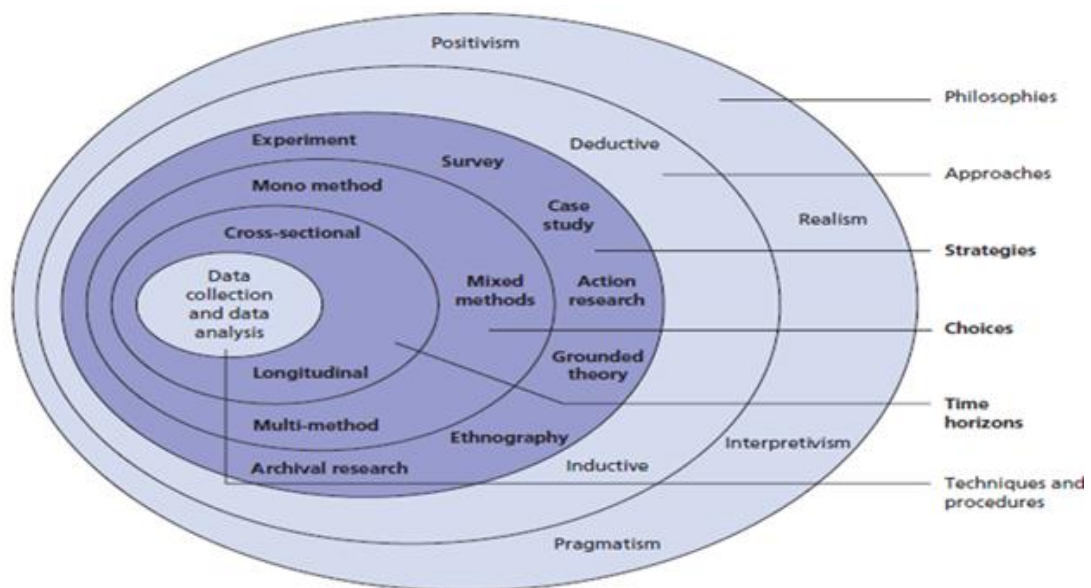
ChapterII: Research Methodology Design

Introduction

This chapter provided an explanation of the methodology used to collect and analyze data for the study. According to Kothari (1990), research designs denoted conclusions adopted regarding what, where, when, how much, and by what tools the study will be conducted. The research design worked as a conceptual blueprint for collecting, measuring, and analyzing data. This chapter offered a comprehensive account of the research design approach, procedures, and methods used to address the research concern. The approach used and the explanation of the research paradigm were based on the research onion. Moreover, the data collection methods employed are textbook analysis and interview, while the data analysis procedures included frameworks of analysis, taking into account the ethical considerations.

Research Paradigm

In anticipation for our study with the aim of determining the suitable procedures to answer our research questions and test our hypotheses, we first determined the research paradigm within which our study would be based. Hence, we adopted Chenail's (1995) *mission question* approach and examined the research onion's layers (Figure 3), encompassing the study's philosophies, purpose, approaches, strategies for data collection, methods, time horizons, and data analysis procedures. Therefore, we were able to identify the most appropriate methodology for our study.

Figure 3*Research onion*

Source. Saunders, Lewis, and Thornhill (2007, p. 102)

Research Philosophies

Based on Saunders et al. (2009), a researcher's worldviews are reflected in their adopted research philosophy. Hence, this research is built upon ontological and epistemological assumptions. These assumptions can have important effects on the approach adopted in a study.

From an ontological position, our research assumes a subjective (emic) standpoint regarding the nature of reality, since language learning and knowledge are not static, and they are affected by individual interactions. This approach allows us to manifest the different intercultural skills of the participants, recognizing that their knowledge is socially shared, and that each experience enhances forming their perspectives and intercultural skills.

From an epistemological perspective, it is concerned with determining what fulfills as reliable knowledge in research and what forms of knowledge are considered suitable. Based on Cohen et al. (2018), this includes understanding "how we come to know these multiple realities" (p. 53). Thus, we are disposed to acknowledge different perspectives, viewpoints,

and intercultural dimensions. By the examination, we can document and interpret the various intercultural ideas and meanings that are implied in the textbooks.

Hence, the interpretivist philosophy is suitable for our study since it includes human participants who grasp their social roles in a different way. Accordingly, it enables us to thoroughly explore their intercultural educational experiences. To analyze the data collected through interviews, an inductive approach is applied, which is appropriate for interpretivist studies as proposed by Hanaki (2007).

Research Purpose

This study aims at exploring interculturality in the third-year middle school textbooks of first and second generations. Particularly, this study evaluates the textbook '*Spotlight on English, Book Three*' and compares it to the second-generation textbook "My Book of English Middle School, Year Three". The research is organized to be comparative in nature, with the objective of investigating the level of IC integration in both textbooks and of determining which one is more effective in enhancing ICC.

Research Approach

As stated by Easterby-Smith, Thorpe, and Lowe (2002), choosing a research approach is essential as it identifies how theory is approached. By selecting a defined approach, researchers can establish informed decisions about the research design, strategies, and methods, permitting them to tackle any potential weaknesses that may arise. Overall, induction is considered to be more suitable for social and human sciences (Easterby-Smith, Thorpe, & Lowe, 2002). Based on the inductive approach, a comprehensive understanding of the behavior of the sample in intercultural teaching can be achieved. Therefore, we have decided to investigate a small sample of subjects, which is considered suitable by Saunders et al. (2009). One of the advantages of adopting this approach is that it facilitates the formulation

of new theories, also known as *theory building* (Saunders et al., 2009). Moreover, the process includes collecting data, analyzing it, and then generating new theories based on the findings.

To sum up, inductive research encompasses investigating behaviors within their contextual setting; it includes a small number of subjects, and it uses a different range of qualitative data sources in order to establish different worldviews and explanations of what is occurring (Saunders et al., 2007). Therefore, these features are appropriate and relevant to this study

Research Methods

Based on Dobrovonly and Fventes (2008) and Keenan and VanTeilingen (2004) as cited in Chenail (2011), there is an explicit difference between qualitative and quantitative research methods. In this study, the application of qualitative methods is suitable as the research depends on subjective knowledge and perspectives of both the researchers and participants in a naturalistic context, leading to non-generalizable results that may be impacted by bias. The selected topic and natural setting of the study demand regard of emic worldviews, which cannot be simply quantified. Chenail (2011) proposes an ideal approach to apply simple and effective methodologies that permit for data collection. Thus, our research is based on a qualitative methodological paradigm that is appropriate to the research aim and approach. The research will use a single case study design, with data collected through interview and document analysis.

Sampling

In compliance with the demands of this study, the participation of 3rd year middle school teachers and the analysis of both first and second generation textbooks holds utmost importance in addressing the research questions. The sampling procedures relate to non-probability sampling, employing subjective means to select the suitable sample that serves the research objectives.

The *purposive* sampling technique is suitable for our study, as it provides valuable data from both 3rd year middle school teachers and the chosen textbooks.

Etikan et al. (2016) stated that *convenience* sampling, the second type of sampling, is a non-random technique that includes choosing easily accessible subjects. On the other hand, this technique is quick and expedient; it generally results in a low degree of generalizability and is subject to bias. Consequently, it is not suggested to utilize for a representative sample of the whole population.

The Choice of the Middle School

The middle school is selected due to the presence of the English language teachers who are our colleagues, and have shown willingness to collaborate with us in our research. Their cooperation is a significant factor in our decision to select this particular school.

The Choice of the Teachers

We opted for involving 3rd year middle school teachers as participants in our study using convenience sampling since their accessibility is fairly easy from the selected middle school. Moreover, these teachers are the only ones teaching with both the first and second generation textbooks in this middle school and have *relevant* experience that conforms to our research questions.

Data Collection Strategies and Tools

Archival Research

Archival research heavily depends on institutional documents as its primary source of data (Saunders et al., 2009). In this study, the old and new generation textbooks serve as the primary source of data, which is collected using document analysis as a methodological approach to examine and comprehend the chosen document and construct a knowledge base (Bowen, 2009).

Document analysis includes finding, selecting, evaluating, and synthesizing data (Bowen, 2009). The process of content analysis is utilized to categorize data relevant to the study's central issue (Bowen, 2009). It is a suitable process for this investigation as the analysis concentrates on the representation of the intercultural dimension in skills in both textbooks, and theoretical coding is employed by specifying a predetermined code. The procedure is dependent on an analysis framework (Bowen, 2009, p. 28).

Textbooks Analysis Framework. The analysis scheme (Appendix A) is based on Deardorff's model of IC, which encompasses five interconnected components: attitudes, knowledge, skills, internal outcomes, and external outcomes. To analyze the selected textbooks, these elements are employed as the basis for coding the frequency of their implementation in language skills, which are the units of analysis since they are the basis of intercultural interaction. Our focus lies in intercultural communicative competence rather than language input because it is recognized that effective communication encompasses more than just knowing the grammar and vocabulary of a language, and it entails understanding cultural norms, values, anticipations, and the ability to navigate variations to achieve shared meanings.

Coding. The code word being utilized is "intercultural", and the coding principles are the five components of IC based on Deardorff's model, which involves attitudes of openness, respect, curiosity, and discovery, together with knowledge of cultural self-awareness, cultural-specific knowledge, deep cultural knowledge, and sociolinguistic awareness. Their improvement of skills in observation, listening, evaluating, analyzing, interpreting, and relating may give rise to internal outcomes of empathy and ethnorelativism. The final code is external outcomes that involve increased flexibility and adaptability in navigating different cultural settings.

Interview

To improve the credibility and reliability of textbook analysis outcomes, it is vital to use additional sources of data. Therefore, interviews (Appendix B) are used to gain insight into interculturality integration in 3rd year middle school textbooks. Interviews are suitable rather than observation because they provide access to data that may not be reachable through other tools, thereby enabling a more comprehensive understanding of teachers' awareness towards interculturality integration in both textbooks. Moreover, interviews facilitate direct interaction between the researchers and participants, resulting in more specialized and in-depth responses. Consequently, the interview is regarded as a more reliable tool of data collection. It is vital to indicate that interviewees are informed of the research aim, but the context is kept unaltered to prevent potential bias or inauthentic responses (Cohen et al., 2018).

Data Analysis Procedures

Following our research paradigm and objectives, we have achieved particular theories and procedures for data analysis. Hence, this process integrates both quantitative and qualitative methodologies.

Quantitative Data Analysis

This research has an evaluative nature that involves interpreting the findings obtained from the interview and textbooks analysis. The results are quantified, documented, and presented as frequencies and percentages.

Qualitative Data Analysis

In light of the interpretive nature of this research and the necessity to support the statistical data, qualitative data is analyzed applying qualitative content analysis.

Content Analysis. Conforming to Cohen et al. (2018), summarizing and documenting the primary components of data is referred to as condensation. This includes reducing

important quantities of text to a smaller set of content categories using particular codes. In this research, the objective is to understand and interpret the units of analysis from the first and the second textbook and the interview while concentrating on IC components and IcLT principles.

Cohen et al. (2018) specified a series of steps that should be followed in the process of condensing data:

- Summarizing the collected data: the first step includes obtaining interpretive comments written on the collected data (p. 680).
- Key headings identification: this stage focuses on isolating the data into specific codes.
- Generating a list of topics and their frequencies: In this stage, the specific codes are listed as categories, and their frequencies are documented.
- Grouping related codes: The list formed in Stage 3 is analyzed, and issues are organized into groups (p. 682).
- Interpretation: The final phase includes interpreting and discussing the groupings formed in Stage 4.

Ethical Considerations

Denzin (2012) asserts that it is the accountability of qualitative researchers to establish a positive impact and effect change in the world throughout ethical research.

Informed Consent

It ensures that teachers are aware of the purpose and the nature of our research. It allows them to make an informed decision to participate in the interview (Appendix C). Thus, we requested the informed consent to preserve the rights and welfare of participants.

Conclusion

In summary, the present chapter thoroughly expounded the different methods and procedures included in conducting this study. The research aims were explicitly stated and involved both quantitative and qualitative data analysis tools, through careful consideration of participant selection, research design, data gathering and examination procedures. The research objectives clearly defined both quantitative and qualitative data analysis strategies used in the study. By carefully considering participant selection, research context, design, and data collection and analysis procedures, the study met the desired standards of reliability and validity.

Chapter III: Results and Discussion of Findings

Introduction

The findings of textbook content analysis and interview are reported and discussed in this chapter. The results are presented in two sections: (a) the first section begins with an overview of the sample textbook, followed by analyzing its intercultural content, and (b) the second section is concerned with interview analysis. The chapter concludes with discussion of the findings revealed from both data collection strategies.

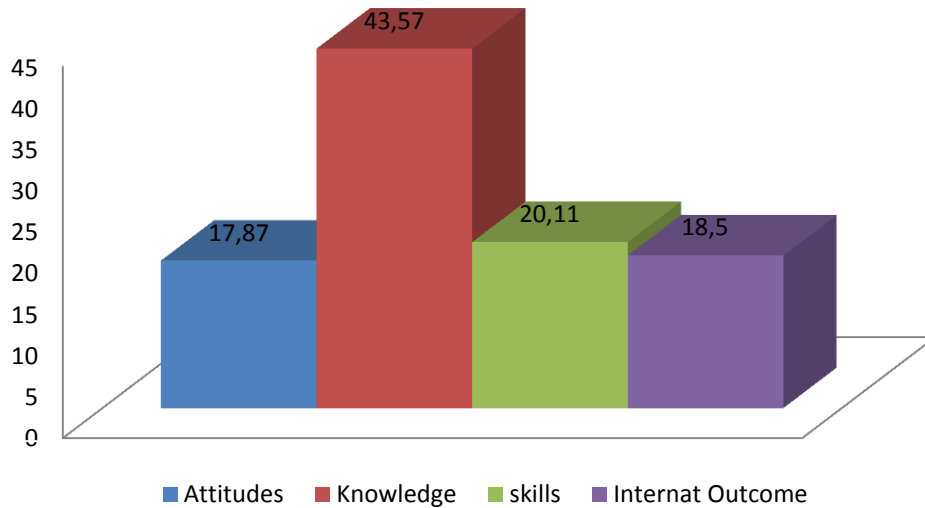
ICC Representation in Third-Year Middle-School Textbooks

The Results of Spotlight 3 Textbook Evaluation

The findings from this section helped in answering the first research question, which is to what extent Spotlight 3 textbook incorporates ICC. According to the data collected (Appendix D) through content analysis by the coding (Appendix E) used in the textbook analysis framework, we calculated the percentages and the frequency of occurrence of each IC component and sub-components in the whole textbook and for each language skill (listening, speaking, reading, and writing) (Appendix F). Therefore, the results of analysis are demonstrated in the tables below. Figure 4 reveals that knowledge (43.57%) is considered the most critical IC component in the textbook, followed by both skills (20.1%) and internal outcomes (18.5%), whereas attitudes contribute the lowest (17.87%).

Figure 4

The representation of IC components in 'Spotlight on English,BookThree'



Attitudes. The first element in the textbook analysis framework is attitudes, consisting of openness, respect, and curiosity and discovery. The lowest percentage (17.87%) was scored by attitudes. Table 1 provides an illustration of the extent to which attitudes components are included in the textbook.

Table1

Results of the analysis of attitudes in 'Spotlight on English,BookThree'

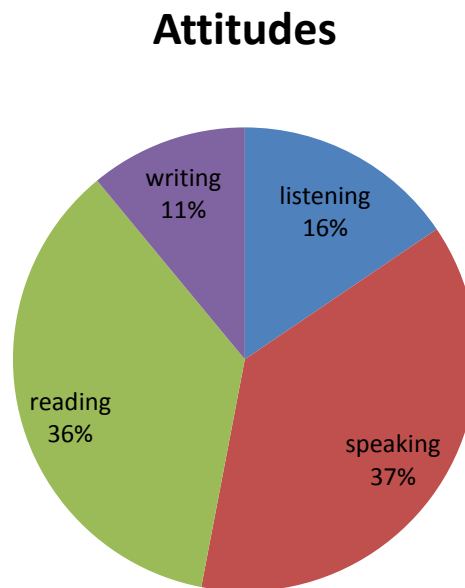
	Attitudes							
	Openess		Respect		Curiosity & Discovery		Total	
	<i>freq</i>	<i>perce</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>Perc</i>
Total	25	39%	27	42%	12	19%	64	100%

Accordingly, openess (39%) and respect (42%) represent considerable percentages, while curiosity and discovery hold the least percentage (19%).

It is clearly shown in Figure 5 that attitudes are incorporated much more in both reading and speaking skills compared to the other skills.

Figure 5

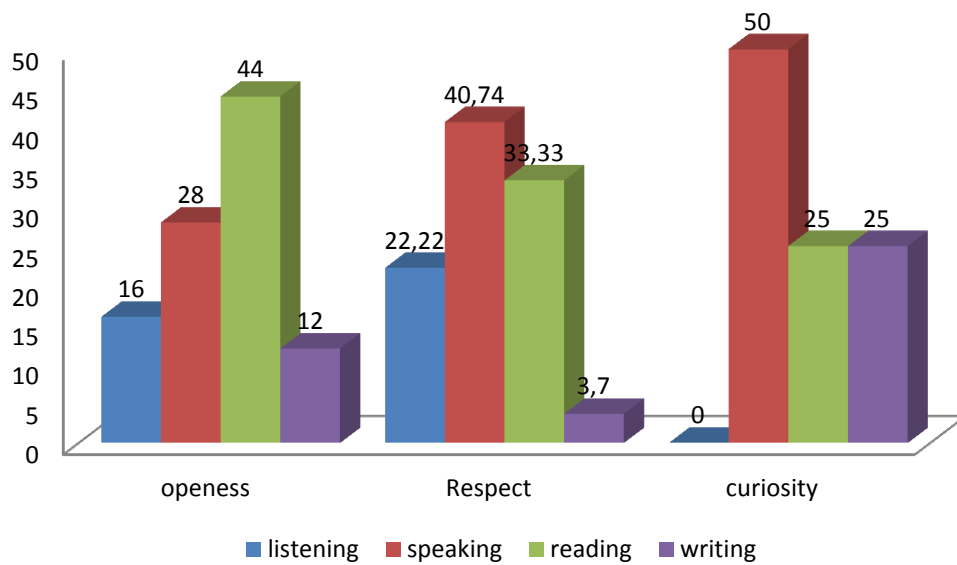
Frequency of attitudes in the four skills



In terms of openness, the percentage of reading skills (44%) indicates that texts and reading comprehension activities foster open-mindedness as it appears in the text entitled “Guards or Bear Killers” in which learners are asked to engage in a discussion whether they agree or disagree on killing bears to make fur hats. However, openness is not much accentuated in speaking (28%), listening (16%), and writing (12%). Moreover, respect holds a considerable proportion in both speaking and reading skills, through which learners are engaged in activities to help them build positive attitudes towards people from different cultures. Besides, speaking skills (50%) played a significant role in fostering curiosity and promoting discovery by encouraging learners to take risk and to move beyond their comfort zone to gain new experiences, such as thinking about a country they would like to visit someday and tell partners about it (Figure 6).

Figure 6

Frequency of the attitudes sub-components in the four skills



Knowledge. The amount of knowledge (43.57%) mentioned in the textbook indicates that it is knowledge-oriented. Table 2 shows knowledge components in the textbook.

Table2

Results of the analysis of knowledge in 'Spotlight on English, Book Three'

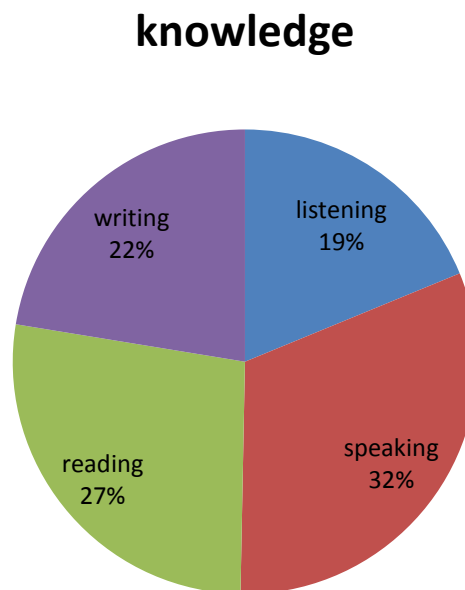
	Knowledge									
	Cultural Self Awareness		Cultural Specific Knowledge		Deep Cultural Knowledge		Sociolinguistic Awareness		Total	
	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>Perc</i>
Total	34	21.8%	55	35.2%	7	4.5%	60	38.5%	156	100%

As it is mentioned in Table 2, the sociolinguistic awareness recorded the most with a percentage of (38.5%), followed by specific knowledge (35.2%) and cultural self-awareness (21.8%). Deep cultural knowledge is the least frequent sub-component (4.5%).

The speaking skills contain a notable amount of knowledge compared to the others skills (Figure 7).

Figure 7

Frequency of the knowledge sub-components in the four skills

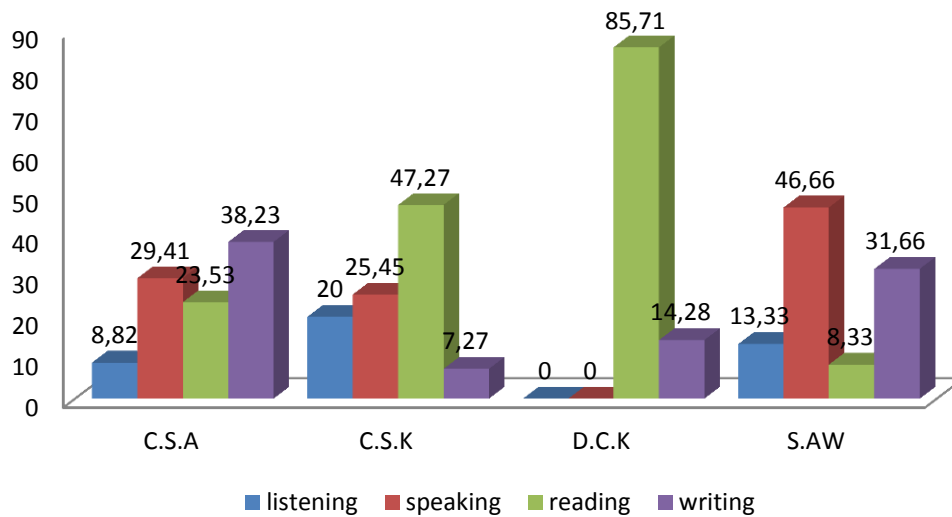


It is clearly shown in Figure 8 that cultural self-awareness percentages are higher in the productive skills (speaking and writing) as learners are asked to highlight information related to their own culture, such as preparing a short talk to tell tourists about a planned tour to the South of Algeria. In addition, the number of occurrence in cultural specific knowledge is vital in the reading skill with a percentage of (47.27%) since the majority of texts accentuate both British and American cultures, such as Washington DC, The United Kingdom, and English in The World; followed by speaking (25.45%) and listening (20%), and the fewest frequency occurs in writing (7.27%). Besides, a considerable proportion percentage of deep cultural knowledge is represented through reading skills (85,71%), followed by writing (14.29%), while it is totally ignored in both listening and speaking skills (0%). In terms of sociolinguistic awareness, it is integrated with the highest percentages in the productive skills with the proportion of (46.46%) in speaking and (31.66%) in writing. Indeed, learners are asked to make requests, suggestions, offers, play roles, and write replies

to emails that cater for properly using the target culture in social and cultural contexts, unlike the receptive skills that scored (13.33%) for listening and (8.33%) for reading.

Figure 8

Frequency of the knowledge sub-components in the four skills



Skills. Intercultural skills rank the second compared to other IC components with a percentage of (20.11%). Table 3 illustrates the percentage of skills incorporated in *Spotlight 3* textbook. The skills of observing, listening, and evaluating represent (34.72%), whereas the skills of analysing, interpreting, and relating scored (65.28%).

Table3

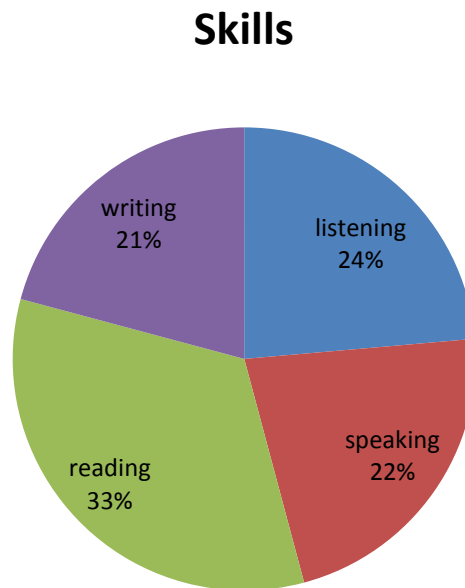
Results of the analysis of intercultural skills in 'Spotlight on English,BookThree'

	Skills					
	observe, listen&evaluate		Analyze, interpret& relate		Total	
	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>
Total	25	34.72%	47	65.28%	72	100%

Broadly speaking, the skills are represented mostly through texts and reading comprehension activities compared to listening (23.61%), speaking (22.22%), and writing (20.83%) that scored approximately equal percentages (Figure 9).

