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Teaching Functional Language and Communicative Competence Through Listening and Speaking in The Algerian EFL textbook <u>Getting Through</u>

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Dedications

To my sweet family:

Special thanks to my beloved father

To my beloved mother

To my brother and sister

To my grand mother

To all my cousins

To all my Beloved ones and friends.

HAND-OUALI Nassima.

Dedications

To Ammar and Djouher the most supportive parents in the world

To my beloved Brothers Mohammed and Ghiles

To my much-loved sisters Farida, Nassima, Lynda, Siham,

Fazia, Karima and Lycia

To my adorable nieces and nephews

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To my beloved ones.

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Abstract

The current study deals with the teaching of functional language and communicative competence through listening and speaking activities in the Algerian EFL textbook "Getting Through" which is designed under the Competency Based Approach. The study investigates whether listening and speaking activities in "Getting Through" target the teaching of functional language and communicative competence or not. Moreover, it investigates whether these activities help EFL learners to be functionally and communicatively competent or not. In order to reach this objective, an examination of the listening and speaking activities which are provided in "Getting Through" have been done. This analysis has been guided by a framework which consists of the principles of teaching language to execute functions and to be communicatively competent. The checklist is adopted from Nunan (1989) and from Lou-Leaver & Willis (2004). For the sake of gathering more data, interviews with eight teachers of three Secondary School in Tizi-Ouzou have been conducted. The findings have been converted into numerical data, and then have been interpreted using content analysis. The results of both the textbook analysis and the teachers' interviews show that despite some shortcomings, the listening and speaking activities target the principles of teaching functional language and communicative competence. Hence, the L/S activities help EFL learnerslikelihood to be functionally and communicatively competent in real life situations.

Key words*: Competency Based Approach, Communicative Competence, English as a

foreign language, Functions, Functional Language, listening and speaking activities.*

List of Abbreviations

- **CBA:** Competency Based Approach.

- **CBE:** Competency Based Education.

- **CBLT:** Competency Based Language Teaching.

- **CC:** Communicative Competence.

- **CLT:** Communicative Language Teaching.

- **EFL:** English as a Foreign Language.

- **ELT:** English Language Teaching.

- **FL:** Functional language.

- **H:** Hypothesis.

- **L/S:** Speaking and Listening.

- **Q:** Question.

- **SFL:** Systemic Functional Linguistics.

- **SS:** Secondary School.

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Statement of the Problem

Language plays a crucial role in the life of every individual. Indeed, human beings use language as a fundamental means to execute different functions in their daily lives like greeting, sharing thoughts, expressing feelings, developing knowledge, maintaining social relations, communicating with others…etc. Hence, learning any language requires acquiring the ability to do things with that system; and the mastery of any language means being competent in doing things with that language. Therefore, teaching any language aims at teaching learners how to do things with language. That is, how to be effective communicators; and learning any language involves learning how to execute different functions with that language.

In our days, learning a foreign language becomes a necessity because it opens the doors for individuals to develop their knowledge, way of thinking, their capacities to change their daily lives, and to get more opportunities for jobs...etc. However, getting all these opportunities cannot be achieved if the individual does not know how to function with this foreign language, and if he/she does not manage to communicate effectively. For this reason teaching foreign languages in our days is based on teaching how to communicate effectively, how to do things with language, and how to solve problems of real life through negotiating meaning.

Teaching functional language and communicative competence is one of the goals of communication based approaches to second and foreign language education; including competency based approach (CBA). Since CBA is an approach which aims at making leaners acquire different competencies; that is the *"know how"*, it then aims at making English as a Foreign Language (EFL) learners know how to execute different functions using English language; and how to communicate in real life situations.

In Algeria, like in many other countries in the world, to make EFL learners acquire this language and become competent, the Algerian Ministry of Education has introduced different changes in language teaching within the educational reform of 2002. The latter has brought changes at level of the methods used in the teaching process, in the sense that CBA was adopted in teaching English as a foreign language. The educational reform has been also introduced through new teaching materials; in the sense that new textbooks have been designed to fit the new approach.

Despite the reform that has been applied in teaching English language in Algeria, learners of English language still encounter difficulties to function using this foreign language in real life situations. They are still unable to show their abilities to communicate in society. This made us to look for the real problem which lies behind the learners' lack of competence and ability to communicate and function in real life experiences. Since the daily life communication is more manifested in the listening and speaking skills rather than reading and writing, we have found it wise to ask whether the problem in the learners' lack of an efficient communication is due to the design of the listening an speaking activities of the Algerian English language textbooks. To investigate this issue, we have analysed the listening and speaking activities provided in "Getting Through".

A brief glance at the literature reveals that the functional approach to second and foreign language teaching is an effective approach in teaching students communication (Mohamed Ahmed, 2013). Our review of some studies has revealed that developing communicative competence in foreign language classes takes different ways; one of them is using writing (PiresD'andrea, 2010). Other studies demonstrate that: "*EFL teachers believe that through interaction learners could build up communicative competence in using the target language*" (Boucheche. R, 2010:6). That is, activities which offer more interaction

between learners help students to develop their communicative competence. Nevertheless, it does not seem that teaching listening and speaking skills which naturally offer the opportunity of interaction promote secondary school learners' capacity to function and communicate efficiently in English language. To investigate such an issue, and to know what are the causes behind learners' deficiency in communicating in the target language, we are going to try to explore the listening and speaking activities in the Algerian EFL textbook "Getting Through" to know whether these activities target the teaching of functional and communicative competence or not.

Aims of the study

Listening and speaking activities are vital activities in teaching and learning any foreign language. Therefore, we have chosen to analyse this kind of activities to know whether the problem of the lack of efficient communication in the EFL learners lies in the design of these activities or not. Our study aims at highlighting the fundamental principles of teaching functional language and communicative competence; and investigating their implementations in Getting Through. In other words, it aims at finding out whether Getting Through is in favour of teaching language as a means of executing different functions, and fostering learners' communicative competence.

Research Questions and Hypotheses

To carry out this study, the following research questions are addressed:

- **Q1**: Do the listening and speaking activities provided in the Algerian EFL textbook "Getting Through" comply with the principles of teaching functional language and communicative competence?

- **Q2**: To which extent do the listening and speaking activities provided in "Getting Through" offer opportunities for the leaners to interact using English language in real life situations?

As an attempt to predict the results of the research, the following hypotheses are advanced:

- **H1**: The L/S activities provided in the Algerian EFL textbook "Getting Through" comply with the principles of teaching functional language and communicative competence.

- **H2**: The L/S activities do not comply with the principles of teaching functional language and communicative competence.

- **H3**: The L/S activities provided in the Algerian EFL textbook "Getting Through" help leaners to be effective communicators in real life situations, considering that the activities are designed following the Competency Based-Approach.

- **H4**: The L/S activities provided in the Algerian EFL textbook "Getting Through" do not help the leaners to be effective communicators in real life situations, since the learners have difficulties to function using English language in real life experiences.

Research tools and methods

To conduct this research, the mixed method approach is adopted. That is, both quantitative and qualitative methods are used to collect, analyse, and discuss the findings. The data are collected both from the analysis of the listening and speaking activities which are provided in the EFL textbook "Getting Trough"; and from the interviews of eight teachers of English language in three Algerian Secondary schools (Tizi-Ouzou). This method allows us to gather quantitative data through a statistical method, in the sense that we have presented the

results of the analysis of the activities in numerical data. Then, we have converted the findings of the teachers' interviews into numerical data. The interpretation and discussion of the findings is conducted using a qualitative content method relying on a theoretical framework which consists of the principles of teaching functional language and communicative competence.

Structures of the dissertation

This dissertation is structured following the traditional complex type of organization. That is to say, the dissertation consists of six main sections. The first is "*General introduction*". It introduces the topic of our study and the issue under study. The second is "*the literature review*" which aims at reviewing the notion of competence mainly communicative competence; the principles of teaching functional language and communicative competence; and highlighting the theoretical underpinnings of communicative language teaching and competency based approach which are said to be the approaches followed in design in the Algerian EFL textbook "Getting Through". Then, we have defined the two skills of listening and speaking; and we have highlighted their roles as communicative activities in teaching a foreign language as a means of communication and executing different functions. Besides, this part also provides the characteristics and principles of communicative listening and speaking tasks as specified by Nunan (1989)and Lou-Leaver & B. Willis.R. (2004). The latter is used as a framework against which the listening and speaking activities of Getting Through are evaluated.

The third section "*Research Design*" consists of the research methodology followed in our study. In this chapter, we have explained deeply the method that we have followed and the tools we have used in gathering the data which are as follows:

- The Algerian EFL textbook "Getting Through".

- A checklist adopted from the characteristics and principles of communicative listening and speaking tasks proposed by Nunan Davis (1989) and Lou-Leaver & B. Willis.R. (2004)

- Interviews of the teachers.

Furthermore, we have explained the procedure which we have followed to analyse and interpret the findings. The fourth section is "*Presentation of the Findings*". It consists of the presentation of the data in forms of tables, bar charts, and pie charts to make the findings more visible. As concerns the fifth section, it is "*Discussion of the Findings*" which is empirical. It aims at discussing the data collected against the theoretical framework and the literature review advanced in the first chapter. Finally, the work ends with a *"General Conclusion"* where we have summarized the most important outcomes of the study; and recommendations and suggestions for further studies.

Introduction:

This chapter consists in the review of the literature that is designed to account for the major works related to the teaching of functional language through listening and speaking activities. It is divided into three sections. The first section deals with the notion of competence, and communicative competence as the major goal of communication based approach to teaching English as a foreign language, also the functional approach to teaching EFL. The second section aims at reviewing briefly the history of Competency Based Approach which is said to be the approach followed in designing the Algerian EFL textbook "Getting Through". The latter is going to be used as a corpus for our investigation.Most important, CBA is the approach which is used to teach language as a function. The third section of this chapter deals with listening and speaking skills, and their importance in teaching English as a foreign language to make learners effective communicators, able to function and perform in real life situations. This section also provides the basic principles and characteristics of communicative listening and speaking tasks, that are used to design our checklist to evaluate the speaking and listening activities in Getting Through.

1.1 The notion of competence

Within the educational reform in Algeria, the term "competence" has been a part of this move. Therefore, it is important to clarify this notion.Competence is defined by Richards &Schmidt(2010: 103) as "*the essential skills, knowledge and behaviour required for the effective performance of real world task or activity*". In more proper words, it is an individual's psychological character which is having the necessary ability, authority, skill and knowledge. It refers to a person's ability to understand and do a given task in an appropriate and effective way consistent with the expectations for

a person qualified by education and training in a particular profession or specialty (Kaslow, 2007)

Accordingly, DeSeCo(2001) defines competence as *"a system of internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and also social behavioural components such as attitudes,emotions for successful realization of activity in a particular context"*.From the definition of DeSeCo, we can set six kinds of competencies. They are as follows:

- Autonomous competence: This involves cognitive strategies which are required to perform cognitive activities and apply the acquired knowledge and skills to processing information, adapting and transforming knowledge, to construct knowledge and judgments.

- Interactive competence which concerns the effective use of communication tools and personal resources.

- Social competence which is an integral personal system of knowledge, skills, verbal and non-verbal communicative strategies that permit to function effectively in social setting.

- Linguistic competence: a competencewhich includes: lexical competence, grammatical competence, semantic competence, phonological competence, and orthographic competence.

- Strategic competence: refers to a person's ability to keep communication going despite the breakdowns that may occur in a conversation.

- Pragmatic competence: refers to the ability to use language appropriately in different social situations.

1.1.1 Communicative competence.

As we are dealing with teaching functional language; that is, teaching language to communicate and to function effectively in a social setting, it is necessary to speak about communicative competence in foreign language teaching and learning. In this part, we will try to clarify and explain the approach of communicative language teaching. The term"communicative competence" is coined by Dell Hymes in 1972 as a reaction to the Chomsky's (1956) notion of linguistic competence. Hymes was the first to point out that linguistic competence alone does not provide a place for competence in language use. Hymes observes that *"a normal child acquires knowledge of sentences not only grammatical, but also as appropriate. He/she acquires competence as to when to speak, when not, and as what to talk about, with whom, when, where."*(Hymes1972: 227). In other words, communicative competence is a wide concept including not only linguistic knowledge, but also sociolinguistic codes and rules of using such codes.

As pointed out in Richards and Rodgers (2001), this competence according to Hymes consists of the knowledge of language and the ability to use this knowledge appropriately. This includes the following:

- "Whether (and to what degree) something is formally possible.

- Whether (and to what degree) something is feasible in virtue of the means of implementation available.

- . Whether (and to what degree) something is appropriate (adequate,successful) in relation to a context in which it is used and evaluated.

- . Whether (and to what degree) something is in fact done, actually performed, and what its doing entails"

Accordingly, Hymes emphasizes that:

> Communicative competence is what enables the person to perform appropriately in speech events. It includes not only grammatical competence, which allows a

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person to judge to what degree something is formally possible, but also the competence to judge feasibility, appropriateness, and to what degree something is in fact done. (Cited in Riley, 1996: 115).

Therefore, Communicative competence for Hymes includes the whole of linguistic competence andthe knowledge of the rules and conventions for using language items in contexts.

1.1.2 Communicative competence in foreign and second languageteaching

Relaying on Dell Hymes' (1972)communicative competence, Canale and Swain (1980) explained this notion as a compound term that consists of knowledge and skills required for communication. According to them, knowledge has to do with the mastery of language as a system and the knowledge of how to use that system in a social context in order to communicate effectively. For Canale and Swain, communicative competence consists of four components:

- Grammatical competence: This is the knowledge of the linguistic code that consists of grammar, vocabulary, spelling, pronunciation, etc.

- Sociolinguistic competence: This competence, as Hymes affirmed, cannot be limited to the linguistic knowledge. Hence Sociolinguistic competence is also important. It is the knowledge of the socio-cultural code of the language use. That is, to be aware of the rules of culture and social principles of the language we use. This accounts for using language to show,for example, politeness.

