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A Comparison of how Interculturality is Presented in both *At the Crossroads* and *Getting Through* Textbooks.

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Dedications

I dedicate this work to my beloved parents Hamid and Farida, to whom I owe everything beautiful in life. They have always been by my side in failure as in success; words cannot give enough credit to their love, support and tenderness.

To my dear brother Nasser, my brother in law Amrane.

To my lovely sister Radia, my sisters in law Djamila and Zahia.

To my adorable nieces: Melissa, Alicia and Louiz; my cute nephews: Amar, Manis and Idir.

To my grandmother Djouhar and all my Aunts and uncles.

To my dear Hamza.

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In memory to my brother ‘Idir’ who was my model of courage, my source of motivation and love (Rest in Peace).

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Abstract

The present research aims at investigating the teaching of Interculturality in the Algerian secondary school English textbooks At the Crossroads and Getting Through. Three objectives have motivated our research. The first objective is to examine whether Byram's (1997) dimensions of ICC are incorporated in At the Crossroads and Getting Through textbooks. The second objective is to inquire both about EFL teachers' and textbooks' authors' views about the intercultural content in the two textbooks. The third objective is to check whether one textbook favors intercultural learning more than the other and why. In order to meet the objectives of the study, Byram's framework of Intercultural Communicative Competence (1997) is adopted. In fact, the importance of ICC as a crucial factor for successful cross-cultural communication and interaction has motivated us to go further and find out its implementation in the English textbooks at the secondary school. The data are gathered from the textbook evaluation of the schoolbooks under investigation, from a questionnaire distributed to teachers and from an interview conducted with three authors of the textbooks in order to get more reliable data. As far as data analysis is concerned, a mixed method research combining both qualitative and quantitative methods is adopted. The qualitative data are analyzed using Qualitative Content Analysis (QCA) while the SPSS is used to analyze the quantitative ones. Our research findings reveal that the four dimensions of Byram's model of ICC are included in the two textbooks and are presented through different forms: texts, tasks, pictures, project works etc. However, regarding the lack of intercultural content in the textbooks, learners are not given opportunities to develop the intercultural competencies. Accordingly, EFL teachers' answers to the questionnaire supported this point. Indeed, their answers show their dissatisfaction with the limited amount of information, topics and tasks that deal with the intercultural dimension. Thus, they wish to enrich and vary the content in order to develop the learners' intercultural abilities. Conversely, the results of the interview with the textbooks' authors indicate that the two textbooks are equipped with the necessary materials, but it is the teachers' responsibility to find the right methods through which they can transmit the needed intercultural knowledge. Finally, from the comparison between the two textbooks in terms of incorporating intercultural content, it has been concluded that At the Crossroads for (SE1) favors more intercultural learning than Getting Through for (SE2) because in this latter the big share is given for linguistic objectives.

Key Terms: Culture, EFL secondary School Textbooks, Interculturality, Intercultural Communicative Competence.

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- CC: Communicative Competence.
- CCA: Critical Cultural Awareness.
- EFL: English as a Foreign Language.
- EIL: English as an International Language.
- ELT: English Language Teaching.
- ESL: English as a Second Language.
- IA: Intercultural Awareness.
- ICC: Intercultural Communicative Competence.
- LC: Linguistic Competence.
- QCA: Qualitative Content Analysis.
- SPSS: Statistical Package for Social Sciences

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Statement of the Problem

Language learning and teaching knew considerable changes over the last decades thanks to the recognition of the cultural dimension as an essential component in the study of languages. It has been recognized that language teaching goes far beyond the acquisition of grammar and vocabulary known as Linguistic Competence (LC) a term advocated by the linguist Noam Chomsky (1956) who studied language devoid of its cultural components. As a reaction to Chomsky's neglect of culture, Dell Hymes (1972) introduced a new concept termed Communicative competence (CC). For Hymes a good user of language should have both knowledge of linguistic aspects such as phonology, grammar and lexis, in addition to knowledge of pragmatic aspects like the cultural elements that are shared by a speech community.

However, with the globalization and the emergence of English as an international language, the objective of language learning is no longer defined in terms of acquiring communicative competence but rather defined in terms of acquiring intercultural communicative competence (ICC) a concept introduced by Michael Byram (1997). Consequently, the concept of interculturality has been flourishing in language education and has become one of the significant concepts in contemporary educational area. Byram, Gribkova and Starkey (2002:10) in their book entitled *Developing the Intercultural Dimension in Language Teaching* pointed out that developing intercultural competence means “...Their (learners) ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality.” This means that Intercultural learning can be seen as a process of becoming more aware of and better understand one's own culture and other cultures around the world (Rose, 2004). Its aim is to increase international and cross-cultural tolerance and understanding as well as to promote cultural awareness through simulating the

curiosity about target cultures, fight prejudices, respect the plurality and diversity of cultural identities.

Due to the prominent role that the English language plays as an essential means of communication, EFL materials designers incorporate cultural and intercultural elements in EFL textbooks. In the Algerian context, textbooks are considered one of the main sources of information and they remain as the most used materials for teaching and learning foreign languages. On the one hand, textbooks serve as a guide in the teaching process as they define the program, classroom activities and assessment, on the other hand, they help in the learning process since they constitute one of the available documents for learners to develop their knowledge of the foreign language.

The present study aims to investigate the presence of interculturality in secondary school English textbooks named *At the Crossroads* for first year level and *Getting Through* for second year level. After consulting a set of investigations done in Algeria and abroad, we have noticed that there are many studies which investigated the issue of interculturality in EFL textbooks. At the national level, a variety of works need to be mentioned. For instance, in the Department of English at MMUTO, a study conducted in (2011) by Madjid Chetouane for obtaining a Magister degree. His work addressed the issue of teaching culture in the Algerian middle school in four textbooks named: *Spotlight on English One*, *Spotlight on English Two* and *Spotlight on English Three* and *On the Move* focusing on the way culture is presented and taught in the textbooks in use. The overall aim was to examine the situation of teaching and learning culture in the Algerian middle school. The research also attempted to investigate the close relationship between language and culture through an analysis of the different activities presented in the textbooks.

Lynda Fellah conducted a research in (2014) entitled *Textbook Evaluation: Cultural Ponderation in New Prospects*. It explores the cultural content in *New Prospects* with the aim

to examine and identify the different aspects and types of culture included in the coursebook as well as to determine whether the representation of different cultures reflects the status of English as an international medium of communication. She relied on Byram's et al (1993) framework, and her obtained results reveal a balance in the portrayal of the national, target and international cultures in the textbook.

Karima Chaibi and Rezika Bareche (2015) conducted a research entitled *Intercultural Communicative Competence in the Algerian Middle School: An Investigation of its Teaching in Spotlight on English Two*. The main Aims of their work was on the one hand, to seek whether the textbook makes use of Byram's model of Intercultural Communicative Competence (ICC) containing four essential elements: knowledge, attitude, skills and critical cultural awareness, on the other hand, to check through teachers' answers to the questionnaires the extent to which the textbook is effective in the acquisition of ICC. The results reveal that the textbook includes all the four components but with much emphasis on developing knowledge and positive attitudes towards other cultures than on developing skills and critical cultural awareness. In addition, teachers' answers stress the necessity to enrich and vary the tasks that deal with intercultural dimensions.

Another research entitled *An Investigation of the Cultural Aspects of the Secondary School Textbook Getting Through Case Study: second year of foreign Languages Boussaada*. It is conducted by Lattoui Zineb (2012) at the University of Biskra. The main concern of the research was to investigate the situation of teaching culture in the Algerian secondary school. She evaluated the textbook from a cultural aspect and investigated the views of pupils and teachers. The results revealed that culture is not presented in a profound way in the textbook.

At the international level, a research entitled *The Intercultural Component in An EFL course-book Package* conducted by Zuzana Sandorova (2016) in Slovakia. The aim of this study is to investigate the intercultural components in *The New Opportunities* textbook. She

analyzed the textbook and conducted observations and interviews. The findings reveal that only some aspects of intercultural components could be considered because they were suitably treated in the textbook. Another investigation entitled *Revealing Intercultural Communicative Competence in an EFL High School Textbook* conducted by Ali Rosyidi and Oikurema Purwati (2018) in Indonesia. The aim of the research was to reveal the extent to which learning tasks in *Bahasa Inggris* textbook contain intercultural components and identify what components of ICC are embedded in the textbook. The results reveal a very small extent of learning tasks that encourage the learners' intercultural competences.

Yet, it can be clearly noticed that most of the works conducted in the Department of English at MMUTO focused only on the presence of culture in middle school textbooks namely *Spotlight on English One, Two, Three* and *On the Move*. In addition to the focus on the third level textbook in secondary school named *New Prospects*, and no attention is given to first and second year textbooks at the secondary school. None of the studies conducted in the department of English at MMUTO addressed the issue of whether interculturality is present in *At the Crossroads* and *Getting Through* textbooks. No study has evaluated and compared the two textbooks in terms of incorporating intercultural content. Actually, learners at the secondary school are already provided with a certain amount of language points at the middle school level. Therefore, at the secondary school level, they need a sufficient intercultural knowledge to accomplish the linguistic one, thus, this combination of linguistic and intercultural knowledge allows the learners to develop the necessary competencies for an effective use of language. Interestingly, the current research aims at discovering the extent to which interculturality is adopted in *At the Crossroads* and *Getting Through* schoolbooks and compare which one of the two textbooks favors more intercultural learning and why?

Aims and Significance of the Study

The present research is comparative and evaluative in nature, as it aims to shed light on how interculturality is presented in the Algerian Secondary School English textbooks *At the Crossroads* and *Getting Through* relying on Byram's (1997) model of Intercultural communicative competence (ICC). This framework aims at developing a number of intercultural competences including: knowledge, attitudes, skills and critical cultural awareness. In order to achieve this overall aim three objectives are outlined:

- To examine whether Byram's (1997) dimensions of intercultural communicative competence are incorporated in *At the Crossroads* and *Getting Through* textbooks;
- To discover both EFL teachers' and textbooks' authors' views about the intercultural content in *At the Crossroads* and *Getting Through* textbooks;
- To compare if one of the two textbooks favors more intercultural learning and why.

It is worth mentioning that the present study is the first study in the Department of English at MMUTO to evaluate the integration of interculturality in the two books at a time: 'At the Crossroads' and 'Getting Through', thus, paving the way for a comparison between the two textbooks. In addition, this study is important since it could prove useful to both teachers and learners especially with the rapid and encompassing globalization which makes it necessary to attain intercultural awareness and tolerance about one's own culture and other cultures. Moreover, this kind of research based on textbook evaluation is intended to help future textbook designers to think and work towards improvement and innovation. As textbooks remain one of the main sources of information for EFL learners, it is necessary to include intercultural components which emphasize intercultural learning. Intercultural learning aims at increasing international and cross-cultural tolerance and understanding and makes learners accept and work with the complex and diverse realities, promoting a world view in which diversity is viewed as an asset not as a threat. The importance of acquiring ICC

in foreign language teaching and learning, motivates us to go further and find out its implementation in the Algerian secondary school English textbooks for first and second year levels.

Research Questions and Hypotheses

The present research aims at answering the following research questions:

- **Q1.** Do *At the Crossroads* and *Getting Through* textbooks include Byram's four dimensions of intercultural communicative competence?
- **Q2.** What are EFL teachers' and textbooks' authors' views about the intercultural content in *At the Crossroads* and *Getting Through* textbooks?
- **Q3.** Which one of the two textbooks favors more intercultural learning and why?

In an attempt to answer these questions, the following hypotheses have been suggested:

- **H1.** Both textbooks include Byram's four components of intercultural communicative competence;
- **H2.** EFL teachers and textbooks' authors consider the incorporation of intercultural content in the two textbooks effective;
- **H3.** *At the Crossroads* textbook for first year level (SE1) favors less intercultural learning than *Getting Through* textbook for second year level (SE2) because of the difference in level.

Research Techniques and Methodology

To conduct this research, we have adopted the mixed methods approach which combines both quantitative and qualitative methods. This research makes use of three instruments. The first is *At the Crossroads* and *Getting Through* textbooks evaluation relying on Byram's (1997) model of intercultural communicative competence which consists of knowledge, attitude, skills and critical cultural awareness, it allows to gather qualitative and descriptive data. Second, in order to elicit more information on the inclusion of

interculturality in the two textbooks and obtain both qualitative and quantitative data, a questionnaire is distributed to thirty 30 EFL teachers in different secondary schools of Tizi-ouzou. In addition, a structured interview is conducted with three authors of the two textbooks. As far as data analysis is concerned, the quantitative data are analyzed using the Statistical Package for Social Sciences (SPSS), while the qualitative data are analyzed using qualitative content analysis (QCA).

Structure of the Dissertation

The overall structure of this dissertation follows the traditional simple model which comprises a General Introduction, four chapters and a General Conclusion. The first chapter is labeled Review of the Literature and consists in the definition of concepts and an account on previous works in relation to the current study in addition to the theoretical framework adopted. The second chapter is methodological in nature. It presents the corpus of the study and the research design and procedures of data collection and data analysis. The third chapter is named Presentation of the Findings. It portrays the results obtained from the examination of the two textbooks as well as the findings obtained from the questionnaires and the interviews. Discussion of the Findings is the fourth chapter in which the results are discussed and interpreted. The dissertation ends with a General Conclusion which summarizes the whole work focusing on the main conclusions reached from the research.

Introduction

This chapter is intended to review the relevant literature related to the current study which investigates the incorporation of intercultural components in the secondary school textbooks *At the Crossroads* and *Getting Through*. It opens with the definitions of both culture and interculturality according to different scholars, and the intertwined relationships between culture and language. It then tackles other important notions linked to the theme under study, which are culture in foreign language teaching and its significance, and culture in EFL textbooks. In addition, it defines both intercultural awareness and intercultural communicative competence (ICC). The last part of this chapter concerns the theoretical framework on which this research is based.

1.1 Culture and Interculturality

1.1.1 Definition of Culture

Any research that deals with interculturality needs to be based on a solid understanding of what is meant by culture. Though, culture is a highly complex and a broad concept to define, many scholars tried to define it, therefore many definitions have been attributed to it.

In Anthropology (the study of human societies and cultures and their development), culture is considered as the most important concept. It is seen as the patterns of behavior and thinking that people living in social groups learn, create and share (Bodley, 1994). For anthropologists, people's culture includes their beliefs, rules of behavior, language, rituals, arts, technology, styles of dress, ways of producing and cooking food, religion, political and economic systems, etc. In this regard, one of the first definitions of culture was given by the British Anthropologist Edward B. Tylor (1871:01) in his book entitled 'Primitive Culture' where he asserts that " culture...is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by man as a

member of society”. For Taylor, the cultural elements are shared, acquired and transmitted socially among individuals. He sees culture as a quality possessed by all people in all social groups.

Another important definition was advanced by one of the most influential researchers in the field of psychology, anthropology and sociology, called Hofstede. This author defines culture as “a collective programming of the mind that distinguishes the members of one group or category of people from another” (1984: 05). Hofstede believes in the collectivity of culture as a programming which privileges the role of the human mind in acquiring culture. For him, culture is collective, that means it is common and shared among individuals of the same society but it resides within the individuals’ mind as well. However, this definition considers human beings as computers ignoring the fact that the human mind is far from being mechanical and programmed.

According to Lederach .J.P. (1995: 09), “culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them”. In other words, the cultural components such as: education, language, literacy, beliefs, religion, politics, history, values and principles, laws, etc. influence the way individuals perceive, interpret, express, and respond to the different social realities. For some others, like Alessandro Durante (1997: 24) “ a common view of culture is that of something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face to face interaction and of course through linguistic communication”. Similarly, culture is viewed by Matsumoto as “...the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next” (1996:16). That is to say, culture is seen as a dynamic process where the individual plays an important role. It develops and evolves thanks to the interaction among people of the same culture or members of other cultures, and is transmitted from one

generation to another by individual acts. Culture is multifaceted, diverse, and subject to personal choice (Council of Europe, 2009) since it differs according to the different social realities of people. This idea is also mentioned by Kramsch (1993:205) who argues that “culture is a social construct, the product of self and other perceptions”. This definition as well as the previous one signals that culture is not only collective but also individual.

In general, culture can be categorized into two types: big “C” culture and little “c” culture (Lee, 2009; Peterson, 2004). Lee (2009:78) defines big “C” culture as “the culture which represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society”. Peterson (2004), however, puts the culture relating to grand themes under big C culture which includes themes such as architecture, classical music, literature, political issues, society’s norms, legal foundation, core values, history and cognitive processes. According to Lee (2009:78) little c culture is “the invisible and deeper sense of a target culture”, including attitudes or beliefs and assumptions. While for Peterson (2004), little c culture is the culture focusing on common or mirror themes such as opinions, viewpoints, preferences or tastes, gestures, body postures, use of space, clothing style, food, hobbies, popular music, popular issues and certain knowledge.

1.1.2 Definition of Interculturality

According to Leclercq (2003:09) “interculturality may be defined as the set of processes through which relations between different cultures are constructed”. For him, “the aim of interculturality is to enable groups and individuals who belong to such cultures within a single society or geopolitical entity to forge links based on equity and mutual respect” (ibid). This means, interculturality allows to create relationships between different cultures, and these relationships are based on respect and tolerance.

Byram and Barret et al (2009:10) have pointed out that:

Interculturality involves being open to, interested in, curious about and empathetic towards people from other cultures, and using this heightened awareness of otherness to evaluate one's own every day patterns of perception, thought, feeling and behavior in order to develop greater self-knowledge and self-understandings.

They also believe that interculturality enables people to act as mediators among people of different cultures, to explain and interpret different perspectives. In addition, it also enables them to function effectively and achieve interactional and transactional goals in situations where cultural otherness and difference are involved (Byram & Barret et al, 2009/10).

Barret (2008:1) also argues that the term interculturality is used to refer to “the capacity to experience cultural otherness and to use this experience to reflect on matters which are normally taken for granted within one's own culture and environment”. In other words, experiencing otherness allows individuals to self-analyze and self-understand both individually and in relation to others.

1.2 Language and Culture

Many scholars believe in the close relationship between language and culture, and they view them as complementary and intertwined. According to Brown (1994:165) “A language is part of culture and a culture is part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”. In other words, language and culture are like a piece of coin, they cannot be separated. Culture is meant and transmitted through language and language carries cultural reality, so the two are deeply interrelated.

In describing the close relationship between language and culture, Kramsch (1993:03) argues that “language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways”. In other words, language is a vehicle for people to communicate with one another and convey meaning into their different social and cultural realities, when communicating within a social group it is not only to speak and exchange thoughts but also to learn and think of ways

to interact in different cultural contexts. In the same line of thought, for Ellis (1985: 251) language is one of “the most observable expressions of culture”. For him, language is one of the most important means which reflect and carry cultural reality. In this respect, Damen (1987) asserts that culture is transmitted and meant in great part through language; and cultural patterns in turn are reflected and applied in language.