Figure 9

Frequency of intercultural skills in the four language skills

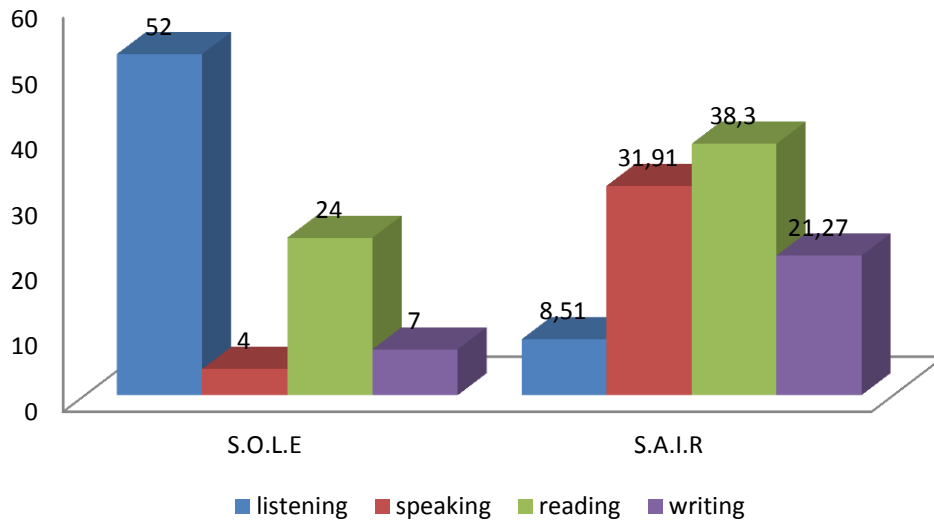


On the one hand, the skills of observing, listening, and evaluating are significantly included in listening with a percentage of (52%), followed by reading (24%), writing (7%), and the lowest percentage is scored by the speaking skill (4%).

On the other hand, the second type of IC skills is notably engaged in reading (38.30%) and speaking skills (31.91%). Thus, the best illustration in the textbook appears when learners are instructed to read about schools in Britain then compare them to schools in Algeria. As a result, this kind of tasks cater for comparing and contrasting the target culture with the native one (Figure 10)

Figure 10

Frequency of intercultural skills' sub-components in the four skills



Internal outcomes. The internal outcomes percentage is (18.15%) demonstrating a lower level in its sub-components: empathy (40%), flexibility (36.92%), ethnorelativism (23%), and adaptability (13.85%) which are depicted in a few texts and tasks that encourage learners to engage in experiences that show empathy and ethnorelativism (Table4).

Table4

Results of the analysis of internal outcomes in 'Spotlight on English, Book Three'

	Internal Outcomes									
	Empathy		Ethnorelativism		Flexibility		Adaptability		Total	
	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>
Total	26	40%	6	9.23%	24	36.92	9	13.85	65	100

Moreover, Figure 11 evinces that speaking skills (40%) exhibit the highest percentages of internal outcomes sub-components, while the lowest proportions are scored in writing, reading, and listening skills.

Figure 11

Frequency of internal outcomes in the four language skills

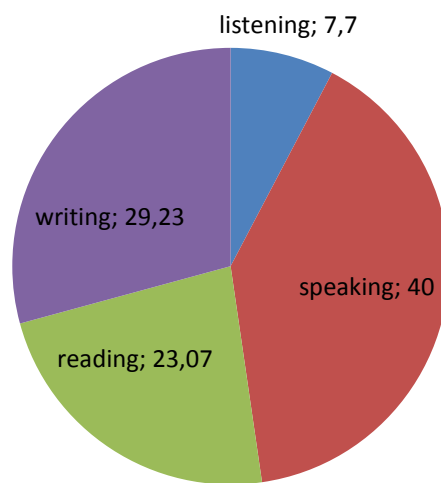
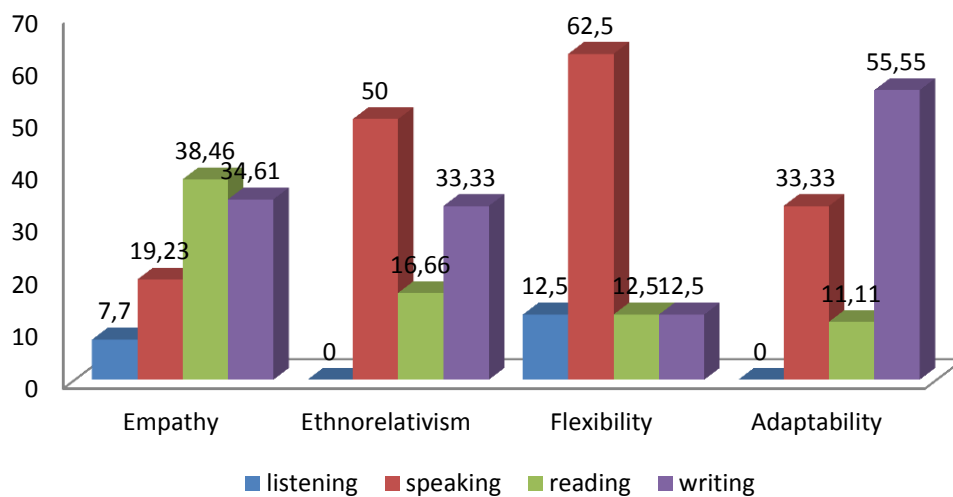


Figure 12 clearly shows that empathy is highly incorporated in both reading (38.46%) and writing (34.61%) skills, with a moderate percentage in speaking (19.23%), unlike the listening skill that holds the lowest proportion (7.70%). However, the speaking skill is prevailed by ethnorelativism (50%) and flexibility (62.5%). Adaptability is dominant in the writing skill with a percentage of (55.55%)

Figure 12

Frequency of internal outcomes sub-components in the four language skills



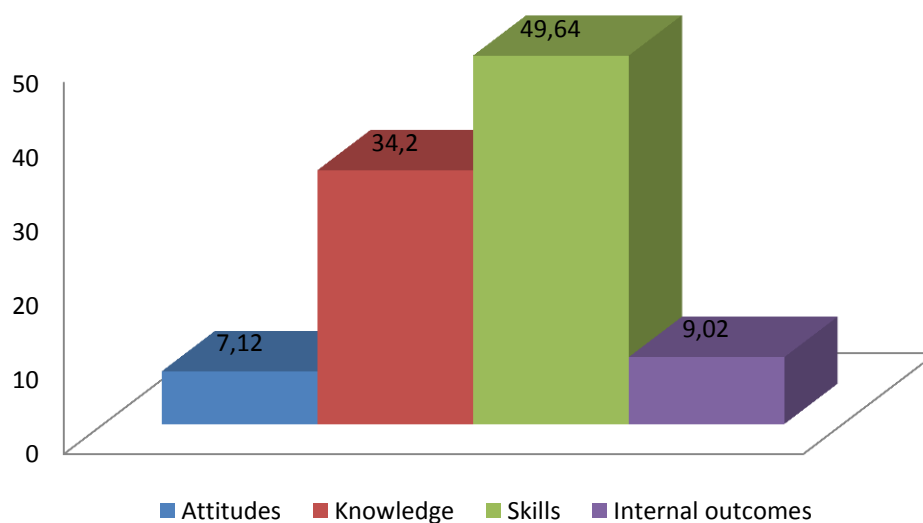
In short, the results of the analysis of ICC incorporation in ‘*Spotlight on English, Book Three*’ demonstrate the tendency of textbook designers to integrate more intercultural knowledge as shown in Figure (10).

The Results of My Book of English, Year Three Textbook Evaluation

The evaluation of ‘*My Book of English, Year Three*’ followed the same method of analyzing ‘*Spotlight on English, Book Three*,’ by summarizing the data (Appendix G) and then coding it (Appendix H). After that, we computed the frequencies and percentages of occurrence of materials, tasks and instructions that develop ICC (Appendix I). The results from this section led to answering the second research question, which is to what extent the third-year second generation textbook integrates ICC components. Based on the findings illustrated in Figure 13, the most predominant IC component in the selected textbook is skills (49.64 %), followed by knowledge (34.20%). Internal outcomes scored (9.02%) while attitudes hold the lowest percentage (7.12%).

Figure 13

The representation of IC components in ‘My Book of English, Year Three’



Attitudes. It is clearly shown in Table 5 that the highest percentage is scored by openness (53.33%), and it represents more than a half of the attitudes, followed by respect (33.33%) and curiosity and discovery (13.33%) which is the least frequent IC sub-component.

Table 5

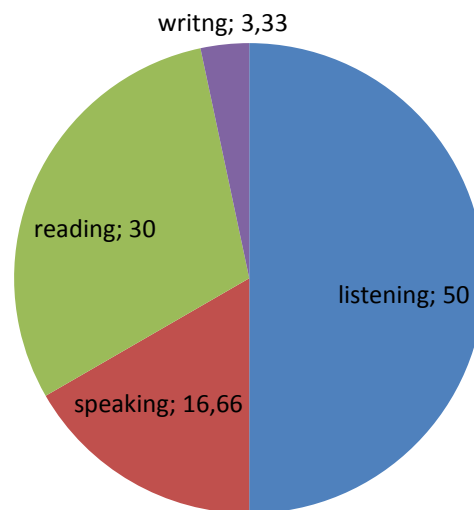
Results of the analysis of attitudes in 'My Book of English, Year Three'

	Attitudes							
	Openness		Respect		Curiosity & Discovery		Total	
	<i>freq</i>	<i>perce</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>
Total	16	53.33	10	33.33	4	13.33	30	100%

Attitudes are significantly incorporated in the listening skill (50%), followed by a moderate percentage in reading (30%). However, the deficient proportions are scored in both speaking (16.66%) and writing (3.33%) (Figure 14)

Figure 14

Frequency of attitudes in the four skills

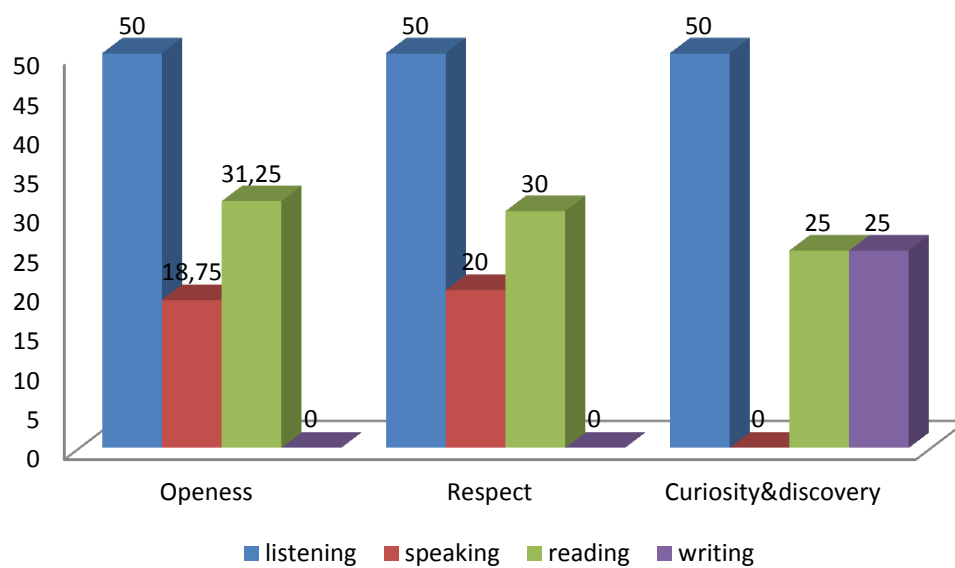


The listening skill plays a major role in embodying both openness and respect in the sample textbook with a similar percentage (50%), whilst there is no occurrence of these two sub-components in the writing skill (0%). Figure 15 reveals that percentages scored by both openness and respect in speaking (18.75% and 20%) and reading (31.25% and 30%) are

approximately equal. On the other hand, curiosity and discovery are embedded much more in listening (50%) compared to reading and writing (25%), but it is totally absent in speaking (0%). For example, including some materials and tasks related to technologies and inventions in *‘My Book of English, Year Three’* helps in developing openness, respect and curiosity and discovery.

Figure 15

Frequency of the attitudes sub-components in the four skills



Knowledge. According to Table 6, it can obviously be seen that both cultural self-awareness (41.66%) and sociolinguistic awareness (41%) are represented equally in the textbook, followed by cultural specific knowledge (15.3%) and deep cultural knowledge (2.08%) which is a minority.

Table6

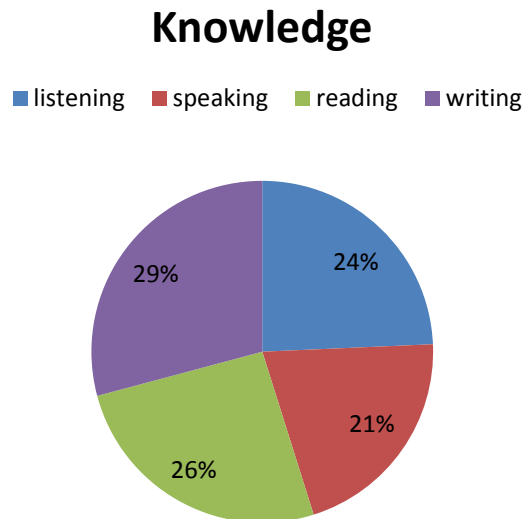
Results of the analysis of knowledge in 'My Book of English, Year Three'

	Knowledge									
	Cultural Self Awareness		Cultural Specific Knowledge		Deep Cultural Knowledge		Sociolinguistic Awareness		Total	
	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>
Total	60	41.66	22	15.3	3	2.08	59	41	44	100%

It is clearly shown in Figure 16 that there is balance in integrating intercultural knowledge through the four skills; listening (24%), speaking (21%), reading (26%), and writing (29%).

Figure 16

Frequency of knowledge in the four skills



According to Figure 17, knowledge of the native culture is mentioned with a fairly adequate percentages in listening (21.67%), speaking (26.67%), reading (30%) and writing (21.67%). The textbook under study encompasses a range of texts and listening scripts that target the Algerian culture, such as traditional dishes, women's traditional dresses in different regions (Jebba Naili, Katefa Mahrouja and Benwar Staifi), musical genres and national parks.

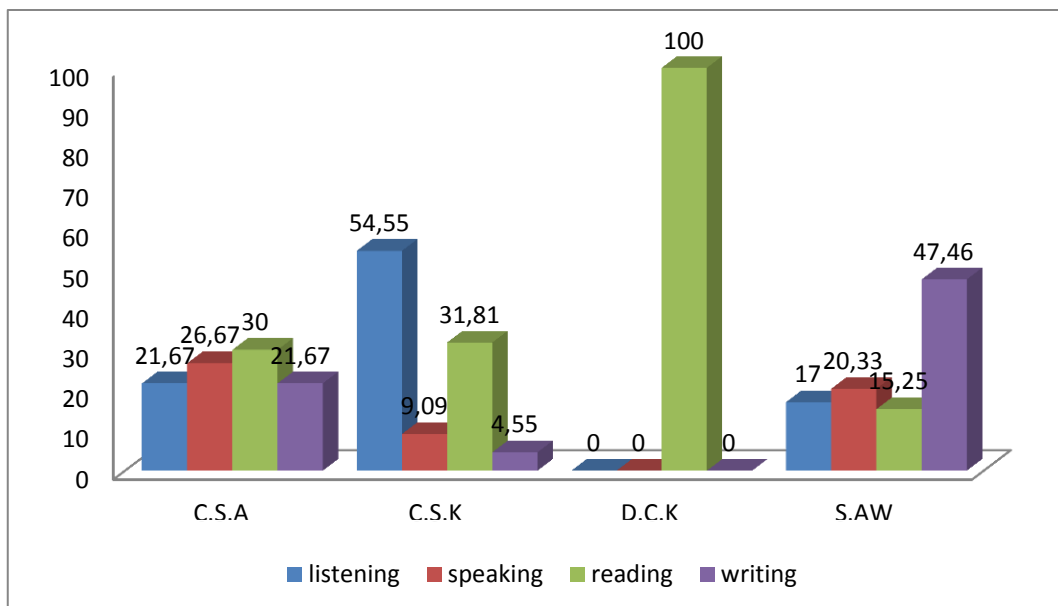
However, knowledge of the target culture and other cultures is significantly inserted in the listening skill (54.55%), followed by reading (31.81%). In contrast, it is poorly represented in the productive skills: speaking (9.09%) and writing (4.55%). A well-illustrated example of the incorporation of cultural specific knowledge is that of Enzo, the Japanese boy, via recognizing general information related to teenagers' interests and leisure activities in Japan, and by highlighting information about the British lifestyle: food, clothes, school uniforms and daily activities in Jenny's interview.

Deep cultural knowledge is the fewest mentioned sort of intercultural knowledge as it is extremely ignored in listening, speaking and writing (0%) though it is represented rarely in the artistic pieces of Rudyard Kipling and Louis Armstrong.

The largest sum of the sociolinguistic awareness is mostly represented in the writing skill with a percentage of (47.46%), followed by speaking (20.33%), listening (17%) and reading(15.25%).

Figure 17

Frequency of the knowledge sub-components in the four skills



Skills. Skills ranked on the top of IC components of ‘My Book of English, Year Three’ with a percentage of (49.64%) (Figure1). More precisely, Table 7 shows that the skills of analysing, interpreting and relating (68%) are much more dominant than the skills of observing, listening and evaluating (32.05%).

Table7

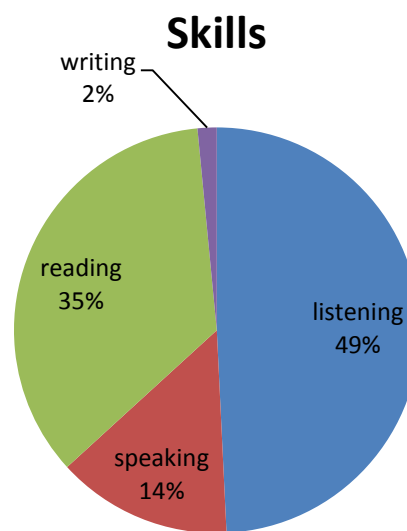
Results of the analysis of knowledge in 'My Book of English, Year Three'

	Skills					
	Observe, listen&evaluate		Analyze, interpret& relate		Total	
	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>Perc</i>
Total	67	32.05	142	68	209	100

Most of the textbook's pre-listening and post-listening tasks notably cater for the implementation of the skills in general through a variety of instructions and learning patterns. Figure 18 indicates that the highest percentage of skills is represented in listening (49%), followed by reading (35%) and speaking (14%), whilst the writing skill (2%) represents the least percentage of skills.

Figure 18

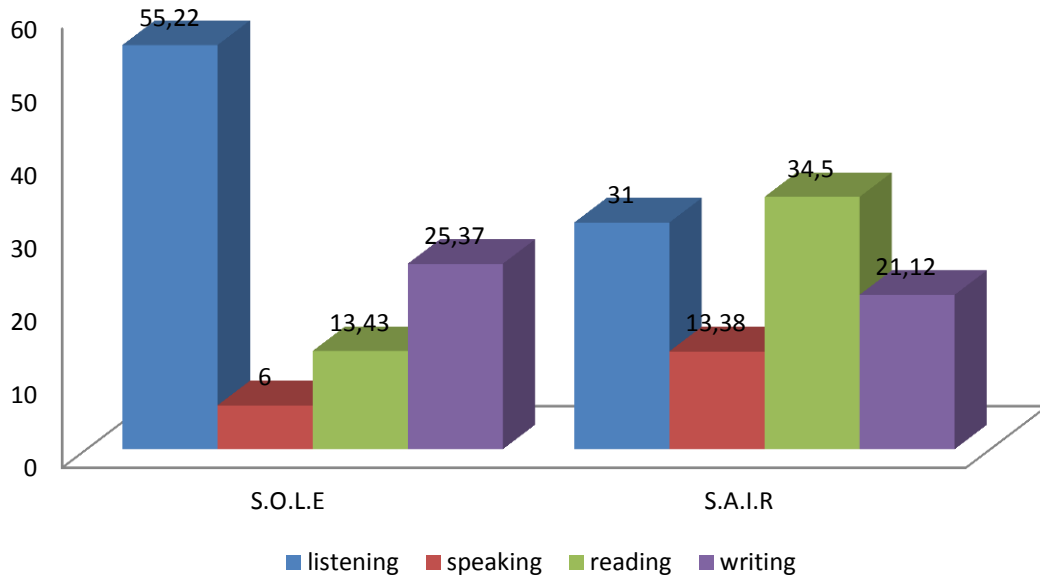
Frequency of the skills in the four language skills



Both types of IC skills are heavily present in the textbook. Based on the obtained data and Figure 19, it can be noticed that a considerable proportion of the skills of observing, listening and evaluating are embedded in listening (55.22%) and writing (25.37%). Indeed, the majority of the tasks emphasize self-assessment and peer learning through which learners are instructed to check their answers with their partners and exchange ideas to improve their written productions. On the other hand, the percentages of the second IC sub-component are reasonably adequate in reading (34.5%), listening (31%), writing (21.12%), and speaking (13.38%). The skills of analysing, interpreting and relating are very important as they enable learners to make connections and to draw similarities and differences. Moreover, they give them a chance not only to communicate effectively but also to think critically.

Figure 19

Frequency of the skills sub-components in the four skills



Internal Outcomes. According to the percentages of internal outcomes (Table 8), the highest proportions are scored by both flexibility (47.36%) and empathy(44.73%), accompanied by a deficient percentage of ethnorelativism (5.26%), and the lowest one is adapatability with a percentage of (5.24%).

Table8

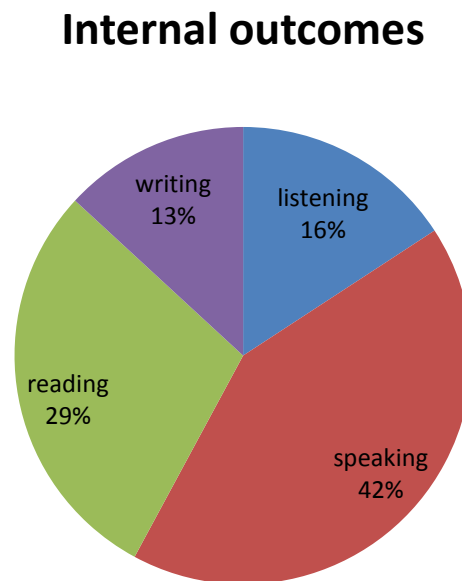
Results of the analysis of internal outcomes in ‘My Book of English, Year Three’

	Internal Outcome									
	Empathy		Ethnorelativism		Flexibility		Adaptability		Total	
	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>perc</i>	<i>freq</i>	<i>Perc</i>
Total	17	44.73	2	5.26	18	47.36	1	2.63	38	100

In addition, Figure 20 shows that internal outcomes are highly demonstrated in speaking (42.10%), followed by a moderate score in reading (29%), and approximately equal percentages in both listening (16%) and writing (13%).