- Discourse competence: It refers to the capacity to make use of language in a cohesive and coherent way.

- The strategic competence: It refers to the different techniques, either verbal or non-verbal ones, used to start, finish, repair and maintain a conversation and to overcome the obstacles that may occur in the process of communication. Thus, to reach successful communication.

According to Larsen Freeman (1990), the main goal of language teaching is to make students able to communicate successfully. However, this only can happen when the students know the language as a system (grammatical competence). The knowledge of language, however, is not sufficient to communicate effectively; learners should know how to perform in a coherent and cohesive way (discourse competence). They should also know how to choose the appropriate form of language according to a given social context (sociolinguistic competence). Indeed, EFL students may meet problems of language; however the lack of knowledge about language can be overcomed by other techniques, that is, learners should know how to manage to make the conversation goes smoothly and to make their messages understood. Hence the four components cited above are complementary and they play an importantand crucial role for EFL learners to be communicatively competent.

Another model of communicative competence has been suggested by Bachman (1990). This model is meant to expand Canale and Swain's model. It makes a distinction between two kinds of knowledge, which are in turn divided into other sub-categories.

    I.   Organizational knowledge: It refers to the knowledge of how utterances or sentences are organized. That is, the knowledge of the structure organization. It consists of:

- Grammatical knowledge: This is the same as the grammatical competence in Canale and Swain's (1980) model explained above. That is, the knowledge of the linguistic code.

- Textual knowledge: It is just like the discourse competence of Canale and Swain's model.

    II.   Pragmatic knowledge: It refers to the ability to relate language as a system to the socio-cultural settings. This knowledge has to do with relating the language

to the user's intentions according to a given context. This kind of knowledge entails:

- Lexical knowledge: That is the knowledge of words' meanings either literal or figurative.

- Functional knowledge: It refers to the mastery of the relationship between the utterances and the purposes for which they are used.

- Sociolinguistic knowledge: It is just like the sociolinguistic competence discussed above.

Before this, Widdowson (1978), viewed language learning not only as acquiring the rules of grammar, but also as acquiring the ability to use language to communicate. He claims that: "*We do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also how to use sentences appropriately to achieve communicative purposes*"(Widdowson, 1978). In order to make a distinction between the linguistic competence and the communicative competence, Widdowson distinguishes between the two notions: "*usage*" and "*use*". While usage is the manifestation of the knowledge of the language system; that is, the ability to produce correct sentences; use is the realization of language system as a meaningful communicative behaviour, that is, the ability to use the knowledge of rules for effective communication.

1.2   The Functional Approach to Language

Functionalism, as defined by Allen (2007: 254) means that"*linguistic structures can only be understood and explained with reference to the semantic and communicative functions of language, whose primary function is to be a vehicle for social interaction among human beings*".

The term "Functional" was derived from the "systemic Functional Theory" or "Systematic Functional Linguistics" (SFL) which is an approach to language description

developed by M.A.K Halliday during the 1960s. The functional approach to language holds that language is part of almost every aspect of our lives. Language, as defined in the functional approach, is a means that we use to construct meaning for a wide variety of purposes. Halliday(1978) views language as a system of meaning potential. i.e. a set of semantic options available to the language user who chooses a given option according to the function he/she wants to convey. For example, a learner chooses a given form of language when speaking to his/her teacher. For instance, to use modals which express politeness.Halliday (1978) claims that the semantic options are the realization of social behaviour options. He adds that the internal organization of language is not an accidental one, but it involves the functions that serve the life of social one. In other words, the choice of the structures of language we use is not a random one; rather it depends on our needs in our daily life.

Halliday (1969) suggests the basic functions that language comes to fulfill in the life of every child. They are seven:

- Instrumental function: It refers to the use of language to express one's needs.

- Regulatory function: It is the use of language to control events and to tell others what to do.
  Interpersonal function: It is the use of language to interact with others.

- Personal function: it refers to the use of language to express feelings, opinions, …etc.

- Heuristic function:It refers to the use of language to acquire knowledge, to learn about the environment.

- Imaginative function:It is the use of language to create a world of imagination.

- Representational function: It is the use of language to represent reality, and to communicate facts and information.

Indeed, the term "function" is used to refer to the purpose that we accomplish with language. Halliday (1973) explains that language is a means to fulfill different functions. He emphasizes the study of language in social context. Then proposes three metafunctions of language. They are as follow:

- Ideational metafunction : This metafunction refers to the use of language to talk about our experience of the world, to describe events. In more proper words, language serves as a cording system which deals with the relation between man and nature.

- Interpersonal metafunction :It refers to the use of language to interact with others, to establish and maintain relations with them, to please them, to anger them, and influence their behaviour, to get their help or sympathy. In other words, language servers as a medium between individuals.

- Textual metafunction :It refers to the organization of elements of language, and how messages are structured. According to Halliday, this metafunction is realized through a thematic structure; that is, theme and rheme. We find the old information in the theme which serves as a starting point for the clause. The new information is set to be in the rheme(Halliday: 1973).

Halliday&Hasan(1985), in their study of language, focuson the importance of context in language. Therefore, they have developed an analysis of context in terms of: Field, tenor, and mode. These three elements help to explain the importance of social settings in language use.

- Field: It refers to the subject of language use. It may be similar to the term domain. It answers the questions what is happening, to whom, where and when, why it is happening.

- Tenor: It refers to the social relation existing between the users of language in a given situation. It includes relations of formality and power. It influences strongly

the choices of language; hence it affects the structures and the strategies chosen to communicate.

- Mode: it describes the way the language is being used in the communication, including the medium (spoken, written, written to be spoken, etc.)

1.3   Communicative Language Teaching

Communicative language teaching (CLT) is an approach to foreign and second language education that accounts for the teaching of language as communication and function. Richards (2006) viewed CLT as a set of principles and objectives of language teaching. This involves the teaching process and activities that help learning. According to him, CLT aims mainly at teaching communicative competence. Berns(1984) viewed that the field of communicative language teaching requires the focus on form along meaning in social context. He claimed that language is an interpersonal activity that has a fundamental relation with society. Therefore, the teaching of language should focus on how to use and to function with language in context. Widdowson (1978), on his part claims that the major aim of CLT is to teach the communicative aspect of language.

According to Richards (2006), communicative language teaching involves the following aspects:

- The ability to use language to fulfill a set of various purposes and functions.

- The ability to use language according to the context and setting and participants.

- The ability to produce and understand different types of context.

- The ability to maintain a conversation, and to overcome the obstacles and language limitations.

Indeed, language learning, as pointed-out in Richards (2006), is a result of a process that includes a collaborative learning where there is a meaningful and purposeful communication between learners, and negotiation of meaning.

Littlewood (1981) proposed a framework of CLT which involves two main kinds of activities which are Pre-communicative activities, and communicative activities. The former includes structural activities and quasi-communicative activities. The latter involves functional communication and social interaction. According to Littlewood (1981), Pre-communicative activities are a kind of activities where the learner practices his/her knowledge of language structure in social contexts in the classroom. However, communicative activities is a kind of activities that emphasizes the learner's abilities in communication. They include functional activities, social interaction activities. This kind of activities make learners learn how to overcome problems and to pay attention to the roles of each individual involved in the communication.

Wilkins (1976) attempted to show the systems of meaning which underlies the communicative use of language. He describes two categories of meanings:

- Notional categories: A notion is a particular context in which individuals communicate. Notional categories are concepts such as time, sequence; quantity, location, frequency.

- Functional categories: A function is a specific purpose that the user of language wants to accomplish in a given context of communication. The functional categories deal with requests offers, complaints, invitation... etc.

- **1.4 History and definitions of Competency-Based Approach**

Competency Based Approach has a long history which is linked with the philosophical foundations and approaches in educational and learning theories. This approach goes back to

the 1960s. It is indeed derived from CBE (competency based education) which is, according to Guskey (2005), an educational movement which emerged in the United States of America in 1960s. It defines educational goals in terms of measurable description of the knowledge, skills, and behaviour that learners should gain at the end of the program. The US Office of Education (1978) has reported that CBE is a performance-based approach that seeks the mastery of basic life skills which are important for the individual to function effectively in society. In other words, CBE is a functional approach that focuses on life skills, and evaluating those skills in terms of the learners' performance. It focuses on what learners should be able to do.Accordingly, Nunan (2007) has pointed out that CBE defines the objectives in terms of performance by which output is emphasized rather than input. That is to say, it defines behavioral or performance objectives.

The applications of the principles of competency-based education on language teaching and learning have brought what is called Competency Based Language Teaching (CBLT). According to Richards and Rodgers (2001), CBLT focuses on outcomes of learning. Just like CBE, CBLT advocates defining educational goals according to precise measurable descriptions of knowledge, skills, and behaviour learners should possess at the end of a program. Indeed, CBLT *"focuses on what learners are expected to do with language"* (Richards and Rogers 2001: 141).

CBA is defined by Richard and Rodger (2001) as an approach which focuses on the outcomes of learning. It addresses what the learners are expected to do rather than what they are expected to learn about language. The CBA advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviours that students should possess at the end of a course of study. Therefore, it is an approach to teaching and learning often used in learning concrete skills rather than abstract learning. It is based on linking learning fulfilled at schools to different relevant contexts in use in order to make the learning

durable and useful. In other words, learners are required to gain competencies and abilities to perform efficiently in their daily lives.

1.4.2 Objectives of Competency-Based Approach to language teaching.

As reported by Rich.B, et al (2005) *"CBA aims at making learners effective and competent language users in real-life situations outside the class room"*(At The Crossroads 2005: 11). That is, the purpose of CBA is to form competent citizens able to use language effectively. It emphasises on what learners are expected to do with their language as Richards and Rogers (2001) affirm.

In addition to acquiring the primary skills (writing, reading, listening, and speaking), CBLT aims at developing learners' social skills (inviting friends, writing a letter, etc.) through a contextualized learning environment. In other words, it aims at developing the "Know how to do" in learners. It also aims at making them able to solve the problems that they may encounter in their social settings. This approach views knowledge as a process that should be manifested in real-life situations. Therefore, it aims at making the course obtainment workable. In other words, it seeks to make the knowledge obtained at school valuable, in the sense that students will benefit from their learning outside the classrooms. (First Year Middle School Teachers' Guide, 2003)

With regards to the teaching of language mainly, CBLT seeks to develop social skills and language functions to help learners to act effectively in real life contexts, to develop communicative skills in learners, and make them able to use the language to express themselves meaningfully by making themselves understood (Richards & Rodgers 2001). Moreover, CBLT aims at enabling learners to interact orally, to interpret oral or written texts, and to make oral or written messages. (Paul 2008, Richards & Rodgers, 2001, Wong, 2008). As it is motioned in The Arab World English Journal (2012) *"the learner should achieve a certain communicative competence that enables him to communicate effectively"*.

1.5 Listening and speaking

In this part, we are going to speak about listening and speaking since our investigation is conducted on listening and speaking activities. Therefore, it is wise to deal with them. It has been reported that teaching speaking and listening skills have an important place in language curriculum throughout the world (Richards 2008).

1.5.1 Listening

Listening is defined in the Cambridge dictionary (2016) as *"the act of giving attention to someone or something in order to hear him or her, or it is one of the main four language skills that vehicles messages in language communication."* Rost (2002) states that listening is the cognitive ability of messages decoding, comprehending and communicating effectively withothers.Hamouda (2013) pointesout that listening is essential not only as receptive skill but also to the development of spoken language proficiency.

Listening is the first receptive skill which helps learners to acquire any language. It plays a vital role in learning a language for communicative purpose. Dr.Renukdevi (2014) asserts that the studies conducted on language acquisition skills have proved that we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing.Accordingly, through listening, students learn vocabulary, grammar, word-order, rhyme, and intonation. In other words, learners build their model of language through listening.

1.5.2 Speaking:

Speaking is defined in the Cambridge dictionary (2016) as "*the act of saying words, using voice or having a conversation with someone. It is one of the two productive skills in a*

language teaching": Nunan (2003) asserts that speaking consists of producing systematic verbal utterances to convey meaning. Burns and Joyce (cited in Torky, 2006) defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its meaning depends on the context in which it occurs, the participants, and the purposes of speaking.

Speaking is fundamental to human communication. That is to say, the use of language is an activity which takes place in all parts of our daily life. We use language in a variety of situations. People using a foreign language at their work places, for instance, are supposed to speak correctly and effectively in-order to communicate well with one another. Indeed, by teaching speaking, students learn forms of grammar, they discover new words, and they train to communicate effectively in real life situations. It is reported in the KAFU Academic journal (2014) that communicative efficiency is the goal of teaching speaking skills. Hence, learners should try to avoid ambiguities which may due to faulty pronunciation, grammar, or vocabulary in each communication situation.

1.5.3 Speaking and listening as communicative, and functional skills

The Aim of teaching any language, as mentioned above, is communicating in that language. Indeed listening and speaking skills co-occur in real-life discourse. Therefore it is important to learn the two skills as being communicative and functional skills. The following will provide the characteristics and principles of listening and speaking tasks that serve as a theoretical framework for this study. In fact, a checklist to evaluate the listening and speaking activities in Getting Through is drawn from this framework.

Nunan (1989) claims that a successful listening involves the following:

- The ability to divide the speech to meaningful words and phrases.

- The ability to recognize word classes.

- The ability to relate the messages heard to the background knowledge.

- The ability to identify the rhetorical and functional intent of an utterance.

- The ability to identify the information focus and emotional attitudes through interpreting rhyme, stress, and intonation.

- The ability to grasp the important information, without necessary understanding of every word.

As regards speaking, Nunan (1989) adds that an effective oral communication involves:

- Developing the ability to articulate the phonological features of language including stress, rhyme, and intonation.

- Developing a standard degree of fluency.

