Evaluating EFL Third Year Primary Education Textbook Alignment with the Didactic Guide for Intercultural Communicative Competence

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
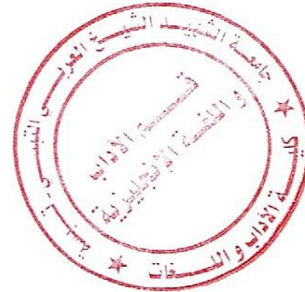
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"Always do your best. What you plant now, you will harvest later."

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List of Acronyms and Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

FLT: Foreign Language Teaching

ICC: Intercultural Communicative Competence

IcLT: Intercultural Language Teaching

L2:   Second Language

EVALUATING EFL THIRD YEAR PRIMARY EDUCATION TEXTBOOK ALIGNMENT WITH THE DIDACTIC GUIDE FOR INTERCULTURAL COMMUNICATIVE COMPETENCE

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Abstract

English has gained considerable global popularity, prompting the Algerian government to implement measures promoting its use in all educational sectors. Recently, English instruction has been introduced in the third year of primary education, accompanied by a textbook and a didactic guide to assist teachers in implementing the curriculum. This study aims to explore the compatibility of the textbook content with the principles of intercultural communicative competence outlined in the didactic guide. Through content analysis and theoretical coding, the study examines intercultural components based on Byram's model in both documents. The findings indicate that intercultural knowledge is present in both the textbook and the didactic guide. However, the textbook places greater emphasis on interpretive and relational skills, while the didactic guide highlights discovery and interaction skills. Intercultural attitudes are also emphasized in both documents, with the didactic guide showing a higher focus compared to the textbook. In conclusion, the study reveals that both documents prioritize language knowledge and the ability to interact, but they lack sufficient focus on self, others, and social cultural processes. Additionally, although intercultural attitudes are emphasized in the didactic guide, they are not adequately promoted in the textbook. Therefore, the content provided in the textbook does not fully support the development of intercultural competence as advocated in the didactic guide. The findings of this research suggest recommendations and pedagogical implications to enhance textbook design, aiming to foster the development of intercultural speakers and mediators rather than native-like speakers.

Keywords: Didactic guide, Intercultural competence, Primary education, Textbook analysis

General Introduction

The society's values, customs, and beliefs are referred to as its culture. We might see our culture as a lens through which we percieve the world and create a sense of common purpose. Thus, the language that we speak is a product of cultural demands. In other words, learners cannot separate between the language they want to learn and its culture, so culture and communicating in cultural contexts are essential when learning a new language. These settings enhance intercultural interaction, so IC prepares learners for appropriately and effectively interacting and accommodating their communication as required by the context.

Research Background

Language and culture are two inseparable terms. Language is not just meaning of words or a combination of sentences in scripted papers; it is more than semantics because words themselves represent history, beliefs, and origin of the country of that language. In this era of technology, people are obliged to get cultivated and to understand that each country has its own culture and its own people's reactions, affect and attitudes. Knowing these aspects of culture makes individuals competent when interacting and communicating with different people from different social groups. Most importantly, effectively learning another language requires imitating some aspects of the cultural behaviour.

With reference to English, it is an international language that all societies need to learn and acquire. Learning/teaching English as a Foreign Language (FL) or a Second language (L2) has become a must for many countries all over the world because of economics growth in which English is a key term. In addition, learning the four skills of this language is not enough and cannot be sufficient in interacting with others; however, learning the target culture with the four skills helps in creating effective and appropriate conversations. Nonetheless, teaching cultural competences is not an easy task.

The process of interacting and communicating with people from other cultures, customs, and traditions is named interculturality. This phenomenon happens when the coming and the hosting people enrich one another and get involved in intercultural communication (Arias, 2015). In addition, cultivating Intercultural Language Teaching (IcLT) is the aim of all countries because education is the backbone of their development. Besides, Bennett (2009) stated that there are three ways to cultivate Intercultural Communicative Competence (ICC): (a) fostering attitudes that motivate us, (b) discovering knowledge that informs us, and (c) developing skills that enable us. Moreover, Xue (2014) argues that language and culture are inseparable, so language teaching cannot go without cultural teaching. Therefore, there are some pedagogical sources used by EFL teachers that indirectly help learners by showing and putting them into different contexts. These contexts enable them to know, react to, and compare and contrast their own culture and the target one.

The textbook is the most important tool used by learners in the class; however, teachers use a didactic guide in conjunction with the textbook. Each textbook has corresponding guidelines that help teachers and give them instructions and general background about the use of that textbook. Most significantly, if their overall goal is to create intercultural citizens, these sources should link the intercultural components (attitudes, knowledge, and skills). Textbooks and didactic guidelines are the main pedagogical materials used to facilitate teaching the different topics mentioned in the curriculum. EFL learners are guided by textbooks since all institutions use them as the only and the main tool of teaching. However, teachers are obliged to use the guidelines of that textbook imposed by the Ministry of Education to understand the combination of lessons in the textbook, and to know how they will explain and facilitate the content to learners. In addition, EFL learners should learn how they create a cultural conversation with natives from the target culture as a fifth skill; this skill

should be developed in textbooks because it is the only source that learners work on all the time.

Researchers have investigated the intercultural elements in almost all textbooks, but EFL textbooks fail to fulfill the intercultural objectives outlined in the Common European Framework of Reference for Languages and the Ministry of Education guidelines. Due to their failure to include references to learners' own culture and the profound aspects of the target culture, these materials tend to perpetuate stereotypes when presenting cultural content (Arias, 2015).

Based on the combination of these variables, language, cultures, language learning, cultural teaching, IcLT, and IC, this research delves into the extent to which IC is present in the didactic guide and the textbook of the Algerian third-year primary education.

Statement of the Problem

The ministry of education of Algeria introduced teaching English as a FL in primary education, along with French, for the first time in 1993, but it failed for many reason at that time. Nowadays, the president of Algeria, AbdelmadjidTebboune, has introduced teaching English in primary school again during the 2022-2023 schoolyear to allow pupils to learn this global language at an early age, and to promote the economics and educational growth of his country.

The didactic guide and textbook are the most two important educational materials that go hand in hand with each other. Teachers use the didactic guide in conjunction with the textbook to know how they will apply the content of the course book in the classroom. These sources can decrease or increase interculturality. Observing these materials of third year primary education, we can assume that the didactic guide fosters the development of Intercultural Communicative Competence (ICC); in contrast, the textbook reveals just the

Algerian culture. As a result, textbooks do not meet the intercultural purposes as conceived in didactic guide.

Research Questions

This study attempts to answer three main questions:

Research Question 1: To what extent are ICC components represented in the textbook of third-year primary education?

Research Question 2: To what extent are ICC components represented in the didactic guide of the Algerian textbook of third-year primary education?

Research Question 3: How do the sample textbook designers apply the ICC represented in the didactic guide?

Research Objectives

This research aims

1. To determine the intercultural aspects present in the textbook of third-year primary education

2. To determine the intercultural aspects present in the didactic guide

3. To explore which components of ICC from the didactic guide are applied in the textbook

Significance of the Study

The importance of this study lies in:

1. Understanding the construction of interculturality in EFL material.

2. Paving the way to investigating interculturality in all sectors (middle, secondary) EFL textbooks in conjunction with didactic guidelines.

3. Encouraging designers and publication houses to include ICC in textbooks.

4. Understanding the importance of ICC in EFL classes.

5. Enriching the literature as far as the introduction of English in primary education is concerned, as this study is the first to investigate "English"in primary education after its recent introduction (2022-2023) and to enquire into the didactic guide and textbooks in parallel.

Research Methodology Design

To reach the research objectives and to provide answers to the research questions, the research design is exploratory, and it depends on data that are collected and analyzed following an inductive approach, and that are interpreted based on content analysis as a qualitative method. This paradigm allows to describe the content of the textbook and the didactic guide and to, eventually, generate theory as far as the "intercultural" in third-year primary education is concerned. Besides, the study depends on descriptive statistics to calculate frequencies of the questionnaire data. The first research strategy is document analysis of the textbook and the didactic guide of third year primary education using an intercultural analysis framework as a tool, and the second data collection instrument is a survey questionnaire administered to third-year primary-school teachers of Tebessa.

Delimitations

The blueprint of this research is decided upon when the research paradigm has been designed. In this study, we intended:

- to dissect IC in the third-year primary education textbook and its didactic guide;
- to pilot the questionnaire with a group of 30 teachers; and
- after piloting, to send it to another group to gather data that answer the research question about teachers' perceptions towards the application of IC elements from the didactic guide in the textbook.

Limitations

The researchers expect that this work will still contribute to exploring IC in both the textbook of third year primary education and its didactic guide, despite the constraints being an inherent element in all research and having a direct impact on any study's conclusions. These are the study's limitations:

- The researcher had difficulties to access the entire sample of teachers for both piloting and the study proper, for the inspectors were not willing to collaborate.
- Since we could not pilot the questionnaire, we were unable to test its validity and reliability.

Structure of the Dissertation

The present study is divided into three chapters. First, the general introduction helps the reader to understand the context as well as the purpose of the study; it includes research questions, significance of the study, and the research methodology design. Then, Chapter I, which is the theoretical framework of the study, reviews the literature, including ICC in textbook and didactic guide evaluation. Next, Chapter II sketches the methodology design, including the research paradigm, philosophies, approach, method, and the strategies employed in data collection and analysis. After that, ChapterIII, delineates the results and discussions of the textbook and didactic guide analysis and the questionnaire. Finally, the general conclusion includes a summary and proposes its contributions, recommendations, pedagogical implications, and future insights.

Operational Definitions

Didactic guide. It is a document or instructional tool that outlines a structured approach for teaching a particular subject or topic. It provides teachers or instructors with a plan for their lessons, including specific learning objectives, teaching strategies, activities, assessment methods, and resources to be used in the classroom. The purpose of a didactic guide is to

ensure that students receive a coherent and effective learning experience that aligns with the curriculum objectives.

Chapter I: Literature Review

Introduction

This chapter explores the literature on cultural conceptualizations, the connection between language and culture, IC and its fundamental models, and the importance of including the cultural dimensions in foreign language teaching (FLT). It ends with a thorough understanding of textbooks, their importance, and evaluation.

Culture and Language

Culture Defined

Culture has been defined differently by many scholars and sociologists; however, they agree that this concept is broad and complex because researchers and scholars did not agree upon an exact definition.

The concept of culture is present in everyday activities because culture is the point of distinction between one country and another. According to Birukou et al.(2009), in order to study other societies'cultures,we need to respect the relationship between culture and a given human society. This declaration may refer to the fact that culture is the backbone of society.

In the 19[th]century, the anthropologist Edward Tylor developed the first definition of culture. Edward (1903) stated: "Culture or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society"(p. 1). For him, culture is the way of life of a group of socially-connected individuals who have a similar perspective of the world and their place in it.

However, the well-known anthropologist Goudenough (1965) has defined culture from a social standpoint; he stated that any social group's culture dictates how its members should act. Additionally, culture interprets the various perspectives that people have of the outside world.

In addition, according to Macionics (2009), culture can be divided into two distinct attributes: Nonmaterial culture and material culture. Nonmaterial culture is the physical items produced by a society's members like rules, language, and beliefs; however, material culture refers to what is created by human beings in a given society, such as schools, churches, and mosques.

Moreover, culture has been divided into Big "C" culture, on the one hand, which represents the explicit aspects such as literature, music, and history. On the other hand, small "c" culture refers to all the implicit aspects like behaviours, beliefs, values ... etc.Tomalin and Stempleski (1993as cited in Bouberdaa&Gaidi, 2022) claimed that "big C culture covers history, institution, literature, film and music. On the other hand, small c culture comprises beliefs andperspectives impacted by culture particularly conveyed via language" (p.7).

To sum up, culture is a broad term that covers all the practices we do when we interact with a large group of people from any given community. These practices make each individual belong to a certain society and behave like them.

Elements of Culture

The definitions of culture mostly referred to culture as a unit; however, this unit comprises various components. Since culture is surrounding us in everyday life practices, we can conclude that its elements can be either explicit or implicit. The former represents the aspects related to products and behaviour, and the latter refers to the fundamental assumptions, values, norms, and beliefs.

In 1976, Edward T. Hall developed a model that describes the components of culture, and that is similar to the iceberg. He named it "cultural iceberg" (Figure 1). The metaphorical description of the model shows that culture is not just what we see; however, it is also related to what we do in our daily life practices. Brett (2007as cited in Boudiaf&Boualli, 2018) claimed that "the behaviours and institutions that one can see above the cultural iceberg's

waterline are supported underwater by a culturally shared psychology of values, beliefs, norms, and knowledge structure" (p.17).

Figure 1

Culture as an iceberg
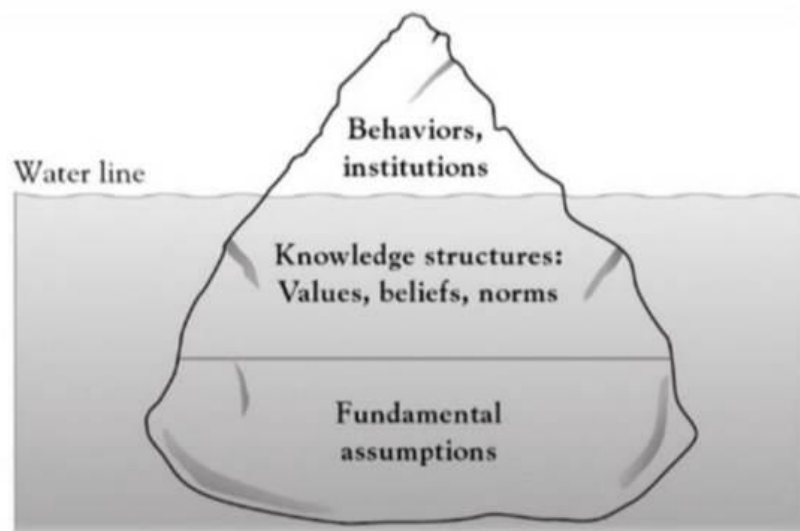
*Source.*Brett (2007 as cited in Boudiaf&Boualli, 2018, p. 17)

In addition, according to Johonson (n.d.as cited in Khatoon, n.d.), there are five elements of culture. The first is the cognitive elements that refer to the vast amount of knowledge about the physical and social world. Second, beliefs cover all the cultural refuge. Third, values and norms are developed practices that represent goodness among a specific society. Fourth, symbolsare used by a group of people that are socially related to show the importance of an event, like bowing head. Fifth, languages the most important elementthrough whichindividuals can distinguish one culture from another because each group of people shares different messages.

Language

Definition of Language

It is not easy to provide an exact definition of language. We might define language as a set of letters, words, and expressions that human beings use to convey a message. This concept may represent ideas, thoughts, and emotions shared by people among different social

groups. Narvaes (n.d.) mentioned that "language is a complex unit. It comprises lexicon, grammar, phonetic/phonology, morphology, syntax, semantics, pragmatics, discourse and culture permeates more than one aspect of a language" (p.2).

For example, Edward (1921) posited that "language is purely human and nonistinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols" (p.7).Indeed, the ability to communicate and engage with others in any social setting is made possible by the sophisticated system of written and vocal symbols that is believed to be a human trait and property. In addition, he stated that speech is a very complex activity that happens in the brain, the nervous system, and auditory organs, which means that we produce speech through a complex system.

Moreover, Rabiah (2012) declared that language is both unique and universal, which refers to the fact that language have special characteristics that make it distinguishable from one language system to another. Besides, language refers to the existing traits that are similar among all languages.

In addition, language is "a finite system of elements and principles that make it possible for speakers to construct sentences to do particular communicative jobs" (Finegan&Besnier, 1989 as cited Fasold& Linton, 2006, p.9). In a broader sense, they emphasized the significance of grammar in constructing sentences by viewing language as a collection of finite or infinite sentences.

In brief, language is used by members of a social group as a set of conventional spoken or written symbols for communication purposes. Therefore, humans are able to have a variety of distinctive qualities owing to the language system.

The Relationship Between Language and Culture

Language is a tool used to share different aspects of culture through interaction. These two concepts are inseparable and complimentary because culture needs language to be known,

and language needs culture to know where it belongs. As reported by Risager (2007), "language as a carrier of linguaculture no matter where it is used and no matter what the topic is" (p. 2). She has proposed the term "linguaculture" to emphasize the strong relationship between language and culture.

Language and culture are interrelated; most scholars and researchers agree upon this relationship. For instance, Kramsch and Widdowson (1998) asserted that people use language to express and reflect their culture. In addition, they use it as a means of expression and communication to convey their ideas, feelings, and beliefs.

Similarly, Brown (1989) asserted that kinesics has been a crucial tool for societies to use throughout human history to transmit significant cultural messages. This declaration refers to the fact that language is essential for expressing human's cultures. Therefore, Keating (n.d.) declared that language and culture function together; she believed that they are linked "in the transmission of knowledge, in the construction of social life, and ideologies about language use and its relation to human behavior" (p.1). However, Benmostefa (n.d.) stated that any theory that came against the interrelatedness of language and culture became disregarded and neglected.

To summarize, we can deduce that language and culture are inextricably linked and deeply ingrained. These two concepts complete and affect one another.

Culture and Foreign Language Teaching

Language is considered a component of culture as it is primarily learnt and shared by people who belong to the samesociety. Indeed, language and culture are two inseparable concepts that must be taught/learntatthe same time.Brown (2007) stated that "a language is a part of a culture, and a culture is a part of a language, the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (p.189).

In addition, teaching a culture of FL is a must that all teachers should train for so that they teach it with the other four language skills to achieve the learning process of the target language; indeed, teaching a language without its culture is a meaningless task. Furthermore, according to Altman (1971 as cited in Kitao, 1991) "master's programs should equally include culture, language training, linguistics, and language teaching methodology" (p. 13). This declaration reflects the necessity of culture in FLT.

Moreover, according to Kramsh (1993 as cited in Merdassi and Baghzou, 2021),

> If…language is seen as a social practice; culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency…. Culture in languageteaching is not an expendable fifth skill, tracked on, so to speak, to the teaching of speaking, listening, reading, and writing. (pp. 254-255)

In other words, cultural awareness is just as important as any other linguistic ability for effective communication in FLT.

Culture and Vocabulary

Vocabulary knowledge is the first step that learners should develop to achieve effective communication with intercultural speakers.As a result, L2 text reading and writing are more difficult for learnerswho have a limited word repertoire.

According to Dimitrijevic (1977 as cited in Alonso &Cifone, 2015),

> Aswords carry a great loading of meaning and connotations, their incorrect use or the lack of understanding or familiarity with the culture that surrounds them can lead to a misunderstanding in conversation and even provoke a breakdown in communication. (p. 86)

In other words, words have a lot of meanings and connotations; therefore, using them incorrectly or not knowing or understanding the culture around them can cause misunderstandings in conversations.

In brief, vocabulary is related to culture because words differ from a society to anothernot only in the form, but also in the meanings that people know among each other.

Culture and Listening

Listening is an essential skill that helps in the development of the learning process of a FLT. In addition, listening helps learners to interpret, understand, evaluate, and memorize the cultural dimensions of the target culture and to compare it with the native one.

Moreover, according to Al-khresheh (2020), "listening plays a crucial role in helping language learners acquire vocabulary and correct pronunciation because there is a strong correlation between vocabulary and listening" (p.351). Furthermore, recognizing vocabulary from the listening tasks helps learners to know more words about the culture of the foreign language, and encourages them to use those vocabularies when they interact orally with intercultural speaker, without making mistakes in pronunciation or intonation.

Accordingly, listening is an important skill that easily develops FL learning. Besides, it helps learnersto know more about the target culture and encourages them to interact appropriately and effectively in different cultural contexts.

Culture and Speaking

Speaking is a part of communication because people use language to communicate or speak with others. According to Bonvillain (2003 as cited in Litiem&Mebrouki, 2012), "speakers use language to convey their thoughts, feelings, intentions, and desires to others" (p. 26). By developing the speaking skill, learners share a variety of conventional ideas and thoughts, and they express culture.However, there will notbe any engagement or communication between individuals if there is not a common cultural background. Thus,

speaking makes intercultural speakers share their culture and behaviours in order to achieve successful communication.

To sum up, culture and speaking are closely related to each other because speaking helps the learning process of the target culture by interacting in different cultural contexts. Speaking and culture cannot be separated because culture not only determines who is talking to whom, what is being discussed, and where the speaking task takes place, but it also influences how messages are encoded, what theymean, and the conditions under which they are sent, received, and understood.

Culture and Reading

Reading texts that contain unfamiliar content is difficult not because of the form of words but due to the new cultural background they entail. Indeed, knowing the cultural aspects, readers would find it easy to decipher FLT vocabulary used in different texts.

Furthermore, reading comprehension and culture are strongly intertwined because culture affects students' reading both positively and negatively, depending on whether they are aware of the cultural context or not. According to the result of Yousef et al. (2014),

> no matter how well a reader may know a language, he or she cannot read in that language with good comprehension if the subject matter or the content of the text is one he or she knows absolutely nothing about. (p. 712)

In brief, knowing the culture of the target language facilitates reading any text that contains background information about that culture.

Intercultural Competence

The previous definitions made it clear that language and culture go hand in hand in any process. Indeed, people who want to teach/learn a FL must teach/learn its culture.

Historical Perspective

Before defining IC, it is necessary to first take a historical look at some of the factors that contributed to its current development.

In the past, bilingual and multilingual people, people who speak two or more than one language, were able to interact effectively in different cultural and linguistic contexts because they were living in those culture settings. This is reflected in the definition of the term *intercultural*, which is, according to Byram (1997), based on the concept of 'intercultural speaker'. For him, native speakers have the potential to exert dominance on the foreign speaker, particularly if they are members of the dominant group in the society.

In addition, depending on Byram (1997), learners'capacity to use the language effectively, their sociolinguistic and discourse competence, and their awareness of the distinctive meanings, values, and implications of the language are all factors that link their language *competence* to their knowledge of another culture. In other words, EFL students should become knowledgeable of both their own culture and the foreign culture. Besides, they should be conscious of intercultural surroundings in different FL communication settings.

Moreover, the term "communicative competence" was created in the Anglophone world by Hymes's critique ofChomsky's limited use of the term "competence" to represent just a speaker's understanding of grammar. Indeed, Chomsky claimed that all humans are capable of producing and comprehending an infinite number of sentences. Yet, the idea of linguistic competence turned out to be insufficient for effective communication. Thus, Hymes (1972 as cited in Byram, 1997) proposed the notion of "communicative competence" as a response to the so-called linguistic competence, for the social context of communication is necessary because the sociolinguistic rules determine which sets of utterances are appropriate and acceptable in society. In other words, to communicate successfully in socially meaningful

contexts, speakers must have certain knowledge, which is what communicative competence strives to establish.

Furthermore, Byram (1997) distinguishes between IC and ICC; he explained the first concept by saying that:

> individuals have the ability to interact in their own language with people from another country and culture, drawing upon their knowledge about intercultural communication, their attitudes of interest in otherness and their skills in interpreting, relating and discovering, i.e. of overcoming cultural difference and enjoying intercultural contact.(p.70)

However, he described the second concept as "the individual's ability to interpret a translated document from another culture, which does not require knowledge of the language but does involve the skills of interpreting and relating, some knowledge about the other culture, and attitudes of interest and engagement"(p.71) (Figure 2).

Figure 2

Intercultural Communicative Competence

Communicative Competence 1 + Communicative Competence 2 （+ CC 3 , 4 , etc.） =>

Intercultural Communicative Competence

*Source.*Fantini (2009, p.197)

Most importantly, most scholars did not agree with Byram'sexplanation because they believe that IC and ICC are interchangeable concepts. For instance, Fantini (2009) declared that there are various terms that are used interchangeably with ICC, such as intercultural competence, intercultural sensitivity, cross-cultural adaptation, global competence, international competence, ethnorelativity and cross-cultural awareness.

To sum up, the development of the term IC or ICC is attributed to the changes that happened in the field of education, whose aim was reoriented to focus on culture rather than

linguistic or communicative competences only. Moreover, IC is a key term of intercultural education and learning.