Figure 20

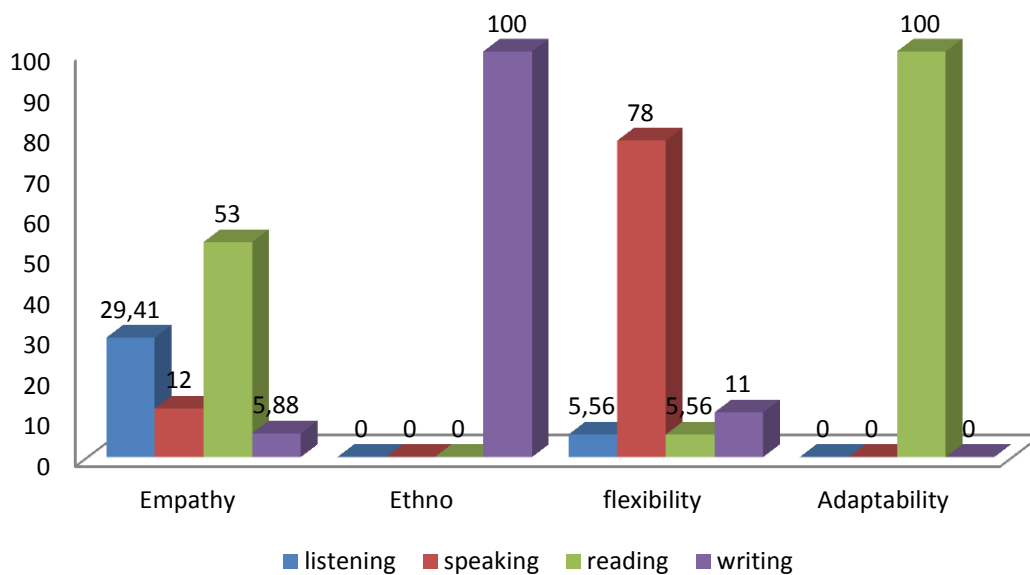
Frequency of the internal outcomes in the four skills



Among the four skills (Figure 21), empathy holds the highest percentage with (53%) in reading, followed by acceptable proportions in listening (29.41%) and speaking (12%), while writing follows with a smaller representation of (5.88%). Moreover, ethnorelativism has a strong emphasis in the writing skill (100%) with a complete absence of focus in the other skills. In term of flexibility, it has a strong emphasis in speaking with the highest percentage (78%), followed by writing (11%), and a similar low level in both listening and reading with the proportion of (5.56%). Concerning adaptability, it has not been integrated in the skills of listening, speaking, and writing (0%), while it plays the crucial role in reading (100%).

Figure 21

Frequency of internal outcomes sub-components in the four skills



Last but not least, the number of occurrence and percentages of the incorporation of IC components in the second generation textbook *‘My Book of English, Year Three’* ensure that it is skill-oriented.

In the next section, the comparison between results of both textbooks is established to answer the third research question.

Discussion and Interpretation of Results from ‘Spotlight on English, Book Three’

The results and the findings of analyzing *‘Spotlight on English, Book Three’* lead us to contend that the intercultural dimension is reasonably covered, but it fails to provide balanced representation of ICC components. The analysis indicates that sociolinguistic awareness is considerably incorporated, which may stem from the designers’ major goal to prioritize teaching English as a means of communication. Consequently, the primary concern of the textbook is to develop learners’ communicative competence through the extensive use of language forms. Indeed, language functions are targeted with much focus on the acquisition of linguistic competence to enable learners to use the target language appropriately in different social and cultural contexts. Thus, the findings are in agreement with Merrouch’s (2018)

claim that “for a long time, Spotlight was put on developing the learners’ linguistic skills and then their communicative skills” (p.548).

At the cultural layer, it can be seen that the old generation textbook is culturally richer in the target culture than the native one, wherein a variety of materials are included such as texts, listening scripts and even maps of the British Isles, London and Manhattan.

Nevertheless, cultural self- awareness is underestimated in the textbook compared to cultural specific knowledge and sociolinguistic awareness that are adequately included. The textbook does not represent the learners’ own culture and the foreign one mutually, which can hinder their acquisition of ICC and may affect their readiness to intercultural encounters.

Furthermore, cultural information is presented separately without a comparative frame of reference. The representation of cultural specific knowledge related to British and American history, geography, and social and political institutions is significant. In contrast, the representation of deep cultural knowledge is deliberately disregarded, which eventually discourages learners to discriminate cultural groups according to their values, attitudes, beliefs and practices. However, deep cultural knowledge can be slightly dissected in snapshots of culture, as in the text of ‘Meet Britain’ where learners are asked to discuss the belief in the existence of monster ‘Nessie’ in the Highlands of Scotland.

According to the obtained results, numerous tasks and instructions target the skills of observing, listening and evaluating and the skills of analyzing, interpreting and relating with much more emphasis on the second one. The skills of observing, listening and evaluating are not well-targeted via the textbook tasks because learners are rarely put in positions where they can argue for or against any cultural issue. Besides, proverbs, riddles and brain-teasers, that are related to different cultures, and that pave the way for pupils to observe the different behaviors, to portray the world from different perspectives, and to discuss values and assumptions, are totally absent. In the same vein, although pupils are required to draw

comparisons between their native and the target cultures, the textbook hardly ever encourages them to express their views and discuss or analyze cultural incidents or intercultural misunderstanding, which necessitates high intellectual involvement and adequate mastery of IC skills.

The best illustration from the textbook that shows the integration of the skill of analyzing, interpreting and relating as incomplete and unrealistic is when learners are asked to compare schools in Algeria and schools in Britain. Despite the fact that the textbook provides enough information for the comparison, it does not ask learners to give their opinions concerning the Algerian educational system and applying uniforms in their schools.

Depending on the findings, the sum of internal outcomes is not as much convenient as to challenge learners to gain experiences that show empathy and ethnorelativism. The content of '*Spotlight on English, Book Three*' sometimes offers learners the opportunity to be empathetic, ethnorelativist, flexible and adaptable of some of the old cultural ways by accommodating some new cultural ways.

Intercultural scholars claim that the attitudes of openness, respect and curiosity and discovery are of great importance since they are the basis of the development of knowledge and skills underlying ICC. The findings point to low emphasis towards the integration of attitudes in the textbook, which makes it irrelevant to foster the development of ICC.

In the light of the findings, it can be deduced that promoting ICC using '*My Book of English, Year Three*,' a second generation textbook, is difficult and problematic due to imbalance and insufficiency in the representation of ICC components. It is worth pointing out that the huge number of tasks targeting the skills of analyzing, interpreting, and relating do not reflect the real intercultural objectives to involve learners in comparing cultures. In other words, there is a lack of intercultural tasks that emphasize comparing aspects from Algerian and British, or other, cultures. Instead, learners are instructed to agree or disagree by

reproducing information based on receptive tasks that are superficial and restricted to naming and matching items, filling gaps and collecting cultural information without any reflections on them. On the other hand, the skills of observing, listening, and evaluating are highly included due to the predominant tasks of checking and discussing answers with peers that spring from learner-centred approach. Moreover, such kind of activities are not enough to negotiate one's own identity from an intercultural lens that necessitates a high level of involvement and critical thinking.

The analysis highlights that '*My Book of English, Year Three*' is basically related to the pupils' native culture, the Algerian culture. This result matches Merrouche's conclusion related to the considerable incorporation of native culture more than cultural specific knowledge for the sake of raising learners' self-awareness and strengthening their cultural identity. In addition, the incorporation of sociolinguistic awareness goes hand in hand with cultural self-awareness, as most of the tasks aim to practice the language forms in familiar situations related to the pupil's home culture. Indeed, the integration of cultural specific knowledge is insufficient and limited in the manual as it is not presented. Besides, there is no mutual representations related to both native and target cultures. Cultural beliefs, values, assumptions, and expectations -known as deep cultural knowledge- are totally neglected except for integrating it unintentionally in a few literary works.

Intercultural outcomes receive less emphasis in '*My Book of English, year Three*' because their representation is limited in few texts and tasks. Thus, the textbook fails to produce real-life situations through which learners adapt relativized worldviews, accept differences, and maintain balance between both negative and positive aspects. It is clearly shown in the extreme neglect of adaptability and ethnorelativism. Moreover, the second generation textbook tends not to help learners develop the will to modify their behavior and alter it to various cultural contexts, since it extremely neglects adaptability and

ethnorelativism. In contrast, fostering flexibility and empathy is taken into account even though they are not sufficiently embedded. In terms of expecting what the others are feeling, emotions of frustration and anxiety or one's happiness and satisfaction are not adequately incorporated because the situations are emotionless.

This book cannot contribute to developing intercultural learners as they are not effectively encouraged to be tolerant, open-minded and ready to go beyond their comfort zone, gain new experiences and value others who are from different cultures. Furthermore, the shortage in tasks that ask learners to reflect on their attitudes and opinions regarding certain cultural issues is remarkable.

The data is scrutinized from a systematic comparative way of the results of both textbooks evaluation: *'Spotlight on English, Book Three'* and *'My Book of English, Year Three'* (Table 9)

Table9

Frequency of IC in the two textbooks

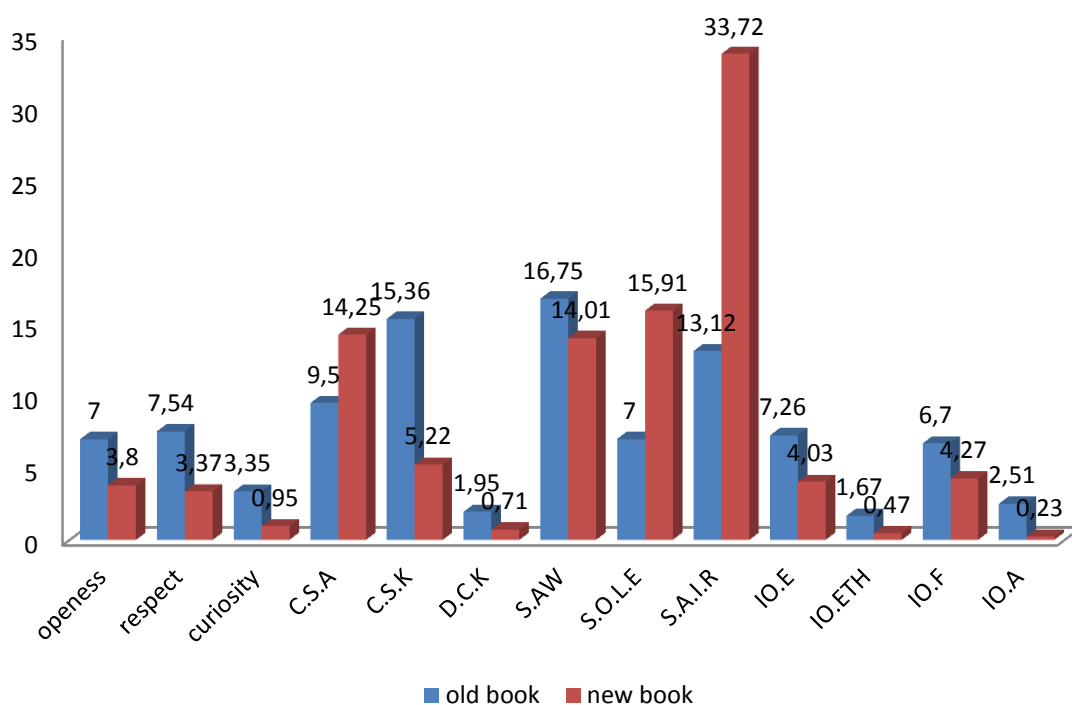
	Attitudes	Knowledge	skills	Internal Outcomes
The old book	17.87%	43.57%	20.11%	18.5%
The new book	7.12%	34.20%	49.64%	9.02%

It is clearly shown that there are differences in the incorporation of ICC in *'Spotlight on English, Book Three'* and *'My Book of English, Year Three'*. The former is a knowledge-oriented textbook whereas the latter is skill-oriented. Table9 demonstrates that all the intercultural components of attitudes, knowledge, and internal outcomes -except skills- in the old-generation textbook are represented notably higher than the second-generation one. It also represents IC sub-components of knowledge with lower rates. Moreover, attitudes are the least represented in both textbooks; indeed, the frequency of its occurrence (17,87%) in the old textbook is about the double of its representation in the new textbook (7,12%).

More specifically, the percentages scored by the three sub-components of attitudes: openness (7%), respect (7,54%) and curiosity and discovery (3.35%) in *'Spotlight on English, Book Three'* are higher than those mentioned in *'My Book of English, Year Three'* (3.8%, 3.37%, and 0.95% respectively). Intercultural knowledge is much more included in the old textbook (43,57%) than the new textbook (34,20%). The proportion of sociolinguistic awareness, cultural specific knowledge and deep cultural knowledge (16.75%, 15.36 %, 1.95%) are more significant in the old-generation textbook compared to the second-generation textbook (14.01%, 5.22%, 0.71% respectively). However, cultural self-awareness (14.75 %) is incorporated more considerably in the second textbook than in the old-generation one (9.5%). Concerning internal outcomes, the percentage (9.02%) scored in the new-generation textbook is less than the half of that integrated in the old-generation textbook (18.5%). The amount of empathy (7.26%), ethnorelativism (1.67%), flexibility (6.7%) and adaptability (2.51%) is higher than its occurrence in the newly designed textbook (Figure 22).

Figure 22

A comparison of the results of textbook evaluation



Discussion and Interpretation of Results from 'My Book of English, Year Three'

In accordance with the findings, we noticed that the extent to which attitudes are integrated is significantly low in the newly designed textbook than the old one. The authors of *'My Book of English, Year Three'* implicitly posit in the teachers' guide (2017) that "values or attitudes would be instilled" (p. 11). However, most of them are national and universal such as valuing the past to build a better future for one's community, and valuing knowledge and learning in general but not the 'intercultural.' Hence, attitudes are not taken into account as designers deny the possibility of learners' geographical mobility and their need to discover the ways of gaining access to a new society. Yet, they acknowledge the demands of being part of a modernized world in which learners are exposed to contact with new friends through the Internet, and eventually the exchanges are limited to be tourist-oriented and virtual via e-mails, blogs, and websites.

In the same vein, the internal outcome dimension is given minor importance in the second-generation textbook than the old one as most of the tasks and activities are guided or at best semi-guided. In addition, they do not reflect a real-life interaction in which learners experience being empathetic and ethnorelativist. Therefore, learners are rarely provided with opportunities to reflect on, and to express, their opinions and to interact effectively.

Despite the fact that the textbook is skill-oriented, most of the instructions are merely highlighting information, completing tables, filling gaps and comparing and checking answers; requiring no critical thinking or involvement as much as intercultural tasks need.

Both textbooks represent knowledge fairly adequately, except deep cultural knowledge that is highly insufficient. The reason why deep cultural knowledge is deliberately disregarded may spring from the lack of materials that highlight small-c different cultural beliefs, values and assumptions. The mutual representation of native and foreign cultures is not taken into consideration from the first glance; the researchers expected a significant

proportion of knowledge of self-awareness as most of the units are entitled 'Me, my Abilities, my Interests and my Personality', 'Me and Lifestyles', 'Me and The Scientific World', 'Me and My Environment'.

To sum up, '*Spotlight on English, Book Three*' is more effective in promoting ICC than '*My Book of English, Year Three*' as the former represents much more intercultural dimensions.

Third-Year Middle-School Teacher Interview

For the purpose of evaluating the extent to which both third-year middle-school textbooks '*Spotlight on English, Book Three*' and '*My English book, Year three*' incorporate ICC, an interview has been conducted with three teachers of English at Melleyem Mohamed Middle School in Tebessa. The interview deals solely with teachers who used both textbooks. The findings of the interviews are analyzed, starting with describing questions then analyzing the data.

The questions of the interview aim to gauge the attitudes and views of teachers of English in middle school concerning the representation of intercultural elements in both textbooks. It consists of ten questions. The first two are concerned with the experience of the teachers in the field of education as tutors (Q1 and Q2). Questions (Q3, Q4 and Q5) inquire into the extent to which teachers are aware of integrating ICC in textbooks. Questions (Q6, Q7, Q8, Q9 and Q10) are concerned with the extent to which the teacher are satisfied with the second generation textbook's suitability to cater for intercultural competent learners.

The Analysis

This section analyzes the data gathered throughout the interview.

Q01: How long have you been teaching English?

This question aims at delving into teachers' expertise in middle school teaching. The sample teachers' teaching experience ranges from 18 to 32 years. The answers ensure that the teachers have used both textbooks.

Q02: Have you ever taught students from various cultural backgrounds?

None of the teachers taught students from different cultural backgrounds.

Q03: From your perspective, how vital is interculturality in textbooks to promote learners' intercultural communicative competence?

This question aims to know whether teachers consider the incorporation of intercultural elements in the EFL textbook pivotal or not. All the three teachers acknowledge the importance of interculturality to meet the requirement of today's globalized world.

Q04: In your insight, what is the most important intercultural component?

Amongst the teachers we interviewed, two of them answered that the knowledge of specific cultures is the most important intercultural element, and the more the learners have knowledge, the more interculturally competent they would become. According to them, interculturally knowledgeable learners are enough sensitive to discover and observe differences between cultures, and they can also use high critical thinking to decide upon what is appropriate in a specific culture but inappropriate in their native one. In addition, these learners respect people who are from different cultures and accept their own points of view, and they show a tendency to treat them as they desire to be treated. On the other hand, one of the interviewees claims that attitudes are the most crucial intercultural element that prompts learners to discover the world and other cultures, but knowledge can be acquired through different sources, as virtual contacts, through the Internet, TV and media.

Q05: Would you provide us with an example of a lecture where you employed intercultural components from the second-generation textbook to enhance learners' ICC?

This question is answered differently; one teacher thinks that the lesson of teaching the British lifestyle in the past and now, in terms of food, clothes, school uniforms, daily activities, is the best lesson to implement ICC. However, the two other teachers consider the lesson about Enzo's, Maria's and Adaku's interests (Japanese, Peruvian and Nigerian teenagers, respectively) is the lesson with most significant representation of intercultural elements.

Q06: To what extent are the second generation textbook and the old one different in terms of interculturality?

All the teachers agree that the old-generation textbook is better than the second-generation textbook in teaching interculturality since it provides more cultural content related to the British and American cultures.

Q07: Do you consider the intercultural material in the second-generation textbooks sufficient to enhance learners' ICC?

Three of the teachers agree that materials are insufficient to foster the development of ICC

Q08: If you consider the materials insufficient, what do you think could be included in the textbook to improve it?

By asking this question, we are inquiring about the teachers' recommendations in order to improve the textbook content. The answer to this question is in agreement with learners' interests, needs and expectations. Thus, the teachers should adapt and supplement materials such as songs, authentic texts, videos... etc.

Q09: Have you observed any shifts in your students' intercultural competence since using the second-generation textbook?

All the teachers agree on the failure of the second-generation textbook in developing learners' ICC as there is extensive inclusion of information related to the Algerian culture.

Q10: *Can you explain how you evaluate students' intercultural competence in your course?*

Each teacher has his own way of evaluating students' ICC. The first teacher prefers open discussions in which learners interact, exchange and discriminate two cultures using provided information. The second teacher considers reading comprehension tasks as the best way to evaluate ICC. In the post reading phase, learners are instructed to give their opinions and to discuss the topic from different cultural points of view. The third teacher argues that evaluating ICC is a complex process through which the teacher would assess learners' attitudes towards people who are from different cultures. It can be done via problem-solving situations by asking learners to play roles of people who are from different cultures.

Discussion and Interpretation of the Interview Results

The interview with teachers aims to investigate their attitudes and views concerning the representation of the intercultural dimension in the second-generation textbooks used in middle school. It grapples primarily to answer the research questions:

- To what extent are the teachers of English aware of the intercultural dimension when using the second-generation textbook in middle school in Algeria?
- Which textbook is more effective in promoting learners' ICC?

The analysis of the teachers' answers shows that the teachers are aware of the importance of both intercultural and cultural content in developing learners' ICC. Although the sample teachers mingle between the cultural and the intercultural dimensions, their overlapping ideas became clearer after being interviewed. The analysis of the results also unveils teachers' envy to get more flexibility to adapt intercultural tasks and to bring materials that tackle considerable amount of attitudes, knowledge, skills and internal outcomes. The interviewees tend to use techniques, media and authentic material to facilitate ICC acquisition. They highlight the significance of using proverbs, riddles and short stories to

trigger intercultural open discussions and debates. The teachers are not fully satisfied with the integration of ICC in the second-generation textbook, which offers supporting evidence to the findings from comparing the sample textbooks.

General Conclusion

In accordance with implementing the designated research methodology to accomplish the predetermined research objectives, the ultimate findings derived from the analysis of textbooks and the conducted interview, as outlined in Chapter 3, have enabled the formation of conclusive answers to the research questions.

Research Question 1: To what extent does Spotlight textbook incorporate ICC?

We conclude that the spotlight textbook reveals suitability by incorporating a substantial amount of intercultural materials, since the IC components of attitudes, knowledge, and internal outcomes hold the notable representation in the first generation textbook. In spite of the fact that the first generation textbook is overloaded with intercultural knowledge in general, and sociolinguistic awareness in particular, it ensures the designers' intention to develop learners' personal and social competencies to communicate effectively using English as a foreign language. In contrast, intercultural attitudes are the least represented and, eventually, the textbook cannot build solid grounds for open-minded learners who are ready to think out of the box and accept and respect the others from a diverse world.

Research Question 2: To what extent does My English Book textbook integrate ICC?

'*My Book of English, Year Three*' deliberately overlooks the intercultural dimension. All IC components are poorly incorporated, except skills that are implemented through numerous and various tasks, which lack effective interactions and cultural discussions that enhance learners' abilities not only to compare and contrast myriad cultures different from their native one, but also to reflect on cultural issues. In the same vein, cultural self-awareness is embedded heavily, which hinders ICC acquisition. Therefore, the newly-designed textbook cannot successfully contribute to generating intercultural competent learners.

Research Question 3: Which textbook is more effective in enhancing ICC?

The answer to this question represents a particular motif that leads to concluding that ‘*Spotlight on English, Book Three*’ is more effective in enhancing the ICC than ‘*My Book of English, Year Three*,’ as it integrates much more of IC components. The old-generation textbook enjoys more exposure to the target culture, unlike the new-generation textbook that keeps learners stuck on the shores of source culture

Research Question4: Does the reforms integrate more cultural content in the second-generation textbooks to foster learners’ ICC?

The Algerian second-generation reforms intended to develop the educational system in line with the demands of the modernized era. Yet, the findings demonstrate a decline in intercultural components in the second-generation textbook, indicating inconsistency between the intended goals and the actual outcomes. Both textbooks show the lowest percentages in attitudes and internal outcomes compared to the amount of knowledge and skills incorporated ,which seems contradictory and illogic following Deardorff’s(2006)claim when she was interviewed by Mizab (2020) on October 4th, 2016:

‘It is possible for an individual to have requisite attitudes and be minimally effective and appropriate in behaviour and communication, even without further knowledge or skills. Adding the necessary skill may ensure that an individual can be more effective and appropriate in one’s intercultural interaction .With the added flexibility, adaptability and empathy, one can be even more effective and appropriate in intercultural interaction.(p.70)

Resexarch Question 5: To what extent are the teachers aware of the intercultural components in textbooks?

The teachers are partially aware of the integration of the intercultural dimension in the textbook due to the misconception they had before the interview. They use the terms ‘intercultural’ and ‘cultural’ interchangeably to refer to the British and American cultural

contents. Later on, their overlapping ideas became clearer, and they realized that the cultural content is a part of the intercultural dimension.

The teachers' views about interculturality prove that they are updated with the new worldwide changes. Indeed, their awareness is coined with the strong desire that research related to developing ICC in education in general, and its representation in textbooks in particular, should be taken into account by the Ministry of Education in Algeria when reforms are held. However, the teachers assume that the edge of the British and American cultures should swing over that of the native culture in textbooks; i.e., no balance in the representation of the cultural content.

Research Question 6: Do the middle school teachers consider intercultural material in the second generation textbook sufficient to promote learners' ICC compared to the old ones?

According to the middle school teachers interviewed in our study, they concur that the old-generation textbook exceeds the second-generation textbook in effectively imparting interculturality. This preference is based on the former's ability to provide a wealth of cultural content associated with the British and American cultures.

Besides, the sample teachers posit that the new-generation textbook does not fit teachers' expectations and today's world demands in terms of intercultural content, tasks, activities and even objectives. In addition, the total absence of deep cultural knowledge that encourages learners to overcome stereotyping or idealizing others in relation to their beliefs, values and practices is prominent in the interview findings.

Recommendations

This study suggests a number of recommendations:

1. Middle school teachers should look for alternative sources rather than instructional textbooks to help their learners develop their ICC.

2. Textbook designers should assign tasks to promote learners' ICC, and to enhance proficiency in navigating various cultural contexts.
3. Since this study is the first attempt to compare between two different generation textbooks, a further study at several levels is needed.
4. Teacher training on ICC provides professional improvement for EFL teachers to foster their ICC in the classroom setting.

Pedagogical Implications

This study proposes a number of pedagogical implications:

1. Instruction material designers should review the balance of ICC components to foster it.
2. The target cultural materials receive limited focus than the source cultural materials. The focus on learners' home culture should be reviewed to make balance or slight concentration on target cultural materials for mutual comprehension.
3. Learners improve cultural competence by exploring various cultures in the manual which encompasses knowledge, attitudes, internal outcomes, and skills important for effective intercultural interactions. Thus, they become more prepared to navigate various environments and engage respectfully with people from various cultures.