- Developing transactional and interpersonal skills.

- Developing the ability to manage an interaction.

- Developing the ability to negotiate the meaning and the purpose on a conversation.

- Developing the ability to use appropriate conversational fillers.

As we are dealing in this part with the extent to which speaking and listening activities help learners to accomplish their task as effective communicators in social context. It is necessary to speak about the characteristics which make of an activity or a task a communicative one.

Nunan(1989) has pointed out that activities specify what learners will actually do with the input which forms the point of departure for the learning task. According to Clark (cited in Nunan 1989), communicative activities should be the kind of activities that make learners capable of:

- Solving problems through social interaction.

- Establishing and maintaining relationships; and discussing topics through exchanging information, ideas and feelings.

- Looking for information for a given purpose.

- Listening or reading information, then processing it and using it in some way.

- Listening to or reading a story, poem…etc.

- Creating an imaginative text.

Lou-Leaver & Willis (2004), in their turn, have suggested principles and characteristics of a communicative task. Before we deal with them, it is important to explain what is "task". Nunan has defined it as: "a *piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting …*" (1989:10). Indeed, the central component of a communicative task, as argued by Lou-Leaver & Willis (2004), is context. The latter involves setting, participants, topic, and purpose. They have added that the objective of a communicative task is always functional. In more proper words, a task serves learning how to function effectively in social settings.

Accordingly, Lou-Leaver & Willis (2004) argue that a task is communicative when it meets the three following principles:

- The informational transfer principle: which is the learners' ability to convey and understand the content of information in a form that differs from the original one.

- The informational gap principle: It is a principle that involves the transmission of information or conveying messages from a person to another.

- The functional principle: It is a type of social interaction that has little information, yet it is communicative. For example, greeting, apologizing, excusing, etc.

Lou-Leaver & Willis have suggested some characteristics of a communicative task. They are as follows:

- "Does this task involve all the students?

- Is this task based on pair or group work?

- Does this task require students to interact in context?

- Are the materials aural/oral, visual or both?

- Do they include an element of fun?

- Do they allow students to interact with one another?

- Is language specified in relation to speech event components (i.e. , who is speaking, to whom, about what, with what purpose)

- Are the learners engaged in this task with full understanding of the roles they and their partners are playing in the interaction and the reason for communication?" (Lou-Leaver & Willis, 2004: 110)

Accordingly, a Communicative task should be close to real-world where there is interaction between individuals in real contexts. It should also help the learner to learn how to communicate in different settings with different people.

Conclusion

To sum up, this chapter has put a focus on the important notions related to our research work.We have tried to explain the notion of competence, namely communicative competence, and the functional approach to language and foreign language teaching. This chapter also, reveals the theoreticalunderpinnings of both of approaches of language teachingwhich are CLT, and CBA. Since we are going to deal with the analysis of listening and speaking activities in the Algerian English Language textbook "Getting Through", we have tried to give clear definitions for the two skills listening and speaking; and we have tried to make a link between the two skills and language as function and communication in EFL classes. Finally, we have introduced a theoretical framework against which our study we will be conducted.

Introduction:

This chapter is concerned with the research design of the study. It comprises three parts. The first one deals with a description of the method used in our research which is qualitative and quantitative method.The second part is concerned with the description of the data collection procedure which consists in the presentation of the corpus of the study, which is the EFL textbook "Getting Through", a checklist which was adopted from Nunan (1989) and Lou-leaver &Willis (2004) to evaluate speaking and listening activities in the textbook, and the interviews with teachers. The third part deals with a description of the data-analysis procedure, which will be followed to analyse the findings through statistical analysis.

2.1 Research Method:

The present study aims at evaluating the extent to which speaking and listening activities in "Getting Through" meet the principles of teaching functional and communicative language, and help learners to communicate and function in real life contexts. To reach thisaim, we have followed a mixed method approach. The latter is defined by Greene Jennifer (as cited in Johnson et al 2007: 119) as:

> Mixed method inquiry is an approach to investigating the social world that
> ideally involves more than one methodological tradition and thus more than
> one way of knowing, along with more than one kind of technique for gathering,
> analyzing, and representing human phenomena, all for the purpose of better
> understanding (Johnson et al 2007: 119)

In other words, the mixed method research is a method for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study.

Our choice of using this approach is not a random one, but rather because it allows us to gather objective data through using a quantitative method in evaluating the textbook activities and in analyzing the interview. Furthermore, it enables us to deeply analyze the

findings and interpret them using a quantitative method and a qualitative one to discuss them later. Hence, it provides us with a better understanding of the issue.

2.2 Procedure of Data Collection

In order to answer our research questions, we are going to analyze the L/S activities in each unit of the EFL textbook "Getting Through". So this section consists in a description of "Getting Through" and a checklist that is used to evaluate the L/s activities. Besides it provides also a description of the interviews with teachers.

2.2.1 Description of the textbook "Getting Through"

"Getting Through" is an official textbook which is designed by the Algerian Ministry of Education for learners of second year of secondary education. As pointed out in the ELTAlgeria-Official documents, the textbook "Getting Through" is designed following the principles of Competency Based Approach.

Structure of the textbook: "Getting Through" comprises 207 pages. The first page of this textbook shows the title of the book and the names of the designers. While the second and third pages show the content of the textbook. In pages number: four, five, six and seven we find descriptions of the textbook provided for both the student and the teacher. In the pages number: eight, nine, ten, eleven, twelve, and thirteen we find the book map. From page 179 to page 186, we find scripts which serve the listening activities. Finally we find from grammar reference from page number 187 to page 207.

The front cover   the back cover

Figure1: the front and the back cover of "Getting Through"

Content of the textbook: "Getting Through" consists of eight units. Each unit covers a given topic as shown in the table below. Every unit is divided into Language Outcomes, which is divided into Grammar, Vocabulary, and Pronunciation. And into Skills Outcomes which is divided into Functions and Skills. As concerns the type of activities, we find in each unit: Discovering Language, Practice, Say it Loud and Clear, Working with Words, Listening and Speaking, Reading and Writing, Putting Things Together, Where Do We Stand Now? Exploring Matters Further.

Unit One	Signs of the time.
Unit two	Make place.
Unit three	Waste not, want not.
Unit four	Budding scientific.
Unit five	News and tales.
Unit six	No Man is an island.
Unit seven	Science or fiction.
Unit eight	Business is business.

Table1: Teaching units of the EFL textbook "Getting Through"

In order to collect data from the EFL textbook "Getting Through", we have used a checklist (see appendix 1) which is adapted from a theoretical framework as discussed in the previous chapter. A checklist is defined byTavakoli, Hassein (2012:5) as "*a set of question that present number of possible answers and the respondents are asked to check those that apply*".Indeed, the checklist we have used in the analysis of the L/S activities is composed of eight main principles which are required to be found in a communicative and functional L/S activity.

2.2.2 Description of the checklist

Evaluation Checklist is defined by Daniel Stufflebeam (1971) "*designed to assess and evaluate a program or material to sort out its strengths and weaknesses*" (cited in Nunan 1992: 193). In order to analyze the L/S activities in "Getting Through", we have drawn a checklist relying on the theoretical framework that we have discussed in the previous chapter. The checklist consists of eight principles which target the teaching of functional language and communicative competence (see appendix 1).

The checklist is drawn from the two theoretical frame works: Nunan (1989) and Louleaver &willis (2004). It aims at evaluating the L/S activities: whether they target the teaching of functional language and communicative competence or not.

2.2.3 Interview

In addition to the analysis of the L/S activities, structured interviews have been conducted with EFL teachers who teach with the textbook "Getting Through" in order to complete the findings gathered from the analysis of the textbook's listening and speaking activities. An interview is defined in Longman Dictionary of Language Teaching and Applied Linguistics (2010:298) as "*a conversation between an investigator and an individual or a group of individuals in order to gather information*".

Context of Interviews

The interviews are structured ones. They were conducted in Tizi-Ouzou. Three teachers were interviewed in the Secondary School *LalaFatmaN'Soumer* on 11th May 2016 at 10:00 am. In the same day, two teachers were interviewed in the Secondary School *El khansa* at 13:00 pm. Three other teachers were interviewed in the secondary School *Lycée D'enseignement Polyvalent Ouagnoun* on 15th May 2016 at 11:00 am.

Interviewee's profile.

The participants are teachers of English Language who have been teaching with the EFL textbook "Getting Through" for at least 3 years.

Description of the interviews.

The interviews were done face to face with the teachers who kindly accepted to take part in it, after we have made clear the objective of interviewing them, and after having ensured them about ethical principles. The participants were asked close ended question which have fixed order. The questions were asked in order to know whether the L/S activities in "Getting Through" really help the learners to be effective communicators in real life situations (see appendix 2).

2.3 Procedure of data analysis

This section covers the methods that this study relies on to analyze the collected data. It begins with listening and speaking as functional and communicative skills. Then, it presents content analysis which is used to interpret the results of the evaluation of the textbook activities and the teachers' interviews. It ends with the statistical methods that are used to present the outcomes of the analysis of both the L/S activities and the teachers' interviews.

2.3.1 Speaking and listening as functional and communicative skills.

To analyze the listening and speaking activities in "Getting Through" , we have opted for Nunan's (1989) description of the principles and characteristics of communicative listening and speaking tasks, as well as Lou-Leaver& B. Willis'(2004) principles of communicative tasks. Indeed, we have drawn a checklist which consists of eight principles from these two theoretical frameworks. Then, we have used the checklist to evaluate the L/S activities in "Getting Through".

2.3.2Content analysis

Content analysis is defined by Holistias*"a technique for making inferences by systematically and objectively identifying specified characteristics of messages"* (1969: 14). It is defined by Richards &Smidth(2010: 124) as *"a method used for analyzing and tabulating the frequency of topics, ideas and opinions in written and spoken conversations"*. Content analysis is used in our study in order to analyze both the activities of the textbook and the teachers' interviews. In our content analysis, we have analyzed the data by making reference to the theoretical framework that we have mentioned in the previous chapter.

Conclusion

This chapter highlights the methodological procedure that we have followed to answer our research questions. First, it has presented the research method which is both quantitative and qualitative. Then it has presented the data collection procedure. Finally, it has showed the data analysis procedure which is both quantitative and qualitative.

Introduction:

This chapter is empirical. It is concerned with the presentation of the findings that are sorted out: First, from the analysis of the listening and speaking activities in the EFL textbook "Getting Through". The results are represented in percentages; and displayed in a bar chart and a pie chart. This makes the results more visible. Second, from the analysis of the interviews with 8 English language teachers who teach with "Getting Through".

3.1   Presentation of the results of the analysis of the listening and speaking activities in "Getting Through"

This part is concerned with the presentation of the results of the analysis of the L/S activities in the Algerian EFL textbook "Getting Through". The results are displayed for each unit separately.

- **Unit one:**

	P1	P2	P3	P4	P5	P6	P7	P8	The total
A1	×	×	×		×				4/8
A2	×		×		×			×	4/8
A3	×		×		×	×		×	5/8
A4						×		×	2/8
A5	×	×	×	×	×	×			6/8
A6	×	×	×	×	×	×			6/8

Table2: The results of the analysis of the L/S activities for unit 1.

The results of our analysis which are displayed in the above table are converted to percentages as shown in the following table.

The number of the activity	The extent to which each activity meets the principles of the checklist	The extent to which each activity meets the principles of the checklist in relation to the whole L/S section
Activity one	50%	8.34%
Activitytwo	50%	8.34%
Activitythree	62.5%	10.41%
Activity four	25%	4.17%
Activity five	75%	12.5%
Activity six	75%	12.5%

Table 3: The extent to which each activity in unit one meets the principles of teaching FL and CC.

Unit two :

	P1	P2	P3	P4	P5	P6	P7	P8	The total
A1	×	×	×	×	×	×			6/8
A2					×	×	×	×	4/8
A3			×	×	×	×			4/8
A4	×		×		×	×		×	5/8
A5	×				×	×	×	×	5/8
A6	×		×	×	×	×	×	×	7/8
A7	×	×	×	×	×	×			6/8
A8	×	×	×	×	×	×			6/8
A9	×	×	×	×	×				5/8
A10	×	×	×						3/8
A11	×	×	×	×	×	×			6/8

Table4:theResults of the Analysis of the L/S Activities for Unit 2.

The results of ouranalysiswhich are shownin the tableabove are converted to percentages as shown in the following table.

The number of the activity	The extent to which each activity meets the principles of the check list	The extent to which each activity meets the principles of the check list in relation to the whole L/S section.
Activity one	75%	6,81%
Activity two	50%	4,54%
Activity three	62,5%	5,68%
Activity four	62,5%	5,68%
Activity five	62,5%	5,68%
Activity six	87,5%	7,95%
Activity seven	75%	6,48%
Activity eight	75%	6,48%
Activity nine	62,5%	5,68%
Activity ten	37,5%	3,40%
Activity elven	75%	6,48%

Table 5: The extent to which each activity in unit 2 meets the principles of theacing FL and CC.

The above tables display a quantitative evaluation of the extent to which the L/S activities meet the principles of the check list which is 50% or above, as shown clearly in the table 4.

- **Unit three:**

	P1	P2	P3	P4	P5	P6	P7	P8	The total
A1									0/8
A2			×			×		×	3/8
A3							×	×	2/8
A4		×	×	×	×				4/8
A5	×						×		2/8
A6	×	×	×	×	×				5/8

Table6: The results of the analysis of the L/S activities for unit 3.

The results of ouranalysiswhich are shown in the table above are converted to percentages as displayed in the following table.

The number of the activity	The extent to which each activity meets the principles of the checklist	. The extent to which each activity meets the principles of the check list in relation to the whole L/S section.
Activity one	0 %	0 %
Activitytwo	37,5 %	6,25 %
Activitythree	25 %	4,16 %
Activity four	50 %	8,33 %
Activity five	25 %	4,16 %
Activity six	62,5 %	10,41 %

Table7: The extent to which each activity in unit 3 meets the principles of the teaching FL and CC.