Definition of Intercultural Competence

Many scholars and researchers have defined the concept of IC according to their perceptions and studies. For instance, Cariplo and Stiftung (2008) stated that IC " is the ability to interact effectively and appropriately in intercultural situations; it is supported by specific attitudes and effective features,(inter)cultural knowledge, skills and reflection" (p.4). For them, this definition is abstract and general because it is similar to most definitions that assert that IC is a combination of affective, behavioural, and cognitive factors.

Similarly, IC is defined as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004 as cited in Deardorff, 2006, p. 247). According to her, this definition focuses primarily on both communication and behaviours in intercultural situations.

Meyer (n.d.as cited in Arias, 2015) declared that "IC is the ability that person has to act in a proper and a flexible way, specifically when facing actions, attitudes and expectations of individuals who belong to a different cultural background" (p. 14). In this definition, Meyer shows that identifying and knowing the differences between the native culture and the foreign one is the most important step to achieve effective communication.

The ability to set shared standards for evaluating documents or events indicates that intercultural speakers are aware of potential contradictions between their own ideas and those of others. Furthermore, where the latter is not possible because of incompatibilities in belief and value systems, intercultural speakers are able to negotiate agreement on places of conflict and acceptance of difference (Byram, 1997).

In other words, speakers should utilize their knowledge, skills, and attitudes to interact and mediate in intercultural exchanges in accordance with specific standards, and to negotiate

a level of acceptance of those exchanges. Indeed, the process of mediation is a key concept, and all learners need to know how to act as mediators between different speakers from different cultural settings and how to achieve appropriate communication.

Moreover, Fantini (2009) defined ICC as "a complex of abilities that are needed to perform effectively and appropriately when interacting with other speakers who are from a language and cultural background that is different from one's own" (p. 197). In this definition, we can notice that Fantini mentioned two key terms, which are appropriately and effectively. These concepts are explained by many scholars who defined the concept of ICC. We can deduce that 'effective' implies one's perception of how well they performed in the L2-culture; however, 'appropriate' refers to how one's performance is perceived by members of the target culture. Furthermore, Bennett (2009) claimed that ICC refers to the ability to interact effectively and appropriately with members of the target culture while abiding by their conventions, traditions, and standards. In other words, intercultural awareness cannot be limited to language proficiency and cultural information alone; it also requires a sincere desire to understand and embrace the members of the target culture.

In brief, we can define IC as the ability to understand the culture of others, respect it, and interact appropriately and effectively in different intercultural communicative settings.

Models ofIntercultural Communicative Competence

Researchers and educators of FLT have proposed different models of IC to clarify this competenceand to explain its components. According to Mizab (2020), there are some models that are the most influential and prominent ones. She summarized them in her study: Chen G.M and Starosta's (1996), Byram's (1997), Bennett's (1998), and Deardorff's (2004). These researchers created their models according to their perception of the concept.

The first model is created by Chen G.M and Starosta (1996 as cited in Mizab, 2020), and it is named a triangulation model because of its shape. Chen and Dai (2014) believed that

being interculturallycompetent requires possessing certain capacities,such as (a) being aware of one's own and other cultures' conventions, (b) displaying a good attitude toward acknowledging, respecting, and embracing cultural differences, and (c) responding correctly and successfully during the process of intercultural engagement.. Indeed, according to Chen and Starosta (1996as cited in Mizab, 2020), there are three intercultural competency components, which are intercultural sensitivity, intercultural awareness, and intercultural adroitness.

The second model is the most prominent and used in the field of education; this model helps on the development of the other models. According to Byram (1997), ICC includes five "saviors" that learners should acquire. These saviours are: (a) Savoir (knowledge), (b)Savoir être (attitudes), (c) Savoir comprendre (skills of interpreting and relating), (d) Savoir fair (skills of interaction), and (e) Savoir engager (critical culture awareness). Each component is explained in 4

The third model is Bennett's (1998 as cited in Mizab, 2020); Bennett named it "Development Model of Intercultural Sensitivity (DMIS)". According to Mizab (2020), "Denial, defence, and minimization" are Bennett's classification for the first three *ethnocentric* phases of her paradigm, whereas the final three are her classification of the *ethnorelativistic* stages of "acceptance, adaptation, and integration". For the first, when people have ethnocentric viewpoints, they prioritize their own culture and view other civilizations through the lens of their own ideals; however, the latter people (ethnorelativists) are able to recognize the beliefs, standards, and actions of other cultures and can view them from a relative standpoint, which means taking into account the cultural settings in which those aspects are present and produced.

Finally, according to Deardorff's (2006) model, the term "IC" refers to the knowledge, abilities, and attitudes required to communicate effectively. For her, the key issue was

conceptualizing effective cross-cultural relationships, which led her to create this framework

that is made up of attitudes, knowledge, and abilities, as well as internal and external

outcomes that start at the personal level and go through interactions to external consequences.

To conclude, several researchers have emphasized ICC; the end result was a wide

range of models, all of which came to the same conclusion: ICC is made up of knowledge,

attitudes, skills, and awareness.

Byram's Model of Intercultural Communicative Competence

Byram's model of ICC was the most dominant and the most commonly used model

among most researchers and teachers. According to Byram (1997), there is a major difference

between IC and ICC: interlocutors have the ability to act as culture mediators since they can

communicate effectively in their own language with people from other cultures. Yet, because

IC speakers converse through a second or foreign language, they are unable to act as cultural

mediators.

Moreover, this model consists of four key components, which include linguistic,

sociolinguistic, discourse, and IC competency (Figure 3).

Figure 3

Model of ICC
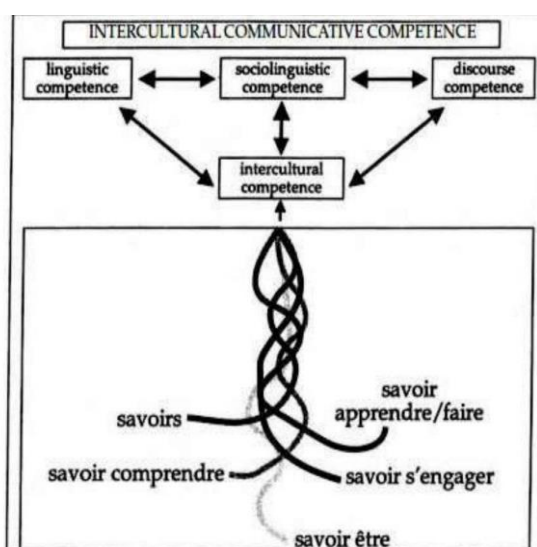
Source. Byram (1997, p.73)

The fourth skill, which is made up of five elements known as "Savoirs" as aforementioned, is explained according to Byram (1997) as follows:

1. Savoir (knowledge): it entails understanding of the social customs of the target and native cultures.

2. Savoir ètre (attitudes): it relates to the students' attitudes on interlocutors from various cultural backgrounds.

3. Savoir comprendre (skills of interpreting and relating): It refers to the ability to analyze writings and materials from foreign culture and relate or compare them to one's own culture.

4. Savoir fair (skills of interaction): It refers to the capability of learning customs from the target culture and interacting with them.

5. Savoir engager (critical culture awareness): refers to the ability to assess viewpoints and practices, among other manifestations in native and target cultures, through the use of critical cultural awareness. (pp. 34-51)

To sum up, the ICC model developed by Byram is notable because it integrates communicative competence with intercultural competence, which are two crucial and necessary concepts in the teaching of FLs.

Intercultural Speaker

In order to define the concept of "intercultural speaker," Soler and Jordà (2007) deconstructedthe term into three distinguished words.For 'inter,' they said that it is an abbreviation of the word 'intermediate' as well as 'mediating' or being 'in-between.'In addition, 'cultural' derives from the term 'culture' that covers all of a certain society'spractices, customs, beliefs, andway of life. Moreover, 'speaker' means 'a person who speaks a specified language'. At the end, they ended up by defining an intercultural speaker as "a person who has managed to settle for the In-between, who knows and can perform in both

his and her native culture and in another one acquired at some later date" (p.19). In other words, to say that someone is an interculturalspeaker, s/he is able to mediate between the native culture and the foreign one; s/he knows all the cultural norms of the target culture and can interact with a FL speaker.

In addition, Fantini (2012 as cited in Wilkinson, n.d.) argued that "many cross-cultural challenges are revealed only through access to the host language" (p.11). He believes that having the ability in the target cultures 'language, culture, and worldview' is an important stepto say that someone is interculturally competent.

Moreover, according to Byram et al.(2009), "the process of mediation usually lead to competence that is desired for intercultural communication" (p.88). In other words, mediation is a key term of the concept of intercultural speaker because acting as intermediary between two different cultures that have totally different cultural aspects by using intercultural competences and linguistic competence appropriately leads a person to be interculturally competent.

Furthermore, Byram (2012) stated that:

> the intercultural speaker needs intercultural communicative competence, i.e. both intercultural competence and linguist/communicative competence, in any task of mediation where two distinct languacultures are present, and this is something different from and not comparable with the competence of the native speaker. (p. 89)

This declaration refers to the fact that a person with IC is totally different from the native speaker.To put it differently, to be a native speaker, you should be able to identify the notion that individuals can pass for in both societies; however, to be an intercultural speaker is a difficult task because speakers should acquire intercultural competence, which covers skills,

knowledge, attitudes, linguistic communicative competence, and mastery of the grammar and phonetics of a language.

To conclude, we can define the notion of intercultural speaker as the capacity that a person has to communicate effectively and appropriately with foreign cultural speakers in different cultural contexts, or the speaker's knowledge, skills, andattitudes that are required from the speaker to interact and communicate in foreign cultural situations.

Intercultural Citizenship

The concept of intercultural citizenship is recently developed in the field of ICC.Byram (2012) claimed that "intercultural citizenship is not just limited to mediation within the single nation-state. It '... goes beyond this, involvig both activity with other people in the world, and the competences required for dialogue with people of other linguacultures" (p.555). From this definition, we can notice that the notion of 'intercultural speaker' is different from 'intercultural citizen'because the latteris used to describe the third stage of action, which transforms it into social and political participation.

In addition, awareness and respect are two key terms of the components of intercultural citizenship because learners should be aware enough and respectful to discuss and be open in communication that contains a description of other's citizenship. Furthermore, according to Byram (2008 as cited in Boukhelouf,2019), "CLIL could be achievable and fruitful to teach citizenship in foreign language"(p.104), and he mentioned four elements that teachers should take into account when using the approach of Content and Language Integrated Learning, which are content, communication, cognition and culture. First, content represents knowledge that should be taught in English. Second, in order to communicate effectively, learners should follow the principles of IC and linguistic competence. Activating thinking skills and critical thinking is the third element that all intercultural citizens should

acquire. Finally, culture is the most important element because learners must be exposed to various viewpoints of international or global societies.

In brief, learners who wantto learn how to be intercultural citizens should develop both IC and global citizenship. Thus, intercultural citizenship is an approach that aims to make a learner aware when interacting in a dialogue that seeks to identify similarities and differences in one's culture and ethnic diversity.

Textbook Evaluation

Teachers' primary responsibility is to evaluate textbooks because it isthe educational system's primary resource and the most popular teaching instrument that may increase or decrease the educational level.

Definition of Textbook

The textbook is a printed teaching-learning tool that teachers use to deliver knowledge, language skills, and information to learners. It is the most widely used instrument for most teachers and learners.Besides, there are other teaching materials that teachers use in conjunction with a textbook, which aredistinguished into two types: printed materials like textbooks, flashcards, photocopied handout... etc., or audio-visual materials like videos, cassettes ...etc.

In addition, many topics that students need to acquire during the learning process are covered in textbooks, including grammar, vocabulary, pronunciation, writing, reading ...etc. Moreover, Bojanic and Topalov (2016) defined the textbook according to the Oxford Advanced Learner's Dictionary as "a book that teaches a particular subject and that is used especially in schools and colleges" (p.138).

Furthermore, Hutchinson and Torres (1994) defined a textbook as:

an almost universal element of ELT teaching.2 Millions ofcopies are sold

every year, and numerous aid projects have been set up toproduce them in

countries .... No teaching-learning situation, it seems, is complete until it has

its relevant textbook. (p. 315)

In other words, textbooks are important in the study of foreign languages, in the careers of teachers, and in the daily lives of students.

Importance of Textbooks Use

Textbooks have a significant role in education, and they are so important to both teachers and learners.

In addition, Cortazzi and Jin (1999) described the role of textbook in a picture (Figure 4) that shows that the textbook is a teacher, a map, a resource, a trainer, an authority, a de-skiller, and an ideology. A textbook serves as a teacher by providing pupils with pertinent knowledge regarding grammar and vocabulary, as well as English-speaking nations and their cultures.The outline of the language and cultural components is depicted as a map, along with an organized program that directs teachers and students to follow instructionsfrom prior sessions.Moreover, a textbook is considered a resource since it offers a range of options for materials and exercisesto the teacher.For novice teachers who require helpful instructions, assistance, and direction, a textbook can also serve as a trainer.A textbook is regarded as authoritative when it is legitimate, trustworthy, prepared by professionals, and approved by significant publishers or ministries of education.The textbook could therefore serve as a de-skiller, preventing teachers from approaching content in a more original, interpretive, or critical manner. Finally, since the textbook represents a worldview or cultural system, a social structure that may be imposed on teachers and pupils, it can be seen as ideology, and that subtly shapes how they perceive a society.

Figure 4

Roles of the textbook

The textbook can be . . .
- a teacher
- a map
- a resource
- a trainer
- an authority
- a de-skiller
- an ideology
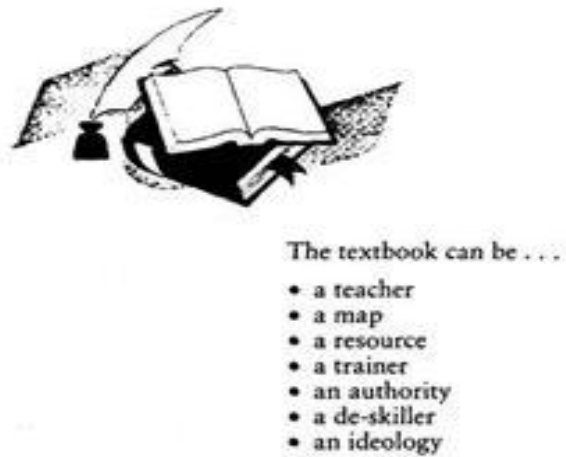
Source. Cortazzi & Jin (1999, p.199).

Furthermore, Cunningsworth (1995) summarized the importance of textbooks in ELT as follows:

- A resource for presentation material (spoken and written)

- A source of activities for learners practice and communicative interaction

- A reference source for learners on grammar, vocabulary, pronunciation …etc.

- A source of stimulation and ideas for classroom language activities

- A syllabus (where they reflect learning objectives which have already been determined)

- A resource for self-directed learning or self-access work

- A support for less experienced teachers who have yet to gain in confidence.

(p.7)

Textbook Evaluation

An evaluation is a methodical procedure used to identify the positive and negative features of the subject under consideration, which typically leads to a value judgment.

Fellah (2014) conducted a study to analyze and categorize the various facets and varieties of culture as they are presented in New Prospects course book. The studyalso addressed the question of whether the textbook's depiction of many cultures reflects English's status as an international language of communication.Besides, the purpose of this study is to examine how IC has evolved in the course material and the advantages it offers tolearners. The findings showed that the school book accurately depicts national, target, and international cultures. In addition, it enables language learners to acquire the abilities required for effectively communicating in a variety of settings.

The Importance of Culture in EFL Textbooks

Language and culture are impossible to separate. Studying a language therefore also involves studying a culture because knowing and using the linguistic competence only is not enough to communicate and interact with the target culture. As a result, exposing learners to culture in the content of textbooks is a must that all publication houses should develop.

In addition, according to Kitao (1991), learners are eager to study a language when culture is a factor in their motivation. This declaration reflects the fact that culture is essential in EFL textbooks because learning the language is encouraged by the culture, so learners get motivated to learn a language when they know its culture and how they will interact appropriately in different cultures.

Moreover, according to Peterson and Earley (2004), culture must be studied by learnersto understand how to use language for appropriate behaviours in the context of the culture they are studying.

Evaluating EFL Textbooks for Intercultural Competence

Learning and teaching a language require an understanding of culture since the inclusion of the cultural dimension as a crucial component in language learning

instructionsbecame an important and difficult task. Indeed, EFL textbooks must be evaluated for IC to develop the learning process in EFL classes.

Textbooks are considered as the most important tools that guide learners to develop their interculturality. In addition, textbooks with cultural context can speed uplearners' language learning (Buttjes&Byram, 1991). Therefore, language and culture are intertwined, and EFL textbooks are designed to support the FL teaching and learning process. As a result, they must include aspects of the target culture.

EFL materials load source culture, target culture, or international target culture as defined by Cortazzi and Jin (1999). Therefore, these three cultural categories imply that EFL materials can incorporate cultural information from different cultures.Language learners' culture is presented through EFL materials that include source culture, such as textbooks written at the national level. EFL resources that include target culture present American or British culture, respectively. Additionally, resources for EFL that have a global audience include both English-speaking and non-English-speaking civilizations as their target culture.

Moreover, according to Yuen (2011 as cited in Slivia, 2014), there are four elements of culture in EFL materials, which areproducts, persons, practices and perspectives.Products are denoted in EFL materials using images, illustrations, or realia that depict tangibly cultural items like cuisine, movies, songs, news, or fashion.The second component, "persons," refers to celebrities (real or fiction) and other prominent personalities who are part of the culture, such as popular musicians, actors, pop singers, movie characters, comedians…etc. The third component of culture is practices, which are the daily life practices that are passed down within a community from one generation to the next. It could take the shape of a celebration or specific activities.Culture's final component is perspectives that show how a certain group of people view certain parts of life, such as kinships, friendships, ideas about money and time …etc.

Furthermore, the diversity of cultures must be included in an excellent textbook. Indeed, the variety of content in textbooks will aid students in developing cross-cultural awareness.

The Intercultural in Textbook Components

Textbook Objectives. Identifying objectives of EFL textbooks is the first step that teachers do to evaluate them. This element of textbook should incorporate intercultural dimensions to develop learners' awareness by developing clear objectives, and intercultural skills thatlet teachers encourage their learners to ask questions about the target culture and make comparisons between the native and the target cultures. Learners should accomplish all the cultural dimensions that foster their learning process.Besides, EFL textbooks should grapple to included understanding cultures as one of their main objectives.

Content. One of the crucial components that should include the multicultural features in EFL textbooks is the content choice because developing it leads to the achievement of aninterculturaltextbook. In order to incorporate intercultural features, the content of EFL textbooks should include both the target culture and the native one.

Task Design. For cultural learning to occur, tasks should encourage students to engage passionately with the subject matter. In addition, intercultural activities of EFL textbooks should encourage learners to: (a) learn about different cultures; (b) report on their interactions with other cultures; (c) compare cultures; (d) consider their own cultural frame of reference and cultural processing categories; (e) consider the role stereotypes play in the formation of identity; (f) consider the linguistic factors that lead to intercultural misunderstandings; (g) and consider the affective side of intercultural contacts (Sercu, 2000 as cited in Hocine, 2020).

Evaluation. In order to deal with the cultural characteristics, evaluation is one of the dynamic processes that need ongoing research and improvement. According to Georgescu (2018),the goal of evaluation is to determine how well the goals established before the activity

are achieved at various stages of the activity, and how these goals address the needs of the participants. Evaluation can also provide participants with a sense of their personal growth and how they feel about the activities and results they have achieved.In addition, evaluation of textbooks serves as an educational assessment of the suitability of linguistic and IC for enhancing it and raising learners' awareness about the native and foreign cultures.

Conclusion

The groundwork for creating a theoretical framework for the current study was laid by the review of a range of pertinent literature in this chapter.The main concepts of this research—culture, language, IC, and using textbookstoteach culture—are summarized, defined, and characterized in this chapter.In order to coordinate the educational progress of the teacher and learners, assessment and testing are of the utmost importance in English language instruction. In addition, academics and ELT professionals have recently concentrated their efforts on the assessment of culture in order to advance English language instruction from an intercultural standpoint.The examination of textbooks (Chapter 3) uses Byram's (1997) model since it is the most prominent and used in the field of education, andit helps in the development of the other models.

ChapterII: Research Methodology Design

Introduction

This chapter describes the data analysis frameworks and design for the study. An overview of the research design, which includes research assumptions, philosophies, approaches, methods, setting, and participants, is presented atthe beginning.This design is based on Saunders et al.'s (2012) research onion. Besides, the chapter discusses data gathering strategies, beingthe survey questionnaire anddocument analysis, as well as data collection tools in terms of the frameworks of analyzing interculturality in the textbook and its didactic guide. Finally, the methods of data analysisand the ethical concerns are described.

Research Paradigm

Our research is within the umbrella of the social sciences and education, which requires the intersection of several research tenets to form a research paradigm. Paradigms are "general frameworks or viewpoints: literally "points from which to view." They provide ways of looking at life and are grounded in sets of assumptions about the nature of reality" (Babbie, 2004, p.44). In other words, a paradigm is a way of looking at a phenomenon, a worldview, or an understanding of what makes up the accepted boundaries of science. Thus, it is evident that a paradigm encompasses more than methodology alone. In reality, a paradigm encompasses a variety of worldviews, hypotheses about what the world is like, how we might learn more about it, the set of issues that have been looked at, and typical answers to those problems.Besides, "Research paradigms can be characterized by the way Scientists respond to three basic questions: ontological, epistemological and methodological questions" (Guba, 1990 as cited in Perera, 2018, p. 4). To choose research philosophies supported by research assumptions, research methodology, methods, sampling, data gathering, and analytic procedures,we adhered to the "research onion" procedure proposed by Saunders et al. (2012)(Figure5).

Figure 5

Research Onion
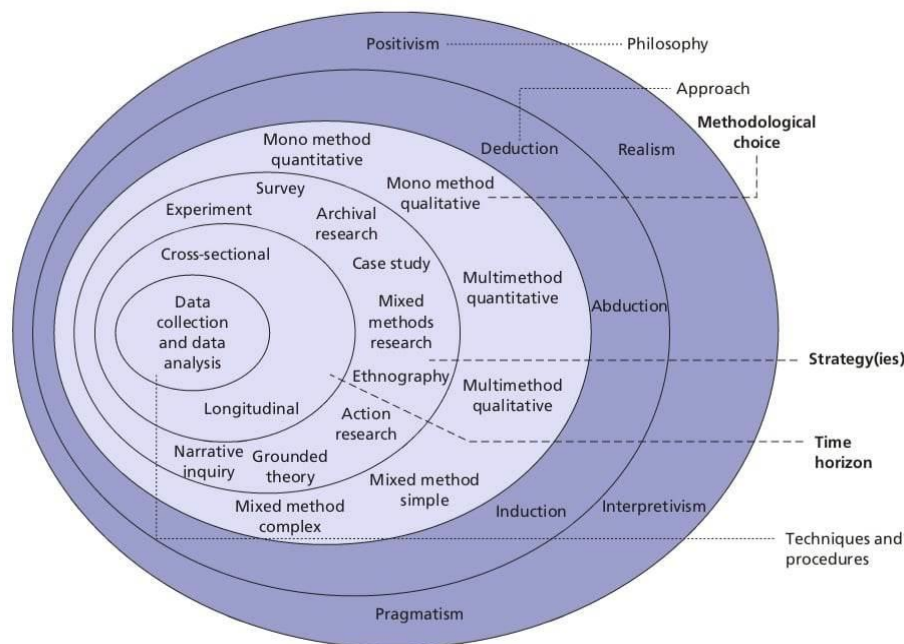
Source. Saunders et al. (2012, p. 160)

Research Philosophies

According to Saunders et al. (2012), we may think of our research philosophy as an assumption about how we perceive the world. These presumptions will determine the research strategy and methods we select. Indeed, our research philosophy is supported by ontological and epistemological assumptions, each of which has important distinctions that influence how the study is conducted.