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Appendices

Appendix A

Textbook Analysis Framework

IC components	IC sub-components	Code	Description
Attitudes	Openness	A.O	Showing the will to learn from others who are from different cultures
	Respect	A.R	Valuing the others as humans in spite of any differences in race, religion or ethnic group
	Curiosity and discovery	A.C.D	Being ready to take the risk and to move beyond one's comfort zone in order to gain new experiences
Knowledge	Cultural self-awareness	C.S.A	Highlighting cultural information related to one's own culture and raising awareness of cultural diversity
	Culture specific knowledge	C.S.K	Recognizing general cultural information about a particular culture such as food, clothing, music, history, geography
	Deep cultural knowledge	D.C.K	Discriminating cultural groups according to their values, attitudes, beliefs and practices
	Sociolinguistic awareness	S.AW	Raising awareness of using the target language properly in social and cultural contexts and understanding the world from others' perspectives
Skills	Observation, listening, evaluating	S.O.L.E	Negotiating one's own identities and evaluating situations through an intercultural lens Underlining cultural explanation for what occurred
	Analysing, interpreting and relating	S.A.I.R	Recognizing the cultural differences by contrasting and comparing the native culture and the target one and creating connections
Internal Outcomes	Empathy	IO.E	Predicting what another human being is feeling and anticipating his/her behaviors and reactions.
	Ethnorelativism	IO.ETH	Accepting others' perspectives and responding to them according to the way they desire to be treated
	Flexibility	IO.F	Ability to use appropriate communication styles and behaviors in intercultural situations /being flexible to new cultural situations
	Adaptability	IO.A	Ability to modify some of the old cultural ways and accommodate some of the new cultural ways Developing adaptive capacity to alter own perspectives to effectively understand and adapt the demands of the target culture

Note. Components are synthesized from Deardorff's (2006) pyramid model of IC.

Codes are symbols representing objectives that are used to ease the analysis process.

Descriptions of objectives reflect the researchers' operational definitions

Appendix B

The Interview

Introduction:

We are researchers working on a dissertation in which we are investigating interculturality in both old and new generation 3rd year middle school textbooks. Grateful appreciation for agreeing to participate in this interview. Before we begin, we want to explain the informed consent process and assure you that your feedback will be respected and confidential.

Preparatory Questions:

- 1- Can you inform me about your teaching experience?
- 2- Have you ever taught students from various cultural backgrounds?

Core Questions:

- 3- From your perspective, how vital is interculturality in textbooks to promote learners' intercultural competence?
- 4- What is your insight of the most important intercultural elements in the second-generation textbooks?
- 5- Would you provide us with an example of a lecture where you employed intercultural components from the second-generation textbook to enhance learners' intercultural competence?
- 6- To what extent are the second-generation textbook and the old one different in terms of interculturality?
- 7- Do you consider the intercultural materials in the second-generation textbook sufficient to enhance learners' intercultural competence?
- 8- If you consider the materials insufficient, what do you think could be included in the textbook to improve it?
- 9- Have you observed any shifts in your students' intercultural competence since using the second-generation textbook?
- 10- Can you explain how you evaluate students' intercultural competence in your course?

Ethical Considerations:

Your feedback will be retained confidential.

Thankful for your time and contributions to our research.

Appendix C*Consent for Teacher Interview*

Mrs. Madiha Louali
 Email: chirazhazar2018@gmail.com
 Mobile: 0666788504.
 Ms Iness Soualmia
 Email : inesssoualmia11@gmail.com
 Mobile : 0671706893

Tebessa 18/05/2023
 Mrs. Sihem Bouthelja
 Mellayem Mohamed Middle School

Object: Consent for teacher interview

Dear Mrs. Sihem Bouthelja,

We, the undersigned, Madiha Louali and Iness Soualmia , Master 2 students of Language Sciences at the department of English , Laarbi Tebessi University, and with the approval of our supervisor ,Dr .Manel MIZAB (Tebessa University), would like to conduct an interview with you .

Your approval to be interviewed is compulsory for our research ethics.

Kind regards,

Master Students

Director

Teacher Observed

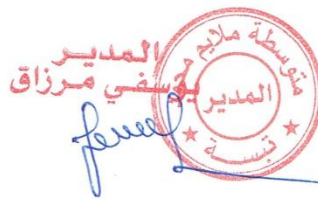
Madiha Louali



Iness Soualmia



18 ماي 2023



Mrs. Sihem Bouthelja



18/05/2023

Mrs. Madiha Louali

Email: chirazhazar2018@gmail.com

Mobile: 0666788504.

Ms Iness Soualmia

Email : inesssoualmia11@gmail.com

Mobile : 0671706893

Tebessa 18/05/2023

Mr. Djallel Boufareh

Mellayem Mohamed Middle School

Object: Consent for teacher interview

Dear Mr. Djallel Boufareh,

We, the undersigned, Madiha Louali and Iness Soualmia , Master 2 students of Language Sciences at the department of English , Laarbi Tebessi University, and with the approval of our supervisor ,Dr .Manel MIZAB (Tebessa University), would like to conduct an interview with you .

Your approval to be interviewed is compulsory for our research ethics.

Kind regards,

Master Students

Madiha Louali



Iness Soualmia



Director

18 ماي 2023

المدير
بوسفي مرزاق



المدير

Teacher Observed

Mr. Djallel Boufareh



18/05/2023

Mrs. Madiha Louali

Email: chirazhazar2018@gmail.com

Mobile: 0666788504.

Ms Iness Soualmia

Email : inesssoualmia11@gmail.com

Mobile : 0671706893

Tebessa 18/05/2023

Mrs. Ourida Hamidane

Mellayem Mohamed Middle School

Object: Consent for teacher interview

Dear Mrs. Ourida Hamidane,

We, the undersigned, Madiha Louali and Iness Soualmia , Master 2 students of Language Sciences at the department of English , Laarbi Tebessi University, and with the approval of our supervisor ,Dr .Manel MIZAB (Tebessa University), would like to conduct an interview with you .

Your approval to be interviewed is compulsory for our research ethics.

Kind regards,

Master Students

Madiha Louali



Iness Soualmia



Director

18 ماي 2023
 المدير
 يوسف مرزاق
 مديرة ملانج مازق
 المدير
 تيسسة



Teacher Observed

Mrs. Ourida Hamidane



18/05/2023

Appendix D*Stage 1 of Content Analysis (Summary of Spotlight on English, Book Three)*

Unit of analysis	Textbook unit	Summary of data
Listening	Unit 1	<ul style="list-style-type: none"> • dialogue between Mr. Green and the headmaster greeting each other and introducing themselves • learners are asked to guess what the headmaster and the teachers are doing and saying • listen to the students talking about the new teacher • answering the questions about the new teacher's name, physical appearance and personality • listen to the conversation then fill in the telephone message • listen to the dialogue between Jack and Jill talking about Catwoman film • answer the questions about last night's film on T.V
	Unit 2	<ul style="list-style-type: none"> • Listen to the telephone conversation • Answer the questions • Listen to the conversation at the airport check-in-desk • Fill in the boarding pass • Listen to the tourist guide speaking • Listen then check your answers. • Are the statements True or False • listen to dialogue then complete the blanks in negative responses to suggestions
	Unit 3	<ul style="list-style-type: none"> • Interview about Souad's typical day • Listen then put the right frequency adverb in sentences • Answer the questions about Souad's daily and leisure activities • Interview about students' leisure activities and school work • Listen then fill in the questionnaire • Listen to the poem "Your bus is killing the Earth". • Fill in the blanks with missing words
	Unit 4	<ul style="list-style-type: none"> • A text about Algeria's location, area, bordering countries, region, climate... • Listen then complete the table with the right information • Use the information and compare the climate of Northern Algeria with that of Southern Algeria. • Listen to the script about New York. • Complete the table with information about NY • Listen to the description of monuments: the Great Pyramid of Giza and of the Statue of Zeus • Complete the tables with information about each monument
Speaking	Unit 1	<ul style="list-style-type: none"> • Greet your new classmates and introduce yourself. • Group work; prepare a short dialogue greeting and introducing one another • What do you say in each situation (parting) • Prepare a short statement introducing and describing oneself • Take turns to exchange phone numbers • Pair work; ask your partners to give you someone else's phone number • Making formal and informal offers. Responding to them positively and negatively

	<ul style="list-style-type: none"> • Express apologies and complete each apology with the appropriate explanation • Pair work: take turns to ask for clarification (in a shop, at the post office, in the classroom) • Interpret film announcement and talk about today's T.V programme • Act out one of the dialogues (accepting and declining invitations) • Invite your partner to cinema to see a film (the battle of Algiers for example) • Pair work: ask and answer questions about likes / dislikes related to T.V programmes. • Interview a friend about his preferences concerning pets • Prepare a dialogue about why you prefer to live in the country or the city
Unit 2	<ul style="list-style-type: none"> • Talking about flight schedules • Act out the dialogue of an air hostess and a passenger • Play the role of a flight attendant and make polite requests • Prepare a short dialogue making and accepting requests • Prepare a dialogue making and answering offers as an air hostess serving soft drinks to the passengers • Interpret pictures and guess what people in the open-top bus are going to do in London • Act out a dialogue at the airport waiting for someone coming from abroad • Ask for, and give, direction using the map of London • Name the streets in the map of the imaginary town • Locate the amenities, then describe your town • Imagine you're a tourist; ask for direction and your partner shows you the way. • Prepare short dialogues making suggestions. Accept some and refuse others. • Set a programme for English speaking tourists visiting your region town as a travel agent for Altour
Unit 3	<ul style="list-style-type: none"> • Talking about your daily routines • Prepare a short dialogue about your school activities and leisure time. • Make preparation for a party • Interpret pictures and build up a dialogue about what has happened to you. • Talk about life experiences • Which country does each souvenir represent? • Choose the appropriate punch-line to make the conversation meaningful • Turn rules to pieces of advice • You are investigating a crime, and your partner is among the suspects. Ask and answer questions about what he was doing yesterday? • Look at the pictures and describe the scenes (simultaneous actions) • Act out dialogues in which the patient tells what he was doing when he hurt himself, and the nurse gives advice
Unit 4	<ul style="list-style-type: none"> • Compare Algeria with its bordering countries • Think of a country that you would like to visit some day and tell your partners about it. • Complete the conversation between Bob and Brenda talking about a fortnight's holiday abroad. • Complete Barbara's conversation with Allan about her winter holiday in Jamaica • Use Barbara's conversation as a model to tell your friend's where you

		<p>spent your last holidays. Speak about the people, the country, the weather, the food</p> <ul style="list-style-type: none"> • What do you know about the Statue of Liberty monument? • Write a talk comparing life in the city and that in the countryside • Locate the places at the map of Manhattan. • Make adverts using comparatives to the pictures and three products that you like • Match the names of wonders with their pictures then say where each one is situated. • Think of places or monuments in your country and recommend them to a foreign visitor. • Prepare a short dialogue about a monument using the information about its height, weight, location and date of erection.
<p>Reading</p>	<p>Unit 1</p>	<ul style="list-style-type: none"> • “Do you want to be a Pop Star” advertisement. • Sarah Bint’s e-mail to participate in the competition for teenage Pop Star. • “Looking for a holiday Job in Britain” advertisement. • An application letter to apply for a job of a fruit picker • Identify the most suitable letter openings to a positive reply to an application letter • Read then play the role of a radio presenter. • Read the paragraph about the BBC channel. • Exchange written notes in the class. • Read T.V programmes: what’s on BBC1.BBC2; ITV1..... • Description of film of the day. • Lyrics of the song “what a wonderful world” sung by Louis Armstrong • Guards or bear killers (snapshots of culture text) • Farid’s letter to Fred describing himself • Song of “Hello” the Beatles
	<p>Unit 2</p>	<ul style="list-style-type: none"> • Wonderful trips with ONAT advertisement • Read the postcard of Tom • Jamila’s conversation about her visit to London. • Mohamed’s e-mail about the flight and the train schedule • Travel quiz • Read the text about Space Tourism. • Meet Britain (snapshots of culture text) • Sing the Scottish song “Auld Lang Syne “ • Draw the airport map, the places and the personnel there. • Jane’s letter talking about her holiday plans in Algeria.
	<p>Unit 3</p>	<ul style="list-style-type: none"> • Interpret a book cover and guess the topic of the book. • Read the text of Moby Dick • A journalist reporting the arrival of a teenage Idol at Gatwick airport • An e-mail about school rules. • Read the newspaper headlines and guess what the newspaper articles are about. • Read the excerpts A, B, C, D and check your answers • Read Jane’s school commendation and David Smith’s school detention • Answer reading comprehension questions about both texts. • Read a note on the students’ Notice Board and fill in the gaps with appropriate verbs. • Read about Comprehensive Schools in Britain then compare schools in

		<p>Britain and schools in Algeria.</p> <ul style="list-style-type: none"> •Read Fadila’s letter in which she narrates Joha’s story
	Unit 4	<ul style="list-style-type: none"> •Interpret and identify maps of the U.S.A and the U.K •Name their bordering countries, seas and oceans •Read the text “The United Kingdom’ and locate the capital city of each country •Answer the readingcomprehension questions •Read the histories of some English speaking countries then compare them to: Canada, Australia, New Zealand, Jamaica. •Sit back and Relax •Read the text of Washington D.C. •Answer the questions •The text of The Pyramids of Giza •Ask your partner questions about the characteristics of the great Pyramid •English in the World (snapshots of culture text) •Try to find differences in spelling and vocabulary between British and American English •Interpret the world’s map and name the commonwealth countries (colored in black). •Complete the table with the characteristics of the members of the commonwealth (people, adjectives and languages) •Read a text in which Mr. Boussaida, who is an estate agent, describes a villa in Algiers to British tourists •Time for a song “This Land is Your Land
Writing	Unit 1	<ul style="list-style-type: none"> • An application letter for membership in a sports club. • A letter of recommendation to support a friend’s application letter • Look at the greeting card then identify the occasion • Write a postcard to your friend on the occasion of Eid el Fitr • A reply to Farid’s letter talking about your likes, dislikes and preferences
	Unit 2	<ul style="list-style-type: none"> • Writing a reply to your friend telling him / her about your holiday plans • Prepare a press release for journalists as the public relation officer of the Timgad Music Festival Committee. • Correct the mistakes and exchange drafts with your partners • A short paragraph about Brian’s New Year resolutions • You are a futurologist, write five sentences predicting what will happen during the next hundred years. • Write about your hopes and ambitions for the future. • Group work: write a horoscope including subjects of travelling, meeting, important personalities, living abroad. • Exchange your horoscope for error checking. • Write sentences about road signs. • As a tourist guide, prepare a short talk to inform a group of English speaking tourists about a planned tour to the South of Algeria
	Unit 3	<ul style="list-style-type: none"> • A report about the negative changes that has taken place recently (causes and effects) • Write sentences expressing obligation, absence of obligation and prohibition • A note to remind your friend of the rules of your sports club that she/he has just joined • What was happening in the disco just before the fire broke out. Relate events.

	<ul style="list-style-type: none"> • Imagine you are one of the witnesses of the disco disaster .Write a short report relating the events • Complete the incomplete articles • Choose one of the headlines and write an article about it. • A report about the outside class activities you and your classmates have done this week. • Draw a map of your school then write a short description of it. • Design a school magazine page • A short narrative about an incident or an accident you have witnessed on your way back from school.
Unit 4	<ul style="list-style-type: none"> • Compare England, Scotland, Wales and Northern Ireland. • A letter to the international Olympic committee to persuade them to choose your city or country for the site of Olympics • A short presentation of your hometown (the text of Washington D.C. as a model) • A paragraph about the different languages and dialects spoken in Algeria. • Design a tourist brochure of a country you choose • Use the fact file to write a presentation of Malawi

Appendix E

Stage 2 of Content Analysis (Coding Spotlight on English, Book Three)

<i>Unit of analysis</i>	Textbook unit	Summary of data	
Listening	Unit 1	• dialogue between Mr. Green and the headmaster greeting each other and introducing themselves	A.R / S.AW
		• learners are asked to guess what the headmaster and the teachers are doing and saying	S.A.I.R A.O
		• listen to the students talking about the new teacher	C.S.K / S.O.L.E/
		• answering the questions about the new teacher's name, physical appearance and personality	S.AW A.R/S.O.L.E
		• listen to the conversation then fill in the telephone message	S.AW/S.A.I.R
		• listen to the dialogue between Jack and Jill talking about Catwoman film	A.O /C.S.K
		• answer the questions about last night's film on T.V	S.O.L.E / A.O IO.E
	Unit 2	• Listen to the telephone conversation	S.AW IO.F
		• Answer the questions	C.S.K /S.O.L.E
		• Listen to the conversation at the airport check-in-desk	/C.S.K /A.R / IO.F
		• Fill in the boarding pass	C.S.K/S.O.L.E
		• Listen to the tourist guide speaking	C.S.K/A.R
		• Listen then check your answers	S.O.L.E
		• Are the statements True or False	S.O.L.E
		• listen to dialogue then complete the blanks in negative responses to suggestions	S.AW /IO.F
	Unit 3	• Interview about Souad's typical day	C.S.A /A.R
		• Listen then put the right frequency adverb in sentences	S.AW S.O.L.E
		• Answer the questions about Souad's daily and leisure activities	S.O.L.E
		• Interview about students' leisure activities and school work	A.R /S.AW
		• Listen then fill in the questionnaire	S.O.L.E
		• Listen to the poem "Your bus is killing the Earth".	C.S.K/IO.E
		• Fill in the blanks with missing words	S.O.L.E /S.AW
	Unit 4	• A text about Algeria's location, area, bordering countries, region, climate...	C.S.A
		• Listen then complete the table with the right information	S.O.L.E
		• Use the information and compare the climate Of Northern Algeria with that of Southern Algeria..	C.S.A S.A.I.R
		• Listen to the script about New York	C.S.K /
		• Complete the table with information about NY	C.S.K S.O.L.E
		• Listen to the description of monuments: the Great Pyramid of Giza and of the Statue of Zeus.	C.S.K /A.O
		• Complete the tables with information about each monument.	/C.S.K/ S.A.I.R

<i>Unit of analysis</i>	Textbook unit	Summary of data	
Speaking	Unit 1	• Greet your new classmates and introduce yourself.	A.R S.AW/ IO.F
		• Group work; prepare a short dialogue greeting and introducing one another	A.R/ S.AW
		• What do you say in each situation (parting)	S.AW/ IO.F
		• Prepare a short statement introducing and describing oneself	C.S.A/S.AW
		• Take turns to exchange phone numbers	/S.AW IO.F
		• Pair work ;ask your partners to give you someone else’s phone number	S.AW /IO.F
		• Making formal and informal offers .Responding to them positively and negatively	S.AW / A.R/
		* Express apologies and complete each apology with the appropriate explanation	S.AW. S.A.I.R
		• Pair work :take turns to ask for clarification (in a shop , at the post office , in the classroom)	S.AW/ S.O.L.E /IO.F
		• Interpret film announcement and talk about today’s T.V programme	C.S.K /A.O S.A.I.R
		• Act out one of the dialogues (accepting and declining invitations)	S.AW /IO.ETH/
		• Invite your partner to cinema to see a film (the battle of Algiers for example)	S.AW /A.R IO.F
		• Pair work: ask and answer questions about likes /dislikes related to T.V programmes.	C.S.A/IO.E
		• Interview a friend about his preferences concerning pets	A.R / C.S.A
		• Prepare a dialogue about why do you prefer to live in the country or the city.	A.R/ C.S.A IO.E
	Unit 2	• Talking about flight schedules	C.S.K /A.C.D IO.F
		• Act out the dialogue of an air hostess and a passenger	C.S.K /IO.A IO.F
		• Play the role of a flight attendant and make polite requests	S.AW/IO.F/ IO.ETH
		• Prepare a short dialogue making and accepting requests	IO.A /S.AW A.R
		• Prepare a dialogue making and answering offers as an air hostess serving soft drinks to the passengers	S.AW /IO.F
		• Interpret pictures and guess what people in the open-top bus are going to do in London	A.O/S.A.I.R/ C.S.K /A.C.D
		• Act out a dialogue at the airport waiting for someone coming from abroad	S.AW A.R /IO.F
		• Ask for and give direction using the map of London	C.S.K /S.A.I.R/
		• Name the streets in the map of the imaginary town	C.S.A / S.A.I.R
		• Locate the amenities then, describe your town	S.AW

			/S.A.I.R
		• Imagine you're a tourist ask for direction and your partner shows you the way.	S.AW/IO.F
		• Prepare short dialogues making suggestions .Accept some and refuse others.	S.AW/IO.ETH
		• Set a programme for English speaking tourists visiting your region town as a travel agent for Altour	A.C.D / C.S.A/ IO.A
Unit 3		• Talking about your daily routines	C.S.A
		• Prepare a short dialogue about your school activities and leisure time.	C.S.A
		• Make preparation for a party	S.AW /IO.F
		• Interpret pictures and build up a dialogue about what has happened to you.	S.A.I.R
		• Talk about life experiences	S.AW /S.A.I.R
		• Which country does each souvenir represent?	C.S.K /A.O
		• Choose the appropriate punch-line to make the conversation meaningful	S.A.I.R/ IO.E /S.AW
		• Turn rules to pieces of advice.	S.AW
		• You are investigating a crime and your partners is among the suspects, ask and answer questions about what was he doing yesterday?	A.C.D S.AW /
		• Look at the pictures and describe the scenes (simultaneous actions)	S.AW /S.A.I.R
		• Act out dialogues in which the patient tells what he was doing when he hurts himself and the nurse gives advice	S.AW /IO.F A.R
	Unit 4		• Compare Algeria with its bordering countries
		• Think of a country that you would like to visit some day and tell your partners about it.	A.O /A.C.D C.S.K
		• Complete the conversation between Bob and Brenda talking about a fortnight's holiday abroad.	C.S.K/ A.R /IO.E
		• Complete Barbara's conversation with Allan about her winter holiday in Jamaica	C.S.K/ A.C.D
		• Use Barbara's conversation as a model to tell your friend's where you spent your last holidays speak about the people, the country, the weather, the food.	A.R S.AW
		• What do you know about the Statue of Liberty monument	C.S.K / A.O
		• Write a talk comparing life in the city and that in the countryside	S.AW/S.A.I.R
		• Locate the places at the map of Manhattan.	C.S.K / S.A.I.R
		• Make adverts using comparatives to the pictures and three products that you like	S.AW / /SA.I.R.
		• Match the names of wonders with their pictures then say where each one is situated.	A.O /C.S.K / S.A.I.R
		• Think of places or monuments in your country and recommend them to a foreign visitor.	C.S.A /IO.F
		• Prepare a short dialogue about a monument using the information about its height, weight, location and date of erection.	C.S.K IO.E /A.O

<i>Unit of analysis</i>	Textbook unit	Summary of data	
Reading	Unit 1	• “Do you want to be a Pop Star” advertisement.	A.R/ S.A.I.R/A.C.D
		• Sarah Bint’s e-mail to participate in the competition for teenage Pop Star.	IO.E / A.R /C.S.K
		• “Looking for a holiday Job in Britain” advertisement.	C.S.K /IO.A
		• An application letter to apply for a job of a fruit picker	A.R/S.A.I.R IO.E
		• Identify the most suitable letter openings to a positive reply to an application letter	S.AW/ IO.F
		• Read then play the role of a radio presenter.	
		• Read the paragraph about the BBC channel.	/IO.F/ C.S.K
		• Exchange written notes in the class.	A.R /S.O.L.E
		• Read T.V programmes: what’s on BBC1.BBC2; ITV1.....	C.S.K /AO
		• Description of film of the day.	C.S.K
		• Lyrics of the song “what a wonderful world” sung by Louis Armstrong	D.S.K /A.O /IO.E
		• Guards or bear killers (snapshots of culture text)	A.O / C.S.K
		• Farid’s letter to Fred describing himself	A.R/ C.S.A
		• Song of “Hello” the Beatles	A.O/ IO.E
	Unit 2	• Wonderful trips with ONAT advertisement	A.C.D/C.S.K
		• Read the postcard of Tom	C.S.A/ A.R/IO.E
		• Djamila’s conversation about her visit to London.	S.AW /A.C.D
		• Mohamed’s e-mail about the flight and the train schedule	C.S.A / S.O.L.E
		• Travel quiz	C.S.K/S.A.I.R
		• Read the text about Space Tourism.	D.C.K/AO /IO.E
		• Meet Britain (snapshots of culture text)	D.C.K /A.O
		• Sing the Scottish song “Auld Lang Syne “	S.O.L.E /IO.E
		• Draw the airport map, label the places and the personnel there.	C.S.A /S.A.I.R
		• James’ letter talking about her holiday plans in Algeria.	C.S.A /C.S.K S.A.I.R
	Unit 3	• Interpret a book cover and guess the topic of the book.	S.A.I.R/C.S.K
		• Read the text of Moby Dick.	D.C.K /IO.E
		• Answering the questions according to the text	S.A.I.R /C.S.K
		• A journalist reporting the arrival of a teenage Idol at Gatwick airport.	A.R /S.O.L.E
		• An e-mail about school rules.	C.S.A /IO.F
		• Read the newspaper headlines and guess what the newspaper articles are about.	C.S.K / S.A.I.R
		• Read the excerpts A, B, C, D and check your answers.	S.AW /S.O.L.E
		• Read Jane’s school commendation and David Smith’s school detention.	D.C.K/ IO.E
		• Answer reading comprehension questions about both texts.	C.S.K / SA.I.R
		• Read a note on the students’ Notice Board and fill in the gaps with appropriate verbs.	S.AW / S.O.L.E
		• Read about Comprehensive Schools in Britain then compare schools in Britain and schools in Algeria.	A.O /C.S.K/ S.A.I.R
		• Read Fadila’s letter in which she narrates Djoha’s story	IO.E / C.S.A