Language is a medium of communication that expresses, embodies, and symbolizes cultural reality (Kramsch, 1993). She points out three ways in which culture and language are interrelated. First, she argues that language expresses cultural reality, that is, the use of correct arrangement of words does not only express ideas and thoughts but also reflects manners and attitudes. Second, she maintains that language embodies cultural reality, in other words, people give significance to their daily life experiences through language. Finally, Kramsch assumes that language symbolizes cultural reality by saying that “speakers identify themselves and others through their use of language; they view their language as symbol of their social identity” (ibid, 1998: 03).

1.3 Culture in Foreign Language Teaching and its Importance

In the past, the aim of foreign language teaching was restricted to the mastery of language points like grammar and vocabulary, and the role of culture in language teaching was neglected. For such reason, students have the linguistic knowledge but they lack the ability to use the language appropriately in different contexts. Consequently, students make a lot of mistakes when communicating with foreigners because they do not know the foreign culture, they just acquire the linguistic knowledge.

Teaching culture should be an essential part of teaching English as a foreign language because one of the main aims of teaching a foreign language is to reach an intercultural communicative competence (ICC). The study of culture in foreign language classrooms is of a paramount importance since it is difficult to learn the language without being contextualized

into its cultural aspects. For all of (Byram, 1997; Fantini, 1997; Kramsch, 2013), incorporating culture in language teaching seems inevitable. They believe that teaching cultural differences along with the structural and typological differences of the language is vital because it helps learners prevent misinterpretations caused by the confusion of cultural differences.

The inclusion of culture in foreign language learning is important since intercultural learning makes people know about the cultural differences, and allow them to respect, accept, and use the cultural knowledge to create new meanings and understand the complexity and diversity of cultural groups. In stressing the role of incorporating intercultural knowledge in teaching foreign languages, Wang (2008:04) asserts that “foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers”. Interestingly, Damen (1987, as cited in Graves, 2001) defines culture as “the fifth dimension” of language teaching in addition to the other four language skills. For Kramsch (1993), culture is not just a fifth skill or even an aspect of communicative competence but the underlying dimension of all one knows and does.

Tomalin and Stempleski (1993: 07-08) have enumerated the goals of cultural instruction. According to them, the teaching of culture should help students:

- To develop an understanding of the fact that all people exhibit culturally-conditioned behaviors;
- To develop an understanding that social variables such as age, sex, social class, and place of residence influence the way in which people speak and behave;
- To become more aware of conventional behavior in common situations in the target culture;
- To increase their awareness of the cultural connotations of words and phrases in the target language;

- To develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence;
- To develop the necessary skills to locate and organize information about the target culture;
- To simulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

1.4 Culture in EFL Textbooks

In EFL teaching, although there is a variety of materials which are developed to help both teachers and learners to reach the goals of the lessons such as the use of new technologies and multimedia tools, textbooks remain as the most dominant source of knowledge as they are rich with topics, texts, visuals and language which represent the syllabus of the course (Pulverness, 2004). In this regard, Sercu (2000) argues that “textbooks continue to form the backbone of language teaching in the classroom” and in the same line of thought Sheldon (1988: 237) asserts that “textbooks are considered the visible heart of any ELT program”.

Introducing intercultural knowledge in ELT textbooks is effective to provide learners with the necessary information, language skills and different cultural contexts they need to develop their intercultural competencies. EFL and ESL textbooks are expected to reflect a range of cultural contexts and to include intercultural elements, besides these materials are expected to raise learners' awareness of intercultural issues and enable them to communicate effectively and appropriately in a variety of communicative contexts (Cortazzi and Jin, 1999).

Within the realm of cultural diversity, Cortazzi and Jin (1999) categorize three kinds of culture which can take place in ELT textbooks. They classify the sources of cultural information into source culture (learners' own culture), target culture (any English-speaking countries where English is spoken as a first language like the British and American cultures),

and international target culture (English –speaking or non-speaking English countries around the world where English is not used as a first language like France, Italy, Spain and other countries).

The aim behind introducing source cultural content in ELT textbooks is to cultivate learners' knowledge of their own culture. Students will have a chance to learn about topics and vocabularies which are related to their native background in English so that they can interact with people from different cultural backgrounds (McKay, 2000). The rationale for integrating target culture into English classroom is that learning a target culture will enhance students' motivation and develop their attitudes towards language learning (McKay, 2002). However, due to a paradigm shift from ESL/EFL to EIL, cultures other than the target ones should receive equal attention in ELT textbooks (Cortazzi and Jin, 1999). The benefit from incorporating international target culture in ELT materials is to show the way English can be used effectively in the international environment (McKay, 2000).

1.5 Intercultural Awareness (IA)

In a world of globalization, becoming aware of the existence of multiple cultures is one of the first steps to prepare global citizens who tolerate cultural differences and show mutual respect among cultures. In this respect, Rose (2004) (as cited in Yassine, 2006:33) argues that intercultural awareness can be seen as the process of becoming more aware of one's own culture and others cultures and developing better understanding of them. Its main goal is to increase international and cross-cultural understanding.

In the field of education, developing learners' awareness of both their own and foreign cultures is crucial in language learning. Raising learners' intercultural awareness enables them to perceive the differences and similarities between cultures through developing skills of comparison and interpretation of cultures. It also encourages positive attitudes of openness and tolerance and it fights prejudices, misunderstandings and stereotypes. In

defining intercultural awareness, Rose (2004) thinks that (IA) is a set of attitudes and skills that include the following:

“Observing, identifying and recording, comparing and contrasting, negotiating meaning, dealing with or tolerating ambiguity, effectively interpreting messages, limiting the possibility of misinterpretation, defending one’s own point of view while acknowledging the legitimacy of others and accepting difference” (as cited in Yassine, 2006:32)

Teachers may play a significant role in raising learners’ intercultural awareness. In this respect, all of Byram, Gribkova and Starkey (2002:10) assume that:

“The ‘**best teacher**’ is neither the native nor the non-native speaker, but the person who can help learners see relationships between their own and other cultures, can help them acquire interest in and curiosity about ‘otherness’, and an awareness of themselves and their own cultures seen from other people’s perspectives”.

Interestingly, for Byram (1997: 08) interculturally aware students are those who can “establish a relationship between their own and the other cultures, to mediate and explain differences and ultimately to accept that difference and see the common humanity beneath it”. Thus, promoting students’ intercultural awareness becomes one of the aims of foreign language teaching, as it encourages learners to appreciate and respect differences between home and foreign culture. In addition, it is an effective way to develop students’ intercultural communicative competence (ICC).

1.6 Intercultural Communicative Competence (ICC)

Increasingly, the contact between people from different linguistic and cultural backgrounds becomes closer as a result of the globalization of the world and the role the English language plays as an international means of communication. For such reason, even the notion of ‘competence’ has known considerable shifts on the aim of developing successful intercultural communication.

Until the last quarter of the 20th Century, the goal of language teaching was purely restricted to reach Linguistic Competence (LC), a concept introduced by Noam Chomsky (1957). It refers to the knowledge of language structures including lexical, grammatical, semantic, phonologic and orthographic competences. However, in (1972) Dell Hymes

introduced a new concept named the Communicative Competence (CC) in reaction to Chomsky's notion of Linguistic Competence which neglects the sociocultural features of language. Hymes assumes that it is not enough to have the linguistic knowledge of how the language functions alone, but it becomes necessary to know how to use the language in real communication i.e. to have the knowledge of culturally acceptable ways of interacting with others in different situations.

Communicative Competence involves knowing how to use the language correctly and appropriately for successful communication, it requires the language learner to know what to say to whom, how, where and when to say it appropriately in any given context (Hymes, 1972). In short, communicative competence refers to knowledge and skills acquired to use and interpret the language appropriately in real contexts.

Canale and Swain (1980: 28-31) developed a framework of the components of communicative competence including grammatical competence, sociolinguistic competence, strategic competence and discourse competence.

- **Grammatical competence:** this type of competence includes knowledge of lexical items and of rules of morphology, syntax, semantic and phonology. This knowledge is similar to Chomsky's linguistic competence and considered as part of communicative competence;
- **Sociolinguistic competence:** this component refers to the knowledge of the rules of language use in social context. The knowledge of social rules is essential for producing and understanding utterances that are appropriate to the context in which language is used. In other words, it is to have knowledge of how a given society functions, their laws, conventions and even the paralinguistic features or non-verbal communication;
- **Strategic competence:** it is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication. These

strategies refer to the ability to know when and how to keep conversation going on and how to terminate it, its aim is to avoid gaps and failure of communication;

- **Discourse competence:** a component added by Canale (1983) which represents the ability to combine language structures and language functions into a coherent and cohesive text to achieve meaningful written or spoken discourse. Cohesion is achieved through the use of conjunctions, pronouns, synonyms, etc. while coherence can be achieved through different means like repetition, progression, relevance of ideas, etc.

With the globalization, Communicative Competence was proven not enough mainly when encountering different situations in which different cultures are involved. For such reason, Intercultural Communicative Competence (ICC) comes to form intercultural mediators capable of mediating between cultures. This concept is introduced in a book entitled ‘Teaching and Assessing Intercultural Communicative Competence’ which was written by an advisor to the council of Europe committee on foreign language education named Michael Byram (1997). Byram (1997:07) defined ICC as “the ability to communicate and interact across cultural boundaries”. This means that, ICC allows to communicate and interact effectively with people from different linguistic and cultural backgrounds.

Intercultural Communicative Competence plays a significant role in foreign language teaching, as it continues to help learners acquire the linguistic skills needed for correct and appropriate communication, it also allows them to be equipped with skills that enable them to accept, respect and value other people’s languages, cultural diversity regardless the differences in life styles, religion, race etc. In this regard, Byram, Gribkova and Starkey (2002:10) assume that:

Developing the intercultural dimension in language teaching involves recognizing that the aims are: to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviors; and to help them to see that such interaction is an enriching experience

Byram (1997) develops one of the most influential models that guide language teachers to integrate interculturality in the classroom. This ICC model comprises four components named ‘savoirs’ or ‘knowledges’, including: knowledge, attitudes, skills and critical cultural awareness. All these elements help learners to cope with the cultural differences and allow them to effectively and appropriately interact with others in a globalized community.

1.7 Presentation of the Theoretical Framework

Our research work is based on Byram’s (1997) model of Intercultural Communicative Competence (ICC) which is one of the most comprehensive frameworks designed for education objectives, especially for language and culture learning. Among the main aims of this framework is the objective to develop learners’ intercultural communicative competences in the foreign language class.

According to Byram, in order for a foreign language learner to develop ICC, different skills, knowledge, attitudes and awareness need to be promoted, in addition to the linguistic, sociolinguistic and discourse competences. In the same line of thought, ICC is viewed:

ICC is the ability which enables one to effectively and appropriately interact in a language other than one’s native language with others from different linguistic and cultural backgrounds. It consists of language competence (linguistic, sociolinguistic, and discourse competence) and intercultural competence (Attitude, knowledge, skills, and awareness) that help one to be able to successfully integrate in a multicultural society. (Tran, 2015:30)

Byram’s ICC model comprises four components called “knowledges” or “savoirs” including: Knowledge (savoirs), Attitudes (savoir être), Skills of interpreting and relating (savoir comprendre), Skills of discovery and interaction (savoir apprendre/faire) and finally critical cultural awareness (savoir s’engager). In the context of EFL Teaching, the aim of acquiring these elements is to prepare English learners to be capable to act and use the language appropriately and successfully in real life situations when different cultures are involved. To prepare intercultural learners who value cultural diversity and share respect,

positive attitudes and empathy towards others. Byram et al (2002:05) maintain that “the ‘**intercultural dimension**’ in language teaching aims to develop learners as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity”.

1.7.1 Knowledge (Savoirs)

This term has been defined by Byram et al (2002:08) as “knowledge of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction”. Knowledge refers to the awareness and understanding of self and other cultures, it involves not only knowledge of what is called big ‘C’ culture themes including history, geography, art, education, politics, social norms, traditions and customs, values, beliefs, music, literature etc. but also includes little ‘C’ culture topics such as food, dressing, gestures and postures, opinions, preferences and tastes, popular issues, leisure etc. of both home and target cultures. This means, to have an overall and complete picture about the characteristics of different cultures and social groups in order to develop intercultural awareness which is an essential element in developing the intercultural communicative competence.

The aim of including intercultural knowledge in ELT materials mainly textbooks, is to raise learners awareness of their own and foreign cultures, to enable them to understand the various characteristics of each culture for the purpose of fighting misunderstandings and conflicts.

1.7.2 Attitudes “Savoir Etre”

It refers to curiosity and openness towards learning and knowing about other cultures. In foreign language learning, it is important to raise learners’ willingness to consider both their own culture and other cultures, this makes them aware of their own identity and the one of the other target groups. Developing positive attitudes towards target cultures is seen as

fruitful in foreign language learning, as it gives learners motivation and desire to learn more about the target language and target culture. It encourages them both to find similarities and common perspectives as well as to accept the differences among the different cultures.

Additionally, learners' beliefs on the uniqueness and diversity of cultures, allow them to develop cultural sensitivity, respect of otherness, empathy and tolerance, open-mindedness towards the target cultures, in such a way, negative attitudes like stereotypes, prejudices and misunderstandings are to be fought. In Byram's et al (2002:07) words, intercultural attitudes involve:

Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. This means a willingness to relativise one's own values, beliefs and behaviours, not to assume that they are the only possible and naturally correct ones, and to be able to see how they might look from an outsider's perspective who has a different set of values, beliefs and behaviours. This can be called the ability to 'decentre'

1.7.3 Skills

They refer to the ability to do things and act appropriately in real life experiences.

According to Byram skills are of two types:

1.7.3.1 Skills of Interpreting and Relating “Savoir Comprendre”

According to Byram's et al definition, this type of skills refers to “ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own” (2002:08). It is a crucial objective in foreign language learning to enable students to understand and analyze the cultural meaning being conveyed by authentic materials, documents or events, to explain such meanings and then relate them to documents or events from their own.

In addition to the need for knowledge and attitudes to fight misunderstandings, developing skills of comparing is also of a paramount importance, since intercultural mediators need to develop capacities which allow them to look at ideas, documents or events belonging to different cultures with different perspectives. Consequently, this enables them to

establish relationships between the different characteristics of the various foreign cultures and relate them to their own culture.

1.7.3.2 Skills of Discovery and Interaction “Savoir Apprendre/Faire”

These skills refer to the learners’ ability to find out new knowledge about cultures and cultural practices, and integrate it to what they already have. It is also the ability to use the acquired knowledge, attitudes and skills while communicating and interacting in real time situations. When learning about foreign languages and cultures, developing skills is of a central importance, because in order for the learners to cope with intercultural encounters, they need the ability to enquire, to interpret and analyze foreign documents or events from their own and foreign perspectives. Byram refers to the skills of discovery as “the ability to recognize significant phenomena in a foreign environment and to elicit the meanings and connotations, and their relationship to other phenomena” (1997: 38). They need also to have knowledge of the culture appropriate strategies of interaction in order to behave and communicate successfully in intercultural encounters. In byram’s terms the skills of interpreting refer to “the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction” (1997:61).

1.7.4 Critical Cultural Awareness (CCA) “Savoir S’engager”

Critical cultural awareness is one of the main aims of intercultural learning and an essential component in Byram’s model of ICC. It is defined as “an ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries” (Byram et al.2002: 09). In the same regard, they argue that the purpose of foreign language teaching is not to change learners’ values, but rather to make them conscious and aware of their own and others values and perspectives.

Critical cultural awareness can be seen as a process of balancing and comparing one’s own perspectives in relation to others’ perspectives. It requires learners to develop

intercultural sensitivity, which means acceptance as well as tolerance towards intercultural phenomena. In short, it refers to judging critically one's own and others' cultures.

To become an intercultural competent learner, all of knowledge, attitudes, skills of interpreting and relating, skills of discovery and interaction and finally critical cultural awareness are essential components to be included in ELT materials especially EFL textbooks.

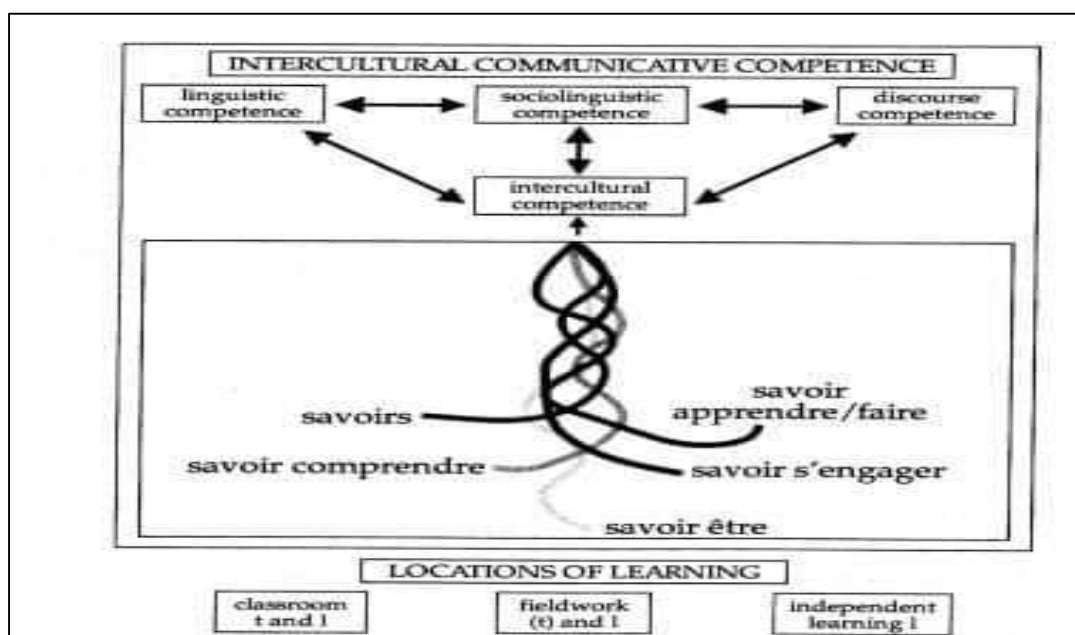


Figure 1: Byram's model of Intercultural Communicative Competence (Byram, 1997:73)

Conclusion

This chapter was dedicated to review the relevant literature related to our research study which investigates the presence of interculturality in secondary school textbooks 'At the Crossroads' and 'Getting Through', it opened with defining both culture and interculturality according to different specialists. Then, we reviewed some authors' views on the close relationship between language and culture. Indeed, culture and language are considered as inseparable entities in language learning. Additionally, it tackled other significant concepts including culture in the context of foreign language teaching and its importance as well as the effectiveness of incorporating culture in EFL textbooks. It also defined both of intercultural

awareness and intercultural communicative competence which are essential to be fostered on EFL learners. The last part of this chapter included the presentation of the theoretical framework on which the present study is based, relying on Byram's model (1997) of Intercultural Communicative Competence.

