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**Descriptive Content Analysis to Dissect Intercultural Competence
in the New Headway "Intermediate" (4th ed.) Textbook and in
Teaching Instruction: The Case of the Centre of Intensive
Language Teaching at the University of Tébessa**

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

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“The best project you will ever work on is you” -Sonny Franco-

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List of Acronyms and Abbreviations

CEFR	Common European Framework of Reference
CEIL	Centre d'Enseignement Intensif des Langues ¹
EFL	English as a Foreign Language
FL	Foreign Language
FLT	Foreign Language Teaching
IC	Intercultural Competence
ICC	Intercultural Communicative Competence
IcLT	Intercultural Language Teaching
L2	Second Language

...etc. and so on and so forth

ed. edition

Ed. Editor

Eds. Editors

e.g. for example

i.e., that is to say

¹ Centre of Intensive Language Teaching (English translation)

DESCRIPTIVE CONTENT ANALYSIS TO DISSECT
INTERCULTURAL COMPETENCE IN THE NEW HEADWAY
“INTERMEDIATE” (4th ed.) TEXTBOOK AND IN TEACHING
INSTRUCTION: THE CASE OF THE CENTRE OF INTENSIVE
LANGUAGE TEACHING AT THE UNIVERSITY OF TÉBESSA

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Abstract

Culture and language are inseparable in their essence; thus, any textbook developed for Foreign Language Teaching (FLT) should consider integrating cultural aspects for learners to function effectively in an increasingly multicultural world. Indeed, Intercultural Competence (IC) has emerged as an important goal of Foreign Language (FL) education, necessitating Intercultural Language Teaching (IcLT) in an intercultural learning environment. This exploratory study aims to provide a comprehensive understanding of the content of the *New Headway* "intermediate" (4th ed.) textbook by probing into its interculturality. The study also seeks to evaluate the intermediate-level teaching instruction at the Centre of Language Intensive Teaching (CEIL) at Tebessa University. Content analysis of data collected from textbook analysis and observation checklist answered the research questions. Indeed, the findings reveal that the textbook introduces a significant amount of intercultural material for learners to be mediators between their cultures and the foreign ones, making it an appropriate intercultural resource for both learners and teachers. Besides, observations evince that the principles of IcLT are used to a certain extent, for the teacher observed somewhat succeeded in incorporating intercultural instances while she sometimes totally ignored some elements in the textbook that trigger IC. This research suggests a set of recommendations and pedagogical implications that aim at improving textbook implementation and at encouraging selectivity of teaching materials that develop intercultural speakers and mediators rather than native-like speakers.

Keywords: Intercultural Competence (IC), Intercultural Language Teaching (IcLT), New Headway, textbook analysis

General Introduction

Language and culture are inextricably linked; therefore, it is impossible to learn a language without learning its culture as well, and without communicating effectively in cultural contexts. Indeed, such settings foster intercultural interaction, and if interspersed with IcLT, IC prepares learners for appropriately and effectively interacting and accommodating their communication as required by the context.

Research Background

Culture and humanity have been linked since the beginning of time; therefore, the cultural aspects of any social group can be adapted and learned by other groups to explore the cultural identity more, and to see how people live and express their attitudes in their communities. Indeed, those cultural elements have a crucial position in learning any language, and this integration has become a must. To learn a language means to learn how it functions in society since it is determined by its users, and most importantly it refers to learning how it reflects various reactions, affect and attitudes that each community develops in real social situations; i.e., social changes lead to changes in language.

English is one of the most commonly spoken and taught languages in many countries all over the world, and it holds a crucial and unique spot, as a Foreign Language (FL) or a Second Language (L2). The ultimate purpose of learning/teaching this language is to develop and create native-like speakers who are able to communicate with others, and who possess adequate grammar, pronunciation, and the four skills proficiency. However, interacting with others cannot be accomplished with such components only, but target culture learning is needed as well. Therefore, learners exposed to these language functions and to knowledge about the target culture indirectly function in a cultural context that acquaints them with adequate communication.

Cultural competences cannot be learned simply; learners should be exposed to cultural

variations and differences to notice how their cultures differ from others. In this light, many researchers proclaimed the need for integrating local (Mizab, 2020) and target cultures and for creating an intercultural speaker profile, which should be the mission of language material.

Liddicoat (2004) argues that cultivating intercultural understanding in language education is far above introducing disconnected excerpts. As a result, there is a need for developing textbooks, as one of the pedagogical sources aiming at creating intercultural speakers that are able to compare, reflect, respect, and work as mediators between cultures. Therefore, this kind of textbooks should incorporate the intercultural dimension in its overall purposes, content, skills, and assessment. These processes can be examined and tested on a regular basis to evaluate, improve, and update their practicality that dovetails with IC.

However, we agree that this knowledge integrated in English as a Foreign Language (EFL) material is not sufficient without adequate instruction and way of teaching. Thus, the intercultural approach and IcLT in particular facilitate the mission of exploiting intercultural material through interpretations, communication, and attitudes development.

Based on the combination of these variables, cultures, language learning, IC and IcLT, this research probes into the extent to which IC is present in the *New Headway* “Intermediate” (4th ed.) textbook and in the teaching instruction at the CEIL.

Statement of the Problem

Learners tend to focus on learning languages without paying much attention to interculturality and the necessity of learning culture as a fifth skill. Indeed, such neglect tends to mirror their educational background that is mainly based on language input and language skills. In fact, many studies tried to dissect IC components in Algerian-made middle and secondary EFL textbooks, which proved to be absent (Amziane, 2020; Benzekri & Bouhabel, 2019; Chaibi & Bareche, 2015). However, the CEILs at different Algerian universities, in addition to some private schools, use the *New headway* textbook, whose interculturality and

the way of teaching it are unknown so far.

Research Objectives

This study aims at exploring interculturality by:

1. Providing comprehensive understanding of the content of the *New Headway* “intermediate” (4th ed.) textbook.
2. Examining the teaching instruction at the intermediate level at the CEIL of Tebessa University.

Research Questions

The current study attempts to answer three main questions:

1. Research Question 1: To what extent are IC components represented in the four skills in the *New Headway* “intermediate” (4th ed.) textbook?
2. Research Question 2: To what extent do teachers incorporate IC in EFL classes at the CEIL of Tebessa University?
3. Research Question 3: How do teachers incorporate IC in EFL classes at the CEIL of Tebessa University?

Significance of the Study

The importance of the study lies in:

1. Bringing a useful contribution to the field of EFL teaching/learning as far as the adequate choice of textbooks and adjustments in the way of teaching are concerned.
2. Understanding the construction of interculturality in EFL material, particularly in textbooks.
3. Shedding light on the extent to which interculturality is integrated in EFL classes at the CEIL of Tebessa University.
4. Paving the way for investigating interculturality in all sectors’ (middle, secondary, university) EFL classes.

5. Encouraging teaching strategies and techniques that integrate interculturality.

Research Methodology Design

To achieve the research objectives and to provide answers to the research questions, the research design used is exploratory, and it depends on data that are collected and analysed following an inductive approach, and that are interpreted based on a qualitative research method. Primary research tools include content analysis of the *New Headway* “intermediate” (4th ed.) textbook and observation of the way of instruction through the sample textbook at the CEIL of Tebessa University.

Delimitations and Limitations

Every research work is not undertaken purely without constraints. In the present study, we intended to observe teachers teaching B1 level,² but we ended up observing one teacher, for there are only two B1 groups, one of which is taught by our supervisor whom we cannot observe in order not to fall in the trap of bias that harms our research ethics.

Structure of the Dissertation

The dissertation consists of three chapters. First, the general introduction describes the context in which the study is conducted as well as the purpose, research questions, significance of the study, and the research methodology design. Then, Chapter I reviews the literature and the theoretical framework upon which the study is based, including IC in textbook evaluation and IcLT. Next, Chapter II outlines the methodology design, including the research paradigm, philosophies, approach, method, and the strategies employed in data collection and analysis. After that, Chapter III reports the results and discussions of the textbook analysis and the observation of teacher instruction. Finally, the general conclusion draws conclusions and suggests its contributions, recommendations, pedagogical implications, and future insights.

² Refers to the intermediate level, according to the Common European Framework of Reference (CEFR)

Chapter I: Literature Review

Introduction

This chapter examines the literature on cultural conceptualisations, the relationship between language and culture, approaches to teaching culture in FL education, and IC and its core models. Furthermore, it provides a thorough explanation of textbooks, their significance, and evaluation. It concludes with a comprehensive understanding of IcLT, including its historical context, principles, and application. These serve as the theoretical foundation for the present study.

Culture and Language

Culture

Conceptualisation of Culture. Everything we do in this world is influenced by our heritage, religion, principles, customs, and a plethora of obstacles based on beliefs, all of which constitute culture, which is notoriously difficult to define. Culture can be divided into two distinct attributes: Big C culture and small c culture. First, big C culture is portrayed as the most essential component of culture, whilst small c culture is given an even less frequency. According to Tomalin and Stempleski (1993), big C culture covers history, institution, literature, film and music. On the other hand, small c culture comprises beliefs and perspectives impacted by culture particularly conveyed via language.

According to Adeskou et al. (1990), culture is divided into four meanings. The first is the aesthetic meaning, including customs, films, music, and many other aspects of Big C culture. Second, the sociological meaning of small c culture refers to organization, family structure, quality, interpersonal relationships, way of life, and so on. Third, the semantic sense encompasses the entire conceptualisation system that influences perceptions and thought processes. Fourth, the pragmatic or sociolinguistic sense consists of specific information and skills that enable successful and effective communication.

Wardhaugh (2006) used the term culture to refer to anything that we need to know to perform in a given culture; for him, culture is the know-how that we need to get through our daily life. We can deduce that culture is a difficult term to define; it is innate existing to shape social relationships and everyday experiences in society. It plays a significant role in the production of social order, as well as in making up a culture's perceptual environment.

What is Culture. Many academics attempted to develop a definition of culture. Kramersch's (1995) is the best example. She stated that culture is associated with the term 'social', and that there are at least two terms in describing a social community that has been referred to as culture. The first term comes from the humanities and focuses on how a social group manifests itself through manufactured matters. The second term is derived from the social sciences and refers to fundamental meanings; i.e., the set of behaviours, arts, and ways of life that are shared by a group of people. Therefore, anthropology and education are the two main fields that can interpret culture.

Culture in Anthropology. Culture has been thoroughly studied as anthropology has progressed. According to Duranti (1997, as cited in Belkhir-Benmostefa, 2017), culture is something we learn, transmit, and pass down through generations as a result of human actions, because language serves as a medium through which people in a society express and transmit their culture. Similarly, Goodenough (1964) and Hall (2001) defined culture as "everything that members of a particular society need to know or believe in order to conduct themselves appropriately" (as cited in Belkhir-Benmostefa, 2017, p. 19). It is primarily a representation of people's perceptions, relationships, and interpretations of events.

Accordingly, any culture has its origins in a specific society whose members have come to accept and agree on a variety of principles. Later, through logical social contact, these divergent principles spread among members of the same generation, and they are finally learned and transmitted as a whole from one generation to the next.

Furthermore, Brown (2000) defines culture as a collection of ways of life developed by a group of people; it is about the social activities that strengthen individuals' bonding, and that make them distinguishable from others (Nur, 2014).

To summarize, anthropologists simply interpret the concept of culture in its broadest sense; their definitions include everything people learn to do and all aspects of human existence.

Culture in Education. In education, culture is divided into two categories: Big C culture and small c culture. According to Lee (2009, as cited in Belkhir-Benmostefa, 2017), big C culture is concerned with a collection of facts and figures about the target society's arts, customs, geography, and culture. To be more specific, big C culture refers to the society's key accomplishments as well as its geographical qualities, faiths, and so on. Small c culture, on the other hand, incorporates people's values, behaviours, and daily activities.

In contrast to previous statements, Peterson (2004, as cited in Belkhir-Benmostefa, 2017) linked Big C culture to classic or traditional themes, such as social standards, legal foundations, and fundamental values, whereas small c culture is related to topics such as space usage, clothing, fashion, music, and opinions, in addition to people's characteristics and actions.

Researchers agree that big C culture topics are more likely to appeal to advanced EFL learners, whereas small c culture is critical for learners in their first year of university because their interest or motivation in learning FLs is supposed to be stimulated by small c culture, and EFL is completely different from learning English in middle and secondary schools (Seely, 2015 as cited in Bennoukh, 2019).

Furthermore, researchers believe that developing small c culture knowledge among learners during their first year of academic English will improve their IC in their future interactions with others. Indeed, due to the socio-cultural values, conventions, attitudes, and

assumptions inherent in the concept of small c culture, the basic principles of EFL learning are upcoming contacts with foreigners (Belkhir-Benmostefa, 2017). As a result, the concept of culture is important and necessary for humans to transmit and learn in their daily lives. It is beneficial in teaching L2s or FLs because culture is an important central factor in determining who we are as people, such as the clothes we wear, the way we speak, the language we use, and the type of music we listen to.

What is not Culture. To gain better knowledge about cultural contexts, Brooks (1968) stated that culture and geography are not the same. The latter is an investigation of the earth's surface, including its land, oceans and other factors, and it can only be the material or the tool in which culture takes place. He also claimed that culture and history are different terms; history is a field whose goal is to understand and tell stories about the past, though it seems to have the same direction of culture.

Brooks (1968) also claimed that folklore studies a set of customs and practices, being elements of people's everyday living, that create an emotional relationship between participants in the same cultural group. Folklore, indeed, is undeniable and vivid in a variety of ways that can be beneficial for a social group, so culture and folklore are not the same.

Brooks (1968) further explicated that culture and literature do not share the same principles due to the nature of things. Literature can only provide us with a portion albeit a very significant part of what needs to be done; however, culture is the subject that is taught.

In addition, Brooks (1968) proclaimed that culture differs from civilization, for the latter is oriented to describe a group of people who come together. Thus, civilization refers to the developed condition of human societies that achieved a high level of culture.

In brief, geography is just a tool or the surrounding of a culture that also comes before history, but culture and history somehow share the same idea in which both are concerned with the past. Besides, folklore seems to be part of culture. However, civilization is primarily

interested in the advancement and people's improvement. In this sense, culture is a term that could stand or rely on other aspects (Brooks, 1968).

Issues in Defining Culture. Many academics concentrated on culture. As a result, its definition revolves around their field of concern, and a plethora of interpretations have emerged. Corresponding to Hinkel and Long (1999), they believe that there are as many definitions of culture as there are disciplines of inquiry in culture. Another significant factor contributing to the impossibility of defining this concept is Thanassoulas's (2001) assertion of its “dynamic nature” (p. 8).

As a result of the infinite ways of interpreting the term culture, it is associated with an uncountable number of important fields. Culture is not static; it is rather dynamic as it evolves over time. Each generation has its own style, way of thinking and clothing that differ from previous or following generations, resulting in a shift in their culture. We can think of it as cultural change, in which culture varies depending on time, context, and the adoption of new customs and principles from one generation to the other.

Culture in EFL. Culture is an important component of language instruction; it is impossible to learn a language without understanding its culture, which appears ineffective and incomplete. For learners, learning a language without knowing anything about the people who speak it seems pointless, so learning a language entails studying its culture. Beginning with Byram and Kramsch (2008), they emphasised the ineffectiveness of language without taking into account the cultural context.

Tomalin (2008) believed that today's international adoption of the English language is part of globalisation, which justifies teaching culture as a fifth skill in EFL schools, alongside listening, speaking, reading, and writing. For him, language skills are all important, but the fifth skill would teach how to adjust the English language to comprehend, respect, and accept the differences in others' values and methods of perceiving the world around them. Teaching

culture also entails the shift in attitudes represented through the use of language.

Furthermore, understanding the target culture is important in EFL classes, as Peck (1984) confirmed that knowing other people's rules of behaviour is critical if today's FL learners are to communicate in the target language. Peck (1984) added that FL instruction is insufficient without the study of culture; studying language would seem pointless to FL learners if they had no background of people who deliver it. In other words, learning a FL will remain insufficient and unsuitable to meet learners' intercommunication needs if it is not taught and learned in a way that balances strict knowledge of the four language skills and the knowledge of people who deliver it. Indeed, the primary concern of FL instruction is to improve learners' ability to speak in a variety of cultural situations. In order to succeed such an aim, culture teaching goals and objectives must be established. In this respect, Damen (1987) proposed a set of culture teaching objectives:

- To improve both the mother and target cultures by recognising and accepting differences in values and beliefs.
- To encourage people to learn about new and strange cultures.
- To improve intercultural communication skills in culturally similar environments.
- To acquire knowledge of intercultural understanding that recognises cultural diversity and its consequences.
- To encourage personal flexibility for ongoing learning and evolution, as well as to assist learners in understanding cultural influences as a natural process.

In a FL setting, Seely (2015, as cited in Bennoukh, 2019) proposed six goals for teaching culture:

- The student understands role expectations, as well as other social factors such as religion, age, socioeconomic status, location, and their influence on how people speak and act.
- The student expresses interest in another culture as well as empathy for its people

- The student recognises the importance of a culturally-conditioned image that must be discovered in people's minds when they think and react to their surroundings in order to communicate effectively.
 - The student recognises that situational circumstances and norms have a significant influence on behaviour.
 - The student understands that people act in certain ways because they are utilising the opportunities provided by their society to meet basic physical and psychological needs.
-)The student can evaluate the amount of data that supports generalisation about a specific culture and can organise cultural data from the news, library, and personal data.

To summarize, the goal of culture learning is to help learners understand their own culture as well as others' cultures. In this way, learning culture assists learners in becoming more aware of their culture and others', as well as drawing parallels between them. Most importantly, teaching should establish clear and attainable objectives that sustain studying both the FL and its culture. In this case, learners should be able to observe their culture mirrored in the foreign culture, and to be aware of other cultures with resemblance. Culture differs, and what works for one person may not work for another.

Language

Definition of Language. Human beings can communicate by speaking and interacting with one another; they can share bits of information, instructions, and gratitude. Thus, language is an ideal tool for communication. However, language is a difficult concept to define because it differs and varies from one linguist to another.

For example, Verderber (1999, as cited in Wulandari, 2021) stated: "Language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area or the same cultural tradition" (p. 52). For him, we use language to evaluate, and we must choose our words carefully so as

not to offend someone on purpose. He added that we use language to communicate about topics that are not part of our daily lives by discussing past and future elements.

Chomsky (1957, as cited in Lee, 1957), on the other hand, considered language as a collection of finite or infinite sentences, emphasising the importance of grammar in producing sentences. Additionally, Bloomfield and Sapir (1922) conceptualised language as being related to humans, who have various standard systems of symbols and sounds that they produce as a result of communication. Wardhaugh and Fuller (2021) added that language is a tool for accomplishing goals; it is not just information or rules or a set of knowledge, but it must do sounds and words for communication as well.

Accordingly, language is simply an innate method of communication used as a tool to communicate through words, information, sounds, and many other forms. Language can be used by focusing on grammar, in which sentences can be limited or unlimited and made up only of a few components. Language is a method of using symbols, sounds, words, grammatical sentences, and specific knowledge to express feelings, thoughts, ideas, or gestures and, as a result, communicate with one another.

Language and Culture Nexus

It is widely assumed that language is a component of culture and plays a significant role in it. Langue and Brown (1996) asserted that it is impossible to separate language and culture without losing the meaning of both.

To illustrate the interaction between language and culture, three different perspectives (philosophical, contact, and pragmatic metaphors) can be used. First, Jiang (2000) asserted, from a philosophical standpoint, that language and culture combine to form a living creature, with language serving as the flesh and culture serving as the blood, without which neither can thrive. Second, from a linguistic standpoint, the language used to communicate is like the ability to swim, and culture is the water, so communication would be useless without culture,

and culture would be unthinkable without using the language. Third, from a pragmatic standpoint, language is a medium and a beneficial vehicle, whereas culture is the traffic. The connection between the two is that language facilitates communication while culture regulates communication; however, sometimes facilitating and hindering communication depend on our perceptions.

Additionally, when attempting to comprehend the contact between language and culture, Kramsch and Widdowson (1998) suggest three key concepts to consider. To begin with, "language expressed cultural existence" (p. 3) demonstrates that it is possible to express cultural matter through language. People's words reflect their opinions as much as ideas. Second, "language embodies cultural matter" (p. 3) refers to the fact that language is important for people to communicate effectively in their daily lives. Third, "language symbolizes cultural existence" (p. 3) stands for how people use language to express their social identity.