We presume that our study stance is subjective (emic) from an ontological perspective, which suggests preconceived conceptions about the nature of reality since language learning and knowledge in general are thought to be dynamic and produced by individuals' interactions. As a result, this position enables us to access the sample's numerous intercultural competencies. Every experience shapes and influences participants' worldviews and IC since information is socially generated and shared. This is reflected in the definition of ontology by Cohen et al. (2018); they stated that: "Ontology (the nature of reality or of a phenomenon):

politics and interests shape multiple beliefs and values, as these beliefs and values are socially constructed, privileging some views of reality and under-representing others" (p.53).

Moreover, according to Cohen et al. (2018), epistemology refers to "how we come to know these multiple realities"(p.53). In other words, the term "epistemology" relates to the theory of knowledge, the knowledge itself, or the way reality is seen by the researcher. Furthermore, by observing the sample, we are able to document and analyze the intercultural behaviors demonstrated as well as the numerous multicultural ideas and meanings alluded to in the textbook and the didactic guide.

Accordingly, interpretivism is the philosophy guiding our research. In our study, we are able to know more about people's world and intercultural educational experiences because the sample consists of individuals who have a certain perspective on their social situations.

Research Purpose

This study combines exploratory and descriptive studies. This study's primary goal is to examine IC in the textbook of third year primary education and its didactic guide, and it focuses on the extent to which thecomponents of ICC from the didactic guide are applied in the textbook. This study is exploratory in nature with the explicit goal of determining how interculturality is addressed in the sample textbook and its didactic guide. This research requires conducting a descriptive study first, then describing and interpreting the results.

Research Approach

An inductive methodology is essential for conducting our research because it pertains to the social sciences. A theory can be constructed by identifying patterns and links using an inductive approach, which aims to let interpretations emerge from data as they are gathered; however, it does not preclude from formulating a research topic using current theory and even from identifying concepts that are intended to be investigated during the research process

(Saunders et al., 2012). To sum up, gathering data is the first step in the process, which leads to results that either modify or provide new theories.

Research Methods

Chenail (2011) stated that "qualitative studies are most likely exploratory, naturalistic, subjective, inductive, ideographic, and descriptive/interpretive and quantitative studies are most likely confirmatory, controlled, objective, deductive, nomothetic, and predictive/explanatory" (p.1713). As a result, we can deduce that qualitative and quantitative research methodologies are clearly separate from one another.

Since we simply rely on our own knowledge, subjectivity, and relative viewpoints in a naturalistic situation to produce non-generalizable results, the qualitative methodin this study is practical. Due to the complexity of the research project, which includes the study's chosen topic and its natural environment, accounting for emic perspectives, opinions, and worldviews is necessary in addition to using more than just numerical data (Bouberdaa & Gaidi, 2022).

Therefore, this research paradigm supported by the qualitative method is in line with the study goal and methodology, and itattempts to collect data in the form of single case studies, obtained through document analysis and the questionnaire.

Sampling

The most appropriate sampling strategy in this study is non-probability.Non-probability sampling is "a sampling technique where the samples are gathered in a process that does not give all the participants or units in the population equal chances of being included" (Etikan et al, 2017, p.1). Particularly, the purposive sampling technique is selected because it serves the purpose of the research in selecting the sample documents and the primary sector, and convenience sampling is adequate in choosing the division, inspectors, and teachers.

The Textbook of Third Year Primary School

Textbooks are the only and primary means of instruction used in all institutions. The first edition of the third year of primary school was published by the Ministry of Education during the 2022–2023 academic year. This textbook consists of 6 units. In addition, language resources and learning skills are the two sections that make up the coursebook. The first section contains language focus (grammar), lexis, and pronunciation; andreading, speaking, listening, and writing are the four skills that are covered in the learning skills portion.

This textbook is chosen to be investigated since it is a new edition and has not been analyzed before. Besides,it is directed to the category of pupils who will study English early for the first time along with French. As a result, the emphasis is on the cultural component that allows students and teachers to experience different cultures and diverse intercultural elements rather than the language itself in terms of linguistic input.

The four skills (speaking, writing, reading, and listening) in addition to images are the units of analysis to ascertain the degree to which the book takes into account the various IC components, and to accomplish the previously stated purpose with this book.Writing tasks (writing), audio scripts (listening), speaking tasks (speaking) related to reading and listening, texts (reading), and images all show how intercultural features are integrated.

Didactic Guide

It is a printed document introduced by the Ministry of National Education in parallel with the textbook of 3rd year primary education. This instructional manual is only intended to assist the users (inspectors, teachers, and heads) in implementing the syllabusin the classroom setting in terms of what the students should understand and be able to perform. Furthermore, the manual does offer users principles pertaining to pedagogy, didactics, assessment for learning, the characteristics of young learners, and the methods by which they successfully learn English in primary education.

This didactic guide is chosen since it is a description of the textbook, andit is the only source that teachers use to know how to structure and present the lessons of the program. In addition, the didactic guide helps teachers to deeply understand the program,and it facilitates presenting lessons in the classroom.

The four skills (speaking, writing, reading, and listening) as well as an additional unit of values, including national identity, national conscience, citizenship, and openness to the world, are the units of analysis in the didactic guide. Analyzing such units as certains the extent to which the didactic guidetakes into account IC components.

Primary School Sector

Because English is a global language that all nations want to develop, teaching English in primary schools in Algeria is a new directionfrom the Ministry of Education. This area is specifically chosen because third-year integration is new and there is no ICC study on it, and because pupils are required to learn English for the first time at a young age.

The Choice of the Division and Inspectors

Primary schools in the city of Tebessa are divided into three equal divisions in terms of the number of teachers and the number of primary schools. Each division combines primary schools from both the city and the countryside, and each one has a responsible inspector for the district's teachers. In our study, the choice of division "1" at the disposal of the inspector Sahra Mohammad falls within convenience sampling due to his availability at that time, for he is the only inspector who acceptedto help in dispatching the questionnaire to the teachers of his district.

Third-year Teachers of English

The choice of third-year teachers of English serves in depicting their perceptions of the components of ICC in both the textbook of third-year primary education and its didactic guide. Teachers are the most frequent users of both documents, and they are required to read

and apply the didactic guide's content and description to better understand the textbook's instructions and content.

The convenience sampling technique is used in selecting this sample, allowing to choose relatable issues with a limited level of generalizability. According to Etikan et al (2016) although using all the population for all forms of research would be ideal, it is frequently not possible due to the population's virtually unlimited size.

Data Collection Strategies and Tools

Archival Research

Archival research is a "Research strategy that analyses administrative records and documents as principal sources of data because they are products of day-to-day activities" (Saunders et al, 2012, p.665). In other words, institutional records serve as a major source of information in the archival research strategy. In fact, the main information sources are the textbook of third year primary education and its didactic guide, acquired through document analysis as a methodical approach to "elicit meaning, gain understanding, and develop empirical knowledge" (Bowen, 2009, p.28).

Document analysis "is particularly applicable to qualitative case studies—intensive studies producing rich descriptions of a single phenomenon, event, organisation, or program" (Bowen, 2009, p.29). Indeed, our study seeks to describe data gathered from document analysis.

Since the 'intercultural dimension' is the predetermined code of analysis (theoretical coding),and the emphasis is on how much it is represented in the texts and skills of the textbook of third year primary education and its didactic guide, content analysis is the appropriate process. This method is founded on an analysis framework.

Document Analysis Framework.This analytical plan (Appendix A) is based on Byram's model of IC. The latter is made up of "5 saviors." The essential components of this

data collection instrument are knowledge, skills of engagement and discovery, skills of interpretation and relation, and attitudes; however, the fifth one which is "critical culture awareness" is left out because we believe it will be implemented in communication once the other four components have been accomplished.

The frequency of occurrence of the codes concerninglanguage proficiency is calculated torepresent the "intercultural" in the sample textbook and didactic guide. The latter serves as the analytical units since they form the cornerstone of language acquisition, and rather than focusing on language input (pronunciation, lexis… etc.), we are more interested in the intercultural skills of speakers and their capacity to comprehend shared meanings.

Coding. Theoretical coding is used whereinthe three tenets of IC serve as the coding concepts, and the predefined utilized code is "intercultural". These codes are knowledge, skills, and attitudes. First, knowledge covers: (a) knowledge of one self and one's own society, (b) knowledge of social processes, (c) knowledge of other's cultures, and (d) knowledge of the language. Second, skills encompass skills of interpreting and relating, which include "ability to analyze, ability to interpret, ability to explain, ability to relate prior knowledge with new one, and ability to compare;" and skills of discovery and interaction, which cover "ability to acquire new knowledge, ability to interact, and ability to evaluate." Thirdly, Byram's (1997) concepts of curiosity, openness and ability to decentre form the foundation of the final code, which are attitudes.

Validity. The validity of the textbook and the didactic guide analysis framework is determined by our supervisor and comparable research approaches from earlier studies (Bouberdaa&Gaidi, 2022).

Survey Questionnaire

According to a number of academics and research methodologists, surveys serve an integrative function in daily life in general and in the social sciences in particular (Mizab,

2020). In other words, surveys are crucial to research because they enable researchers to get information about a variety of individuals with a range of viewpoints. Rea and Parker (1992, as cited in Griffee, 2012) declared that: "Surveys have broad appeal, particularly in democratic cultures, because they are perceived as a reflection of the attitudes, preferences, and opinions of the very people from whom the society's policy makers derive their mandate" (p.52). Accordingly, surveys are used mostly in the democratic cultures because people of those cultures are free in expressing themselves. In fact, this study employs a survey as a tool to gather opinions from teachers as far as components of ICC inthe didactic guide and the textbook are concerned and the extent to which they are compatible.

To achieve the studyaim, a questionnaire is opted for as a data gathering instrument because of the various privileges that it offers. According to Creswell (2002, as cited in Griffee, 2012), a questionnaire is typically used in order to acquire information for needs analysis; besides,it entails reporting knowledge, beliefs, and behavior by respondents based on what they think, believe, or can recollect from prior experiences.

The survey questionnaire in this study aims at obtaining exact, measurable information from the respondents. It uses clear language, avoids ambiguities, and is a mixture of different questions types including multiple choice questions, open-ended questions, andyes/no questions.

The questionnaire begins with an introduction that aims at giving a general idea to the respondents about the nature of the research and the aim behind it, a brief definition of the concept of IC, in addition to necessary guidelines for answering the questions (Appendix B). The teachers' questionnaire opens with demographic questions under Section One, which aims to provide background information about their gender and the number of cultures present in their families. Section Two includes twelve questions related to the teachers' opinions

about the intercultural dimensionin the textbook. Section Three, with 12 items, aims to explore the teachers' perceptions of IC elements in the didactic guide.

Validity of the Questionnaire. The validity of the teachers' questionnaire is determined by our supervisor and comparable approaches from prior studies.

Reliability. The questionnaire is intended to be sent to a group of 30 teachers as part of a pilot study before the actual administration to evaluate its internal reliability.

Data Analysis Procedures

The theories and processes of data analysis are distinctly defined by the research paradigm and the goals of our investigation. In the latter, both qualitative and quantitative techniques are used.

Qualitative Data Analysis

Qualitative data are analyzed by qualitative content analysis due to the interpretive character of the study and to support the statistical data.

Content Analysis. Content analysis is "a multipurpose research method developed specifically for investigating a broad spectrum of problems in which the content of communication serves as a basis of inference, from word counts to categorization" (Cohen et al, 2007,p.197). In addition, to create or test a theory, the mission of content analysis is to examine, condense, and interrogate texts into summary form pre-determined categories and emergent themes. In fact, this study's objective is to comprehend and analyze the analytical units from both the textbook of third year primary education and its didactic guide. Indeed, the entire approach is centered in identifying the intercultural element within IC elements.

According to Cohen et al. (2018), the steps of content analysis are:

- Summarising the collected data: Extracting the interpretive remarks that have been made on the data is the first stage.

- Key headings: Stage 2 focuses on separating data into key codes.

- List of topics and their frequencies: Currently, the major headings are divided into areas, and their frequencies are calculated.

- Grouping related codes: Organize the issues on the list created in stage 3 into categories.

- Interpretation: Discussion and interpretation of the groupings created in Stage 4 is the final stage.

Quantitative Data Analysis

Sincethis research is descriptive in nature, it requires evaluating the findings from document analysis and the questionnaire by measuring, tabulating, and reporting them in terms of frequencies and percentages.

Ethical Considerations

According to Mizab (2020), one of the researcher's responsibilities to everyone around him or her, including participants, audiences, colleagues, and society at large, is to take ethical considerations into account. Throughout the process of our research, we have been conscious of various ethical concerns.Therefore, it is a challenge for us to increase the validity of our research.

Access to the Directorate of Education in the City of Tebessa

To make it easier to enter the Directorate of Education in order to ask for inspectors' emails and phone numbers, a request is submitted to the Director of the directorate, signed by the Head of the Department of English and our supervisor (AppendixC).

Informed Consent

This fundamental tenet ensures that the sample inspector participates voluntarily and is aware of hisrole in the study, which is essential to the validity of our research. Moreover, participants must be aware of the research, be given total freedom to decide on their participation in a research study, and have grips of the material. In our research, we requested

consent fromthe inspector of Division 1, asking him to send the survey to the teachers he is responsible for, in a letter form signed by the researcher, the supervisor, and the inspector (AppendixD).

Conclusion

To conclude, this chapter offered a thorough explanation of the research methodologies and processes. Both qualitativeand quantitative data analysis methodologies employed in the study areexplicitly outlined in the research objectives. The study achieved the necessary levels of reliability and validity by carefully taking into account participant selection, the researchcontext, design, and data collection and analysis processes.

Chapter III: Results and Discussion of Findings

Introduction

This chapter reports and discusses the results of content analysis of the third-year primary educationtextbook and its didactic guide. The findings are provided in two sections: (a) the first section opens with an overview of the sample textbook andthen examines its intercultural content, and (b) the second section is concerned with the analysis of the didactic guide, starting with an overview of the sample didactic guide, and then examining its intercultural content. The chapter ends with a discussion of the conclusions drawn from both data collection techniques.

Textbook Analysis

Based on the comprehensive data gathered from the textbook of third-year primary education (Appendix G), the analysis moves on utilizing content analysis and the codes summarized in the adopted textbook analysis framework.

The IC components are used to structure textbook analysis, which includes frequency of occurrence and content analysis (Appendix H). Figure 13demonstrates that the textbook's emphasis is on knowledge, representing (37 %) of the textbook's content, followed by skills of interpreting and relating (33%).Skills of discovery and interaction represent (27%) while attitudes are a minority (3 %).

Figure 6

Frequency of IC components in the textbook of third-year primary education
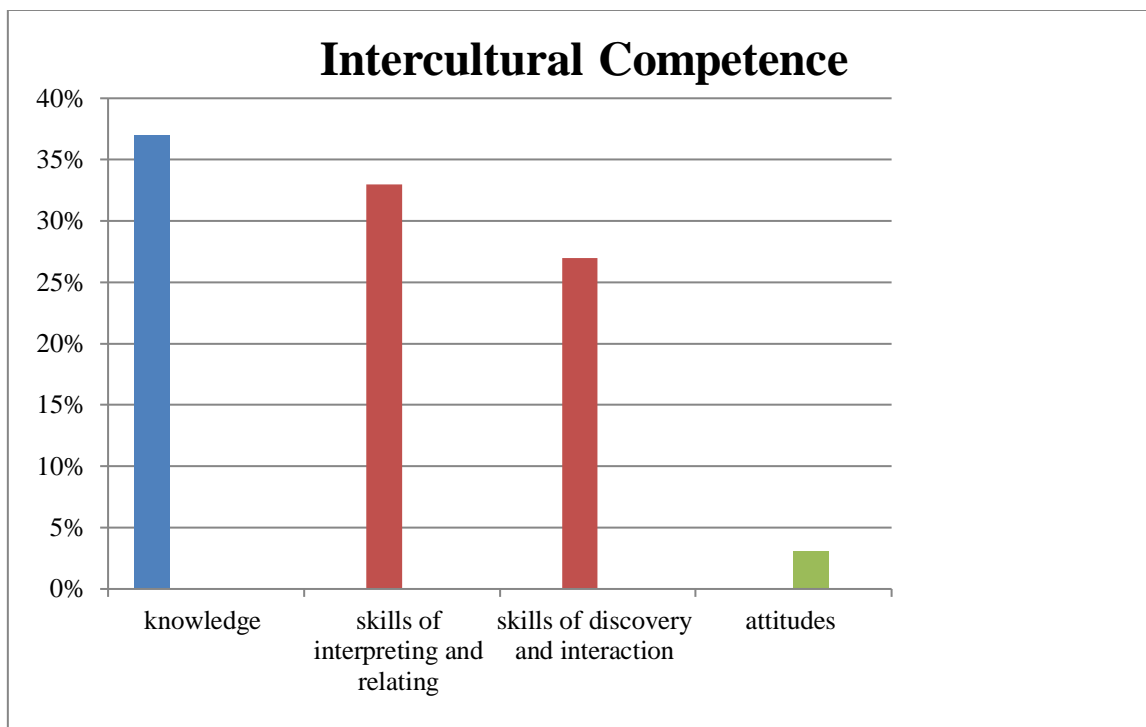
Knowledge

The sample textbook emphasizes linguistic proficiency, as seen in Figure 14 which reveals that knowledge of the language is (52%). However, knowledge of one self and one's own society are represented by (26%), demonstrating how the textbook emphasizes the pupils' own culture over other cultures, which are represented by only 3% of the sample. The portion of social process knowledge also accounts for 19% of the total. From an intercultural perspective, this emphasis is unsuitable since a cultural approach is insufficient when the target audience consists of speakers from various cultural backgrounds.

Figure 7

Frequency of intercultural 'Knowledge' with its components
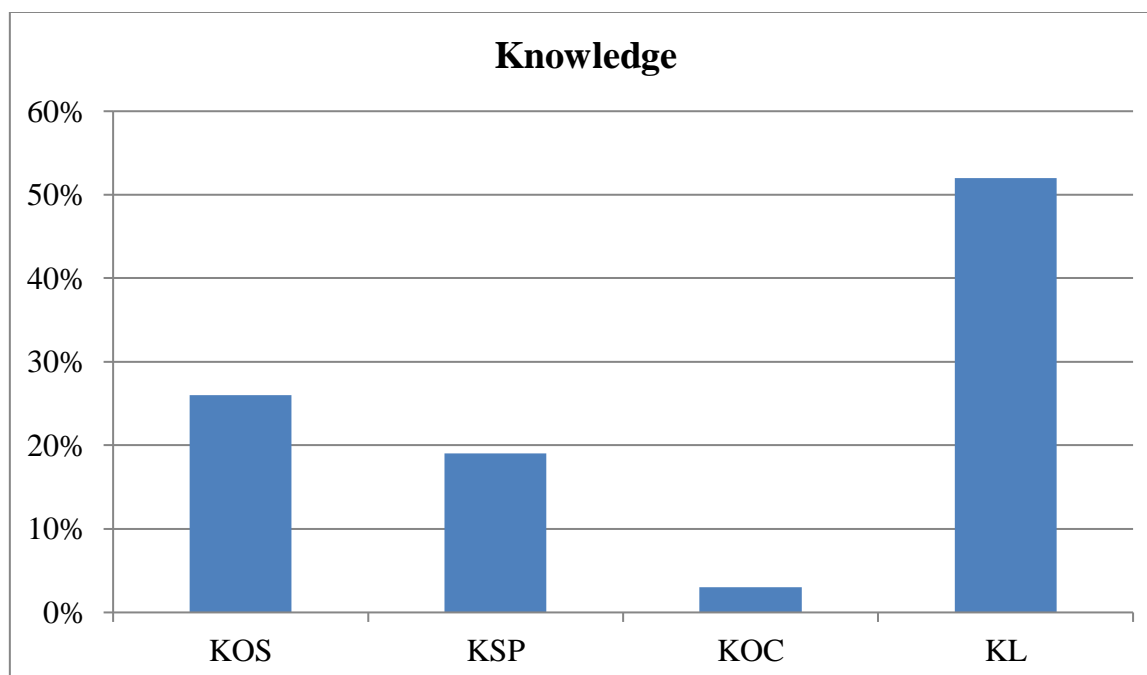
From the description and Figure (14), knowledge of language has a considerable proportion (52%) of knowledge compared to the other elements. According to Byram (1997), knowledge is a crucial part of intercultural competency because it enables people to interact and communicate effectively with others from different cultural backgrounds. In addition, the textbook engages learners inthe concept of knowledge in all the language skills (speaking, listening, reading, and writing), in addition to illustrating information in the form of different images.

First of all, the textbook of third-year primary education accentuates knowledge of language since learners are introducedto the English language for the first time. Indeed, knowing the vocabularies and structures of the target culture is an important step; however, accepting the norms of that language without knowing the reasons behind them cannot overcome the issue of divergence. Moreover, language proficiency is one of the most important elements of language acquisition since it enables learners to interact with native speakers and navigate various cultural contexts. This element can be found throughout the

entire target textbook in a variety of contexts and formats, including vocabulary lists, example sentences, opportunities for learners to practice using the words in context, exercises and activities that focus on phonetics and pronunciation, texts and dialogues that model various types of discourse, such as stories and interviews, and practice activities that target various language skills, such as speaking, reading, and listening comprehension. For instance, learners are required to repeat after listening to the recording in each unit of the textbook in order to acquire the pronunciation of words, the structure of sentences, and to expand their vocabulary (Figure 15).

Figure 8

Different tasks from the textbook that develop knowledge of the language
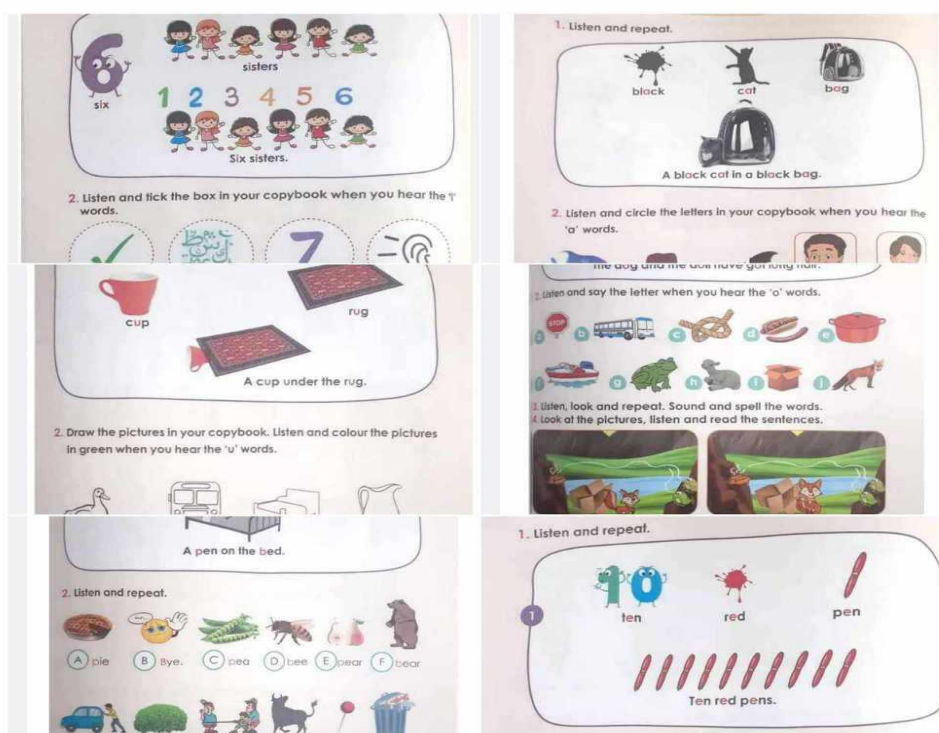
Source. The textbook of third-year primary education (1st ed., pp.16, 27, 35, 42, 49, 58)

Knowledge of one self and one's own society depicts a remarkable proportion (26%) compared to knowledge of social processes and knowledge of other's cultures, which is a minority. The third-year primary education textbook incorporates knowledge of one self and one's society by encouraging pupils to reflect on their own experiences, values, and cultural

backgrounds while developing their language skills. This textbook develops this dimension by including activities that focus on personal information, such as name, age, nationality, family, hobbies, and interests. Besides, learners are encouraged to express and describe themselves and their backgrounds. In addition, the textbook provides information about the education system in the learners' own country, including school subjects, timetable... etc. Moreover, the native culture is manifested in most pictures of the textbook by showing the source culture in foods, traditional clothes (Karakoo), school's uniform (blue apron for boys and pink for girls), decoration of the living room, the use of colours of the Algerian flag(red, white, and green), animals(fennec), and religion (veiled teacher)(Figure 16).