Introduction

This chapter is methodological in nature. It describes the research design of the present study and the procedures of data collection and data analysis adopted to carry out the research on the presence of Interculturality in secondary school English textbooks *At the Crossroads* and *Getting Through*. The present chapter is divided into three sections. The first section includes the description of the corpus of the study which is the secondary schools English textbooks named *At the Crossroads* and *Getting Through*, since it is a corpus based research. The second section is labeled the procedures of data collection, which refers to the tools used for gathering data including textbook evaluation, a questionnaire and an interview. In addition, context and participants are taken into consideration. As far as the third section is concerned, it contains the procedures of data analysis. Which means, it describes how the information obtained in the research process are analyzed.

2.1 Description of the corpus of the study

2.1.1 Description of the textbook *At the Crossroads*

The textbook is entitled *At the Crossroads*. It is designed by the Ministry of National Education for secondary school first-year students following the curriculum laid down in January 2005. These students are expected to complete four years tuition in English at Middle school level. Therefore, they are supposed to be already familiar with the Competency-Based Teaching and the Learner-Centered Approach on which this book is based. The overall aim of *At the Crossroads* is to consolidate and extend the competencies acquired in the Middle school. (Riche, B et al. 2005).

The coursebook consists of 175 pages and contains five units namely: *Getting Through*, *Once Upon a Time*, *Our Findings Show*, *Eureka!* And *Back to Nature*. Each unit comprises four sequences that are: listening and speaking, Reading and writing, developing skills and consolidation and extension. In addition to three sections called *Stop and Consider*, *Project*

workshop and Check your progress. Each unit starts with a preview, a pedagogical road map which helps both teachers and learners to know about the unit contents.

- **Listening and Speaking:** this sequence includes four rubrics: Anticipate, Listen and check, Say it clear and It's your turn. Its aim is to improve learners listening comprehension, train them for correct pronunciation and appropriate use of intonation and stress. In addition, it allows them to use what they learned to respond orally or in writing to life-like situations;
- **Reading and Writing:** it includes also four rubrics: Anticipate, Read and Check, Discover the language, Write it right. Its aim is both to improve learners' reading skills through reading texts and grasping their meanings, practicing language structures and to improve learners' writing skills through guided writing tasks;
- **Developing skills:** this sequence helps learners to improve their ability to communicate and further develop the four skills (listening, speaking, reading and writing) such as: telephoning, conducting a meeting, writing a letter of application, presentations, etc;
- **Stop and consider:** this section provides training in the use of English language rules of grammar, syntax and phonology. It also helps learners to get ready for the next sequence.
- **Consolidation and extension:** this sequence consists of two rubrics: write it out and work it out. The former helps to improve the writing skill. The latter gives opportunities for learners to find a way in problem-solving situations;
- **Project workshop:** learners are asked to work on projects related to the topics of the unit either in groups, in pairs or individually. Project works help learners to develop the communicative abilities and support the Competency-Based Approach;
- **Check your progress:** this section provides students with the opportunity to assess the knowledge they got from the content of the unit through a series of revision exercises.

2.1.2 Description of the textbook *Getting Through*

It is the official textbook designed by the Ministry of National Education for secondary school year two learners. It is published in (2006-2007) by the O.N.P.S. It complies with the curriculum issued in December 2005 and keeps the procedures used in the first-year textbook, *AT the Crossroads*, relying on the Competency-Based Approach, which is both learner-centered and project-oriented. The overall goal of '*Getting Through*' is to develop students' individual competencies, to consolidate their knowledge of functional English, in terms of vocabulary, grammar and pronunciation as well as to develop the four language skills (listening, speaking, reading and writing) along with methodological skills (how to collect and process data, how to design a project and present it in the class, etc.). (Riche, B et al. 2006).

This textbook consists of 207 pages and contains eight units namely: Signs of the time, Make peace, Waste not, Want not, Budding scientist, News and tales, No man is an island, Science or fiction?, Business is business. Each unit includes five stages called: discovering language, developing skills, putting things together, where do we go from here? And exploring matters further. Each unit starts with a short note which informs students and teachers with the content of the unit and the relevant project.

- **Discovering language:** at this stage, students discover the vocabulary, spelling, pronunciation, idioms and grammar of the language. The phonetic transcription of words and the pictures which help them understand and use the language;
- **Developing skills:** here, learners will develop their listening and speaking abilities, learn to read and understand texts as well as write reports, letters, stories, etc;
- **Putting things together:** in this stage, learners are asked to use all the skills they acquired in each unit to do a project, a summary or a report;
- **Where do we go from here?** : This part deals with students' self-assessment, through checking their own progress through filling grids and keeping portfolios;

- **Exploring matters further:** in this last part of the unit, students are provided with additional and authentic materials (passages from books, magazines, Internet etc.) to further consolidate their grammar, vocabulary and discover various kinds of texts.

2.2 Data collection procedures

On the aim of gathering reliable data to support our subject under investigation that is the incorporation of interculturality in '*At the Crossroads*' and '*Getting Through*' textbooks, we opted for the use of three different data collection tools: textbook cultural evaluation, a questionnaire handed for secondary school teachers of English around Tizi-Ouzou who teach both first and second year levels. In addition, an interview is conducted with three authors of the two textbooks.

2.2.1 Textbook Evaluation

Textbook evaluation is one of the effective instruments that serve to collect data. It refers to judging the content of the textbook in terms of its appropriateness, validity and suitability for students as well as for the learning process. In this regard, Hutchinson and Waters (1987:96) maintain that "evaluating is a matter of judging the fitness of something for a particular purpose". In our case, we evaluate the intercultural content of both *At the Crossroads* and *Getting Through* textbooks, which are the primary source of data, relying on Byram's (1997) model of (ICC). Tomlinson (2003:15) defines textbook evaluation as a procedure that "involves measuring the value (or potential value) of a set of learning materials [textbook] by making judgements about the effect of the materials [textbook] on the people using them". In order to elicit more information, we support our research with a questionnaire.

2.2.2 Questionnaire

A questionnaire is a data collection tool which serves to gather a considerable amount of appropriate data from participants. It includes a set of carefully designed items (questions) given in exactly the same form to a group of people in order to collect the needed information

about the research topic. The use of such instrument makes the research more realistic and reliable. McDonough (1997:172) points out that the questionnaire “is a list of research questions asked to respondents, and designed to extract specific information about a certain topic, more precisely, obtaining statistically useful information from a sample of individuals. In addition, it is convenient to administer and has a unified standard form”.

The reason behind choosing this instrument is to discover teachers’ views on the presence of interculturality in the English textbooks ‘*At the Crossroads*’ and ‘*Getting Through*’. The investigation took place in different secondary schools in Tizi-Ouzou namely: Abane Ramdane and Fatma N’Soumer in Tizi ousou, Zamoum and Larbes Ali in Boghni, Nouveau Lycée Seghouane and Tizi n Tleta in Ouadhias through a period of four weeks. The participants were the teachers of English in secondary schools. In fact, thirty (30) questionnaires were distributed to secondary school teachers of English who teach both first and second year levels and we piloted it with five teachers to identify any ambiguity in it. We obtained only twenty five (25) questionnaires because there were five teachers who did not return their questionnaires. The questionnaire contains seventeen (17) questions of different types: Yes/No questions, Likert scale items and Open ended questions. It is divided into four sections. The first one is about teachers’ views about the inclusion of intercultural elements in foreign language textbooks. The second section is about their views about the intercultural content in *AT the Crossroads* textbook. Concerning the third section, it is about teachers’ perception about the intercultural components in *Getting Through* textbook. As far as the last section is concerned, it aims to compare the two textbooks in terms of incorporation of intercultural content. To enrich our investigation, another data collection tool is used which is the interview.

2.2.3 Structured Interview

The interview is one of the most widely used research methods of data collection in education and social sciences. It provides a way of generating information through a direct face-

to-face conversation. Indeed, it allows the researcher to obtain reliable, valid and in-depth data about the topic of investigation. For the purpose of reinforcing our research, a structured interview containing seven (7) questions has been conducted with three (3) authors of the two textbooks who are teachers at the Department of English at Mouloud Mammeri University of Tizi-Ouzou. In fact, the two textbooks were designed by five (5) authors but we could interview only three of them. The participants have been interviewed orally and individually but the data were not recorded, they were written down (note taking). The aim behind interviewing the authors of the two textbooks is to get more details and in-depth information, as they are more knowledgeable of the intercultural content they included in the textbooks. Structured interviews are based on a pre-prepared and elaborated interview schedule which contains a list of questions to be covered closely with every interviewee i.e. asking the same questions, using the same words and following the same order. They are important since they allow the researcher to gather a complete and a detailed understanding from both close-ended and open-ended questions.

2.3 Data Analysis Procedures

This part includes the procedures used in order to analyze the data gathered from textbook evaluation, the teachers' questionnaire and the authors' interview. Our corpus is analyzed following the mixed-methods research combining both quantitative and qualitative approaches. The quantitative approach refers to the numerical measurement of specific aspects of phenomena, it is used to quantify and generate numerical data by asking close ended questions. While the qualitative approach refers to an intensive study that seeks to build an in-depth understanding by asking open-ended questions, it collects personal opinions, reasons and explanations. As far as data analysis is concerned, the quantitative data are analyzed using the Statistical Package for Social Sciences (SPSS), whereas the qualitative data are analyzed through Qualitative Content Analysis (QCA).

2.3.1 Statistical Package for Social Sciences (SPSS)

The SPSS is one of the most developed computer programs used in social sciences to help in the description of statistical analysis. In our research, it is used to analyze the quantifiable data collected through the questionnaire. The SPSS is known for its ability to perform highly complex data treatment and analysis with simple instruction; the results are presented under the form of tables and pie charts. In order to calculate the quantitative data, the software (SPSS) consists of two main steps: ‘variable view’ in which parameters are adjusted by providing the necessary information about the statistical data. The second step is related to ‘data view’ in which the information of each question is entered through numbers that are considered by the software as a code to process the analysis.

2.3.2 Qualitative Content Analysis (QCA)

Qualitative Content Analysis is a non-statistical method. It is used to analyze the data gathered from the textbook evaluation, the interview and the open ended questions of the questionnaire; they are called soft data which take the form of words. Its aim is to identify clear and coherent categories that highlight important aspects of the meaning conveyed. Qualitative Content Analysis is defined as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005:1278).

Conclusion

This chapter has shed light on the research design and methodology followed in the study. It has started with the presentation of the corpus of the study namely *At the Crossroads* and *Getting Through* textbooks. It has also provided a clear description of the procedures of data collection and data analysis with reference to the sitting and participants. It was shown that the work adopts the mixed-methods approach. On the one hand, quantitative data are gathered

through questionnaires and analyzed by the use of SPSS. On the other hand, the qualitative data obtained from the textbook evaluation, the interview and open-ended questions included in the questionnaires are examined by the use of Qualitative Content Analysis.

Introduction

This chapter aims at presenting the findings of our study. It consists of three parts. The first one is concerned with the results regarding *At the Crossroads* and *Getting Through* textbooks evaluation in relation to Byram's model (1997) of (ICC). As for the second, it deals with the data gathered from the questionnaire handed for secondary school teachers. The third part includes the results of the interview with the authors of the two textbooks.

3.1 Evaluation of the textbooks in the light of Byram's (1997) model of Communicative Competence (ICC)

This part is devoted to the presentation of the results gathered from our examination of both *At the crossroads* and *Getting Through*. The evaluation is conducted in relation to Byram's (1997) model of (ICC) which includes knowledge, attitudes, skills and critical cultural awareness. The findings are displayed under the form of tables followed by short comments.

3.1.1 'At the Crossroads'

3.1.1.1 Knowledge

Textbook units	Examples
Unit one <i>Getting Through</i>	In this unit knowledge is presented through: -On p.21, there is an e-mail written by kirsi a Finnish student describing her country, her family and she introduces some habits and traditions of Finland. Its aim is to increase learners' knowledge of foreign cultures. - On p.27, students are provided with samples of invitations written by people representing the source culture like Nora, Maya and other cultures' names like George, Tom, Peter, Robert, Jenny and Kenneth. -An advert on p.33 about the Tower of London which represents an important aspect of the British history (see image 1 appendix A). It aims to develop learners' knowledge of one of the most famous places in the world. -A caricature on p.34, a word search on p.38 and a cartoon on p.38 are

	included with the view to help learners gain knowledge of English vocabulary. -On p.44 learners are provided with a glossary which helps to increase their knowledge of English and Arabic vocabularies.
Unit two: <i>Once Upon A Time</i>	In this unit, knowledge is presented through: -P.46 includes different pictures of English novels like ‘Arabian Nights’, ‘Alice’s Adventures In Wonderland’, ‘Oliver Twist’ etc. there is also reference to famous English writers like Shakespeare, Charles Dickens, Mark Twin and Lewis Carroll who represent the English culture (see image 3 appendix A). -On p.48 learners are provided with pictures from ‘The Voyages of Sindbad the Sailor’ extracted from ‘Arabian Nights’ novel. In the same page task 3, learners are asked to guess which part of the world the map represents China, North Africa, The Middle East or Iran. Such tasks help to rise learners’ knowledge of the countries’ location in the world map. -A picture of the Nigerian famous author Chinua Achebe is provided on p.52 and On p.56, learners are provided with a story. -On p. 57, a picture of the front page of the book entitled ‘Hard Times’ written by Charles Dickens. Its aim is to increase learners’ knowledge of one of the famous literary works in English. -Learners are provided with a story adapted from Lewis Carroll’s ‘Alice’s Adventures in wonderland’ on p.59 (see image 2 appendix A). It aims at motivating learners to get new knowledge through reading famous English stories. -Task 1 on p.66, includes a street map which shows the way to go to Victoria Coach Station situated in London. Its purpose is to develop learners’ knowledge of famous places in London. -A biography and picture of William Shakespeare are presented on p.65 (see image 4 appendix A). In addition to the biography and picture of Charlie Chaplin on p.72 (see image 5 appendix A). -On p.74, learners are provided with a glossary including vocabulary in English and its equivalent in Arabic. On p.75, they are asked to use the vocabulary in the right form and context.

Unit Three: <i>Our Findings</i> <i>Show</i>	In this unit knowledge is presented through: -Pictures of popular American magazines and newspapers are presented on p.78. -The same page displays pictures including the titles of famous British and American newspapers such as ‘USA Today’, ‘The Daily Telegraph’, ‘Evening Standard’, ‘International Herald Tribune’ (see image 6 appendix A). The aim is to raise learners’ knowledge of the famous newspapers in the target cultures. -A picture of English people reading newspapers in the bus is displayed on p.79. -A graph reports road accidents in Algiers and Boumerdes from April to September 2008 is provided on p.103. -On p.105, a glossary of the vocabulary used in unit three including English and Arabic words is given. In the next page learners are asked to use the words in appropriate contexts.
Unit Four: <i>Eureka!</i>	In this unit knowledge is presented through: -On p.110, a picture shows how women used to wash clothes in the past. It increases learners’ knowledge of how people used to wash clothes before the invention of the washing machine. -On p.113, learners are provided with pictures of foreign scientists like Louis Pasteur, Alexander Fleming, Albert Einstein, and Alexander Graham Bell. They are asked to match each one with the correspondent name, date of birth and nationality (see image 7 appendix A). -On p.114, learners are provided with pictures of ancient inventions like telegraph, telephone, satellite and drum. -On p.121, a picture illustrates the role of TV in people’s lives. -Pictures of Coca Cola, Jeans, Chewing Gum and Photocopying machine are provided on p.124, followed by the names of inventors place and year of birth. -A text on p.132 relates to astronomy is provided. There is a reference to ancient Egyptians and Greeks. It develops learners’ knowledge of the theories maintained in the past to explain how the planets, the sun, the moon and stars used to function by referring to astronomers like Thales,

	Pythagoras and Ptolemy. -On p.134, learners are asked to read a text describing planet Mars. -Learners are provided with a glossary of the main words used in the unit in both English and Arabic (see p.136), and are asked to use them in appropriate forms on p.137.
Unit five: <i>Back To Nature</i>	In this unit knowledge is presented through: -A map on p.140 representing the world climate areas; in task 1, learners are asked to identify types of climate areas in Algeria and in their region. -On p.144, two pictures illustrating one of the causes and consequences of pollution. -‘Weather words’ is provided on p.164 which includes English expressions of weather and their meanings. -Learners are provided with a glossary of the vocabulary used in the unit in both English and Arabic (see p.166)

Table (1): Knowledge in *At the Crossroads*

This table shows that knowledge is presented through different forms, among them pictures, maps, tasks, biographies, texts, stories and caricatures. All these forms are useful to develop learners’ knowledge and reflect either on their own or other cultures.

3.1.1.2 Attitudes

Textbook Units	Examples
Unit one: <i>Getting Through</i>	In this unit attitudes are developed through: -On p.21, learners are asked to read an e-mail written by a Finnish student who speaks about his country Finland. Its aim is to develop learners’ curiosity and openness towards foreign cultures and countries. -On p.33, learners are asked to read an advert about the tower of London. It aims at increasing learners’ curiosity and willingness for discovery. -On p.40, learners are provided with the recipe of an Indian Pudding. It develops learners’ curiosity and sense of discovery of other peoples’ food (see image 8 appendix A).

Unit Two: Once Upon A Time	In this unit attitudes are developed through: -On p.52 includes a picture of the book cover of Chinua Achebe's novel. The learners are required to identify the author of the book, his country and the importance of a blurb. Such tasks help in raising learners' acceptance and openness towards foreign writers and literary works. -On p.53, learners are asked to read a text written by Chinua Achebe adapted from his novel entitled 'Things Fall Apart' (see image 9 appendix A). The purpose is to raise students' attitudes positively towards reading English fiction as well as to develop their acceptance of the way foreigners used to live. -A text adapted from Charles Dickens book entitled 'Hard Times' on p.57. It help learners get familiar with English literary works and it increases their attitudes towards preserving their towns from pollution, dirtiness caused by the industry. -A poem entitled 'My Country' by Dorothea Mackellar on p.69. It is a poem about Australia in which the writer describes that she likes in her country. Likewise, learners will develop curiosity and share positive attitudes towards others' cultures (see image 10 appendix A). -Learners are asked to read a blurb entitled Gandhi: A story of Life on p.70. Its aim is to develop learners' openness and appreciation towards one of the famous figures in the history of India (see image 11 appendix A).
Unit Three: Our Findings Show	In this unit attitudes are developed through: -On p.83, learners are asked to read a report displayed in the British daily national newspaper named 'The Times'. The aim is to increase students' curiosity and openness towards foreign press. -On p.88, learners are asked to look at a picture and guess what attitudes it illustrates. The aim of this task is to raise learners' feelings of gratitude and kindness. In the same page task 2, they are asked to read a newspaper article reporting on what doctors and authors think about kindness. The aim is to develop learners' positive attitudes towards people. -On p.90. Learners are asked to summarize dialogues using names like Aisha, Karim and Meriem. -Task 1 p.99 helps learners get familiar with correct English pronunciation. In the same page task 3, learners are asked to read aloud tongue twisters.