To summarize, language and culture are inextricably linked; language is a means to reveal and communicate without culture, and culture is preserved through the use of language. Indeed, we cannot comprehend or deal with culture unless we have already learned the language.

Intercultural Competence

Human beings, throughout history, have likely recognised the importance of becoming educated, not only in the needed social interpersonal skills but also in cultural contexts.

Historical Perspective

The term *intercultural* was used by Byram and Zarate (1996) for intercultural speakers as a cultural competence model. Interculturality was associated with the concept of mediation. Indeed, educators and learners have to consider the distinction between being able to live in two cultures, and being able to act as mediators between people from two or more different

cultural and linguistic contexts. In such a process, interacting necessitates ones' intercultural skills to shift from merely absorbing linguistic knowledge to questioning others' perspectives and worldviews.

As for the term *competence*, IC, transcultural competence and cross-cultural competence all have been coined to replace knowledge about culture (Byram & Wagner, 2018). Thus, the belief that EFL learners must gain knowledge of both their culture and the foreign one and the view of being aware of intercultural surroundings in various FL communicative settings are referred to as IC.

Language education has evolved from linguistic competence to communicative competence to IC over time. To address the criticism leveled at Hymes's (1972) communicative competence in FLT for predominately seeking native-like fluency and accuracy, the concept of Intercultural Communicative Competence (ICC) has been proposed as an expansion of communicative competence. Byram and Wagner (2018) discussed this notion of native speakers' and speakers' uniformity, asserting the concept of native speaker as a model for cultural learning and the ideal for linguistic competence. The latter is challenged and defeated by Chomsky's (1960, as cited in Byram and Wagner, 2018) use of the term competence and performance, wherein culture competency has supplanted cultural knowledge.

At the beginning, after the First World War, language learners were exposed to, and required to acquire, linguistic competence being regarded as a critical goal in language learning, including grammatical structure, vocabulary and pronunciation. Accordingly, teachers failed to consider the importance of cultural context in language acquisition.

The rise of pragmatics in the 1960's and the 1970's, with an increased focus on the performance of speech acts, made language education shift and realise that teaching well-structured sentences does not enable learners to communicate effectively. Hymes (1972)

coined the term "communicative competence" to explain systems that underpin communicative behaviours. Over time, the concept of communicative competence was revisited and adjusted. For instance, Van EK (1986, as cited in Hosi, 2011) expanded this notion with five competences to include sociolinguistic competence, discursive competence, strategic competence, social competence, and socio-cultural competence.

The concept of ICC or IC resulted from realigning language education's goal on culture rather than aiming at linguistic or communicative competences solely.

Definition of Intercultural Competence

There are several definitions of IC given by many scholars. The ability to interact and communicate effectively and appropriately across cultures is central to the definition of IC (Byram, 1997; Crichton et al, 2004). Deardorff (2006) stated a workable definition of IC, which is "the ability to communicate effectively and appropriately in intercultural situations based on ones' intercultural knowledge, skills and attitudes" (p. 247).

Wiseman (2002) explained the two notions of appropriateness and effectiveness. Appropriate communication suggests that the conveyed messages are the ones expected in a given communicative setting. He further explicated that effective communication suggests that "people are able to achieve desired personal outcomes" (p. 209). Besides, the interaction quality is governed by the fact that interculturally-competent individuals in a given situation are expected to choose effective communicative strategies accurately, predict others' responses, and show acceptance and recognition of different conversation rules. Thus, they will end up interacting in a responsive, accurate and clear manner (Wiseman, 2002).

The ability to mediate across cultures allows learners to examine themselves from an external standpoint, and evaluate and accommodate their own behaviours and beliefs. Indeed, this notion of mediation necessitates self-reflection ability (Byram & Zarate, 1996).

The active aspect of the forgoing definitions is "to interact." Wiseman (2002)

explicated this concept positing that during the communicative process, communicators are supposed to coordinate their verbal and non-verbal behaviours to achieve social functions and personal goals, as well as adhering to the norms and expectations of interactive situations. Therefore, we can consider communicators interculturally-competent when they abide by such requirements.

For someone to be interculturally competent, certain conditions are required: Knowledge, motivation, and skills. The knowledge component of IC is conceptualised as the necessary needed information for successful interaction; i.e., “awareness and understanding” (Wiseman, 2002, p. 211). In terms of motivation, it refers to the influence and interactions elicited while interacting. Wiseman (2002) posits that motivation is determined by the type of feelings that govern communication. For instance, uncertainty and stress will lead to negative emotional state, whereas positive feelings, such as confidence and excitement, will lead to positive motivation and strong desire to communicate with others (Wiseman, 2002). The final IC component is skills, which entails the needed set of behaviours to communicate interculturally. According to Wiseman (2002), research has revealed that skilled behaviours ensure interacting in a flexible supportive and adaptive manner. Deardorff (2006) mentioned various skills, including to analyse, to interpret, to relate as well as cognitive skills, as flexibility and the ability to compare. These components are detailed in the models of IC.

Models of Intercultural Competence

IC models have appeared recently to help educators plan their teaching methods and lessons. Noticeably, Mizab (2020) summarised the most prominent, influential and adoptable IC models in FLT, which are proposed by many scholars, who posit that a model of an intercultural speaker should replace that of a native speaker. These models are Bennett’s (1998), Chen’s and Starosta’s (1996), Deardorff’s (2006), and Byram’s (1997).

Bennett (1998) proposed a model of IC, which implies that individuals’ experience

with cultural differences becomes more complex, so do their competences in intercultural relations. Bennett's model denotes the transition from a stage to another. (a) Denial encompasses attitudes that only one's culture is real and authentic. (b) Defence represents recognition of others' cultures but from a comparative defensive worldview. (c) Minimisation incorporates discovering others' cultural differences as reflected in ones' culture. Therefore, to recognize ones' indigenous culture as one of the diverse cultures around the world is actually (d) acceptance. Communicators become more skilled and inclined to acceptance in the process of adapting behaviours. At this stage, (e) adaptation represents the process by which ones' and others' experiences result in appropriate perceptions and behaviours. (f) If IC progresses to reach the extreme of the continuum, individuals will integrate their cultural worldviews with others'.

Critiques of this model advocate that it is a linear model of IC development, for Scarino (2009) criticised this model for not addressing the important connection between language teaching and IC.

Chen's and Starosta's (1996) model accentuates communicators' abilities to acknowledge flexibility, respect and tolerance depicting a "symmetrical interdependence transformational process" (p. 362). Such a process can be explained in three ways. First, intercultural sensitivity refers to someone's emotional desire to recognize, endure and embrace diversity before, after and during intercultural interaction. Second, intercultural awareness refers to comprehending how cultures vary and to understanding divergences between cultures. Third, intercultural adroitness is the behavioural component of IC, wherein communicators become interculturally competent when they improve their message skills, behaviour flexibility and communication management to achieve the desired communicated goals at the end of a particular interactive setting (Chen & Starosta, 1996).

Deardorff (2004, as cited in Deardorff, 2006) proposed a responsive and more

adaptable process model that illustrates the complexities of acquiring IC via outlining movements and the process taking place between the elements. The main concern was the conceptualisation of successful interactions across cultures, which prompted her to develop an intercultural framework, which starts by attitudes at the personal level to external outcomes at the interactive level; it consists of attitudes, knowledge, skills, internal outcomes and external outcomes. All in all, based on these constituents, IC can be conceptualised as the effectiveness and appropriateness of behaviours in intercultural settings (Deardorff, 2006).

Byram's (1997) model, upon which the other models are constructed, comprises five "savoirs" to be acquired by language learners. They are:

1. *Savoir* (knowledge): Byram and Zarate (1996) refer to it as "cultural references" (p. 242). It structures the knowledge of a certain culture and relates it to interlocutors' values.
2. *Savoir être* (attitudes): It encompasses both affective and cognitive independent competences, including openness, curiosity and "readiness to suspend disbelief about other cultures and belief about one's own" (Byram et al, 2002, p. 12)
3. *Savoir comprendre* (skills of interpreting and relating): It refers to the capacity to interpret another culture's texts and documents and associating and reflecting them to one's culture (Deardorff, 2009).
4. *Savoir faire* (skills of interaction): This is the competence that incorporates the previous three types. It refers to the ability to apply knowledge, attitudes and skills in relation to non-educational situation constraints. It is the capacity of distinguishing local / present meanings and the meaning of a different culture. We can notice that this is a dependent capacity based on cultures' relationships (Deardorff, 2009).
5. *Savoir engager* (critical culture awareness): It entails referring critically to one's beliefs, values and behaviours and evaluating those bases in comparison to other cultures (Deardorff, 2009).

This model evinces the importance of culture integration in FLT, but we clearly notice a lack of clarity and specificity regarding the level of integration. Although the model dimensions are useful in multiple educational settings where there is necessity to incorporate culture, this framework does not amply demonstrate the process that learners follow to achieve deeper levels of intercultural understanding.

The way we see this model confirms that it is the most appropriate framework to define IC, since it is cognizant of the core elements and capacities that learners need in intercultural settings, and that intercultural speakers should have.

Intercultural Speaker

Intercultural speaker is a key concept in the intercultural dimension that distinguishes intercultural skills from cultural/linguistic skills of the traditional FLT objective, native speaker. Byram and Zarate (1996) proposed the intercultural speaker expression, believing that it can act as a cultural mediator by combining language skills and cultural awareness skills.

Mediation is a key component of this concept. It is the ability to "act as an intermediary between interlocutors who are unable to understand each other directly, typically speakers of different languages" (Council of Europe, 2001 as cited in Clouet, 2008, p. 87). Corbett (2003) added intercultural speakers' awareness of various cultural possibilities to this notion, including data exchange, which may assist learners in selecting the most appropriate speech style for a given situation. According to Byram (1997), intercultural speakers' interests are primarily concerned with others' social lives as well as familiar and unfamiliar cultural experiences.

By returning to Byram's IC model, there is a wide range of abilities that intercultural interlocutors may possess, including the ability and readiness to interact and communicate with people from other cultures, and engagement in various norms and rites in an interactive

situation. For example, understanding the impact of paralinguistic messages, possible topic interpretations, and the various gestures and customs involved are potential features of intercultural speakers.

To reinforce our presumption, Byram (1997) mentioned an important interrelated notion about the processes and norms of social interactions. He claimed that intercultural speakers must be aware of nonverbal interaction practices, language formality levels, and taboos. Intercultural speakers, therefore, can identify issues and dysfunctions that arise in specific situations when it comes to misunderstandings in everyday interactions. For example, intercultural speakers can spot overgeneralisations or the introduction of irrelevant ideas to the topic, so they can solve these problems for better communication.

In a nutshell, an intercultural speaker is someone who possesses most or all of the five *savoirs* of IC and, thus, meets the actual demands of FLT. A suitable combination of knowledge, skills, and attitudes is required to interact in a new cultural situation, taking language, culture familiarity, and acceptance of differences between one's and others' points of view into account. As a result, teachers can incorporate the criteria of IC into a methodologically-planned approach to teaching and learning languages.

Textbook Evaluation

Textbook evaluation is typically the mission of teachers, and it is more effective if it is done collaboratively by each one engaged in the teaching/learning process.

Definition of Textbooks

Textbooks appear to be the primary means of conveying knowledge and information to learners in a simple and orderly manner. There are two types of instructional materials used in the classroom: Printed materials, such as textbooks and handouts, and electronic materials, such as videos and cassettes. One of the most commonly used materials is textbooks.

In this regard, Ur (1999) defined textbooks as synonymous with coursebooks that

teachers and learners have a copy of, and that are intended to be the foundation for a course. Furthermore, Cunningsworth (1995) confirmed that textbooks are seen as a means for learners to practice exercises and multiple activities, as a source of different skills such as speaking and writing, and as an effective instrument for inexperienced teachers.

Importance of Textbooks Use

Textbooks are used by both teachers and learners. Hutchinson and Torres (1994) stated that textbooks serve teachers' and learners' training, through learning alternative suggestions in teaching and learning. Besides, textbooks play the role of an explicit guide for teachers. In the same context, Richards (2001) claimed that textbooks are useful in a variety of situations. Initially, they supplement the process of teaching, and they can function as a sort of training for novice teachers; for example, they provide them with suggestions on how to design and teach classes. Second, textbooks are useful for learners as well, for they provide them with a primary means of communication with course content.

Teaching today would not be possible without the adoption of textbooks since they are an essential component of teachers' professional expertise, the program's framework and the syllabus. A textless program may lack a central core, and learners cannot properly follow up a well-prepared curriculum.

The use of textbooks in a program ensures that learners in different classes are exposed to similar material; i.e., textbooks are useful in the standardisation of instructions. Besides, they are available to save time for teachers to concentrate on teaching rather than producing materials. Additionally, textbooks serve an ideological function; they are used for transmission (providing knowledge) or in a more dialogic, participatory, or interpretative manner (discussing the dispute in order to come up with agreement, and improving knowledge and the way of interpretation).

Overall, textbooks are beneficial in the teaching/learning process, particularly for

teachers and learners. Indeed, the teacher's job is somewhat lightened owing to the multiple directions and endless opportunities provided by textbooks that ease their implementation, and learners become familiar with the restrictions and boundaries of the subject matter being taught resulting in effective learning.

Textbook Evaluation

Textbooks are important to study objects because they can be used to investigate various aspects of the teaching/learning process. Some studies demonstrated the usefulness of textbooks in the class and how they are utilised to conduct critical analysis of their content. For example, Herrera (2012) examined how textbooks used in class affect learners' learning and promote the educational discourse of learners as citizens, as far as their rights conceived in childhood are concerned.

As far as IC is concerned, Bonilla (2008) conducted a project that investigated how English textbooks are written, and how they demonstrate the development of cultural and intercultural components across units and across skills (reading, listening, speaking, and writing). Indeed, this research aims to look into the development of IC in the material and the benefits it provides for learners.

Evaluating EFL Textbooks for Intercultural Competence. The identification of the cultural dimension as a vital component has been one of the important considerable alterations in language learning and teaching throughout the last few decades. Indeed, culture tends to be frequently overlooked in EFL learning, but even if it is not ignored, it is restricted to the culture of the target language (Damar, 2013).

Textbooks are one of the most significant tools for equipping learners with cultural competence, especially in a FL setting. Textbooks have a considerable influence on EFL learners' intercultural knowledge, skills, and attitudes of the target culture, as Buttjes and Byram (1991) suggest that culturally textbooks can help learners to learn the target language

faster. Similarly, Davcheva and Sercu (2003) confirmed that EFL textbooks can considerably affect the way culture is taught in FL classes. Therefore, since EFL textbooks are intended to aid the FL teaching/learning process, they must encompass features of the target culture due to the interdependence of language and culture. In other words, EFL textbooks must consider cultural knowledge that is adapted from real-life circumstances to be used as a source of knowledge in the classroom.

There has been many categorisations proposed for EFL textbooks; for example, Cortazzi and Jin (1999) classified textbooks into three groups based on their cultural content:

1. Learners own culture, the source culture.
2. Target culture where the target language is used as a first language.
3. International target culture. (pp. 204-205)

We can deduce from the preceding categories that the first category covers textbooks created at the national level for a specific country, not to teach the target culture, but with the possibility to teach the learners' local culture. The second type is solely concerned with the target culture; indeed, textbooks centered on a certain culture are available due to their commercial nature; they are frequently chastised. The last category includes a wide range of items, including English as the international language in a collection of cultures from around the world (Cortazzi & Jin, 1999).

To attain IC and promote cultural awareness, EFL textbooks must include indirect or explicit cultural information to express learners' diversity of viewpoints and people's perceptions of the world. Thus, EFL textbooks must provide learners with relevant and helpful information whose content is cultural.

Several attempts have been made to evaluate textbooks for culture/intercultural in general. Kim and Paek (2015) utilised them as a criterion, defining them in terms of big C culture, including music, literature, ...etc, and small c culture, such as food, fairs, ...etc. This

duality is consistent with Brooks's (1968) definition of culture as formal (mostly manifested in social group characteristic that the individual is aware of, and adaption of people's behaviour, eating, sleeping, etc). In addition, Kim and Paek (2015) examined content references using Cortazzi's and Jin's (1999) cultural categories of source culture, target culture, and international culture in textbooks.

Images and photographs are frequently used to help learners focus on experiences that are part of their everyday lives. Ahmed and Narcy-Combes (2011) looked at how images in textbooks used in Pakistan and by foreign authors represent learners' culture, as well as the sensibility of learners' cultural preconceptions in textbooks. Similarly, Ajideh's and Panahi's (2016) project focused on the cultural and rational usage of images in textbooks concerning:

)Images with a cultural tie to the native culture.

)Images with culture-free reference.

)Images with general references.

)Images with specific references.

)Images with references to foreign cultures.

Finally, textbook evaluation guides the selection of cultural factors to be evaluated. Indeed, such studies demonstrate that IC is a multifaceted concept that can be approached differently throughout textbooks.

Intercultural Language Teaching (IcLT)

FLT cannot be restricted solely to presenting the linguistic skills; it is also related to learners' ability to grasp knowledge about others' beliefs, attitudes and behaviours, and to understand, differentiate, compare and respect their own and others' cultures. The emergence of multiple methods and approaches –defined by Richards and Schmidt (2013) as the set of principles, rules and theories applied in language teaching processes- to integrate culture in teaching language is important and useful, but in fact, learners' essential problem, being “the

need to communicate in the language” (Liddicoat, 2004, p. 1), is not solved. Sellami (2000) claimed that “a simplistic, rather naïve view maintaining that teaching language we by definition also teach its cultural baggage falls short of credibility” (p. 3). It is commonly known that culture is somewhat implicitly integrated throughout the different teaching materials, such as a text or a video about cultural celebrations, historical movies, idioms explanations, which uncertainly allows learners to reflect and connect their language and culture and the target ones. As a response, Byram and Zarate (1996) articulated an important approach that links culture and language as interrelated concepts for the sake of communication and social interaction between people of different cultures: It is IcLT.

Theoretical Perception

There are many disciplines that corroborate the intercultural approach (Corbett, 2003), which contributes to properly understand its fundamental ideas that shape the “intercultural” basis, naming linguistic anthropology, ethnography, sociolinguistics, genre analysis, critical discourse analysis, and literary media and cultural studies.

First, linguistic anthropology is concerned with language functions in communication, in the production of cultural forms, in the society, and in transmitting its cultural and social needs (Merriam-Webster, n.d). Indeed, it is highly compatible with the intercultural approach, since the latter deduces its anthropological practices from ethnography (Corbett, 2003, p. 9). Indeed, through ethnography, particularly participant observation, social and cultural groups are systematically recorded to produce narrative accounts of certain speech communities that allow understanding them. Such a method enables instructors to provide instances of observation, interpretation and explanation of social and cultural phenomena, which is the essence of IcLT. Besides, sociolinguistics entails providing explanations about language functions in society and the various ways in which it is used to communicate social meaning, and therefore, this approach to language description and exploration refers to cultural aspects

as the intercultural approach does.

Furthermore, genre analysis is an exploration mode that analyses texts within their social and cultural context. It correlates with the intercultural approach in exploring and explaining the purpose behind certain text forms together with their cultural milieu (Corbett, 2003). In addition, critical discourse analysis examines language as a form of cultural and social practice. Corbett (2003) declared that this discipline supplies a set of critical skills that are indispensable elements for the intercultural approach, on the one hand, and that it requires learners to assess target language products as well as developing their intercultural awareness, on the other hand. Finally, in spite of being criticised (Byram, 1997), Corbett (2003) summarised some studies (Brumfit & Carter, 1986; Lazar, 1993; Mc Rae, 1991) that valued the influence of cultural studies in FLT since cultural language teaching is incorporated within literature that is vital in language learning along with cultural understanding.

Approaches to Teaching Culture in the Intercultural Approach

The intercultural approach implicates five different approaches in teaching culture.

Using Culture to Motivate Communication. In this approach, Tomalin and Stempleski (1993) concentrated on the study of culturally-influenced behaviours, small culture that encompasses customs, beliefs, attitudes, leisure, food as behaviours; products such as literature and arts; and ideas such as values. They assume that the incorporation of culture should emerge from the language material being studied to reclassify one's worldview, revamp the relation between its consistent elements, communicate it, and "motivat[e] language use" (Corbett, 2003, p. 25).