Figure 9

Different pictures from the textbook that represents Algerian culture

Source. The textbook of third-year primary education (1ˢᵗ ed., pp.21, 52)

In contrast, the textbook did not foster the dimension of knowledge of other's cultures, which leads to the disability to understand and to communicate with individuals from diverse cultural backgrounds. This instruction lacks mentioning the cultural customs and traditions, cultural artifacts and landmarks, cultural festival and events, and cultural etiquette of the target culture.

However, knowledge of social processes includes knowledge of how individuals and groups function, communicate, and interact within societies. It represents (19%) of the sample textbook.The latter includes activities in the form of dialogues or role plays that simulate interactions between family members, colleagues, or friends, allowing learners to practice appropriate language and behavior in various social contexts.

Skills

Figure17 illustrates the accuracy of skills in the sample textbook. The capacity to discover and interact is less frequently used than the second type of IC skills (27%), while the ability to interpret and relate is used more frequently (33%) in various instructions of the sample.

Figure 10

Frequency of intercultural 'Skills'
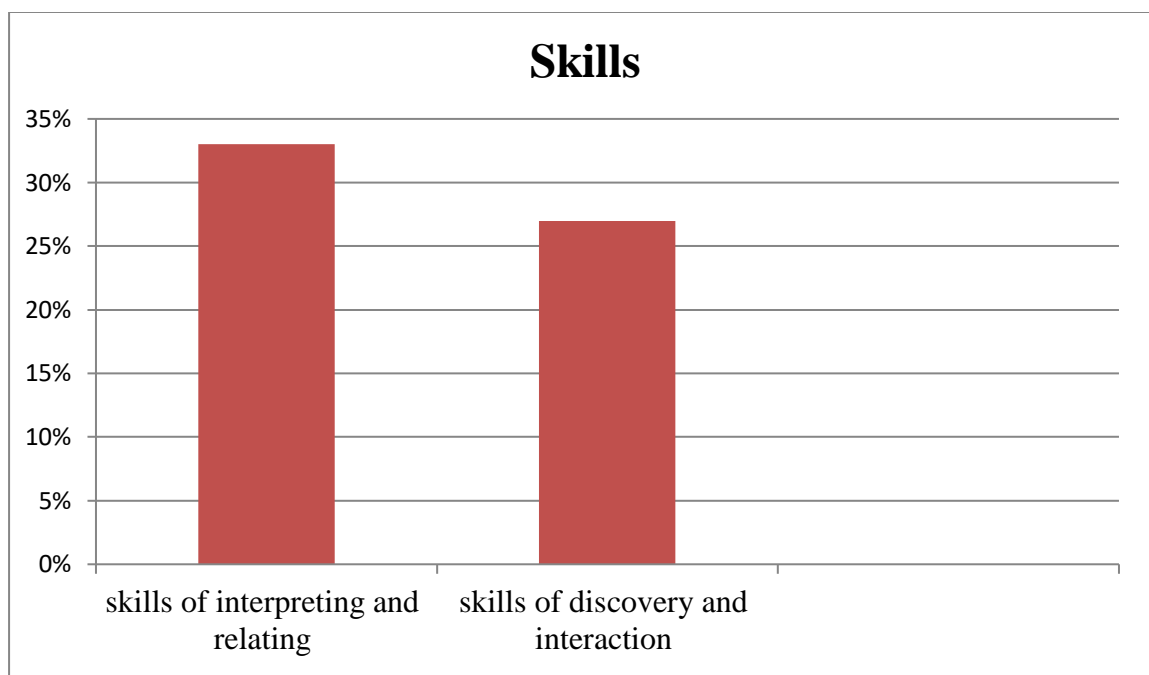
Individuals externalize their internal processes of interpreting and relating into external activities of discovery and interaction that take place ininterpersonal communication. This reveals that these skills are interconnected and mutually reinforcing.Besides,by developing both sets of skills, individuals become competent intercultural communicators, as they work together to enhance cultural understanding, effective communication, and positive intercultural experiences.

Skills of Interpreting and Relating. Figure 18 illustrates how the components of interpreting and relating skills differ in percentages (ability to analyse 38%, ability to interpret 35%, ability to compare 14%, ability to relate prior knowledge with new one11%, and ability to explain 2%).

Figure 11

Frequency of 'Skills of interpreting and relating' with its components
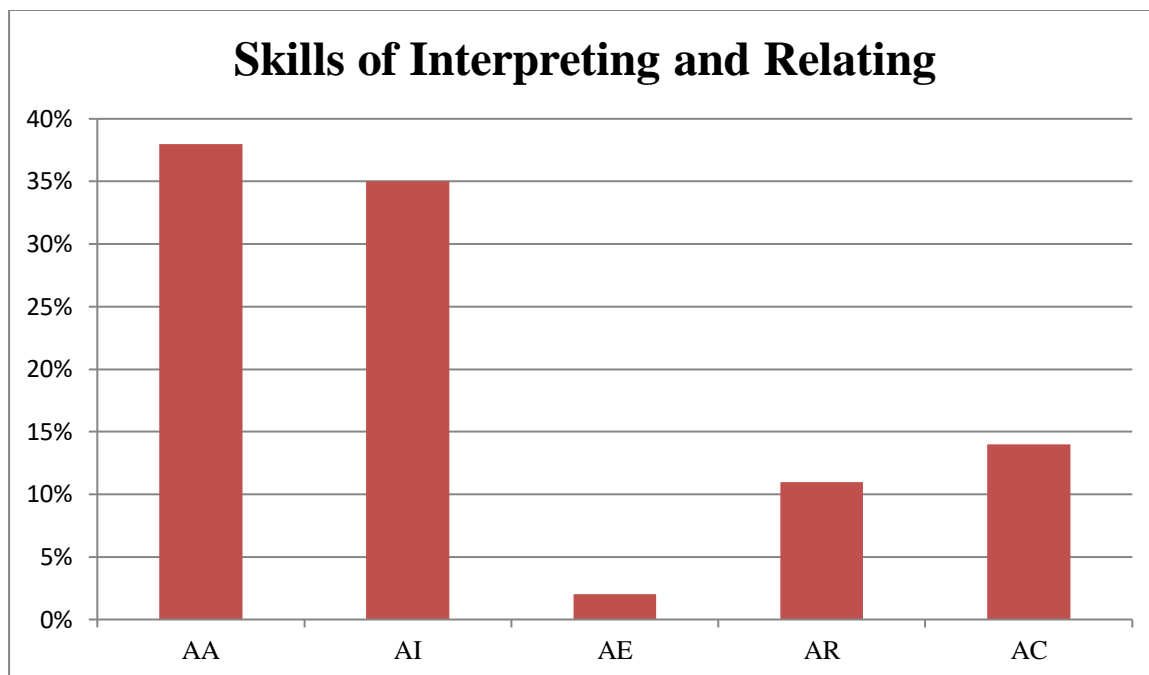
According to Byram (1997), skills of interpreting and relating refer to the ability to comprehend, explain, and compare a document or event from another culture to documents or situations from one's own. Indeed, numerous tasks and instructions in the textbook emphasize students' interpretations. Moreover, it makes extensive use of activities like dialogues, interviews, listening and acting different stories where students are expected to express their viewpoints, draw correlations, and provide arguments. For instance, Figure 19 shows steps that designers used to develop learners' skills of interpreting and relating from the use of images and the four of language skills. In Unit 2, the questions begin by testing the pupils' prior knowledge of the topic of the story covered before, asking them to comprehend, compare, assess, and defend their responses. In addition, the textbook uses images extensively to connect texts and images to the subject because picture transfer or story transfer and text illustrations is essential for improving cultural comprehension, helping pupils interpret concepts, stimulating their attention, and preparing them for intercultural interactions.

Figure 12

Unit 2 "My School"

Source. The textbook of third-year primary education (1st ed., pp. 22-23)

Skills of Discovery and Interaction. Figure 20 shows the differences between the elements of discovery and interaction (ability to interact 79%, ability to acquire new knowledge 17%, andability to evaluate 4%).

Figure 13

Frequency of 'Skills of discovery and interaction' with its components
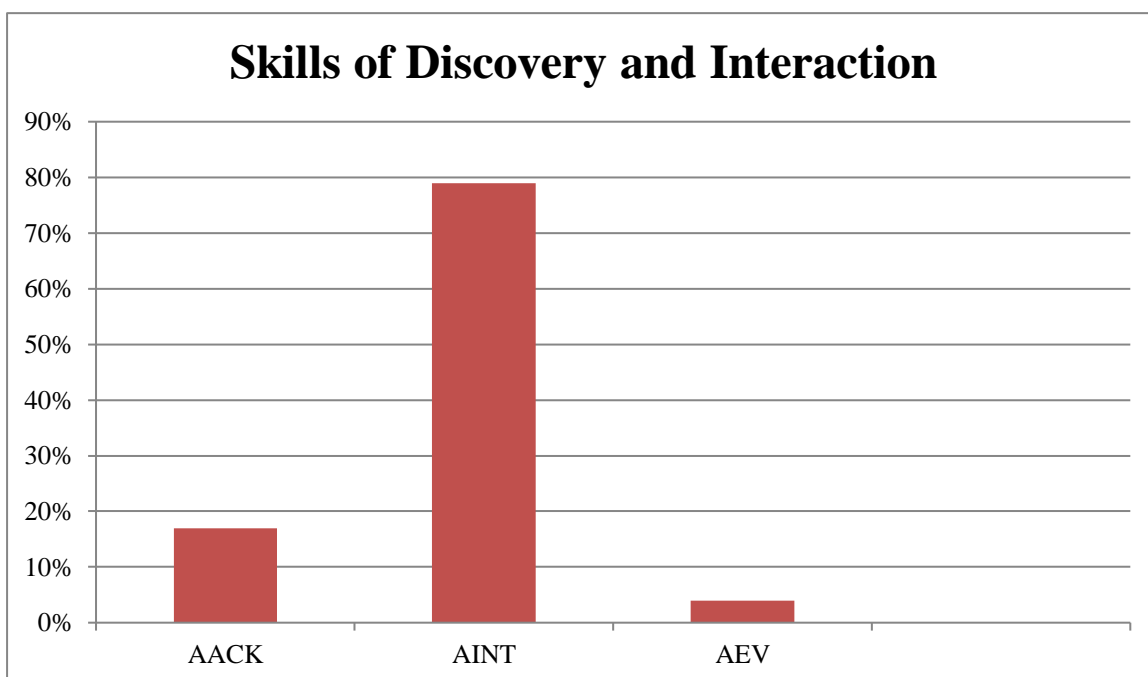
The ability to interact depicts a remarkable emphasis on skills (79%), for the abilities to discover and interact entail combining the prior knowledge that students acquired through the interpretation of the various documents offered, then applying it to their interactions with their classmates in the actual world to create new understandings. Indeed, the textbook's tasks have helped to improve these abilities.Many tasks from the textbook involve pupils acting out role plays to interact with one another. For instance, in Activity 16 onPage 14, Activity 11 on Page 48, and Activity 11 on Page 57 from different units of the textbook (Figure 21),after reading the play and responding to related comprehension questions, pupils are instructed to act it out with their classmates. Through role plays, learners meet their communicative goals, which are to communicate freely and effectively in English, and to develop the skill of interacting and communicating with each other. In addition, these activities enhance learners' speaking and listening skills, promote fluency, and build confidence in real-life communication situations.

Figure 14

Different role plays from the textbook
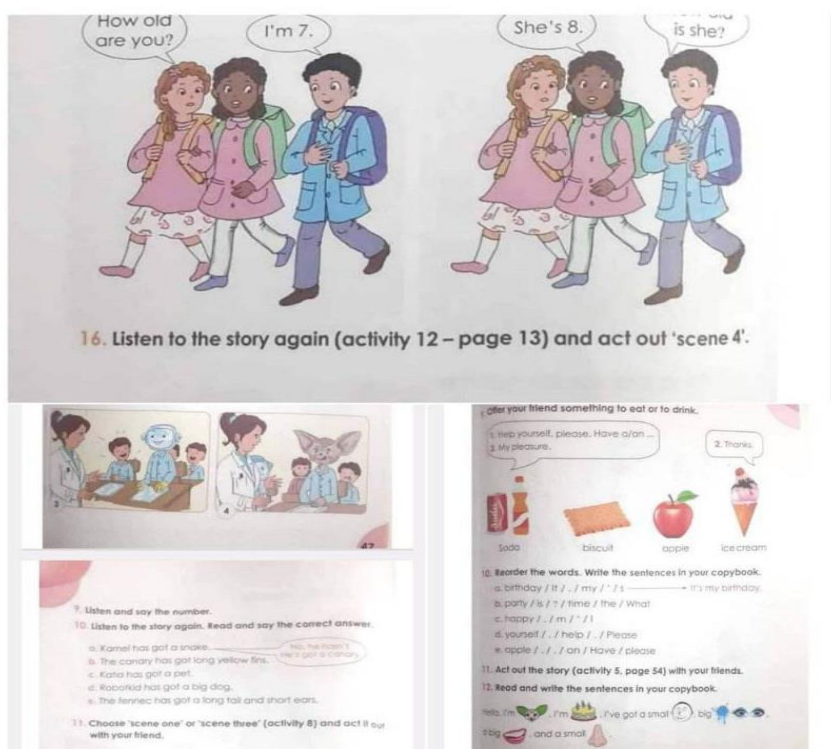
In addition, the textbook fosters the ability to acquire new knowledge (17%) because acquiring new knowledge in the English language enhances learners' overall language proficiency and expands their understanding of various topics and disciplines. As an illustration, in Activity 7 on Page 55, pupils are requested to color the face in accordance with the listening exercise, which aids in word learning and vocabulary growth. Additionally, pupils play a grid game and guess the correct phrase from the pictures in activities 7 on Page 41 and 4 on Page 53 (Figure 22). Moreover, these several interesting instructions in the textbook incorporate these skills. Indeed, they play a crucial role in EFL learning, especially when trying to develop an intercultural speaker.

Figure 15

Different tasks from the textbook
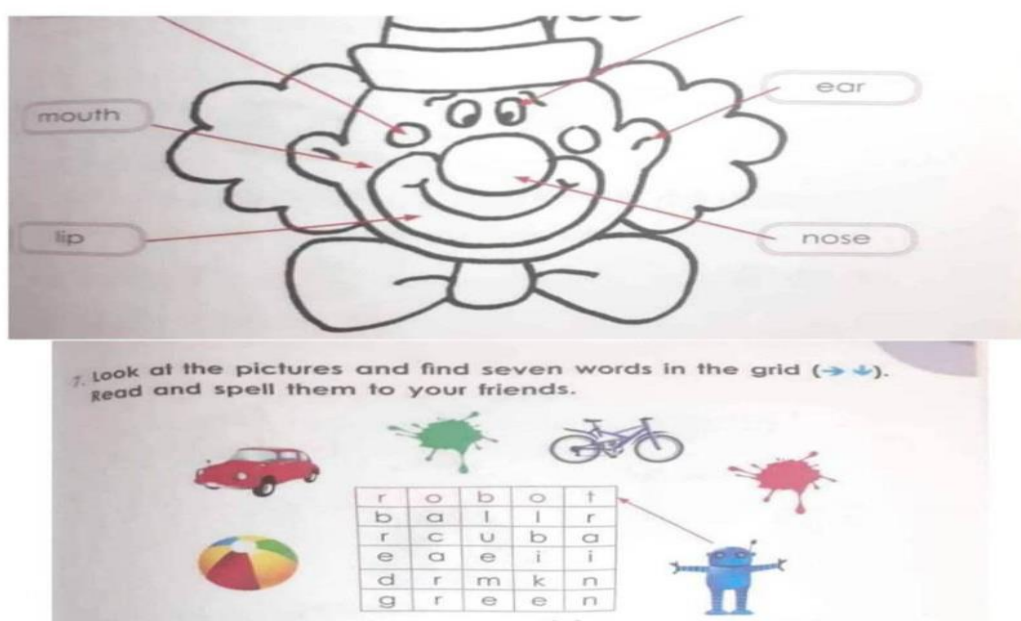
Source. The textbook of third-year primary education (1st ed., pp. 41, 53)

Attitudes

Figure 23 shows the differences between the elements of attitudes in the sample textbook (curiosity 42%, openness 33%, and ability to decentre 25%).

Figure 16

Frequency of intercultural 'Attitudes' with its components
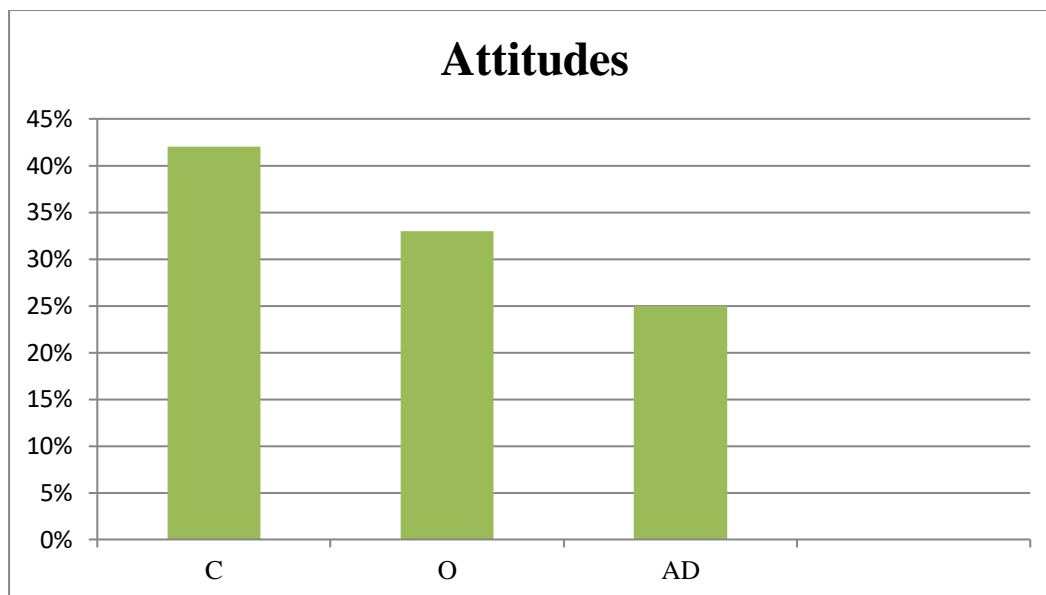
The third element in the textbook analysis framework ranked third (3%). According to Byram (1997), attitudes are people's predispositions and orientations toward cultural diversity, as demonstrated by their openness, interest, respect, and readiness to interact with those from other cultural backgrounds. Instructions from the textbook provide some tasks that may foster curiosity and inspire learners to actively engage with the language, explore new knowledge, and develop a lifelong love for learning English including problem-solving activities that require pupils to apply their English language knowledge and critical thinking skills.These activities can foster curiosity as pupils seek solutions and discover new ways to use the language (Figure 24).

Figure 17

Different pictures about different tasks foster curiosity
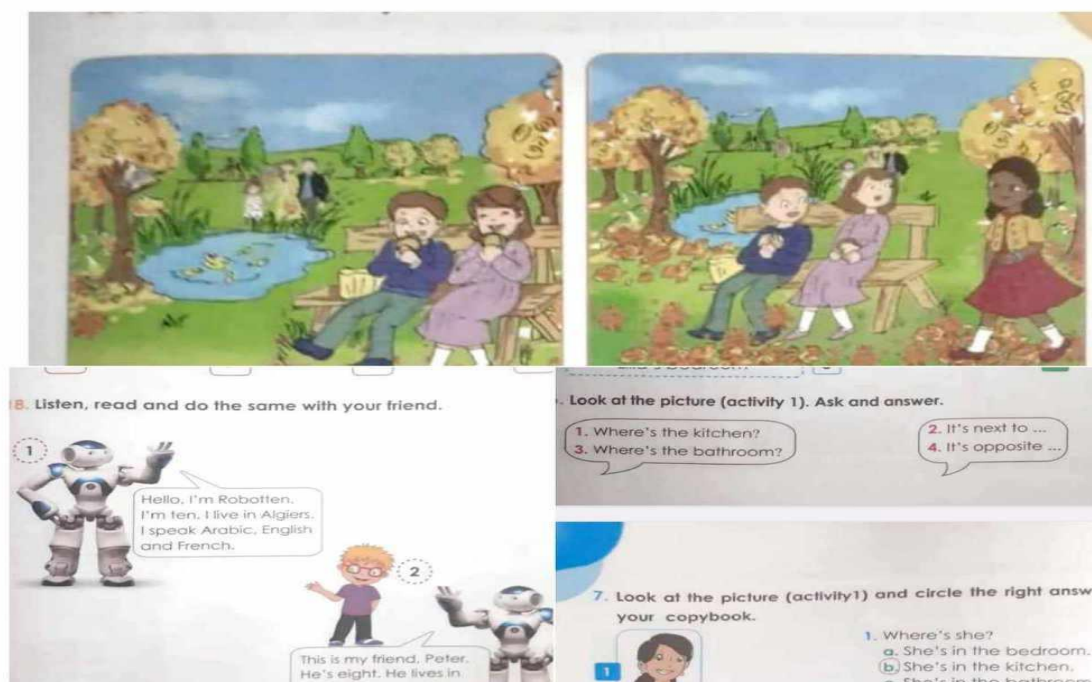
Source. The textbook of third-year primary education (1st ed., pp.13, 15, 31, 32)

However, openness and the ability to decentre are a minority because few tasks, if any, represent these elements. Indeed,the textbook did not include the culture of the target language, so pupils cannot mediate their own culture and others' culture because of the lack of understanding and knowing the target culture.

Didactic guide Analysis

Based on the comprehensive data gathered from the didactic guide of third-year primary education (Appendix E), the analysis moves on utilizing content analysis and the codes summarized in the adopted textbook analysis framework.

The IC components are used to structure didactic guide analysis, which includes frequency of occurrence and content analysis (Appendix F). Figure 6demonstrates that the didactic guide's emphasis is on knowledge, representing (33 %) of the content, followed by skills of discovery and interaction that represent (31%).Skills of interpreting and relating form (26%)while attitudes are (10%).