	Unit 4	• Interpret and identify maps of the U.S.A and the U.K	C.S.K / S.A.I.R A.O
		• Name their bordering countries, seas and oceans	C.S.K
		• Read the text “The United Kingdom’ and locate the capital city of each country	C.S.K /A.O
		• Answer the reading comprehension questions	C.S.K / S.A.I.R
		• Read the histories of some English speaking countries then compare them to: Canada, Australia, New Zealand, Jamaica.	C.S.K / S.A.I.R A.R
		• Sit back and Relax	D.C.K /IO.E
		• Read the text of Washington D.C.	C.S.K
		• Answer the questions	S.A.I.R
		• The text of The Pyramids of Giza	C.S.K / A.O
		• Ask your partner questions about the characteristics of the great Pyramid.	S.A.I.R
		• English in the World (snapshots of culture text)	C.S.K /A.R
		• Try to find differences in spelling and vocabulary between British and American English	S.AW /S.A.I.R
		• Interpret the world’s map and name the commonwealth countries (colored in black).	C.S.K/
		• Complete the table with the characteristics of the members of the commonwealth (people, adjectives and languages)	SA.I.R / C.S.K

<i>Unit of analysis</i>	Textbookunit	Summary of data	CODE
Writing	Unit 1	• An application letter for membership in a sports club.	C.S.A/A.C.D
		• A letter of recommendation to support a friend’s application letter	IO.E /S.AW
		• Look at the greeting card then identify the occasion	S.AW/S.O.L.E
		• Write a postcard to your friend on the occasion of Eid el Fitr	S.AW/ C.S.A /IO.E
		• A reply to Farid’s letter talking about your likes, dislikes and preferences	C.S.A/ S.AW
		• Write a paragraph about the Algerian Republican Guards (uniforms ,equipment ,mission ...)	C.S.A / S.A.I.R
	Unit 2	• Writing a reply to your friend telling him / her about your holiday plans	C.S.A / S.AW IO.E
		• Prepare a press release for journalists as the public relation officer of the Timgad Music Festival Committee.	C.S.A/S.AW / IO.F
		• Correct the mistakes and exchange drafts with your partners.	S.O.L.E/ IO.A
		• A short paragraph about Brian’s New Year resolutions	IO.A /S.AW /IO.E
		• You are a futurologist, write five sentences predicting what will happen during the next hundred years.	IO.A /S.AW /A.C.D
		• Write about your hopes and ambitions for the future.	A.C.D /S.AW
		• Group work: write a horoscope including subjects of travelling, meeting, important personalities, living abroad.	S.AW./ IO.F /IO.E
		• Exchange your horoscope for error checking.	A.O/ IO.A

			/S.O.L.E
		• Write sentences about road signs.	A.R / S.AW /S.A.I.R
		• As a tourist guide, prepare a short talk to inform a group of English speaking tourists about a planned tour to the South of Algeria	C.S.A / A.O/ IO.ETH S.AW
	Unit 3	• A report about the negative changes that has taken place recently (causes and effects)	S.AW/ S.A.I.R.
		• Write sentences expressing obligation, absence of obligation and prohibition	S.AW /IO.A
		• A note to remind your friend of the rules of your sports club that she/he has just joined	C.S.A /IO.ETH
		• What was happening in the disco just before the fire broke out. Relate events.	S.A.I.R/ C.S.K
		• Imagine you are one of the witnesses of the disco disaster .Write a short report relating the events	IO.E /S.A.I.R
		• Complete the incomplete articles	S.AW / S.A.I.R / IO.E
		• Choose one of the headlines and write an article about it.	S.AW / IO.E
		• A report about the outside class activities you and your classmates have done this week.	S.AW
		• Draw a map of your school then write a short description of it.	C.S.A /S.A.I.R
		• Design a school magazine page	A.C.D / C.S.A /SA.I.R / S.O.L.E
		• A short narrative about an incident or an accident you have witnessed on your way back from school.	S.AW /S.O.L.E IO.E
	Unit 4	• Compare England, Scotland, Wales and Northern Ireland.	C.S.K /SA.I.R
		• A letter to the international Olympic committee to persuadethem to choose your city or country for the site of Olympics	C.S.A / IO.F/
		• A short presentation of your hometown (the text of Washington D.C. as a model)	C.S.A
		• A paragraph about the different languages and dialects spoken in Algeria.	C.S.A / A.O S.A.I.R
		• Design a tourist brochure of a country you choose	C.S.K /D.C.K
		• Use the fact file to write a presentation of Malawi	C.S.K / S.AW

Appendix F

Stage 3 of Content Analysis (Categorizing Spotlight on English, Book Three Data)

Attitudes

Unit	Code	Data	Freq	percentage
Openess	Listening	<ul style="list-style-type: none"> •Learners are asked to guess what the headmaster and the teachers are doing and saying •Listen to the dialogue between Jack and Jill talking about Catwoman film. •Answer the questions about last night’s film on T.V •Listen to the description of monuments: the Great Pyramid of Giza and of the Statue of Zeus. 	4 ////	13.79
	Speaking	<ul style="list-style-type: none"> *Interpret film announcement and talk about today’s T.V programme. *Interpret pictures and guess what people in the open-top bus are going to do in London. • Which country does each souvenir represent? • Think of a country that you would like to visit some day and tell your partners about it. • What do you know about the Statue of Liberty monument? • Match the names of wonders with their pictures then say where each one is situated • Prepare a short dialogue about a monument using the information about its height, weight, location and date of erection. 	7 /////	24.13
	Reading	<ul style="list-style-type: none"> • Read T.V programmes: what’s on BBC1. BBC2; ITV1..... • Lyrics of the song “what a wonderful world” sung by Louis Armstrong • Guards or bear killers (snapshots of culture text) • Song of “Hello” the Beatles • Read the text about Space Tourism. • Meet Britain (snapshots of culture text) • Read about Comprehensive Schools in Britain then compare schools in Britain and schools in Algeria • Interpret and identify maps of the U.S.A and the U.K • Read the text “The United Kingdom’ and locate the capital city of each country • The text of The Pyramids of Giza. • Read a text in which Mr. Boussaida, who is an estate agent, describes a villa in Algiers to British tourists. 	11 /////	37.93
	Writing	<ul style="list-style-type: none"> • Exchange your horoscope for error checking • As a tourist guide, prepare a short talk to inform a group of English speaking tourists about a planned tour to the South of Algeria. •A paragraph about the different languages and dialects spoken in Algeria. 	3 ///	10.34
Total			25	15.33

Respect	Listening	<ul style="list-style-type: none"> • Dialogue between Mr. Green and the headmaster greeting each other and introducing themselves. • answering the questions about the new teacher’s name, physical appearance and personality. • Listen to the conversation at the airport check-in-desk • Listen to the tourist guide speaking • Interview about Souad’s typical day • Interview about students’ leisure activities and school work. 	6 /////	20.68
	Speaking	<ul style="list-style-type: none"> •Greet your new classmates and introduce yourself. *Group work ; prepare a short dialogue greeting and introducing one another • Making formal and informal offers .Responding to them positively and negatively • Invite your partner to cinema to see a film (the battle of Algiers for example) • Interview a friend about his preferences concerning pets • Prepare a dialogue about why do you prefer to live in the country or the city. • Prepare a short dialogue making and accepting requests • Act out a dialogue at the airport waiting for someone coming from abroad • Act out dialogues in which the patient tells what he was doing when he hurts himself and the nurse gives advice • Complete the conversation between Bob and Brenda talking about a fortnight’s holiday abroad. *Use Barbara’s conversation as a model to tell your friend’s where you spent your last holidays speak about the people, the country, the weather, the food. 	11 /////	21.56
	Reading	<ul style="list-style-type: none"> • “Do you want to be a Pop Star” advertisement. •Sarah Bint’s e-mail to participate in the competition for teenage Pop Star. •An application letter to apply for a job of a fruit picker •Exchange written notes in the class. •Farid’s letter to Fred describing himself. •Read the postcard of Tom. •A journalist reporting the arrival of a teenage Idol at Gatwick airport. •Read the histories of some English speaking countries then compare them to: Canada, Australia, New Zealand, Jamaica •English in the World (snapshots of culture text) 	9 /////	17.30
	writing	<ul style="list-style-type: none"> • Write sentences about road signs. 	1 /	1.92
Total			27	16.65
Curiosity and discovery	Listening	<ul style="list-style-type: none"> • no 	0	0
	Speaking	<ul style="list-style-type: none"> • Talking about flight schedules • Interpret pictures and guess what people in the open-top bus are going to do in London. •Set a programme for English speaking tourists visiting your region town as a travel agent for Altour. • You are investigating a crime and your partners is among the suspects, ask and answer questions about what was he doing yesterday? 	6 /////	11.76

		<ul style="list-style-type: none"> • Think of a country that you would like to visit some day and tell your partners about it. • Complete Barbara’s conversation with Allan about her winter holiday in Jamaica 		
	Reading	<ul style="list-style-type: none"> • “Do you want to be a Pop Star” advertisement. • Wonderful trips with ONAT advertisement. *Djamila’s conversation about her visit to London. 	3 ///	5.76
	writing	<ul style="list-style-type: none"> • An application letter for membership in a sports club. • Write about your hopes and ambitions for the future. • Design a school magazine page 	3 ///	9.09
			12	7.36

Knowledge

Code	Data	Frequency		percentage
C.S.A	Listening	<ul style="list-style-type: none"> • Interview about Souad’s typical day • A text about Algeria’s location, area, bordering countries, region, climate... • Use the information and compare the climate Of Northern Algeria with that of Southern Algeria. 	3 ///	10.34
	Speaking	<ul style="list-style-type: none"> • Prepare a short statement introducing and describing oneself. •Pair work: ask and answer questions about likes /dislikes related to T.V programmes. •Interview a friend about his preferences concerning pets •Prepare a dialogue about why do you prefer to live in the country or the city. •Name the streets in the map of the imaginary town •Set a programme for English speaking tourists visiting your region town as a travel agent for Altour •Talking about your daily routines. •Prepare a short dialogue about your school activities and leisure time. • Compare Algeria with its bordering countries. •Think of places or monuments in your country and recommend them to a foreign visitor. 	10 //// ////	19.60
	Reading	<ul style="list-style-type: none"> • Farid’s letter to Fred describing himself. • Read the postcard of Tom • Mohamed’s e-mail about the flight and the train schedule. • James’ letter talking about her holiday plans in Algeria. •Draw the airport map, label the places and the personnel there. •An e-mail about school rules. • Read Fadila’s letter in which she narrates Djoha’s story. • Read a text in which Mr. Boussaida, who is an estate agent, describes a villa in Algiers to British tourists 	8 ///////	15.38
	Writing	<ul style="list-style-type: none"> • An application letter for membership in a sports club. • Write a postcard to your friend on the occasion of Eid el Fitr • A reply to Farid’s letter talking about your likes, dislikes and preferences. • Write a paragraph about the Algerian Republican Guards (uniforms,equipment,mission ...) • Writing a reply to your friend telling him / her about your 	13 /////// ///////	39.39

		<p>holiday plans</p> <ul style="list-style-type: none"> • Prepare a press release for journalists as the public relation officer of the Tingad Music Festival Committee. • As a tourist guide, prepare a short talk to inform a group of English speaking tourists about a planned tour to the South of Algeria. • A note to remind your friend of the rules of your sports club that she/he has just joined • What was happening in the disco just before the fire broke out. Relate events. • Draw a map of your school then write a short description of it. • Design a school magazine page • A letter to the international Olympic committee to persuade them to choose your city or country for the site of Olympics • A short presentation of your hometown (the text of Washington D.C. as a model) • A paragraph about the different languages and dialects spoken in Algeria. 		
Total			34	20.85
C.S.K	Listening	<ul style="list-style-type: none"> • listen to the students talking about the new teacher • listen to the dialogue between Jack and Jill talking about Catwoman film • Answer the questions • Listen to the conversation at the airport check-in-desk • Fill in the boarding pass • Listen to the tourist guide speaking • Listen to the poem “Your bus is killing the Earth”. • Listen to the script about New York. • Complete the table with information about NY • Listen to the description of monuments: the Great Pyramid of Giza and of the Statue of Zeus. • Complete the tables with information about each monument. 	11 /////	37.93
	Speaking	<ul style="list-style-type: none"> * • Interpret film announcement and talk about today’s T.V programme. • Talking about flight schedules • Act out the dialogue of an air hostess and a passenger • Interpret pictures and guess what people in the open-top bus are going to do in London. • Ask for and give direction using the map of London • Which country does each souvenir represent? • Compare Algeria with its bordering countries • Think of a country that you would like to visit some day and tell your partners about it. • Complete the conversation between Bob and Brenda talking about a fortnight’s holiday abroad. • Complete Barbara’s conversation with Allan about her winter holiday in Jamaica • What do you know about the Statue of Liberty monument? • Locate the places at the map of Manhattan. • Match the names of wonders with their pictures then say where each one is situated • Prepare a short dialogue about a monument using the information about its height, weight, location and date of 	14 /////	27.45

		erection.		
	Reading	<ul style="list-style-type: none"> •Sarah Bint’s e-mail to participate in the competition for teenage Pop Star. •“Looking for a holiday Job in Britain” advertisement. •Read the paragraph about the BBC channel. • Read T.V programmes: what’s on BBC1. BBC2; ITV1..... •Description of film of the day. • Guards or bear killers (snapshots of culture text) • Wonderful trips with ONAT advertisement. •Travel quiz. • James’ letter talking about her holiday plans in Algeria. • Interpret a book cover and guess the topic of the book. • Answering the questions according to the text. • Read the newspaper headlines and guess what the newspaper articles are about. •Answer reading comprehension questions about both texts. • Read about Comprehensive Schools in Britain then compare schools in Britain and schools in Algeria. • Read Fadila’s letter in which she narrates Djoha’s story • Interpret and identify maps of the U.S.A and the U.K • Name their bordering countries, seas and oceans • Read the text “The United Kingdom’ and locate the capital city of each country • Answer the reading comprehension questions • Read the histories of some English speaking countries then compare them to: Canada, Australia, New Zealand, Jamaica. • Read the text of Washington D.C. • The text of The Pyramids of Giza. • English in the World (snapshots of culture text). • Interpret the world’s map and name the commonwealth countries (colored in black). • Complete the table with the characteristics of the members of the commonwealth (people, adjectives and languages) • Time for a song “This Land is Your Land” 	26 //// //// //// //// //// /	50
	writing	<ul style="list-style-type: none"> • What was happening in the disco just before the fire broke out. Relate events. • Compare England, Scotland, Wales and Northern Ireland. • Design a tourist brochure of a country you choose • Use the fact file to write a presentation of Malawi 	4 ////	12.12
Total			55	33.74
D.C.K	Listening	NO	0	0
	Speaking	NO	0	0
	Reading	<ul style="list-style-type: none"> • Lyrics of the song “what a wonderful world” sung by Louis Armstrong. • Read the text about Space Tourism. • Meet Britain (snapshots of culture text) • Read the text of Moby Dick. • Read Jane’s school commendation and David Smith’s school detention. • Sit back and Relax. 	6 /////	11.53
	Writing	<ul style="list-style-type: none"> • Design a tourist brochure of a country you choose 	1 /	3.03

Total			7	4.29
S.AW	Listening	<ul style="list-style-type: none"> • Dialogue between Mr. Green and the headmaster greeting each other and introducing themselves. • answering the questions about the new teacher’s name, physical appearance and personality • Listen to the telephone conversation • listen to dialogue then complete the blanks in negative responses to suggestions. • Listen then put the right frequency adverb in sentences • Interview about students’ leisure activities and school work • Fill in the blanks with missing words. 	7 /////	24.13
	Speaking	<ul style="list-style-type: none"> •Greet your new classmates and introduce yourself. • Group work ; prepare a short dialogue greeting and introducing one another •What do you say in each situation (parting) •Prepare a short statement introducing and describing oneself •Take turns to exchange phone numbers •Pair work ;ask your partners to give you someone else’s phone number •Making formal and informal offers .Responding to them positively and negatively * Express apologies and complete each apology with the appropriate explanation •Pair work:take turns to ask for clarification (in a shop, at the post office, in the classroom). •Act out one of the dialogues (accepting and declining invitations) •Invite your partner to cinema to see a film (the battle of Algiers for example) •Play the role of a flight attendant and make polite requests •Prepare a short dialogue making and accepting requests •Prepare a dialogue making and answering offers as an air hostess serving soft drinks to the passengers. •Act out a dialogue at the airport waiting for someone coming from abroad. •Locate the amenities then, describe your town •Imagine you’re a tourist ask for direction and your partner shows you the way. •Prepare short dialogues making suggestions .Accept some and refuse others. •Make preparation for a party. •Talk about life experiences •Choose the appropriate punch-line to make the conversation meaningful •Turn rules to pieces of advice. •You are investigating a crime and your partners is among the suspects, ask and answer questions about what was he doing yesterday? •Look at the pictures and describe the scenes (simultaneous actions •Act out dialogues in which the patient tells what he was doing when he hurts himself and the nurse gives advice. • Use Barbara’s conversation as a model to tell your friend’s where you spent your last holidays speak about the people, 	28 //// //// //// //// //// ///	54.90

		<p>the country, the weather, the food.</p> <ul style="list-style-type: none"> • Write a talk comparing life in the city and that in the countryside. • Make adverts using comparatives to the pictures and three products that you like 		
	Reading	<ul style="list-style-type: none"> • Identify the most suitable letter openings to a positive reply to an application letter. *Djamila's conversation about her visit to London. • Read the excerpts A, B, C, D and check your answers. • Read a note on the students' Notice Board and fill in the gaps with appropriate verbs. • Try to find differences in spelling and vocabulary between British and American English 	5 /////	9.61
	Writing	<ul style="list-style-type: none"> • A letter of recommendation to support a friend's application letter • Look at the greeting card then identify the occasion • Write a postcard to your friend on the occasion of Eid el Fitr • A reply to Farid's letter talking about your likes, dislikes and preferences • Writing a reply to your friend telling him / her about your holiday plans • Prepare a press release for journalists as the public relation officer of the Timgad Music Festival Committee. <ul style="list-style-type: none"> • A short paragraph about Brian's New Year resolutions • You are a futurologist, write five sentences predicting what will happen during the next hundred years. • Write about your hopes and ambitions for the future. • Group work: write a horoscope including subjects of travelling, meeting, important personalities, living abroad. *Write sentences about road signs. • As a tourist guide, prepare a short talk to inform a group of English speaking tourists about a planned tour to the South of Algeria • A report about the negative changes that has taken place recently (causes and effects) • Write sentences expressing obligation, absence of obligation and prohibition. • Complete the incomplete articles • Choose one of the headlines and write an article about it. • A report about the outside class activities you and your classmates have done this week. • A short narrative about an incident or an accident you have witnessed on your way back from school. • Use the fact file to write a presentation of Malawi 	19 /////	57.57
Total			59	36.19

Skills

Code	Data	Frequency		percentage
S.O.L.E	Listening	<ul style="list-style-type: none"> • listen to the students talking about the new teacher. • answering the questions about the new teacher’s name, physical appearance and personality. •Answer the questions about last night’s film on T.V •Answer the questions •Fill in the boarding pass •Listen then check your answers. •Are the statements True or False. •Listen then put the right frequency adverb in sentences •Answer the questions about Souad ‘s daily and leisure activities •Listen then fill in the questionnaire. •Fill in the blanks with missing words. •Listen then complete the table with the right information. •Complete the table with information about NY 	13 //// //// ///	44.82
	Speaking	<ul style="list-style-type: none"> • Pair work: take turns to ask for clarification (in a shop, at the post office, in the classroom. 	1 /	1.96
	Reading	<ul style="list-style-type: none"> • Exchange written notes in the class. •Mohamed’s e-mail about the flight and the train schedule. •Sing the Scottish song “Auld Lang Syne “. •A journalist reporting the arrival of a teenage Idol at Gatwick airport. • Read the excerpts A, B, C, D and check your answers. •Read a note on the students’ Notice Board and fill in the gaps with appropriate verbs. 	6 /////	11.53
	writing	<ul style="list-style-type: none"> • Look at the greeting card then identify the occasion. • Correct the mistakes and exchange drafts with your partners. • Exchange your horoscope for error checking. • Design a school magazine page • A short narrative about an incident or an accident you have witnessed on your way back from school. 	5 ////	15.15
Total			25	15.33
S.A.I.R	Listening	<ul style="list-style-type: none"> • Learners are asked to guess what the headmaster and the teachers are doing and saying. • listen to the conversation then fill in the telephone message • Use the information and compare the climate Of Northern Algeria with that of Southern Algeria. • Complete the tables with information about each monument. 	4 ////	13.79
	Speaking	<ul style="list-style-type: none"> • Express apologies and complete each apology with the appropriate explanation. • Interpret film announcement and talk about today’s T.V programme • Interpret pictures and guess what people in the open-top bus are going to do in London. • Ask for and give direction using the map of London • Name the streets in the map of the imaginary town • Locate the amenities then, describe your town. • Interpret pictures and build up a dialogue about what has happened to you. 	15 //// //// ////	29.41

		<ul style="list-style-type: none"> • Talk about life experiences. • Choose the appropriate punch-line to make the conversation meaningful. • Look at the pictures and describe the scenes (simultaneous actions) • Compare Algeria with its bordering countries. • Write a talk comparing life in the city and that in the countryside • Locate the places at the map of Manhattan. • Make adverts using comparatives to the pictures and three products that you like • Match the names of wonders with their pictures then say where each one is situated. 		
	Reading	<ul style="list-style-type: none"> • “Do you want to be a Pop Star” advertisement. • An application letter to apply for a job of a fruit picker. • Travel quiz. • Sing the Scottish song “Auld Lang Syne “ • Draw the airport map, label the places and the personnel there. • James’ letter talking about her holiday plans in Algeria. • Interpret a book cover and guess the topic of the book. • Answering the questions according to the text. • Read the newspaper headlines and guess what the newspaper articles are about. • Answer reading comprehension questions about both texts. • Read about Comprehensive Schools in Britain then compare schools in Britain and schools in Algeria. • Interpret and identify maps of the U.S.A and the U.K. • Answer the reading comprehension questions • Read the histories of some English speaking countries then compare them to: Canada, Australia, New Zealand, Jamaica. • Answer the questions. *Ask your partner questions about the characteristics of the great Pyramid. • Try to find differences in spelling and vocabulary between British and American English. • Complete the table with the characteristics of the members of the commonwealth (people, adjectives and languages). 	18 //// //// //// ///	34.61
	Writing	<ul style="list-style-type: none"> • Write a paragraph about the Algerian Republican Guards (uniforms ,equipement ,mission ...) • Write sentences about road signs. • A report about the negative changes that has taken place recently (causes and effects). • What was happening in the disco just before the fire broke out. Relate events. • Imagine you are one of the witnesses of the disco disaster .Write a short report relating the events • Complete the incomplete articles. • Draw a map of your school then write a short description of it. • Design a school magazine page. • Compare England, Scotland, Wales and Northern Ireland. • A paragraph about the different languages and dialects spoken in Algeria. 	10 //// ////	30.30
Total			47	28.83