Language as Acculturation. Acculturation is defined by Byram, Morgan and colleagues (1994, as cited in Corbett, 2003) as the process of increasing learners' motivation to act well within the new culture, but maintaining their identities. Therefore, learners are encouraged to recognise their cultural aspects to end up admitting cultural variations.

Language Learning as Enculturation. Enculturation to language learning is a contentious alternative to acculturation. Corbett (2003) defines it as the process whereby learners are integrated into the target cultural context, and wherein their native-like proficiency in language use and cultural practices can be used as springboard for any further education.

Language Learning as Social and Political Education. Harrison's and his collaborators' (1990) concerns regarding culture are: (a) "the procedural culture of the classroom," (b) "the effect of political decisions on the content of the language teaching programs," and (c) "how adequately teaching materials reflect" (p. 1). Mizab (2020) contends that these apprehensions collide with reality in which political complexities dominate almost any facet of life. Indeed, learners and their identities are affected by these social and political burdens, but this approach proves patent in establishing cultural understanding (Corbett, 2003). As a result, enhancing educational stakeholders' and learners' awareness of social and political concerns becomes a necessity (Mizab, 2020).

Moving Culture from the Margins to the Centre. This approach, unlike the preceding one, integrates culture teaching in the communicative curriculum; Corbett (2003) describes it as follows:

cultural topics (e.g. exploring how personal and group identities and values are constructed) are interesting and motivating acculturation (the ability to function in another culture while maintaining one's own identity) is important cultural awareness-raising is an aspect of values education' (Maley's introduction to Tomalin and Stempleski, 1993: 3); intercultural language education should cast a critically reflective eye on its own workings. (p. 30)

It is, indeed, evident that the intercultural approach adjusts various practices from the forgoing frameworks to assess and adopt the development of IC. Moreover, it gives

importance to intercultural knowledge and incorporating it into curriculum. Thereby, it redefines the goal of language education from native-like proficiency to ICC (Corbett, 2003).

Principles of Intercultural Language Teaching

IcLT prioritises cultural awareness and attempts to teach cultural aspects and competences while developing linguistic skills. In order to achieve this aim, IcLT advocates a set of pedagogical principles to culture teaching.

Active Construction. It is proposed by Liddicoat et al. (2003). It entails learners' active and deliberate participation in constructing meaning, and their constant ability to reflect on themselves and the other in variable communicative contexts (Liddicoat, 2004). The teacher must provide opportunities for learners to recognise cultural aspects, avoid programming learners to memorise facts, and engage them in interpretations, recognition, comparison and analysis to enhance such skills.

Making Connections. The manifestation of learners' culture and linguistic knowledge in classroom settings fosters correlating, comparing, contrasting and making constant connections between the already known culture, knowledge and language and the new ones (Liddicoat, 2004).

Social Interaction. This principle is called by Crichton and Scarino (2007) constructing intercultural "knowing" as a "social action" (p. 12). They suggested that learners' knowledge, principles and ideologies are related to their specific cultural and linguistic backgrounds rather than being independent. Furthermore, Liddicoat (2004) asserted that culture learnt through interaction enables learners to witness cultural differences and to discuss possible interpretations and worldviews.

Reflection. Having the opportunity to reflect on, and to recognise, cultural differences is a pertinent element of IcLT. This opportunity is gained only when learners fully comprehend and control their linguistic and cultural backgrounds (Crichton & Scarino, 2007).

Responsibility. Liddicoat (2004) deduced that learners must be aware that they are responsible for effective interaction with the speech community along with working to develop their perceptions of their own and others' languages, cultures and speech. Crichton and Scarino (2007) confirmed that it is necessary to be responsible, sensitive and respectful towards cultural variations.

These principles settle the foundation for the entire approach, and they form the basis for teachers, learners and material designers to create an intercultural exploratory language teaching/learning experience.

The Aim of IcLT

It is abundantly clear that success in learning languages necessitates not only working out knowledge of the language, but also thorough understanding its cultural dimensions. To cope with globalisation, IcLT prioritises the need for communication and advocates instructing culture by fostering intercultural communication along with honing the language skills. According to Byram (1997), intercultural knowledge involves the ability to understand one's home culture and the target culture as well, in addition to the ability to individually and socially communicate. He defined an intercultural person, the goal of IcLT, as someone who can use both linguistic and socio-cultural knowledge in relation to language in context. Additionally, the result of such a method application is to develop thorough understanding of cultural knowledge and to use it in a variety of situations (Byram, 1997).

In the same vein, Corbett (2003) posits that IcLT values learners as intercultural speakers in terms of the smooth navigation between speech communities' discourses and appropriate and effective language use in multiple contexts. Indeed, learners' knowledge of linguistic and cultural backgrounds of various languages allows them to be "more skilled than monolingual native speakers" (Corbett, 2003, p. 40). Likewise, the importance of IcLT lies in providing learners with fruitful experiences and insights on language use to accomplish direct

and indirect cultural goals of the target language community. Teachers, on the other hand, should encourage learners to consider, and reflect on, how their language and community function in comparison with the target ones (Corbett, 2003).

Byram (1997) and Corbett (2003) agreed upon cultural knowledge and contrasting cultures as objectives of IcLT. However, Kramersch (2013) maintained negative perceptions of cultural teaching and connecting cultures. Conversely, she argued that IcLT separates culture barriers, by confronting and resolving cultural issues in cultural interaction dialogue.

To sum up, IcLT is a process wherein learners, as intercultural speakers, can conduct appropriate language performances based on cultural awareness in diverse social interactions.

Putting Principles into Practice

In an intercultural instructive setting, instructors have better ensure reaching IcLT aims by describing the course of instruction and its different components. Indeed, designing lesson plans, which confirms better material choice and content organisation in a well-structured manner, is of paramount importance.

The development of learners' intercultural knowledge, attitudes and skills is highly reliant on rational content and way of teaching that are formerly based on well-measured objectives, to confirm at the end the smooth transition from theory to practice, and thus, to intercultural learners.

WIPPEA Lesson Plan Model. One of the main models of planning lessons is the WIPPEA model, standing for Warm Up, Introduction, Presentation, Practice, Evaluation and Application. It is an instructional plan model adopted from the work of Hunter (1982, as cited in Mizab, 2020) that describes a constant teaching cycle as a guide for instructors (TEAL centre staff, 2010). These interrelated steps are necessary to ensure meeting learners' needs and lesson objectives.

Warm up comprises assessing prior knowledge relatively related to the current lesson.

This component entails icebreakers that elicit learners' participation and involvement, and that establish a relaxed friendly atmosphere (TEAL centre staff, 2010).

Introduction stands for giving a general overview of the course material to be instructed while grabbing learners' attention to the new lesson (TEAL centre staff, 2010). This element is based on lesson objectives aligned with learners' lives. For instance, learners' prior knowledge about the topic can be assessed while recording it on chalkboard or flipchart as an introduction to the lesson.

Presentation encompasses presenting new information or skills. Teachers, at this stage, present the new concept in a variety of ways, including visuals, realia, explanation and assessment of learners' comprehension along the course (TEAL centre staff, 2010).

Practice includes teachers' instructions, presenting opportunities, directing related practices, or modelling the new skill (TEAL centre staff, 2010). Teachers initiate individual, pair-work or group-work activities.

Evaluation dictates assessing learners' achievements of lesson objectives. It is inevitably necessary to vary the performances of evaluations that can be oral, aural, written or applied (TEAL centre staff, 2010).

Application as the last element implicates initiating extra activities that assist learners in applying their intake knowledge to new content out of the lesson and curriculum bounds, and that enhance connecting it to their own lives. Examples include assigning homework or collecting feedback from learners in follow-up classes, and then determine what additional support may be needed (TEAL centre staff, 2010).

In conclusion, for a well-structured lesson plan, instructors should begin with a small review of past lessons, whereupon they introduce new input, and then provide new information about the new lesson or skill. After that, teachers must engage learners in a variety of activities to assess their attainment and understanding of the topic, to let them by

the end apply what they have learned and connect it to their own lives.

Redirecting Intercultural Teaching Objectives

The council of Europe's (2001) CEFR for language discusses multiple skills that are inevitably critical for learners to gain cross-cultural experience. The council proposes, therefore, intercultural skills and "know-how" as follows:

- the ability to bring the culture of origin and the foreign culture into relation with each other;
- cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;
- the capacity to fulfil the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;
- the ability to overcome stereotyped relationships. (pp, 104-105)

Thus, teachers can use this preset to formulate accurate, feasible and practical teaching objectives.

From another perspective, Mizab (2020) assumed that learners in educational settings will develop a certain level of ICC, categorizing them based on Wilson's (2004) identification of educational objectives. At the cognitive level, learners will demonstrate understanding of their own and others' cultures. At the affective level, learners can reflect upon cultural challenges that permit them to undergo the involved emotions through intercultural communication. She added that learners will be able to demonstrate flexibility and openness towards others' cultures as well as avoiding prejudices. The third and last level is the behavioural one that is characterised by commiserating over cultural challenges and communicating effectively.

Intercultural Content

It is essential to have a principled approach to determine required and appropriate content to accomplish the pre-set intercultural objectives. The importance of content is permanent since “a mismatch between content selection and teaching goals can greatly undermine the effectiveness of teaching” (Liddicoat, 2004, p. 5). Accordingly, Liddicoat (2004) advocated a set of principles to guide internal language learning and teaching.

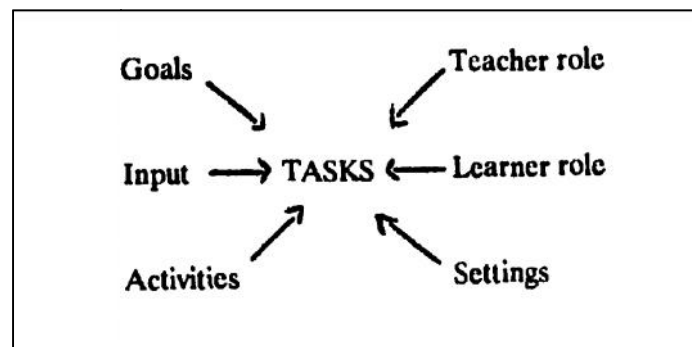
Content is inextricably linked to language and directly contributes to the development of communication or awareness of a cultural group's values. Indeed, separating language and culture weakens not only the teaching of culture in language classes, but also culture learning that tends to interrupt, rather than support, language learning. Moreover, content aids in the development of appropriate learning strategies and skills such as noticing, comparing, and reflecting. Furthermore, content is viewed as a set of practices that learners engage in rather than a set of facts to be memorised. To wrap up, in an intercultural approach, it is noticeable that content leads learners to notice, compare and reflect on existing and new cultures and languages.

General Framework of Intercultural Task Design

Implementing an intercultural curriculum requires materials that raise intercultural awareness by reflecting on certain cultural behaviours. As a basic planning tool in the educational field, a task is referred to by Nunan (1988) as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (p. 18).

This pedagogical definition implies that tasks are associated with communicative language use, and Nunan (1988) specified six components of any communicative activity (Figure 1).

Figure 1

A Framework for Analysing Communicative Tasks

Source. Nunan (1988, p. 18)

Accordingly, Corbett (2003) posits that intercultural tasks contain the same six elements in Nunan's (1988) categorisation since they can be adjustable according to the task aim.

Goal refers to the instructional intent of the task. Corbett (2003) inserts that task planning is influenced by a variety of factors, including primarily concerns associated with learners' participation, its nature and level, as well as the amount of exposure they have to that target culture.

Input pertains to the information that learners will be working on (Nunan, 1988). Likewise, Corbett (2003) added a critical notion to input concerning material authenticity, which are classroom resources assigned for non-teaching purposes. Hence, authentic materials should not be used as they are by the target culture community; they rather prove "how a culture operates" (Corbett, 2003, p. 42). Undeniably, the manner of using these materials is inauthentic, as teachers will use them for cultural exploration purposes.

Activities can be included in intercultural teaching in a variety of modes. Since activities are interculturally-formed, it is preferable to include discussions that encourage interpretations of intercultural perspectives, analysis, evaluation and explanation (Corbett 2003). Indeed, Marczak (2010) asserts that such activities allow learners to decentre and shift their intercultural perspectives, and foster reflecting on their own experiences in a

comparative analytical way.

Setting or learners' grouping within intercultural tasks should vary so that they would benefit from peer and group work, shared experiences and perspectives. In addition, they would profit from their time alone to reflect on their learning (Corbett, 2003). We believe that this variation in setting would satisfy various learners' learning preferences and styles, and would also train them in what most teachers regard as valuable cooperative strategies and individual achievements.

Learners' role diverges according to the assigned activity. In Marczak's (2010) words, learners' role should gradually evolve in difficulty over the course corresponding to their cultural and linguistic progress. Some kinds of tasks wherein learners might be involved include cultural data collection, followed by material organisation or cultural behaviour reconstruction in multiple settings. The tasks, therefore, proceed with variation in scaffolding techniques (Corbett, 2003; Marczak, 2010).

Teachers' role is defined by learners' role at any course stage. Teachers' role starts by providing materials for tasks, needed explanations in relation to enhancing IC, and assessment models, and by guiding language use to a more cultural exploratory way (Corbett, 2003). At initial stages, teachers' are initiators and the authority of classroom tasks. At the end of the course, their role shifts toward being guides, mediators and negotiators (Corbett, 2003; Marczak, 2010). Therefore, teachers ought to be capable of negotiating curriculum goals and the preset intercultural objectives, which may undeniably increase learners' motivation toward, and awareness of, intercultural goals.

This framework is recommended when incorporating interactive tasks, but as claimed by Corbett (2003), since the purpose of intercultural tasks is not solely communication, reflection is unavoidable, too. Only then can learners learn how to properly interact, observe behaviours, and reflect on their construction of IC.

Intercultural Way of Teaching

Educators' role in IcLT is to maintain diverse cultural experiences to assist learners' learning through questioning practices. Lo Bianco et al. (1999) proposed three core tenets to IcLT: (a) lingua culture instruction, (b) the comparison of learners' first and target languages and cultures, and (c) intercultural exploration (p. 21). First, as far as teaching the link between culture and language is concerned, learners must learn different aspects of the target culture via real exposure and traditional language programs (Lo Bianco et al., 1999; Zarate, 2003). Second, multiple practices can be proposed within comparison, such as finding generic terms, and comparing and discussing stereotypes and opinions. Navaitien et al. (2015) assumed that applying comparison in a non-judgmental way enhances understanding others' perspectives, which helps to develop respect and openness and to construct knowledge about stereotypes. The third element, intercultural exploration, refers to understanding the operation of different worldviews that frees learners' minds to explore and create interculturality. Teachers have the power to transcend social and cultural boundaries, offer reading beyond known environments, and let learners expand. We assume that this exploration does not in fact lie in annihilating ones' boundaries, but in being aware of their existence, which is the basic principle of IC.

Teachers' methods and managements of intercultural spaces have to entail more than basic knowledge about culture and language. In fact, they should involve a preference for "harmony / peace orientation over conflict / war orientation" (Lo Bianco et al., 1999, p. 22). In other words, awareness and understanding of multiple ethnicity interactions and attitudes within their own cultural boundaries lead to a successful intercultural space.

A range of modern and classical tools are proposed to enhance the developmental process of IC. For example, role plays, stimulations and drama tools proved to be beneficial in intercultural developmental situations. These tools foster different and new behaviours and identities. Educators, therefore, would foster learners' empathy, awareness of importance of

differences, respect and adaptation skills (Navaitien et al., 2015). In Liddicoat et al.'s (2003) words, "norms of interaction, pragmatic norms and some linguistic and paralinguistic phenomenon" (p. 31) are crucial skills to enhance in intercultural teaching. These tools ensure well-constructed knowledge about stereotypes, prejudices and verbal / nonverbal communicative conventions.

In addition, many other tools, less common than role plays, proved to be beneficial. For instance, poetry, theatre and creative writing enhance cultural affiliations, explorations, new experiences, reflections and cultural diversity respect (Navaitien et al., 2015). Ethnographic tasks based on observation and interview can also stimulate learners' reflection and ethno-relative views (Liddicoat et al., 2003).

Many scholars agreed upon the utility of using films, which evidenced the potential enhancement of ICC, as a media tool and key of self-reflection, openness, empathy and exploration. Films discussing conflicts and tensions related to cultural diversity may help understanding diverse identities, attitudes, customs, stereotypes...etc (Truong & Tran, 2014; Pandey & Ardichvili, 2015; Yue, 2019).

Application of IcLT

Previous investigations on English Language Teaching (ELT) and how they applied and integrated ICC in FLT are critical for evaluating tendencies and research directions related to our topic. For instructors and scholars, the intercultural dimension in FLT has become more and more valid in today's world.

Qin (2015) conducted an action research study over a six-week intercultural language course among undergraduate Chinese students. This qualitative inquiry aimed at giving strong evidence of learners' ICC progress, highlighting simultaneously various and effective learning practices in augmenting the sample's knowledge. Following a qualitative paradigm, the researcher used pre- and post-course questionnaires as the main data collection tool assigned

to 32 students, in addition to learning process worksheets, the teacher reflective journal, and students' focus group interviews. The pre-course questionnaire was used to gather data on learners' positions before taking the course. Results revealed that learners' prior knowledge was primarily linguistic in nature, with inadequate IC training and eagerness to improve it. After presenting the course, Qin (2015) analysed the collected data mirroring them on Byram's (1997) ICC model to conclude that learners developed their ICC and established positive attitudes and successful issues interpretations.

Same results were found by Sada et al (2016), specifying the aspect of motivation. Sada et al. (2016) opted for a quasi-experimental approach, wherein a sample of 40 second-grade students was randomly selected. The researchers used observation techniques to investigate the intercultural teaching process, and a scale questionnaire to comprehend students' motivation during German – English courses. Accordingly, Sada et al (2016) noticed an increase in learners' motivation, which proves therefore the effectiveness of IcLT application in FLT.

The third reviewed study is Norton's (2008) wherein she applied intercultural discourse analysis principles to advertisements and newspapers with business students. She assigned students to analyse adverts and news following the discourse analysis rules from their own and target culture (Ireland). She noticed then that the sample was acting as mediators, reflecting on both cultures in an interactive engaging setting. The class critical thinking was enhanced in addition to its linguistic defence mechanisms (Norton, 2008). Norton's investigation demonstrates, and paves the way for teachers to establish, an intercultural classroom via selective equipment and appropriate instruction tools, along with incorporating students' cultural background in the course.

Conclusion

This chapter reviewed a variety of relevant literature as the foundation for developing

a theoretical framework for the current study. The interconnectedness between language and culture imposes the incorporation of linguistic and cultural aspects in teaching materials and instruction. Given the strengths and limitations of the reviewed models of IC, Byram's (1997) model tends to be a comprehensive, dynamic, and ongoing-process model of acquiring IC in FLL; hence, such a model is adopted in textbook analysis (Chapter 2). Besides, since linguistic and communicative competence have proven insufficient to build intercultural speakers who are able to function adequately and effectively in intercultural settings, reliance on IcLT in FLT has become critical.