Figure 18

Frequency of IC components in the didactic guide of third year primary education
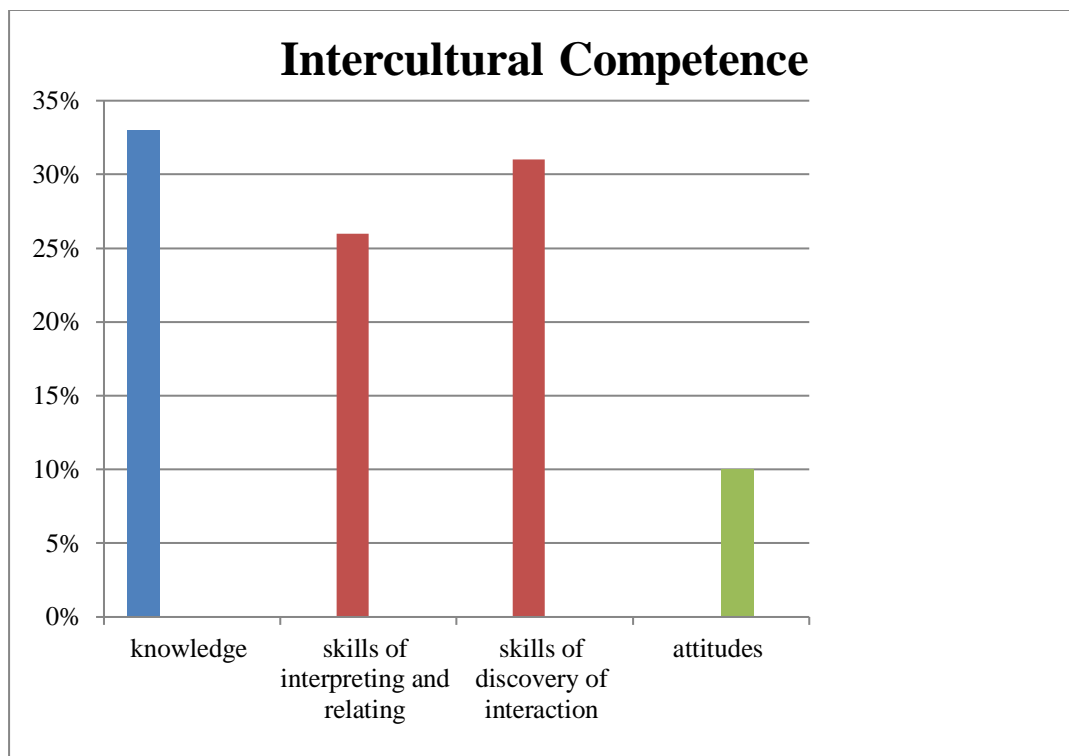
Knowledge

The sample didactic guide emphasizes linguistic proficiency, as seen in Figure 7, which reveals that knowledge of the language occupies the lion's share (64%). However, knowledge of one self and one's own society (14%), demonstrating how the didactic guide emphasizes the learners' own cultures over others'cultures, which representsonly (11%) of the sample. The portion of social process knowledge also accounts for (11%) of the total. From an intercultural perspective, this emphasis is unsuitable since a cultural approach is insufficient when the target audience consists of speakers from various cultural backgrounds.

Figure 19

Frequency of intercultural 'Knowledge' with its components
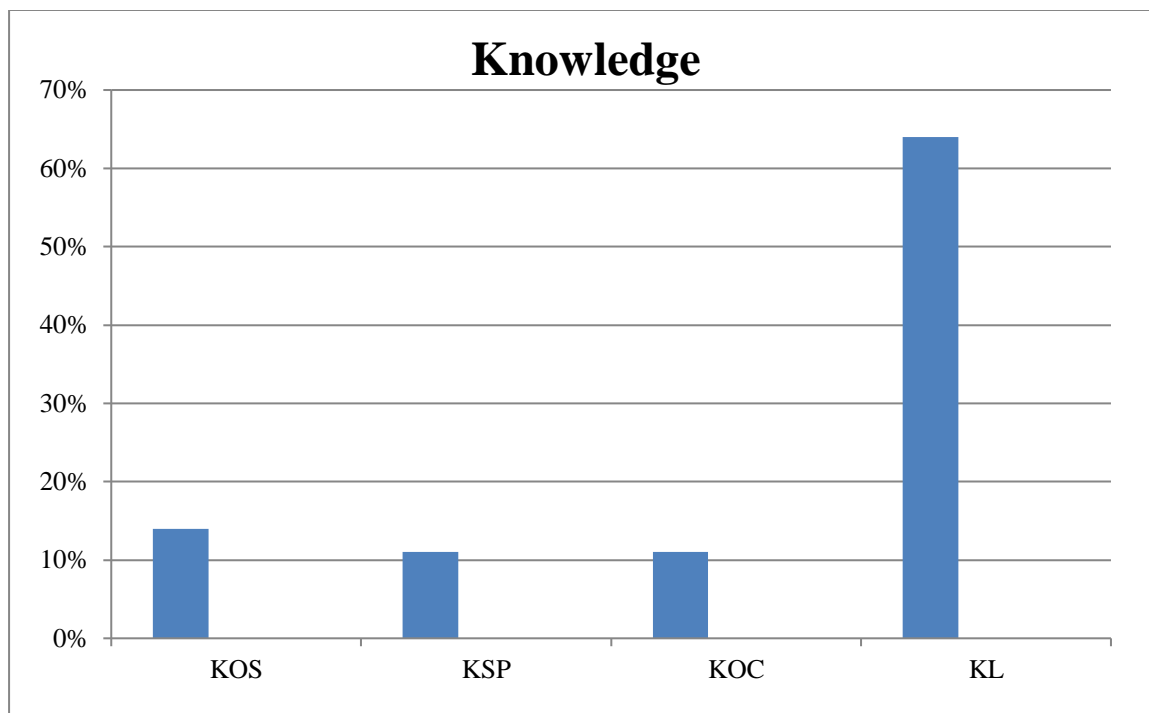
According to the description and Figure (7), linguistic knowledge has a significant amount of knowledge (64%) compared to the other aspects. The didactic guide of third-year primary education emphasizes language proficiency because it is crucial to understand the vocabulary and structures of the target language.In addition, it offers a range of examples and activities to support the development of learners' knowledge of language in various linguistic areas. For instance,various contexts for this element can be found across the didactic guide because it provides users with the competences that learners need to know and be able to do at the final step throughoutall the four domains in the textbook (oral comprehension, oral production, written comprehension, and written production).Lexis (e.g: days of the week, toys, pets...etc), grammar (the imperative, statements, questions ...etc), and pronunciation (vowel sounds, sounding letters of the alphabet...etc) are all addressed in the didactic guideto enable effective communication and comprehension (Figure 8). Besides, this instruction focuses on knowing the meaning of words, expressions, and reading and writing letters,

words, and basic sentences.As a result, by incorporating these examples into their teaching practices, pupils can foster language proficiency and facilitate effective communication in the target language.

Figure 20

Statements from the didactic guide about "grammar, lexis, and pronunciation"

prehend oral es and identify ning of words niliar context paralinguistic Features.	1. recognise the meaning of words and expressions. 2. use the context and paralinguistic features to deduce the meaning of words and expressions. 3. be an attentive listener.		posters, pictures, short stories, etc. **Key Vocabulary** Words and chunks related to the learners' interests, immediate environment and needs. ▪ Salutations. ▪ Numbers (0-10) ▪ Days of the week ▪ Family members, friends, and mates. ▪ Languages. ▪ Colours. ▪ School things. ▪ School subjects. ▪ Home (flat/ house...). ▪ Toys. ▪ Pets. ▪ Adjectives ▪ Lexis related to parties	between the context, paralinguistic features and the meaning of words and expressions. *Methodological* -Make use of the context and paralinguistic features to identify the meaning of words and expressions. *Communicative* -React to verbal and non verbal messages to show understanding. *Personal and Social* -Respond to oral messages.
act orally in municative ons related to arner's daily n and interests simple words expressions.	**The learner can:** 1. identify simple words and expressions to interact orally. 2. use simple words and expressions to interact orally. 3. respect the interlocutor.		**Grammar** Oral formulaic expressions and chunks related to the learners' interests, immediate environment and needs. ▪ The imperative (classroom commands) ▪ Contracted forms of to be and to have: ('m=am, 's=is/has, 're=are, 've=have)	*Intellectual* -Discover the importance of words and chunks used in oral interaction. *Methodological* -Exploit the linguistic repertoire and paralinguistic features to interact orally. *Communicative* -Select the appropriate words and chunks to interact orally. *Personal and Social* -Consider speech acts when
			live / to love...) ▪ Statements ▪ Questions: *Wh-questions (how ,what, where, when) *yes/no questions ▪ Prepositions: *time: in, on *location: in, next to / opposite ▪ Articles (a, an) ▪ Pronouns	
Written comprehens ion	*Decode symbols, read simple messages of about 30 words and understand the meaning of words and structures using graphophonic knowledge and visuals.*	**The learner can:** 1. identify reading basics and decoding strategies. 2. use reading basics and decoding strategies. 3. show respect to his peers' readings.	**Supports:** Videos, songs, cartoons, posters, pictures, short stories, etc. -**Words, expressions and short texts.** **Phonics (Sound and Spelling)** - sounding letters of the alphabet - sounding numbers -vowel sound/i/ in 'live, in..' - consonant sound discrimination: -vowel sound /æ/-/ɒ /-/e/-ʌ **Capitalization / Punctuation** ❖ **Capital letters:** -Beginning of sentences, names of people, places and languages, days of the week personal pronoun subject 'I/ ❖ **Punctuation:** -Full stop, question mark, comma, apostrophe in contracted forms.	*Intellectual* -Demonstrate understanding of the strategies of decoding symbols. *Methodological* -Employ the strategies of decoding symbols as required. *Communicative* -Communicate the decoding strategies to peers. *Personal and Social* -Consider the strategies of decoding symbols to achieve others' understanding. 8 h

Source. The didactic guide of third-year primary education (pp. 5-6).

In addition, knowledge of others' culture and knowledge of social processes have the same proportion in the sample (11%). For the former, the guide suggests interactive games and exercises to encourage intercultural communication, likepair or group discussions, where learners share information about their own culture and learn about the cultures of their peers, and where they experience meaningful dialogue, empathy, and respect for cultural diversity.For the latter, the didactic guide presents examples and activities that explore the impact of verbal and nonverbal communication in social interactions. This includes analyzing

tone, body language, facial expressions, and cultural nuances in both formal and informal settings. As a result, pupils develop understanding of how social processes are shaped by communication dynamics.

Moreover, knowledge of one self and one's own society represents (14%) from the sample because understanding oneself and the society in which one lives is fundamental to effective communication, cultural awareness, and personal growth.The didactic guide offersinsights and activities that encourage learners to develop knowledge of oneself and one's own society, like mentioning their national identity and accentuating it by showing it in the first line of the first table that explains the textbook content (Proud to be Algerian, Muslim, Arab, and Amazigh). Moreover, the guide provides examples and strategies to help learners explore their identities, values, beliefs, and the dynamics of their own society (interact orally in communicative situations related to the learner's daily concern and interests using simple words and expressions).

Skills

The accuracy of the skills in the sample didactic guide is shown in Figure9. The ability to discover and interact is employed more frequently (31%) in various instructions of the sample than the capacity to interpret and relate (26%), which is less commonly used than the second type of IC skills.

Figure 21

Frequency of intercultural 'skills'
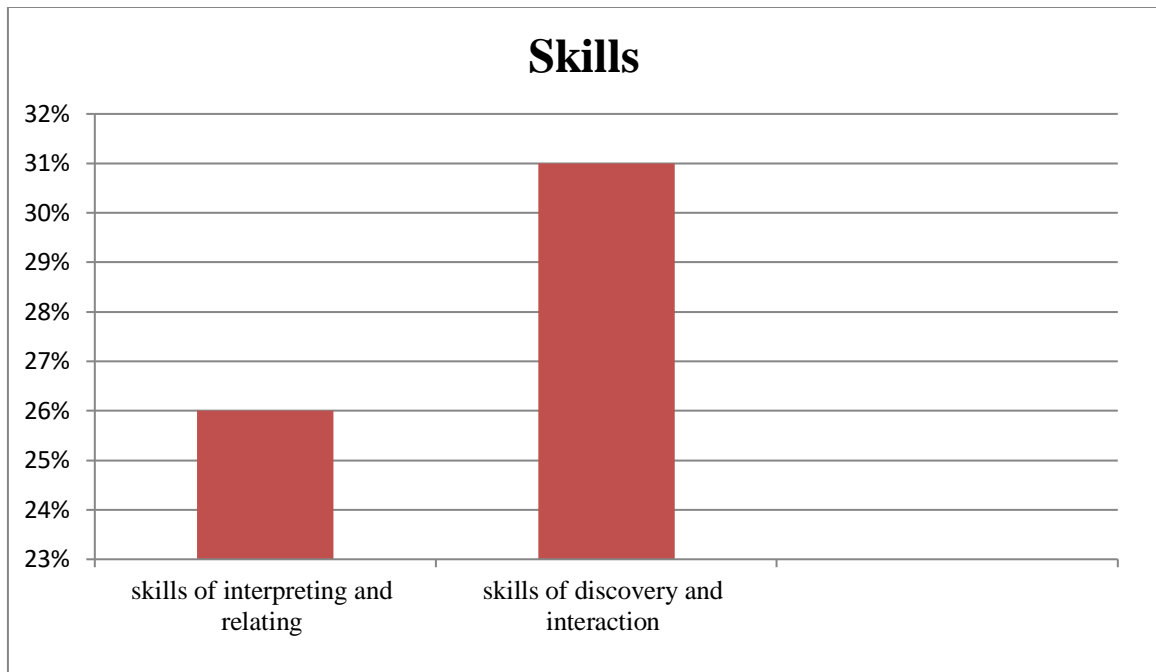
These abilities are linked and mutually supportive. Indeed, individuals who acquire both sets of abilities become skilled intercultural communicators, as they cooperate to improve cultural comprehension, successful communication, and good intercultural experiences.

Skills of Interpreting and Relating. Figure 10 shows the differences between the elements of relating and interpreting skills (ability to analyse 41%, ability to explain 23%, ability to relate existing knowledge with new one 23%,ability to interpret 9%, and ability to compare 4%).

Figure 22

Frequency of intercultural 'skills of interpreting and relating' with its components
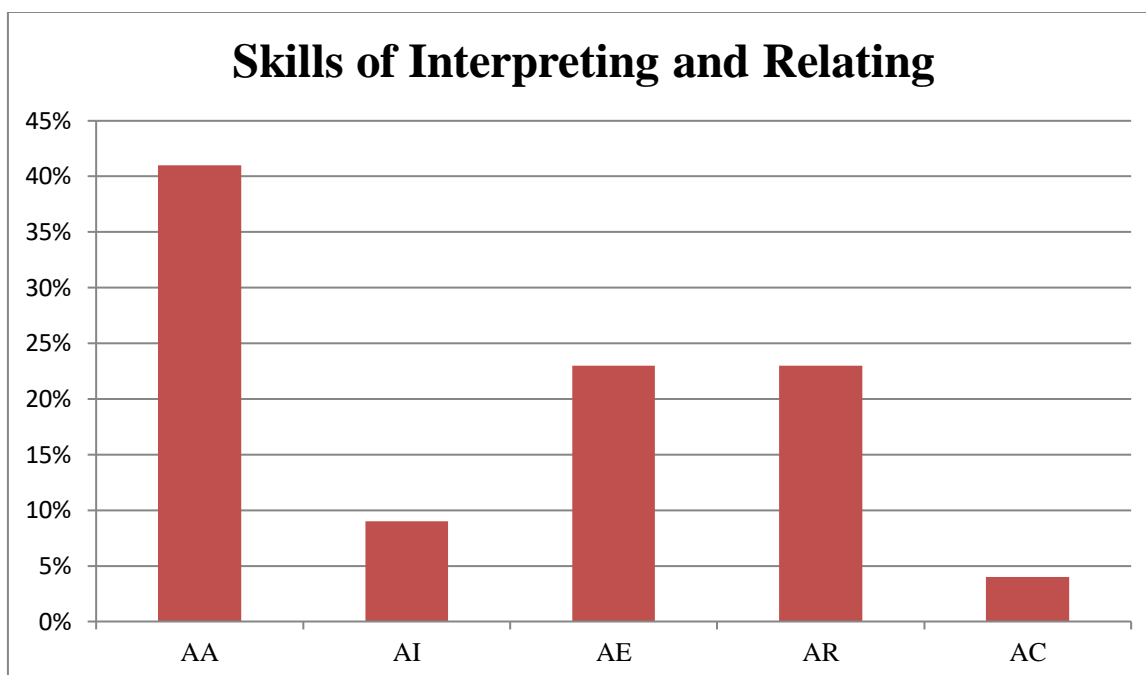
The didactic guide offers strategies and activities to develop learners' skills of interpreting and relating.Itprovides examples and techniques to help learners understand and connect with various texts, ideas, and perspectives.These skills are essential for effective communication, comprehension, and meaningful interaction in diverse linguistic and cultural contexts. In addition, this instruction includes activities that focus on developing learners' reading comprehension skills via analyzing texts or short stories, identifying main ideas, making inferences, and relating the content to personal experiences or prior knowledge. Learners practice interpreting written information and relating it to their own lives and the world around them.

Skills of Discovery and Interaction. Figure 11illustrates the differences between discovery and interaction components (ability to interact 50%, capacity to acquire new knowledge 27%, and ability to evaluate 23%).

Figure 23

Frequency of intercultural 'skills of discovery and interaction' with its components
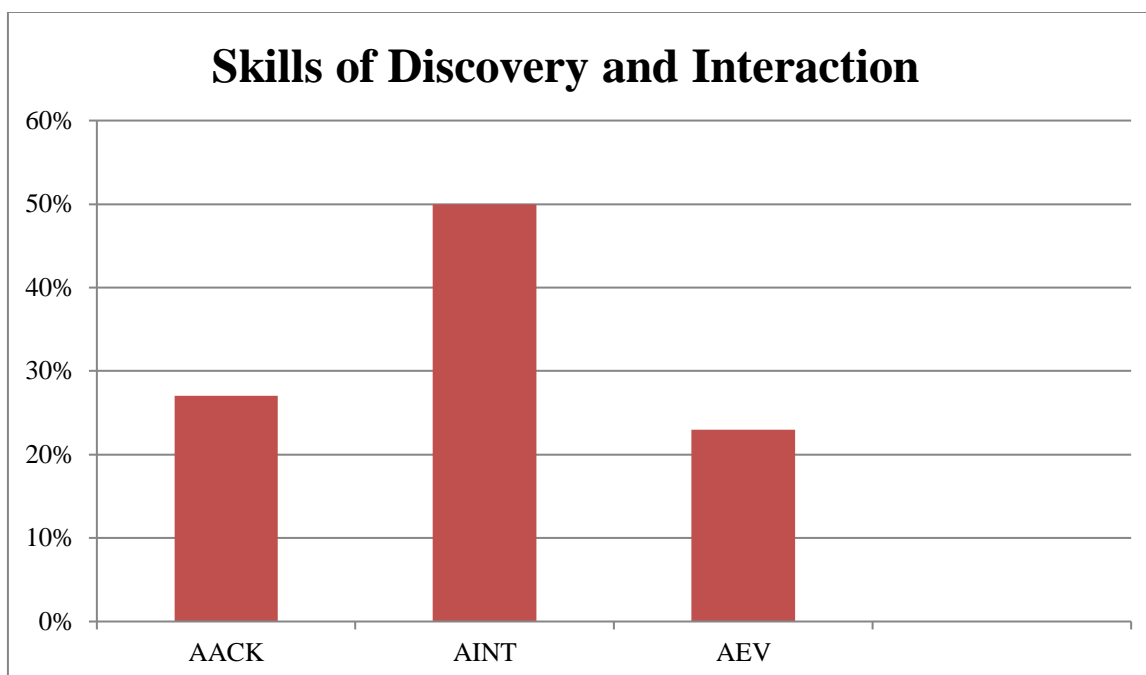
Half of the skills of discovery and interaction in the didactic guide is represented by the ability to interact (50%) by means of interactive exercises that require learners to work collaboratively in pairs or groups. These exercises could include role-plays, conversations, arguments, or problem-solving tasks. By implementing these tasks, pupils may practice expressing their ideas, listening actively to others, and engaging in meaningful interactions to reach common goals.

Moreover, the didactic guide fosters the ability to acquire new knowledge (27%) because the expansion of learners' knowledge of many subjects and disciplines through the acquisition of new English language skills improves their overall language ability.

In addition, the didactic guide encourages teachers to make informed judgments that promote effective intercultural communication and understanding.Indeed, this element denotes the regularity with which people evaluate and analyze intercultural experiences and circumstances. It requires the ability to examine one's own cultural biases.

Attitudes

The third element in the didactic guide analysis framework ranked third (10%). Figure 12 compares the percentages of the various attitude components in the sample didactic guide (ability to decentre 62%, openness 25%, and curiosity 13%).

Figure 24

Frequency of intercultural 'attitudes' with its components
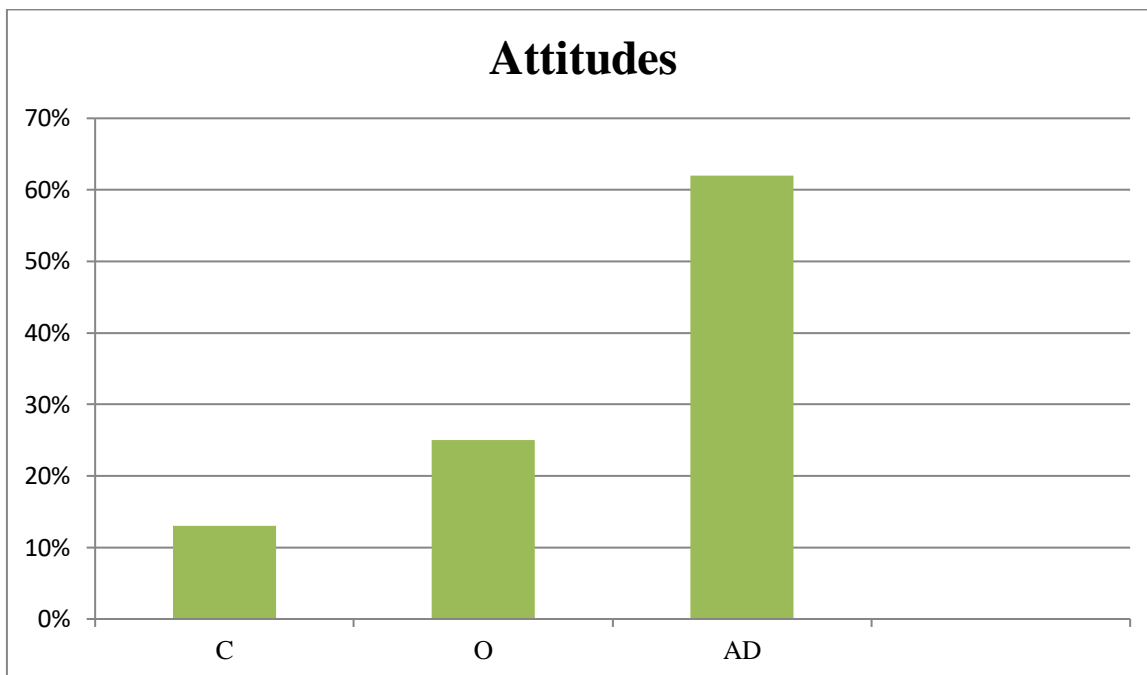
Instructions from the didactic guide provide some tasks that may foster the ability to decentre,openness, and curiosity; and they inspire learners to actively engage with the language. In addition, the didactic guide aims to cultivate the ability to decentre, empowering learners to navigate multicultural environments with respect, empathy, and open-mindedness. Moreover, the didactic guide accentuates respect between interlocutors because it plays a pivotal role in fostering intercultural understanding and effective communication.

Synthesis

The analysis of the third-year primary education textbook and its didactic guide provides a comprehensive understanding of the intercultural content and its representation in both sources. While there are similarities, there are also notable differences between the two.

In terms of knowledge, both the textbook and the didactic guide prioritize linguistic proficiency as a central aspect of intercultural competence. However, the textbook places a stronger emphasis on knowledge of the learners' own culture (26%) compared to knowledge of other cultures (3%), whereas the didactic guide seeks a more balanced representation by addressing both knowledge of one's own culture (14%) and knowledge of other cultures (11%).

Concerning skills development, the textbook emphasizes interpreting and relating skills (33%) as crucial for intercultural communication. It recognizes the significance of understanding and relating to different cultural perspectives. On the other hand, the didactic guide places greater emphasis on skills of discovery and interaction (31%). These skills are vital for learners to engage with others, acquire new knowledge, and navigate intercultural interactions effectively.

Attitudes towards intercultural experiences and diversity also play a role in fostering intercultural competence. While attitudes receive minimal attention in the textbook (3%), the didactic guide incorporates examples that encourage attitudes of openness (25%) and the ability to decentre (62%). By promoting these attitudes, the didactic guide aims to actively engage learners with the language and diverse cultures, enhancing their intercultural understanding and communication skills.