	-On p.107, learners are provided with a comic. It helps to raise their positive attitudes.
Unit Four: Eureka!	In this unit attitudes are developed through: -On p.113, learners are required to match the names of scientists with their inventions or discoveries. It aims at raising learners' curiosity and acceptance. Task 3 in the same page asks learners to play a game using the information on task 1. Games are very helpful in increasing learners' positive attitudes. -On p.120, learners are given a letter to read. It is written to an editor in which the author speaks about the advantages of technology in the life of people. Its aim is to raise learners' appreciation and acceptance of the new technologies. -On p.126/127, a text speaking about George Washington Carver life entitled the making of a scientist. It helps develop learners' sense of curiosity and discovery of one of the famous American scientists' life.
Unit five: Back To Nature	In this unit attitudes are developed through: -On p.143, learners are required to write an SOS message denouncing deforestation and pollution of seas. It helps raising learners' consciousness of the importance of preserving nature. - A text entitled Chemicals at War. It informs learners on the way chemicals and pollution affect human life. The aim is to develop students' awareness towards protecting nature (see task 1 p.145). - A text entitled Renewable Energy is provided to learners to develop their positive attitudes towards the existence of world energy sources like the wind, the sea, the sun etc.

Table (2): Attitudes in *At the Crossroads*

The table above shows that raising the learners' feelings of curiosity and openness can be promoted through different tasks, texts, poems and comics. These types of activities favor their acceptance of diversity.

3.1.1.3 Skills

Textbook Units	Examples
Unit one: Getting Through	In this unit skills are developed through: -Task 4 on p.22 is a pair work in which learners are asked to interview each other in the classroom about their regular activities. It develops their skills of interpreting and interacting. -On p.24, learners are given different situations and are asked to prepare a telephone conversation. It allows learners to develop their skills of interaction in English. In addition, task 2 on p.37, learners are asked to act out a dialogue in which they imagine themselves facing a phone problem. It allows learners to communicate effectively and avoid communication breakdowns. -learners are asked to write a reply to Meriem Djoual's letter of enquiry in task 4 on p.28. -Learners are given an advert about the Tower of London and are asked to write a short note to a friend of their choice, see p.33. It helps develop learners' skills of discovery and communication. -On p.36 task 5 learners are asked to make their Curriculum Vitae, then they are required to write a letter of application and use Joy Parfit's letter as a model. -Learners are required to identify problems in the dialogues and then complete the dialogues with replies, see p.37. -Project workshop on p.39, learners are asked to write a job application booklet or make an internet user's guide for beginners. -Students are asked to rewrite newspaper headlines to make them more attractive, see p.41. -On p.42 task 10, learners are asked to write a short ending to the e-mails provided in the same page. Task 11 on p.43 is about writing a letter to a friend through which the learners introduce themselves, mention their likes and dislikes, talk about their ambitions etc. this permits to learners to promote their skills of interaction and exchange of experiences and ideas.
Unit	In this unit skills are developed through:

Two: Once Upon A Time	-On p.49, learners are asked to tell the Sindbad's tale to their classmates. It permits to develop learners' skills of discovery and interaction. -In 'It's your turn' on p.51, learners are required to speak about their favorite book among 'Peter Pan', 'Treasure Island', 'The Adventures of Tom Sawyer', 'Dracula'. The aim is to raise learners' skills of discovery, comparison and interpretation of literary works. -In the same page, in 'Say it in writing', learners are asked to write a review of a book or a film of their choice. This helps in developing their skills of interpreting and relating (see image 12 appendix A). -Learners are asked to imagine themselves as novelists, and are required to write a short description of an imaginary town or village and to use Charles Dickens description of the town as a model (see task 6 p.58 and image 13 appendix A). Such task helps develop learners' skills of interaction, comparison and discovery. -Learners are asked to play a dialogue taking the role of John and Peter (task 2 p.61). It develops learners' skills of interacting and relating ideas. -Project workshop on p.69. learners are asked to write a book review about a book of fiction either in English or other languages. They are also asked to write a short biography of the author, a short summary of the book by referring to the context, setting and characters (see image 14 appendix A). It develops learners' knowledge, curiosity and sense of discovery and appreciation towards literary works.
Unit Three: Our Findings Show	In this unit skills are developed through: -On p.79-80, students are asked to interpret the picture of foreign people seating in the bus and reading newspapers. They are also asked whether people in Algeria are fond of reading too. Its purpose is to develop learners' skills of interpreting and comparing the differences and similarities between different cultures. -Learners are required to act out dialogues by interviewing their classmates and then answering the questions asked, see p.81. These tasks help learners to develop their skills of interpreting, relating and interacting. -Task 4 on p.86, a group work in which learners are asked to interpret the results of a survey and are asked to write a report on it.

	-A pair work on p.91, learners are required to take the role of Meriem answering Bashir's questions. Task 4 in the same page, learners are asked to write a diary entry by recording what was told by psychologists. Such activities help learners increase their abilities of interacting and interpreting different situations. - Learners are asked to imagine themselves as journalists and write a newspaper story reporting the accident provided in the picture, see p.97. such tasks help them know about journalistic style and develop their skills of reporting and interpreting events. -A graph presenting food consumption in Great Britain between 1980-1987. Learners are asked to interpret the graph by providing their own opinions. -Project workshop on p.100 asking learners to conduct a survey about people's newspaper reading habits, TV viewers and TV programs or the different uses of the computer. it helps to develop learners' skills of discovery and enquiry.
Unit four: <i>Eureka!</i>	In this unit skills are developed through: -On p.111, a picture of a washing machine is provided and learners are asked to make a brief presentation of the invention to the class. -Learners are asked to use the correct intonation and stress. It helps learners to develop their skills of pronunciation, see p.112. -Learners are required to write a short biography of one of the scientists presented in the pictures (see task 1 on p.113). Its aim is to develop learners' skills of discovery of the famous scientists from different cultures and countries. -On p.117, learners are asked to write a coherent paragraph about one of the inventions including 'dishwasher', 'vacuum cleaner', 'microwave'. It helps to increase learners' sense of discovery of inventions and inventors. -Task 3 on p.118, learners are asked to make an oral presentation taking the role of a salesperson. It helps develop learners' skills of interaction and presentation of products and services in English. -Project workshop on p.131. Learners are required to choose an invention, write about its evolution, make a presentation of the invention and then write a timeline of all the inventors involved in the invention. The purpose is to increase learners' skills of discovery and interaction.

	-Learners are asked to write a short description of their planet Earth (see task 11 on p.134). It helps develop learners' skills of discovery and comparison between Earth and the planet Mars described in task 9 p.134.
Unit five: Back To Nature	In this unit skills are presented through: -A pair work on p.142, learners are asked to act out a dialogue about global warming using the right intonation. It helps develop learners' use of language to interact effectively. -A pair work on p.143, learners are required to make a dialogue between Ali and Bashir about deforestation. -Learners are asked to pretend that they are environment inspectors and write a memo to inform the authorities about the dangers resulting from the pollution of their area, see p.160. -A project workshop on p. 161. Learners are asked to select products, gather information about them and then analyze them from an ecological point of view.

Table (3): Skills in *At the Crossroads*

The results of this table show that *At the Crossroads* provides the learners with a set of tasks, pair works and project works. These activities help them develop and exchange their knowledge through the processes of discovering, interacting, relating and comparing.

3.1.1.4 Critical Cultural Awareness

Textbook Units	Examples
Unit one: Getting Through	In this unit critical cultural awareness is developed through: -On p.21, learners are asked to read Kirsi's e-mail and explain what is meant by Sauna, and provide its equivalent in their language. The aim is to show differences and develop a critical comparison (see image 15 appendix A). - A 'write it out' on p.23, asks learners to write a short reply to Kirsi's e-mail, they are asked to introduce themselves, speak about their families and introduce their country. The aim is to show the differences between Finland and Algeria in terms of traditions and habits. It pushes the learners to make a kind of critical comparison and to be aware of the differences.

Unit two: <i>Once Upon A Time</i>	In this unit critical cultural awareness is developed through: -On p.67, students are asked to write a short note or e-mail to a friend of their choice to give him directions from the bus station to their town or village by taking the example of London street as a model (see p.66). Its purpose is to push learners to make a critical comparison. -Learners are asked to discuss some sayings and are required to find out their equivalent in their own culture (see task 1 on p.68 and image 16 appendix A). Its aim is to enhance learners' intercultural awareness and allow them to compare the use of the different sayings according to the learners' culture. -P.68 provides learners with folktales which allow them to contrast the folktales with home culture (see image 17 appendix A). These folktales help learners to be aware of the beliefs and norms of the target society. -In the same page task 4, students are asked to think of a folktale from their own culture. Such activity helps learners to easily identify similarities and contrasts between cultures.
Unit three: <i>Our Findings Show</i>	In this unit critical cultural awareness is developed through: -Learners are asked to look at the British and American newspapers' titles and think of similar Algerian newspapers titles, see p.78. Its purpose is to develop learners' awareness and critical comparison between the different countries newspapers headlines. -A graph reporting road accidents in Algiers and Boumerdes from April to September 2008. Learners are asked to describe the graph. It helps develop critical thinking on the reasons behind road accidents in Algeria.
Unit four: <i>Eureka!</i>	In this unit critical cultural awareness is developed through: -Learners are asked to read a text about telecommunication in the past, present and future (see p.115). It increases learner's critical comparison and awareness of how technologies started to develop from primitive times until today. -On p.121, learners are required to write a letter to the editor expressing disagreement with the opinion expressed in the picture given in the same page. Such activity helps develop learners' critical thinking and encourage their freedom of expression. -On p.29 learners are provided with a text speaking about cloning and Genetically Modified Foods (GMFs). In task 2 they are asked to write a letter

	of opinion through which they express their position towards the use of cloning and (GMFs). Its purpose is to incite learners' ability to express their opinion and develop critical awareness.
Unit five: Back to Nature	In this unit critical cultural awareness is developed through: -Learners are asked to select natural disasters that may affect their country, see p.140. This allows them to critically compare and contrast between their countries' natural disasters and the ones that affect other countries. -After reading a dialogue between Chairman, Mary, John and Peter on traffic pollution (see p.148). Learners are asked to prepare a dialogue about an environment problem that their country faces. It allows them to discover cross-cultural differences and similarities through comparing and contrasting. -‘A problem to solve’ is a group work in which students are asked to suggest solutions to preserve oil in Algeria. Problem solving is one of the activities that help learners develop their critical thinking and awareness

Table (4): Critical cultural awareness in *At the Crossroads*

Critical cultural awareness is developed through different tasks and texts. These activities help learners to critically compare the same cultural phenomenon within their own culture and the other cultures.

3.1.2 *Getting Through*

3.1.2.1 Knowledge

Textbook Units	Examples
Unit one: Signs of the Time	In this unit knowledge is presented through: -An original painting by the famous Algerian artist Mohammed Racim which represents Ramadan Nights in ancient times in Algeria (see p.15 and image 1 appendix B). -A text on p. 24 entitled ‘what people eat’. It deals with the changes in the eating habits. The text includes references to different famous meals in home culture like ‘Mesfouf’, ‘Couscous’, ‘Khfef’ and ‘Tamina’ (see image 5 and 6 appendix B). -Task 6 on p.26 provides learners with cultural information about the

	United Kingdom by mentioning its capital and the number of its inhabitants. It informs also that the origin of the name Hamburger is a German town named Hamburg. -A text on p.34 about styles and clothes referring to ancient Rome and ancient Japan. The information provided by the text deal with one of the important cultural aspects which is clothing.
Unit two: <i>Make Peace</i>	In this unit knowledge is presented through: -Pictures of the International institutions accompanied with their corresponding Acronyms like (UNESCO, WHO, UNICEF, UNO, IMF etc.) on p.34 (see image 18 appendix B). It helps increase learners knowledge of the institutions which promote peace and tolerance between nations. -A text on p.38 speaking about the role of the united nations in promoting peace in the world. There is reference to its organizations like UNESCO and its permanent members including (Britain, China, France, Russia and USA). -An expressive picture about racism and a warming up question about significant personalities in America like Abraham Lincoln and Martin Luther King are provided in task 1 on p.48 (see image 4 appendix B). The aim is to give the learners a general idea about racism and inequality in America and the question tests their existing knowledge.
Unit three: <i>Waste Not, Want Not</i>	In this unit knowledge is presented through: -A collection of postage stamps representing Algeria's natural resources on p.59. -A map on p.60 which represents parts of the American continent like Brazil and Argentina (see image 20 appendix B).
Unit four: <i>Budding Scientist</i>	In this unit knowledge is presented through: -Two pictures on p.79 which refer to scientific topics such as Geometry and Maths. -A text entitled 'Arab Science' on p.96. Provides learners with information about the golden age of Arab science by referring to El Khwarizmi who wrote 'On Algebra', the astronomers Caliph Ma'mun and Al Battani. An Arab alchemist named Jabir from Syria and a famous Arab physician

	named AL Hazen.
Unit five: <i>News and Tales</i>	In this unit knowledge is presented through: -Pictures of different English novels like James Joyce's Dubliners, Jonathan Swift's Gulliver's Travels and titles of newspapers like The Times, The Guardian, The Sunday Times, The Sunday Telegraph etc. The purpose is to represent the life, the people and styles of writing in the foreign cultures (see p.99). -On p.100, learners are given a map including countries like Tanzania, Kenya, Somalia, and Colombo and are asked to interpret it. -A picture is given about 'Grimms Fairy Tales' in which learners are asked to answer some questions in relation to the cover page, the blurb and the folktale itself (see p.106 and image 21 appendix B). Such pictures motivate students to read the novel and search for further information. -A picture of Moufdi Zakaria is displayed on p. 112 -In 'exploring matters further', literary texts are incorporated on p.114, 115,116 and 117 to encourage learners to read and discover new knowledge.
Unit six: <i>No Man is an Island</i>	In this unit knowledge is presented through: -A picture of Bill Gates the head of Microsoft is provided on p.122. -A pie chart on p.123 represents the kind acts of Bill Gates who was elected by the Americans as the man of 2005 for his charities. - A picture showing charity in the Algerian society during the earthquake in Boumerdes (see p.129 and image 11 appendix B).
Unit seven: <i>Science or fiction</i>	In this unit knowledge is presented through: -Pictures of some science fiction films are given on p.138. -A picture of a famous book which contributed to the emergence of science fiction entitled 'THE TIME MACHINE AND THE WAR OF THE WORLDS' by H.G. WELLS is displayed. It motivates learners to discover the content of the book (see p.139). -A text on p. 149 deals with ancient discoveries and refers to Isaac Newton's discovery of the law of gravity. -A biography of Michael Faraday is provided on p.151 to inform learners about one of the famous researchers in the field of electrical research in

	England. -A text followed by a picture on p. 157. They give information about the biggest volcanoes in the world and most importantly the ones which exist in the USA.
Unit eight: Business is Business	In this unit knowledge is presented through: -A picture displayed on p.159 about the façade of the Algerian bank and a paper from a checkbook. -A poem provided on p.164. It written for foreigners to help them gain insights about the pronunciation of some similar words which may confuse learners (see image 8 appendix B). Poems help consolidate learners knowledge of pronunciation and vocabulary. -On p.176, 177 and 178 there are texts which reveal business and economic information. The aim is to increase learners' knowledge about the economy concerning the foreign society.

Table (5): Knowledge in *Getting Through*

The table above shows that knowledge is presented through some pictures, maps and texts. These forms combine and reflect either the learners' own or foreign cultures.

3.1.2.2 Attitudes

Textbook Units	Examples
Unit one: <i>Signs of the Time</i>	In this unit attitudes are developed through: -Learners are asked to correct a paragraph speaking about the Kasbah in Algiers, see p.19. The aim is to rise learners' positive attitudes towards one of the popular aspects in the Algerian history. -On p.30, the presented text is about the father of Joseph Mallord William Turner who is considered as one of the most famous English landscape painters. It helps to enrich learners' cultural knowledge and develop positive attitudes towards the foreign famous personalities.
Unit two: <i>Make Peace</i>	In this unit attitudes are developed through: -‘Write it out’ is a task on p.41, it asks learners to imagine themselves as one of the members of UNESCO competition for writing poems against prejudice. They are required to write a poem to denounce prejudice. The

	purpose is to develop learners' attitudes of peace, tolerance, openness and fight prejudices and wars. -A text including an excerpt from Martin Luther King 'I Have a Dream' is given to learners (see image 7 and 11 appendix B). It helps to develop learners' curiosity, appreciation, respect, and openness towards the famous personalities who fought against discrimination and racism. -In p. 53, 55, 57 there is a kind of entertainment embodied in the song of Maria Carey and Poems of Emerson and Stein (see image 22 appendix B). It aims at motivating learners through interesting readings and increase their openness and attitudes towards foreign cultures.
Unit three: <i>Waste Not, Want Not</i>	In this unit attitudes are developed through: -Texts are provided on p.60, 61, 64, and 69. The aim is to raise students' awareness, openness towards saving natural energies. They tackle issues such as the importance of the Amazon Rainforest in Brazil, Exxon Valdez catastrophe in Alaska and noise pollution in Los Angeles. -An authentic text which speaks about the use of oil in different domains of life is adapted from BBC Modern English on p.74.
Unit four: <i>Budding scientist</i>	In this unit attitudes are developed through: -A text explaining Geometry is provided on p.95. It helps develop learners' curiosity and sense of discovery. -On p.95, a text entitled 'A Bag of Tricks' reveals that The Grounde of Artes by Robert Recorde is the first Arithmetic book to be printed in English. It develops learners' openness towards foreign cultures works. The text also promotes entertainment through the use of two games as a trick to encourage students' positive attitudes.
Unit five: <i>News and Tales</i>	In this unit attitudes are developed through: -A newspaper article entitled 'tsunami in the news' speaks about this natural phenomenon in Japan provided on p.100. In addition, an article on p.109 entitled 'Head-On Collision on Highway' is displayed. It refers to a road accident near Boudouaou in Algeria which is a man-made disaster. The purpose is to develop learners' attitudes of awareness towards the disasters of international occurrence. -A folktale is integrated on p. 104, whose aim is to sensitize learners on

	morality and teach them about caution. -A poem on p.105 entitled 'HOW A GOOD GREYHOUND IS SHAPED' is given as an example to help students to write a similar poems including similes and metaphors. It develops learners' attitudes towards learning about literary genres. -A folktale entitled 'FOUR FRIENDS' is given on p. 183 and learners are asked to summarize the folktale in seven lines using their words (see task 3 on P.107). The aim is to help students to get familiar with reading literary texts written in the target language as well as develop their openness, curiosity and sense of discovery.
Unit six: <i>No Man is an Island</i>	In this unit attitudes are developed through: -A report speaking about charity is given on p.120. -A text speaks about how the Algerian people are charitable is provided on p.129 (see image 17 appendix B). It helps develop positive attitudes towards home culture.
Unit seven: <i>Science or Fiction</i>	In this unit attitudes are developed through: -A text about science fiction is accompanied with questions on p.139/140. It gives a general presentation of this literary genre characterized by imaginary scientific and fictional themes. -A cartoon is provided on p.143 (see image 19 appendix B). -A text on p.155 about Frankenstein story is provided to give a kind of entertainment. Another text on p.156 which is a story about visitors from the outer space in Washington. It gives learners openness to discover the American way of thinking.
Unit eight: <i>Business is Business</i>	In this unit attitudes are developed through: -A picture and a graph on p.170 which represent the important role of women as a business owner (see image12 appendix B). It develops learners' positive attitudes and respect towards women.