Chapter II: Research Methodology Design

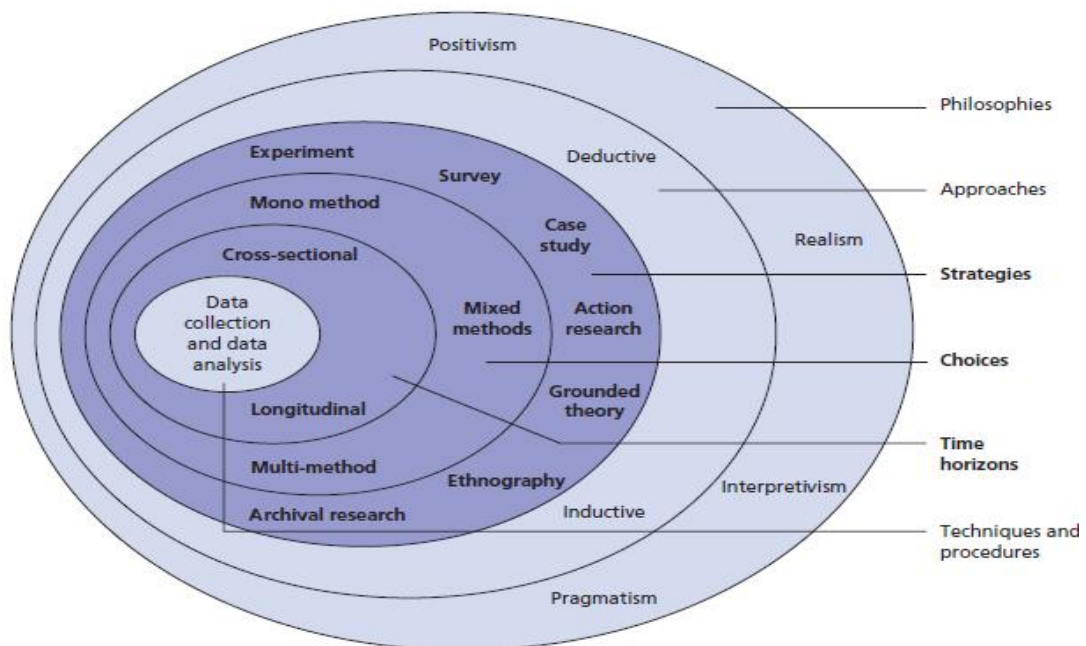
Introduction

This chapter discusses the research methodology design and analytical frameworks used to analyse the data. It starts with an overview of the research design that is based on the research onion, encompassing research assumptions, philosophies, approach, methods, setting and participants. In addition, this chapter describes data collection strategies, being document analysis and observation, as well as data analysis procedures in terms of the frameworks of analysis to dissect interculturality in the textbook and classroom discourses. Ethical concerns are also addressed.

Research Paradigm

Our study belongs to the field of education and social sciences, wherein a paradigm is a system of examining a phenomenon, a worldview, or a view of what constitutes an accepted scientific world (Cohen et al, 2018). Thus, it is clear that a paradigm does not include methodology solely, but in fact it includes various perspectives of the world, hypothesis about what it is, how we get to know it more, the set of investigated problems, and typical solutions for them. Indeed, a paradigm depicts research philosophies underpinned by research assumptions, approaches to research, methods, sampling, data collection and analysis procedures. To decide upon such considerations, we followed the “research onion” process (Saunders et al, 2009) (Figure 2).

Figure 2

Research Onion

Source. Saunders et al (2009, p. 102)

Research Philosophies

The important postulates about one's worldviews are incorporated into the chosen research philosophy (Saunders et al, 2009). Our research philosophy is underpinned by ontological and epistemological assumptions, each of which has significant differences that impact the way the study is approached.

From an ontological point of view, which denotes preconceiving notions about the nature of reality, we assume that our research position is subjective (emic) since language learning and knowledge in general are believed to be dynamic and shaped through individuals' interactions. This stance permits us to access various intercultural skills of the sample. Indeed, participants' knowledge is socially-constructed and shared; therefore, every experience builds and affects their worldviews and intercultural skills.

Epistemology deals with what constitutes valid knowledge in research and what knowledge is acceptable; as described by Cohen et al. (2018): "how we come to know these

multiple realities” (p. 53). Therefore, we tend to accept worldviews, opinions, observations, and intercultural aspects. Observing the sample allows us to record and interpret the intercultural acts performed, as well as the various intercultural concepts and meanings implied in the textbook.

Accordingly, our study's philosophy is interpretivist. Clearly, the sample consists of human beings who interpret their social roles in a specific way, allowing us to explore their world and intercultural educational experiences. Through observation, data inductive analysis, and interpretation of the participants' intercultural acts and method, approaching such studies from an interpretivist philosophy is pertinent (Hanaki, 2007).

Research Purpose

This study is a combination of exploratory and descriptive studies. Mainly, this study aims at exploring IC in the *New Headway* textbook, and it focuses on the characteristics of classroom discourses being observed in relation to IcLT principles. This research is purposefully exploratory to investigate the extent to which interculturality is present in the sample textbook, and how it is put into practice in English intensive classes. Such a type of research presupposes following a descriptive study to describe and interpret the findings during the research process.

Research Approach

The way by which theory is confronted is referred to as an approach. In conducting our research, and since it falls within social sciences, an inductive approach is critical. The latter enables us to gain deeper understanding of the sample's behaviour in intercultural teaching. In this study, we incline to study a small sample of subjects, which is assumed by Saunders et al (2009) a suitable approach. Additionally, another applicable characteristic is that results of a study following this approach would be formulation of a theory “theory building” (Saunders et al, 2009, p. 125). Eventually, it starts by collecting data to end up with

some findings that adjust previous theories or generate new ones.

Research Methods

Most methodologists contend that there is a sharp distinction between qualitative and quantitative methods of research (Dobrovonly & Fventes, 2008; Keenan & VanTeilingen, 2004 as cited in Chenail, 2011).

The qualitative method in the present research is workable since we solely rely on our, and the sample's, knowledge, subjectivity and relative opinions in a naturalistic setting to end up with ungeneralisable results. Such factors may result in bias, and the complexity of this research, in terms of the chosen topic and the natural setting to be studied, requires transcending mere numbers to accounting for emic perspectives, opinions and worldviews. Chenail (2011) proclaimed that adopting efficient and simple methodologies is an ideal goal in this method: "(...) collected rich data and let it shine as the star of the study" (p. 1715).

Accordingly, this research paradigm underpinned by the qualitative method fits the research purpose and approach, and grapples to obtain data in the form of single case studies, collected through document analysis and observation.

Sampling

In accordance with the requirements of this study, EFL teachers and the *New Headway* textbook are critical in answering the questions underlying this study. The chosen sampling techniques fall within non-probability sampling that uses subjective techniques to choose the suitable sample serving the research aims, unlike probability sampling entailing that each member of the population has a chance to be selected through random sampling (Etikan et al, 2016).

The *purposive* sampling technique is suitable as it provides value to the study, for both the CEIL and the selected textbook suit our study purpose.

The Centre of Intensive Language Teaching. The CEIL is an official setting more

than a public school given its accreditation from the Ministry of Higher Education and Scientific Research. It was established in 2006. It teaches multiple languages (English, French, Turkish, German, Italian, and Korean) and gives accredited diplomas to learners after passing an exit test.

The New Headway Textbook. Oxford University Press released the fourth edition of the *New Headway* series in 2009.³ The *New Headway* textbooks consist of 12 units, except beginner textbook that contains 14 units, each of which consists of eight pages. A workbook, an audio CD, a video CD, and a teacher manual are included with each textbook. The coursebook is divided into two parts: linguistic input and learning skills. The first section includes language focus (grammar), vocabulary, and conversational English; and the learning skills section focuses on all four skills (reading, speaking, listening, and writing).

This textbook is chosen since it is the only adaptable coursebook in the CEIL. Particularly, the intermediate level is selected, for it is the somewhat advanced level. Thus, the focus is not on the language itself in terms of linguistic input, but rather on the cultural aspect that gives space for learners and teachers to encounter cultures and various intercultural aspects.

To achieve the previously stated goal with this book, the four skills (speaking, writing, reading, and listening) are the units of analysis to determine the extent to which the book takes into account the various IC components. The integration of intercultural aspects is depicted in texts (reading), two speaking tasks per unit (speaking) related to reading and listening, an audio script (listening) and a writing task (writing).

The second type of sampling is the *convenience* sampling technique. This non-random technique is used to select accessible subjects with a low degree of generalisability. This type is not recommended for use as representative of the entire population because it is likely to be

³ https://www.abebooks.com/products/isbn/9780194768665?cm_sp=rec-_-pd_detail-1-d_0-_-plp&reftag=pd_detail-1-d_0

biased (Etikan et al, 2016).

The Choice of the Teacher. The choice of Ms. Takoua NOUIRI as our study subject falls within convenience sampling due to the accessibility to her classes only. Besides, she is the only teacher teaching with the selected textbook within the same level (B1: intermediate), along with our supervisor whom we cannot observe to avoid falling in the trap of bias, subjectivity, and alteration of results.

Data Collection Strategies and Tools

Archival Research. The archival research strategy relies heavily on institutional documents as a primary source of information (Saunders et al, 2009). Indeed, the *New Headway* textbook is the principal source of data, collected through document analysis as a methodological strategy to examine the selected document, to attain comprehension, and to build knowledge base (Bowen, 2009).

There are certain strategies of document analysis, wherein “the analytic procedure entails finding, selecting, appraising and synthesizing data” (Bowen, 2009, p. 28).

Accordingly, content analysis is used as a process to analyse data related to the study's central issue and to categorise it (Boewn, 2009).

We assume that content analysis is the suitable process since the predefined code of analysis is the intercultural dimension, and since the focus is on the extent to which it is depicted in the texts and skills of the *New Headway* textbook. Such a procedure is based on an analysis framework.

Textbook Analysis Framework. This analysis scheme (Appendix A) is based on Byram’s model of IC. The latter consists of “5 saviors.” Knowledge, skills of discovery and interaction, skills of interpreting and relating, and attitudes are the main constituents of this data collection tool, but the fifth element of “critical culture awareness” is excluded since we assume that it is executed with an evaluating sense once the other four elements are achieved.

In addition, we think that it necessitates learners' participation in real-life situations to practice, and engage in, using their intercultural skills.

To depict the 'intercultural' in the sample textbook, the codes' frequency of occurrence is calculated with regard to language skills. The latter are the units of analysis because they are the basis of language learning, and our concern lies in the competences of intercultural speakers and their ability in understanding shared meanings, rather than language input (grammar, vocabulary ...etc).

Coding. The predefined used code is "intercultural," and the coding concepts are the three tenets of IC. First, knowledge encompasses knowledge of the self, knowledge of others' cultures, and knowledge of social processes. Second, skills include skills of interpreting and relating and skills of discovery and interaction. The final code is attitudes, which are based on Byram's (1997) curiosity and openness.

Validity. Our supervisor and similar methodologies from previous studies determine the validity of the textbook analysis framework.

Observation. The findings of document analysis necessitate other sources of information to maintain credibility and to reinforce their reliability; thus, the observation strategy is used as a scaffold to capture the intercultural context in the way of teaching at the CEIL. This strategy, rather than the interview, is more suitable because it allows learning what might not be obtained in other strategies. To understand the way of teaching in the wider real content, and being part of the classroom setting, a realistic view of what is actually happening can be more reliable. Following the direct overt observation, the sample is aware of being observed for research purposes without knowing the research topic and with no interactions with the observers in the setting. Indeed, such conditions avoid altering behaviours, which may lead to unauthentic and nonrealistic results (Cohen et al., 2018).

Observation Checklist. We deliberated to use an observation checklist that consists of 39 statements as another primary data collection tool to record classroom application of IcLT principles. The checklist is considered a useful monitoring tool that facilitates checking various skills and behaviours without the burden of recording data or missing out some, in addition to its efficiency in saving a lot of time while observing. The observation checklist is designed into categories and subcategories (Appendix B), based on the principles of IcLT, and it is carried out in a series of sessions with the sample.

Data Analysis Procedures

The research paradigm and our study objectives clearly define the theories and procedures of data analysis. The latter is carried out using both quantitative and qualitative methods.

Quantitative Data Analysis. The descriptive nature of this research entails interpreting the results obtained from the observation checklist and document analysis. They are quantified, tabulated and reported in terms of frequencies and percentages.

Qualitative Data Analysis. Given the study's interpretive nature and to back up the statistical data, qualitative content in this research is analysed through qualitative content analysis.

Content Analysis. It is defined as the process of summarising and reporting the key components of data (Cohen et al, 2018). It refers to the method of condensing a large amount of text into a smaller number of content categories using specific coding rules or criteria. Indeed, this research attempts to understand and interpret the units of analysis from both the *New Headway* textbook and the observation checklist. The whole process is based upon capturing the intercultural component framed within IC components and the principles of IcLT, accordingly.

According to Cohen et al (2018), certain steps should be followed:

)Summarising the collected data: The first step is to “extract the interpretive comments that have been written on the data” (p. 680).

)Key headings: The focus of Stage 2 is on isolating data into key codes.

)List of topics and their frequencies: At this stage, the key headings are listed into areas and their frequencies are recorded.

)Grouping related codes: “go through the list generated in stage 3 and put the issues into groups” (p. 682).

)Interpretation: The final step is to discuss and interpret the groupings generated in Stage 4.

Ethical Considerations

We are aware throughout the process of our research of different ethical issues. Collecting data in a naturalistic setting obliges us to identify the challenges associated with it. As asserted by Denzin (2012) “qualitative scholars have an obligation to change the world, to engage in ethical work that makes a positive difference” (p. 86). Thus, we are challenged to enhance the validity of our study.

Informed Consent. It is a core principle in our study's validity; it ensures that the sample teacher voluntarily participates in the study and is aware of her role. The fact that we tended not to inform the teacher about different aspects of the research aims at avoiding bias, altering the research validity and nonrealistic process. We requested consent of the observed teacher, in a letter form signed by the researchers, the supervisor, and the observed teacher, who signed it at the end of each session (Appendix C).

Access to the Centre of Intensive Language Teaching. To make it easier to attend the sample teacher's courses, a request is submitted to the headmaster of the CEIL, signed by the head of the Department of English language and our supervisor.

Conclusion

To conclude, this chapter provided a detailed discussion of the research processes and

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 teacher instruction observation 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 analysing its intercultural content, and (b) the second section is concerned with teacher instruction analysis throughout twelve classroom observations. The chapter concludes with discussion of the findings revealed from both data collection strategies.

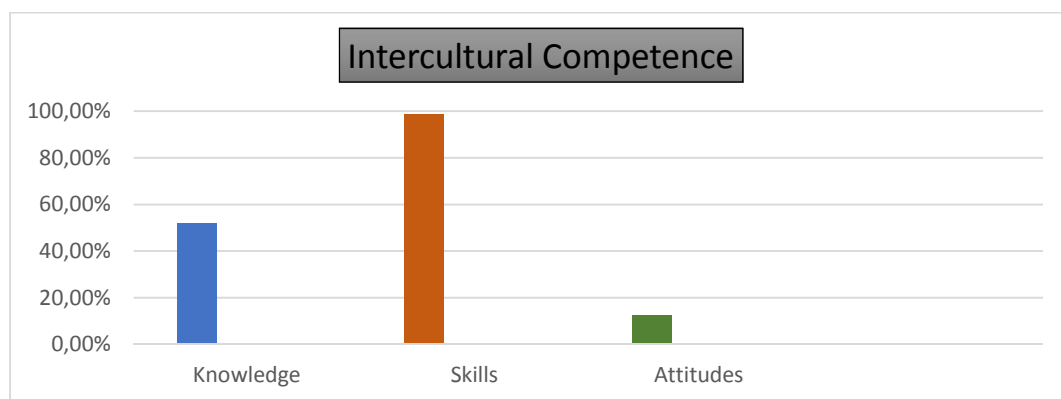
Textbook Analysis

Based on the thorough data collected from the *New Headway* textbook (Appendix D), the analysis proceeds through content analysis using the codes summarised in the textbook analysis framework.

Textbook analysis, including frequencies of occurrence and content analysis, is structured according to IC components (Appendix E). Figure 3 shows that the textbook is skills-oriented (98,85%). Knowledge represents 51,81% of the textbook content while attitudes are a minority (12,53%)

Figure 3

Frequency of IC Components in the New Headway Textbook



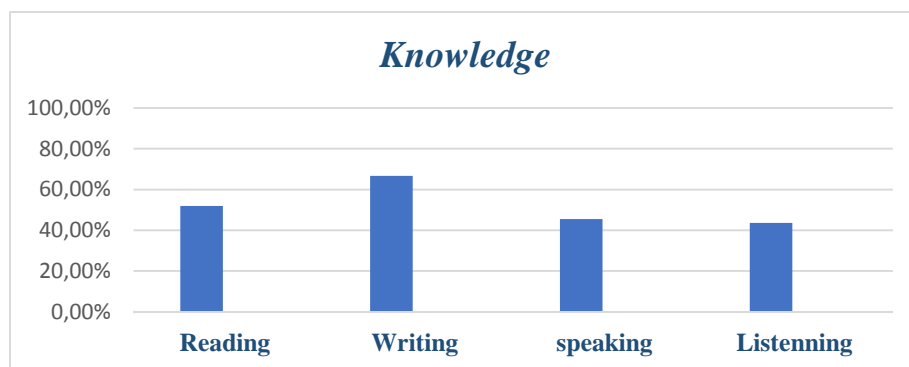
Knowledge

As Figure 4 indicates, half of the intercultural material is knowledge-oriented

(51.81%), which shows how the sample textbook accentuates cultural content, particularly knowledge of others' cultures (33.42%). This emphasis is not supported from an intercultural standpoint, for it is insufficient to adopt a cultural approach when the objective is the intercultural speaker.

Figure 4

Frequency of Intercultural 'Knowledge' in the Four Language Skills



The writing skill has a considerable proportion (66.66%) of knowledge compared to the other skills, which is favourable for learners to engage in indirect processes of obtaining cultural knowledge, which therefore is reported via writing upon reflecting on their own cultural background. Besides, the writing skill contains a notable proportion (32.14%) of knowledge of the target language since the textbook targets EFL contexts. Indeed, learners somewhat need this kind of knowledge to get acquainted with the language's specific vocabularies and structures, mainly.

The speaking skill depicts a remarkable emphasis on knowledge of learners' culture, such as discussing what a typical family in their country is, or what their opinions about salaries are. However, knowledge of social processes, which enables learners to interact appropriately and to understand others and the way they perceive them, is not implied in the speaking skill, though emphasised by Byram (1997). It is rather implicitly ubiquitous mainly in reading, which can be considered as an activity that offers space to learners to share ideas and emotions with each other, to reflect, and to establish space for social interaction.

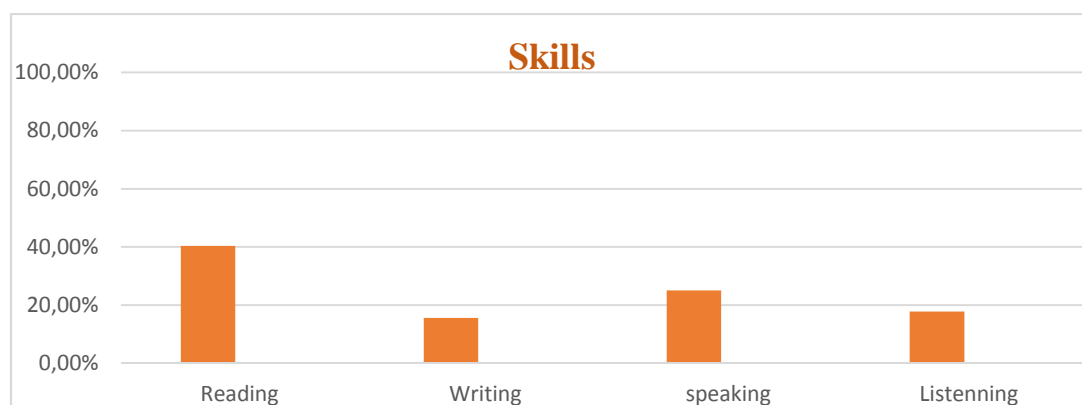
Throughout the textbook, knowledge of the learners' culture is referred to in listening/reading tasks. The topics discussed are presented first to give hints of what the listening/reading materials are about, and to initiate grounds for discussions. Such a subjective representation of topics paves the way for learners to recall their experiences, to discover their peers' perspectives as well, and to engage in objective discussions. At the end, and after presenting cultural facts and stereotypes of other cultures, post-listening/reading activities allow learners to dig deeper into real life situations and to compare/contrast existing and new worldviews. For instance, in one of the speaking tasks, the textbook designers first assign questions about the British culture and how a family is typical there. Then, they immediately raise the same questions with regard to the learners' country. Such a process increases learners' cultural awareness of, and interest in, connecting both cultures and comparing them, which is considered the optimum way to better understandings and to analyse problems.

Skills

Through each language skill, the employment of each IC skill is successfully implemented with varying percentages (reading 40.38%, speaking 25.06%, listening 17.82%, and writing 15.59%) (Figure 5). IC skills include skills of discovery and interaction and skills of relating and interpreting.