Overall, both the textbook and the didactic guide contribute to IC in primary education. However, they differ in their emphasis on knowledge, skills, and attitudes. The textbook places a greater focus on linguistic proficiency, knowledge of one's own culture, and interpreting and relating skills. In contrast, the didactic guide strives for a more balanced representation of knowledge, including both one's own culture and other cultures, while emphasizing skills of discovery and interaction. It also explicitly addresses attitudes of openness and the ability to decentre.

To enhance IC in primary education, it is important to consider the insights from both sources. By integrating a broader range of cultural knowledge, promoting a variety of skills, and explicitly addressing attitudes of openness and the ability to decentre, educators can create a more comprehensive and effective learning environment that fosters students' intercultural understanding, communication, and personal growth.

Conclusion

To summarise, the goal of this chapter isto dissect ICC integration within the skillspresented in the textbook of third-year primary education and its didactic guide (1st ed.) content, and to determine which ICC elements from the didactic manual are used in the textbook.

General Conclusion

This section aims to draw the findings from both the didactic guide and the textbook of third-year primary education, and to answer the research questions. In addition, it provides valuable insights to guide the development of effective teaching strategies, instructional materials, and approaches that foster students' intercultural understanding and communication skills.

Findings of Textbook Analysis

The findings related to the analysis of the third-year primary education textbook reveal several key aspects. Firstly, the emphasis on knowledge, particularly linguistic proficiency, is prominent in the textbook. While this is essential for language acquisition, it also highlights a potential limitation in terms of ICC.

The textbook focuses heavily on the learners' own culture, with minimal representation of other cultures, which raises questions about their capacity to comprehend and interact with people from other cultural backgrounds. Additionally, the analysis demonstrates the significance of skills, specifically interpreting, relating, discovering and interacting. These skills are interconnected and play a vital role in developing intercultural communicators. However, there is a greater emphasis on interpreting and relating skills compared to discovering and interacting skills. To foster intercultural competence, it is crucial to provide more opportunities for learners to engage in discovery and interaction activitiesto be able to externalise what they have learnt from the internal processes of interpreting and relating.

Furthermore, the analysis highlights a limited emphasis on attitudes. While curiosity is somewhat fostered, the textbook lacks sufficient representation of openness and the ability to understand and appreciate other cultures.

Overall, these findings suggest the need for a more balanced approach to intercultural content in the textbook to promote effective communication and cultural understanding among learners from diverse backgrounds.

Findings of Didactic Guide Analysis

The analysis of the didactic guide for the third-year primary education reveals several key findings that merit discussion. The guide primarily emphasizes knowledge, particularly linguistic proficiency, which is important for language acquisition.

However, there is lack of representation of other cultures, potentially limiting learners' ICC. The guide also places significant emphasis on discovering and interacting skills, while skills of interpreting and relating receive less attention. To promote ICC, it is essential to provide more opportunities for learners to engage in interpreting and relating activities as they need solid background on the basis of which they proceed with discovering more and engaging in communications with culturally-distinct others.

Additionally, although the didactic guide accentuates the importance of intercultural attitudes, such as openness and the ability to decentre, there still is a need for a more balanced approach to them as they are crucial for effective intercultural communication.

Overall, the findings suggest the importance of incorporating a more comprehensive and inclusive intercultural content in the didactic guide to enhance cultural understanding and communication among learners from diverse backgrounds.

Conclusions

The account of findings from didactic guide and textbook analysis presented in Chapter 3 leads to making some conclusions that address the research questions after using the research design that should achieve the research objectives.

Research Question 1: To what extent are ICC components represented in the textbook of third-year primary education?

Based on the findings, the textbook of third-year primary education demonstrates a moderate representation of ICC components. The textbook incorporates cultural content, exposing students to various cultural aspects and fostering knowledge of the language. It encourages students to appreciate diversity and develop respect for different cultures. However, the textbook's representation of other crucial ICC components, such as intercultural skills and attitudes, is limited. Opportunities for students to engage in meaningful interactions with peers from diverse cultural backgrounds are not extensively provided. Additionally, explicit guidance on developing IC through activities and assessments is lacking. Therefore, while the textbook acknowledges the significance of cultural understanding, there is a need for further enhancements to ensure a more comprehensive representation of ICC components, enabling students to acquire the necessary intercultural skills and attitudes for effective communication in a diverse world.

Research Question 2: To what extent are ICC components represented in the didactic guide of the Algerian textbook of third-year primary education?

Based on the findings, the didactic guide of the Algerian textbook of third-year primary education partially represents ICCcomponents. The guide provides limited guidance on promoting interaction and dialogue among students from diverse cultural backgrounds. Opportunities for intercultural learning, such as incorporating diverse perspectives and encouraging meaningful exchanges, are also not adequately highlighted. Moreover, the guide lacks explicit strategies for fostering ICC development. While it offers a solid foundation by emphasizing linguistic proficiency, there is room for improvement in integrating other vital components of ICC into the didactic guide. Therefore, further revisions and enhancements are necessary to ensure a more comprehensive representation of ICC in the textbook's didactic guide.

Research Question 3: How do the sample textbook designers apply the ICC components represented in the didactic guide?

The textbook effectively incorporates several components from the didactic guide, it does not fully address certain aspects such as a balanced representation of knowledge, skills of discovery and interaction, and attitudes of openness and the ability to decentre. Despite these omissions, the textbook still contributes to the development of students' ICC by emphasizing knowledge of one's own culture, linguistic proficiency, and interpreting and relating skills.

However, to furtherenhance ICC, it is important to consider the insights from the didactic guide and integrate a broader range of cultural knowledge, promote skills of discovery and interaction, and explicitly address attitudes of openness and the ability to decentre. By incorporating these additional components, educators can create a more comprehensive and effective learning environment that fosters students' intercultural understanding, communication, and personal growth.

Despite our intention to support the third research question through the questionnaire, we encountered limitations in obtaining relevant findings. As a result, we were unable to support our conclusions from an etic perspective with additional data from third-year primary education teachers who use both documents, which highlights the need for further research in this area.

Recommendations

It is advised to include a few intercultural suggestions in EFL textbooks and lesson plans. These suggestions are derived from the research conclusions. We recommend:

1.Using classroom observation, interviews, and considering students' perspectives to study the practical aspects of teaching ICC in classrooms.

2.Making suggestions for learning exercises that would aid students in developing their skills.

3.Teachers should read and understand the content of the didactic guide before starting touse the textbook in the classroom.

4.Teachers should be trained according to the aims set so that they compensate for deficiencies in textbooks that are advocated by ministerial documents (didactic guide).

5.Enhancing the textbook with activities, exercises, and examples that promote intercultural understanding.

6.Pedagogical designers ought to take into consideration all IC dimensions in both instructional materials and textbook.

7.Collaboration is not encouraged with other educational sectors because of their unwillingness to help.

Pedagogical Implications

This research has various implications. In research, further enquiries into teachers' perspectives towards ICC as depicted in the third-year primary education didactic guide and textbook is encouraged. In theory, this study adds to the substance of the literature insights on ICC integration in the third-year primary education didactic guide and textbook, which is patent and which paves the way to other researchers to expand research on ICC in the same context. In practice, third-year primary school teachers of English can reflect on the findings of this study in approaching the didactic guide and the textbook, and in accounting for the deficiencies of each to reconcile their use. In policy, designers ought to revise the textbook to include explicit strategies for fostering and assessing ICC development, and authorities at the Ministry of Education should provide professional development opportunities for teachers to enhance their ICC and to integrate it into their teaching practices.

In conclusion, the research on the application of intercultural content in primary education didactic guides and textbooks is instrumental in advancing IC. By embracing cultural diversity, promoting intercultural understanding, developing intercultural communication skills, and cultivating attitudes of openness and decentring, students can be empowered to thrive in a globalized society and to contribute to a more inclusive and harmonious world.

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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 (adopted from
Bouberdaa &Gaidi 2020, p. 91).

Appendix B

Teachers' questionnaire

Teachers'Questionnaire

This questionnaire is designed for the teachers of English in the third-year primary education to collect data about their views on the teaching of intercultural communicative competence in the textbook in conjunction with the didactic guide.

In this research, **intercultural communicative competence** is conceptualised as the ability to interact and communicate appropriately and effectively with people from other countries in various cultural contexts.

You are kindly asked to fill out the sections of the questionnaire by tickingthe appropriate answers. Thank you very much for taking the time to share your experiences and ideas. Your answers are very important and greatly appreciated.

"**Note**"**All responses will remain anonymous.**

Section1: Background information:

1. Are you?

    Male   female

2. Is there more than one culture present in your family?

    Yes   No

3. If yes, what are they?

Section 2: The textbook

1. Is culture included in the textbook of third year primary education?

    Yes   No

2. If yes, does the textbook include a variety of cultures?

    Yes   No

3. If yes, what are they?

    …………………………………………………………………………………………..

4. What are the topics mentioned in the textbook and that concern the local culture?

………………………………………………………………………………………………..

5. Is the target culture constantly referred to in the textbook?

     Yes   No

6. If yes, what are the topics mentioned in the textbook and that concern the target culture?

………………………………………………………………………………………………..

7. Which skill is paid more attention to in the textbook?

    a. Listening

    b. Speaking

    c. Reading

    d. Writing

    e. Cultural

    f. Intercultural

    g. Others

8. Does the textbook help the learners to be interculturally competent?

     Yes   No

9. Does the textbook content make the learners aware of the cultural differences between the foreign cultures and their own culture?

     Yes   No

10. Does the textbook promote the incorporation of the learners' native culture to motivate them to know more about who they are?

   Yes   No

11. Does the textbook promote the incorporation of the learners' native culture to create a sense of curiosity and openness towards others?

Yes   No

12. Does the textbook promote the learner's knowledge of the products and practices of

the target cultures and the native ones?

Yes   No

13. Does the textbook give the learners the opportunity to evaluate what they have learned

about the home culture and the target one?

Yes   No

Section 2: The Didactic Guide

14. Is culture included in the didactic guide of the English textbook of third year primary

education?

Yes   No

15. If yes, does the didactic guide include a variety of cultures?

Yes   No

16. If yes, what are they?

……………………………………………………………………………………..

17. What are the topics mentioned in the didactic guide and that concern the local culture?

…………………………………………………………………………………..

18. Is the foreign culture constantly referred to in the didactic guide?

Yes   No

19. What are the topics mentioned in the didactic guide and that concern the foreign

culture?

…………………………………………………………………………………..

20. Which skill is paid more attention to in the didactic guide?

a. Listening

b. Speaking

      c. Reading

      d. Writing

      e. Cultural

      f. Intercultural

      g. Citizenship

      h. Others

21. Does the didactic guide help teachers to develop learners' intercultural competence?

        Yes   No

22. Does the content of the didactic guide make the teachers aware of introducing the cultural differences between the target culture and own culture?

        Yes   No

23. Does the didactic guide advise teachers to stimulate exchanges of the learners' native culture to motivate them to know more about who they are?

        Yes   No

24. Does the didactic guide advise teachers to stimulate exchanges of the learners' native culture to create a sense of curiosity and openness towards others?

        Yes   No

25. Does the didactic guide encourage the teachers to be familiar with both native and foreign cultural products and practices?

        Yes   No

26. Does the didactic guide give the teachers the opportunity to engage their learners in evaluating what they have learned about their own culture and the target one?

        Yes   No

Appendix C

Informed Consent of the Directorateof Education

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الجمهورية الجزائرية الديمقراطية والشعبية

وزارة التعليم العالي والبحث العلمي

جامعة العربي التبسي تبسة

كليــة الآداب و اللغــات

قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير التربية لولاية تبسة

" مصلحة التدريس "

إذن بالدخــول

بعــد التحية و الإحتـرام ،

لغرض إستكمـال البحوث الميدانية لطلبة قسم الاداب و اللغة الإنجليزية يرجى منكم السمـاح للطلبة الآتية أسمـائهم

بإجراء زيارات ميدانية بمؤسستكم : ....

الطـالب : مكيا خولة ....

الطـالب : ....

التخصص : لغة إنجليزية "علوم اللغة".

في الأخير تقبلوا منا فائق التحيـة و الاحترام

في : 2023/03/15

الأستـاذ المشرف   رئيـس القسـم   المؤسسـة المستقبـلة

د. منال ميزاب

</div>

Appendix D

Informed consent

Khawla MEKKI

Email: kk0650833@gmail.com

Mobile: 0665601996

> Tebessa 20/04/2023
>
> Mr. Mohamed SAHRA

Object: Informed Consent

Dear Mr. Mohamed SAHRA,

I, the undersigned Khawla MEKKI, a Master-2 student at the Department of English,Laarbi Tebessi University, and with the approval of my supervisor, Dr. Manel MIZAB, and the Head of the Department, would like to request your collaboration to administer a questionnaire to 3rd year primary education teachers of English within the division you are responsible for.
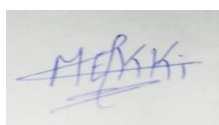
Your approval is compulsory for our research ethics.

Kind regards,

Researcher	**Supervisor**	**Inspector**
Khawla MEKKI	Dr. Manel MIZAB	Mr. Mohamed SAHRA
20/04/2023	20/04/2023	

Appendix E

Content Analysis of the didactic guide

Stage 1 (summary of didactic guide data)

Didactic guide unit	Unit of Analysis	Summary of Data
Global competence	Listening	• Understand messages • Comprehend oral messages
	Speaking	• Interact verbally • Interact orally in communicative situations related to the learners' daily concern, and respect the interlocutor
	Reading	• Read simple passages • Decode symbols and read simple messages • Respect peers' readings
	Writing	• Write letters, words, and basic sentences. • Write letters, words, and simple sentences.
Intellectual Competence	General Description	• Use information; solve problems; practice critical thinking; and be creative.
	Listening	• Understand and comprehend the difference between the context, paralinguistic features, meaning of words and expressions
	Speaking	• Know the significance of the words and sentences used in oral communication.
	Reading	• Knowing the strategies of decoding symbols
	Writing	• Understand the features of writing
Methodological Competence	General description	• Using information and communication technologies to implement efficient work methods
	Listening	• Identify the meaning of words and expressions by using the context and paralinguistic features
	Speaking	• Utilize the linguistic repertoire and paralinguistic features to interact verbally
	Reading	• Apply the strategies of decoding symbols
	Writing	• Writing letters appropriately
Communicative Competence	General Description	• Determining the communication's goals, selecting a mode, and carrying it out.
	Listening	• Showing the comprehension of oral and visual messages by reacting on them
	Speaking	• The appropriate selection of words
	Reading	• Working with peers to employ the strategies of decoding

	Writing	• Achieve readability
Personal and Social Competence	General Description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
	Listening	• /
	Speaking	• Reply to verbal messages • Considering speech acts in oral interaction
	Reading	• The appropriate use of the strategies of decoding to achieve classmates' understanding of the messages
	Writing	• Respect other's writing
Values	National Identity	• Proud to be Algerian, Muslim, Arab, and Amazigh.
	National Conscience	• Respect his/her own culture.
	Citizenship	• Respect others culture.
	Openness to the World	• Interact orally with natives to widen her/his friendship

Stage 2 (Coding Didactic guide Data)

Didactic guide unit	Unit of Analysis	Summary of Data	Code
Global competence	Listening	• Understand messages	A.A
		• Comprehend oral messages	K.O.S/ K.S.P/ K.O.C/K.L
	Speaking	• Interact verbally	A.INT
		• Interact orally in communicative situations related to the learners' daily concern, and respect the interlocutor	A.INT/ A.AC.K
	Reading	• Read simple passages	K.L/ A.INT
		• Decode symbols and read simple messages	K.L/ A.A/ A.INT
		• Respect peers' readings	A.INT
	Writing	• Write letters, words, and basic sentences.	K.L/ A.R
		• Write letters, words, and simple sentences	K.L/ A.R
Intellectual Competence	General Description	• Use information; solve problems; practice critical thinking; and be creative.	A.EV/ A.A/A.R/ A.I/A.E/ A.AC.K/K.L
	Listening	• Understand and comprehend the difference between the context, paralinguistic features, meaning of words and expressions	K.L/ A.C/ A.A/
	Speaking	• Know the significance of the words and sentences used in oral communication.	K.L/ A.AC.K
	Reading	• Knowing the strategies of decoding symbols	A.AC.K/ A.A
	Writing	• Understand the features of writing	K.L
Methodological Competence	General description	• Using information and communication technologies to implement efficient work methods	A.EV/ K.L/ A.E/ A.R/
	Listening	• Identify the meaning of words and expressions by using the context and paralinguistic features	A.R/ K.L/ A.EV
	Speaking	• Utilize the linguistic repertoire and paralinguistic features to interact verbally	A.I/ K.L
	Reading	• Apply the strategies of decoding symbols	A.E/ A.EV
	Writing	• Writing letters appropriately	K.L
Communicative Competence	General Description	• Determining the communication's goals, selecting a mode, and carrying it out.	A.EV/ A.INT/ A.D/

			K.L/A.AC.K/A.A
	Listening	• Showing the comprehension of oral and visual messages by reacting on them	A.INT
	Speaking	• The appropriate selection of words	A.INT/ K.L
	Reading	• Working with peers to employ the strategies of decoding	A.INT/ A.AC.K/ A.EV/ A.A
	Writing	• Achieve readability	K.L
Personal and Social Competence	General Description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.	C/O/A.D/ A.INT/ A.AC.K/ K.S.P/ K.O.C/ K.O.S/ A.A/A.E
	Listening	• /	
	Speaking	• Reply to verbal messages	A.INT
		• Considering speech acts in oral interaction	A.INT/K.L
	Reading	• The appropriate use of the strategies of decoding to achieve classmates' understanding of the messages	A.A/ A.E/ K.L
	Writing	• Respect other's writing	A.INT/A.D
Values	National Identity	• Proud to be Algerian, Muslim, Arab, and Amazigh.	K.O.S/K.S.P
	National Conscience	• Respect his/her own culture.	K.O.S
	Citizenship	• Respect others culture.	A.D/ K.O.C
	Openness to the World	• Interact orally with natives to widen her/his friendship	O/ A.D

Stage 3(Categorisation of codes)

Code	Didactic guide Unit	Unit of Analysis	Data
K.O.S	Global competence	Listening	• Comprehend oral messages
	Personal and social competence	General description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
	Values	National identity	• Proud to be Algerian, Muslim, Arab, and Amazigh.
	Values	National conscience	• Respect his/her own culture
K.S.P	Global competence	Listening	• Comprehend oral messages
	Personal and social competence	General description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
	Values	National identity	• Proud to be Algerian, Muslim, Arab, and Amazigh.
K.O.C	Global competence	Listening	• Comprehend oral messages
	Personal and social competence	General description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
	Values	Citizenship	• Respect others culture.
K.L	Global competence	Listening	• Comprehend oral messages
		Reading	• Read simple passages
			• Decode symbols and read simple messages
		Writing	• Write letters, words, and basic sentences.
			• Write letters, words, and simple sentences
	Intellectual competence	General description	• Use information; solve problems; practice critical thinking; and be creative.
		Listening	• Understand and comprehend the difference between the context, paralinguistic features, meaning of words and expressions
		Speaking	• Know the significance of the words and sentences used in oral communication.
		Writing	• Understand the features of writing
	Methodological competence	General description	• Using information and communication technologies to implement efficient work methods
		Listening	• Identify the meaning of words and expressions by using the context and paralinguistic features

		Speaking	• Utilize the linguistic repertoire and paralinguistic features to interact verbally
		Writing	• Writing letters appropriately
	Communicative competence	General description	• Determining the communication's goals, selecting a mode, and carrying it out.
		Speaking	• The appropriate selection of words
		Writing	• Achieve readability
	Personal and social competence	Speaking	• Considering speech acts in oral interaction
		Reading	• The appropriate use of the strategies of decoding to achieve classmates' understanding of the messages
A.A	Global competence	Listening	• Understand messages
		Reading	• Decode symbols and read simple messages
	Intellectual competence	General description	• Use information; solve problems; practice critical thinking; and be creative.
		Listening	• Understand and comprehend the difference between the context, paralinguistic features, meaning of words and expressions
		Reading	• Knowing the strategies of decoding symbols
	Communicative competence	General description	• Determining the communication's goals, selecting a mode, and carrying it out.
		Reading	• Working with peers to employ the strategies of decoding
	Personal and social competence	General description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
		Reading	• The appropriate use of the strategies of decoding to achieve classmates' understanding of the messages
A.I	Intellectual competence	General description	• Use information; solve problems; practice critical thinking; and be creative.
	Methodological competence	Speaking	• Utilize the linguistic repertoire and paralinguistic features to interact verbally
A.E	Intellectual competence	General description	• Use information; solve problems; practice critical thinking; and be creative.
	Methodological competence	General description	• Using information and communication technologies to implement efficient work methods
		Reading	• Apply the strategies of decoding symbols
	Personal and social competence	General description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
		Reading	• The appropriate use of the strategies of decoding

			to achieve classmates' understanding of the messages
A.R	Global competence	Writing	• Write letters, words, and basic sentences.
			• Write letters, words, and simple sentences
	Intellectual competence	General description	• Use information; solve problems; practice critical thinking; and be creative.
	Methodological competence	General description	• Using information and communication technologies to implement efficient work methods
		Listening	• Identify the meaning of words and expressions by using the context and paralinguistic features
A.C	Intellectual competence	Listening	• Understand and comprehend the difference between the context, paralinguistic features, meaning of words and expressions
A.AC.K	Global competence	Speaking	• Interact orally in communicative situations related to the learners' daily concern, and respect the interlocutor
	Intellectual competence	General description	• Use information; solve problems; practice critical thinking; and be creative.
		Speaking	• Know the significance of the words and sentences used in oral communication.
		Reading	• Knowing the strategies of decoding symbols
	Communicative competence	General description	• Determining the communication's goals, selecting a mode, and carrying it out.
		Reading	• Working with peers to employ the strategies of decoding
	Personal and social competence	General description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
A.INT	Global competence	Speaking	• Interact verbally
			• Interact orally in communicative situations related to the learners' daily concern, and respect the interlocutor
		Reading	• Read simple passages
			• Decode symbols and read simple messages
			• Respect peers' readings
	Communicative competence	General description	• Determining the communication's goals, selecting a mode, and carrying it out.
		Listening	• Showing the comprehension of oral and visual messages by reacting on them
		Speaking	• The appropriate selection of words
		Reading	• Working with peers to employ the strategies of decoding

	Personal and social competence	General description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
		Speaking	• Reply to verbal messages
			• Considering speech acts in oral interaction
		Writing	• Respect other's writing
A.EV	Intellectual competence	General description	• Use information; solve problems; practice critical thinking; and be creative.
	Methodological competence	General description	• Using information and communication technologies to implement efficient work methods
		Listening	• Identify the meaning of words and expressions by using the context and paralinguistic features
		Reading	• Apply the strategies of decoding symbols
	Personal and social competence	General description	• Determining the communication's goals, selecting a mode, and carrying it out.
	Communicative competence	Reading	• Working with peers to employ the strategies of decoding
C	Personal and social competence	General description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
O	Personal and social competence	General description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
		Values	Openness to the world	• Interact orally with natives to widen her/his friendship
A.D	Communicative competence	General description	• Determining the communication's goals, selecting a mode, and carrying it out.
	Personal and social competence	General description	• Interact with an open mind in a variety of contexts; contribute to team efforts; and effectively use teamwork.
		Writing	• Respect other's writing
	Values	Citizenship	• Respect others culture
		Openness to the world	• Interact orally with natives to widen her/his friendship

Stage 4 (calculating codes)

	Code	Frequently	Total
Knowledge	• K.O.S	4	28
	• K.S.P	3	
	• K.O.C	3	
	• K.L	18	
Skills of interpreting and relating	• A.A	9	22
	• A.I	2	
	• A.E	5	
	• A.R	5	
	• A.C	1	
Skills of discovery and interaction	• A.AC.K	7	26
	• A.INT	13	
	• A.EV	6	
Skills	/	/	48
Attitudes	• C	1	8
	• O	2	
	• A.D	5	

Stage 5 (percentages of the codes)

	Code	Frequently	Percentage	Total frequently	Total percentage
Knowledge	• K.O.S	4	14%	28	33%
	• K.S.P	3	11%		
	• K.O.C	3	11%		
	• K.L	18	64%		
Skills of interpreting and relating	• A.A	9	41%	22	26%
	• A.I	2	9%		
	• A.E	5	23%		
	• A.R	5	23%		
	• A.C	1	4%		
Skills of discovery and interaction	• A.AC.K	7	27%	26	31%
	• A.INT	13	50%		
	• A.EV	6	23%		
Skills	/	/		48	57%
Attitudes	• C	1	13%	8	10%
	• O	2	25%		
	• A.D	5	62%		
				84	100%

Appendix F

Content Analysis of the Textbook

Stage 1 (Summary of Textbook Data)

Unit of Analysis	Textbook unit	Summary of Data
Images	Unit1: Me, my Family and my Friends.	• Members of the family • Conversation between three classmates • Members of the family sitting in a living room • Three friends listening to a song from a robotkid. • Different small pictures of "grandmother, grand father, mother, father, sister, and brother" • The first conversation in the classroom between the teacher and her pupils. • A conversation between a boy and a robotkid. • Pupils showing numbers. • Friends sitting in the garden. • Different small pictures of boys and girls. • A conversation between classmates asking about each other's age. • Different small pictures of boys and girls with their names. • A dialogue between two robotkids;The first is talking about himself, and the second is describing his friend from London. • Family listening to the song of the robotkid.
	Unit 2: My School	• A picture of a girl showing her school objects to her mother. • Colours. • School objects. • Pupils doing a group work, and their veiled teacher controls them. • A robotkid sings, salutes, and coloured butterfly. • Different pictures of classmates with their teacher in the classroom. • Interview between the robotkid and the fennec. • Pictures of different textbooks of Algerian education "different subjects". • A cup and a rug. • The robotkid sings, a tree with names of the week, pupils in laboratory. • 9 girls and a boy handing empty papers.