Table (6): Attitudes in *Getting Through*

The table above shows that raising the learners' curiosity and openness can be promoted through different tasks, pictures and texts. These forms help to create their acceptance of diversity in relation to home and foreign cultures.

3.1.2.3 Skills

Textbook Units	Examples
Unit one: <i>Signs of the Time</i>	In this unit skills are developed through: -Task 2 p. 20 where learners are given words which have the same spelling in French and English but are pronounced differently. Learners are asked to put the right transcription for each word. It helps develop learners' skills of discovery and comparison between French and English pronunciation. -Learners are asked to read a tongue twister and look for the different definitions of the word 'can' in the dictionary, see task 5 on p.20. -‘Write it up’ is a pair work on p.23, where learners are asked to write a dialogue predicting what might happen in the future in fields such as teaching and communication. They are asked to act out the dialogue. The purpose is to develop learners' skills of interacting and predicting the future. -A project work is given on p.30, where learners are required to make a life style profile in which they describe three aspects of life: clothes, food and entertainment in Algeria and abroad (see image 14 appendix B). Such projects help learners explore different cultures.
Unit two: <i>Make Peace</i>	In this unit skills are developed through: -A pair work on p.45, it is about performing a dialogue to criticize or apologize for the wrong actions. It helps develop learners' skills of interaction. -A Group work (on p.46) asks learners to discuss and write a list of school regulations and then compare their answers. It allows students to be aware of their duties and rights at school and develop their skills of interaction and comparison. -On p. 50, learners are asked to imagine themselves in the Hyde Park at the speakers' corner in London, they are expected to imitate Luther King's speech by delivering a similar speech defending children's rights (see image 13 appendix B). The aim is to enhance learners' skills of interpreting, relating, comparing and interacting.
Unit three: <i>Waste Not, Want Not</i>	In this unit skills are developed through: -A project work is provided on p. 72. It asks learners to write a conservation plan by synthesizing the main conservation measures taken by the Algerian

	government. It helps develop their skills of discovery, interpreting and relating. -A dialogue to act by paying attention to pronunciation is given on p.62.
Unit four: <i>Budding Scientist</i>	In this unit skills are developed through: -A group work given on p. 82. It requires the learners to think about what they will do if they pass exams, then they are required to play a chain game by asking other groups. They are given examples about traveling to England and visiting Liverpool. It enhances learners' interaction and sense discovery. -Learners in task 1 on p. 88 are asked to write a letter and take the role of a British person having a problem and requesting help from 'Agony Aunt'. In the same page task 2, they are supposed to resemble an 'Agony Aunt' and suggest solutions for people. Such activities provide learners with the ways of writing a letter and give glimpse on the target culture press mainly in Britain where 'Agony Aunt' is included in newspapers and magazines.
Unit five: <i>News and Tales</i>	In this unit skills are developed through: -Learners are asked to give their opinion about films, short stories and plays they have read, see task 1 on p.107. This task helps them develop their skills of interpreting, relating, interacting and exchanging ideas. -A project work is given on p.112 about writing a collection of stories. It helps learners develop their skills of discovery and comparison of different stories belonging to different cultures.
Unit six: <i>No Man is an Island</i>	In this unit skills are developed through: - 'Write it right' is a task provided on p.123. It asks learners to write a report about why Americans elected Bill Gates as the man of the year 2005. It helps them develop their discovery and interaction skills. -A tongue twister is given as an example to help learners cross out the silent letters. This activity allows to teach pronunciation and culture at the same time (see image 3 appendix B).
Unit seven: <i>Science or Fiction</i>	In this unit skills are developed through: -On p.146, learners are required to listen the teacher's dialogue and synthesize the dialogue in their own words and read it to the class. -On p.142, learners are given a task, they are asked to write a short newspaper article speculating about how things would happen if events like: Cristopher Columbus's discovery of America, the industrial revolution, Karl Marx's

	writing of the communist manifesto, the development of computer etc. this task helps develop the skills of discovery and interpretation.
Unit eight: Business is Business	In this unit skills are developed through: -Learners are required to imagine themselves as a group of foreign investors interested in opening a business in Algeria, see task 1 and 2 p.163. They are required to facsimile to the consulate and ask for information about Algeria. In the second task they are asked to write a draft reply to the letter of enquiry. These tasks promote knowledge of the home culture and help to develop skills of discovery.

Table (7): Skills in *Getting Through*

The results of this table show that *Getting Through* provides learners with a set of tasks and project works which help them develop their skills of discovery, interaction, interpreting and relating.

3.1.2.4 Critical Cultural Awareness

Textbook Units	Examples
Unit one: Signs of the time	In this unit critical cultural awareness is developed through: -A newspaper article that shows the way people dress themselves in different countries all over the world like Northern European countries, North Africa, America, Muslim countries, Algeria etc. is given on p.27 (see image 15 appendix B). The aim of this task is to develop learners' critical comparison and contrast between different cultures and incite them to accept cultural diversity. -A diagram reflects the activities practiced by teenagers in England during their spare time see p.32. Through discussing this diagram, learners start to compare British teenagers' activities with their own activities.
Unit two: Make Peace	In this unit critical cultural awareness is developed through: -A project work is given on p.51, it is about writing a small sketchbook including a list of Nobel Peace Prize Winners, short biographies about them and a list of potential candidates from Algeria and abroad. It helps learners to express their views about their own and foreign Nobel Prize Winners. It raises

	the learners' potential of acceptance and critical comparison.
Unit three: <i>Waste Not, Want Not</i>	In this unit critical cultural awareness is developed through: -A text on p.75 speaking about the use and consumption of energy in different countries around the world. The aim is to push learners to be aware of the wide consumption of energies in the world and push them to critically think about new sources of energy.
Unit four: <i>Budding Scientist</i>	In this unit critical cultural awareness is developed through: -In p.92, learners are asked to search into how people of their locality interpret dreams based on the example of the interpretation of dreams called 'ABC of Dreams' which is written by an English school students. The aim is to help learners realize how dreams are interpreted in the target culture. They also establish a critical comparison, between their own culture and the foreign cultures.
Unit five: <i>News and Tales</i>	In this unit critical cultural awareness is developed through: -A group work on p.108 is about writing a short tale and describing the characters, the settings, give a dramatic turn and imagine the end of the story. Such tasks help learners develop their imagination and critical thinking.
Unit six: <i>No Man is an Island</i>	In this unit critical cultural awareness is developed through: -A text speaking about charities in America and Britain shows the role of charities in these societies (see p.136 and image 16 appendix B). Comparing with the text on p.129 dealing with charity in Algeria, learners may make a critical comparison and realize that charity is a common moral not restricted to one culture only.
Unit seven: <i>Science or Fiction</i>	In this unit critical cultural awareness is developed through: -A 'write it out' is a task given on p.151, it is about writing a short autobiography about Michael Faraday implying that his career furnishes a classical example of a poor boy who succeeded as a scientist (see image 9 appendix B) . The aim is to show to learners that poverty is never an obstacle to succeed in any domain.
Unit eight: <i>Business is Business</i>	In this unit critical cultural awareness is developed through: -A text on p.170 speaks about the important role played by American women during and after the world war. Such texts make learners unconsciously think about the significant role of Algerian women during the revolution and push

	them to make a certain critical comparison between the two.
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Table (8): Critical Cultural Awareness in *Getting Through*

Critical cultural awareness is developed through some tasks and texts which help learners to critically compare between different cultures and enhance their acceptance of cultural diversity.

3.2 Presentation of the questionnaires' results

In order to collect further information about our theme, we distributed 30 questionnaires for secondary school teachers to get more credible and reliable data. The purpose was to discover EFL teachers' views on the inclusion of intercultural elements in both *At the Crossroads* and *Getting Through* textbooks. We have collected only 25 questionnaires, from which the results are summarized in tables and pie charts followed by commentary short passages.

3.2.1 Section 1: Teachers' views about the inclusion of intercultural elements in foreign language textbooks.

Q1. Do you think that the inclusion of intercultural elements in EFL textbooks is important? Why?

Option	Number	Percentage %
Yes	24	96%
No	1	4%
Total	25	100%

Table (9): Teachers' views about the importance of including intercultural elements in EFL textbooks.

From table (1) displayed above, the majority of the respondents (96%) claim that the inclusion of intercultural elements in EFL textbooks is important. However, the rest of the respondents (4%) ignore its importance.

As far as the analysis of the justified answers to this question is concerned, the majority of teachers state that the incorporation of intercultural elements in EFL textbooks is important because it develops learners' awareness, openness and tolerance towards their own and foreign cultures. They further argue that in addition to educational, linguistic and phonetic purposes, teaching intercultural communicative competence in English as a foreign language classroom becomes indispensable to prepare youth for globalization. However, the only one teacher who was against the inclusion of intercultural elements explained that the teaching of language points like grammar and vocabulary should be the focus in teaching English as a foreign language.

3.2.2 Section 2: Teachers' views about the intercultural components in *At the Crossroads*

Q2. Is culture included in *At the Crossroad* ?

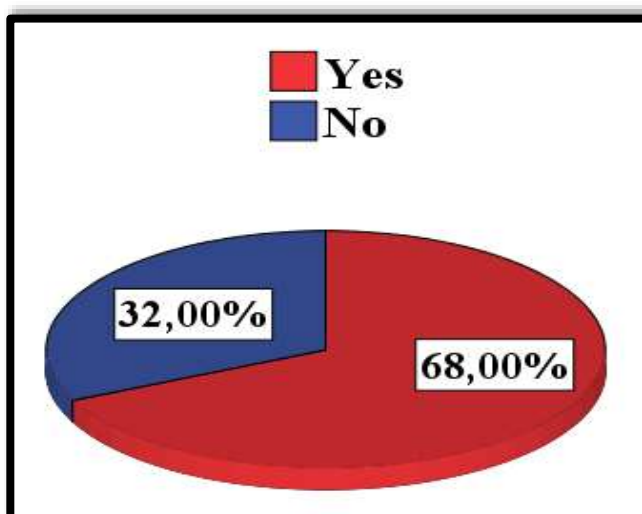


Diagram (1): Teachers' views about the inclusion of culture in *At the Crossroads*.

The results in the first pie chart show that (68%) of the participants argue that 'At the Crossroads' includes culture. While few teachers (32%) claim the opposite.

Q3. Does the textbook make also reference to other cultures?

Option	Number	Percentage %
Yes	16	64%
No	9	36%
Total	25	100%

Table (10): Teachers' views about cultural variety in *At the Crossroads*.

The statistics above indicate that *At the crossroads* makes reference to a variety of cultures.

If yes, could you mention them?

The teachers agree on the fact that there are references to all of the British, American and African cultures. While there is little reference to countries like Finland and Australia.

Q4. How do you find the intercultural content in *At the Crossroads* ?

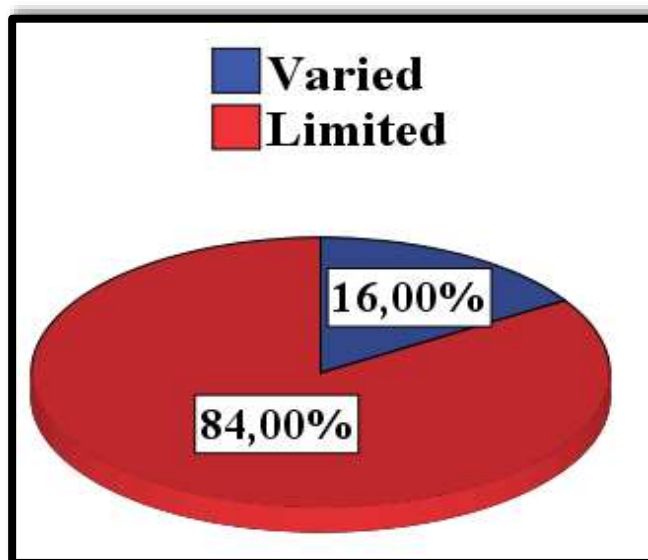


Diagram (2): Teachers' views about the quality of the intercultural content in *At the Crossroads*

As displayed in this pie chart, (84%) of the participants claim that the intercultural content included in the textbook is limited. However, (16%) of the teachers believe in the variation of the intercultural content of the textbook.

Q5. Does the textbook provide students with sufficient knowledge about foreign cultures?

Option	Number	Percentage%
Yes	2	8%
No	23	92%
Total	25	100%

Table (11): Teachers' views about intercultural knowledge in *At the Crossroads*

The aim behind asking this question is to determine the participants' views about the incorporation of one of the essential elements in Byram's ICC model which is Knowledge. Table (3) above shows that a great number of the respondents (23) making up (92%) claim that *At the Crossroads* does not provide learners with sufficient intercultural knowledge. While a small number (2) teachers making up (8%) affirm the opposite.

Q6. Does the intercultural content in *At the Crossroads* develop learners' attitudes of openness and tolerance towards others cultures?

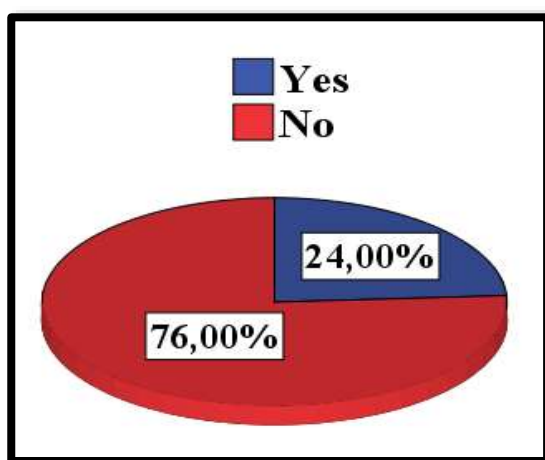


Diagram (3): *At the Crossroads* and the promotion of attitudes of openness and tolerance towards others cultures

As clearly demonstrated in the diagram above, the biggest part of participants (76%) claim that the textbook does not promote attitudes of openness and tolerance towards others cultures which is another important component in Byram's ICC model. Whereas, the

remaining (24%) of the informants believe that 'At the Crossroads' encourages positive attitudes towards others cultures.

Q7. Do you think that the intercultural content in the textbook is sufficient to help learners develop the skills of interpreting, relating and comparing cultures?

Option	Number	Percentage%
Sufficient	2	8%
Not sufficient	23	92%
Very sufficient	00	00%
Total	25	100%

Table (12): 'At the Crossroads' and the development of learners' skills of interpreting, relating and comparing cultures.

From table (4), we notice that no participant (00%) claimed that the intercultural content in the textbook is very sufficient in developing the learners skills of interpreting, relating and comparing cultures. A huge number of the participants (92%) assert that it is not sufficient; whereas; only (2) respondents making up (8%) believe that the textbook's intercultural content is sufficient to develop learners skills of interpreting, relating and comparing.

Q8. Does the use of *At the Crossroads* develop learners' awareness of the cultural differences between their own culture and foreign cultures?

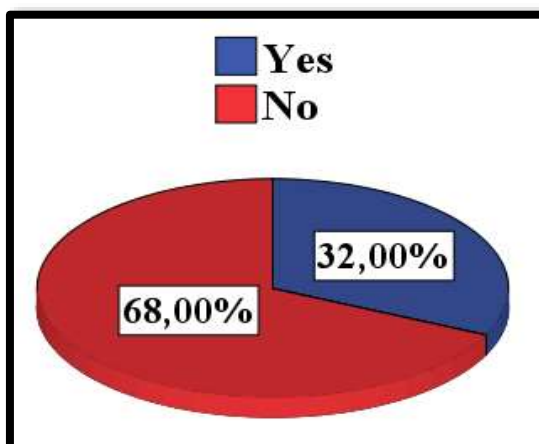


Diagram (4): *At the Crossroads* and the promotion of learners' awareness of the cultural differences between their own and foreign cultures.

From the diagram (4), we conclude that 17 teachers making up (68%) argue that ‘At the Crossroads’ does not allow learners to develop intercultural awareness. But the rest of the respondents (8) making up (32%) say the contrary.

Q9. In your opinion, to what extent is *At the Crossroads* efficient to develop intercultural communicative competence (ICC)? Please justify why?

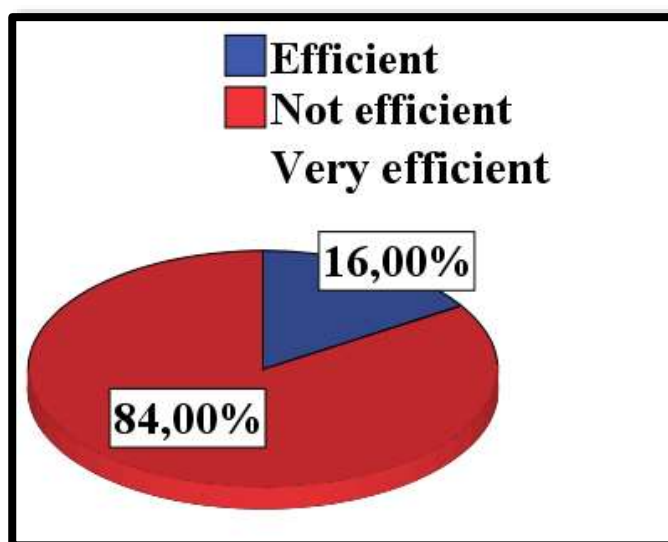


Diagram (5): *At the Crossroads* and the development of ICC

From the answers to this question, a disagreement can be noticed. According to (84%) of the participants, the textbook does not help the learners to acquire intercultural communicative competence. They explain that the intercultural content in the textbook is not sufficient, they wish to enrich it with more authentic references, role plays, songs, proverbs, idioms and real life examples etc. which help learners to be equipped with the necessary intercultural knowledge. However, (16%) of the teachers claim that *At the Crossroads* is efficient in developing ICC. They explain that the textbook makes a balance between the linguistic and cultural needs of the learners. No one of the participants (00%) views that *At the Crossroads* is very efficient to develop ICC.

3.2.3 Section 3: Teachers' views about the intercultural components in *Getting Through*

Q10. According to you, is culture given a prominent role in *Getting Through* ?