Figure 5

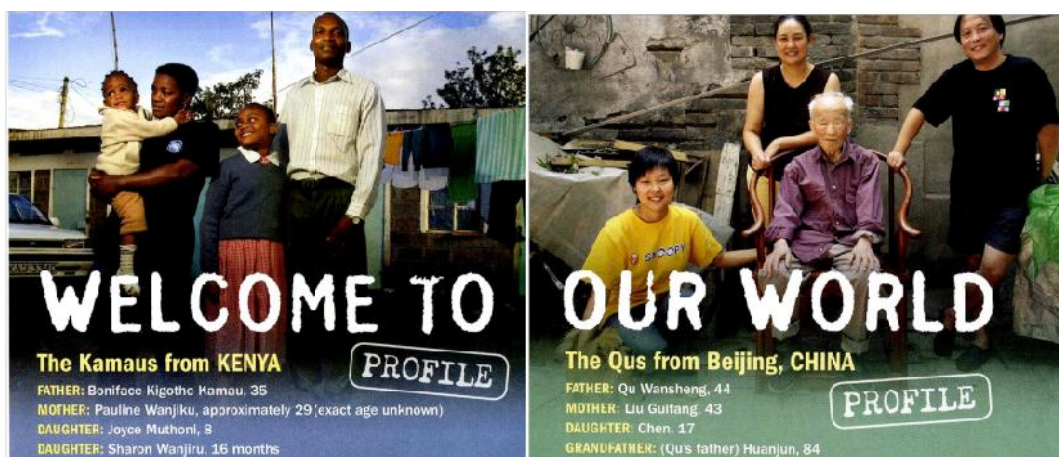
Frequency of Intercultural 'Skills' in the Four Language Skills



First, the ability to discover and interact is less frequent than the second type of IC skills (22.84%), with the high frequency for the ability to interpret and relate (76.01%) integrated in various instructions and discussions. The textbook uses different learning patterns (group/pair tasks) and varied teacher/learner instructions, distributed in a balanced way throughout the textbook. For example, in the reading activity in Unit 1 “Worlds apart” (Figure 6), the reading comprehension questions are designed to be performed in group work, wherein learners can interact and communicate with each other, exchange information, be ready to confront contradictory ideas and opinions, and learn how to solve them comparing the cultures/profiles/lifestyles.

Figure 6

Unit 1 Reading Task “Worlds Apart”



Source. New Headway “Intermediate” (4th ed., pp. 10-11)

After collecting information in groups, learners are asked to pair members from other groups to compare answers. Such an activity develops learners’ attitudes of acceptance and their discovery of new information and perspectives from other sources, rather than their own and the one provided in the textbook.

Many speaking tasks take the form of pair work and discussions, wherein learners are expected to ameliorate their communicative abilities, adjust their reactions and treatments of new information, function adequately with misunderstandings, overcome upcoming

interactional barriers, stereotypes, and taboos, and promote empathy toward others' perspectives. These skills are implicitly infused into the various engaging instructions in the textbook. Indeed, they are critical in EFL learning, particularly when aiming at building an intercultural speaker.

Second, the skills of relating and interpreting involve learners in opportunities to compare cultures and to reflect upon their own to consequently improve their cultural understanding, and to be able to confront and resolve cultural dysfunctions and to limit misunderstandings. The textbook provides a lot of tasks and instructions that shed light on various cultural aspects, and that accentuate learners' interpretations. Indeed, the textbook, specifically through reading and speaking tasks, uses a lot of activities including dialogues, interviews, and articles to which learners are supposed to express their standpoints, draw associations, and make justifications. For example, intercultural materials (e.g. Figure 7) are presented in relation to cultural situations (salaries in different countries, work, phobia, Shakespeare's plays, household worlds, housewives' lives from different countries, prince Charles's life, ...etc). The questions mainly start by testing learners' prior knowledge about the aspect being presented and by engaging them in comprehending, comparing, evaluating, and justifying their answers. Therefore, materials from different origins enable learners to make relations through reflection.

Figure 7

Unit 6 Reading Task "The Heart of the Home"



Source. New Headway "Intermediate" (4th ed., pp. 50-51)

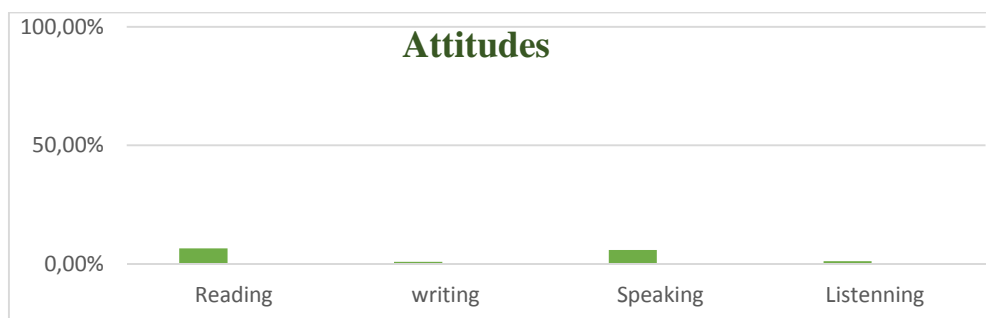
It is worthy to highlight the use of a wide variety of images in the sample textbook not only to present visual illustrations and to expose learners to the target language and culture, but also to relate texts and images to the topic. We believe that instruction of image transfer and illustrations in texts are critical in enhancing cultural comprehension, facilitating interpretations of concepts, enhancing learners' curiosity and interest, and therefore being interculturally-prepared.

We assume that knowledge is very important in the intercultural experience, but skills are more crucial. Information can be taught/learnt from multiple sources. Knowledge of social groups' perspectives and identities is not enough; learners need interaction and real experiences where they can decentre and learn how to deal with, and treat, this amount of knowledge appropriately. Findings indicate that this high proportion of various types of skills integrating interculturality qualify the textbook to be a valuable source for EFL learners.

Attitudes

The third element in the textbook analysis framework is attitudes, encompassing curiosity, openness, and the ability to decentre (Figure 8). As claimed by Byram et al (2002), being able to accept others' perspectives and to decentre from one's beliefs as the only correct natural ones are signs of appropriate intercultural attitudes. These elements ranked third (12.53%). Attitudes are implied in some situations where learners are invited to express their opinions curiously by encouraging them to ask each other follow-up questions whenever discussions are held, and to be accustomed to cultural inclusions and equality through openly sharing their worldviews. For instance, in the speaking skill, learners are asked to agree or disagree with psychologists' views about love, or expressing agreement / disagreement with people's ideas about life roles. In such discussions, learners will share opinions, open-mindedly accept others' views, and get used to decentre and accept cultures' equality.

Figure 8

Frequency of Intercultural 'Attitudes' in the Four Language Skills

The intercultural learning space that the textbook establishes increases cultural diversity and builds learners' attitudes to understand that each culture has its specific characteristics and values that should be respected, and that all cultures are equal. Indeed, learners will concentrate on building deeper understanding of others' matters, avoiding therefore overgeneralisations and stereotypes. Hence, local culture appreciation would increase, and a certain level of intercultural awareness and positive attitudes would be developed.

A Sample Analysis of Unit 3

Analysing Unit 3, titled "Good Times, Bad Times," it includes discussion of marriage and love in ancient and present times, as well as an explanation of love relationships using Yin Yang from the Chinese ancient culture. These discussions are beneficial in reorienting learners' thinking toward other mindsets in an interactive setting where they can freely share their opinions and ideas. Interestingly, it is teachers' responsibility to guide learners in perceiving such newness with a critical mind and respectful attitudes so that they do not fall into the trap of accepting everything as it is. The reading part includes the story of 'Romeo and Juliet.' The first instruction is image transfer by retelling the story, in addition to illustrating the content and ensuring comprehension and interpretation abilities. Accordingly, learners decentre and put themselves in the shoes of the characters to consider different worldviews of the world around them. After presenting two sample fairy tales, learners are

asked to go back in time and recall a fairy tale from their childhood or the folk shared in their societal groups. Such a task allows learners to reaffirm knowledge about their culture (self-knowledge) that defines who they are, delineates knowledge of social processes, and underpins implicit comparisons in their own and others' activities and other folks and fairy tales. The listening section consists of three persons from three different generations, discussing the first time they fell in love, with learners being asked to answer questions and compare their answers to those of their peers. These types of instructions engage learners in discussions without fear, apprehension, shyness, or taboos, and allow them to openly discuss love and marriage.

Discussion of Findings

Findings from the sample textbook reveal that data are classified into positive and negatives features. The discursive practice is mainly and explicitly designed for linguistic competence development, but it has also implicitly integrated the basic critical elements of IC (knowledge, skills, and attitudes), yet in an unbalanced manner in the four language skills (listening, speaking, writing, and reading). In addition, IC as depicted in the textbook somewhat helps learners to reinforce cultural comparisons, ending up understanding shared meanings, and therefore adjusting their attitudes and interactive skills.

There is no centrality of Britain in the representational repertoire, whether in the characters of interviews and texts or in the topics and aspects of exercises, which satisfies worldness and builds an international identity.

All in all, the *New Headway* textbook integrates the main intercultural aspects even if the focus seems to be primarily on linguistic competence. However, the textbook designers should create more space to elicit intercultural attitudes such as curiosity and openness, in addition to concentrating on the knowledge of learners' cultural background in a more explicit way and as much as attention is given to knowledge about others' cultures.

Analysis of Teacher Observation

One of the primary research questions in this study concerns the existence and application of IcLT in the chosen classroom setting. To address this question, an observation checklist is designed into categories to facilitate the focus of our observational task. Besides, analysis procedures are based on content analysis that enables us to go through the checklist items in a methodological way.

First of all, the teacher observed tended to implicitly implement a sound lesson plan, for the stages she went through are almost compatible with the main elements of the WIPPEA model of lesson plan. The teacher always built a relaxing atmosphere and suitable ground by reviewing previous lessons, discussing some news that had happened recently, and asking questions in relation to the upcoming units (e.g. what is your phobia, how was your week), which engaged learners and motivated them. Introduction to the topic was mainly embedded in the warm up phase, or the teacher sometimes made the learners predict from the units titles. The presentation of grammar and other lesson content was textbook-based, wherein the teacher started with rules (grammar and vocabulary) through examples, and then she moved to activities available in the textbook, without extra materials, for practice. Besides, the teacher referred to reading passages and used loudspeakers for the listening phase. Finally, evaluation was dedicated to writing, wherein learners are assessed at the end of each unit after being asked to write paragraphs about certain related topics.

After observing the teacher during twelve three-hour sessions, generally starting at 9:10 and ending at 12:00, some results are obtained to analyse classroom setting and the way of teaching.

Description of Classroom Environment

Table 1 summarises the different items characterising the setting of the classes observed.

Table 1

Classroom Environment

Category	Item	Percentage
Atmosphere	) Friendly, relaxed	100%
learners' placement within tasks	) Individually	100%
	) In pairs	25%
	) In groups	0%
Teacher's movement	) Setting all the time	75%
	) Standing	33.33%
	) Moving	8.3%
Technology	) Videos	0%
	) Audios	75%
	) Data show	0%
	) Others(music)	8.33%
Authentic materials	) Newspapers	0%
	) magazines	0%

Before starting the lesson, the teacher always asks her learners some introductory questions, such as « how was your last week?» and other interactive questions, which established a friendly relaxed atmosphere along the twelve sessions. This atmosphere enables learners to learn in a pleasant manner, and elicits their motivation to start the course. Additionally, we noticed that all tasks were intended to be completed independently (individual placement within tasks) along the three months. The teacher guided learners' communication most of the time, which eliminates opportunities to exchange knowledge, to mediate and operate it in various cultural contexts. Besides, the teacher was sitting most of the time (75%) during most of the sessions, except some cases when she stood up to write new vocabulary or to explain grammar lessons with examples on the board.

Along the twelve observed sessions, the teacher made use of audios to present the listening part of the lesson using a Bluetooth speaker. When designing the checklist, we assumed that technology is an efficient mean to transcend cultural differences and to provide an authentic portrayal of cultures. However, technological media use is deficient in the class in spite of video materials accompanying the book and data projectors available at the centre.

We noticed that adopting audios solely without any other technological equipment in

language classes builds ‘listeners’ and passive learners who are unable to share their worldviews since they are not motivated to due to the lack of exposure. Indeed, listening to audio tapes is not enough; it hinders and limits learners’ curiosity and motivation, and it produces passive learners unable to construct their own learning. We believe that audios are used in the context investigated to transmit the lesson content only, which creates a small percentage of learners’ activity and autonomy.

To establish authentic contact with natives, teachers should use authentic materials, like audios, newspapers, magazines ...etc, that discuss cultural topics to consolidate learners’ knowledge and have opportunities to be fluent and accurate in interactive situations. This aspect was totally absent during the twelve sessions, and this may be due to time constraints.

Intercultural Teaching

The observation checklist is the basis of analysis, being the summary of observation data. After that, it is coded in accordance with IcLT, which consists of five principles that an intercultural instructional setting possesses, and occurrence frequencies are calculated (Appendix F).

Active Construction. According to the checklist, Table 2 summarises the items related to active construction.

Table 2

Active Construction

Principles	Sub-categories	Items	Percentage
Active construction	Teacher	Encourages peers’ interaction.	83.33%
		Listens and builds upon learners’ responses.	100%
	Tasks	Image transfer	16.66%
		Speaking	33.33%
		Writing	8.33%

Encouraging Peers’ Interaction. This item is based on constructing knowledge within a context, and a social interactive setting is the best milieu to do so. It enables learners to

construct new knowledge and trains them to accept others' perspectives and views and to be able to apply them in other real interactive situations. As shown in Table 2, this item was present in the sessions 10 times; for example, in the third session, the teacher paved the way for learners to engage in group discussions and to communicate about jobs in Algeria and salaries when a doctor student discussed with an entrepreneur student doctors' salaries being not enough, unlike what is actually known in our culture. Such discussion helped learners interact attentively, focusing more on knowledge and culture rather than their accuracy and fluency in language.

Listening and Building upon Learners' Responses. This item is always present in the classes. The teacher built upon learners' answers and elaborated on them, which made learners noticeably active, motivated and engaged with each other to build upon others' responses as well. Indeed, knowledge building and motivation are maximised. Besides, interacting with learners' worldviews and elaborations serves in attitude development, such as respecting others' opinions and tolerating differences.

Image Transfer. Unfortunately, this useful technique is not used generously during the courses (only twice) though the textbook contains various images along reading texts and the start up of each unit. Corbett (2003) mentioned the semantic side of images (connotation, denotation) claiming that these meanings are culturally-situated. Accordingly, the sessions lacking image transfer tasks limited learners' abilities to construct knowledge and to critically analyse the prejudices and stereotypes implied in the images. The times when learners were asked to describe the images, they showed respect and even accepted each others' comments and description, which was an opportunity to make personal responses to the cultural meanings in the images. What happened during these two sessions with this task is actually the benefits we seek to see learners gain; i.e., showing respect when describing the images with a sense of understanding and having the opportunity for responses.

Speaking. After noticing its recurrence in some tasks, the speaking skill is added to the observation checklist. We assume that this skill was a way to reveal how connections are made, and how learners reflected upon their prior knowledge and discuss it, and to describe the target culture situation through authentic texts and audios provided in the textbook, which enables learners to interact and explore target cultures.

Writing. The objective behind assigning writing tasks in accordance with IcLT is to make learners generate and actively construct meaning. Unfortunately, this skill is completely absent, except for one (1) session at the very beginning of the trimester when the teacher explained how to send a formal email and how to write a correct paragraph in terms of structure and length. In this session, the writing skill was not presented in a manner that triggers active construction. Learners were assigned at the end of each unit to write a paragraph related to the topic of that unit (eg. write about your phobia, what is your favourite day, what is the most dangerous experience you lived). The teacher did not follow the textbook instructions in designing writing tasks, but rather relied on learners' understanding of the units solely. The paragraphs were written and sent to the teacher via email to be corrected. Each time, she corrected the paragraphs and wrote clear, accurate feedback and praised those who wrote in an excellent way.

These aspects elicit an environment of active learners who ought to build their knowledge in a social manner.

Making Connection. In this principle, learners are supposed to make their own connections between existing and new cultures (Liddicoat, 2004) (Table 3).

Table 3

Making Connection

Principles	Sub-categories	Items	Percentage
Making connection	Teacher	Reassures culture and language prediction and comparison.	33.33%
		Fosters comparing and contrasting learners' own culture and others cultures.	50%
		Reflects on target and native language.	66.66%
	Tasks	Case studies.	8.3%
		Problem solving exercises.	8.3%
		Receptive skills focus:	
		Listening	66.66%
		Culture related audio tapes.	16.66%
		Reading.	50%
		Culture related texts.	33.33%

Reassuring Culture and Language Prediction and Comparison. The teacher, along the twelve sessions, implied this item four times (33.33%). The prediction part is implied in asking learners to predict others' culture and language so that they avoid misunderstandings of the intended meaning, which is a critical intercultural component that trains learners to deal with various situations in the group. Concerning comparison, during classes, the teacher encouraged comparing greetings in the learners' society and in California, and Algerian and British laws -specifically marriage under 18 from both legal and cultural societal sides. Thus, the teacher did not offer many opportunities for learners to benefit from such a competence, since it teaches them tolerance and acceptance of, and openness toward, cultural differences; and it pushes them to learn more about their identity and culture first.

An important factor relates to the fact that the teacher is not afraid of teaching a foreign culture. She was competent enough and conversant of other cultures, distinguishing what should be taught and what should not be (taboos). Indeed, she avoided prioritising a culture over another and classifying her culture or learners' culture as the best. Instead, she

taught them acceptance, awareness and assimilations of others' cultures and their own.

However, the low application of the comparison/prediction aspect can be attributed to time constraints that hindered covering all tasks and encountering such activities. The teacher was open to differences and diversities, allowing learners to discuss various cultural aspects freely.

Fostering Comparison and Contrast between Learners' own Culture and Others'.

This statement is strongly related to connection making as learners ought to establish connections of similarities and differences. The teacher tried to ask questions that foster comparing cultural aspects. We noticed that she always introduced the comparative explanation starting by the Algerian side, such as comparing currencies in Algeria versus those in Kenya and China, to show learners that they have to be aware of their culture and the effective connections established through contrasting cultures (Chlopek, 2008 as cited in Mizab, 2020). Connecting cultures' similarities is a great means to recognise and accept cultural barriers, to be open toward them, and to be able to go beyond them.

Reflecting on Target and Native Languages. Table 3 shows that the teacher fairly paid attention to the concept of reflection (66.66%). The principle of making connection is based on culture/language comparison that is preceded by learners' awareness of their culture and how it is reflected on their language. The teacher made use of the native language in explaining difficult words and sometimes the French language to communicate with doctor learners, who were unable sometimes to express their ideas in English and few discussions in Arabic. Making such a connection between the target and native languages enabled the learners to express freely since their worldviews and cultural bounds were reflected in their native language, which could easily manifest their opinions rather than focusing on grammatical structure and accuracy of the target language. The use of "Arabic" along with English made learners discover, explore and interpret their perspectives to be ready to interpret others' perspectives. The teacher used the Arabic language to talk about strategies,

roqia,⁴ and traditions of Algerian learners' families in comparison to American and British ones. This offers mutual culture discovery, and therefore gaining information about others' cultures as well as expressing their points of view. The latter enhances cultural awareness and building bridges between different cultures/languages.

Case Studies. Case studies are not depicted though they are a very useful opportunity a teacher can offer. Thus, learners did not have the chance to make personal responses and connections between their own cultural aspects and others'. The content of these case studies is supposed to provide learners with the conditions needed to create multiple understandings and to raise their skills and knowledge (Harrison, 1999). Indeed, the new insights provided in case studies encourage enquiry and making connections across cultural contexts.

Problem-solving Exercises. This kind of exercises triggers learners' clarifications of a social problem, finding solutions and accepting others' opinions and perspectives (Mizab, 2020). Unfortunately, the teacher used this kind of tasks once, as it is explicitly integrated in the *New Headway* textbook (Unit 4 "Getting it Right") when she asked the learners to identify the problem in each situation and to try to give advice before they read the suggested ones on the next page. The teacher was a negotiator and facilitator during this discussion. Problem-solving exercises, however, are beneficial in helping learners to connect cultural differences and similarities. Indeed, this problematisation of culture enhances awareness, own culture understanding, as well as openness toward, and acceptance of, others' explanations and worldviews.