The above tables display a quantitative evaluation of the extent to which the L/S activities meet the principles of the checklist. Indeed the activities vary from 0% to 62.5% whichis the highest percentage in this unit.

Unit four:

	P1	P2	P3	P4	P5	P6	P7	P8	The total
A1			×			×			2/8
A2	×		×		×	×		×	5/8
A3	×		×		×	×			5/8
A4	×	×	×	×	×	×			6/8
A5	×	×	×		×	×			5/8
A6	×	×	×			×			4/8

Table8: The results of the analysis of the L/S activities for unit 4.

The results of our analysis which are indicated in the table above are converted to percentages as displayed in the following table.

The number of the activity	The extent to which each activity meets the principles of the checklist.	The extent to which each activity meets the principles of the checklist in relation to the whole L/S section

Activity one	25 %	4,16 %
Activitytwo	62,5 %	10,41 %
Activitythree	62,5 %	10,41 %
Activity four	75 %	12,5 %
Activity five	62,5 %	10,41 %
Activity six	50 %	8,33 %

Table9: The extent to which each activity, in unit 4, meets the principles of teaching FL and CC.

A quantitative evaluation of the extent to which the L/S activities meet the principles of the checklist is displayed clearly in the table above.The results vary from 25% to 75%.

- **Unit five:**

	P1	P2	P3	P4	P5	P6	P7	P8	The total
A1	×	×	×	×		×			5/8
A2	×	×	×		×	×		×	6/8
A3	×	×	×			×			4/8
A4	×	×	×	×	×	×		×	7/8
A5	×	×	×	×	×	×		×	7/8
A6	×	×	×	×	×	×			6/8

Table10 : The results of the analysis of the L/S activities for unit 5.

The results of ouranalysiswhich are shown in the table above are converted to percentages as indicatedin the following table.

The number of the activity	The extent to which each activity meets the principles of the checklist.	The extent to which each activity meets the principles of the checklist in relation to the whole L/S section
Activity one	62,5 %	10,41 %
Activitytwo	75 %	12,5 %
Activitythree	50 %	8,33 %
Activity four	87,5 %	14,58 %
Activityfive	87,5 %	14,58 %
Activity six	75 %	12,5 %

Table 11: The extent to which each activity in unit 5 meets the principles of teaching FL and CC.

The above tables display the percentages that show clearly the extent to which the activities lack the checklist's principles which are 50% or above.

Unit six:

	P1	P2	P3	P4	P5	P6	P7	P8	The total
A1	×				×				2/8
A2			×			×		×	3/8
A3			×			×		×	3/8
A4	×	×	×	×	×	×			6/8
A5	×	×	×			×			4/8

Table12: theresults of the analysis of the L/S activities for unit 6.

The results of our analysis which are displayed in the table above are converted to percentages as shown in the following table.

The number of the activity	The extent to which each activity meets the principles of the check list	The extent to which each activity meets the principles of the check list in relation to the whole L/S section
Activity one	25%	5 %
Activitytwo	37,5 %	7,5 %
Activitythree	37,5%	7,5%
Activity four	75 %	15 %
Activity five	50 %	10 %

Table 13: The extent to which each activity in unit 6 meets the principles of teaching FL and CC.

As indicated in the above tables which represent a quantitative evaluation of the extent to which the L/S activities meet the principles of the check list, the percentages are to be between 25% and 75%. However, the percentage under 50% is repeated three times.

Unit seven:

	P1	P2	P3	P4	P5	P6	P7	P8	The total
A1	×	×	×	×	×	×			6/8

	P1	P2	P3	P4	P5	P6	P7	P8	The total
A2	×		×	×	×	×		×	6/8
A3	×		×		×	×		×	5/8
A4			×				×	×	3/8
A5	×	×	×	×	×	×			6/8
A6	×	×	×	×	×	×			6/8
A7	×	×							2/8
A8	×	×		×					3/8

Table14: The results of the analysis of the L/S activities for unit 7.

The results of our analysis which are indicated in the table above are converted to percentages as shown in the following table.

The number of the activity	The extent to which each activity meets the principles of the checklist	The extent to which each activity meets the principles of the checklist in relation to the whole L/S section
Activity one	75%	9,37 %
Activity two	75%	9,37 %
Activity three	62,5%	7,81 %
Activity four	37,5%	4,68 %
Activity five	75%	9,37 %
Activity six	75%	9,37 %
Activity seven	25%	3,12 %
Activity eight	37,5%	4,68%

Table15: The extent to which each activity in unit 7meets the principles of teaching FL and CC.

The above tables present a quantitative evaluation of the extent to which the L/S activities meet the principles of the checklist, which is above the average. The results vary from 25% to 75%.

- **Unit eight:**

	P1	P2	P3	P4	P5	P6	P7	P8	The total
A1		×	×						2/8

A2	×			×	×	×		×	**5/8**
A3	×			×	×	×		×	**5/8**
A4	×	×	×	×	×	×			**6/8**
A5	×	×	×	×	×	×			**6/8**
A6						×			**1/8**
A7	×	×	×	×	×				**5/8**

Table16: the Results of the Analysis of the L/S Activities for Unit 8.

The results of our analysis which are indicated clearly in the table above are converted

to percentages as displayed in the following table

The number of the activity	The extent to which each activity meets the principles of the checklist.	The extent to which each activity meets the principles of the checklist, in relation to the whole unit.
Activity one	25 %	3,57 %
Activity two	62,5%	8,92 %
Activity three	62,5%	8,92 %
Activity four	75 %	10,71 %
Activity five	75 %	10,71 %
Activity six	12,5 %	1,78 %
Activity seven	62,5 %	8,92 %

Table17: The extent to which each activity in unit 8 meets the principles of teaching FL and CC.

The tables represent a quantitative evaluation of the extent to which the L/S activities

meet the principles of the check list, the results vary from 12, 5% to 75.

Diagram 01: The extent to which the L/S activities in Getting Through meet the principles of teaching FL and CC.

The diagram above displays the extent to which the activities of each unit meet the principles of the checklist. As the diagram indicates, the extent to which the activities meet the principles of the check list is high (above 50%) in the majority of units. However, the in both units: 3 and 6 the extent to which the activities meet the check list's principles is shown to be inferior the extent to which the activities lack the principles of the check list.
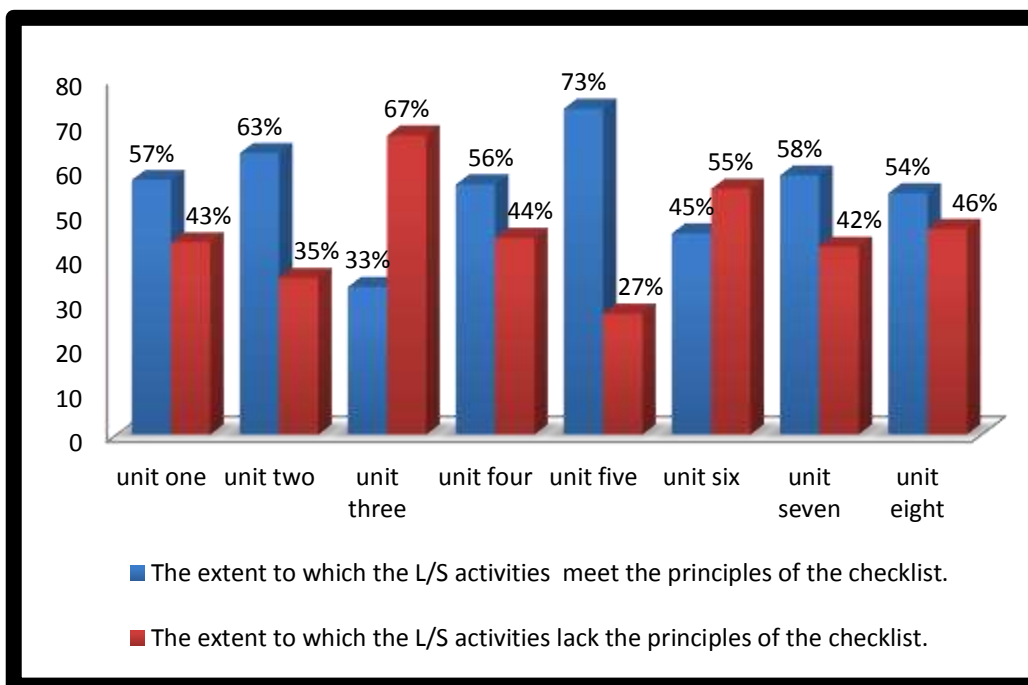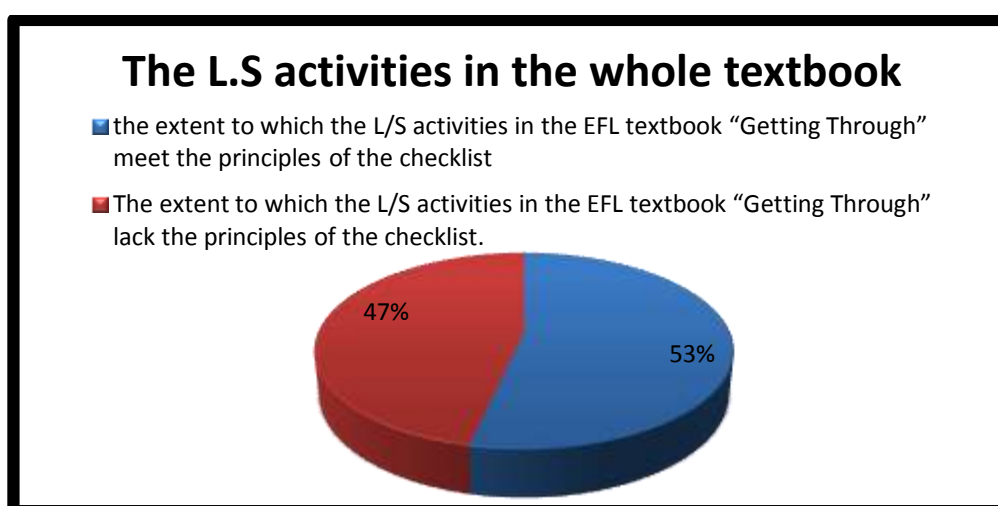

Diagram 2:The extent to which the L/S activities in Getting Through meet the principles of teaching FL and CC.

The diagram above represents, in one hand, the extent to which the S/L activities in the Algerian EFL textbook "Getting Trough" meet the principles of the check list, which is 53%. In the other hand, it shows the extent to which these activities lack the principles of the checklist, which is 47%. In deed not a great difference is marked in the above pie chart.

3.2 Presentation of the results of the analysis of the interviews with teachers:

This part is concerned with the presentation of the results of the analysis of the interviews. These latter were conducted with eight teachers who teach with the Algerian EFL textbook "Getting Through". The structured interviews, in fact, aretranscribed by hand in short and closed answers.

Q1: Do the learners, in their interactions, take into consideration the speech events, namely: "who is speaking? And to whom?

As the teachers asked about their learners' consideration of speech events (who is speaking, and to whom) in a given conversation, five teachers of eight claimed that their learners consider the speech events; whereas two of them said that the consideration of speech events in a conversation depends on their students' level. However, one of the interviewed teachers asserted that his/her learners do not consider the speech events at all "*my learners are not aware of the speech act events…. They do not make difference between talking between them and talking with their teacher …. They even ask me in this way (repeat! Say it again!)*"

Q2:Dothe learners manage to play the roles that are given to them in a given conversation as if they are in those real situations that the activities suggest?

Three of the interviewed teachers asserted that their leaners are able to play the roles given to them in a given conversation. Also, three of them claimed that the performance of their students depends on the topic of the activity "… in some conversation when they find that the topic is interesting". In contrast, two of them said that the learners do not manage to

play the roles that are given to them in conversations. "…No they don't. We take a lot of time to do it…"

Q3: Do you think that the listening and speaking activities in "Getting through" provide students with successful learning experiences?

Four of the participants claimed that the L/S activities provide students with real life situations, whereas two of them said that just some activities of the section L/S provide learners with what is called real life learning experiences. In contrast, two of them argued that these activities don not show any real life learning experiences. " ..Getting Through does not provide enough real life experiences …"

Q 4: During the listening activities, do your students manage to grasp the whole meaning even though they do not necessarily understand each word?

In deed two of the teachers asked, claimed that their learners are able to understand the whole meaning without necessarily knowing each single word, three of them consider that the understandability of the whole meaning depends on two features which are the activity and the learners' level. In opposite, three of the interviewed teachers argued that their students do not manage to understand the whole meaning if they fail to grasp a given word. Some teachers link this latter to the kind of the S/L activities which are according to some of them "unreal" "…the gap laying between the learner and somewhat unreal activities does not encourage them to try to grasp the whole meaning"

Q5: To what extent do the learners manage to transmit a given message using the English language?

Seven of the participants claimed that their learners try to speak only in English, but they tend to switch to other languages. Whereas, two of them said that their leaners performance in English only depends on their level.

Q 6: What can you say about your students' cohesion and coherence of ideas when they are speaking about a given topic?

Two of the participants claimed that their learners are coherent and cohesive in their speech. However two others, asserted that their learners have little cohesion and coherence when they speak. In contrast four of the teachers asked, said that their learners are far from being cohesive and coherent. "*… They just balance words and it's up to me to me to understand what they want to say*".

Q7: To what extent are your students able to do things with language? (Advice, invite, claim, request, apologize..etc.)?

Two of the participants claimed that their learners are able to do things with language to a very high extent. Whereas three of them said that their learners do things with language to an average extent. Threeothers claimed that their learners are able to function with language to a very small extent.

Q 8: How can you qualify your students' use of stress and intonation? And their interpretation of these latter?

Six of the interviewed teachers claim that their learners are able to understand and usestress and intonation only in activities which involve pronunciation. However, only two teachers asserted that their learners know how to use them.