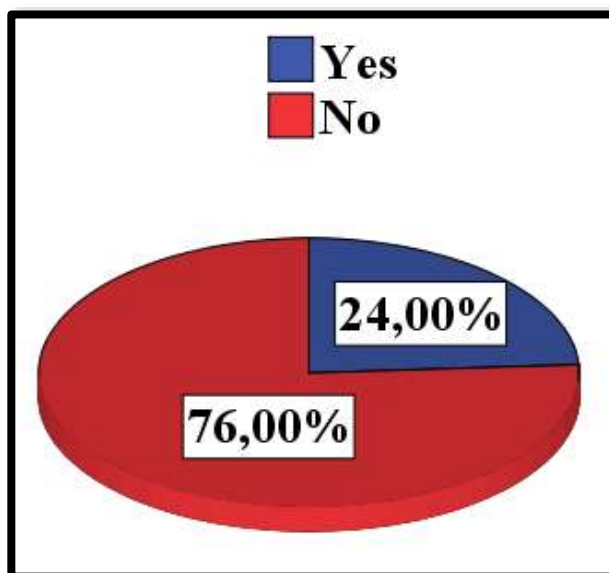


Diagram (6): The place of culture in *Getting Through*

From the results above, we can distinguish two points of view. The first one reflects (24%), which support the fact that culture is given a prominent place in 'Getting Through'. As for the majority (76%) of the respondents, claim that culture is not given prominence in the textbook.

Q11. How do you find the intercultural content in *Getting Through*?

Option	Number	Percentage%
Varied	3	12%
Limited	22	88%
Total	25	100%

Table (13): Teachers' views on the quality of the intercultural content in *Getting Through*

According to the teachers answers, we notice that most of them (22) making up (88%) assert that the intercultural content included in the textbook is limited. While only a small number of teachers (3) making up (12%) claim that the intercultural content is varied.

Q12. In your opinion, does this textbook include the cultural knowledge of both source and target cultures?

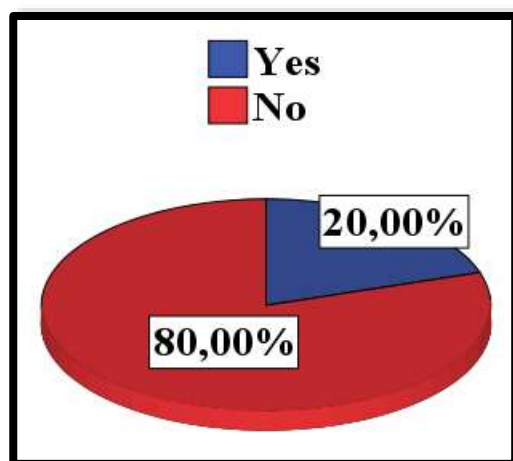


Diagram (7): Teachers' views about the intercultural knowledge in *Getting Through*

The diagram shows that most teachers (20) making up (80%) claim that the textbook does not provide the learners with sufficient knowledge and features belonging to both source and target cultures. However, (5) teachers making up (20%) contradict this fact.

Q13. Does the intercultural content in *Getting Through* help to create a sense of curiosity and openness in learners?

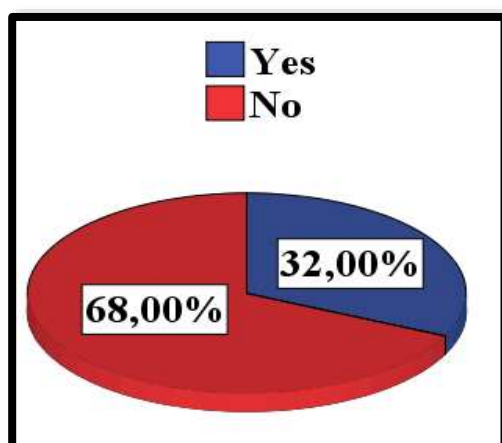


Diagram (8): *Getting Through* and the promotion of curiosity and openness in learners.

From a quick glimpse at the diagram, it is observed that the majority of the teachers (68%) claim that the textbook does not promote attitudes of curiosity and openness in learners. Only few of them (32%) believe in the opportunities given by the textbook to develop learners' attitudes.

Q14. To what extent does the textbook provide tasks which develop the skills of interpreting, relating and comparing?

Teachers' answers to this question were almost similar, they all agree that there are only few tasks that help learners to develop their intercultural skills. However, they claim that the intercultural content in general is very limited and insufficient.

Q15. Through your experience in teaching using *Getting Through*, do you think it helps learners develop their critical cultural awareness?

Option	Number	Percentage%
Yes	2	8%
No	23	92%
Total	25	100%

Table (14): *Getting Through* and the development of critical cultural awareness.

The great majority of teachers (92%) claim that the textbook does not help the learners to develop their critical cultural awareness. In other words, it does not include sufficient tasks where learners can engage in critical comparison.

Q16. In your view, is the intercultural content in *Getting Through* sufficient to reach intercultural communicative competence (ICC)? Why?

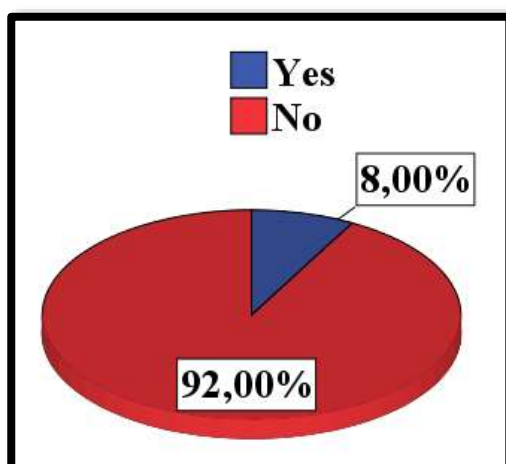


Diagram (9): *Getting Through* and the development of ICC

From the results of this question, it is clearly displayed that a great number of teachers corresponding to (92%) claim that 'Getting Through' does not help attain the intercultural

communicative competence. They explained in terms of the insufficient intercultural information and tasks incorporated in the textbook. In addition, they argued that the textbook is almost all about grammar and vocabulary, there is no a balance between the linguistic and cultural content.

3.2.4 Section four: Teachers' perception about the intercultural content in *At the Crossroads* and *Getting Through*

Q17. According to you, which one of *At the Crossroads* and *Getting Through* incorporates more intercultural content?

According to the teachers' answers, the majority of them assert that *At the Crossroads* is the textbook which favors more intercultural learning than *Getting Through*. They argue that both textbooks lack the intercultural content and need to be revised and enriched; however, most of them maintain that they prefer *At the Crossroads* than *Getting Through* in terms of intercultural information.

3.3 Presentation of the Interview Results

This part deals with the presentation of the findings obtained from the interview conducted with three authors of both *At the Crossroads* and *Getting Through* textbooks. Its purpose is to get in-depth information about the incorporation of intercultural elements in both textbooks. In addition, to provide us with explanations on the way they integrated intercultural components in the two textbooks.

Question one: Do *At the Crossroads* and *Getting Through* textbooks include cultural information of both source and target cultures?

All of the three authors of the two textbooks state that both *At the Crossroads* and *Getting Through* textbooks include cultural information of both national and target cultures.

If yes, do you think that the two textbooks' contents provide learners with sufficient cultural knowledge?

According to what has been said by the authors, textbook designers are limited by the curricula suggested by the Ministry of National Education. They maintain that they are restricted to refer to a certain amount of cultural knowledge. For such reason, they believe that it is the role of teachers to adapt the content of the textbooks with the sociocultural environment in which they work. In such a way, they help learners first to be inserted in their familiar cultural environment, and then enable them to put in comparison their source culture with the target cultures.

Question two: Does the cultural content in both textbooks allow students to develop attitudes of openness and tolerance towards others' cultures?

This question has been asked to know whether the components of Byram's model of ICC are taken into consideration when designing the content of the textbooks. In addition to knowledge, developing attitudes of openness and tolerance towards others' cultures is also important. According to the findings, all of the three authors agree on the fact that the two textbooks allow students to develop positive attitudes towards foreign cultures. They argue that they made references to universal cultures typically British, American, Australian, African cultures etc. According to them, it is through the comparison and contrast between learners own cultures and traditions and the target cultures and traditions that learners can develop curiosity to discover and accept the differences existing among cultures.

Question three: Do the two textbooks help in developing the skills of interpreting, relating and comparing cultures?

As far as this question is concerned, developing skills is also an essential component of intercultural communicative competence. All the authors agree on the fact that both of *At the Crossroads* and *Getting Through* textbooks contents help develop learners' skills of interpreting, relating and comparing cultures. Two of the authors maintain that they tried through the inserted activities to develop learners' critical thinking via the processes of

comparison and contrast, and they believe that there is no comparison and contrast without the processes of interpreting and relating. While one of the authors asserts “we do provide the teachers with adequate materials to develop students’ intercultural competencies. However, the textbook designers are not responsible for the teachers’ methods and approaches. A textbook fleshes out a syllabus designed by the Ministry of Education, but it does not provide the teachers with lesson plans”.

Question four: To what extent do *At the Crossroads* and *Getting Through* textbooks develop learners’ critical cultural awareness of the cultural differences between their own and foreign cultures?

According to the answers, one of the authors states that the two textbooks rely on the process of critical thinking and the classroom activities provided show in different ways that there are differences and similarities among the various cultures existing in the world. For him, ‘the tasks help learners to be aware of the cultural diversity’. Whereas, the two other authors explain that the primary objective of the textbooks is to provide teachers with materials to teach the English language; they maintain that culture comes in second position. They argue that ‘the syllabus that is fleshed out for the two textbooks does not provide the designers with enough room to include the differences that lie between the national and target cultures. They also say that in the syllabuses provided by the Ministry of Education, more emphasis is put on the different aspects of language’.

Question five: Is the intercultural content in both textbooks sufficient to reach Intercultural Communicative Competence (ICC)?

According to what has been responded by the three authors, the intercultural content in both textbooks is not sufficient to reach Intercultural Communicative Competence (ICC). They explain that despite the fact that both of *At the Crossroads* and *Getting Through* include references to foreign cultures, it is up to teachers to see what to add in accordance with the

objectives set in the classroom and take into account their learners' motives, needs and interests. They further argue that they used the integrative approach when designing the activities in the two textbooks. That is to say, in one activity they integrate questions related to grammar, vocabulary, reading and writing etc. and questions related to the cultural content. They explain that in the middle school textbooks, the activities related to culture are separated from the ones related to grammar and vocabulary points. While in the secondary school, cultural points are discussed and integrated simultaneously within the same activity.

Question six: According to you, which one of the two textbooks incorporates more intercultural elements? Would you explain why?

All of the authors state that *At the Crossroads* textbook includes more intercultural content in comparison with *Getting Through* textbook. They explain that *At the Crossroads* is full of cultural knowledge of universal cultures. As for *Getting Through*, it is loaded with grammar points because of the teachers' feedback to the first textbook. They argue that after the publication of *At the Crossroads*, most teachers complained about the insufficient share given to grammar, phonology, reading and writing etc. therefore the textbook designers decided to overload *Getting Through* with language points in order to satisfy the practitioners.

Question seven: What are your suggestions for enhancing learners' intercultural competencies?

The authors insisted on the necessity to reinforce the following points:

- Make the learners hear the experiences of others to help those who have no personal experiences on a given topic to gain insight into the fact that not all things are equally accepted or natural in all cultures.
- Invite learners to analyze films, read authentic texts, songs and stories that are representative of the target cultures, they help them become aware of how culture is reflected in all aspects of life.

- Make use of multimedia devices to encourage cross-cultural communication with foreigners.

Conclusion

The present chapter has presented the findings of this research. First, it has presented the results obtained from the evaluation of the intercultural content in both *At the Crossroads* and *Getting Through* textbooks in the light of Byram's model of ICC (1997) comprising four essential components namely knowledge, attitudes, skills and critical cultural awareness. In addition, it has presented and analyzed the results gathered through the questionnaire administered to secondary school English teachers of Tizi-ouzou. Finally, the third section has shown the finding of the structured interview conducted with the three authors of the two textbooks.

Introduction

The present chapter is devoted to the discussion of the findings presented in the previous chapter. The findings stem from the evaluation of the two secondary school English textbooks namely *At the Crossroads* and *Getting Through*. They also illustrate both the results obtained from the questionnaires distributed to secondary school teachers as well as from the interviews conducted with the authors of the two textbooks. This chapter provides an interpretation of the finding of the study in relation to Byram's (1997) theoretical framework, but also by considering the objectives of the research, along with the advanced questions and hypothesis. It is divided into three main sections. The first section accounts for the discussion of the textbooks' evaluation results in relations to Byram's model of (ICC). The second section is devoted to the discussion of both EFL teachers' and textbooks' authors' views regarding the inclusion of intercultural components in EFL textbooks. The last section of this chapter includes an analogical study by comparing the two textbooks in terms of the incorporation of intercultural elements.

4.1 Discussion of the textbooks evaluation results in the light of Byram's model (1997) of intercultural communicative competence

This section is organized into two parts. Each part deals with the discussion of Byram's four components of intercultural communicative competence namely knowledge, attitudes, skills and critical cultural awareness, and are evaluated separately in the two textbooks: *At the Crossroads* and *Getting Through*.

4.1.1 *At the Crossroads*

4.1.1.1 Knowledge in *At the Crossroads*

Knowledge is one of the essential components of Byram's model of ICC. In this model, knowledge refers to the speakers' intercultural awareness and understanding of one's and other cultures. The acquisition of intercultural communicative competence requires

“knowledge of the world from various perspectives” (Parmenter 2003:133). That means, it implies knowledge about others’ cultures, the social groups with all their products (literature, folklore, arts, music, artifacts etc.) and practices (customs, beliefs, values, habits, dress, food, leisure etc.) including all the approaches to life and ways of living referring to (history, geography, social and natural sciences etc.) in one’s own culture and the foreign cultures. It involves also knowledge about interaction processes like the behavioral patterns, gestures and postures, verbal and non-verbal communication.

First and foremost, knowledge is proved to be an important intercultural aspect to be included in EFL materials mainly textbooks. Therefore, at the level of secondary school education, learners need to be introduced to a big amount of cultural content to help them discover and experience the foreign cultures without ignoring the significance of teaching language points. In this regard, Mitchell and Myles (2004: 235) state that “language and culture are not separate, but are acquired together, with each providing support for the development of the other”.

In the five units constituting the content of the textbook, knowledge is presented through different aspects, mainly visual contents such as pictures and maps, see table 1. Pictures are proven to be successful in learning foreign languages as they can translate abstract ideas into more realistic ones and facilitate the teaching and learning processes. It has been argued that words alone are not enough to help learners learn the language effectively, they should be accompanied by visual images because as M. Ernestova (1981: 278) notes, “students understand and retain the meaning of a word better when they have seen some object associated with it” cited in Chetouane (2011: 94).

As far as the presentation of culture as knowledge is concerned, many pictures are used in order to develop learners’ cultural knowledge through referring to famous foreign characters including English writers such as Shakespeare, Charles Dickens, Mark Twain and

Lewis Carroll along with the pictures of their novels, see unit 2 p.46, 57, 65. In addition, the biography and the picture of the British famous comedian named Charlie Chaplin is provided on p.72. Through these pictures learners are given the opportunity to discover and get a broad picture of the English culture and History. As for references to international cultures, the African culture is referred to, through a picture on p.52 and a story on p.56 of the famous Nigerian author named Chinua Achebe, while; Finland is represented through an e-mail written by a Finnish student describing his country, habits and traditions.

Pictures of famous foreign scientists like Louis Pasteur, Albert Einstein, Alexander Fleming and Alexander Graham Bell are provided and learners are asked to match each one with his correspondent name, date of birth and nationality. Consequently, learning and discussing the achievements of people from different countries and cultures is beneficial for learners, as it encourages them to appreciate cultural diversity and develop cultural tolerance and awareness through the processes of comparing and contrasting cultures.

Other manifestations of cultural representations in the textbook consist of pictures such as the picture of the Tower of London on p.33 which represents an important aspect of British history. Such pictures help learners to get knowledge of the famous places in the target culture. Other pictures of popular American and British newspapers such as 'USA Today', 'The Daily Telegraph', and the 'International Herald Tribune' are integrated on p.78. The aim is to rise learners' knowledge of the famous newspapers in the target culture and help them familiarize with the target media. Caricatures, Cartoons and glossaries on p.33, 38 are provided with the aim of fostering learners' knowledge of English vocabulary. Maps are also aspects which represent cultural knowledge. In this regard, a street map on p.66 which shows the way to go to Victoria Coach Station situated in London is provided in addition to another map which represents the world climate areas, see p.140.

Learners' knowledge and awareness can also be developed through encouraging them to read texts and stories which reflect cultural aspects and are considered as mirrors which reflect cultural characteristics of a given community. Byram et al (1994:55)) maintain that “culture courses should not only be historical, sociological or geographical, the image of a particular culture has to be founded in many different ways, like stories and images either fantastic or realistic since they refer to reality”. In this sense, a story adapted from Lewis Carroll's ‘Alice's Adventures in Wonderland’ is provided on p.59. Additionally, texts on p.132 about astronomy and on p.134 about the planet Mars can be of interest to learners.

From the aforementioned examples, it is clear that knowledge in *At the Crossroads* appears mainly in terms of visual contents essentially pictures. There are also some maps, texts and stories which reflect both the target and foreign cultures. However, throughout all the five units, it can be noticed that knowledge about the source culture is ignored. Therefore, it might be difficult for learners to build a comparison between their own culture and the foreign ones. In this respect, Kramsch (1996: 206) argues that “understanding a foreign culture requires putting that culture in relation with one's own”. In addition, almost all the units are devoid of proverbs, songs, idioms, social aspects like food, dressing, and lifestyles etc. which are effective ways in teaching about culture and in transmitting cultural knowledge. For example, when learners are given the different ways of dressing, the meals, the music, authentic conversations, customs, beliefs, morals etc. of other cultures, it means they are prepared to accept these realities in their real everyday life. They can easily accept the fact that each culture has its own characteristics different from the other. In this way, it can be said that learners gained cultural knowledge.

4.1.1.2 Attitudes in *At the Crossroads*

According to Byram's model, attitudes are an essential cultural component that EFL learners should necessarily develop. Attitudes of openness, curiosity and tolerance are needed

especially when the participants interact in situations where different cultures are involved. The reference to different cultures in EFL textbooks is of considerable importance, since it allows learners to become open-minded and tolerant towards others cultures. The aim of encouraging positive attitudes is not only to value one's own culture but rather to increase acceptance and respect towards cultural diversity. In this way, learners develop multicultural perspectives which facilitates for them cross-cultural interaction and to fight misunderstandings and prejudices towards others. In other words, when a student develops positive attitudes (respect, empathy, awareness and openness...) towards different cultures, this will help him/her to easily interact with foreigners despite the differences that may exist between their cultures.