Social Interaction. In this principle, a teacher makes use of language and interaction to discuss cultural aspects (Table 4). Social interaction is critical in recognising cultural differences, for "learning is social and interactive" (Liddicoat et al, 2003).

⁴ Recitation of verses from the Quran

Table 4

Social Interaction

Principles	Sub-categories	Items	Percentage
Social interaction	Teacher	Interactive questioning.	100%
		Encourages peers' interaction.	83.33%
		Promotes classroom debates and discussions.	91.66%
		Group work.	0%
		Pair work.	8.33%
		Role play.	0%
		Presentation.	0%

Interactive Questioning. During all the observation sessions, the teacher was interactively questioning the learners. Most of the times, those questions led to discussions, especially when they were related to learners' perspectives and their vocabulary and accuracy. The teacher was generally inviting learners to cooperate and contribute to the various discussions held in class, like questioning: what is the most paid job in Algeria? Learners started contributing to the discussion since some of them, who were doctors, were defending themselves as not being paid well in comparison to their efforts. To extend this discussion, the teacher introduced comparisons to Chinese learners' salary and Algerian ones. Liddicoat et al (2003) claimed that the 'intercultural' is "scaffolded through interactive talk" (p. 70). Social interaction builds intercultural learners who are able to understand / explore cultural contexts and differences, listen attentively to others' views, and tolerate differences.

Encouraging Peers' Interaction. This aspect appeared in the majority of sessions because of its advantages. In the reading part of the lesson, learners corrected each others' mispronounced words, and in the starter of Unit 3 "Good Times, Bad Times," they played the fortunately/unfortunately game on page 22. Learners' interaction is considered by Liddicoat et al (2003) as a means to establish fruitful connections between their own standpoints and others'. This kind of tasks was very beneficial during the classes observed in terms of attitude

development (respect, attentiveness and acceptance) and communicative skills development as well. Besides, one student at the very early sessions seldom accepted her peers' corrections and ideas that are different from hers, responding in a strong, high-pitched voice and ignoring the teacher's and peers' views. However, we noticed that throughout various discussions, she became more tolerant, started to take part in conversations with a high degree of curiosity about others' views, and most importantly shared her experiences freely. To sum up, the teacher's role in encouraging interactions and peers' communication can establish an intercultural setting where learning is socially constructed.

Promoting Classroom Debates and Discussions. Engaging in classroom discussions and debates provides opportunities to share ideas and to exchange knowledge besides attitudes development. The teacher tried to provide topics that elicit group discussions and debate, and each time she succeeded in making the learners active, sociable, and open to share their opinions and justify their choices. During various proposed topics and discussions, learners were listening attentively to each other. We noticed that discussions in the classroom sometimes deviate from the main topic when learners try their best to maintain the use of English, but sometimes they used French (especially doctors) to discuss their ideas adequately, such as discussing the drawbacks of penicillin. It is noteworthy that learners' discussions pave the way for them to learn socially-established interactions and to try to understand and listen to each other, which builds an intercultural space with less misconception, and more openness and respect.

Group / Pair Work. An intercultural learning environment necessitates variation in setting. Tasks, being in pairs, in group or individual, are beneficial in their ideal variation so that learners gain the benefits of each type (Corbett, 2003). To ensure interaction and communication as this principle dictates, teachers have to provide situations to each group / pair, in which they guarantee information and opinion transfer. Accordingly, learners will

train themselves to learn from each other, accept opinions and reflect on their own as well through evaluation and discussion. Unfortunately, the observed teacher did not apply such a critical notion and went through all the tasks individually, although learners were sitting in pairs. Such deficiency may be attributed to time constraints, for we noticed that the sample teacher barely had time to finish the essential parts. However, further research ought to inquire into the reasons behind adhering to individual tasks only.

Role Play. Role play as a pedagogical tool is very useful especially in intercultural teaching. Byram et al (2002) clarified that role plays as “experiential learning” (p. 14) are critical in helping learners learn new insights interactively and develop awareness toward others’ standpoints. Through the twelve sessions of observation, there was no single role play activity assigned, which prevented learners from being prepared for communication and from handling such situations in a tolerant and acceptable manner.

Presentation. Presentation is a way of social learning and delivering information. It allows learners to converse and share conceptions, benefiting from questioning each other when interaction must be present. The fact that presentation in classes paves the way for interaction and ideas exchange, with tolerance and acceptance of differences, its absence in the classes observed represents lack in tasks variation and limits learners’ interaction to be between the teacher and learners solely.

Reflection. It is a process of “reshaping” and “strengthening” learners’ knowledge and being in their world (Liddicoat et al, 2003, p. 59). The role of teacher is to provide chances for learners to reflect and contrast knowledge, to distinguish cultural similarities and differences, and to deal appropriately with intercultural problems to minimise stereotypical interpretations of culture (Liddicoat et al, 2003). Table 5 summarises the items related to reflection as occurred during the observation sessions.

Table 5

Reflection

Principles	Sub-categories	Items	Percentage
	Teacher	Guides conversation to include participants' view/ rationale.	41.66%
		Allows learners' own experiences and insights to take place in class.	91.66%
		Provides clear and accurate feedback.	91.66%
Reflection		Case studies	8.33%
		Group work.	0%
		Pair work.	8.33%
	Tasks	Problem solving exercises.	8.33%
		Receptive skills focus:	
		Listening	66.66%
		Culture related audio tapes.	16.66%
		Reading.	50%
		Culture related texts.	33.33%

Guiding Conversation to Include Participants' Views and Rationale. The observed teacher adopted this technique five times (41.66%). She was engaging her learners in certain discussions and issues that ended in most cases by learners connecting and making links between their own situations. For instance, they discussed views about money versus love, relationships, and religious stereotypes, wherein learners were listening attentively to each other and completing each others' ideas with much respect and attention. This technique makes learners attentive, aware of their own cultural background, and accepting of others' cultural views. Besides reflection, learners expressing their views may lead to openness, respect, acceptance, and empathy toward others' perspectives, and may train them on how to deal with such situations in the future.

Allowing Learners' own Experiences and Insights to Take Place in the classroom. To expand learners' self-knowledge and exploration of more cultures, the teacher was constantly questioning and engaging learners in more cultures. During classes, she gave learners the opportunity to narrate and discuss their experiences in a non-judgmental

environment, in which she succeeded in making them freely express their opinions and in opening up to discuss and accept them. We noticed that learners were not just sharing their experiences, but in fact were analysing them as well, as if they were reflecting on these experiences and affirming their “group identity” (Corbett, 2003, p. 58). It is noteworthy that this opportunity offered by the teacher not only aimed at sharing and narrating experiences, but it also revealed various attitudes and norms. Indeed, sharing insights and experiences entails reflecting on learners’ and others’ cultures and attitudes development.

Providing Clear and Accurate Feedback. The observed teacher was very attentive and always commented on learners’ productions and writings with encouraging, accurate and specific feedback. The teacher’s feedback was mainly on learners’ written paragraphs and mispronounced words, which directed them and made them responsible for their own writing and pronunciation. In writing, the teacher made consistent and accurate judgment about paragraph length, vocabulary used and her impression when reading their topics. Such feedback really affected their progress, for they were ameliorating their writing skill each time (according to the teacher’s feedback each time she corrected the paragraphs). In addition, pronunciation was always corrected whether in reading or in class communication, which resulted in paying more attention when reading texts, especially that the teacher’s gentle way of correcting mistakes made learners unafraid of pronouncing words and encouraged them to seek correction, instead. Being aware and conscious of their learning, learners will, therefore, monitor their learning and know its effect on others (Liddicoat et al, 2003).

Case Studies. As it is shown in Table 5 and previously discussed, this type of tasks allows learners to benefit from the content in understanding, comparing, and reflecting on, their assumptions and knowledge about the target culture. This reflection shapes their responses to tasks and how they deal with different situations.

Group / Pair Work. Given the lack of exposure to different learning patterns (pair /

group work), learners missed the opportunity to analyse their experiences and knowledge, and to be more aware of their and others' cultures. Through pair / group discussions, learners would benefit from the chance to evaluate their and others' concepts and to reflect upon them. This variation in setting offers learners a space to engage closely with cultures, establishing therefore an intercultural setting in which they discuss, learn, and reflect upon both linguistic and cultural perspectives.

Problem-solving Exercises. Such tasks allow learners to be more aware of their culture and to build a "multi-perspective" intercultural setting in which they reflect upon their and others' concepts (Liddicoat et al, 2003, p. 93). Through comparing various views and problems, learners would end up able to reflect, to learn from the exercises in terms of linguistic knowledge and cultural perspectives, to confront different values and attitudes, and to appropriately engage in intercultural situations.

Receptive Skills. In the majority of sessions, learners were assigned to listen to textbook-based audio tapes, among which only two of them were culturally-related. The teacher always read the related questions and explained them before starting to listen to audio tapes, which are repeated twice. Reading, on the other hand, was present in 50% of the sessions wherein learners were asked to listen attentively to the reader and to underline his/her mispronounced words to be corrected collectively. Only four texts among the ones they read were culturally-related. The reading comprehension questions were read and explained before starting to read. These skills (listening and reading) can be considered as tools to transmit intercultural / cultural content, through which learners analyse, understand and reflect upon the situations/texts provided, prior knowledge and awareness of the home culture. These skills elicit learners' potential to reflect upon and connect various cultural similarities and differences, and to evaluate new situations from other perspectives.

Speaking. This skill is a way to reveal how connections are made, and how learners

reflected upon their prior knowledge and described the target culture situation. The authentic texts and materials provided encouraged learners to interact and to explore the target culture.

Responsibility. As claimed by Liddicoat et al (2003), responsibility consists of learners' readiness and disposition to decentre from their own cultural boundaries and to contribute to developing an intercultural perspective. Table 6 sketches the frequency of items underpinning responsibility.

Table 6

Responsibility

Principles	Sub-categories	Items	Percentage
Responsibility	Teacher	Encourages learners' self-monitoring and taking responsibility of their learning.	25%
		Gives learners the opportunity to make choices, decision and explanations.	100%
	Tasks	Group work.	0%
		Pair work.	8.33%
		Role play.	0%
		Problem solving exercises.	8.33%
		Speaking	33.33%
Writing	8.33%		

Encouraging Learners' Self Monitoring and Taking Responsibility of their

Learning. As indicated in Table 6, this item was implied few times. The teacher tried, through questioning, to engage learners in expecting the aim and value behind the material presented, and to enhance their awareness of cultural differences. As far as assessment is concerned, which is probably the famous way to include that faster "self-monitoring" (Liddicoat et al, 2003, p. 65), writing tasks at home was the only form. The fifth principle, responsibility, is critical to developing and building intercultural language users (Liddicoat et al, 2003). The teacher should negotiate with learners so that the latter develop, and interact through, attitudes of awareness and disposition. As far as awareness in concerned, it is worthy to say that learners in the classes observed were aware of their identity and showed a high degree of

understanding of others', which is revealed clearly in their discussions and is, in fact, an agent sign of learners' responsibility to understand others' standpoints to avoid misconceptions.

Giving Learners the Responsibility to Make Choices, Decisions and Explanations.

This item involves actions and choices learners made in response to the teacher engagement and instructions. This item dominated the observed sessions wherein learners were freely expressing their own ideas and choices and explaining their standpoints. We can deduce that those explanations, especially culture-related ones, reveal learners' capacity to link the target culture and their culture, which demonstrates that they understand both sides and can relate and compare both of them.

Productive Skills. In relation to responsibility, speaking and writing are perfect tasks for collaborative learning and enhancing learners' autonomy. Discussions are crucial in building learners' responsibility to achieve task objectives, to promote correct meaningful messages, and to interpret intended meanings of the target culture, either in speaking or writing.

Discussion of Findings

Findings show that the teacher tried to implement the main parts of IcLT depending mainly on textbook materials. The first principle, active construction, was almost implemented, except for writing and image transfer tasks, which were almost absent due to time constraints.

In the second principle, elements of making connections were highly present during classes. The exception was integrating case studies and problem-solving exercises, in addition to generously offering opportunities for culture comparisons. The teacher was totally relying on textbook drills, and sometimes she skipped some tasks, which hinders going through all the comparisons and intercultural tasks that the textbook offers.

In the third principle, social interaction, the interactive part was present and limited to

learner-teacher interaction. The absence of group / pair work, as a critical social part in instruction, is apparently attributed to time constraints and to COVID-19 circumstances to which the teacher was over reacting.

The fourth principle, reflection, is highly incorporated, except for the social part in collaborative tasks and providing extra materials, which inhibits the development of reflective attitudes and interactive skills.

The last principle, responsibility, is not perfectly ubiquitous during the twelve sessions. The absence of the social part and the productive skills negatively affected the development of autonomy and limited meaningful interpretations and attitudes building.

To sum up, the teacher succeeded to some extent in incorporating IcLT principles by fully accounting for some important elements or totally neglecting others.

Conclusion

To summarise, the goal of this chapter was to dissect IC integration within the skills presented in the *New Headway* “intermediate” (4th ed.) content and to examine teacher instruction. Suitability of the textbook necessitates an idealistic use by teachers to holistically establish, and benefit from, suitable intercultural settings.

General Conclusion

After applying the research methodology design that ought to achieve the research objectives, the account of findings from textbook analysis and teacher observation described in Chapter 3 lead to drawing some conclusions that answer the research questions.

Research Question 1: To what extent are IC components represented in the four skills of *New Headway* “intermediate” (4th ed.)?

IC components, knowledge, skills, and attitudes, are present in the textbook. Despite the differences in these items’ occurrences, their integration within language skills and the variation of activities and instructions offer opportunities to create intercultural speakers. Therefore, we deduce that the *New Headway* “intermediate” (4th ed.) is suitable, for it introduces an important amount of intercultural materials for learners to be mediators between their cultures and the foreign ones, which makes it an appropriate intercultural resource for both teachers and learners.

Research Question 2: To what extent do teachers at the CEIL incorporate IC in EFL classes?

The sample teacher’s instruction is learner-centred because she gets learners highly engaged in every part of the lesson. However, her teaching method proves to be neither communicative as learner-learner interaction is not encouraged, nor intercultural for despite adhering to the textbook content that triggers IcLT principles, she failed in instilling or enhancing them while presenting lessons. Besides, many extra materials that develop interculturality are overlooked.

Research Question 3: How do teachers at the CEIL incorporate IC in EFL classes?

Learners' experiences, opinions, propositions, and discussions are encouraged, and teacher-learner interactions take place in the classroom, though from a far distance. Such aspects are critically the backbones of IcLT. Principles of the latter are somewhat applied, especially through explicit instructions and interactive questioning that triggers learners’

interest in expressing themselves and in establishing an interactive environment to guarantee opinion and information transfer.

Recommendations

Some suggestions related to interculturality in EFL textbooks and teaching instructions are recommended. These recommendations are drawn from the research conclusions. We recommend:

1. The use of the *New Headway* “Intermediate” (4th ed.) textbook in EFL teaching with all its elements (textbooks and extra materials) to build intercultural speakers and mediators rather than native-like speakers solely.
2. Teachers should be selective and should pay attention to the materials used. They ought to use extra materials as the ones provided with the textbook, such as videos that are full of intercultural content, and other resources to guide learners and to ensure better understanding of intercultural knowledge.
3. Teachers should pay more attention to activities and task variation that help learners disclose and open up to each other, experience different perspectives, and develop a sense of respect and acceptance. In addition, teachers should take care of their placement and movement in the classroom, which determines opportunities offered to learners.
4. Teachers should encourage learners to express themselves, their concerns, opinions, attitudes, and feelings.
5. Teachers should boost both teacher-learner and learner-learner modes of interaction.

Pedagogical Implications

This research has various implications at the pedagogical level for policymakers, researchers, and practitioners.

Policy

The *New Headway* “intermediate” (4th ed.) textbook is a source of language input,

skills development and interculturality that policymakers at the ministry and CEILs have successfully chosen. Thus, it should be adopted for EFL teaching. Besides, teacher training programs of how to implement IcLT that dovetails with the nature of the textbook is another step that higher authorities should provide.

Theory

This study proved patent in establishing understanding and analysis of interculturality in the *New Headway* textbook. Indeed, it contributes to the substance of the literature highlighting the extent to which interculturality is ubiquitous in the sample textbook, and the degree to which teachers apply the principles of IcLT. Besides, IC elements appear to be useful in developing an intercultural assessment checklist, serving at evaluating both learners' and teachers' ICC.

Practice

This study is a reference for teacher for better intercultural instruction, and for material designers to focus on guidelines of putting the 'intercultural' into practice. Time is another factor that hinders abiding by all the textbook content and extra materials, that is why administrators at the CEIL had better allocate sufficient time to deal with the textbook thoroughly and consistently.

Research

Implications in research include replicating this study with other teachers of various levels (beginner, elementary, pre-intermediate, upper-intermediate). Besides, the 'intercultural' can be dissected by analysing the whole series of the *New Headway* textbooks, including learners' book, workbook, and audio and video materials. Moreover, content analysis can be applied to different units of analysis (e.g. images). Finally, learners and teachers can be approached to inquire into the former's perceptions of textbooks and interculturality, and the latter's challenges and hindrances in teaching through *New Headway*.

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Appendices

Appendix A

Textbook Analysis Framework

IC components	Objectives	Code	Description
Knowledge	Knowledge of one self and one's own society	K.O.S	Comprehension of cultural groups and their social process in one's own country and in other countries.
	Knowledge of social processes	K.S.P	
	Knowledge of others' cultures	K.O.C	
	Knowledge of the language	K.L	
Skills of interpreting and relating	Ability to analyse	A.A	Competency to interpret messages from another culture, explain them, compare them, and relate them to one's own.
	Ability to interpret	A.I	
	Ability to explain	A.E	
	Ability to relate prior knowledge with the new one	A.R	
	Ability to compare	A.C	
Skills of discovery and interaction	Ability to acquire new knowledge	A.AC.K	Capability to learn, evaluate and apply new cultural information.
	Ability to interact	A.INT	
	Ability to evaluate	A.EV	
Attitudes	Curiosity	C	Fostering openness and curiosity about other cultures and people, as well as the ability to decentre and accept other people's cultures as existing within their own.
	Openness	O	
	Ability to decentre	A.D	

Note. Components and objectives are synthesised from Byram's (1997) model of IC. Codes are symbols representing objectives and are used to ease the analysis process. Descriptions of objectives reflect the researchers' operational definitions

Appendix B

Observation Checklist for IcLT



Observation Checklist for Intercultural Language Teaching



Teacher: NOUIRI Takoua

Date:

Observers: GAIDI Hadil – BOUBARDAA Ines

Session:

Unit of study:

Time allocated: 3h

Ratings: YES NO

I. Environment:

) Atmosphere:

Friendly, relaxed

) Learners' placement within tasks

➤ Individually

➤ in pairs

➤ in groups

II. Intercultural teaching:

) Teachers

➤ Interactive questioning.

➤ Encourage peers interaction.

➤ Reassure culture and language prediction and comparison.

➤ Guide conversation to include participants views/ rational.

➤ Allow learners' own experiences insight to take place in the class

➤ Provide clear and accurate feedback-

➤ Reflect on target and native language.

➤ Foster comparing and contrasting learners' own culture and others cultures.

➤ Promote classroom debates and discussions.