Q9: How do your students react to the listening activities in the English textbook "Getting Through"?

Eight of the interviewed teachers claimed that their learners react positively to the listening activities. Whereas two of them argued that their learners' reactions depends on the nature of the topic *"It depends on the subject of the activity"*

Q10: How do your students react to the speaking activities in the English textbook "Getting Through"

Three of the asked teachers answered that their learners react positively to the speaking activities in "Getting Through". Whereas half of the asked teachers (Four) claimed that their learners' reaction to the speaking activities depends on the nature of the topic. However, only one teachers among the participants claimed that his/her learners react negatively to the speaking activities. Some teachers link the lack of motivation to these activities to the kind of the activities. *"... Unreal situations chosen for the textbook do not encourage interaction not reactivity."*

Q 11: How far do the listening and speaking activities in the English textbook "Getting-through" motivate the learners to interact using English language?

Six of the participants answered that the L/S activities motivate their learners to a moderate extent. One of them claimed that the activities motivate his/her learners to a high extent. Whereas one of them argued that the activities motivate his/her learners to a very small extent.

Conclusion

This chapter provides the results of our study. First, we have presented the results of the analysis of the L/S activities of the Algerian EFL textbook "Getting Through" where we have found that the activities meet the principles of the checklist which we have used to some extent (53 %). Second, we have presented the results of the analysis of the interviews. The teachers' answers show that the L/S activities in Getting Through really help the learners to be effective communicators in real life situation. These results will be discussed deeply in the subsequent chapter.

Introduction

This chapteraimsatdiscussing the results of the study in relation to our research questions. The findings of the analysis of the L/S activities of the EFL textbook "Getting Through" and the interviews withthe eightteachers will be discussed according to their order in chapter two. The results will be discussed in relation to the theoretical framework which highlights the characteristics of communicative and functional activities. This chapter is divided into two main sections. First, we are going to discuss the results that have been reached from the analysis of the L/S activities of the textbook to find out the extent to which they meet the principles of teaching functional language and communicative competence. Second, we are going to discuss the results obtained from the teachers' interviews in order to know whether the L/S activities in the Algerian EFL textbook "Getting Through" really help learners to be functionally and communicatively competent in the target language.

4.1. Discussion of listening and speaking activities in "Getting Through".

From the results displayed in the previous chapter, it seems that the L/S activities in "Getting Through" vary in their compliance with the principles of the checklist (see appendix 1) from one unit to another (See diagram 1). This is due to the activities' content which varies from one activity to another. We notice in diagram 1 that almost all the activities have a percentage of above the average in their compliance with the principles of the checklist; except for units three and six.

As shown in tables: 2, 4, 8, 10, 13, and 15 almostall the activities in units one, two, four, five, seven, and eight meet the following principles:

- **Principle one: The activity provides the learners with opportunities to negotiate meaning and execute the different functions of language:** almost all the activities in the

units indicated above meet this principle with (57%, 63%, 56%, 73%, 58%, and 54% respectively). In more proper words, almost all these activities provide learners with opportunities to negotiate meaning and execute different functions of language (advice, request, apologize, etc.). Indeed this principle has an important role for an activity to be communicative and teach functional language. As it is argued by Lou-Leaver & Willis (2004) (see chapter 1); one of the most important characteristics of a communicative activity is the *"functional principle"*. This principle has been stressed also by Nunan (1989) *"effective oral communication involves .... Developing the ability to negotiate the meaning and the purpose of a conversation"*. M.A.K Halliday (1973) also argues that speakers use their language to negotiate meaning or to execute a set of functions (see: chapter one). As we have noticed, these activities offer the opportunity to execute different functions like: making predictions, as in the activity pair work in unit one, page 23 (see appendix 3). Express obligation and prohibition, as in the activity group work in unit two, page 46 (see appendix 4). How to make an agreement, like in activity your turn, in unit five, page 108 (see appendix 5). To conclude, these activities comply with one of the principles of teaching functional language and communicative competence.   The following activity illustrates how this principle is highlighted and taught in "Getting Through".

> **Pair work: Make predictions about the future using the clues in the blue box. Your partner will express certainty or doubt about what you say.**
>
> **Example:**
>
> You: I'm sure that scientists will invent a vaccine against tooth decay in 20 years.
> Your partner: personally, I have doubts about that. That may or may not happen/might/or might not happen.

(Illustration1: Getting Through, 2006:23)

This activity provides opportunities for leaners to use language to make predictions, either by making a certain prediction or an uncertain one. Making prediction is one of the functions of language; and thinking about the modal to choose, that is, either (will, may, might, etc.) is a process of negotiation of meaning.

- **Principle two:The activity provides the learners with opportunities to speak about their feelings, ideas and experiences**.

    As displayed in the previous chapter, precisely through the tables: 2, 4, 8, 10, 13, and 15 almost all the activities mentioned above meet this principle. Thus, almost all of them provide the learners with opportunities to speak about their feelings, ideas, opinions and experiences. We take, for example, activity one in unit two, page 44 (see appendix 6) where the learners are asked to say what they think / guess from the picture. This activity intends to make learners express their thoughts and what they guess. Also, activity "your turn", unit five, page 107 (see appendix 7) which provides learners with training on how to express themselves: (I think, I believe...etc.). Indeed, Nunan (1989) confirms that a communicative activity is that activity which makes learners able to discuss topics through exchanging opinions, feelings and ideas. In his turn, Halliday (1969) highlights this principle in his "personal function" (see chapter one). Therefore, principle two gives the activities mentioned above the communicative and functional aspect.

- **Principle three:The activity provides the learners with opportunities to ask about and to transmit information**: As said in the previous chapter and as highlighted in tables: 2, 4, 8, 10, 13, and 15 almost all the activitiesmentionedabove meet the thirdprinciple. That is, they offer a background for learners to ask about and to transmit information. This principle is said to be one of the main principles of a communicative task "*informational transfer principle*" (see chapter one: Lou-Leaver & Willis 2004). Nunan(1989), in his turn emphasised

the importance of this principle in the sense that a communicative activity should be a kind of activities which makes learners able to exchange information. Indeed, the activities mentioned above, target to teach learners how to transmit information. For instance, activity 4 in unit3, page 66 (see appendix 8) provide the learner with an opportunity to discuss and to transmit his/her information for the whole class. Activity 1 in unit 7, page 106 (see appendix 9) also gives an atmosphere of exchanging information among learners, each one with his/her own words. This in fact enhance the knowing how to face a real situation where an individual is required to ask and to transmit information in different situations.

- **Principle four: The activity provides the learners with opportunities to interact with each other**: some of the activities in tables2, 4, 8, 10, 13, and 15 in the previous chapter meet this principle. That is, some of them give learners a background where they can interact with each other. As the name of some activities in "Getting Through" indicate it clearly, this principle is taken into consideration; in the sense that we find names of activities like: "Your Turn", "Group Work", and "Pair Work". For example, activity Pair Work in unit 8, page 167(see appendix 10) gives the learners the flour to act with their partners and to share knowledge and information. This principle, indeed, has an important role in teaching how to function with language and how to effectively communicate because not only it teaches the learners how to correctly use their language (linguistic competence: see chapter one), but also it makes them learn how to communicate in society with other people, this gives them the opportunity to learn how to choose what to say according to their partner (sociolinguistic competence: see chapter one). The following activities illustrate how is this principle implemented in the activity, and how this offers leaners a chance for interactions:

Pair work: Act out dialogues using yes-no questions using the clues in the box. Make comments and give further information each time you answer.

Example:

You: Have you applied for this job yet?

Your partner: No, I haven't done that yet. I'll do it this afternoon/tomorrow, next week. / Yes, I've already done that. I hope I'll get it.

<div align="right">(Illustration 2: Getting Through, 2006: 167)</div>

In this activity, learners are asked to act out dialogues, this kind of tasks prepare them to know how to ask questions, how to answer, and how to give further answers. Hence, how to be able to interact with the target language in real life situations. This kind of activities also develops what Halliday (1973) calls *"the interpersonal metafunction of language".* In more proper words, using language to interact with others and to establish social relations. However, despite the importance of this principle; we have noticed that only a small number of the activities targetthis principle in comparison to the others. (See tables2, 4, 8, 10, 13, and 15.

- **Principle five:The activity contains a social context and suggests real situations which make the learners close to real life situations.** : As displayed in the previous chapter, almost all the activities mentioned above meet with this principle (seetables: 1, 3, 7, 9, 12, and 14). In other words, they contain a social context which put the learners in contexts close to real life. Indeed, this principle makes from an activity a kind of training to face the different situations that an individual may meet when using a foreign language in different social settings. The kind of activities which emphasized this aspect makes the learners acquire different competences; mainly the sociolinguistic competence and the strategic competence (see: chapter one). As concerns the textbook, we have found different activities that target communication in social contexts, the best example may be the dialogue between two girls in activity 1, in unit 2, page 44 (see appendix 6) which describes a real life situation where two schoolgirls are speaking, one of them is upset from her friend who is trying to make up and

solve the problem. This situation is close to the context of the learners. Indeed, this kind of activities, first, attracts the learners' attention to learn more and to be motivated, second, makes them know how to communicate in real life experiences.

- **Principle six: the activity specifies the speech events components:** As the previous chapter displays, the majority of the activities mentioned above meet with this principle (see tables.2, 4, 8, 10, 13, and 15). That is, the majority of them specify the speech events components (who are speaking? To whom? What about? Where? And when?). We can see this in different activities like in activity 3, in unit 2, page 44 (see appendix 6), also, the activity 3 in unit 5, page 107 (see appendix 7). Indeed, the speech events components are of high importance in communication. The following activity illustrates how is this principle implemented and to what extent it is important:

  3- Listen again and answer the following questions.

  A. Who are the speakers?

  B. Where are they?

  C. What is the problem?

  D. Is the problem solved?   (Illustration 3: Getting Through, 2006: 44)

From these questions, the learners are required to know who the participants are, the field where they speak, and the subject of their conversation. This makes learners learn how to choose the language to use according to the components of the speech events. Indeed, knowing the situation where we speak, the domain in which we are, and our addressee change our language. That is, it is the context of situation that determines what sort of language will be used.   In more proper words, our language choice depends on the speech events components. For instance the degree of politeness differs from one situation to another; and from one addressee to another. This aspect is highlighted by M.A.K Halliday (1985) who focussed on the importance of context of situation in using language. Hence, he makes

reference to the three elements " *Field, tenor, and mode*" which indeed help to explainhow important is to know the subject, the social relations which exist between the users of language and the way in which language is used in order to effectively transmit messages in a given communication. Therefore this principle makes from the activities communicative ones.

- **Principle seven:the activity focuses on stress and intonation. :**Despite the importance of this principle in making the activities of speaking and listening effective in the sense that it focuses on stress and intonation; the majority of the activities lack this principle (see tables2, 4, 8, 10, 13, and 15). This is indeed a negative point that we have noticed in the L/S activities in "Getting Through" since a L/S activity is required to focus on intonation, and stress; so that the learner will acquire the notions and the habit to use them and more important the ability to understand the language through interpreting the meaning of each of them (for example the meaning of a rise intonation in a questions…etc.) This is what Nunan (1989) claimed (see chapter one). Because of the importance of this principle in L/S the activities, and because of the lack of the L/S activities in "Getting Through" to this principle, we can say that the activities lost some of their communicative function at this level.

- **Principle eight: the activity offers opportunities to relate the message heard to the background knowledge:**this principleisimportantin any communication. In the sense that when communicating in a given social context, an individual is required to relate what he/she has heard to his/her background knowledge in order to make from what is heard an understandable message. As shown in the results chapter, some of the activities meet this principle. For example, Activity 2 in unit 3, page 66 see appendix 8) :

2. Listen to your teacher simulating a lecture and check your answers to the question in exercise 1 above. Then describe the photosynthesis process. (Illustration 4: Getting Through, 2006: 66)

This activity helps the learners to associate their previous information about the subject treated to what their teacher is saying about it. This activity offers learners an opportunity to relate what they have listened to their background knowledge .This gives the activities which target this principle a communicative and functional aspect. Mainly it makes of listening activities effectives ones (Nunan, 1989) (see chapter one).

To conclude, each of the eight principles that are discussed above play a role in making the activities mentioned above communicative and functional ones. Almost all the L/S activities mentioned above meet the eight principles. Indeed, this is a positive point which increases the extent to which the activities help to teach functional language and communicative competence. However, principle seven, which says that a communicative activity should make the learner able to acquire and use intonation and stress is not really respected, which is a negative point that influences on the extent to which the LS activities target the teaching of functional language and communicative competence. In the following part, we are going to discuss the results that we have obtained from the analysis of the L/S activities in both units: 3 and 6. (See diagram 1).

As diagram 1 in chapter 3 displays, almost all the activities in both units 3 and 6 do not implement the eight principles of teaching functional language and communicative competence (see tables: 5 and 12). Listening and speaking activities of these units tackle more the grammatical and structural side than the functional side of language. They do not target the teaching of functional language and communicative competence; rather they target teaching language as a system (teaching grammar) as the following example shows:

.1 Look at the picture and fill in the blanks in sentences (A-F) using the correct form of the verbs in the box on the right.

A. Carbon dioxide ………. from the air.

B. Water….. from the soil.

C. Sunlight energy ……. by chlorophyll.

D. Oxygen ……. by plant.

E. Sugar …………   ………... .

- Release

- Derive

- Produce

- Absorb

- Capture

As we notice, this activity targets teaching correct forms of verbs. This kind of activities does not target teaching the learner how to communicate in real life situations. As argued by Hymes (1966), linguistic competence alone does not provide the individual with communicative competence. It is rather just a component next to sociolinguistic competence. Littllewood (1981) in his turn focused the importance of communicative activities in making the learners able to communicate efficiently. He argued that communicative activities consist of functional activities and social interaction activities; rather than grammatical ones. Therefore, activities like the one we have given in this example do not encourage learners to feel free to communicate.