Internal outcomes

Code	Data	Frequency		percent
IO.E	Listening	•answer the questions about last night's film on T.V.	1 /	3.44
	Speaking	<ul style="list-style-type: none"> • Pair work: ask and answer questions about likes /dislikes related to T.V programmes. • Prepare a dialogue about why do you prefer to live in the country or the city. • Choose the appropriate punch-line to make the conversation meaningful. • Complete the conversation between Bob and Brenda talking about a fortnight's holiday abroad. • Prepare a short dialogue about a monument using the information about its height, weight , location and date of erection 	5 /////	9.80
	Reading	<ul style="list-style-type: none"> • An application letter to apply for a job of a fruit picker. • Lyrics of the song "what a wonderful world" sung by Louis Armstrong. • Song of "Hello" the Beatles. • Read the postcard of Tom. • Read the text about Space Tourism. • Read Jane's school commendation and David Smith's school detention. • Read Fadila's letter in which she narrates Djoha's story • Sit back and Relax • Time for a song "This Land is Your Land" 	9 /////	17.30
	Writing	<ul style="list-style-type: none"> •A letter of recommendation to support a friend's application letter •Write a postcard to your friend on the occasion of Eid el Fitr •Writing a reply to your friend telling him / her about your holiday plans •A short paragraph about Brian's New Year resolutions •Group work: write a horoscope including subjects of travelling, meeting, important personalities, living abroad. <ul style="list-style-type: none"> • Imagine you are one of the witnesses of the disco disaster .Write a short report relating the events •Complete the incomplete articles. •Choose one of the headlines and write an article about it. •A short narrative about an incident or an accident you have witnessed on your way back from school. 	9 /////	27.27
Total			24	14.72
IO.ETH	Listening	• no	0	0
	Speaking	<ul style="list-style-type: none"> •Act out one of the dialogues (accepting and declining invitations) • Play the role of a flight attendant and make polite requests • Prepare short dialogues making suggestions .Accept some and refuse others. 	3 ///	5.88
	Reading	• Read a text in which Mr. Boussaida, who is an estate agent, describes a villa in Algiers to British tourists	1 /	1.92
	writing	<ul style="list-style-type: none"> • As a tourist guide, prepare a short talk to inform a group of English speaking tourists about a planned tour to the South of Algeria. • A note to remind your friend of the rules of your sports 	2 //	6.06

		club that she/he has just joined		
			6	3.68
IO.F	Listening	<ul style="list-style-type: none"> • Listen to the telephone conversation. • Listen to the conversation at the airport check-in-desk • listen to dialogue then complete the blanks in negative responses to suggestions. 	3 ///	10.34
	Speaking	<ul style="list-style-type: none"> •Greet your new classmates and introduce yourself. •What do you say in each situation (parting) •Take turns to exchange phone numbers •Pair work ;ask your partners to give you someone else’s phone number •Pair work: take turns to ask for clarification (in a shop, at the post office, in the classroom). •Invite your partner to cinema to see a film (the battle of Algiers for example). • Talking about flight schedules • Act out the dialogue of an air hostess and a passenger •Play the role of a flight attendant and make polite requests •Prepare a dialogue making and answering offers as an air hostess serving soft drinks to the passengers. •Act out a dialogue at the airport waiting for someone coming from abroad. •Imagine you’re a tourist ask for direction and your partner shows you the way. •Make preparation for a party. •Act out dialogues in which the patient tells what he was doing when he hurts himself and the nurse gives advice. •Think of places or monuments in your country and recommend them to a foreign visitor. 	15 //// //// ////	29.41
	Reading	<ul style="list-style-type: none"> •Identify the most suitable letter openings to a positive reply to an application letter. • An e-mail about school rules. 	2 //	3.84
	Writing	<ul style="list-style-type: none"> •Prepare a press release for journalists as the public relation officer of the Timgad Music Festival Committee. • Group work: write a horoscope including subjects of travelling, meeting, important personalities, living abroad. • A letter to the international Olympic committee to persuade them to choose your city or country for the site of Olympics 	3 ///	9.09
	Total			23
IO.A	Listening	<ul style="list-style-type: none"> • no 	0	0
	Speaking	<ul style="list-style-type: none"> • Prepare a short dialogue making and accepting requests. •Set a programme for English speaking tourists visiting your region town as a travel agent for Altour. 	2 //	3.93
	Reading	<ul style="list-style-type: none"> • “Looking for a holiday Job in Britain” advertisement.London. 	1 /	1.92
	Writing	<ul style="list-style-type: none"> •Correct the mistakes and exchange drafts with your partners. •A short paragraph about Brian’s New Year resolutions •You are a futurologist, write five sentences predicting what will happen during the next hundreded years. •Exchange your horoscope for error checking •Write sentences expressing obligation, absence of obligation and prohibition 	5 ////	15.15

Total			8	4.90
IO.F	Listening	<ul style="list-style-type: none"> • Listen to the telephone conversation. • Listen to the conversation at the airport check-in-desk • listen to dialogue then complete the blanks in negative responses to suggestions. 	3 ///	10.34
	Speaking	<ul style="list-style-type: none"> •Greet your new classmates and introduce yourself. •What do you say in each situation (parting) •Take turns to exchange phone numbers •Pair work ;ask your partners to give you someone else's phone number •Pair work: take turns to ask for clarification (in a shop, at the post office, in the classroom). •Invite your partner to cinema to see a film (the battle of Algiers for example). • Talking about flight schedules • Act out the dialogue of an air hostess and a passenger •Play the role of a flight attendant and make polite requests •Prepare a dialogue making and answering offers as an air hostess serving soft drinks to the passengers. •Act out a dialogue at the airport waiting for someone coming from abroad. •Imagine you're a tourist ask for direction and your partner shows you the way. •Make preparation for a party. •Act out dialogues in which the patient tells what he was doing when he hurts himself and the nurse gives advice. •Think of places or monuments in your country and recommend them to a foreign visitor. 	15 //// //// ////	29.41
	Reading	<ul style="list-style-type: none"> •Identify the most suitable letter openings to a positive reply to an application letter. • An e-mail about school rules. 	2 //	3.84
	Writing	<ul style="list-style-type: none"> •Prepare a press release for journalists as the public relation officer of the Timgad Music Festival Committee. • Group work: write a horoscope including subjects of travelling, meeting, important personalities, living abroad. • A letter to the international Olympic committee to persuade them to choose your city or country for the site of Olympics 	3 ///	9.09
				23

Appendix G

Stage 1 of Content Analysis (Summary of My Book of English, Year Three)

	Skills	Summary of Data
Unit1	Listening	<ul style="list-style-type: none"> • Listen to each definition of Sudoku , Manga , Karaoke and anime .Circle the right word • Match each definition with the right picture. • Compare your answers with your partners’ and correct each other. • Interpret the picture representing a Japanese boy in his bedroom. • Listen then fill in the profile of Enzo (a Japanese boy). • Listen to the interview then tick the suitable answer. • Listen to the BBC radio presenter then fill each teenager’s profile. • Work with your partner and discuss your answers and correct each other • Listen again to the interview then cross out the wrong answer in each profile. • Listen to the interview again and tick the words that best describe each winner’s personality. • Work with a group of partners and compare your answers • Listen to the conversation between Nadia and Karim then fill in each gap with the missing word
	Speaking	<ul style="list-style-type: none"> • Play roles of Nadia and Karim then change roles • Listen to the conversation between Karima and Ali • Act out the conversation then change roles. • Show the geographical location for each musical instrument • Work with a group of partners and compare your answers • Match the name of each category with the corresponding definitions. • Classify the musical instruments in the table • Compare your answers and correct each other • Underline the correct name of each musician • Ask your partner about his /her interest in music. • Fill in the questionnaire in order to know more about my partners’ personality. • Interpret the questionnaire using appropriate adjectives related to each answer. • Can I playSudoku?
	Reading	<ul style="list-style-type: none"> • Complete the sentences with always / never • Read Maria’s e-mail about her interests then correct the mistakes • I read my Grammar Tools and match the synonyms and the antonyms. • Read the text of A little Prince. Then fill in the bibliographical notes. • Fill in the reading notes. • Read the text of ‘‘Mohamed Farah’s Speech at the Arab Reading Challenge Award Ceremony in Dubai then fill in the bibliographical notes (text 2) • Tick the correct answer. • Compare your answers with your partners’ and correct each other. • Read the web article then fill in the bibliographical notes. • Read the text 3 then answer the questions. • Read the text again then answer by true or false. • Discuss and compare your answers with partners then correct each other. • Read the text ‘Save the Imzad’ then fill in the bibliographical notes . • Read the text then answer the questions. • Work with your partner and discuss your answers and correct each other • Read text 5 Dar Imzad then fill in the bibliographical notes.

		<ul style="list-style-type: none"> • Read text 5 then correct the wrong reading notes. • Work with your partner and discuss your answers and correct each other • Match each caption with its corresponding photo. • . Sing a song ‘I Can ‘Ron Brown . • Read for pleasure ‘Wise Quotes by wise People.’” • Read for pleasure: a poem by Rudyard Kipling. • Read the text of ‘What is Intangible Cultural Heritage’. • Read the text about one of the greatest Imzad players and teachers • Read the text to know whether I am a gifted child like Mohamed Farah Djeloud. • Read the text about ElhadjaFatma on her way to school.
	Writing	<ul style="list-style-type: none"> • write three sentences about myself using three adjectives from Tasks 11 and 12 • Write four sentences to describe my partner’s personality based on his answers to the questionnaire. • To write Mohamed’s profile fill in the missing information in the K.S.A table. • Write an article about Mohamed Farah Djeloud for your school magazine using the layout and the previous notes. • Designing the Arab Reading Challenge Poster. • Exchange ideas with partners to improve your posters. • Making a poster about an old musical genre or a traditional craft which is part of the Algerian national culture and to be preserved. • Exchange ideas and suggestions with partners to improve your posters.
Unit2	listening	<ul style="list-style-type: none"> • Listen to Jenny interviewing her grandmother Elizabeth about the old days due to grandparents Day ‘ • Write True or False next to each statement • Listen again the correct the false statement. • Listen again to the interview then re-order the bubbles to get a coherent conversation. • Tick the right box next to the clothing item that correspond to Jenny or her grandmother. • Match each item of clothing with the corresponding picture • Listen to the interview then circle the most suitable word. • Work with your partner and discuss your answers and correct each other • Match each game mentioned in the interview with its corresponding picture. • Tick the boxes next to the school wear items for each person. • Check your answers with partners. • Listen then match each school uniform item with its corresponding picture. • Listen to the interview between Jenny and her grandmother and fill in the gaps with the names of the school wear items I hear. • Reorder the jumbled exchanges .Then check the answers with a partner • Use the information in tasks1,7,9,12,18,and 22 to complete the interview card about the grandmother’s childhood • Work with a group of partners and compare your answer.
	Speaking	<ul style="list-style-type: none"> • Answer my partner’s questions about my grandparents’ old days. • Change roles with your partner then act out the dialogue again. • Answer your partner’s questions about your childhood games. • Change roles with your partner then act out the dialogue again. • Match each board game with its corresponding picture. • Answer my partner’s questions about boys’ and girls’ wear in Algeria. • Change roles with your partner and act out the dialogue again .use your own personal answers.

		<ul style="list-style-type: none"> • Match each women’s traditional dress with its corresponding regional origin.
	Reading	<ul style="list-style-type: none"> • Read the text about Djemila :The Roman Cuicul’’ • Ask questions on the words in bold type. • Work with a partner then each other. • Read the passage then fill in the gaps with made in or made of • Read the passage then fill in the gaps with the appropriate grammatical word to complete the description of each traditional dish. • Read the text about Setif then fill in the bibliographical notes • Read the text again and answer the questions • Workwith a partner, disccuss • Read the text about Constantine written by “Lady Herbert.” Then fill in the bibliographical notes • Read the text again then answer the questions. • Workwithyourpartner. • Read for Pleasure the text of An Algerian Artist (Alphonse-Etienne Dinet)who is the famous painter of the children’s games then complete the bio card
	Writing	<ul style="list-style-type: none"> • Look at the picture and write sentences using the semi-modal verb ‘ used to ’. • Read your partners’ questionnaire about your first year at primary school and write true personal answers • Write the appropriate adverb of frequency that best represents each battery. • Write true, personal answers to your partners’ questions using the suitable adverb of frequency. • Work with your partner and compare your answers. • Write the name of each of these traditional Algerian dishes in its corresponding box. • Write one sentence about each dish to say how often you eat it and in which occasion • Correct eachother’sanswers • Fill in the K.S.A table to interview your grandparents. • Write questions to interview your grandparents using the interview card. • Exchange ideas with your partners and improve your interview. • Write short descriptive and narrative texts comparing life in some Algerian cities about a hundred years ago and today. • Write the name of each of these traditional Algerian children’s games.
Unit3	listening	<ul style="list-style-type: none"> • Listen to the script about Dr. Bourouis. • Complete Dr.Bourouis ‘ID card • Compare the answers with your partner and correct each other. • Listen to Prof. Haba interviewed by Dr Baghdadi. • Complete the dialogue bubbles. • Work with a partner then correct each other. • Tick the four technological inventions that Prof.Haba was working on. • Work with a partner then correct each other. • Match each scientific term with its corresponding definitions adapted from Cambridge Dictionary. • Match each term with its corresponding photo. • Compare the answers with your partner and correct each other. • Re-order the jumbled exchanges. Then work with a partner and correct each other. • Choose the right word to complete Prof. Haba’s advice to Algerian students. Then work with a partner and correct each other. • Listen to your history teacher’s passage about IbnKhaldoun.

	<ul style="list-style-type: none"> • Complete the missing dates in the timeline (Part A, Part B). Then check your answers. • Work with a group of partners and compare your answers and correct each other • Listen to the text about El-Farabi and his achievement
Speaking	<ul style="list-style-type: none"> • Play roles of Dr. Bourouis and answer your partner's interview questions. • Play the role of the history teacher and answer the questions from the timetable. • Change roles with your partner and act out the dialogue again. • Look at the picture and ask questions using the correct form of the verbs • . Compare the answers with your partner and correct each other. • Answer questions to complete the conversation "what were you doing at the police station yesterday morning?" • Change roles with your partner and act out the dialogue again
Reading	<ul style="list-style-type: none"> • Match the word with its definition adapted from oxford dictionary. • Tick the appropriate polite requests in each situation. • Read the passage about Albert Einstein's biography and scientific achievement then fill in the gaps with who, which. • Read the text 1 "How Islamic Inventors changed the World" then fill the bibliographical notes. • Read text 2 about El-Zahrawi an Islamic Inventor that changed the world. • Answer the questions. • Complete the table with appropriate information. • Work with a group of partners and discuss your answers and correct each other • Interpret diagrams (A) ,(B) and give the title of Diagram A • Interpret the picture and find in the text the scientist's observation illustrated by it. • Name the surgical instrument using information from text 2. • Work with a group of partners and discuss your answers and correct each other. • Look at the picture then complete the box with the appropriate labels. • Find in text 2 the scientist's observation that lead to his two discoveries. • Read the text "Islamic Scientific Heritage". • Match the picture with its corresponding caption. • Read for pleasure what an observer sees and hears during the day • Al-Jazari mechanical engineering invention "the Castle Clock "
Writing	<ul style="list-style-type: none"> • Combine the sentences using While. • Work with a group of partners and compare your answers and correct each other. • Read and write the appropriate request using "can" or "May " and correct your answers. • Join the pairs of sentences using who or which • Spot the mistake in each sentence and correct it. • Work with a group of partners and compare your answers and correct each other. • Write three or four sentences to describe how an image of a real object is created then discuss your answers with your partners. • Write three sentences describing what El-Zahrawi and the other persons in the room doing (Cordoba,980). • Work with a group of partners and compare your answers and correct each other.

		<ul style="list-style-type: none"> • Complete the K.S.A table with the missing information. • Use the information in the Id card to write a biography of Dr. Bourouis • Exchange ideas and improve your biographical texts. • Design a brochure about Islamic Scientific Heritage. • Write biographies of eminent Muslim scientists. • Exchange ideas and improve your introduction to the brochure.
Unit4	Listening	<ul style="list-style-type: none"> • Listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria. • Choose the right name of each national park I hear • Complete information in the fact file. • Compare answers with your partners and correct each other. • Match the two words with its corresponding definition from Cambridge Dictionary. • Listen then locate each Algerian national park on the map. • Compare your answers with your partner and correct each other • Fill in the gaps to complete the passage about biosphere reserves. • Compare your answers with your partner and correct each other. • Complete the table with appropriate information .Then, compare your answers with your partner and correct each other. • Write the English name of each rare or endangered species under its corresponding picture. Compare your answers with your partner and correct each other. • Listen to the Algerian journalist interview for the International Union for Conservation of Nature (IUCN)representative talk about animal and plant species in Algeria. • Complete the fact file by ticking the right answer. Compare your answers with your partner and correct each other. • Listen to the interview then reorder the jumbled exchanges. • Work with your partner and correct each other. • Put a tick next to the causes that represent a danger to the lives of Barbary macaques. Thencheckyouranswers • Put a tick next to the solutions proposed by Dr. Sian Waters to protect Barbary macaques. Discuss and correct youranswerswith partners. • Tick the information given by the UK eco –school representative interviewed by BBC. Then,workwithyourpartner and correct eachother. • Underline the right information given by the interviewee. Then, work with your partner and correct each other. • Fill in each gap with the corresponding word .Then check your answers. • Write True or False .Then, correct the false statement. Then, work with your partner and correct each other. • Circle the right number of recommendations made by the interviewee .Then check your answers. • Order the recommendations as they are said by the interviewee then check your answers. • Fill in each gap with the right word. Work with a group of partners and discuss your answers and correct each other.
	Speaking	<ul style="list-style-type: none"> • Answer your partner’s questions to test your knowledge about biodiversity in Algeria when you finish change roles. • Answer the questions about how to get rid of litter. • Change role with your partner. • Interpret each sign and tick the box next to the correct answer. • Answer the questions about wildlife and your environment.

	<ul style="list-style-type: none"> • Interpret each sign and tick the box next to the correct answer. • Complete each box with the appropriate name of the animal from the list. • Ask questions on the underlined words using how long. • Name each item in the pictures. • Word Search: look for names of Algerian trees and animals mentioned in the unit.
Reading	<ul style="list-style-type: none"> • Match each of the words with its definition from Oxford Dictionary. • Match each sign with its corresponding text. • Match each traffic sign with its corresponding text. • Write the appropriate heading for each column “since” or “for” • Fill in the gaps with “since” or “for ”and the correct form of the verb. • Put the adjectives between brackets in the correct form. • Match each word with its definition adapted from Oxford Dictionary. • Read the text 1 about litter and fill in the bibliographical notes .Then, answer the questions. • Read the text 2 about the Saharan cheetah and fill in the bibliographical notes.Then, answer the questions. • Complete the Saharan Cheetah’s profile. • Read the guideline to write ten eco-principles. • Read texts about WWF and Greenpeace organizations. • Sing a Song of What a Wonderful World by Louis Armstrong. • Read the text “Algeria: Environmental Issues” and complete the reading notes.
Writing	<ul style="list-style-type: none"> • Rewrite each of the preceding texts using “mustn’t” or “shouldn’t”. • Rewrite each of the preceding texts using “must” or “should”. • Use connectors to express cause and consequence • Compare your answers with your partner and correct each other. • Rewrite the previous texts and the sentences using the imperative. • Write five recommendations related to your school eco-charter using the imperative. • Compare your answers with your partner and correct each other. • Compare the animals in the pictures and write three sentences. • Fill the missing information in the K.S.A table to write ten eco-principles. • Exchange ideas to improve your writing. • Design an eco-poster about a threatened native animal in your country. • Exchange ideas to improve your posters.

Appendix H

Stage 2 of Content Analysis (Coding My Book of English, Year Three Data)

<i>Unit of analysis</i>	Textbook unit	Summary of data	codes
Listening	Unit 1	•Listen to each definition of Sudoku , Manga , Karaoke and anime .Circle the right word	C.S.K
		•Match each definition with the right picture.	S.A.I.R
		•Compare your answers with your partners' and correct each other.	S.O.L.E
		•Listen then fill in the profile of Enzo (a Japanese boy).	C.S.K / S.A.I.R
		•Compare your answers with your partners'	S.O.L.E
		•Listen to the interview then tick the suitable answer.	C.S.K /S.A.I.R
		•Listen to the BBC radio presenter then fill each teenager's profile.	C.S.K /S.A.I.R
		•Work with your partner and discuss your answers and correct each other	S.O.L.E A.R
		•Listen again to the interview then cross out the wrong answer in each profile.	S.A.I.R S.AW
		•Listen to the interview again and tick the words that best describe each winner's personality.	S.A.I.R/A.R S.AW/
		•Work with a group of partners and compare your answers	S.O.L.E
		•Listen to the conversation between Nadia and Karim then fill in each gap with the missing word	S.A.I.R S.AW
		•Work with your partner and check your answers.	S.O.L.E
		•Listen to the conversation between Karima and Ali and try to sort it out with your partner	S.AW I.O.F
	•Check your answer with your partner	S.O.L.E	
	Unit 2	•Listen to Jenny interviewing her grandmother Elizabeth about the old days due to 'grandparents Day '	C.S.K / A.R I.O.E
		•Write True or False next to each statement	S.A.I.R
		•Listen again then correct the false statement.	S.A.I.R
		•Listen again to the interview then re-order the bubbles to get a coherent conversation.	C.S.K S.A.I.R
		•Tick the right box next to the clothing item that correspond to Jenny or her grandmother.	C.S.K /S.A.I.R
		•Match each item of clothing with the corresponding picture	C.S.K / S.A.I.R
		•Listen to the interview then circle the most suitable word.	S.AW/ S.A.I.R
		•Work with your partner and discuss your answers and correct each other	S.O.L.E
		•Match each game mentioned in the interview with its corresponding picture.	S.A.I.R
		•Tick the boxes next to the school wear items for each person.	C.S.K / S.A.I.R
		•Check your answers with partners.	S.O.L.E
		•Listen then match each school uniform item with its corresponding picture.	C.S.K / S.A.I.R
		•Work with your partner and discuss your answers and correct	S.O.L.E

		each other	
		•Listen to the interview between Jenny and her grandmother and fill in the gaps with the names of the school wear items I hear.	C.S.K S.A.I.R IO.E
		•Then check the answers with a partner	S.O.L.E
		•Reorder the jumbled exchanges .	S.A.I.R/ IO.E
		•Then check the answers with a partner	S.O.L.E
		•Use the information in tasks1,7,9,12,18,and 22 to complete the interview card about the grandmother’s childhood	IO.E C.S.K S.A.I.R
		•Work with a group of partners and compare your answer.	S.O.L.E
	Unit 3	•Listen to the script about Dr. Bourouis.	C.S.A
		•Then check the answers with a partner	S.O.L.E
		•Compare the answers with your partner and correct each other.	S.O.L.E
		•Complete Dr. Bourouis ‘ID card	C.S.A/S.A.I.R
		•Compare the answers with your partner and correct each other.	S.O.L.E
		•Listen to Prof. Haba interviewed by Dr. Baghdadi.	C.S.A/ A.R
		•Complete the dialogue bubbles.	S.AW/S.A.I.R
		•Work with a partner then correct each other.	S.O.L.E
		•Tick the four technological inventions that Prof. Haba was working on.	S.A.I.R A.O
		•Work with a partner then correct each other.	S.O.L.E
		•Match each scientific term with its corresponding definitions adapted from Cambridge Dictionary.	S.A.I.R A.O
		•Match each term with its corresponding photo.	S.A.I.R / A.O
		•Compare the answers with your partner and correct each other.	S.O.L.E
		•Re-order the jumbled exchanges. Then work with a partner and correct each other.	A.R/S.AW S.A.I.R
		•Choose the right word to complete Prof. Haba’s advice to Algerian students.	S.AW/S.A.I.R A.C.D
		•Then work with a partner and correct each other.	S.O.L.E
		•Listen to your history teacher’s passage about IbnKhaldoun.	C.S.A
		•Complete the missing dates in the timeline (Part A, Part B).	S.A.I.R /C.S.A A.R
		•Thencheckyouranswers.	S.O.L.E
		•Work with a group of partners and compare your answers and correct each other	S.O.L.E
		•Listen to the text about El-Farabi and his achievement	C.S.A S.O.L.E
	Unit 4	•Listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria	A.O C.S.A
		•Choose the right name of each national park I hear	C.S.A S.A.I.R
		•Thencheckyouranswers.	S.O.L.E
		•Complete information in the fact file.	C.S.A S.A.I.R
		•Compare answers with your partners and correct each other.	S.O.L.E
		•Match the two words with its corresponding definition from Cambridge Dictionary.	S.A.I.R S.AW
		•Listen then locate each Algerian national park on the map.	A.O/ C.S.A