From the evaluation of interculturality as attitudes in the textbook under investigation, we have come to the conclusion that raising a positive attitude is fostered on learners by means of different tasks, texts, poems and comics. Through reviewing some examples presented in table 2 in the results chapter, it is apparent that a variety of authentic texts are integrated in the textbook to incite learners' open-mindedness towards target and foreign cultures. Learners are given literary texts whereby they conceive the value of the target culture and thus build positive attitudes. For instance, in unit 2 learners are given authentic texts, one on p.53 written by the Nigerian author named Chinua Achebe adapted from his novel entitled 'Things Fall Apart'. Another text is adapted from Charles Dickens' book entitled 'Hard Times' on p.57. Even though the texts seem to be complex and difficult for first year secondary school level, since the lexis used is beyond the linguistic proficiency of the learners. However, the aim of introducing such authentic texts to learners is to help them experience real language, in real life situations and more importantly to get familiar with English literary works which are full of cultural contents. In this regard, (Tasaki, 2006; cited

in Chetouane 2011:85) argues that “authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability, and legitimacy of materials”.

Apart from the above mentioned authentic texts, learners are asked to read a set of simplified texts given in the form of an advert about the Tower of London, see unit 1 p.53, with the aim of increasing learners’ willingness of discovery. A blurb entitled Gandhi: A story of life given on p.70 and a text on p.126/127 dealing with George Washington Carver’s life, a famous American scientist, entitled ‘The Making of the Artist’. The purpose of including such texts is to make learners know about the famous personalities in both the Indian and American history and thus developing positive attitudes towards these cultures. As learners enjoy reading poems, they are provided with a poem entitled ‘My Country’ by Dorothea Mackellar on p.69 through which the writer describes her country Australia. Poems are proven to be effective in raising learners’ positive attitudes and in motivating them to learn about others. In addition to this, unit 1 p.40 includes a recipe of the Indian pudding which is considered as one of the best New England recipes. Such topics about target and foreign cultures food and meals help increase learners’ curiosity and sense of discovery towards other peoples’ foods and ways of cooking.

Additionally, throughout all the units, textbook designers have incorporated a series of tasks to raise learners’ curiosity and positive attitudes. As an illustration, on p.83 learners are asked to read a report displayed in the British daily national newspaper named ‘The Times’. The aim of this task is to increase students’ curiosity and openness towards target culture press. In addition, on p.90 there is a task where learners are required to summarise dialogues using names like Aisha, Karim and Meriem. In fact, the use of names which reflect the native culture is helpful in raising learners’ positive attitudes towards their own culture. Moreover, task 1 and 3 on p.99 ask students to read aloud tongue twisters in order to help them get familiar with correct English pronunciation. Furthermore, learners are given a comic on p.107

and a game to play on p. 113. Consequently, the use of such tasks has the purpose of motivating and raising learners' interests towards learning about other cultures. In addition, games and comics are very helpful in increasing learners' positive attitudes through making them enjoy the learning process.

From the above mentioned examples, we can conclude that positive attitudes in *At the Crossroads* are promoted through the use of different forms such as tasks, texts and comics. However, the texts and activities provided in the textbook contribute mainly in the presentation of the target and foreign cultures and ignores the presentation of source culture. That is, the topics discussed in the tasks and texts are mainly related to non-native culture. For example, the mentioned places like the tower of London, the recipe of an Indian pudding and the report displayed in the British newspaper, are issues reflecting the British culture. Moreover, famous and universal personalities and writers like Ghandi, Chinua Achebe, Charles Dickens, and George Washington Carver are represented in the textbook, however, no reference is made to Algerian places, personalities, writers, recipes etc. Comparison between home and foreign cultures is effective in increasing awareness of self and others, accepting the differences and valuing the similarities. In this respect, Tavares and Cavalcanti (1996:19) claim that "the aim of teaching culture is to increase students' awareness and to develop their curiosity towards the target culture and their own, helping them to make comparison among cultures". Interestingly, encouraging the inclusion of more authentic texts, topics, tasks, conversations in addition to topics related to history, geography, music, food, leisure, sport, comics, poems, idioms and proverbs is necessary to promote tolerance and openness towards the world, since they are themes which attract learners and help them enjoy to discover the diverse characteristics of different cultures and share empathy towards them.

4.1.1.3 Skills in *At the Crossroads*

In order for the learners to cope with intercultural encounters, they need to gain a certain amount of knowledge about and attitudes towards their own and the foreign cultures. Consequently, when learning about foreign languages and cultures, different skills need to be acquired in order to adequately manage that knowledge and attitudes gained, as well as to successfully keep communication going on when involved in situations where different cultures are integrated. According to Byram's model of ICC (1997), skills are divided into two types including skills of interpreting and relating which can be summarized as the ability to understand, explain and relate information belonging to different cultures. As far as the second type is concerned, it is called the skills of discovery and interaction, which refer to both the ability to find out new knowledge and the ability to operate that knowledge in real-time communication.

From the results sorted out from the evaluation of *At the Crossroads*, see table 3, we notice that first year secondary school learners are, in addition to the knowledge they are provided with, also exposed to a variety of tasks, pair/group works and project works which allow them to acquire the necessary skills to become successful speakers in different real-life situations. In this context, Hutchinson and waters (1987:108) claim that "the ultimate purpose of language learning is language use, materials should be designed, therefore, to lead towards a communicative task in which the learners use the content and language knowledge they have built up through the unit".

In *At the Crossroads*, the skills of interpreting and relating are developed through some purposeful tasks where learners use their prior knowledge to relate it to their own or foreign cultures. For instance, through the task on p.51 learners are asked to write a review of a book or a film of their choice. This task promotes the learners abilities to interpret a book or a film by understanding the content, explaining it and relating it to their own knowledge and

experiences. In Task 6 on p.58 learners are asked to imagine themselves as novelists and are required to write a short description of an imaginary town or village by taking Charles Dickens' description as a model. Such tasks encourage the learners to develop their skills of interpreting, relating and comparing. The same goal is developed in task 5 p.97 where the learners are asked to imagine themselves as journalists and write a newspaper story reporting an accident. The skills of interpreting and relating can be achieved through the ability of the learners to explain, narrate an event and relate all the information they possess to write a newspaper story. In addition, a project workshop is provided on p.161. It requires from learners to select a product and gather information about it, and then analyse it from an ecological point of view. In this case learners have to interpret and relate their knowledge to select the appropriate product and then analyse the information gathered according to their knowledge.

The skills of discovery and interaction are developed throughout all the units of the textbook under study, mainly in the form of pair works and project works or through acting out dialogues. As an illustration, a pair work where learners are asked to conduct an interview with their classmates about their regular activities is provided on p.22. Task 2 p.37 is about acting out a dialogue and imagining themselves facing a phone problem. Another task on p. 61 asks learners to play a dialogue by taking the role of John and Peter. Through these pair works and role plays, learners are given the opportunity to develop their interaction skills and discover more about different intercultural encounters. They have much space to use their imagination and intelligence into full play, thus, they achieve their communicative purposes which are to communicate freely and fluently in English (Feng-Liu and Yun Ding, 2009).

To develop the skills of discovery, *At the Crossroads* has included a set of tasks, mainly in the form of project works. For example, a project work on p.69 is about writing a book review about a book of fiction either in English or other languages, then learners are

asked to write a short biography of the author, a summary of the book by referring to the context, setting and characters, another project workshop on p.100 is about conducting a survey about peoples' newspapers reading habits. Moreover, on p.131 learners are required to choose an invention, write about its evolution, and write a timeline of all the inventors involved in the invention. The aim behind providing learners with project works at the end of each unit, is to allow them explore and practice the knowledge acquired throughout the units. They also raise learners' appreciation of enquiry and discovery of new knowledge.

It can be then safely affirmed that *At the Crossroads* supplies a series of purposeful activities relevant to secondary school first year learners. The aim is to equip learners with the necessary skills which allow them to communicate successfully in the target language. However, it should be observed that due to the lack of references to home culture, developing the skills of comparing cultures is not given a big share in the textbook. That is, in order for the learners to interpret and relate successfully, they need to develop capacities which allow them to become mediators who can establish relationships between the different characteristics of the various foreign cultures and relate them to their own culture. As far as the skills of interaction are concerned, the textbook does not give the learners the opportunity to deal with non-verbal communication like the use of facial expressions, the tone and pitch of the voice, the gestures and postures displayed through body language, eye-contact etc. It is important to include them because non-verbal signs carry additional information and meaning to verbal communication, they allow the learners to communicate successfully in different encounters and help them to avoid misunderstandings and conflicts.

4.1.1.4 Critical Cultural Awareness (CCA) in *At the Crossroads*

Critical cultural awareness is one of the main aims of intercultural learning and represents an essential dimension in Byram's model of ICC. It can be seen as a process of balancing and comparing one's own perspectives in relation to others' perspectives. It

requires learners to develop intercultural sensitivity, which means acceptance as well as tolerance towards intercultural phenomena. Indeed, this fourth component includes the combination of knowledge, attitudes and skills that help the learner to develop critical thinking about the source, target and foreign cultures.

In the five units constituting the content of the textbook, CCA is presented through different useful tasks, see table 4, which help learners to critically compare cultural phenomena belonging to home and foreign cultures. For example, a task on p.23 is about writing a short reply to Kirsi's e-mail where the learners are asked to introduce themselves, speak about their families and introduce their country. The purpose behind such tasks is to show the differences between Finland and Algeria in terms of traditions and habits. It incites the learners to make a kind of critical comparison between the two countries, and raise their awareness of the similarities and differences existing between them. As Council of Europe (2001:103) state "knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the world of origin and the world of the target community produce an intercultural awareness". The same goal is developed through task 2 on p.78 which requires the learners to look at the British and American newspapers' titles and think of similar Algerian newspapers titles. Through this type of tasks, learners are expected to reach the ability to compare their native culture with other cultures and being aware of the relationships between them.

In unit two p.68, learners are provided with some sayings and are required to find their equivalent in their own culture, task1. This type of activities allow them to compare the use of the different sayings according to the learners' culture. In the same page, Task 2 provides learners with folktales to read and in task 4 they are required to think of a folktale from their own culture. Sayings and folktales are of crucial importance especially when learners contrast them with home culture since they reflect the beliefs and norms of the target society. In unit

four, 'a problem to solve' is a group work through which students are asked to suggest solutions to preserve the oil in Algeria. Including problems solving activities in EFL textbook is beneficial in developing learners' critical thinking and awareness.

Through our evaluation of the textbook in terms of the inclusion of critical cultural awareness, we notice that *At the Crossroads* does not provide enough tasks to facilitate the critical comparison between home and foreign cultures. The tasks provided need to be reinforced with more texts, pair/group works, pictures, songs, proverbs, literary works etc. which carry a big amount of cultural information. In fact, in this world of globalization, it becomes necessary to reinforce the textbook with modern contemporary themes which are relevant to the developments in the socio-cultural environment like multiculturalism, inequality and stereotypes, freedom and democracy, the out coming of new technologies etc. which are important in building successful intercultural mediators. In this respect, Dema and Moeller (2012) argue that "according to research, classroom activities that are not contextualized and attached to real life issues, activities, and concerns, do not help the students learn to use L2".

4.1.2 Getting Through

4.1.2.1 Knowledge in Getting Through

From our evaluation of the eight units composing *Getting Through* in terms of the incorporation of cultural knowledge, we notice that this latter is presented through some pictures, maps and texts, see table 5. These forms are used to incite students to gain knowledge about their own and foreign cultures.

It is worth noting that knowledge is an essential element to be included in EFL textbooks, and it can be manifested in different forms mainly through visual aspects. As an illustration, the first page in unit one represents a picture of an original painting by the famous Algerian artist named Mohamed Racim. It represents Ramadan nights in ancient times in

Algeria, there is also a picture of Moufdi Zakaria provided on p.112 and another picture showing charity in the Algerian society during the earthquake in Boumerdes, see p.129. Such pictures reflect home culture through presenting Algerians' charity, the way they used to celebrate Ramadan and by referring to a famous Algerian poet. Different other pictures are provided throughout the units, for example on p.34 there is a picture of the international institutions promoting peace in the world like UNESCO and UNICEF, on p.48 an expressive picture about racism and a warming up question about significant personalities in the American history like Abraham Lincoln and Martin Luther king are provided, pictures of different English novels like James Joyce's 'Dubliners' and Jonathan Swift's 'Gulliver's travels', in addition to titles of different foreign newspapers are given on p.99. Moreover, a map on p.60 including Brazil and Argentina, and another one on p. 100 including countries like Tanzania, Somalia and Colombo are presented to learners. These illustrations entail that both home and foreign cultures are referred to in order to extend learners cultural knowledge.

In addition to visual content, knowledge in 'Getting Through' is also transmitted through verbal texts. For instance, in unit one p.24 a text dealing with the changes in eating habits is provided for learners. It is entitled 'what people eat'. The text makes references to different famous meals in home culture such as Mesfouf, Couscous, Khfef and Tamina. In fact, illustrating the native culture promotes learners knowledge of their own culture. Another text is included on p.34 and is concerned with the styles and clothes in ancient Rome and ancient Japan. The text deals with an important cultural aspect which is clothing that reflects the way of thinking of people. Moreover, knowledge in 'Getting Through' is also embodied in a poem given on p.164 which aims to consolidate learners' knowledge of pronunciation and vocabulary, and through a biography of Michael Faraday on p.151 providing information about a famous researcher in the field of electrical research in England. On page 114, 115,

116, 117 a set of literary texts are provided to encourage learners read and discover new knowledge.

From the above mentioned examples, we can conclude that knowledge in ‘Getting Through’ is presented through different pictures, maps and texts which reflect both the source and target cultures. Nevertheless, it can be clearly noticed that the visual content and the texts included in the textbook are not intended to reflect or discuss the cultural characteristics of the society but are only used for their relation with the titles of the units. It is also clear that the main focus of the textbook is to transmit the linguistics knowledge like pronunciation, grammar and vocabulary. Except for unit 1 entitled ‘Signs of the time’ which deals with some traditions and habits, and unit 5 entitled ‘News and Tales’ which includes literary works loaded with cultural knowledge, most of the other units focus on universal issues like international peace, natural resources, scientific discoveries, business and economy. While the cultural aspects like traditions, customs, music, arts, education, daily life, history, politics etc. are not discussed in the textbook. Hence, the cultural knowledge in ‘Getting Through’ seems to be superficial.

4.1.2.2 Attitudes in *Getting Through*

The integration of culture expressed through attitudes in the textbook under investigation is embodied in some texts, tasks and pictures. These forms are integrated with the aim of raising learners’ openness, simulate their intellectual curiosity as well as to encourage acceptance of diversity, see table 6. As an illustration, learners are given a set of authentic texts like the excerpt from Martin Luther King’s famous speech ‘I Have a Dream’ on p.48/49, which helps in developing learners appreciation, respect and openness towards one of the famous personalities who fought against racism in America. Another authentic text is provided on p.74 adapted from BBC modern English, it speaks about the use of oil in different domains of life. The inclusion of authentic texts is helpful in exploring and

experiencing the real language with its real context. Other texts are given on p. 53, 55, 57, 95 with the aim of motivating learners through interesting readings embodied in the song of Maria Carey, poems of Emerson and Stein, a text by Robert Recorde including two games as a trick to encourage learners positive attitudes, a cartoon on p.143 and a folktale on p.104.

Such forms of verbal contents are effective in making the learners enjoy learning about foreign cultures. They teach them morals and give them information about the foreign cultures. Moreover, a text on p.129 speaking about how Algerian people are charitable is included. This text helps develop positive attitudes towards home culture. Different other texts aiming at raising learners' awareness and openness are given on p.60, 61, 64 and 69. They tackle issues like the importance of the Amazon rainforest in Brazil, Exxon Valdez catastrophe in Alaska and noise pollution in Los Angeles.

Attitudes in *Getting Through* are also manifested in the form of tasks. For instance, a task on p.41 asks learners to imagine themselves as members of UNESCO competition for writing poems against prejudice. In this task, they are asked to write a poem to denounce prejudice. The purpose behind such tasks is on the one hand, to promote positive attitudes of peace, tolerance and openness. On the other hand, they aim to fight prejudices, stereotypes and misunderstandings which lead to conflicts and wars. Another task on p.107 asks learners to summarize the folktale entitled 'Four Friends' using their own words. This task allows them to develop positive attitudes towards the literary works written in the target language. Thus, it raises the learners' curiosity and sense of discovery of different cultures. Furthermore, a picture and a graph which represent the role of women as business owners in the USA are provided on p.170. Such pictures are very useful, they help increase positive attitudes and respect towards the important roles played by women throughout history.

Despite the fact that the textbook makes use of different forms with the view to raise learners' positive attitudes towards both self and foreign cultures, it is worth noticing that due

to the big share given for linguistic purposes, the information about the countries mentioned in the textbook like USA, Algeria, England, Brazil, Japan, Los Angeles, Alaska etc. are very limited. This is due to the fact that textbook designers have not selected specific cultures to be included in the textbook. In addition to that, in order to promote positive attitudes, learners at secondary school level would probably be attracted by realistic illustrations, topics and characters. They would be interested by up-date pictures, drawings, songs, idioms, collocations, proverbs related to both source, target and foreign cultures.

4.1.2.3 Skills in *Getting Through*

As already mentioned, both of skills of interpreting and relating and skills of discovery and interaction are necessary to be acquired by learners in order to successfully manage the knowledge and attitudes they are provided with. These skills help learners to succeed in any desired interaction and allow them to better understand their own and foreign cultures. Skills are incorporated in the textbook under investigation through different tasks including pair/group works and project works.

In *Getting Through*, the skills of interpreting and relating are developed through some useful tasks. For instance, in p. 50 learners are asked to imagine themselves in Hyde Park at the speakers' corner in London. They are expected to imitate Martin Luther King's speech and deliver a similar speech defending children's rights. Such task enhances learners to interpret and relate their prior knowledge with the new knowledge they are given. In fact, the speakers' corner represents an important place in the English culture, as it is a held up to demonstrate freedom of speech, since it is an open-air public speaking, where debates and discussions are allowed. The corner is often frequented by the British novelists George Orwell, William Morris, the Jamaican politician Marcus Garvey, the Russian revolutionary politician named Vladimir Lenin etc. Moreover, task 1 on p.107 requires learners to give their opinion about films, short stories and plays they have read. The aim is to encourage learners

to develop their skills of interpreting ideas and information from other cultures and relate them to their own.

The skills of discovery are manifested through project works, such as the one on p.30 about making a lifestyle profile describing three aspects of life: clothes, food and entertainment in Algeria and abroad. Another project work is given on p.112 about writing a collection of stories. Project works are useful in extending learners' knowledge. Through conducting research, learners gain new knowledge about different cultures. While the skills of interaction are embodied in different tasks including acting dialogues provided on p.45, 62, 146 ... on the aim of developing good pronunciation in English. Tongue twisters are also incorporated on p.20, 124. They are important symbols of culture. They allow the teaching of correct pronunciation and culture at the same time.