- Listen and build upon learners' responses. -----
- Encourage learners' self-monitoring and taking responsibility of their own learning. -----
- Give learners the opportunity to make choices, decisions and explanations. -----

III. Tasks:

Use of

-) Case studies -----
-) Proposition for debate -----
-) Group work -----
-) Pair work -----
-) Role play -----
-) Presentations -----
-) Image transfer -----
-) Problem solving exercises -----
-) Receptive skills focus
 - Listening -----
 - Reading -----

IV. Materials

-) Technology
 - Videos -----
 - Music -----
 - Data show -----

Others-----

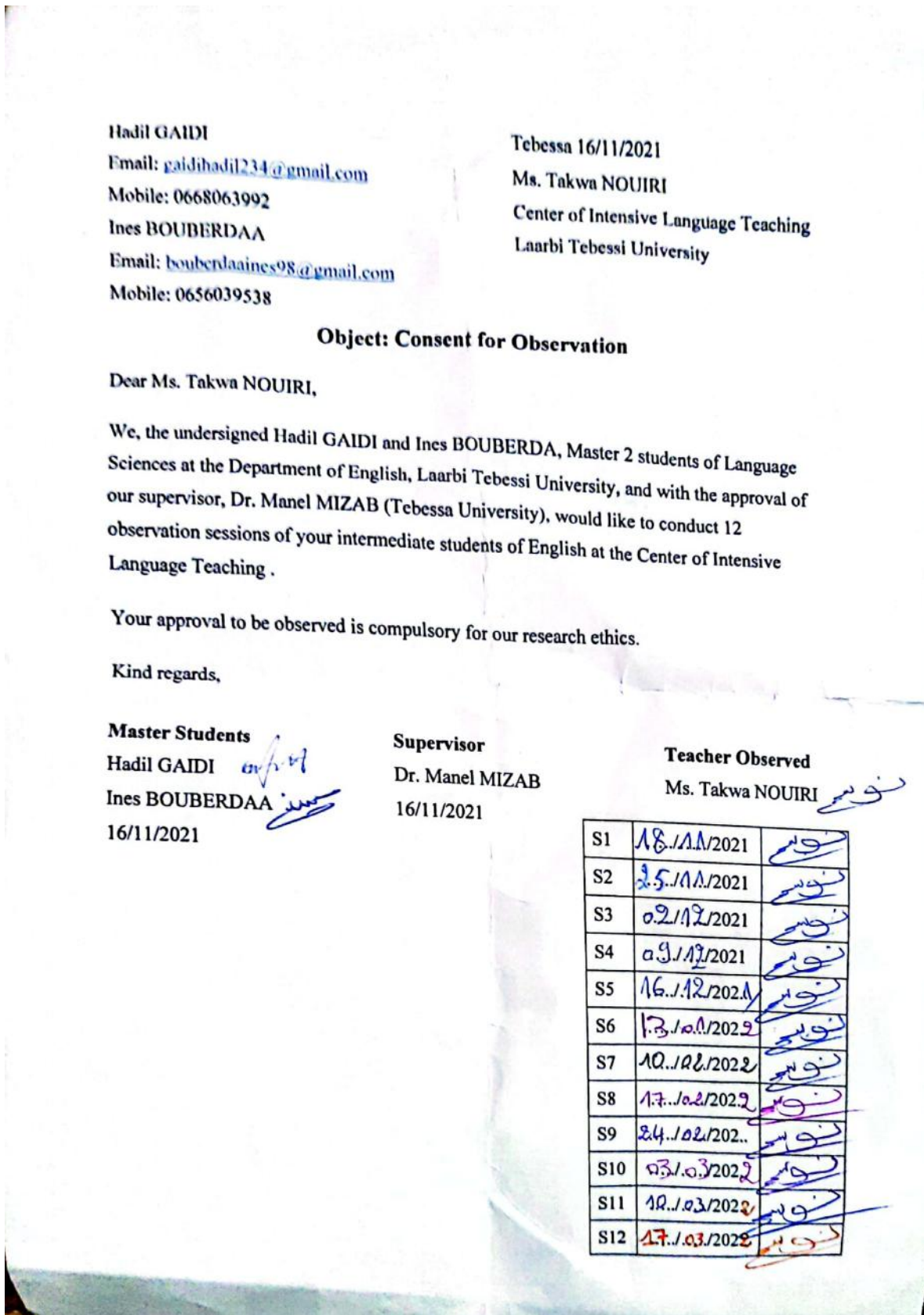
-) Authentic materials:
 - Newspapers -----
 - Magazines -----
 - Articles -----
 - Postcards -----

Others -----

Comments:

Appendix C

Consent for Teacher Observation



Appendix D

Stage 1 of Content Analysis (Summary of Textbook Data)

Unit of Analysis	Textbook unit	Summary of data
Writing	Unit 1	<ul style="list-style-type: none">) Informal letter) Correcting mistakes) The use of sample of formal letter) Reading comprehension) Learners try to imagine themselves from another town and try to answer the questions) Learners write a letter to English friend) Learners swap letters) Correct each others' mistakes
	Unit 2	<ul style="list-style-type: none">) Formal and informal emails) Formal and informal letters) Beginnings and endings) Match the beginning of email and letter with their ending) Reply to old friend's email) Telling news and describing student's life
	Unit 3	<ul style="list-style-type: none">) Reading story) Image transfer) Linking words/ write a folk or fairy story
	Unit 4	<ul style="list-style-type: none">) Discussion about mother "Teresa") Differentiating between sentences within paragraphs) Reading comprehension) Short biography about famous person
	Unit 5	<ul style="list-style-type: none">) International and national news) Types of news) Reading to the girl's topic) Answering questions) Writing about already known topic) Writing a talk) Guidelines
	Unit 6	<ul style="list-style-type: none">) Draw) The use of objectives) Description) Answering the questions) Relative clauses) The link between sentences) Tenses) Relative pronoun) Describing the room
	Unit 7	<ul style="list-style-type: none">) thinking) reading loudly student's family) picking a family member) family members' physical attributes and personality traits) description of crazy uncle Joe) writer's feeling) work with a partner) the factual description and personal opinions) words related to physical appearance) words that changes the meaning of adjectives) writing about a member of family
	unit 8	<ul style="list-style-type: none">) Titanic's sinking

		<ul style="list-style-type: none">) Telling a story) Image transfer) Work with a partner) Reading) Comparison of texts) Answering questions) Telling a story about Trojan house) The use of image transfer) Group work) Use of adjectives and adverbs) Reading the story) Comparing of stories
	Unit 9	<ul style="list-style-type: none">) Childhood's time) Advantages and disadvantages of childhood) The aim of each paragraph) Matching sentences) Discussion of advantages and disadvantages of a topic) Work with partner) Complete phrases
	Unit 10	<ul style="list-style-type: none">) New York city) Diagram of New York) Work with a partner) Reviewing to the diagram and complete sentences) Discussion of words) Complete the sentences) Writing a paragraph about famous city/ town
	Unit 11	<ul style="list-style-type: none">) Join sentences) Complete sentences) Reading the letter) Using words to complete the space
	Unit12	<ul style="list-style-type: none">) mistakes of Kati to Mr. and Mrs. Kendall in the email) comparison of mistakes) write an email
Unit of Analysis	Textbook unit	Summary of data
Listening	Unit 1 T: 1.7	<ul style="list-style-type: none">) An interview) A family of mixture of cultures living in England) Xabier is feeling the English nationality, and proud for their parent's nationalities.) Contact in Spanish language and heritage influenced Xabier more than Bolivian) Xabier loves England and wants to stay there for good) Student's are asked about Xabier's and his parents nationality and place of living) Learners are asked about mother's opinions about bringing up a family in another country.) Student's are asked which country Xabier support and why.) Learners are asked about the contact Xabier had with his Spanish family, and the duration he stayed in Spain.
	Unit 2 T: 2.6	<ul style="list-style-type: none">) Interview) Predicting, guessing which job earns more) Claim that footballers earn the highest amounts, than lawyers than pilots.) Justification of each job's responsibilities to earn certain amounts) Discussing salaries and responsibilities) Learners are asked to identify the jobs) Learners are asked about agreement about salaries) Learners are asked to complete certain words (scanning).

<p>Unit 3 T: 3.15</p>	<ul style="list-style-type: none">) Interview) Learners are asked to listen and complete a table) Three people narrating their first love experiences) Detailed description about how they felt their first time, with who, how was the experience and how it ended) Learners are required to compare their answers) Second listening) Question related to the script comprehension) Introducing this listening with quotations) Student's are asked to explain how they understand these quotes
<p>Unit 4 T: 4.4</p>	<ul style="list-style-type: none">) Three people talking about their rules of life) Talking about money, fame, happiness, meaning of life, politeness, looking for the good in people) Learners asked to write notes) Discussion of the three people ideas) Learners asked to express agreement or disagreement
<p>Unit 5 T: 5.7</p>	<ul style="list-style-type: none">) The listening task is introduced using images, and a public figure.) Short paragraph and picture of Rocket man "Steeve") Interview for a radio program) The ambitions of Steeve to travel in the space) Possibilities and predictions) Learners asked about impression, opinions, and attitudes toward Steeve and his ambitions) Pair work, scanning the audio script
<p>Unit 6 T: 6.8</p>	<ul style="list-style-type: none">) Discussion in a group work) Opinions, perspectives about learners) Complete script related table) Scanning the audio tape and answer questions) Express understandings and standpoints) Discussions in pairs about who do learners feel closest to in their family) Group work. Comparing families' relationships.) Class discussion about families relationships) Audio talking about the closest relative, justifying this close relationship and describing how it feels
<p>Unit 7 T: 7.7</p>	<ul style="list-style-type: none">) People phobias) Work with a partner to match the phobias with their meaning) Work group to retelling the stories) The use of prompts
<p>unit 8 T: 8.5</p>	<ul style="list-style-type: none">) Jodie's phobia) A story) Gavin's phobia) Melissa's phobia
<p>T: 8.6</p>	<ul style="list-style-type: none">) The psychologist's view) Things that humans afraid off) The cause of phobia) How to conquer the phobia) Group work) Social conscience) Discussion what student would do if they were in the same situation) Meaning of sentences, find examples) Write the word in the suitable place in the sentence
<p>Unit 9 T: 9.5</p>	<ul style="list-style-type: none">) A social conscience) Story telling

	T: 9.6	<ul style="list-style-type: none">) Spoken English) Dialogue) Group work) True and false statement) The correct order of words to make sentences) Pair work, the choose of one people and listening to the details) Listening to the expression) The right sound of sentences
	Unit 10 T: 10.4	<ul style="list-style-type: none">) Story) Interesting of Tom about sport in the websites) The use o Facebook for Monica) The use of internet banking for Justin) News, Guardian websites, checking weather everyday for daisty) David's interest in the net "Friend Reunited" searching his family's history
	Unit 11 T: 11.12	<ul style="list-style-type: none">) The adventures of Sherlock Holmes) The use of abbreviation) An interview) Answering the questions) Newspapers
	Unit12 T: 12.9	<ul style="list-style-type: none">) An interview) The heights and lows of Jamie's Carrer) Complete the chart) Questions about Jamie's interview
Unit of Analysis	Textbook unit	Summary of data
Speaking	Unit 1	<ul style="list-style-type: none">) Explanations and opinions) Learners respond according to their own country's norms,) Learners respond according to their own family norms) Class discussion) Differentiating pros and cons) Making a list/ exchange of information
	Unit 2	<ul style="list-style-type: none">) Prior knowledge) Discussion) Learners' background about countries, royal family) Learners talk about attitudes of other's) Opinions about unfair salaries) Group work
	Unit 3	<ul style="list-style-type: none">) Opinions) Discussing the play from student's perspective) Testing learners' prior knowledge about stories and history plays of Shakespeare) Expressing agreement and disagreement) Knowledge about other's perspectives) Sharing experiences and personal stories
	Unit 4	<ul style="list-style-type: none">) Class discussion) Personal opinions) Expressing preferences) Group discussion) Opinions) Writing a list of their own household rules) Exchanging information
	Unit 5	<ul style="list-style-type: none">) Expressing perspectives about a scientific ideas) Justification

		<ul style="list-style-type: none">) Giving examples) Expressing opinions) Learners speak about the article ideas) Learners give their standpoints) Expressing beliefs and predictions) Making choices
	Unit 6	<ul style="list-style-type: none">) Expressing opinions) Making choices) Justifications, giving reasons) Learners make associations) Sharing ideas) Reading comprehension questions) Talking about own kitchen) Pair work, group work) Pair discussion) Sharing feelings, personal relations) Comparing ideas) Identifying similarities and differences) Class discussion) General idea, agreement
	Unit 7	<ul style="list-style-type: none">) Football) Clubs) Agreement if football has become a global passion
	unit 8	<ul style="list-style-type: none">) Group work) Discussion of questions) The causes of phobia) How to conquer phobia) Imagination for a journey
	Unit 9	<ul style="list-style-type: none">) Criminal and victim) Purpose of imprisonment
	Unit 10	<ul style="list-style-type: none">) Net's attention for learners) Favourite websites) Democracy ideas in the net) St. Pancras international rate) Famous building
	Unit 11	<ul style="list-style-type: none">) Telling a story) Example how to begin the story) The cleverest part of Holmer's investigation) Method of detection
	Unit12	<ul style="list-style-type: none">) The belief of other people or Jamie in his life.) Asking learners about the time that they read a story in news) Asking about the big stories at the moment) The different angles in the story) Do people agree about the basic facts, or there are different opinions?) Asking someone who changed people's ideas) What this help as a result
Unit of Analysis	Textbook unit	Summary of data
Reading	Unit 1	<ul style="list-style-type: none">) Eight paragraphs talking about profiles of two families from different parts of the world) Talking about their way of living, attitudes, education, what makes them happy, their mottos) Learners discussing questions about their own lives

	<ul style="list-style-type: none">) Reading comprehension questions) Group work) Each group read a profile and answer related comprehension questions) Pair work) Learners asked to exchange information between each other) Comparing and swapping in information between each group) Identification of similarities and differences) Prediction and guessing words meaning from context) Exchanging information between groups
Unit 2	<ul style="list-style-type: none">) Image transfer task) Image showing people whom the text is about) Pair work) Comparison of ideas and prior knowledge) Expressing perspectives and opinions) Article about the life of prince Charles) Information about his routine, daily life and responsibilities) Image about different activities of prince Charles) Reading comprehension questions) Reviewing previous task and correct it.
Unit 3	<ul style="list-style-type: none">) Image transfer story) Story board of Romeo) Depiction of the scenes) Characters names, story title) Prior knowledge about the story) Reading comprehension questions
Unit 4	<ul style="list-style-type: none">) Pictures of technological devices) Image depicting old Vs. new generations) Imagination) Share their childhood experiences) Newspaper article about childhood in the past vs in the present) Reading comprehension questions) Description) Image transfer) Reading and understanding) Discussions, expressing opinions) Answering and correcting their own mistakes) Reading comprehension
Unit 5	<ul style="list-style-type: none">) Student predict , express their ideas) Gloomy background of the text, scientific items) Predicting the future) Guessing each paragraph's topic) Correct their own mistakes) Reading comprehension questions
Unit 6	<ul style="list-style-type: none">) Interview) Imagination) Student's own home) Expressing agreement, disagreement) Picture of happy house wife in their kitchen) Group work) Each group read separately about a housewife each from different country) Each group answer part related questions) comparing information) Swapping answers

	<ul style="list-style-type: none">) Critical answers, predictions) Learners justifying answers
Unit 7	<ul style="list-style-type: none">) Text about how football began) Football and footballers) The introduction and final part of football) How football begin) Answering questions
unit 8	<ul style="list-style-type: none">) A text about Hannibal crosses the alps) A text about Mao Zedong and the long march with images) Dangerous journey with people and the problems that would they face) Pictures of maps) The difficulties that the two famous leaders faced) Group work) Answering the questions) The final end of the two leaders) Comparison between the journey of the two leaders and their journeys
Unit 9	<ul style="list-style-type: none">) The victim) Discussing questions) An organisation called " the Restorative Justice") Newspaper article) Group work, answer the questions) Article about the robber with an image
Unit 10	<ul style="list-style-type: none">) Meet me at St. Pancras with an image) Description of the photo) Answering questions) Completing the chart) Working with a partner, correcting false statements) Reflection on numbers) Answering questions
Unit 11	<ul style="list-style-type: none">) Image of Sherlock Holmes) The story " the three students ") Guessing) Answering questions) Correcting false mistakes) Discussion with a partner) Motives of each student
Unit12	<ul style="list-style-type: none">) Movers and shakers) Hero, heroine) Pictures of five peoples) Taking notes about them) Working with a partner, discussion of questions) Choosing one of the people and discussing questions) Discussing questions.

Appendix E

Stage 2 of Content Analysis (Coding Textbook Data)

Unit of Analysis	Textbook unit	Summary of data	Code
Writing	Unit 1	) Informal letter	A.EV /K.L
		) Correcting mistakes	K.L/A.EV
		) The use of sample of formal letter	K.O.C
		) Reading comprehension	K.L/K.O.C
		) Learners try to imagine themselves from another town and try to answer the questions	A.I/K.O.S/A.R
		) Learners write a letter to English friend	K.O.C
		) Learners swap letter	A.I/A.R
		) They swap	A.INT/A.EV/K.O.C
		) Correct each other's mistakes	A.EV
	Unit 2	) Formal and informal emails	A.INT/K.L
		) Formal and informal letters	K.L/A.INT
		) Beginnings and endings	K.O.C
		) Match the beginning of email and letter with their ending	A.A
		) Reply to old friend's email	K.O.S
		) Telling news and describing student's life	A.A/A.I
	Unit 3	) Reading story	K.O.C
		) Image transfer	K.O.C
		) Linking words/ write a folk or fairy story	K.L/A.R
	Unit 4	) Discussion about mother "Teresa"	A.INT
		) Differentiating between sentences within paragraphs	A.A
		) Reading comprehension	K.O.C
		) Short biography about famous person	A.I
	Unit 5	) International and national news	K.O.C
		) Types of news	K.O.C
		) Reading to the girl's topic	K.O.C
		) Answering questions	K.L/A.A/K.O.C
		) Writing about already known topic	A.R
		) Writing a talk	A.A/A.I
		) Guidelines	A.I
	Unit 6	) Draw	K.O.C
		) The use of objectives	K.L
		) Description	A.A/A.I
		) Answering the questions	A.A/A.I/K.O.C
		) Relative clauses	K.L
		) The link between sentences	K.L
		) Tenses	K.L
		) Relative pronoun	K.L
		) Describing the room	K.O.C
	Unit 7	) Thinking	A.A/A.I
		) Reading loudly student's family	A.I
		) Picking a family member	K.O.S/A.R
		) Family members' physical attributes and personality traits	K.O.S /A.R
) Description of crazy uncle Joe		K.O.C/A.A	
) Writer's feeling		A.A/A.I	
) Work with a partner		A.INT/A.D/O	

		) The factual description and personal Opinions	A.INT/
		) Words related to physical appearance	K.L
		) Words that change the meaning of adjectives	K.L
		) Writing about a member of family	K.O.S
	Unit 8	) Titanic's sinking	K.O.C
		) Telling a story	K.O.S
		) Image transfer	A.A/A.I/K.O.C
		) Work with a partner	A.INT
		) Reading	K.O.C
		) Comparison of texts	A.C
		) Answering questions	K.O.C/A.A/A.I
		) Telling a story about Trojan house	K.O.C
		) The use of image transfer	K.O.C
		) Group work	A.INT
		) Use of adjectives and adverbs	K.L
		) Reading the story	K.O.C
		) Comparing of stories	K.O.S/A.C
		Unit 9) Childhood's time	K.O.C
	) Advantages and disadvantages of childhood		K.O.C/A.A
	) The aim of each paragraph		A.A
	) Matching sentences		K.L
	) Discussion of advantages and disadvantages of a topic		A.INT/A.E/A.A
	) Work with partner		A.INT
	Unit 10	) Complete phrases	K.L/K.O.C
		) New York city	K.O.C
		) Diagram of New York	K.O.C
		) Work with a partner	A.INT
		) Reviewing to the diagram and complete sentences	K.L/A.A
		) Discussion of words	A.INT/A.A
		) Complete the sentences	A.A/K.L
	Unit 11	) Writing a paragraph about famous city/ town	K.O.S/A.R
		) Join sentences	K.L
		) Complete sentences	K.L
		) Reading the letter	K.L
	Unit 12	) Using words to complete the space	K.L
		) Mistakes of Kati to Mr. and Mrs. Kendall in the email	K.O.C
		) Comparison of mistakes	A.C/A.A
		) Writing an email	A.R/K.O.S
Unit of Analysis	Textbook unit	Summary of data	Code
Writing	Unit 1 T: 1.7	) An interview	A.INT
		) A family of mixture of cultures living in England	K.O.C
		) Xabier is feeling the English nationality, and proud for their parent's nationalities.	K.O.C
		) Contact in Spanish language and heritage influenced Xabier more than Bolivian	K.O.C
		) Xabier loves England and wants to stay there for good	K.O.C