4.2. Discussion of the results of interviews with teachers.

As mentioned in the literature review, effective listening and speaking activities involve developing the ability to perform different skills related to communication in real life experiences (See chapter one.). The results of teachers' interviews have shown clearly the impact of L/S activities on the learning process; and the teachers' opinions about the L/S activities in "Getting Through".

4.2.1 Learners' ability to consider speech events in a conversation.

As it has been clearly pointed out in chapter one, Lou-Leaver & Willis (2004) has confirmed that a communicative task should specify the speech event components. Halliday (1985) in his turn, using another terminology "*Field, tenor, and mode*" confirmed that communication involves context (what is happening, who are taking part, and what part language is playing). This consideration of speech events makes the learners able to choose their language; that is, able to choose the structure of language which fulfils the function they want to convey. As the results have shown five of the asked teachers confirm that their learners are able to consider these elements; whereas two of them assume that this depends on their level. However, just one teacher argued that his/her learners do not manage to take into consideration the speech events in a given conversation is really small in comparison to those who said yes. Therefore, we can say that the L/S activities help the learners to consider the speech events.

4.2.2 Learners' ability to play the roles that are given to them as if they are in those real situations that the activity suggests.

An effective communication requires, being able to use language according to the context, setting, and participants: that is, according to a given situation. (Richards 2006). From the results, we notice that three of the interviewed teachers confirmed that their learners are able to play the roles that are attributed to them as if they are in those real life situations. While three others argued that this depends on the topic of the activity. One of the teachers says: *"in some conversations, when they find the topic interesting"*. From this, we conclude that L/S activities of Getting Through play an important role to motivate the learners to communicate and to learn how to use their language in real life situations, since the learners' performance depends on the topic.

4.2.3. The learners' ability to understand the whole meaning even though they do not necessarily understand each word.

As argued in chapter1, for an individual to be communicatively competent, he/she should not only master the language, but also the social norms of the people who use that language; the way to make use of that language; and the techniques to use in order to overcome the barriers which the individual meets, mainly, because of the lack of vocabulary. The latter is referred to by Canale and Swain (1980) as the strategic competence. Indeed, one of the techniques which the strategic competence consists in is the ability to understand the whole meaning even though the learner does not really understand every word. The results show that three of the asked teachers assumed that this depends on the activity and the students' level, while three others argued that their students do not manage to understand the whole meaning if they lost one word's meaning. Some of the teachers related this fact to the nature of the listening texts which they estimate to be long if we compare them to the learners' level. One of them believes:*"Not always, this is because some listening texts are long"*. While only two of the teachers answered that their learners manage to understand the whole meaning even though they do not necessarily understand every word. If we look at the importance of this aspect in being communicatively competent, we conclude that the number of learners who have this competence is small. This pushes us to conclude that some of the L/S activities do not offer enough opportunities to develop this kind of competence.

4.2.4 Learners 'ability to transmit messages using only English language.

The previous chapter shows that no teacher among the interviewed ones has confirmed that his/her learners transmit messages using only the English language , while seven of the interviewed teachers argued that their leaners try to transmit messages in English but they fail and they tend to mix codes. One of the teachers asserts: *"Most of the learners*

have difficulties to do this, they use native language". This is considered as a negative point in which we can say that the L/S activities do not play a great role at level of developing an effective degree of fluency. This makes the activities lack the communicative and functional aspect at this level. (See: chapter one).

4.2.5. Learners' cohesion and coherence in conversations.

As pointed out in the literature review, one of the main components of communicative competence is discourse competence which is referred by Canale and Swain as the ability to use language in a cohesive and coherent way (See chapter 1). It is also referred to as the capacity of using language in a coherent way by Halliday (see chapter 1) in his textual metafunction where he speaks about the organization of language and how messages are structured. In our results, we have noticed that four of the teachers who were interviewed claim that their leaners are not coherent neither cohesive in their conversations. These are some claims of some the interviewedteachers: *"they just produce separate words and it is up to me to understand what they want to say"; "their limited background of vocabulary is the barrier to be coherent".* If we consider the fact that in order to fulfil different functions through language, one should have coherent ideas, we estimate that the learners may fail to transmit their ideas if they do not know how to organize them. We synthesise that this failure in organizing their ideas is due to the L/S activities which do not cover this item. That is, the learners do not find opportunists to learn how to organize their ideas in the L/S activities of "Getting Through".

4.2.6 Learners' ability to fulfil the different functions of language (advice, apology, etc)

The previous chapter displays that learners can function in English language. Their performance varies from very small extent (three of teachers claimed so) to high extent (twoof teachers claimed so). From the results, we see that the learners are average in their

performance in functioning using English language. Indeed, if the learners are able to do things with language like apologizing, giving advice, asking for direction, expressing an obligation… etc., this means that they use the language in an effective way, because after all, a function is the fundamental principle of language as the functionalists claim. Hence, language is a means to fulfil a set of functions, as Halliday argues (see chapter 1). Indeed, what we have concluded from the teachers' interviews corresponds to what we have found in the analysis of the activities in "Getting Through". That is, we have found from our analysis that different activities provide learners with an atmosphere to execute different functions like: expressing prediction, prohibition, obligation, how to agree …etc. This kind of activities enhances the learners' ability to function with language in his/her real life experiences. The functions provided in the activities are categorised into instrumental function (request, asking for something...), regulatory function (prohibition, advice, and obligation), interpersonal function (we find this function mainly in role play activities), imaginative function, etc. To sum up, almost all the L/S activities in Getting through encourage the learners to some extent to fulfil different functions using English language.

4.2.7 Learners' use of intonation, and stress.

As pointed out in the first chapter, for L/S activities to be effective, they should stress on pronunciation features; and they should make the learner know how to use them. The results of the interviews display that the majority of the interviewed teachers (six) answered that their learners are able to distinguish the meaning of each of intonation and stress; but this happens only in activities of pronunciation, whereas, they fail to do it in other activities. This means that, the learners do not transfer what they have learned in the activities of pronunciation to other contexts. Besides, the activities of L/S of "Getting Through" do not focus on this point as they do on other points (as cited before: see the first part of discussion). This does not make from the listening and speaking skills communicative and functional ones,

as it is argued by Nunan (see chapter1), for L/S skills to be functional and effective skills of communication, they should involve knowledge of stress, intonation, and rhyme. Therefore these activities fail at this point to prepare the learner for a real life situation of communication, since the use of these elements is necessary in any conversation.

4.2.8. The learners' reactions towards the L/S activities.

One of the most important points in checking whether an activity is an effective one or not, is observing the reaction of the learners towards it. If the learners are motivated to learner with the activities, the learning process becomes easier and more efficient. However, if learners feel bored and not interested in the activities, the learning process becomes harder. Our results show that on one hand, four of the interviewed teachers answered that their learners react positively to the listening activities in Getting through, whereas two of them argued that their reaction depends on the topic of the activity. One of the teachers shares his/her belief: *"It depends on the topic and the learners' interests, for example, the scientific classes are really motivated by the listening activities in unit 3"* (see appendix 8). However, only two teachers among the interviewed ones asserted that their learners are not motivated by the activities. On the other hand, four of the teachers asserted that their learners' reaction to the speaking activities depends on the topic, whereas three of them asserted that their learners react positively. However, only one said that his/her leaners react negatively, that is they are not motivated.

In another question about learners' motivation towards the listening and Speaking activities, six of the interviewed teachers answered that their leaners are motivated by the L/S activities to interact using English language to some extent. This number allows us to claim that the listening and Speaking activities help the learners to be involved in communication to some extent. The results indeed show that almost all the listening and Speaking activities in

"Getting Through"motivate the learners; therefore, one can say that the learners find the activities interesting because the topics which are close to their interests. Since the activities attract the learners' attention and make them interact in English, they are in favour with learning how to communicate and function in real life as argued by Littelewood (see chapter1). The latter saidthat communicative activities are those which enhance the learners' abilities to function and communicate by settling down an atmosphere of interaction.

4.2.9 Teachers' opinions about the extent to which the activities provide real life experiences.

The EFL textbook "Getting Through" is designed under the objectives of CBA (see chapter2), which is characterized by its nature to allow learners to acquire functions and skills "*know how*". That is, it permits learners to become competent in their real life (see chapter one). Therefore, the L/S activities should provide learners with real life experiences. As displayed in chapter 3, four of the teachers who were interviewed confirm that the L/S activities really offer the learners an atmosphere which is close to real life situations to practice their language. One of the teachers confirms: "yes, since the learners understand perfectly the situations through context". However, two of them estimate that only some of the activities can offer real life experiences. By contrast, two others argued that the L/S activities of "Getting Through" do not offer at all real life experiences. From these results, we can conclude that the L/S activities manage to some extent to provide the learners with real experiences.

Conclusion:

To summarize, this chapter has discussed the results of the analysis of the L/S activities in "Getting Through", and the teachers' interviews in relation to the literature review and the checklist. This is done in order to answer the two research questions of our

study. Some of the hypotheses suggested in the introduction are confirmed, while others are refuted. That is, we come to conclude that the listening and speaking activities which are provided in the Algerian English language textbook "Getting Through" comply with the principles of teaching functional language and communicative competence. Hence, the activities play a role in helping the learners to be effective communicators and to fulfil the different functions of language in real life experiences. However, our analysis of the teachers' interviews highlighted some shortcomings; in the sense that the interviewed teachers assert that learners are not fluent in English, they are not coherent, neither cohesive when they speak about a given topic.Besides, they do not use intonation and stress nor do they understand their meanings in conversations. As concerns the two parts of discussion, we can synthesise that the results of the analysis of the L/S activities in the EFL textbook "Getting Through" and the results of the teachers' interviews are complementary, in the sense that the L/S activities help the learners to be effectively communicators . That is, the teachers' opinions about the L/S activities in "Getting Through" and their learners' performance complete what we have found from the analysis of the L/S activities in English language Algerian textbook. We come to conclude from both results that the L/S activities target and help to some extent the teaching and the learning of functional language and communicative competence.

Finally, we recommend to stress more on L/S activities which tackle intonations, and stress. To stress also on activities which teach learners how to be coherent and cohesive in their communication.

This study is set out to explore the principles of teaching functional language and communicative competence through the listening and speaking activities in the Algerian EFL textbook "Getting Through". Our aim is to find out whether the listening and speaking activities provided in "Getting Through" target the teaching of functional language and communicative competence. We have also endeavoured to know whether these activities help learners to be communicatively and functionally competent or not.

In order to answer the advanced research questions and to test the hypothesis, we have started from a theoretical framework which gives a description of the basic principles of teaching functional language and communicative competence, as well as description of some notions and skills which we haveexplored in our investigation. To conduct our research, we have adopted a mixed method approach to collect, analyse, and interpret the findings. In addition to an analysis of the L/S activities of "Getting Through", interviews were conducted with teachers of English in the Algerian secondary school (Tizi-Ouzou).

The results of the research reveal that the L/S activities of the Algerian EFL textbook "Getting Through" meet the principles of the checklist which consists of the main principles of teaching functional language and communicative competence with a percentage of 53 %. The results of the teachers' interviews as well, have shown that the activities help to some extent teaching functional language and communicative competence. Indeed, the discussion of the results of the analysis of the L/S activities in "Getting Through" and the teachers' interviews have highlighted that the L/S activities target and to some extent the teaching and the learning of functional language and communicative competence. They also, help the learners to be communicatively and functionally competent. However some shortcomings of the L/S activities have been highlighted in the discussion, namely the failure of the speaking activities to take into account the use of intonation and stress, as well as interpreting their

meanings in the listening activities. Furthermore, the L/S activities of "Getting Through" fail at helping learners to be coherent and cohesive in their conversations.

The present Research Study has faced few limitations which can be taken into consideration in further studies. Our investigation is limited to the analysis of the Algerian EFL textbook "Getting Through" and the interviews with Secondary School teachers. Future Studies could be conducted on different textbooks, in different settings such as: Middle Schools; and using different research methods such as: classroom observations, questionnaires, and surveys.

Finally, we hope that this humble work will serve in the advantage of other researchers in the future.

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Appendix 1: Checklist.

Relying on the theoretical framework that we have discussed in the first chapter, we have selected some principles which form a kind of checklist which is adopted from Nunan (1989) and Lou-Leaver & Willis (2004). This latter will be used to analyse if the listening and speaking activities in the Algerian EFL Textbook "Getting Through" are designed to teach functional and communicative language

- Principle one: The activity provides the learners with opportunities to negotiate meaning and execute the different functions of language (advice, request, apologize...etc.)

- Principle two: The activity provides the learners with opportunities to speak about their feelings, ideas and experiences.

- Principle three: The activity provides the learners with opportunities to ask about and to transmit information.

- Principle four: The activity provides the learners with opportunities to interact with each other. (Pair work, role play .. etc.)

- Principle five: The activity contains a social context and suggests real situations which make the learners close to real life situations.

- Principle six: the activity specifies the speech events components (who is speaking? To whom? What about? Where? And when?)

- Principle seven: the activity focuses on stress and intonation.

- Principle eight: the activity offers opportunities to relate the message heard to the background knowledge.

	Principle one	Principle two	Principle three	Principle four	principle five	Principle six	Principle seven	Principle eight
Activity 1								
Activity 2								
Activity 3								
Activity 4								
Activity 5								
Activity 6								
Activity 7								

Appendix 2: interview.

This structured interview serves as data gathering tool. It is a part of our research work that investigates the teaching of functional and communicative language through listening and speaking activities in the EFL textbook "Getting Through". Your answers will be definitely anonymous and confidential.

Thank you very much for your precious help.

1. Do the learners, in their interactions, take into consideration the speech events, namely: "who is speaking? And to whom?

2. Do the learners manage to play their roles that are given to them in a given conversation as if they are in those real situations that the activities suggest?