			S.A.I.R
		•Compare your answers with your partner and correct each other	S.O.L.E
		•Fill in the gaps to complete the passage about biosphere reserves.	A.O /S.A.I.R
		•Compare your answers with your partner and correct each other.	S.O.L.E
		•Complete the table with appropriate information.	S.A.I.R /C.S.A A.O
		•Then, compare your answers with your partner and correct each other.	S.O.L.E
		•Write the English name of each rare or endangered species under its corresponding picture.	S.A.I.R / S.AW
		•Compare your answers with your partner and correct each other.	S.O.L.E
		•Listen to the Algerian journalist interview for the International Union for Conservation of Nature (IUCN)representative talk about animal and plant species in Algeria .	C.S.A /
		•Complete the fact file by ticking the right answer.	S.A.I.R C.S.A
		•Compare your answers with your partner and correct each other.	S.O.L.E
		• Listen to the interview then reorder the jumbled exchanges.	S.A.I.R /IO.E
		•Work with your partner and correct each other.	S.O.L.E
		•Put a tick next to the causes that represent a danger to the lives of Barbary macaques.	S.A.I.R
		•Thencheckyouranswers.	S.O.L.E
		•Put a tick next to the solutions proposed by Dr Sian Waters to protect Barbary macaques.	S.A.I.R
		• Discuss and correct your answers with partners.	S.O.L.E
		•Tick the information given by the UK eco –school representative interviewed by BBC.	A.O/ S.A.I.R /
		•Then, work with your partner and correct each other.	S.O.L.E
		•Underline the right information given by the interviewee.	S.A.I.R
		•Then, work with your partner and correct each other.	S.O.L.E
		•Fill in each gap with the corresponding word.	S.A.I.R /IO.E
		•Thencheckyouranswers.	S.O.L.E
		•Write True or False .Then, correct the false statement.	S.A.I.R
		•Then, work with your partner and correct each other.	S.O.L.E
		•Order the recommendations as they are said by the interviewee	S.A.I.R
		•Checkyouranswers.	S.O.L.E
		•Fill in each gap with the right word.	A.C.D/ S.A.I.R
		•Work with a group of partners and discuss your answers and correct each other.	S.O.L.E

<i>Unit of analysis</i>	Textbook unit	Summary of data	
Speaking	Unit 1	• Play roles of Nadia and Karim then change roles	A.R S.AW/ IO.F
		• Listen to the conversation between Karima and Ali . Act out	A.R/

	the conversation then change roles.	S.AW / IO.F
	• Show the geographical location for each musical instrument on the map of Algeria	C.S.A/ S.A.I.R
	• Work with a group of partners and compare your answers	S.O.L.E
	• Match the name of each category with the corresponding definitions.	S.A.I.R
	• Classify the musical instruments in the table	C.S.A /S.A.I.R
	• Compare your answers and correct each other	S.O.L.E
	• Underline the correct name of each musician	C.S.A /S.A.I.R
	• Ask your partner about his /her interest in music.	S.AW /A.R IO.F
	• Fill in the questionnaire in order to know more about my partners' personality.	C.S.A
	• Interpret the questionnaire using appropriate adjectives related to each answer.	S.O.L.E S.AW IO.F
	• Can I playSudoku?	A.O/ C.S.A
Unit2	• Answer my partner's questions about my grandparents' old days.	C.S.A / IO.E
	• Change roles with your partner then act out the dialogue again.	S.AW IO.F
	• Answer your partner's questions about your childhood games.	C.S.A / IO.E
	• Change roles with your partner then act out the dialogue again.	C.S.A/IO.F
	• Match each board game with its corresponding picture.	S.A.I.R /C.S.K
	• Answer my partner's questions about boys' and girls' wear in Algeria.	S.A.I.R/ C.S.A
	• Change roles with your partner and act out the dialogue again .use your own personal answers.	C.S.A /IO.F
	• Match each women's traditional dress with its corresponding regional origin.	C.S.A /S.A.I.R/
Unit 3	• Play roles of Dr. Bourouis and answer your partner's interview questions.	C.S.A /S.A.I.R
	• Change roles with your partner and act out the dialogue again.	S.AW /IO.F
	• Play the role of the history teacher and answer the questions from the timetable.	S.A.I.R C.S.A
	• Change roles with your partner and act out the dialogue again.	S.AW /IO.F
	• Look at the picture and ask questions using the correct form of the verbs	S.AW /S.A.I.R
	• . Compare the answers with your partner and correct each other.	S.O.L.E
	• Answer questions to complete the conversation "what were you doing at the police station yesterday morning?"	IO.F S.AW
	• Change roles with your partner and act out the dialogue again	IO.F/S.AW
Unit 4	• Answer your partner's questions to test your knowledge about biodiversity in Algeria when you finish change roles.	C.S.A / IO.F /S.A.I.R
	• Answer the questions about how to get rid of litter.	S.A.I.R C.S.K
	• Change role with your partner.	C.S.A /IO.F
	• Interpret each sign and tick the box next to the correct answer.	S.A.I.R/A.O

			A.R
		• Answer the questions about wildlife and your environment.	S.AW S.A.I.R
		• Interpret each sign and tick the box next to the correct answer.	S.A.I.R/ A.O
		• Complete each box with the appropriate name of the animal from the list.	S.A.I.R
		• Ask questions on the underlined words using how long.	S.AW
		• Name each item in the pictures.	SA.I.R.
		• Word Search :look for names of Algerian trees and animals mentioned in the unit.	C.S.A/ S.A.I.R

<i>Unit of analysis</i>	Textbook unit	Summary of data	
Reading	Unit 1	• Complete the sentences with always / never	S.AW / S.A.I.R
		• Read Maria's e-mail about her interests then correct the mistakes.	S.A.I.R IO.E /C.S.K
		• I read my Grammar Tools and match the synonyms and the antonyms.	S.A.I.R
		• Read the text of A little Prince. Then fill in the bibliographical notes.	C.S.A S.A.I.R
		• Fill in the reading notes.	S.A.I.R
		• Read the text of 'Mohamed Farah's Speech at the Arab Reading Challenge Award Ceremony in Dubai then fill in the bibliographical notes (text 2)	C.S.A S.A.I.R
		• Tick the correct answer.	S.A.I.R
		• Compare your answers with your partners' and correct each other.	S.O.L.E
		• Read the web article then fill in the bibliographical notes.	C.S.A S.A.I.R
		• Read the text 3 then answer the questions.	C.S.A /S.A.I.R
		• Read the text again then answer by true or false.	S.A.I.R
		• Discuss and compare your answers with partners then correct each other.	S.O.L.E
		• Read the text 'Save the Imzad' then fill in the bibliographical notes.	C.S.A /S.A.I.R
		• Read the text then answer the questions.	S.A.I.R
		• Work with your partner and discuss your answers and correct each other	S.O.L.E
		• Read text 5 Dar Imzad then fill in the bibliographical notes.	C.S.A /S.A.I.R
		• Read text 5 then correct the wrong reading notes.	S.A.I.R
		• Work with your partner and discuss your answers and correct each other	S.O.L.E
		• * Match each caption with its corresponding photo.	S.A.I.R /C.S.A
		• Sing a song 'I Can ' Ron Brown .	S.AW/IO.E
• Read for pleasure 'Wise Quotes by wise People.'"	D.C.K /A.R		
• Read for pleasure: a poem by Rudyard Kipling.	D.C.K /IO.E		
• Read the text of 'What is Intangible Cultural Heritage'.	C.S.K/ A.O		
• Read the text about one of the greatest Imzad players and teachers	C.S.A /IO.E		
• Read the text to know whether I am a gifted child like Mohamed Farah Djeloud.Then fill in the reading notes	C.S.A /S.O.L.E S.A.I.R		

		<ul style="list-style-type: none"> • Read the text about ElhadjaFatma on her way to school. 	C.S.A / IO.E A.C.D
	Unit 2	<ul style="list-style-type: none"> • Read the text about Djemila :The Roman Cuicul” 	C.S.A
		<ul style="list-style-type: none"> • Ask questions on the words in bold type. 	S.A.I.R
		<ul style="list-style-type: none"> • Work with a partner then each other. 	S.O.L.E
		<ul style="list-style-type: none"> • Read the passage then fill in the gaps with made in or made of 	S.AW / S.A.I.R
		<ul style="list-style-type: none"> • Read the passage then fill in the gaps with the appropriate grammatical word to complete the description of each traditional dish. 	S.AW /S.A.I.R
		<ul style="list-style-type: none"> • Read the text about Setif then fill in the bibliographical notes 	S.A.I.R /C.S.A IO.E
		<ul style="list-style-type: none"> • Read the text again and answer the questions 	S.A.I.R
		<ul style="list-style-type: none"> • Work with a partner, discuss 	S.O.L.E
		<ul style="list-style-type: none"> • Read the text about Constantine written by “Lady Herbert.”then fill in the bibliographical notes 	C.S.A /S.A.I.R A.R /IO.E
		<ul style="list-style-type: none"> • Read the text again then answer the questions. 	S.A.I.R
		<ul style="list-style-type: none"> • Workwithyourpartner . 	S.O.L.E
		<ul style="list-style-type: none"> • Read for Pleasure the text of An Algerian Artist (Alphonse- Etienne Dinet)who is the famous painter of the children’s games then complete the bio card 	C.S.A A.R S.A.I.R
		Unit 3	<ul style="list-style-type: none"> • Match the word with its definition adapted from oxford dictionary.
	<ul style="list-style-type: none"> • Tick the appropriate polite requests in each situation. 		S.AW / S.A.I.R
	<ul style="list-style-type: none"> • Read the passage about Albert Einstein’s biography and scientific achievement then fill in the gaps with who, which. 		A.O S.A.I.R /S.AW
	<ul style="list-style-type: none"> • Read the text 1 “How Islamic Inventors changed the World” then fill the bibliographical notes. 		C.S.A /S.A.I.R IO.E
	<ul style="list-style-type: none"> • Read text 2 about El-Zahrawi an Islamic Inventor that changed the world. 		C.S.A./S.A.I.R
	<ul style="list-style-type: none"> • Answer the questions. 		S.A.I.R
	<ul style="list-style-type: none"> • Complete the table with appropriate information. 		S.A.I.R
	<ul style="list-style-type: none"> • Work with a group of partners and discuss your answers and correct each other 		S.O.L.E
	<ul style="list-style-type: none"> • Interpret diagrams (A) ,(B) and give the title of Diagram A 		S.A.I.R
	<ul style="list-style-type: none"> • Interpret the picture and find in the text the scientist’s observation illustrated by it. 		S.A.I.R
	<ul style="list-style-type: none"> • Name the surgical instrument using information from text 2. 		S.A.I.R
	<ul style="list-style-type: none"> • Work with a group of partners and discuss your answers and correct each other. 		S.O.L.E
	<ul style="list-style-type: none"> • Look at the picture then complete the box with the appropriate labels. 		S.A.I.R
	<ul style="list-style-type: none"> • Find in text 2 the scientist’s observation that lead to his two discoveries. 		S.A.I.R
	<ul style="list-style-type: none"> • Read the text “Islamic Scientific and Cultural Heritage”. 		C.S.K
	<ul style="list-style-type: none"> • Match the picture with its corresponding caption. 		C.S.K / SA.I.R
	<ul style="list-style-type: none"> • Innovating ideas: Past and Present 		SA.I.R
	<ul style="list-style-type: none"> • Read for pleasure Al-Jazari mechanical engineering invention 	SA.I.R	

		“the Castle Clock ”	
	Unit 4	<ul style="list-style-type: none"> • Match each of the words with its definition from Oxford Dictionary. 	S.A.I.R
		<ul style="list-style-type: none"> • Match each sign with its corresponding text. 	S.A.I.R / A.O
		<ul style="list-style-type: none"> • Match each traffic sign with its corresponding text. 	S.A.I.R /A.O
		<ul style="list-style-type: none"> • Write the appropriate heading for each column “since” or “for”. 	S.AW / S.A.I.R
		<ul style="list-style-type: none"> • Fill in the gaps with “since” or “for”and the correct form of the verb. 	S.AW / S.A.I.R
		<ul style="list-style-type: none"> • Put the adjectives between brackets in the correct form. 	S.AW /S.A.I.R
		<ul style="list-style-type: none"> • Match each word with its definition adapted from Oxford Dictionary. 	S.A.I.R
		<ul style="list-style-type: none"> • Read the text 1 about litter and fill in the bibliographical notes .Then, answer the questions. 	S.A.I.R C.S.K /IO.A
		<ul style="list-style-type: none"> • Read the text 2 about the Saharan cheetah and fill in the bibliographical notes. Then, answer the questions. 	S.A.I.R C.S.A
		<ul style="list-style-type: none"> • Complete the Saharan Cheetah’s profile. 	S.A.I.R
		<ul style="list-style-type: none"> • Read the guideline to write ten eco-principles. 	S.AW /S.A.I.R IO.F
		<ul style="list-style-type: none"> • Read texts about WWF and Greenpeace organizations. 	C.S.K/A.O
		<ul style="list-style-type: none"> • Sing a Song of What a Wonderful World by Louis Armstrong 	D.C.K /IO.E
		<ul style="list-style-type: none"> • Read the text “Algeria: Environmental Issues” and complete the reading notes. 	S.A.I.R C.S.A

<i>Unit of analysis</i>	Textbook unit	Summary of data	CODE
Writing	Unit 1	<ul style="list-style-type: none"> • write three sentences about myself using three adjectives from Tasks 11 and 12 	C.S.A/S.A.I.R
		<ul style="list-style-type: none"> • Write four sentences to describe my partner’s personality based on his answers to the questionnaire. 	S.A.I.R S.AW
		<ul style="list-style-type: none"> • To write Mohamed’s profile fill in the missing information in the K.S.A table. 	S.AW/ S.A.I.R
		<ul style="list-style-type: none"> • Write an article about Mohamed Farah Djeloud for your school magazine using the layout and the previous notes. 	S.AW/ S.A.I.R
		<ul style="list-style-type: none"> • Designing the Arab Reading Challenge Poster. 	A.C.D /S.A.I.R.
		<ul style="list-style-type: none"> • Exchange ideas with partners to improve your posters. 	S.O.L.E
		<ul style="list-style-type: none"> • Making a poster about an old musical genre or a traditional craft which is part of the Algerian national culture and to be preserved. 	C.S.A /S.AW IO.ETH
	<ul style="list-style-type: none"> • Exchange ideas and suggestions with partners to improve your posters. 	S.O.L.E	
	Unit 2	<ul style="list-style-type: none"> • Look at the picture and write sentences using the semi-modal verb ‘used to’. 	S.AW/ S.A.I.R
		<ul style="list-style-type: none"> • Read your partners’ questionnaire about your first year at primary school and write true personal answers 	C.S.A/S.AW IO.E
		<ul style="list-style-type: none"> • Write the appropriate adverb of frequency that best represents each battery. 	S.AW/ S.A.I.R
		<ul style="list-style-type: none"> • Write true, personal answers to your partners’ questions using the suitable adverb of frequency. 	S.AW / IO.F C.S.A
		<ul style="list-style-type: none"> • Work with your partner and compare your answers. 	S.O.L.E
		<ul style="list-style-type: none"> • Write the name of each of these traditional Algerian dishes in its corresponding box. 	C.S.A/S.A.I.R

	<ul style="list-style-type: none"> • Write one sentence about each dish to say how often you eat it and in which occasion 	S.AW/ S.A.I.R C.S.A
	<ul style="list-style-type: none"> • Correct each other's answers 	S.O.L.E
	<ul style="list-style-type: none"> • Fill in the K.S.A table to interview your grandparents. 	S.AW /S.A.I.R /C.S.A
	<ul style="list-style-type: none"> • Write questions to interview your grandparents using the interview card. 	C.S.A / S.AW S.A.I.R
	<ul style="list-style-type: none"> • Exchange ideas with your partners and improve your interview. 	S.O.L.E
	<ul style="list-style-type: none"> • Write short descriptive and narrative texts comparing life in some Algerian cities about a hundred years ago and today. 	S.AW/C.S.A S.A.I.R
	<ul style="list-style-type: none"> • Write the name of each of these traditional Algerian children's games. 	C.S.A S.A.I.R
Unit 3	<ul style="list-style-type: none"> • Combine the sentences using While. 	S.AW/ S.A.I.R.
	<ul style="list-style-type: none"> • Work with a group of partners and compare your answers and correct each other. 	S.O.L.E
	<ul style="list-style-type: none"> • Read and write the appropriate request using "can" or "May " 	S.AW /IO.ETH/ S.A.I.R
	and correct your answers.	S.O.L.E
	<ul style="list-style-type: none"> • Join the pairs of sentences using who or which 	S.AW /S.A.I.R
	<ul style="list-style-type: none"> • Spot the mistake in each sentence and correct it. 	S.AW / S.A.I.R
	<ul style="list-style-type: none"> • Work with a group of partners and compare your answers and correct each other. 	S.O.L.E
	<ul style="list-style-type: none"> • Write three or four sentences to describe how an image of a real object is created 	S.AW /S.A.I.R
	<ul style="list-style-type: none"> • Then discuss your answers with your partners. 	S.O.L.E
	<ul style="list-style-type: none"> • Write three sentences describing what El-Zahrawi and the other persons in the room doing (Cordoba,980). 	S.AW / S.A.I.R
	<ul style="list-style-type: none"> • Work with a group of partners and compare your answers and correct each other. 	S.O.L.E
	<ul style="list-style-type: none"> • Complete the K.S.A table with the missing information. 	S.AW /S.A.I.R /C.S.A
	<ul style="list-style-type: none"> • Use the information in the Id card to write a biography of DrBourouis 	S.A.I.R /S.AW
	<ul style="list-style-type: none"> • Exchange ideas and improve your biographical texts. 	S.O.L.E
	<ul style="list-style-type: none"> • Design a brochure about Islamic Scientific Heritage. 	S.AW /S.A.I.R /C.SK
<ul style="list-style-type: none"> • Write biographies of eminent Muslim scientists. 	S.AW/IO.F /S.A.I.R	
	Exchange ideas and improve your introduction to the brochure.	S.O.L.E
Unit 4	<ul style="list-style-type: none"> • Rewrite each of the preceding texts using "mustn't" or "shouldn't". 	S.AW /S.A.I.R
	<ul style="list-style-type: none"> • Rewrite each of the preceding texts using "must" or "should". 	S.AW /S.A.I.R
	<ul style="list-style-type: none"> • Use connectors to express cause and consequence 	S.O.L.E
	<ul style="list-style-type: none"> • Compare your answers with your partner and correct each other. 	S.O.L.E
	<ul style="list-style-type: none"> • Rewrite the previous texts and the sentences using the imperative. 	S.AW /S.A.I.R
	<ul style="list-style-type: none"> • Write five recommendations related to your school eco-charter using the imperative. 	S.AW /S.A.I.R
	<ul style="list-style-type: none"> • Compare your answers with your partner and correct each other. 	S.O.L.E
	<ul style="list-style-type: none"> • Compare the animals in the pictures and write three sentences. 	S.AW /S.A.I.R

		• Fill the missing information in the K.S.A table to write ten eco-principles.	S.AW /S.A.I.R /C.S.A
		• Exchange ideas to improve your writing.	S.O.L.E
		• Design an eco-poster about a threatened native animal in your country.	C.S.A /S.AW
		*Exchange ideas to improve your posters.	S.O.L.E

Appendix I

Stage 3 of Content Analysis (Categorizing My Book of English, Year Three)

Unit	Code	Data	Freq	perc
Openness	Listening	<ul style="list-style-type: none"> • Tick the four technological inventions that Prof. Haba was working on. • Match each scientific term with its corresponding definitions adapted from Cambridge Dictionary. • Match each term with its corresponding photo. • Listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria. • Listen then locate each Algerian national park on the map. • Fill in the gaps to complete the passage about biosphere reserves. • Complete the table with appropriate information. • Tick the information given by the UK eco –school representative interviewed by BBC. 	8 /////	50
	Speaking	<ul style="list-style-type: none"> • Can I playSudoku? • Interpret each sign and tick the box next to the correct answer. • Interpret each sign and tick the box next to the correct answer. 	3 ///	18.75
	Reading	<ul style="list-style-type: none"> • Read the text of ‘What is Intangible Cultural Heritage’ • Read the passage about Albert Einstein’s biography and scientific achievement then fill in the gaps with who, which. • Match each sign with its corresponding text. • Match each traffic sign with its corresponding text. • Read texts about WWF and Greenpeace organizations. 	5 /////	31.25
	Writing	•	0	0
Total			16	53.33
Respect	Listening	<ul style="list-style-type: none"> • Work with your partner and discuss your answers and correct each other • Listen to the interview again and tick the words that best describe each winner’s personality. • Listen to Jenny interviewing her grandmother Elizabeth about the old days due to ‘grandparents Day ’ • Re-order the jumbled exchanges. Then work with a partner and correct each other. • Complete the missing dates in the timeline (Part A, Part B). 	5 /////	50
	Speaking	<ul style="list-style-type: none"> • Play roles of Nadia and Karim then change roles • Listen to the conversation between Karima and Ali. Act out the conversation then change roles. 	2 //	20
	Reading	<ul style="list-style-type: none"> • Read for pleasure ‘Wise Quotes by wise People.’ • Read the text about Constantine written by “Lady Herbert.” Then fill in the bibliographical notes. • Read for Pleasure the text of An Algerian Artist (Alphonse-Etienne Dinet) who is the famous painter of the children’s games then complete the bio card. 	3 ///	30
	Writing		0	3.70

Total			10	33.33
Curiosity and discovery	Listening	<ul style="list-style-type: none"> • Choose the right word to complete Prof. Haba’s advice to Algerian students. • Fill in each gap with the right word 	2	50
	Speaking		0	0
	Reading	•• Read the text about ElhadjaFatma on her way to school.	1	25
	Writing	• Designing the Arab Reading Challenge Poster.	1 ///	25
TOTAL			4	13.33

Knowledge

Unit	Code	Data	Freq	perc
C.S.A	Listening	<ul style="list-style-type: none"> • Listen to the script about Dr. Bourouis. • Complete Dr. Bourouis ‘ID card. • Listen to Prof. Haba interviewed by Dr Baghdadi. • Listen to your history teacher’s passage about IbnKhalidoun. • Complete the missing dates in the timeline (Part A, Part B). • Listen to the text about El-Farabi and his achievement • Listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria. • Choose the right name of each national park I hear. • Complete information in the fact file. • Listen then locate each Algerian national park on the map. • Complete the table with appropriate information. • Listen to the Algerian journalist interview for the International Union for Conservation of Nature (IUCN) representative talk about animal and plant species in Algeria. • Complete the fact file by ticking the right answer. 	13 /////	21.67
	Speaking	<ul style="list-style-type: none"> • Show the geographical location for each musical instrument on the map of Algeria • Classify the musical instruments in the table • Underline the correct name of each musician. • Fill in the questionnaire in order to know more about my partners’ personality. • Can I playSudoku? • Answer my partner’s questions about my grandparents’ old days. • Answer your partner’s questions about your childhood games. • Change roles with your partner then act out the dialogue again. • Answer my partner’s questions about boys’ and girls’ wear in Algeria. • Change roles with your partner and act out the dialogue again .use your own personal answers. • Match each women’s traditional dress with its corresponding regional origin. • Play roles of Dr. Bourouis and answer your partner’s interview questions. • Play the role of the history teacher and answer the 	16 /////	26.67

	<p>questions from the timetable.</p> <ul style="list-style-type: none"> • Answer your partner’s questions to test your knowledge about biodiversity in Algeria when you finish change roles. • Change role with your partner. • Word Search: look for names of Algerian trees and animals mentioned in the unit. 		
Reading	<ul style="list-style-type: none"> • Read the text of A little Prince. Then fill in the bibliographical notes. • Read the text of ‘Mohamed Farah’s Speech at the Arab Reading Challenge Award Ceremony in Dubai then fill in the bibliographical notes (text 2) • Read the web article then fill in the bibliographical notes. • Read the text 3 then answer the questions. • Read the text ‘Save the Imzad ‘then fill in the bibliographical notes. • Read text 5 Dar Imzad then fill in the bibliographical notes. • Match each caption with its corresponding photo. • Read the text about one of the greatest Imzad players and teachers • Read the text to know whether I am a gifted child like Mohamed Farah Djeloud. Thenfill in the reading notes • Read the text about ElhadjaFatma on her way to school. • Read the text about Djemila: The Roman Cuicul’’ • Read the text about Setif then fill in the bibliographical notes. • Read the text about Constantine written by “Lady Herbert.” Then fill in the bibliographical notes • Read for Pleasure the text of An Algerian Artist (Alphonse-Etienne Dinet) who is the famous painter of the children’s games then complete the bio card. • Read the text 1 “How Islamic Inventors changed the World” then fill the bibliographical notes. • Read text 2 about El-Zahrawi an Islamic Inventor that changed the world. • Read the text 2 about the Saharan cheetah and fill in the bibliographical notes. Then, answer the questions. • Read the text “Algeria: Environmental Issues” and complete the reading notes. 	18 /////	30 /////
Writing	<ul style="list-style-type: none"> • Write three sentences about myself using three adjectives from Tasks 11 and 12. • Making a poster about an old musical genre or a traditional craft which is part of the Algerian national culture and to be preserved. • Read your partners’ questionnaire about your first year at primary school and write true personal answers. • Write true, personal answers to your partners’ questions using the suitable adverb of frequency. • Write the name of each of these traditional Algerian dishes in its corresponding box. • Write one sentence about each dish to say how often you eat it and in which occasion • Fill in the K.S.A table to interview your grandparents. • Write questions to interview your grandparents using the 	13 /////	21.67 /////