		) Learners are asked about Xabier's and his parents nationality and place of living	K.O.C/K.L
		) Learners are asked about mother's Opinions about bringing up a family in another country.	K.O.C
		) Learners are asked which country Xabier support and why.	K.O.C
		) Learners are asked about the contact Xabier had with his Spanish family, and the duration he stayed in Spain.	K.O.C
Unit 2 T: 2.6		) Interview	A.INT
		) Predicting, guessing which job earns more	A.A/A.I
		) Claim that footballers earn the highest amounts, then lawyers than pilots.	K.O.C
		) Justification of each job's responsibilities to earn certain amounts	A.A/A.E
		) Discussing salaries and responsibilities	A.INT
		) Learners are asked to identify the jobs	K.O.C
		) Learners are asked about agreement about salaries	A.I/A.D/O
Unit 3 T: 3.15		) Learners are asked to complete certain words (scanning).	K.L
		) Interview	A.INT
		) Learners are asked to listen and complete a table	A.A/A.I
		) Three people narrating their first love experiences	K.O.C
		) Detailed description about how they felt their first time, with who, how was the experience and how it ended	K.O.C
		) Learners are required to compare their answers	A.C
		) Second listening	K.O.C
		) Question related to the script comprehension	K.O.C
		) Introducing this listening with quotations	A.R/A.E
Unit 4 T: 4.4		) Learners are asked to explain how they understand these quotes	A.R/A.E
		) Three people talking about their rules of life	K.O.C
		) Talking about money, fame, happiness, meaning of life, politeness, looking for the good in people	K.O.C
		) Learners asked to write notes	A.A/A.I
		) Discussion of the three people ideas	A.E/A.I
Unit 5 T: 5.7		) Learners asked to express agreement or disagreement	A.E/A.INT
		) The listening task is introduced using images, and a public figure.	A.A/A.I
		) Short paragraph and picture of Rocket man "Steeve"	K.O.C
		) Interview for a radio program	A.INT
		) The ambitions of Steeve to travel in the space	K.O.C
		) Possibilities and predictions	A.I
	) Learners asked about impression, Opinions, and attitudes toward Steeve and	K.O.C/A.I	

		hid ambitions	
		) Pair work, scanning the audio script	A.INT/A.A
Unit 6 T: 6.8		) Discussion in a group work	A.INT
		) Opinions, perspectives about learners	A.I/K.O.S
		) Complete script related table	A.A
		) Scanning the audio tape and answer questions	A.A
		)	A.E
		) Express understandings and standpoints	A.INT/K.O.S/A.I
		) Discussions in pairs about who do learners feel closest to in their family	A.INT/K.O.S/A.I
		) Group work. Comparing families' relationships.	INT/A.C
		) Class discussion about families' relationships	K.S.P/K.O.S/A.INT
		) Audio talking about the closest relative, justifying this close relationship and describing how it feels	A.INT/K.O.S/O
Unit 7 T: 7.7		) People phobias	K.O.C
		) Work with a partner to match the phobias with their meaning	K.L/A.INT
		) Work group to retelling the stories	A.INT/A.R
		) The use of prompts	A.A
Unit 8 T: 8.5		) Jodie's phobia	K.O.C
		) A story	K.O.C
		) Gavin's phobia	K.O.C
		) Melissa's phobia	K.O.C
T: 8.6		) The psychologist's view	K.O.C
		) Things that humans afraid off	K.O.C
		) The cause of phobia	K.O.C
		) How to conquer the phobia	K.O.C/A.I
		) Group work	A.INT
		) Social conscience	K.S.P
		) Discussion what student would do if they were in the same situation	A.R/K.O.S
		) Meaning of sentences, find examples	A.A/A.E/A.I
	) Write the word in the suitable place in the sentence	K.L	
Unit 9 T: 9.5		) A social conscience	K.S.P
		) Story telling	K.O.C
T: 9.6		) Spoken English	K.L
		) Dialogue	A.INT
		) Group work	A.INT
		) True and false statements	A.A
		) The correct order of words to make sentences	K.L
		) Pair work, the choose of one people and listening to the details	A.INT/K.O.C/A.A
		) Listening to the expression	A.A
		) The right sound of sentences	K.L
Unit 10 T: 10.4		) Story	K.O.C
		) Interesting of Tom about sport in the websites	K.O.C
		) The use of Facebook for Monica	K.O.C
		) The use of internet banking for Justin	K.O.C
		) News, Guardian websites, checking	K.O.C

		weather everyday	
		) David's interest in the net "Friend Reunited" searching his family's history	K.O.C
	Unit 11 T: 11.12	) The adventures of Sherlock Holmes	K.O.C
		) The use of abbreviation	K.L
		) An interview	A.INT
		) Answering the questions	A.A/A.I
		) Newspapers	K.L/K.O.C
	Unit12 T: 12.9	) An interview	A.INT
		) The heights and lows of Jamie's Career	K.O.C
		) Complete the chart	K.L/A.A
		) Questions about Jamie's interview	K.O.C/A.A/A.I
Unit of Analysis	Textbook unit	Summary of data	Code
Speaking	Unit 1	) Explanations and Opinions	A.E/A.I
		) Learners respond according to their own country's norms,	K.O.S/A.E/A.D
		) Learners respond according to their own family norms	K.O.C
		) Class discussion	A.INT
		) Differentiating pros and cons	K.O.C
		) Making a list/ exchange of information	A.INT/A.I/A.AC.K
	Unit 2	) Prior knowledge	A.R
		) Discussion	A.E/A.INT
		) Learners' background about countries, royal family	K.O.C/K.S.P
		) Learners talk about attitudes of other's	K.O.C/O/A.D
		) Opinions about unfair salaries	A.I/A.E
		) Group work	A.INT
	Unit 3	) Opinions	A.A/A.INT
		) Discussing the play from student's perspective	A.INT
		) Testing learners' prior knowledge about stories and history plays of Shakespeare	K.O.C/A.R/K.AC.K
		) Expressing agreement and disagreement	A.INT/A.I/A.D
		) Knowledge about other's perspectives	A.D/K.O.C
		) Sharing experiences and personal stories	A.INT/A.I/K.O.C/A.D/O
	Unit 4	) Class discussion	A.INT
		) Personal Opinions	A.I/A.INT/O
		) Expressing preferences	A.INT/O
		) Group discussion	A.INT
		) Opinions	A.I/A.INT/O
		) Writing a list of their own household rules	K.O.S
	Unit 5	) Exchanging information	K.O.C
		) Expressing perspectives about a scientific idea	K.O.S/A.INT/A.I
		) Justification	A.A/A.I/A.E
		) Giving examples	A.E
		) Expressing Opinions	A.I/A.INT
		) Learners speak about the article ideas	A.A/A.E
		) Learners give their standpoints	A.INT/A.I
		) Expressing beliefs and predictions	A.I/A.INT/A.E
	Unit 6	) Making choices	A.E
) Expressing Opinions		A.E/A.INT/A.I	
		) Making choices	A.A/A.I/A.C

		) Justifications, giving reasons	A.E/A.R
		) Learners make associations	A.R
		) Sharing ideas	A.INT/O
		) Reading comprehension questions	K.L/K.O.C
		) Talking about own kitchen	K.O.S
		) Pair work, group work	A.INT/A.I/O/A.D
		) Pair discussion	A.E/A.D
		) Sharing feelings, personal relations	K.O.S/A.D/O
		) Comparing ideas	A.C
		) Identifying similarities and differences	A.C
		) Class discussion	A.INT/A.D/A.E
		) General idea, agreement	A.D/O
	Unit 7	) Football	K.O.C
		) Clubs	K.O.C
		) Agreement if football has become a global passion	A.A/K.O.C
	Unit 8	) Group work	A.INT
		) Discussion of questions	A.INT/K.O.C
		) The causes of phobia	K.O.C/K.O.S
		) How to conquer phobia	K.O.C/K.O.S
		) Imagination for a journey	A.E
	Unit 9	) Criminal and victim	K.O.C
		) Purpose of imprisonment	K.O.C
	Unit 10	) Net's attention for learners	K.O.C
		) Favorite websites	K.O.S/A.INT
		) Democracy ideas in the net	K.O.C
		) St. Pancras international rate	K.O.C
		) Famous building	K.O.C
	Unit 11	) Telling a story	K.O.C/A.I
		) Example how to begin the story	K.O.C
		) The cleverest part of Holmer's investigation	K.O.C
		) Method of detection	A.A
	Unit 12	) The belief of other people or Jamie in his life.	A.I/K.O.C
		) Asking learners about the time that they read a story in news	A.E
		) Asking about the big stories at the moment	K.O.S
		) The different angles in the story	A.A/A.I
		) Do people agree about the basic facts, or there are different Opinions?	A.INT/A.I/A.D/O
		) Asking someone who changed people's ideas	A.E
		) What this help as a result	A.I/A.A/A.R
Unit of Analysis	Textbook unit	Summary of data	Code
Reading	Unit 1	) Eight paragraphs talking about profiles of two families from different parts of the world	K.O.C/ K.S.P
		) Talking about their way of living, attitudes, education, what makes them happy, their mottos	K.O.C/ K.S.P
		) Learners discussing questions about their own lives	K.O.C/ A.A/ A.I/ A.R
		) Reading comprehension questions	A.A/A.I

		) Group work	A.INT/A.A/A.D/O
		) Each group read a profile and answer related comprehension questions	A.R/ A.A/A.I
		) Pair work	A.A/ A.INT/
		) Learners asked to exchange information between each other	A.R/A.INT/K.O.C
		) Comparing and swapping in information between each group	A.C/A.INT/A.I/A.EV
		) Identification of similarities and differences	A.C/ A.R/A.EV
		) Prediction and guessing words meaning from context	A.A/A.I/A.R
		) Exchanging information between groups	A.INT/A.D/K.O.C
	Unit 2	) Image transfer task	A.A/A.I
		) Image showing people whom the text is about	K.O.C/
		) Pair work	A.A/A.I/A.INT/A.D/K.S.P
		) Comparison of ideas and prior knowledge	A.C/ A.R/ A.AC.K / A.A
		) Expressing perspectives and Opinions	A.I/ O/ A.D
		) Article about the life of prince Charles	K.O.C
		) Information about his routine, daily life and responsibilities	K.O.C/A.A/A.I
		) Image about different activities of prince Charles	K.O.C
		) Reading comprehension questions	A.A/ A.I/A.R
		) Reviewing previous task and correct it.	A.EV
	Unit 3	) Image transfer story	K.O.C/ A.R/ A.A
		) Story board of Romeo	K.L/ K.O.C
		) Depiction of the scenes	K.O.C/ K.L
		) Characters names, story title	K.L/ K.O.C
		) Prior knowledge about the story	A.R/K.O.C/K.O.S
		) Reading comprehension questions	A.A/A.I/K.O.C/K.L
	Unit 4	) Pictures of technological devices	A.A/A.I/K.O.C
		) Image depicting old Vs. new generations	A.R/K.O.C/K.O.S
		) Imagination	A.A/A.I
		) Share their childhood experiences	A.INT/O/A.D
		) Newspaper article about childhood in the past Vs. in the present	A.R/K.O.C/K.O.S
		) Reading comprehension questions	K.O.C/A.A
		) Description	A.I/A.A/A.E
		) Image transfer	A.A/A.I/C
		) Reading and understanding	A.E/A.A
		) Discussions, expressing Opinions	A.INT
		) Answering and correcting their own mistakes	A.A/A.EV
	) Reading comprehension	A.A/A.I/K.O.C	
	Unit 5	) Student predict , express their ideas	A.D/O
		) Gloomy background of the text, scientific items	A.I
		) Predicting the future	A.I/A.A/K.O.C/K.L
		) Guessing each paragraph's topic	K.O.C/K.L/A.I
		) Correct their own mistakes	A.R/K.O.S/A.EV
		) Reading comprehension questions	A.A/A.E/K.O.C
	Unit 6	) Interview	A.R/A.INT
		) Imagination	A.R/A.I/A.A
		) Student's own home	K.O.C/A.R

		) Expressing agreement, disagreement	A.INT/A.R
		) Picture of happy house wife in their kitchen	A.A/A.I/A.R
		) Group work	A.INT/A.R/A.D/O
		) Each group read separately about a housewife each from different country	A.INT/K.O.C
		) Each group answer part related questions	K.O.C/K.S.P
		) Comparing information	A.C
		) Swapping answers	A.INT/A.D
		) Critical answers, predictions	A.A/A.I
		) Learners justifying answers	A.EV
Unit 7		) Text about how football began	K.O.C
		) Football and footballers	K.O.C
		) The introduction and final part of football	K.O.C
		) How football begin	C
		) Answering questions	A.E
Unit 8		) A text about Hannibal crosses the alps	K.O.C
		) A text about Mao Zedong and the long march with images	K.O.C
		) Dangerous journey with people and the problems that would they face	K.O.C
		) Pictures of maps	A.A/A.I
		) The difficulties that the two famous leaders faced	A.A/A.I
		) Group work	A.D/A.INT/A.I/K.O.C/K.S.P
		) Answering the questions	K.O.C/A.A
		) The final end of the two leaders	A.A
Unit 9		) Comparison between the journey of the two leaders and their journeys	A.C
		) The victim	K.O.C
		) Discussing questions	A.A/ A.INT/ A.I
		) An organisation called " the Restorative Justice"	K.O.C
		) Newspaper article	K.L
		) Group work, answer the questions	A.I/ A.INT/A.A
Unit 10		) Article about the robber with an image	A.A
		) Meet me at St. Pancras with an image	A.A/ A.I/ K.O.C
		) Description of the photo	A.A/A.I/A.R
		) Answering questions	K.O.C / A.E/ A.A
		) Completing the chart	A.E/A.AC.K
		) Working with a partner, correcting false statements	A.INT/A.AC.K/A.A/A.I
		) Reflection on numbers	A.R/ A.AC.K
Unit 11		) Answering questions	A.A/A.I/K.AC.K
		) Image of Sherlock Holmes	K.O.C
		) The story " the three students "	K.O.C
		) Guessing	A.A/ A.I/A.R
		) Answering questions	A.A/ A.E
		) Correcting false mistakes	A.A/ A.I/ A.R
		) Discussion with a partner	A.INT/ A.A/ K.O.C
Unit 12		) Motives of each student	A.I/ O
		) Movers and shakers	K.O.C
		) Hero, heroine	K.O.C/ A.I
		) Pictures of five peoples	A.I/ K.O.C
		) Taking notes about them	A.A/ A.I

		J Working with a partner, discussion of questions	A.D/ A.INT/ A.A/ A.I
		J Choosing one of the people and discussing questions	A.INT/ A.D/O / K.O.C
		J Discussing questions.	A.A/A.INT/AI/A.D/O

Appendix F

Stage 2 of Content Analysis (Coding Observation Checklist)

Category	Sub-category	Items	Code (Principle)	Frequency
Environment	Atmosphere	) Friendly, relaxed		////////// 12
	Learners' placement within tasks:	) Individually		////////// 12
		) In pairs		/// 3
		) In groups		
	Teacher's movement	) Setting all the time		////////// 9
		) Standing		//// 4
) Moving			/ 1	
Materials	Technology	) Videos		
		) Audios		/ 9
		) Data show		
		) Others (music)		/1
	Authentic materials	) Newspapers		
		) magazines		
Intercultural teaching	Teacher	) Interactive questioning.	) Social interaction	////////// 12
		) Encourages peers' interaction.	) Active construction) Social interaction	////////// 10
		) Reassures culture and language prediction and comparison.	) Making connection	//// 4
		) Guides conversation to include participants' view/ rationale.	) Reflection	//// 5
		) Allows learners' own experiences and insights to take place in class.	) Reflection	////////// 11
		) Provides clear and accurate feedback.	) Reflection	////////// 11
		) Reflects on target and native language.	) Making connection	//////// 8
		) Fosters comparing and contrasting learners' own culture and others cultures.	) Making connection	//// 6
		) Promotes classroom debates and discussions.	) Social interaction	////////// 12
		) Listens and build upon student's responses.	) Active construction	////////// 12
) Encourages learners' self-monitoring and taking responsibility of their learning.	) Responsibility	/// 3		

		) Gives learners the opportunity to make choices, decisions and explanations.	) Responsibility	////////// 12
	TASKS	) Case studies.	) Making connection) Reflection	/1
		) Preposition for debates.	) Social interaction) Reflection	
		) Group work.	) Social interaction) Reflection) Responsibility	
		) Pair work.	) Social interaction) Reflection) Responsibility	/1
		) Role play.	) Social interaction) Responsibility	
		) Presentation.	) Social interaction	
		) Image transfer	) Active construction	// 2
		) Problem solving exercises.	) Making connection) Reflection) Responsibility	/ 1
	Receptive skills focus	) Listening	) Making connection) Reflection	//////// 8
		) Culture related audio tapes.	) Making connection) Reflection	// 2
		) Reading.	) Making connection) Reflection	///// 6
		) Culture related texts.	) Making connection) Reflection	//// 4
	Productive skills	Speaking	) Active construction) Responsibility	//// 4
		Writing	) Active construction) Responsibility	/1

Résumé

La culture et la langue sont intrinsèquement inséparables; par conséquent, tout manuel élaboré pour l'enseignement des langues étrangères devrait envisager d'intégrer les aspects culturels afin que les apprenants puissent fonctionner efficacement dans un monde multiculturel. En effet, la compétence interculturelle est devenue un des objectifs importants dans l'enseignement des langues étrangères, nécessitant l'enseignement interculturel des langues dans un environnement d'apprentissage interculturel. Cette étude exploratoire vise à fournir une compréhension globale du contenu du manuel *New Headway* (niveau intermédiaire, 4ème éd.) en approfondissant son interculturelité. L'étude vise également à évaluer l'enseignement du même niveau au Centre d'Enseignement Intensif des Langues (CEIL) de l'université de Tébéssa. Les résultats montrent que le manuel introduit une quantité importante de matériel interculturel permettant aux apprenants d'être des médiateurs entre leurs cultures et celles des étrangers, ce qui en fait une ressource interculturelle appropriée pour les apprenants et les enseignants. En outre, les observations montrent que les principes de l'approche interculturelle sont utilisés dans une certaine mesure, car l'enseignante observée réussit à intégrer des exemples interculturels alors qu'elle ignore parfois totalement certains éléments qui déclenchent la compétence interculturelle. Cette recherche suggère un ensemble de recommandations et d'implications pédagogiques visant à améliorer l'utilisation des manuels et à encourager la sélectivité des matériels pédagogiques qui développent des locuteurs et des médiateurs interculturels plutôt que des locuteurs natifs.

Mots-clés: Compétence interculturelle, enseignement interculturel des langues, analyse de manuel, New Headway

الثقافة واللغة مفهومان لا ينفصلان في جوهرهما، لذا فلا يجب خلو أي كتاب يعنى بتدريس اللغات الأجنبية من دمج الجوانب الثقافية للغة، لتمكين المتعلمين من التواصل بفعالية في عالم متعدد الثقافات. لذلك برزت الكفاءة بين الثقافات كهدف مهم في تعليم اللغات الأجنبية ، مما يستلزم تدريس اللغة بمنهج الكفاءة بين الثقافات. تهدف هذه الدراسة الاستكشافية إلى فهم شامل لمحتوى New Headway (4) من خلال تحليل مدى إدراجه لكفاءة بين الثقافات، كما تسعى الدراسة

أيضا إلى تقييم منهج تدريس نفس المستوى في مركز التدريس المكثف للغات . أبرز تحليل محتوى الكتاب أنه يدرج كمية معتبرة من المفاهيم بين الثقافات للطلاب ليكونوا وسطاء بين ثقافتهم والثقافات الأجنبية، مما يجعله وسيلة تعليمية مناسبة لكل من المتعلمين والمعلمين. إلى جانب ذلك، أظهرت طريقة تدريس الأستاذة انها نجحت إلى حد ما في توظيف بعض مبادئ تدريس اللغة بمنهج الكفاءة بين الثقافات، بينما تجاهلت أحيانا تطبيق بعض العناصر الهامة من الكتاب التي تساهم بدورها في تحسين كفاءة بين الثقافات للمتعلم. ويتجلى بذلك في الأخير مجموعة من الإقتراحات لتحسين محتوى الكتب التعليمية للغات وكذا تحسين إنتقاء الموارد التعليمية قصد تكوين متحدثين أكفاء ووسطاء بين الثقافات بدلا من متحدثين شبيهين بالناطقين الأصليين للغة.

الكلمات المفتاحية: الكفاءة بين الثقافات، تدريس اللغات بكفاءة بين الثقافات، New

Headway، تحليل الكتب