3. Do you think that the listening and speaking activities in "Getting through" provide students with successful learning experiences?

4. In the listening activities, do your students manage to grasp the whole meaning even though they do not necessarily understand each word?

5. To what extent do the learners manage to transmit a given message using the English language?

6. What can you say about your students' cohesion and coherence of ideas when they are speaking about a given topic

7. To what extent are your students able to do things with language? (Advice, invite, claim, request, apologize...etc.)

8. How can you qualify your students' use of stress and intonation? And their interpretation of these latters?

9. How do your students react to the listening activities in the English textbook "Getting-through"?

10. How do your students react to the speaking activities in the English textbook "Getting-through"

11. How far the listening and speaking activities in the English textbook "Getting-through" motivate the learners to interact using English language?

Appendix 3:

Have a look at the tip box and do the exercise that follows.

TIP BOX

You need the following phrases to express certainties and doubts about the future.
- I'm (almost) certain that/ (quite)sure that…
- I have the conviction that/ the firm belief that…
- It seems to me that …
- It's likely that/probable that…
- I have doubts about …
- It's improbable/unlikely that …

•**Pair work. Make predictions about the future using the clues in the blue box. Your partner will express certainty or doubt about what you say.**

Example

A
  You: *I'm sure that scientists will invent a vaccine against tooth decay in 20 years .*
  Your partner: *Personally, I have doubts about that. That may or may not happen/might/or might not happen.*

B
  You: *Scientists may/might (well) find a cure for cancer soon.*
  Your partner: *May (well)/Might (well)? Personally, I have the firm conviction that they will/won't invent anything in the near future.*

- We / travel/space/ some day
- Man/live/up to 130 years
- Helicopters/carry/people to work/next decade
- Children/stay and study/home/ through/use computers

❏ **Write it up** Pair work.Write a short dialogue predicting what might happen in the future in fields such as teaching and communication. Then act out the dialogue in front of the class.

Example: You: Will all people accept to eat genetically modified foods (GMFs) in the future?
Your partner: I don't know /I have no idea. They may possibly eat them, but on the other hand, they may well refuse to do so.

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Appendix 4:

❷ Pair work. Write D. (Deduction), or O (Obligation) next to the sentences with the modals in bold type. Act out similar dialogues.

A { You: You've arrived late again.
    Your partner: Sorry, the bus broke down and I **had** to come on foot.

B { You: She hasn't said a kind word to us since this morning.
    Your partner: She **must be** angry with us.

C { You: Don't panic! You **can't be** late for the exam. It doesn't start till 10:15.
    Your partner: Right, then. I'll take my time.

❑ **Write it up**

❶ Group work. Discuss and write a list of school regulations using the clues in the box and the auxiliaries in the table that follows . Then compare your answers.

> tolerate differences/ respect/ keep cool/ shout at each other, learn to listen to each other/ bully /impose ourselves on others/ cheat at exams/ accept the opinions of others/ insult others/ always agree with each other/ violent/ settle disputes peacefully (*Add other examples.*)

Obligation	Prohibition	Absence of obligation
We have to ____. We must/should/ ought to ____.	We mustn't ____.	We don't have to ____. We don't need to ____.

See Grammar References N°9, p.198

❷ Write your own acrostic for one of the following words: peace, democracy, dialogue, diversity, tolérance or consensus. Draw inspiration from the acrostic below.

Acrostic

R = Remember that YOU are responsible for the safety of your school.
E = Esteem yourself; have self-respect.
S = Show others respect.
P = Promote peaceful resolution of conflicts.
E = Engage in activites that you enjoy and that help others.
C = Communicate openly about your concerns regarding school violence.
T = Take the initiative to make your school safer.

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Appendix 5:

② Make a statement about a film, a play, a folktale... you have seen/read. Your partner will agree or disagree with you using the expressions in the table below.

Example

You: Some people think that fairy tales./ Folktales are too old-fashioned and don't teach anything useful.

Your partner: Don't you think that they are exaggerating?

Agreeing strongly	Agreeing	Agreeing but not strongly	Disagreeing politely	Disagreeing strongly
Absolutely. Exactly. I couldn't agree more. You're telling me.	Yes. I know. I agree. Right/That's right/You're right	I suppose so, but... I guess so.	Yes, but... I know, but... I see /take your point, but... But don't you think ...? I'm not so sure.	No, it isn't/ No, s/he isn't ... That's not true You must be joking!/ No way! I can't accept that... Rubbish !

❏ **Write it up**

Work in groups and write a short tale following the guidelines below.

- Begin the story like this: Once upon a time ....
- Describe the characters (physical appearance and personality)
- Describe the setting (where and when)
- Give a dramatic turn to the story (Something unexpected happened.)
- Imagine the rest of the story.
- Conclude with a happy or unhappy ending. 'And they all lived happily ever after .'

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Appendix 6:

DEVELOPING SKILLS

❶ Look at the picture and guess why the girl who is holding her head is weeping.

Start your guess like this
I guess she _____.
Maybe, she _____.
Perhaps, she _____.

❷ Listen to your teacher simulating the dialogue and check your answers to the question in exercise 1 above.

❸ Listen again and answer the following questions.
   A. Who are the speakers?
   B. Where are they?
   C. What is the problem?
   D. Is the problem solved?

❹ Summarize the dialogue in your own words.

❺ Listen and mark with a prime ( ) the word you hear most among the words written in bold in the snippet below.

Leila: Ok. You made fun of me.
Maya: **No, I didn't.**
Leila: **Yes, you did**. You said I was stupid.
Maya: When?
Leila: Yesterday, in front of all my classmates.
Maya: **Did I**? I'm sorry I shouldn't have said that.
Leila: But **you did**.

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Appendix7:

❸ Summarize the folktale in six to seven lines using your own words. Use the following questions as a guide.

 A. Why did all the animals decide to leave their homes?

 B. Where did they go? Why?

 C. What did they do on their way there?

 D. What happened to them eventually ?

 E. What moral can you draw from the folktale ?

❑ Your turn

❶ Ask your partner for his/her opinion about the films/ short stories/plays/ you have seen/read. Use the information in tables 1 and 2 below.

 Example

You: What do you think about Alfred Hitckcock's *The Birds?*

Your partner: I think that it's a really good film. The characters are
   lifelike. The theme is topical with all this news about bird flu....

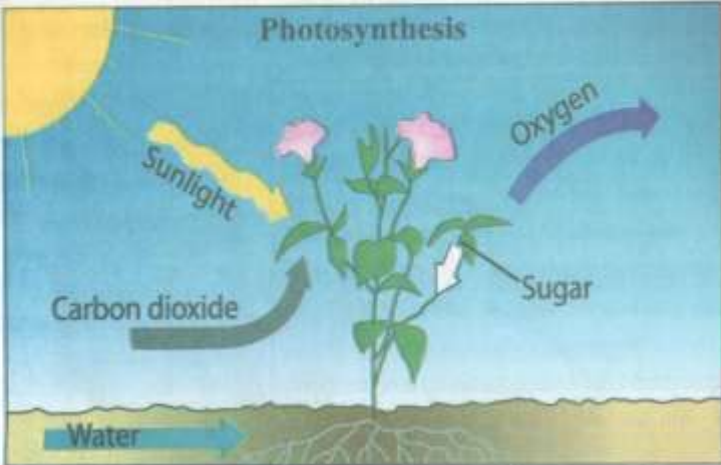| Column A	Column B
I think (that)...	Characters: lifelike/ hateful, lively, ridiculous
I believe (that)....	Narrative: captivating, lengthy...
In my opinion, ...	Action: full of suspense, boring ...
It seems to me (that)...	Theme: un/interesting, good ...
As far as I'm concerned,...	Mood: sad, cheerful ...
If you ask me, ...	Language: simple, complex, poetic...
	Actors: skilful, unconvincing...
	Setting: unforgettable, picturesque... ❶

Some other ideas to support your opinion.

● You like and admire the characters/actors and what they stand for.
● You learn something new - something you had never known or thought of before.
● You get to know about the customs of different peoples,times, and ways of life.
● You are amused and laugh often as you read the book/watch the film.
● You like action and adventure. ❷

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Appendix8:

DEVELOPING SKILLS

🔊 LISTENING AND SPEAKING 👤

❶ Look at the picture and fill in the blanks in sentences (A-E) using the correct form of the verbs in the box on the right.

Photosynthesis

Oxygen

Sunlight

Carbon dioxide

Sugar

Water

- ● release
- ● derive
- ● produce
- ● absorb
- ● capture

A. Carbon dioxide ____ from the air.   B. Water _____ from the soil.
C. Sunlight energy ___ by chlorophyll. D. Oxygen ___ by the plant.
E. Sugar _____ .

❷ Listen to your teacher simulating a lecture and check your answers to the question in exercise 1 above. Then describe the photosynthesis process.

❸ Listen again to your teacher and note how <u>must be</u>, <u>can't be</u> and <u>shouldn't be</u> are pronounced. Cross out the wrong transcriptions.

Plants **must be** protected.   /mʌstbiː/   /məsbiː/
They **can't be** replaced by man-made converters . /kæntbɪː/   /kɑːmbɪ/
They **shouldn't be** cut down. /ʃʊldntbiː/ /ʃʊmbiː/

❹ Make the best use of your knowledge in botany. Discuss with your partner the process of respiration in plants at night and describe it to the class.
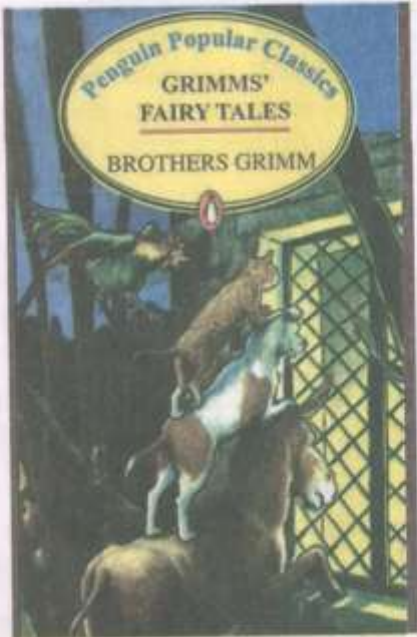
66

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Appendix 9:

LISTENING AND SPEAKING

❶ Look at the picture of the book cover on the left and read the blurb on the right. Then discuss the following points.

A. the author of the collection of stories
B. the story represented on the book cover
C. the purpose of the blurb

Penguin Popular Classics
**GRIMMS'
FAIRY TALES**
BROTHERS GRIMM

Penguin Popular Classics
**GRIMMS'
FAIRY TALES**

The highly evocative stories in this treasury of tales have become part of our heritage and culture and are an essential part of every child's imaginative upbringing.

In bringing to life a host of unforgettable characters such as Tom Thumb, the Frog-Prince and Ashputtel, the Brothers Grimm created a feast of stories to stimulate the mind and emotions of readers of all ages. Some of the tales are sinister, some funny; others teach us about love, compassion or revenge, greed, cruelty or kindness. Because of their enormous range and scope, they form a vital part of our understanding of the world.

❷ Have a look at the tip box below. Then listen to your teacher reading a folktale entitled "Four Friends". Each time s/he pauses, anticipate what will come next.

TIP BOX

When you listen, it is important to anticipate /predict what will come next. When you predict, use your background knowledge. This will help you become active listeners.

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Appendix 10:

● When participating in conversation, don't just answer your interlocutor's questions with 'yes' or 'no'. Your interlocutor may think that you aren't interested in carrying on the conversation.

Example 1: Speaker A: Have you studied English? Speaker B: Yes, I have.

● Therefore, try to make comments, give information or ask other questions.

Example 2:

Speaker A: Have you studied English? Speaker B: Yes, I have. What about you?

● In example 1, the conversation can stop because the speaker has answered drily. In example 2, the conversation goes on because Speaker B has shown interest.

❏ **Your turn**

❶ **Pair work. Act out dialogues using yes-no questions using the clues in the box. Make comments and give further information each time you answer.**

Example

You: Have you applied for the job yet?

Your partner: No, I haven't done that yet. I'll do it this afternoon/tomorrow, next week ./ Yes, I've already done that. I hope I'll get it.

● Apply for the job.

● Prepare yourself for the interview.

● Go to the interview.

● Receive a reply for the job.

● Accept the job.

● Decline the offer.

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Appendix 11: Interviews' transcripts

1. Teacher one:

Q1: Do the learners, in their interactions, take into consideration the speech events, namely: "who is speaking? And to whom?

Answer: Yes, they do.

Q2: Do the learners manage to play their roles that are given to them in a given conversation as if they are in those real situations that the activities suggest?

Answer: Yes, they do most of the time.

Q3: Do you think that the listening and speaking activities in "Getting through" provide students with successful learning experiences?

Answer: Yes they do.

Q4: In the listening activities, do your students manage to grasp the whole meaning even though they do not necessarily understand each word?

Answer: Yes, they do.

Q5: To what extent do the learners manage to transmit a given message using the English language?

Answer: They rather do code mixing.

Q6: What can you say about your students' cohesion and coherence of ideas when they are speaking about a given topic?

Answer: More or less coherent.

Q7. To what extent are your students able to do things with language? (Advice, invite, claim, request, apologize...etc.)

Answer: they are able mainly able to make: advice, invitation, apologizing.

Q8: How can you qualify your students' use of stress and intonation? And their interpretation of these latters?

Answer: they use and understand them just in activities of pronunciations.

Q9: How do your students react to the listening activities in the English textbook "Getting-through"?

Answer: They react to the listening activities positively.

Q10: How do your students react to the speaking activities in the English textbook "Getting-through"

Answer: They react positively to the speaking activities but they are interested to some extent in some topics only.

Q11: How far the listening and speaking activities in the English textbook "Getting-through" motivate the learners to interact using English language?

Answer: they motivate them to some extent.

2. Teacher two:

Q1: Do the learners, in their interactions, take into consideration the speech events, namely: "who is speaking? And to whom?