		<p>interview card.</p> <ul style="list-style-type: none"> • Write short descriptive and narrative texts comparing life in some Algerian cities about a hundred years ago and today. • Write the name of each of these traditional Algerian children’s games. • Complete the K.S.A table with the missing information. • Fill the missing information in the K.S.A table to write ten eco-principles. • Design an eco-poster about a threatened native animal in your country. 		
			60	41.66
C.S.K	Listening	<ul style="list-style-type: none"> • Listen to each definition of Sudoku, Manga, Karaoke and anime. Circle the right word. • Listen then fill in the profile of Enzo (a Japanese boy). • Listen to the interview then tick the suitable answer. • Listen to the BBC radio presenter then fill each teenager’s profile. • Listen to Jenny interviewing her grandmother Elizabeth about the old days due to ‘grandparents Day’. • Listen again to the interview then re-order the bubbles to get a coherent conversation. • Tick the right box next to the clothing item that correspond to Jenny or her grandmother. • Match each item of clothing with the corresponding picture. • Tick the boxes next to the school wear items for each person. • Listen then match each school uniform item with its corresponding picture. • Listen to the interview between Jenny and her grandmother and fill in the gaps with the names of the school wear items I hear. • Use the information in tasks 1, 7, 9, 12, 18, and 22 to complete the interview card about the grandmother’s childhood. 	12 /////	54.55 /////
	Speaking	<ul style="list-style-type: none"> • Match each board game with its corresponding picture. • *Answer the questions about how to get rid of litter. 	2 //	9.09
	Reading	<ul style="list-style-type: none"> • Read Maria’s e-mail about her interests then correct the mistakes. • Read the text of ‘What is Intangible Cultural Heritage’ • Read the text “Islamic Scientific and Cultural Heritage”. • Match the picture with its corresponding caption. • Innovating ideas: Past and Present. • Read the text 1 about litter and fill in the bibliographical notes. Then, answer the questions. • Read texts about WWF and Greenpeace organizations. 	7 //// ///	31.81
	Writing	<ul style="list-style-type: none"> • Design a brochure about Islamic Scientific Heritage. 	1 /	4.55
Total			22	15.30
D.C.K	Listening		0	0
	Speaking		0	0
	Reading	<ul style="list-style-type: none"> • •Read for pleasure ‘Wise Quotes by wise People.’ 	3	100

		<ul style="list-style-type: none"> ••Read for pleasure: a poem by Rudyard Kipling. •• Sing a Song of What a Wonderful World by Louis Armstrong 	/////	
	Writing		0	0
Total			3	2.08
S.AW	Listening	<ul style="list-style-type: none"> • Listen again to the interview then cross out the wrong answer in each profile. • Listen to the interview again and tick the words that best describe each winner’s personality. • Listen to the conversation between Nadia and Karim then fill in each gap with the missing word. • Listen to the conversation between Karima and Ali and try to sort it out with your partner. • Listen to the interview then circle the most suitable word. • Complete the dialogue bubbles. • Re-order the jumbled exchanges. Then work with a partner and correct each other. • Choose the right word to complete Prof. Haba’s advice to Algerian students. • Match the two words with its corresponding definition from Cambridge Dictionary. • Write the English name of each rare or endangered species under its corresponding picture. 	10 /////	17
	Speaking	<ul style="list-style-type: none"> • Play roles of Nadia and Karim then change roles • Listen to the conversation between Karima and Ali. Act out the conversation then change roles. • Ask your partner about his /her interest in music. • Interpret the questionnaire using appropriate adjectives related to each answer. • Change roles with your partner then act out the dialogue again. • Change roles with your partner and act out the dialogue again. • Change roles with your partner and act out the dialogue again. • Look at the picture and ask questions using the correct form of the verbs. • Answer questions to complete the conversation “what were you doing at the police station yesterday morning?” • Change roles with your partner and act out the dialogue again. • Answer the questions about wildlife and your environment. • Ask questions on the underlined words using how long. 	12 /////	20..
	Reading	<ul style="list-style-type: none"> • Complete the sentences with always / never. • Sing a song ‘I Can’ Ron Brown. • Read the passage then fill in the gaps with made in or made of • Read the passage then fill in the gaps with the appropriate grammatical word to complete the description of each traditional dish. • Tick the appropriate polite requests in each situation. • Read the passage about Albert Einstein’s biography and 	9 /////	15.25

	<p>scientific achievement then fill in the gaps with who, which.</p> <ul style="list-style-type: none"> • Write the appropriate heading for each column “since” or “for”. • Fill in the gaps with “since” or “for” and the correct form of the verb. • Put the adjectives between brackets in the correct form. 		
Writing	<ul style="list-style-type: none"> • Write four sentences to describe my partner’s personality based on his answers to the questionnaire. • To write Mohamed’s profile fill in the missing information in the K.S.A table. • Write an article about Mohamed Farah Djeloud for your school magazine using the layout and the previous notes. • Making a poster about an old musical genre or a traditional craft which is part of the Algerian national culture and to be preserved. • Read your partners’ questionnaire about your first year at primary school and write true personal answers • Write the appropriate adverb of frequency that best represents each battery. • Write true, personal answers to your partners’ questions using the suitable adverb of frequency. • Write one sentence about each dish to say how often you eat it and in which occasion. • Fill in the K.S.A table to interview your grandparents. • Write questions to interview your grandparents using the interview card. • Write short descriptive and narrative texts comparing life in some Algerian cities about a hundred years ago and today. • Combine the sentences using While. • Read and write the appropriate request using “can” or “May “ • Join the pairs of sentences using who or which • Spot the mistake in each sentence and correct it. • Write three or four sentences to describe how an image of a real object is created • Write three sentences describing what El-Zahrawi and the other persons in the room doing (Cordoba, 980). • Complete the K.S.A table with the missing information. • Use the information in the ID card to write a biography of Dr. Bourouis. • Design a brochure about Islamic Scientific Heritage. • Write biographies of eminent Muslim scientists. • Rewrite each of the preceding texts using “mustn’t” or “shouldn’t”. • Rewrite each of the preceding texts using “must” or “should”. • Rewrite the previous texts and the sentences using the imperative. • Write five recommendations related to your school eco-charter using the imperative. • Compare the animals in the pictures and write three sentences. • Fill the missing information in the K.S.A table to write ten 	<p>28 //// //// //// //// //// //// ////</p>	<p>47.46</p>

		eco-principles. • Design an eco-poster about a threatened native animal in your country.		
Total			59	41

Skills

Unit	Code	Data	Freq	perc
S.O.L.E	Listening	<ul style="list-style-type: none"> • Work with your partner and discuss your answers and correct each other. • Listen to the text about El-Farabi and his achievement 	37 //// //// //	55.22
	Speaking	<ul style="list-style-type: none"> • Work with your partner and discuss your answers and correct each other. • Interpret the questionnaire using appropriate adjectives related to each answer. • Compare the answers with your partner and correct each other. 	4 ////	6
	Reading	<ul style="list-style-type: none"> • Discuss and compare your answers with partners then correct each other. • Work with a group of partners and discuss your answers and correct each other. 	9 /////	13.43
	Writing	<ul style="list-style-type: none"> • Compare the answers with your partner and correct each other. • Exchange ideas with partners to improve your posters. Discuss and compare your answers with partners then correct each other. • Compare the answers with your partner and correct each other. • Exchange ideas and suggestions with partners to improve your posters. • Work with your partner and compare your answers. • Exchange ideas with your partners and improve your interview • Work with a group of partners and compare your answers and correct each other. • Work with a group of partners and compare your answers and correct each other. • Discuss and compare your answers with partners then correct each other. • Exchange ideas and improve your biographical texts. • Compare the answers with your partner and correct each other. • Use connectors to express cause and consequence • Compare your answers with your partner and correct each other. • Exchange ideas to improve your writing. • Compare the answers with your partner and correct each other. • Exchange ideas to improve your posters. 	17 //// //// //// //	25.37
Total			67	32.05
S.A.I.R	Listening	<ul style="list-style-type: none"> • Match each definition with the right picture. • Listen then fill in the profile of Enzo (a Japanese boy). • Listen to the interview then tick the suitable answer. 	44 ////	31

		<ul style="list-style-type: none"> • Listen to the BBC radio presenter then fill each teenager’s profile. • Listen again to the interview then cross out the wrong answer in each profile. • Listen to the interview again and tick the words that best describe each winner’s personality. • Listen to the conversation between Nadia and Karim then fill in each gap with the missing word. • Write True or False next to each statement • Listen again then correct the false statement. • Listen again to the interview then re-order the bubbles to get a coherent conversation. • Tick the right box next to the clothing item that correspond to Jenny or her grandmother. • Match each item of clothing with the corresponding picture • Listen to the interview then circle the most suitable word. • Match each game mentioned in the interview with its corresponding picture. • Tick the boxes next to the school wear items for each person. • Listen then match each school uniform item with its corresponding picture. • Listen to the interview between Jenny and her grandmother and fill in the gaps with the names of the school wear items I hear. • Reorder the jumbled exchanges. • Use the information in tasks 1, 7, 9, 12, 18, and 22 to complete the interview card about the grandmother’s childhood. • Complete Dr. Bourouis’s ID card. • Complete the dialogue bubbles. • Tick the four technological inventions that Prof. Haba was working on. • Match each scientific term with its corresponding definitions adapted from Cambridge Dictionary. • Match each term with its corresponding photo. • Re-order the jumbled exchanges. • Choose the right word to complete profHaba’s advice to Algerian students. • Complete the missing dates in the timeline (Part A, Part B). • Choose the right name of each national park I hear • Complete information in the fact file. • Match the two words with its corresponding definition from Cambridge Dictionary. • Listen then locate each Algerian national park on the map. • Fill in the gaps to complete the passage about biosphere reserves. • Complete the table with appropriate information. • Write the English name of each rare or endangered species under its corresponding picture. • Complete the fact file by ticking the right answer. • Listen to the interview then reorder the jumbled 		
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	<p>exchanges.</p> <ul style="list-style-type: none"> • Put a tick next to the causes that represent a danger to the lives of Barbary macaques. • Put a tick next to the solutions proposed by Dr. Sian Waters to protect Barbary macaques. • Tick the information given by the UK eco –school representative interviewed by BBC. • Underline the right information given by the interviewee. • Fill in each gap with the corresponding word. • Write True or False .Then, correct the false statement. • Order the recommendations as they are said by the interviewee • Fill in each gap with the right word. 		
Speaking	<ul style="list-style-type: none"> • Show the geographical location for each musical instrument on the map of Algeria. • Match the name of each category with the corresponding definitions. • Classify the musical instruments in the table. • Underline the correct name of each musician. • Match each board game with its corresponding picture. • Answer my partner’s questions about boys’ and girls’ wear in Algeria. • Match each women’s traditional dress with its corresponding regional origin. • Play roles of Dr. Bourouis and answer your partner’s interview questions. • Play the role of the history teacher and answer the questions from the timetable. • Look at the picture and ask questions using the correct form of the verbs. • Answer your partner’s questions to test your knowledge about biodiversity in Algeria when you finish change roles. • Answer the questions about how to get rid of litter. • Change role with your partner. • Interpret each sign and tick the box next to the correct answer. • Answer the questions about wildlife and your environment. • Interpret each sign and tick the box next to the correct answer. • Complete each box with the appropriate name of the animal from the list. • Name each item in the pictures. • Word Search: look for names of Algerian trees and animals mentioned in the unit. 	<p>19</p> <p>////</p> <p>////</p> <p>////</p> <p>///</p>	13.38
Reading	<ul style="list-style-type: none"> • Read Maria’s e-mail about her interests then correct the mistakes. • I read my Grammar Tools and match the synonyms and the antonyms. • Read the text of A little Prince. Then fill in the bibliographical notes. • Fill in the reading notes. 	<p>49</p> <p>////</p> <p>////</p> <p>////</p> <p>///</p>	34.5

	<ul style="list-style-type: none"> • Read the text of ‘Mohamed Farah’s Speech at the Arab Reading Challenge Award Ceremony in Dubai then fill in the bibliographical notes (text 2) • Tick the correct answer. • Read the web article then fill in the bibliographical notes. • Read the text 3 then answer the questions. • Read the text again then answer by true or false. • Read the text ‘Save the Imzad’ Then fill in the bibliographical notes. • Read the text then answer the questions. • Read text 5 Dar Imzad then fill in the bibliographical notes. • Read text 5 then correct the wrong reading notes. • Match each caption with its corresponding photo. • Read the text to know whether I am a gifted child like Mohamed Farah Djeloud. Then fill in the reading notes. • Ask questions on the words in bold type. • Read the passage then fill in the gaps with made in or made of • Read the passage then fill in the gaps with the appropriate grammatical word to complete the description of each traditional dish. • Read the text about Setif then fill in the bibliographical notes • Read the text again and answer the questions • Read the text about Constantine written by “Lady Herbert.” Then fill in the bibliographical notes • Read the text again then answer the questions. • Read for Pleasure the text of An Algerian Artist (Alphonse-Etienne Dinet) who is the famous painter of the children’s games then complete the bio card • Match the word with its definition adapted from oxford dictionary. • Tick the appropriate polite requests in each situation. • Read the passage about Albert Einstein’s biography and scientific achievement then fill in the gaps with who, which. • Read the text 1 “How Islamic Inventors changed the World” then fill the bibliographical notes. • Read text 2 about El-Zahrawi an Islamic Inventor that changed the world. • Answer the questions. • Complete the table with appropriate information. • Interpret diagrams (A) ,(B) and give the title of Diagram A • Interpret the picture and find in the text the scientist’s observation illustrated by it. • Name the surgical instrument using information from text 2. • Look at the picture then complete the box with the appropriate labels. • Find in text 2 the scientist’s observation that lead to his two discoveries. • Match the picture with its corresponding caption. • Innovating ideas: Past and Present • Read for pleasure Al-Jazari mechanical engineering 		
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		<p>invention “the Castle Clock ”</p> <ul style="list-style-type: none"> • Match each of the words with its definition from Oxford Dictionary. • Match each sign with its corresponding text. • Match each traffic sign with its corresponding text. • Write the appropriate heading for each column “since” or “for”. • Fill in the gaps with “since” or “for” and the correct form of the verb. • Put the adjectives between brackets in the correct form. • Match each word with its definition adapted from Oxford Dictionary. • Read the text 1 about litter and fill in the bibliographical notes. Then, answer the questions. • Read the text 2 about the Saharan cheetah and fill in the bibliographical notes. Then, answer the questions. • Complete the Saharan Cheetah’s profile. • Read the guideline to write ten eco-principles. • • Read the text “Algeria: Environmental Issues” and complete the reading notes. 		
	<p>Writing</p>	<ul style="list-style-type: none"> • write three sentences about myself using three adjectives from Tasks 11 and 12 • Write four sentences to describe my partner’s personality based on his answers to the questionnaire. • To write Mohamed’s profile fill in the missing information in the K.S.A table. • Write an article about Mohamed Farah Djeloud for your school magazine using the layout and the previous notes. • Designing the Arab Reading Challenge Poster. • Look at the picture and write sentences using the semi-modal verb ‘used to’. • Write the appropriate adverb of frequency that best represents each battery. • Write the name of each of these traditional Algerian dishes in its corresponding box. • Write one sentence about each dish to say how often you eat it and in which occasion • Fill in the K.S.A table to interview your grandparents. • Write questions to interview your grandparents using the interview card. • Write short descriptive and narrative texts comparing life in some Algerian cities about a hundred years ago and today. • Write the name of each of these traditional Algerian children’s games. • Combine the sentences using While. • Read and write the appropriate request using “can” or “May “ • Join the pairs of sentences using who or which • Spot the mistake in each sentence and correct it. • Write three or four sentences to describe how an image of a real object is created. • Write three sentences describing what El-Zahrawi and the other persons in the room doing (Cordoba, 980). 	<p>30 //// //// ////</p>	<p>21.12</p>

		<ul style="list-style-type: none"> • Complete the K.S.A table with the missing information. • Use the information in the Id card to write a biography of Dr. Bourouis • Design a brochure about Islamic Scientific Heritage. • Write biographies of eminent Muslim scientists. • Rewrite each of the preceding texts using “mustn’t” or “shouldn’t”. • Rewrite each of the preceding texts using “must” or “should”. • Use connectors to express cause and consequence • Rewrite the previous texts and the sentences using the imperative. • Write five recommendations related to your school eco-charter using the imperative. • Compare the animals in the pictures and write three sentences. • Fill the missing information in the K.S.A table to write ten eco-principles. 		
Total			142	68

Internal outcomes

Unit	Code	Data	Freq	Perc
IO.E	Listening	<ul style="list-style-type: none"> • Listen to Jenny interviewing her grandmother Elizabeth about the old days due to ‘grandparents Day ’ • Listen to the interview between Jenny and her grandmother and fill in the gaps with the names of the school wear items I hear. • Reorder the jumbled exchanges. • Use the information in tasks 1, 7, 9, 12, 18, and 22 to complete the interview card about the grandmother’s childhood. • Listen to the interview then reorder the jumbled exchanges. 	5 /////	29.41
	Speaking	<ul style="list-style-type: none"> • Answer my partner’s questions about my grandparents’ old days. • Answer your partner’s questions about your childhood games. 	2 //	12
	Reading	<ul style="list-style-type: none"> • Read Maria’s e-mail about her interests then correct the mistakes. • Sing a song ‘I Can’ Ron Brown. • Read for pleasure: a poem by Rudyard Kipling. • Read the text about one of the greatest Imzad players and teachers • Read the text about ElhadjaFatma on her way to school. • Read the text about Setif then fill in the bibliographical notes • Read the text about Constantine written by “Lady Herbert.” Then fill in the bibliographical notes • Read the text 1 “How Islamic Inventors changed the World” then fill the bibliographical notes. • Sing a Song of What a Wonderful World by Louis Armstrong 	9 /////	53
	Writing	<ul style="list-style-type: none"> • Read your partners’ questionnaire about your first year at primary school and write true personal answers 	1 /	5.88

Total			17	44.73
IO.F	Listening	<ul style="list-style-type: none"> • Listen to the conversation between Karima and Ali and try to sort it out with your partner 	1 /	5.56
	Speaking	<ul style="list-style-type: none"> • Play roles of Nadia and Karim then change roles • Listen to the conversation between Karima and Ali. *Act out the conversation then change roles. *Ask your partner about his /her interest in music. • Interpret the questionnaire using appropriate adjectives related to each answer. • Change roles with your partner then act out the dialogue again. • Change roles with your partner then act out the dialogue again. • Change roles with your partner and act out the dialogue again .use your own personal answers. • Change roles with your partner and act out the dialogue again. • Change roles with your partner and act out the dialogue again. • Answer questions to complete the conversation “what were you doing at the police station yesterday morning?” • Change roles with your partner and act out the dialogue again • Answer your partner’s questions to test your knowledge about biodiversity in Algeria when you finish change roles. • Change role with your partner. 	14 //// //// ////	78
	Reading	<ul style="list-style-type: none"> • Read the guideline to write ten eco-principles. 	1 //	5.56
	Writing	<ul style="list-style-type: none"> • Write true, personal answers to your partners’ questions using the suitable adverb of frequency. • Write biographies of eminent Muslim scientists. 	2 //	11
Total			18	47.36
IO.ETH	Listening		0	0
	Speaking		0	0
	Reading		0	0
	writing	<ul style="list-style-type: none"> • Making a poster about an old musical genre or a traditional craft which is part of the Algerian national culture and to be preserved. • Read and write the appropriate request using “can” or “May” 	2 //	100
Total			2	5.26
IO.A	Listening		0	0
	Speaking		0	0
	Reading	<ul style="list-style-type: none"> • Read the text 1 about litter and fill in the bibliographical notes. Then, answer the questions. 	1 /	100
	writing		0	0
Total			1	2.63

Résumé

Le manuel occupe une position centrale en tant que ressource pédagogique principale dans l'éducation. Dans le contexte de l'enseignement des langues étrangères (FLE), il est crucial que les manuels intègrent des composantes culturelles afin de fournir aux apprenants les compétences nécessaires pour naviguer et interagir efficacement dans diverses cultures universelles. Ainsi, la compétence interculturelle (CI) est devenue un objectif essentiel dans le domaine de FLE, ce qui nécessite l'application de l'enseignement interculturel des langues dans un environnement qui favorise l'apprentissage interculturel. Par conséquent, cette étude visait à réaliser une analyse comparative entre '*Spotlight on English, Book Three*' et '*My Book of English, YearThree*' en se basant sur le modèle de Deardorff de la CI. Une analyse approfondie des données collectées auprès des manuels de la première et de la deuxième génération de la troisième année moyenne, ainsi qu'un entretien réalisé avec les enseignants du même niveau, ont abordé les questions de recherche. Les résultats ont révélé que '*Spotlight on English, Book Three*' avait un impact plus important sur le développement de la compétence communicative interculturelle par rapport à '*My Book of English, YearThree*,' car il révèle beaucoup plus de dimensions interculturelles. De plus, l'entretien a mis en évidence la prise de conscience des enseignants quant à la pertinence du contenu interculturel et culturel pour améliorer la compétence communicative interculturelle des apprenants. De plus, les enseignants ont exprimé leur déception quant à l'intégration de la CI dans le manuel de deuxième génération, ce qui confirme les résultats obtenus de l'analyse des manuels. Cette recherche recommande d'améliorer la mise en œuvre du manuel et d'adapter les tâches interculturelles pour stimuler les composantes de la CI.

Mots-clés. Analyse de manuel, compétence interculturelle, enseignement interculturel des langues, My Book of English, Spotlight on English

ملخص

يحتل الكتاب المدرسي موقعاً حاسماً كمصدر تعليمي أساسي داخل الفصول الدراسية. فبمقتضى قدرته على اللغات الأجنبية، من الضروري أن تندمج الكتب المدرسية عناصر ثقافية لتمنح المتعلمين المهارات اللازمة للتفاعل بفعالية في ثقافات متنوعة عموماً. وبالتالي، أصبحت الكفاءة بين الثقافات هدفاً حيوياً ضمن مجال تدريس اللغات الأجنبية، مما يتطلب تدريسها بمنهج المتأقفة. ولذلك، تهدف هذه الدراسة إلى إجراء تحليل لمقارن كتاب *"Spotlight on English, Book Three"* وكتاب *My Book of English, Year Three* " *English, Year Three* " باعتماد نموذج دار دور فل كفاءة بين الثقافات. تم إجراء تحليل شامل للبيانات المجمعة من الجيل القديم والجديد للكتب المدرسية للسنة الثالثة من التعليم المتوسط، وتم إجراء مقابلة مع أساتذة نفس المستوى للإجابة على أسئلة البحث. كشفت النتائج عن *Spotlight on English, Book Three* " "لهنا تأثير أكبر في تعزيز كفاءة بين الثقافات بالمقارنة مع *My Book of English, Year Three* "، حيثنيكشفعنا بعباد ثقافية متعددة بشكل أكبر. بالإضافة إلى ذلك، توضح المقابلة عيالمعلمين بأهمية المحتوى الثقافي والثقافة في تحسين كفاءة بين الثقافات للمتعلمين. علاوة على ذلك، أعر بمعلمو التعليم المتوسط عن خيبة أملهم في كفاءة بين الثقافات في كتاب الجيل الثاني، مما يؤكد النتائج المستخلصة من تحليل الكتب المدرسية. يوصي هذا البحث بتحسين تصميم الكتاب المدرسي وتكييف المهام الثقافية لتحفيز مكونات كفاءة بين الثقافات. *الكلمات المفتاحية: الكفاءة بين الثقافات، تحليل الكتب المدرسية، تدريس اللغات بكفاءة بين الثقافات،*

Spotlight on English, My Book of English