	Unit 3: My Home	• Different pictures of parts of the house. • A boy and his sister sitting on a rug. • A design of family members. • Home. • A flat and a house. • Interview between a robot and a boy. • A pen and a bed. • 4girls and 2 boys handing empty papers
	Unit 4: My Playtime.	• A girl showing her toys to her friend in her room. • Multiple toys. • A blue car, a yellow ball, a red bike, and a green kite. • A black cat and a black bag. • A robot kid sings a song, and a boy inside a box of toys. • 5 girls and 3 boys handing empty papers.
	Unit5: My Pets.	• A picture of grandfather with his son showing to their daughter pets like cats, dogs, rabbit, goldfish, canary, and chick. • Canary, goldfish, rabbit. • Pupils wearing blue and pink apron with their teacher. • Dog and doll with long hair. • Robotkid sings, a cat looking to the goldfish, and a girl with a lamb. • 4 boys and 3 girls handing empty papers.
	Unit6: My Fancy Birthday	• The mother wearing karako on the birthday of her daughter. • A sad boy, and a happy one. • Objects of birthday. • A story of Meriem's birthday. • Parts of the face.

Written Comprehension	Unit 1:Me, my Family and my Friends	• Showing: Mr Sidou, Mrs Sidou, Yassin, Meriem, and Lilia. • Learners asked to say Hello, good bye. • Colouring hello and good bye. • Guessing family names • Guessing the missing letters of words from pictures • Interview between teacherand heupils introducing their names • Asking about his classmate's name • Numbers • Image transfer story • Answering question about age • Acting "scene 4" from the previous story • Matching names • Interview between two robots from different parts of the world • Six sisters
	Unit 2: My School	• Showing school objects • Name of colours • Learners asked to draw and colour the pictures • Group work • Learners asking questions to analyze their friend's pictures • Pupils sing a song • Image transfer story • Say the number • Reviewing the previous story and read simple sentences about that story then answer them by saying 'yes' or 'no' • Choosing a scene from a previous story and act it out • Working with a partner, • Reading a school time table. • A cup under the rug • Singing two songs
	Unit 3: My Home	• Showing parts of home • Reading sentences about the previous task "parts of home" then answer by saying "yes" or "no" • Ticking the right description of the pictures • Asking and answering questions about location • Pupils read a profile and answer related comprehension questions • Mini paper puppets • Predict location of pupils' family members

		• Reading words and order its letters
		• Comparing between a flat and a house
		• Decoding symbols
		• Two pupils from different parts of the world describing their houses to each other
		• A pen on the bed
		• Make a difference between /p/ and /b/ by reading words
		• Decoding symbols to colour the house
	Unit 4: My Playtime	• Showing toys
		• Asking and answering questions about their favourite toy
		• Reading words
		• Correcting false statements
		• Finding words in the grid, and working with partner to spell them
		• Reading sentences to your friends
		• A black cat in a black bag
		• Singing
		• Reading words then draw
	Unit 5: My Pets	• Showing pets
		• Comparing pets
		• Complete the missing word of each sentence
		• Learners asked to exchange information between each other about their pets
		• Image transfer story
		• Reviewing the story and answering questions
		• Choosing a scene and act it out with your friend
		• The dog and the doll have got long hair
		• Reading simple sentences then playing the game with your friends
		• Singing
		• Reading words then draw
	Unit 6: My Fancy Birthday	• Showing objects from the birthday
		• Comparison between sad and happy boy
		• Read then reorder the story
		• Reading comprehension questions
		• Parts of the face
		• Make a difference between /a/ and /an/
		• Inviting friends to eat or drink
		• Reorder the words to find the appropriate sentence
		• Acting out the story with friends

		• Reading sentences to your friend
		• Read "Ten red pens"
		• Read "A fan on a van"
		• Reading sentences then playing the game with your friends
		• Singing
		• Reading word then draw
Oral Comprehension	Unit 1: Me, my Family and my Friends	• A family introducing their names
		• Names
		• short interview
		• Meriem's family
		• Sounding letters
		• Learners are asked to introduce their names
		• Numbers
		• Story
		• Meriem introducing her friend , sister and brother
		• A pupil describing her friends' countries and languages that they speak
		• Short conversation between Robotten from Algiers and Peter from London
		• Spelling words
		• Letters
	Unit 2: My School	• Meriem naming her school objects to her mother
		• Colours
		• Fennec searching for his objects in the classroom
		• Answering the questions
		• Algerian books of different subjects
		• Interview
		• Reading a sentence
		• Spelling words
	Unit 3: My Home	• Interview between Meriem and her friend about her home
		• Interview between Robotten "Algeria" and Peter "London" describing their houses
		• Make a difference between /p/ and /b/
	Unit 4: My Playtime	• Conversation between Liliane and her friend
		• Interview between Meriem, Yassine,and Liliane about their favourite toy and colour
		• Spelling words
	Unit 5: My Pets	• Interview "father and her daughter looking for a pet"
		• Pets

		• Describing pets
		• Interview
		• Story
		• Interview between the teacher and her pupils "Kamel, Katia, Robotkid, fennec"
		• Reading sentences
	Unit 6: My Fancy Birthday	• Interview between Meriem , her mom, and her sister Lilia about the preparation of her birthday
		• Objects of birthday
		• Describing a sad boy , and a happy one after seeing their English marks
		• Colouring parts of the face
		• Reading words
		• Spelling words
		• Pronunciation of /f/ and /v/
Oral Expression	Unit 1: Me, my Family and my Friends	• Pupils repeat 'names' after the reader
		• Learners learn salutation
		• Sound letters of the alphabet
		• Pupils sing after the robotkid
		• Introducing their names
		• Basic discussion
		• Saying the numbers
		• Classmates discussion about their age
		• Acting a scene from the story
		• Knowledge about other's countries and languages
		• Reading words
		• Learners sing after the robotkid
	Unit 2: My school	• School objects
		• Naming colours
		• Class discussion
		• Singing a song
		• Answering by saying 'yes' or 'no'
		• Acting a scene
		• Group work
		• Naming subjects
		• Playing the game 'spelling word'
		• Reading words
		• Asking friends about their time table
		• Reading a sentence
		• Singing

	Unit3: My home	• Parts of the home • Pupils responding according to the previous listening task • Interview • Playing the game ' describing their houses' • Peers talking about their houses • Reading a sentence • Reading letters • Singing
	Unit 4: My Playtime	• Toys • Expressing opinions • Learners say the correct answers • Spelling words • Reading sentences • Singing
	Unit 5: My Pets	• Pets • Saying numbers • Expressing preferences • Reading comprehension questions • Friends acting a scene from previous story • Reading sentences • Playing the game • Sounding letters • Singing
	Unit 6: My Fancy Birthday	• Birthday objects • Spelling words • Offering • Sharing personal information • Reading a sentence • Spelling words • Playing the game • Singing
Written Expression	Unit 1 : Me, my Family and my Friends	• Colouring the correct words • Completing words • Matching • Writing letters • Small letters • Capital letters
	Unit 2: My school	• Matching subjects with the corresponding number • Writing letters • Small letters

		• Capital letters
	Unit 3: My Home	• Answering questions • Draw • Reordering • Naming pictures • Analyzing codes • Circle • Colouring the house • Small letters • Capital letters
	Unit 4: My Playtime	• Matching • Draw • Asking and answering questions • Write numbers • Circling letters • Small letters • Capital letters
	Unit 5: My Pets	• Matching • Completing sentences with the appropriate word • Answering questions • Draw • Small letters • Capital letters
	Unit 6: My Fancy Birthday	• Writing words • Reordering the story • Draw • Circling the appropriate indefinite article • Reordering words to find the appropriate sentences • Writing sentences • Writing your own sentences • Complete words • Writing first and family name • Small letters • Capital letters

Stage 2 (coding Textbook Data)

Unit of Analysis	Textbook Unit	Summary of Data	Code
Images	Unit 1: Me, My family, and my friends	• Members of the family	K.O.S/ K.S.P
		• Conversation between three classmates	A.INT
		• Members of the family sitting in a living room	K.S.P
		• Three friends listening to a song from a robotkid	A.INT
		• Different small pictures of "grandmother, grandfather, mother, father, sister, and brother"	K.O.S/K.S.P
		• The first conversation in the classroom between the teacher and her pupils	A.INT
		• A conversation between a boy and a robotkid	A.INT
		• Pupils showing numbers	K.L
		• Friends sitting in the garden	A.INT/ K.O.S
		• Different small pictures of boys and girls	A.R
		• A conversation between classmates asking about each other's age	K.S.P/ A.INT
		• Different small pictures of boys and girls with their names	A.R/ A.C
		• A dialogue between two robotkids; The first is talking about himself, and the second is describing his friends from London	A.D/ A.INT/ C
		• Family listening to the song of robotkid	A.INT
	Unit 2: My school	• A picture of a girl showing her school objects to her mother	A.INT/ KSP
		• Colours	A.AC.K
		• School objects	A.AC.K
		• Pupils doing a group work, and their veiled teacher controls them	A.INT/ KOS
		• A robotkid sings, salutes, and coloured butterfly	A.INT
		• Different pictures of classmates with their teacher in the classroom	K.S.P
		• Interview between the robotkid and the fennec	A.INT
		• Pictures of different textbooks of Algerian	K.O.S

Unit of Analysis	Textbook Unit	Summary of Data	Code
		education "different subjects"	
		• A cup and a rug	KL
		• The robotkid sings, a tree with names of the week, pupils in laboratory	A.INT/ A.AC.K
		• 9 girls and a boy handing empty papers	A.R
	Unit 3: my home	• Different pictures of parts of the house	A.AC.K
		• A boy and his sister sitting on a rug	A.INT/ KSP
		• A design of family members	K.S.P
		• Home	A.A
		• A flat and a house	A.C
		• Interview between robot and a boy	A.INT
		• A pen and a bed	K.L
		• 4 girls and 2 boys handing empty papers	A.R
	Unit 4: My Playtime	• A girl showing her toys to her friend in her room	A.INT/ A.E
		• Multiple toys	K.O.S
		• A blue car, a yellow ball, a red bike, and a green kite	K.L
		• A black cat and a black bag	K.L
		• A robot kid sings a song, and a boy inside a box of toys	A.INT
		• 5girls and 3 boys handing empty papers	A.R
	Unit 5: My Pets	• A picture of grandfather with his son showing to their daughter pets like cats, dogs, rabbit, goldfish, canary, and chick	A.INT/ A.AC.K/ A.C
		• Canary, goldfish, rabbit	A.C
		• Pupils wearing blue and pink apron with their teacher	K.O.S
		• Dog and doll with long hair	K.L
		• Robot kid sings, a cat looking to the goldfish, and a girl with a lamb	A.INT
		• 4 boys and 3 girls handing empty papers	A.R
	Unit 6: My fancy Birthday	• The mother wearing karako on the birthday of her daughter	K.O.S/K.S.P
		• A sad boy, and a happy one	A.C
		• Objects of birthday	A.AC.K
		• A story of Meriem's birthday	K.O.S
		• Parts of the face	A.AC.K
Unit of Analysis	**Textbook Unit**	**Summary of Data**	**Code**
Written	Unit 1:	• Showing: Mr. Sidou, Mrs. Sidou, Yassin,	KOS

Comprehension	me, my family, and my friends	Meriem, and Lilia	
		• Learners asked to say hello, good bye	A.INT/ A.AC.K
		• Colouring hello and good bye	A.C
		• Guessing family names	A.A/ A.I/ A.R
		• Guessing the missing letters of words from pictures	A.A/A.I/A.R
		• Interview between teacher and her pupils introducing their names	A.INT/ K.O.S
		• Asking about his classmate's name	A.AC.K/ A.INT
		• Numbers	K.L
		• Image transfer story	A.A/ A.I/ C
		• Answering question about age	A.INT
		• Acting "scene4" from the previous story	A.INT/ O
		• Matching names	A.A/ A.I
		• Interview between two robots from different parts of the world	A.INT/ A.AC.K/KOC/KOS
		• Six sisters	K.L
	Unit 2: My school	• Showing school objects	A.INT
		• Name of colours	A.AC.K
		• Learners asked to draw and colour the picture	A.C
		• Group work	A.INT/ A.A/ A.I
		• Learners asking questions to analyze their friend's pictures	A.INT/ A.A/ A.I/ A.C
		• Pupils sing a song	A.INT
		• Image transfer story	A.A/ A.I/ C
		• Say the number	A.INT
		• Reviewing the previous story and read simple sentences about that story then answer them by saying 'yes' or 'no'	A.R/ A.C/ A.EV
		• Choosing a scene from a previous story and act it out	A.INT
		• Working with a partner	A.INT/ A.A/ A.I
		• Reading a school time table	A.A/ K.L
		• A cup under the rug	K.L
		• Singing two songs	A.INT

		Unit 3: My home	• Showing parts of home	K.O.S
			• Reading sentences about the previous task "parts of home" then answer by saying 'yes' or 'no'	A.R/ A.A/A.I
			• Ticking the right description of the pictures	A.A/ A.I/K.L
			• Asking and answering questions about location	A.INT/ C
			• Pupils read a profile answer related comprehension questions	A.A/ A.I/ A.R
			• Mini paper puppets	A.A / A.I
			• Predict location of pupils' family members	A.I/ KOS/ KSP
			• Reading words and order its letters	K.L/ A.A/A.I
			• Comparing between a flat and a house	A.C
			• Decoding symbols	A.A/ A.I
			• Two pupils from different parts of the world describing their houses to each other	A.INT/ KOS/ KOC
			• A pen on the bed	K.L
			• Make a difference between /b/ and /p/ by reading words	K.L/ A.C
			• Decoding symbols to colour the house	A.A/ A.I
		Unit 4: My Playtime	• Showing toys	A.INT
			• Asking and answering questions about their favourite toy	K.O.S/ K.L
			• Reading words	K.L
			• Correcting false statements	K.L/ A.A/ A.I
			• Finding words in the grid, and working with partner to spell them	A.INT/ A.A/ A.I
			• Reading sentences to your friends	A.INT/ K.L
			• A black cat in a black bag	K.L
			• Singing	A.INT
			• Reading words then draw	K.L
		Unit 5: My Pets	• Showing pets	A.INT
			• Comparing pets Complete the missing word of each sentence	A.C/ A.A/A.I
			• Complete the missing word of each sentence	A.A/A.I
			• Learners asked to exchange information between each other about their pets	A.INT/ KOS
			• Image transfer story	A.A/ A.I/ C
			• Reviewing the story and answering	A.R/ A.A/

		questions	A.I
		• Choosing a scene and act it out with your friend	A.INT/ K.L
		• The dog and the doll have got long hair	K.L
		• Reading simple sentences then playing the game with your friends	K.L/ A.INT
		• Singing	A.INT
		• Reading words then draw	K.L/K.O.S
	Unit 6: My fancy Birthday	• Showing objects from the birthday	K.O.C
		• Comparison between sad and happy boy	A.C
		• Read then reorder the story	K.L/ A.A/ A.I
		• Reading comprehension questions	A.A/ A.I
		• Parts of the face	A.AC.K
		• Make a difference between /a/ and /an/	A.C/K.L
		• Inviting friends to eat or drink	K.S.P/ A.INT
		• Reorder the words to find the appropriate sentence	A.A/ A.I/ K.L
		• Acting out the story with friends	A.INT/ K.L
		• Reading sentences to your friend	A.INT/K.L
		• Read "Ten and red pens"	K.L
		• Read "A fan on a van"	K.L
		• Reading sentences then playing the game with your friends	K.L/A.INT
		• Singing	A.INT
		• Reading word then draw	A.INT/ KOS
Unit of Analysis	**Textbook Unit**	**Summary of Data**	**Code**
Oral Comprehension	Unit 1: me, my family, and my friends	• A family introducing their names	K.O.S/ K.S.P
		• Names	K.O.S
		• Short interview	A.INT
		• Meriem's family	A.A/ A.I
		• Sounding letters	K.L
		• Learners are asked to introduce their names	K.O.S
		• Numbers	K.L
		• Story	A.A/ A.I
		• Meriem introducing her friend, sister, and brother	K.O.S/ K.S.P
		• A pupil describing her friend's countries and languages that they speak	K.S.P
		• Short conversation between robotten from	A.INT/

		Algiers and Peter from London	O/A.D/K.O.S /K.O.C
		• Spelling words	K.L
		• Letters	K.L
	Unit 2: My school	• Meriem naming her school objects to her mother	K.O.S
		• Colours	K.L
		• Fennec searching for his objects in the classroom	A.C/ A.INT
		• Answering the questions	A.A/ A.I
		• Algerian books of different subjects	K.O.S
		• Interview	A.INT/ K.S.P
		• Reading a sentence	K.L
		• Spelling words	K.L
	Unit 3: My home	• Interview between Meriem and her friend about her home	K.O.S/ A.INT
		• Interview between Robotton "Algeria" and Peter "London" describing their houses	K.O.S/K.S.P/ A.INT
		• Make a difference between /p/ and /b/	K.L/ A.C
	Unit 4: My Playtime	• Conversation between Lilianeand her friend	A.INT/ K.S.P
		• Interview between Meriem, Yassine, and Liliane about their favourite toy and colour	A.INT/ K.O.S/ K.S.P
		• Spelling words	K.L
	Unit 5: My Pets	• Interview " father and her daughter looking for a pet"	A.INT/ K.S.P
		• Pets	A.C
		• Describing pets	A.C
		• Interview	A.INT
		• Story	A.A/ A.I
		• Interview between the teacher and her pupils" Kamel, Katia, Robotkid, Fennec"	A.INT/ K.S.P
		• Reading sentences	K.L
	Unit 6: My fancy birthday	• Interview between Meriem, her mom, and her sister Lilia about the preparation of her birthday	K.S.P/ A.INT
		• Objects of birthday	A.AC.K
		• Describing a sad boy, and a happy one after seeing their English marks	A.C/ A.A
		• Colouring parts of the face	A.A/ A.I
		• Reading words	K.L
		• Spelling words	K.L

Unit of Analysis	Textbook Unit	Summary of Data	Code
		• Pronunciation of /f/ and /v/	K.L/ A.C
Oral Expression	Unit 1: me, my family, and my friends	• Pupils repeat 'names' after the reader	A.INT
		• Learners learn salutation	A.AC.K/ K.S.P
		• Sound letters of the alphabet	K.L
		• Pupils sing after the robotkid	A.INT
		• Introducing their names	K.O.S
		• Basic discussion	A.INT
		• Saying the numbers	K.L
		• Classmates discussion about their age	A.INT/ K.O.S
		• Acting a scene from the story	A.INT
		• Knowledge about other's countries and languages	K.O.C/ A.D/ O
		• Reading words	K.L
		• Learner sing after the robotkid	A.INT
	Unit 2: My school	• School objects	A.AC.K
		• Naming colours	K.L
		• Class discussion	A.INT/ K.S.P
		• Singing a song	A.INT
		• Answering by saying 'yes' or 'no'	A.A/ A.I
		• Acting a scene	A.INT
		• Group work	A.A/ A.I/ A.INT/ K.S.P
		• Naming subjects	A.R
		• Playing the game 'spelling word'	A.INT/ K.S.P
		• Reading words	K.L
		• Asking friends about their time table	A.INT/ K.S.P
		• Reading a sentence	K.L
		• Singing	A.INT
	Unit 3: My home	• Parts of the home	A.AC.K
		• Pupils responding according to the previous listening task	A.R/ A.A/ A.I
		• Interview	A.INT
		• Playing the game 'describing their houses'	K.O.S/ K.S.P/ A.INT
		• Peers talking about their houses	A.INT/ K.O.S/ K.S.P
		• Reading a sentence	K.L

		• Reading letters	K.L
		• Singing	A.INT
	Unit 4: My Playtime	• Toys	A.AC.K
		• Expressing opinions	A.INT/ A.I
		• Learners say the correct answers	A.EV
		• Spelling words	K.L
		• Reading sentences	K.L
		• Singing	A.INT
	Unit 5: My Pets	• Pets	A.AC.K
		• Saying numbers	K.L
		• Expressing preferences	A.INT/ O
		• Reading comprehension questions	A.A/ A.I
		• Friends acting a scene from previous story	A.R/ A.INT
		• Reading sentences	K.L
		• Playing the game	A.INT
		• Sounding letters	K.L
		• Singing	A.INT
	Unit 6: My fancy birthday	• Birthday objects	A.AC.K
		• Spelling words	K.L
		• Offering	A.INT
		• Sharing personal information	K.O.S
		• Reading a sentence	K.L
		• Spelling words	K.L
		• Playing the game	A.INT
		• Singing	A.INT
Unit of Analysis	**Textbook Unit**	**Summary of Data**	**Code**
Written Expression	Unit 1: me, my family, and my friends	• Colouring the correct words	A.A/ A.I
		• Completing words	A.A/ A.I
		• Matching	A.A/A.I
		• Writing letters	K.L
		• Small letters	K.L
		• Capital letters	K.L
	Unit 2: My school	• Matching subjects with the corresponding number	A.A/A.I
		• Writing letters	K.L
		• Small letters	K.L
		• Capital letters	K.L
	Unit 3: My home	• Answering questions	A.A/ A.I/
		• Draw	A.INT

		• Reordering	A.A/ A.I
		• Naming pictures	A.A/ A.I
		• Analyzing codes	A.EV/ A.A
		• Circle	A.A/ A.I
		• Colouring the house	K.O.S
		• Small letters	K.L
		• Capital letters	K.L
	Unit 4: My Playtime	• Matching	A.A/ A.I
		• Draw	K.O.S
		• Asking and answering questions	A.INT/ K.S.P
		• Write numbers	K.L
		• Circling letters	A.A/A.I
		• Small letters	K.L
		• Capital letters	K.L
	Unit 5: My Pets	• Matching	A.A/A.I
		• Completing sentences with the appropriate word	A.A/ A.I/A.EV
		• Answering questions	A.INT/ A.A/ A.I
		• Draw	K.O.S
		• Small letters	K.L
		• Capital letters	K.L
	Unit 6: My fancy birthday	• Writing words	K.L
		• Reordering the story	A.R/ A.E
		• Draw	K.O.S
		• Circling the appropriate indefinite article	K.L/ A.A
		• Reordering words to find the appropriate sentences	A.A/ A.I
		• Writing sentences	K.L
		• Writing your own sentences	K.O.S/ K.L
		• Complete words	A.A/A.I
		• Writing first and family name	K.O.S/ K.L
		• Small letters	K.L
		• Capital letters	K.L