Answer: Yes they do, but not all of them. This depends on their level.

Q2: Do the learners manage to play their roles that are given to them in a given conversation as if they are in those real situations that the activities suggest?

Answer: Yes they do.

Q3: Do you think that the listening and speaking activities in "Getting through" provide students with successful learning experiences?

Answer: Some of them do.

Q4: In the listening activities, do your students manage to grasp the whole meaning even though they do not necessarily understand each word?

Answer: not all of them.

Q5: To what extent do the learners manage to transmit a given message using the English language?

Answer: only a few manage to do so. Many others go through code switching.

Q6: What can you say about your students' cohesion and coherence of ideas when they are speaking about a given topic?

Answer: cohesion and coherence is often missing when our students are speaking about a given topic.

Q7. To what extent are your students able to do things with language? (Advice, invite, claim, request, apologize...etc.)

Answer: This is only possible for the good students. The others find difficulties to use the appropriate language.

Q8: How can you qualify your students' use of stress and intonation? And their interpretation of these latters?

Answer:.Most of the students learn stress, intonation for academic purposes (text and exams) but when they speak, they rarely use them.

Q9: How do your students react to the listening activities in the English textbook "Getting-through"?

Answer: Most of time, they interact positively.

Q10: How do your students react to the speaking activities in the English textbook "Getting-through"

Answer: Most of the speaking activities do not offer real life situations. This is why the learners are not attracted by the activities.

Q11: How far the listening and speaking activities in the English textbook "Getting-through" motivate the learners to interact using English language?

Answer: Only some of the activities do. This is why it is necessary to introduce authentic situations.

3. Teacher Four:

Q1: Do the learners, in their interactions, take into consideration the speech events, namely: "who is speaking? And to whom?

Answer: Yes, they do.

Q2: Do the learners manage to play their roles that are given to them in a given conversation as if they are in those real situations that the activities suggest?

Answer: In some conversations, when they found that the topic is interesting.

Q3: Do you think that the listening and speaking activities in "Getting through" provide students with successful learning experiences?

Answer: Yes, they do. .

Q4: In the listening activities, do your students manage to grasp the whole meaning even though they do not necessarily understand each word?

Answer: not all of them, just interested learners.

Q5: To what extent do the learners manage to transmit a given message using the English language?

Answer: Most of the learners have difficulties to do this (they use native langue) .

Q6: What can you say about your students' cohesion and coherence of ideas when they are speaking about a given topic?

Answer: they try to be coherent and cohesive.

Q7. To what extent are your students able to do things with language? (Advice, invite, claim, request, apologize...etc.)

Answer: They are able to apologise and make request senteces using correct modal verbs.

Q8: How can you qualify your students' use of stress and intonation? And their interpretation of these latters?

Answer:.just when they have an activity about this.

Q9: How do your students react to the listening activities in the English textbook "Getting-through"?

Answer: they interact positively to the listening activities.

Q10: How do your students react to the speaking activities in the English textbook "Getting-through"

Answer: It is the same thing as with the listening activities, they also interact positively. .

Q11: How far the listening and speaking activities in the English textbook "Getting-through" motivate the learners to interact using English language?

Answer: the learners are motivated. Indeed, I have noticed that they are motivated more than the other classes, I think that this is due to the nature of the activities.

4. Teacher four:

Q1: Do the learners, in their interactions, take into consideration the speech events, namely: "who is speaking? And to whom?

Answer: Yes, they do.

Q2: Do the learners manage to play their roles that are given to them in a given conversation as if they are in those real situations that the activities suggest?

Answer: Yes, this is the type of the activities they like the most. It gives them a certain freedom in speaking and expressing themselves.

Q3: Do you think that the listening and speaking activities in "Getting through" provide students with successful learning experiences?

Answer: Yes, and this is among the reasons that make of the 2nd year program of English more attractive and exiting for the learners.

Q4: In the listening activities, do your students manage to grasp the whole meaning even though they do not necessarily understand each word?

Answer: not always. This is because some listening texts are long.

Q5: To what extent do the learners manage to transmit a given message using the English language?

Answer: Most of them try to use the English language and are not afraid of making mistakes.

Q6: What can you say about your students' cohesion and coherence of ideas when they are speaking about a given topic?

Answer: This is not among their awareness. They do not care at all about coherence or cohesion.

Q7. To what extent are your students able to do things with language? (Advice, invite, claim, request, apologize...etc.)

Answer: They do some of these: apologizing, request, more easily than the others.

Q8: How can you qualify your students' use of stress and intonation? And their interpretation of these latters?

Answer: unfortunately, they are weak.

Q9: How do your students react to the listening activities in the English textbook "Getting-through"?

Answer: This depends on the activities. But their reactions are acceptable most of the time.

Q10: How do your students react to the speaking activities in the English textbook "Getting-through"

Answer: As the speaking activities, the listening activities motivate the learners according to the nature of the topis that the activity targets.

Q11: How far the listening and speaking activities in the English textbook "Getting-through" motivate the learners to interact using English language?

Answer: Bad at listening, but good at speaking.

5. Teacher five:

Q1: Do the learners, in their interactions, take into consideration the speech events, namely: "who is speaking? And to whom?

Answer: Yes, they do.

Q2: Do the learners manage to play their roles that are given to them in a given conversation as if they are in those real situations that the activities suggest?

Answer: no, they do not. We take a lot of time to make the learners play the roles as if they are really in real situations.

Q3: Do you think that the listening and speaking activities in "Getting through" provide students with successful learning experiences?

Answer: Some of the activities provide the learners with real life situations like the dialogue between Maya and Leila.

Q4: In the listening activities, do your students manage to grasp the whole meaning even though they do not necessarily understand each word?

Answer: Yes, they do. First, they have difficulties but with time, they learn how to understand the whole meaning.

Q5: To what extent do the learners manage to transmit a given message using the English language?

Answer: Personally, my students are not able to transmit a message in English language. They tend to switch to the mother tongue.

Q6: What can you say about your students' cohesion and coherence of ideas when they are speaking about a given topic?

Answer: Their ideas are not coherent when they are speaking about a given topic, so I intervene to make them first clear.

Q7. To what extent are your students able to do things with language? (Advice, invite, claim, request, apologize...etc.)

Answer: They make easily request, excuses, they are also able to execute different functions.

Q8: How can you qualify your students' use of stress and intonation? And their interpretation of these latters?

Answer: .They get their meaning when I give examples like drills. But they do not practice them when they speak.

Q9: How do your students react to the listening activities in the English textbook "Getting-through"?

Answer: they react only in activities where they are interactions and dialogues.

Q10: How do your students react to the speaking activities in the English textbook "Getting-through"

Answer: This depends on the topic.

Q11: How far the listening and speaking activities in the English textbook "Getting-through" motivate the learners to interact using English language?

Answer: They meet difficulties to react in English language. But generally, they are motivated when the topic is interesting.

6. Teacher six:

Q1: Do the learners, in their interactions, take into consideration the speech events, namely: "who is speaking? And to whom?

Answer: they do not take the speech events into consideration. They even ask me in this way "repeat it!" "Say it again"

Q2: Do the learners manage to play their roles that are given to them in a given conversation as if they are in those real situations that the activities suggest?

Answer: Tis depends on the level of the students.

Q3: Do you think that the listening and speaking activities in "Getting through" provide students with successful learning experiences?

Answer: the activities do not provide the learners with real life situations.

Q4: In the listening activities, do your students manage to grasp the whole meaning even though they do not necessarily understand each word?

Answer: They look first for the synonyms of the words. They do not manage to understand the whole meaning id they do not understand one word. They even feel lost.

Q5: To what extent do the learners manage to transmit a given message using the English language?

Answer: They fail to transmit messages using only English language.

Q6: What can you say about your students' cohesion and coherence of ideas when they are speaking about a given topic?

Answer: They just balance words, and it is up to me to understand what they mean.

Q7. To what extent are your students able to do things with language? (Advice, invite, claim, request, apologize...etc.)

Answer: They manage to function using English language, but only if they follow my examples.

Q8: How can you qualify your students' use of stress and intonation? And their interpretation of these latters?

Answer: They do not use stress or intonation when speaking; also they do not pay attention to change of intonations when listening. Hence, they do not understand.

Q9: How do your students react to the listening activities in the English textbook "Getting-through"?

Answer: they feel bored in listening activities. They are not motivated.

Q10: How do your students react to the speaking activities in the English textbook "Getting-through"

Answer: They speak when there is a picture or when the topic is interesting for them.

Q11: How far the listening and speaking activities in the English textbook "Getting-through" motivate the learners to interact using English language?

Answer: The speaking activities motivate the learners, but listening ones they do not.

7. Teacher Seven:

Q1: Do the learners, in their interactions, take into consideration the speech events, namely: "who is speaking? And to whom?

Answer: Yes they do, as long as the speakers identified before and the situations explained.

Q2: Do the learners manage to play their roles that are given to them in a given conversation as if they are in those real situations that the activities suggest?

Answer: More or less, it depends on the complexity of the situation and on the students' abilities to cope with that given situation either from the cultural or social point of view.

Q3: Do you think that the listening and speaking activities in "Getting through" provide students with successful learning experiences?

Answer: Getting Through does not provide learners enough real life situations.

Q4: In the listening activities, do your students manage to grasp the whole meaning even though they do not necessarily understand each word?

Answer: They do try to, though the gap between the learner and the somewhat unreal activities does not encourage them to try harder.

Q5: To what extent do the learners manage to transmit a given message using the English language?

Answer: less often than desired, though scientific classes seem to be better and more likely to do so.

Q6: What can you say about your students' cohesion and coherence of ideas when they are speaking about a given topic?

Answer: I cannot say that learners are coherent at this level; however they get involved into situations of the activities.

Q7. To what extent are your students able to do things with language? (Advice, invite, claim, request, apologize...etc.)

Answer: this depends on the students' level. .

Q8: How can you qualify your students' use of stress and intonation? And their interpretation of these latters?

Answer: Very rudimentary, unless some help and repetition are provided.

Q9: How do your students react to the listening activities in the English textbook "Getting-through"?

Answer: they do interact to some extent.

Q10: How do your students react to the speaking activities in the English textbook "Getting-through"

Answer: The activities of "Getting Through" do not allow lively reactions, the approximate, unreal situations do not encourage

Q11: How far the listening and speaking activities in the English textbook "Getting-through" motivate the learners to interact using English language?

Answer: they do not as long as a serious and accurate update of the content are not restored. The use of authentic material is important to motivate the learners.

8. Teacher Eight:

Q1: Do the learners, in their interactions, take into consideration the speech events, namely: "who is speaking? And to whom?

Answer: They acquire the language forms, but they do not aware of the norms how to use it. Not all of them can use polite form. It depends on their levels.

Q2: Do the learners manage to play their roles that are given to them in a given conversation as if they are in those real situations that the activities suggest?

Answer: They do not really manage to. When they try they find a lot of difficulties in connected speech, I mean when the sentences are long.

Q3: Do you think that the listening and speaking activities in "Getting through" provide students with successful learning experiences?

Answer: Yes I do. Since the learners understand perfectly the situation through context.

Q4: In the listening activities, do your students manage to grasp the whole meaning even though they do not necessarily understand each word?

Answer: Yes, but really with difficulties after using gestures, sometimes I try to play the roles to make the situation clear. And also I try to use a lot of intonation, or playing with the voice.

Q5: To what extent do the learners manage to transmit a given message using the English language?

Answer: If we consider the capacity of the learners to express themselves using only English language, we estimate that 20% of the learners are able to do it.

Q6: What can you say about your students' cohesion and coherence of ideas when they are speaking about a given topic?

Answer: when they master the topic, and when the sentences are not that long they are coherent. However, this does not happen most of the time, indeed, even their lack of vocabulary makes them incoherent are makes their ideas not clear.

Q7. To what extent are your students able to do things with language? (Advice, invite, claim, request, apologize...etc.)

Answer: when considering the grammar lessons they master these forms, I mean the use of modals. However they focus on structure more than the meaning.

Q8: How can you qualify your students' use of stress and intonation? And their interpretation of these latters?

Answer: they know the notions of intonation, but they never use them out of the activities of pronunciation. However they understand their meanings in listening.

Q9: How do your students react to the listening activities in the English textbook "Getting-through"?

Answer: when I show the importance of the theme, they follow and they are interested. Indeed, this depends on the theme of the activity.

Q10: How do your students react to the speaking activities in the English textbook "Getting-Through"

Answer: As in the speaking activities, this depends on the theme of the activities.

Q11: How far the listening and speaking activities in the English textbook "Getting-through" motivate the learners to interact using English language?

Answer: well, to be honest I often adopt the activities of Getting Through to make my learners more motivated and make them interact using English.

Appendix 12:

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFQUE
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UNIVERISITE « MOULOUD MAMMERI »DE TIZI-
OUZOU
FACULTE DES LETTRES ET DES LANGUES
DEPARTEMENT D'ANGLAIS

REPUBLIQUE ALGERIENNE
DEMOCRATIQUE ET POPULAIRE

A tous les Directeurs
Des lycées de TIZI OUZOU

Objet: Autorisation d'accès

Nous vous saurons gré de bien vouloir autoriser :

Mlle HAND OUALI NASSIMA née le 24/12/1993 à AIN EL HAMMAM

Et Mlle TALEB KAHINA née le 08/05/1992 à TIZI OUZOU

Etudiante inscrite au département d'Anglais en 2ème année de Master durant l'année universitaire 2015/2016,d'accéder à votre établissement et de distribuer éventuellement des questionnaires entrant dans le cadre du mémoire de fin d'études.

En vous remerciant d'avance, nous vous prions d'agréer,messieurs, l'expression de nos meilleures salutations.

Fait à Tizi -Ouzou le 10 /05/2016

La cheffe de département.

Le Chef du Département
d'Anglais
L. DALI