Stage 3 (categorization of codes)

Code	Unit of Analysis	Textbook Unit	Data
K.O.S	Images	Unit 1	• Members of the family
			• Different small pictures of "grandmother, grandfather, mother, father, sister, and brother"
			• Friends sitting in the garden
		Unit 2	• Pupils doing a group work, and their veiled teacher controls them
			• Pictures of different textbooks of Algerian education "different subjects"
		Unit 4	• Multiple toys
		Unit 5	• Pupils wearing blue and pink apron with their teacher
		Unit 6	• The mother wearing karako on the birthday of her daughter
			• A story of Meriem's birthday
	Written comprehension	Unit 1	• Showing: Mr. Sidou, Mrs. Sidou, Yassin, Meriem, and Lilia
			• Interview between teacher and her pupils introducing their names
			• Interview between two robots from different parts of the world
		Unit 3	• Showing parts of home
			• Predict location of pupils' family members
			• Two pupils from different parts of the world describing their houses to each other
		Unit 4	• Asking and answering questions about their favourite toy
		Unit 5	• Learners asked to exchange information between each other about their pets
			• Reading words then draw
		Unit 6	• Reading word then draw
	Oral comprehension	Unit 1	• A family introducing their names
			• Names
			• Learners are asked to introduce their names
			• Meriem introducing her friend, sister, and brother
			• Short conversation between robotten from Algiers and Peter from London
		Unit 2	• Meriem naming her school objects to her mother
			• Algerian books of different subjects
		Unit 3	• Interview between Meriem and her friend about her home
			• Interview between Robotton "Algeria" and Peter

			"London" describing their houses
		Unit 4	• Interview between Meriem, Yassine, and Liliane about their favourite toy and colour
	Oral expression	Unit 1	• Introducing their names
			• Classmates discussion about their age
		Unit 3	• Playing the game 'describing their houses'
			• Peers talking about their houses
		Unit 6	• Sharing personal information
	Written expression	Unit 3	• Colouring the house
		Unit 4	• Draw
		Unit 5	• Draw
		Unit 6	• Draw
			• Writing your own sentences
			• Writing first and family name
K.S.P	Images	Unit 1	• Members of the family
			• Members of the family sitting in a living room
			• Different small pictures of "grandmother, grandfather, mother, father, sister, and brother"
			• A conversation between classmates asking about each other's age
		Unit 2	• A picture of a girl showing her school objects to her mother
			• Different pictures of classmates with their teacher in the classroom
		Unit 3	• A boy and his sister sitting on a rug
			• A design of family members
		Unit 6	• The mother wearing karako on the birthday of her daughter
	Written comprehension	Unit 3	• Predict location of pupils' family members
		Unit 6	• Inviting friends to eat or drink
	Oral comprehension	Unit 1	• A family introducing their names
			• Meriem introducing her friend, sister, and brother
			• A pupil describing her friend's countries and languages that they speak
		Unit 2	• Interview
		Unit 3	• Interview between Robotton "Algeria" and Peter "London" describing their houses
		Unit 4	• Conversation between Lilianeand her friend
			• Interview between Meriem, Yassine, and Liliane about their favourite toy and colour
		Unit 5	• Interview " father and her daughter looking for a

			pet"
			• Interview between the teacher and her pupils" Kamel, Katia, Robotkid, Fennec"
		Unit 6	• Interview between Meriem, her mom, and her sister Lilia about the preparation of her birthday
	Oral expression	Unit 1	• Learners learn salutation
		Unit 2	• Class discussion
			• Group work
			• Playing the game 'spelling word'
			• Asking friends about their time table
		Unit 3	• Playing the game 'describing their houses'
		Unit 3	• Peers talking about their houses
	Written expression	Unit 4	• Asking and answering questions
K.O.C	Written comprehension	Unit 1	• Interview between two robots from different parts of the world
		Unit 3	• Two pupils from different parts of the world describing their houses to each other
		Unit 6	• Showing objects from the birthday
	Oral comprehension	Unit 1	• Short conversation between robotten from Algiers and Peter from London
	Oral expression	Unit 1	• Knowledge about other's countries and languages
K.L	Images	Unit 1	• Pupils showing numbers
		Unit 2	• A cup and a rug
		Unit 3	• A pen and a bed
		Unit 4	• A blue car, a yellow ball, a red bike, and a green kite
			• A black cat and a black bag
		Unit 5	• Dog and doll with long hair
	Written comprehension	Unit 1	• Numbers
			• Six sisters
		Unit 2	• Reading a school time table
			• A cup under the rug
		Unit 3	• Ticking the right description of the pictures

			• Reading words and order its letters
			• A pen on the bed
			• Make a difference between /b/ and /p/ by reading words
		Unit 4	• Asking and answering questions about their favourite toy
			• Reading words
			• Correcting false statements
			• Reading sentences to your friends
			• A black cat in a black bag
			• Reading words then draw
		Unit 5	• Choosing a scene and act it out with your friend
			• The dog and the doll have got long hair
			• Reading simple sentences then playing the game with your friends
			• Reading words then draw
		Unit 6	• Read then reorder the story
			• Make a difference between /a/ and /an/
			• Reorder the words to find the appropriate sentence
			• Acting out the story with friends
			• Reading sentences to your friend
			• Read "Ten and red pens"
			• Read "A fan on a van"
			• Reading sentences then playing the game with your friends
	Oral comprehension	Unit 1	• Sounding letters
			• Numbers
			• Letters
			• Spelling words
		Unit 2	• Colours
			• Reading a sentence
			• Spelling words
		Unit 3	• Make a difference between /p/ and /b/
		Unit 4	• Spelling words
		Unit 5	• Reading sentences
		Unit 6	• Reading words
			• Spelling words
			• Pronunciation of /f/ and /v/
	Oral expression	Unit 1	• Sound letters of the alphabet
			• Saying the numbers
			• Reading words
		Unit 2	• Naming colours
			• Reading words

			• Reading a sentence
		Unit 3	• Reading a sentence
			• Reading letters
		Unit 4	• Spelling words
			• Reading sentences
		Unit 5	• Saying numbers
			• Reading sentences
			• Sounding letters
		Unit 6	• Spelling words
			• Reading a sentence
			• Spelling words
	Written expression	Unit 1	• Writing letters
			• Small letters
			• Capital letters
		Unit 2	• Writing letters
			• Small letters
			• Capital letters
		Unit 3	• Small letters
			• Capital letters
		Unit 4	• Write numbers
			• Small letters
			• Capital letters
		Unit 5	• Small letters
			• Capital letters
		Unit 6	• Writing words
			• Circling the appropriate indefinite article
			• Writing sentences
			• Writing your own sentences
			• Writing first and family name
			• Small letters
			• Capital letters
A.A	Images	Unit 3	• Home
	Written comprehension	Unit 1	• Guessing family names
			• Guessing the missing letters of words from pictures
			• Image transfer story
			• Matching names
		Unit 2	• Group work
			• Learners asking questions to analyze their friend's pictures
			• Image transfer story
			• Working with a partner
			• Reading a school time table
		Unit 3	• Reading sentences about the previous task "parts of home" then answer by saying 'yes' or 'no'
			• Ticking the right description of the pictures

			• Pupils read a profile answer related comprehension questions
			• Mini paper puppets
			• Reading words and order its letters
			• Decoding symbols
			• Decoding symbols to colour the house
		Unit 4	• Correcting false statements
			• Finding words in the grid, and work ing with partner to spell them
		Unit 5	• Comparing pets Complete the missing word of each sentence
			• Complete the missing word of each sentence
			• Image transfer story
			• Reviewing the story and answering questions
		Unit 6	• Read then reorder the story
			• Reading comprehension questions
			• Reorder the words to find the appropriate sentence
	Oral comprehension	Unit 1	• Meriem's family
			• Story
		Unit 2	• Answering the questions
		Unit 5	• Story
		Unit 6	• Describing a sad boy, and a happy one after seeing their English marks
			• Colouring parts of the face
	Oral expression	Unit 2	• Answering by saying 'yes' or 'no'
			• Group work
		Unit 3	• Pupils responding according to the previous listening task
		Unit 5	• Reading comprehension questions
	Written expression	Unit 1	• Colouring the correct words
			• Completing words
			• Matching
		Unit 2	• Matching subjects with the corresponding number
		Unit 3	• Answering questions
			• Reordering
			• Naming pictures
			• Analyzing codes
			• Circle
		Unit 4	• Matching
			• Circling letters
		Unit 5	• Matching
			• Completing sentences with the appropriate word
			• Answering questions

		Unit 6	• Circling the appropriate indefinite article
			• Reordering words to find the appropriate sentences
			• Complete words
A.I	Written comprehension	Unit 1	• Guessing family names
			• Guessing the missing letters of words from pictures
			• Image transfer story
			• Matching names
		Unit 2	• Group work
			• Learners asking questions to analyze their friend's pictures
			• Image transfer story
			• Working with a partner
		Unit 3	• Reading sentences about the previous task "parts of home" then answer by saying 'yes' or 'no'
			• Ticking the right description of the pictures
			• Pupils read a profile answer related comprehension questions
			• Mini paper puppets
			• Predict location of pupils' family members
			• Reading words and order its letters
			• Decoding symbols
			• Decoding symbols to colour the house
		Unit 4	• Correcting false statements
			• Finding words in the grid, and working with partner to spell them
		Unit 5	• Comparing pets Complete the missing word of each sentence
			• Complete the missing word of each sentence
			• Image transfer story
			• Reviewing the story and answering questions
		Unit 6	• Read then reorder the story
			• Reading comprehension questions
			• Reorder the words to find the appropriate sentence
	Oral comprehension	Unit 1	• Meriem's family
			• Story
		Unit 2	• Answering the questions
		Unit 5	• Story
		Unit 6	• Colouring parts of the face
	Oral expression	Unit 2	• Answering by saying 'yes' or 'no'
			• Group work
		Unit 3	• Pupils responding according to the previous listening task

		Unit 4	• Expressing opinions
		Unit 5	• Reading comprehension questions
	Written expression	Unit 1	• Colouring the correct words
			• Completing words
			• Matching
		Unit 2	• Matching subjects with the corresponding number
		Unit 3	• Answering questions
			• Reordering
			• Naming pictures
			• Circle
		Unit 4	• Matching
			• Circling letters
		Unit 5	• Matching
			• Completing sentences with the appropriate word
			• Answering questions
		Unit 6	• Complete words
A.E	Images	Unit 4	• A girl showing her toys to her friend in her room
	Written expression	Unit 6	• Reordering the story
A.R	Images	Unit 1	• Different small pictures of boys and girls
			• Different small pictures of boys and girls with their names
		Unit 2	• 9 girls and a boy handing empty papers
		Unit 3	• 4 girls and 2 boys handing empty papers
		Unit 4	• 5girls and 3 boys handing empty papers
		Unit 5	• 4 boys and 3 girls handing empty papers
	Written comprehension	Unit 1	• Guessing family names
			• Guessing the missing letters of words from pictures
		Unit 2	• Reviewing the previous story and read simple sentences about that story then answer them by saying 'yes' or 'no'
		Unit 3	• Reading sentences about the previous task "parts of home" then answer by saying 'yes' or 'no'
			• Pupils read a profile answer related comprehension questions
		Unit 5	• Reviewing the story and answering questions

	Oral expression	Unit 2	• Naming subjects
		Unit 3	• Pupils responding according to the previous listening task
		Unit 5	• Friends acting a scene from previous story
	Written expression	Unit 6	• Reordering the story
A.C	Images	Unit 1	• Different small pictures of boys and girls with their names
		Unit 3	• A flat and a house
		Unit 5	• A picture of grandfather with his son showing to their daughter pets like cats, dogs, rabbit, goldfish, canary, and chick
			• Canary, goldfish, rabbit
		Unit 6	• A sad boy, and a happy one
	Written comprehension	Unit 1	• Colouring hello and good bye
		Unit 2	• Learners asked to draw and colour the picture
			• Learners asking questions to analyze their friend's pictures
			• Reviewing the previous story and read simple sentences about that story then answer them by saying 'yes' or 'no'
		Unit 3	• Comparing between a flat and a house
			• Make a difference between /b/ and /p/ by reading words
		Unit 5	• Comparing pets Complete the missing word of each sentence
		Unit 6	• Comparison between sad and happy boy
			• Make a difference between /a/ and /an/
	Oral comprehension	Unit 2	• Fennec searching for his objects in the classroom
		Unit 3	• Make a difference between /p/ and /b/
		Unit 5	• Pets
			• Describing pets
		Unit 6	• Describing a sad boy, and a happy one after seeing their English marks
			• Pronunciation of /f/ and /v/
A.AC.K	Images	Unit 2	• Colours
			• School objects
			• The robotkid sings, a tree with names of the week, pupils in laboratory

		Unit 3	• Different pictures of parts of the house
		Unit 5	• A picture of grandfather with his son showing to their daughter pets like cats, dogs, rabbit, goldfish, canary, and chick
		Unit 6	• Objects of birthday
			• Parts of the face
	Written comprehension	Unit 1	• Learners asked to say hello, good bye
			• Asking about his classmate's name
			• Interview between two robots from different parts of the world
		Unit 2	• Name of colours
		Unit 6	• Parts of the face
	Oral comprehension	Unit 6	• Objects of birthday
	Oral expression	Unit 1	• Learners learn salutation
		Unit 2	• School objects
		Unit 3	• Parts of the home
		Unit 4	• Toys
		Unit 5	• Pets
		Unit 6	• Birthday objects
A.INT	Images	Unit 1	• Conversation between three classmates
			• Three friends listening to a song from a robotkid
			• The first conversation in the classroom between the teacher and her pupils
			• A conversation between a boy and a robotkid
			• Friends sitting in the garden
			• A conversation between classmates asking about each other's age
			• A dialogue between two robotkids; The first is talking about himself, and the second is describing his friends from London
			• Family listening to the song of robotkid
		Unit 2	• A picture of a girl showing her school objects to her mother
			• Pupils doing a group work, and their veiled teacher controls them
			• A robotkid sings, salutes, and coloured butterfly

			• Interview between the robotkid and the fennec
			• The robotkid sings, a tree with names of the week, pupils in laboratory
		Unit 3	• A boy and his sister sitting on a rug
			• Interview between robot and a boy
		Unit 4	• A girl showing her toys to her friend in her room
			• A robot kid sings a song, and a boy inside a box of toys
		Unit 5	• A picture of grandfather with his son showing to their daughter pets like cats, dogs, rabbit, goldfish, canary, and chick
			• Robot kid sings, a cat looking to the goldfish, and a girl with a lamb
	Written comprehension	Unit 1	• Learners asked to say hello, good bye
			• Interview between teacher and her pupils introducing their names
			• Asking about his classmate's name
			• Answering question about age
			• Acting "scene4" from the previous story
			• Interview between two robots from different parts of the world
		Unit 2	• Showing school objects
			• Group work
			• Learners asking questions to analyze their friend's pictures
			• Pupils sing a song
			• Say the number
			• Choosing a scene from a previous story and act it out
			• Working with a partner
			• Singing two songs
		Unit 3	• Asking and answering questions about location
			• Two pupils from different parts of the world describing their houses to each other
		Unit 4	• Showing toys
			• Finding words in the grid, and working with partner to spell them
			• Reading sentences to your friends
			• Singing
		Unit 5	• Showing pets
			• Learners asked to exchange information between each other about their pets
			• Choosing a scene and act it out with your friend
			• Reading simple sentences then playing the game with your friends
			• Singing
		Unit 6	• Inviting friends to eat or drink

			• Acting out the story with friends
			• Acting out the story with friends
			• Reading sentences then playing the game with your friends
			• Singing
			• Reading word then draw
	Oral comprehension	Unit 1	• Short interview
			• Short conversation between robotten from Algiers and Peter from London
		Unit 2	• Fennec searching for his objects in the classroom
			• Interview
		Unit 3	• Interview between Meriem and her friend about her home
			• Interview between Robotton "Algeria" and Peter "London" describing their houses
		Unit 4	• Conversation between Lilianeand her friend
			• Interview between Meriem, Yassine, and Liliane about their favourite toy and colour
		Unit 5	• Interview " father and her daughter looking for a pet"
			• Interview
			• Interview between the teacher and her pupils" Kamel, Katia, Robotkid, Fennec"
		Unit 6	• Interview between Meriem, her mom, and her sister Lilia about the preparation of her birthday
	Oral expression	Unit 1	• Pupils repeat 'names' after the reader
			• Pupils sing after the robotkid
			• Basic discussion
			• Classmates discussion about their age
			• Acting a scene from the story
			• Learner sing after the robotkid
		Unit 2	• Class discussion
			• Singing a song
			• Acting a scene
			• Group work
			• Playing the game 'spelling word'
			• Asking friends about their time table
			• Singing
		Unit 3	• Interview
			• Playing the game 'describing their houses'
			• Peers talking about their houses
			• Singing
		Unit 4	• Expressing opinions
		Unit 5	• Expressing preferences
			• Friends acting a scene from previous story
			• Playing the game

		Unit 6	• Singing
			• Offering
			• Playing the game
			• Singing
	Written expression	Unit 3	• Draw
		Unit 4	• Asking and answering questions
		Unit 5	• Answering questions
A.EV	Written comprehension	Unit 2	• Reviewing the previous story and read simple sentences about that story then answer them by saying 'yes' or 'no'
	Oral expression	Unit 4	• Learners say the correct answers
	Written expression	Unit 3	• Analyzing codes
		Unit 5	• Completing sentences with the appropriate word
C	Images	Unit 1	• A dialogue between two robotkids; The first is talking about himself, and the second is describing his friends from London
	Written comprehension	Unit 1	• Image transfer story
		Unit 2	• Image transfer story
		Unit 3	• Asking and answering questions about location
		Unit 5	• Image transfer story
O	Written comprehension	Unit 1	• Acting "scene4" from the previous story
	Oral comprehension	Unit 1	• Short conversation between robotten from Algiers and Peter from London
	Oral expression	Unit 1	• Knowledge about other's countries and languages
		Unit 5	• Expressing preferences
A.D	Images	Unit 1	• A dialogue between two robotkids; The first is talking about himself, and the second is describing his friends from London
	Oral	Unit 1	• Short conversation between robotten from Algiers and Peter from London

	comprehension		
	Oral expression	Unit 1	• Knowledge about other's countries and languages

Stage 4 (calculating codes)

	Code	Frequently	Total
Knowledge	• K.O.S	40	155
	• K.S.P	29	
	• K.O.C	5	
	• K.L	81	
Skills of interpreting and relating	• A.A	53	140
	• A.I	49	
	• A.E	2	
	• A.R	16	
	• A.C	20	
Skills of discovery and interaction	• A.AC.K	19	113
	• A.INT	90	
	• A.EV	4	
Skills	/	/	253
Attitudes	• C	5	12
	• O	4	
	• A.D	3	

Stage 5(percentages of the codes)

	Code	Frequently	Percentage	Total frequently	Total percentage
Knowledge	• K.O.S	40	26%	155	37%
	• K.S.P	29	19%		
	• K.O.C	5	3%		
	• K.L	81	52%		
Skills of interpreting and relating	• A.A	53	38%	140	33%
	• A.I	49	35%		
	• A.E	2	2%		
	• A.R	16	11%		
	• A.C	20	14%		
Skills of discovery and interaction	• A.AC.K	19	17%	113	27%
	• A.INT	90	79%		
	• A.EV	4	4%		
Skills	/	/		253	60%
Attitudes	• C	5	42%	12	3%
	• O	4	33%		
	• A.D	3	25%		
				420	100%

Résumé

L'anglais a acquis une popularité mondiale considérable, incitant le gouvernement algérien à mettre en œuvre des mesures favorisant son utilisation dans tous les secteurs éducatifs. Récemment, l'enseignement de l'anglais a été introduit en troisième année de l'enseignement primaire, accompagné d'un manuel et d'un guide didactique pour aider les enseignants à mettre en œuvre le programme. Cette étude vise à explorer la compatibilité du contenu du manuel avec les principes de compétence communicative interculturelle décrits dans le guide didactique. Grâce à l'analyse du contenu et au codage théorique, l'étude examine les composantes interculturelles basées sur le modèle de Byram dans les deux documents. Les résultats indiquent que les connaissances interculturelles sont présentes dans le manuel et le guide didactique. Cependant, le manuel met davantage l'accent sur les compétences d'interprétation et relationnelles, tandis que le guide didactique met l'accent sur les compétences de découverte et d'interaction. Les attitudes interculturelles sont également soulignées dans les deux documents, le guide didactique montrant une plus grande attention par rapport au manuel. En conclusion, l'étude révèle que les deux documents accordent la priorité à la connaissance de la langue et à la capacité d'interagir, mais qu'ils ne mettent pas suffisamment l'accent sur soi, les autres et les processus culturels sociaux. En outre, bien que les attitudes interculturelles soient soulignées dans le guide didactique, elles ne sont pas adéquatement promues dans le manuel. Par conséquent, le contenu du manuel ne soutient pas pleinement le développement de la compétence interculturelle, comme le préconise le guide didactique. Les résultats de cette recherche suggèrent des recommandations et des implications pédagogiques pour améliorer la conception des manuels, visant à favoriser le développement de locuteurs et de médiateurs interculturels plutôt que de locuteurs natifs.

Mots-clés : Guide didactique, Compétence interculturelle, Enseignement primaire, Analyse de manuels

ملخص

اكتسبت اللغة الإنجليزية شعبية عالمية كبيرة، مما دفع الحكومة الجزائرية إلى تنفيذ تدابير لتعزيز استخدامها في جميع القطاعات التعليمية. وفي الآونة الأخيرة، بدأ تدريس اللغة الانكليزية في السنة الثالثة من التعليم الابتدائي، مصحوبا بكتاب مدرسي ودليل تعليمي لمساعدة المعلمين في تنفيذ المنهج الدراسي. تهدف هذه الدراسة إلى استكشاف مدى توافق محتوى الكتاب المدرسي مع مبادئ الكفاءة التواصلية بين الثقافات الموضحة في الدليل التعليمي. من خلال تحليل المحتوى والترميز النظري، تفحص الدراسة المكونات متعددة الثقافات بناءً على نموذج بيرام في كلتا الوثيقتين. وتشير النتائج إلى أن المعرفة المشتركة بين الثقافات موجودة في كل من الكتاب المدرسي والدليل التعليمي. ومع ذلك، يركز الكتاب المدرسي بشكل أكبر على المهارات التفسيرية والعلاقية، بينما يسلط الدليل التعليمي الضوء على مهارات الاكتشاف والتفاعل. كما تم التأكيد على المواقف بين الثقافات في كلتا الوثيقتين، حيث أظهر الدليل التعليمي تركيزًا أكبر مقارنة بالكتاب المدرسي. في الختام، تكشف الدراسة أن كلتا الوثيقتين تعطي الأولوية للمعرفة اللغوية والقدرة على التفاعل، لكنهما تفتقران إلى التركيز الكافي على الذات والآخرين والعمليات الثقافية الاجتماعية. بالإضافة إلى ذلك، على الرغم من التأكيد على المواقف متعددة الثقافات في الدليل التعليمي، إلا أنها لا يتم الترويج لها بشكل كافٍ في الكتاب المدرسي. ولذلك، فإن المحتوى الوارد في الكتاب المدرسي لا يدعم بالكامل تطوير الكفاءة المشتركة بين الثقافات على النحو الذي يدعو إليه الدليل التعليمي. تشير نتائج هذا البحث إلى توصيات وآثار تربوية لتعزيز تصميم الكتب المدرسية، بهدف تعزيز تطوير المتحدثين والوسطاء بين الثقافات بدلاً من المتحدثين مثل السكان الأصليين.

الكلمات الرئيسية: دليل تعليمي، الكفاءة بين الثقافات، التعليم الابتدائي، تحليل الكتب المدرسية