Consequently, even though the textbook includes a variety of tasks which aim at developing the skills of discovery, interaction, interpreting and relating, it is worth noting that the textbook failed in combining linguistic and cultural knowledge at same time since the majority of the activities are intended to achieve linguistic objectives like teaching grammar points, vocabulary, correct pronunciation and spelling of words. Furthermore, it can be also noticed that the dialogues provided in the textbook are very short, they do not engage learners in authentic communicative situations. Thus, they do not reveal the way people communicate and interact in real situations. Role plays are among the activities which provide learners with the opportunity to express their ideas and opinions using their own words and expressions, they allow them to act in the real socio-cultural context. However, such activities are ignored throughout all the units.

4.1.2.4 Critical Cultural Awareness (CCA) in *Getting Through*

As previously mentioned, critical cultural awareness is an essential dimension in Byram's ICC model, as it encompasses all the three other components: knowledge, skills and

attitudes. It allows the learners to use their knowledge and build a critical comparison between different cultures, and it enhances their acceptance of cultural diversity.

From our evaluation of the eight units of the textbook examining the importance given to this dimension, we can notice that learners are not given sufficient tasks which enhance this component, see table 8. The textbook provides task on p.27 where learners are asked to complete a newspaper article which shows the ways people dress themselves in different countries all over the world such as Northern European countries, North Africa, America, Muslims countries etc. the aim is to push learners to develop critical comparison between different cultures and encourage them to accept cultural diversity. Another task on p.92 is about making research on how people in home culture interpret dreams relying on the interpretation of dreams named 'ABC Dreams' written by an English school students. The purpose behind this task is to help learners realize how dreams are interpreted in the target culture. It also allow them develop a comparison between their own culture and the foreign cultures.

There are also few texts encouraging critical cultural awareness, for example, a text about charities in America and Britain is provided on p.136. This latter can be compared with the text on p.129 dealing with charity in Algeria. The comparison between the different cultures pushes the learners to realize that charity is a common moral not restricted to only one culture. Another text on p.170 speaking about the role played by American women during and after the world war. Such texts make learners unconsciously think about the important role played by Algerian women during the revolution and push them make a critical comparison.

Regarding the above mentioned examples, we can conclude that although *Getting Through* includes references to different cultures, there are only few opportunities to build a comparison between them. In addition, the cultural elements included in the units do not raise

learners' awareness of the norms, values, behaviours, products and practices of the cultures incorporated. In this regard, Byram et al. (2002:09) affirms that critical cultural awareness is "an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries".

The first section of this chapter has answered the first question of our research which was *Do At the Crossroads and Getting Through textbooks include Byram's (1997) four dimensions of Intercultural Communicative Competence (ICC)?* In fact, despite the drawbacks in the insertion of intercultural contents in the two textbooks, the discussion of the results in the light of Byram's model of ICC (1997) demonstrates that both of the two textbooks incorporate to a certain extent Byram's four components namely: knowledge, attitudes, skills and critical cultural awareness.

4.2 EFL teachers' and textbook authors' views on the intercultural content in both *At the Crossroads* and *Getting Through* textbooks.

As it is displayed in the results chapter, in addition to the findings brought out through textbook evaluation discussed in the first section, both of the questionnaires distributed to EFL teachers in different secondary schools in Tizi-Ouzou and the structured interviews conducted with three authors of the two textbooks revealed various views and helped us bring more information and details to our research.

The first question related to teachers' views about the importance of including intercultural content in EFL textbooks reveals that the majority of the teachers (96%) are aware of the importance of integrating different cultures in EFL textbooks, they believe in the usefulness of exposing learners to different cultures when learning a foreign language. This view is also supported by Gao (2006: 59) who claims that "the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching". This is noticeable

from teachers' answers who argue that due to role that the English language plays as a lingua franca, that incorporating intercultural elements becomes more than necessary because it develops learners' awareness, openness and tolerance towards their home and foreign cultures. They also maintain that 'teaching intercultural communicative competence in English as a foreign language classroom becomes indispensable to prepare youth for globalization'. Only one teacher making up (4%) ignores its importance, arguing that 'the teaching of language points like grammar and vocabulary should be the focus in teaching English as a foreign language'.

The results of question two and ten dealing with teachers' views about the place given to culture in *At the Crossroads* and in *Getting Through* reveal that a large number of the participants (68%) maintain that culture is included in *At the Crossroads* (see diagram 1), and gave examples of the different cultures included in it when answering question three. However, only (24%) of the teachers support the fact that culture is given a prominent place in *Getting Through* (see diagram 6). From these results, we can notice that the majority of teachers believe that culture is more incorporated in *At the Crossroads* than in *Getting Through*. This goes in line with the results obtained from evaluating the textbooks, as it has been noted that in *Getting Through* the big share is given to linguistic purposes rather than to teaching culture.

Regarding the fourth and eleventh questions about the quality of the intercultural content in *At the Crossroads* and *Getting Through* displayed in (diagram 2 and table 13), we notice that most of the teachers, (84%) regarding *At the Crossroads* and (88%) referring to *Getting Through*, claim that the intercultural content included in both textbooks is limited. Hence, although the results of textbook evaluation affirm the incorporation of a certain number of cultures such as the British, American, African, Algerian cultures etc., these answers reveal that secondary school teachers are not satisfied with the quality and amount of

the intercultural content in the two textbooks. They wish to enrich them with more intercultural content, such as including authentic texts, conversations, role plays which represent and carry a variety of cultures, since the teachers are more knowledgeable of the needs and interests of their learners. Moreover, the inclusion of various cultures in EFL textbooks allows the learners to be open towards the cultural differences and enables them to succeed in cross-cultural communication. In this respect, Kramsch (1998:26) thinks that “the notion: one native speaker, one language, one national culture is [...] a fallacy”. This means, the aspect of ‘oneness’ cannot survive alone, there is a need for diversity and variation to succeed in establishing relationships between cultures. Contrarily to teachers’ views, the results of the first question in the interview regarding the inclusion of intercultural information of both source and target cultures, the three interviewees maintain that both textbooks include a variety of information related to both home and target cultures.

In analyzing the results of question five and twelve about teachers’ views on the intercultural knowledge provided in *At the Crossroads* and *Getting Through* (see table 11 and diagram 7). The majority of the respondents (92% for *At the Crossroads*) and (80% for *Getting Through*) agree that the two textbooks do not offer the needed cultural knowledge. It has been clearly demonstrated through textbooks evaluation that knowledge is presented through to use of different forms like pictures, maps and texts. However, the shortcomings found in the textbooks are also noticed by the teachers who believe in the insufficient amount of knowledge provided about cultures, so they wish to supplement the textbooks with more useful cultural information. Contrariwise, the textbooks designers interviewed argue that they were limited by the curricula suggested by the Ministry of National Education. They explain that they were restricted to refer to a certain amount of cultural knowledge. From the authors’ standpoint, even the teachers can play a great role in providing cultural knowledge through adapting the content of the textbooks with the sociocultural environment in which they work.

They also added that teachers should help learners to be inserted in their familiar cultural environment first, and then enable them to put in comparison their home culture and the foreign cultures. Thus, according to the interviewees, the teachers also are responsible in transmitting cultural knowledge.

As regards the question six and thirteen about teachers' positions on whether 'At the Crossroads' and 'Getting Through' permit the learners to develop positive attitudes, curiosity, openness and tolerance towards other cultures. Their responses (displayed in diagram 3 and 8) reveal that a huge number of the participants making up (76% for At the Crossroads) and (68% for Getting Through) claim that the two textbooks do not promote positive attitudes towards self and other cultures. The teachers' dissatisfaction can be explained in relation to the results obtained from textbooks evaluation. Since this latter reveals that there are few opportunities to encourage positive attitudes. In fact, when there is a lack of intercultural knowledge, there will be also a lack of content which promotes attitudes since Byram's dimensions are said to be complementary. That is, each element complements the other. In the same line of thought, Camillery and Fenner (cited in Newby 2000:154) assert that "gaining knowledge usually happens simultaneously with the ability to use this knowledge and develop attitudes related to it".

Conversely, according to the results reported from the second question of the interview, all of the three textbooks' authors argue that they made references to universal cultures namely British, American, Australian, African cultures etc. they maintain that it is through the comparison and contrast between learners' own cultures and traditions and the target cultures and traditions that learners can develop curiosity and accept the differences existing among cultures. From these answers, it can be noted that textbooks' designers are aware of the importance of developing attitudes through comparison and contrast, however the evaluation of the textbooks reveals that there are only few situations where comparison

can take place. In this regard, Byram (1994: 32) states that ‘the aim of comparison is not to determine which culture is better, but to be able to appreciate and approach the new culture empathetically’.

As far as the seventh and the fourteenth questions are concerned, the teachers are asked whether the intercultural content in *At the Crossroads* and in *Getting Through* is sufficient to develop skills of interpreting, relating and comparing cultures, we notice that a big number of the participants (92%) assert that ‘At the Crossroads’ is not sufficient to develop these abilities (see table 12). As far as ‘Getting Through’ is concerned, the teachers’ answers to this question were almost similar, they all agree on the insufficient amount of tasks intended to develop such skills, they claim that the intercultural content in general is very limited. Such answers may be explained in relation to the results gained from the evaluation of the textbooks.

Regardless of the different purposeful activities included, on the one hand, *At the Crossroads* intercultural content ignores the native culture which makes the comparison and the establishment of meaningful relationships between self and others difficult. On the other hand, it has been clearly noticed that *Getting Through* is intended to reach linguistic objectives such as the mastery of grammar, spelling and vocabulary rather than cultural or communicative purposes. In this context, Cortazzi and Jin (1998) argue that “textbook in order to be effective has to include role-plays, project work and other activities which teach how to analyse a cultural document, carry out an ethnographic research and identify cultural values and perspectives encoded in the target culture” (quoted in O’Dowd, 2004:67).

On the contrary, regarding the same question, all the three textbooks’ authors interviewed agree on the fact that both of *At the Crossroads* and *Getting Through* textbooks contents help develop learners’ skills of interpreting, relating and comparing cultures. Two of the authors argue that they tried through the inserted activities to develop learners’ critical

thinking via the processes of comparison and contrast, they claim that there is no comparison without the processes of interpreting and relating cultures. While one of the interviewees asserts that ‘we do provide the teachers with adequate materials to develop students’ intercultural competencies. However, the textbook designers are not responsible for the teachers’ methods and approaches. A textbook fleshes out a syllabus designed by the Ministry of National Education, but it does not provide the teachers with lesson plans’. From this answers, we can understand that textbooks’ designers insist on the role that teachers should play in promoting cultural knowledge, awareness and skills. They believe that it is up to teachers to choose the necessary methods, lesson plans and materials to help their students develop the intercultural competencies.

The results obtained from question eight and fifteen about teachers’ views on whether *At the Crossroads* and *Getting Through* textbooks help develop learners’ critical cultural awareness indicate that the great majority of the teachers (68% regarding *At the Crossroads*) and (92% regarding *Getting Through*) assert that the two textbooks fail in developing learners’ awareness of the cultural differences between their own and foreign cultures. Thus, taking into account the results of textbooks’ evaluation in terms of incorporating (CCA), it has been found that there are flaws in the inclusion of tasks and contents which give opportunities to learners to engage in critical comparison. Hence, the results collected through these two instruments emphasise the necessity to reinforce the two textbooks with more cultural information in order to allow the learners to develop this skill which is important to become a successful intercultural communicator.

As far as the textbooks’ designers’ views about this question is concerned, we can notice a divergence between teachers’ and authors’ viewpoints. One of the interviewees states that the two textbooks rely on the process of critical thinking, and for him the classroom activities provided show in different ways that there are similarities and differences among the

different cultures. He adds that ‘the tasks help learners to be aware of the cultural diversity’. Whereas, the two other authors explain that the primary goal of the textbooks is to provide teachers with materials to teach the English language; for them culture comes in second position. The syllabus that is fleshed out for the two textbooks does not provide the designers with enough room to include the differences that lie between the national and target cultures. In the syllabuses provided by the Ministry of Education, more emphasis is given to the different aspects of language’. From this different views, we can conclude that the authors do not deny the fact that there some weaknesses; however; they explained that the syllabus design is beyond their responsibility since it is fleshed out by the Ministry of National Education.

Furthermore, from the analysis of questions nine and sixteen dealing with teachers’ views on the effectiveness of *At the Crossroads* and *Getting Through* in developing learners’ intercultural communicative competencies, one can deduce that the two textbooks do not provide the learners with enough opportunities to develop (ICC) as the majority of the teachers (84% for *At the Crossroads*) and (92% for *Getting Through*) agree on their ineffectiveness. They explained their answers in terms of the insufficient intercultural information and tasks incorporated in the textbooks. The teachers requested to enrich the textbooks with more authentic references, role plays, songs, proverbs, idioms and real life examples etc. which help the learners to be equipped with the necessary intercultural knowledge. They further commented that there were no balance between linguistic and cultural content. It is worth mentioning that the teachers’ remarks about the weaknesses in the two textbooks were also noticed during the textbooks evaluation and were already discussed in the first section of this chapter.

As for the results of the same question asked to the authors of the textbooks, the interviewees share the same view with the teachers and maintain that the two textbooks’

content is not sufficient to reach intercultural communicative competence. They explained that despite the fact that both of *At the Crossroads* and *Getting Through* include references to different cultures, it is the teachers' role to see what to add in accordance with the objectives set in the classroom and take into consideration learners' motives, needs and interests. These results, in fact, are an evidence to support the results obtained from the evaluation of the two textbooks which revealed that it is necessary to improve effectively the way culture is integrated and taught in the Algerian secondary school.

The second part of this chapter answers the second question of our research which was 'What are EFL teachers' and textbooks' authors' views about the intercultural content in *At the Crossroads* and *Getting Through* textbooks?' Accordingly, through the discussion of the different views of teachers and authors regarding the intercultural content in the two textbooks, we can conclude that most of the teachers consider the two textbooks as inadequate in teaching culture. Thus, they wish to improve the content by including the necessary amount of information about the topics and tasks that deal with the intercultural dimensions so as to develop the learners' intercultural communicative competencies. Conversely, textbooks' authors' views indicate that the two textbooks are equipped with the necessary materials, but it is the teachers' responsibility to find the right methods through which they can transmit the needed intercultural knowledge.

4.3 A comparison between *At the Crossroads* and *Getting Through* in terms of incorporating intercultural information.

From the evaluation and the discussion of the two textbooks' intercultural content in the light of Byram's (1997) proposed components, it has been noticed that culture exists in the textbooks, however, it is not adequately covered. It has been found that despite the shortcomings in *At the Crossroads* in comparison with *Getting Through*, the analysis shows that the former includes more intercultural content than the latter. In other words, we reached

this conclusion relying on the fact that in *At the Crossroad* there are only five units which provide cultural information about universal cultures. Yet, despite the shortcomings in *At the crossroads*, it is worth noting that there is a certain balance between the linguistic and cultural content. However, the evaluation of the intercultural content in the eight units of *Getting Through* reveals that the linguistic aspects like grammar, lexis and phonology are given prominence over the intercultural aspects belonging to various cultures such as traditions, customs, education, sports, arts, geography and history, literature, leisure, food and dressing etc. , it is clearly noticed that the cultural information provided in the textbook are mainly intended to accomplish the linguistic objectives and not to prepare learners to become intercultural mediators who can cope with the different cultures.

In addition to the results sorted out from textbooks evaluation, we relied also on teachers' answers to the questionnaires as well as the textbooks' authors' responses to the interview. Interestingly, The results of question seventeen reveal that almost all the teachers agree on the fact that *At the Crossroads* is more convenient than *Getting Through* regarding the inclusion of intercultural information. As a matter of illustration, one of the teachers declared 'both of them lack this content but *At the Crossroads* incorporates it more'. Another participant holds that *At the Crossroads* contains more available tasks to help students discover intercultural content'. Moreover, another teacher says 'for me *At the Crossroads* is better than *Getting Through*'. Additionally, another one argues 'I prefer *At the Crossroads*' cultural content. *Getting Through* is too long we have never finished the program'. From these answers, we can notice that the teachers' views go in the same line with the results drawn from the evaluation of the textbooks.

As far as the textbooks' designers' perception about this question is concerned, all of them affirm that *At the Crossroads* includes more intercultural content in comparison with *Getting Through*. They justified their answer by explaining that *At the Crossroads* is full of

cultural knowledge linked to universal cultures. As for *Getting Through*, it is loaded with grammar points because of the teachers' feedback to the first textbook. That is, after the publication of *At the Crossroads*, most teachers complained about the insufficient share given to grammar, phonology, reading and writing etc. for such reason, textbooks designers have decided to overload *Getting Through* with language points in order to satisfy the practitioners.

The third part of this study has answered the last question of our research which was 'Which one of the two textbooks favors more intercultural learning and why?' Through the results obtained from textbooks evaluation, the teachers' and textbooks' authors' views, it can be concluded that *At the Crossroads* is the textbook which incorporates more intercultural content than *Getting Through*. In other word, SE1 learners are given more opportunities to learn about different cultures in comparison with SE2 learners. In fact, when designing the textbooks' contents, it is necessary to take the learners levels, needs and interests into consideration because in this case the results revealed that there is no improvement from SE1 to SE2 levels. The results have shown that second year level learners are not prepared to become successful cross-cultural communicators, they are not given the opportunity to develop their intercultural competencies to make them ready to experience cultural otherness, the syllabus fleshed out for them is intended only to foster their linguistic skills. Finally, it is worthy to note that the aim of this comparison is not only to find out which textbook is better than the other. But our main purpose is to seek for improvement in the situation of teaching English and teaching culture in the Algerian secondary school.

Conclusion

This chapter has discussed the findings of the present study, for the sake of providing answers to the research questions. In the first section, we discussed the textbooks evaluation results in the light of Byram's model of (ICC) which combine four components namely: knowledge, attitudes, skills and critical cultural awareness. As for the second section, we

discussed EFL teachers' and textbooks authors' views about the intercultural content in both *At the Crossroads* and *Getting Through* textbooks. The last section included an analogical study by comparing the two textbooks in terms of the incorporation of intercultural elements.

The present dissertation has investigated the integration of intercultural dimensions in the Algerian secondary school textbooks *At the Crossroads* for the first grade and *Getting Through* for the second grade. This research work has attempted to answer three basic research questions which are at the same time its objectives. The first objective consisted in examining whether Byram's (1997) components of intercultural communicative competence are incorporated in *At the Crossroads* and *Getting Through* textbooks. The second objective is intended to discover both EFL teachers' and textbooks' authors' views about the intercultural content in the two textbooks. As for the third objective, it has attempted to compare which textbook favors intercultural learning more than the other and why. To reach these purposes, our study has opted for Byram's model of intercultural communicative competence (1997) as a theoretical framework.

To answer the advanced research questions and evaluate the validity of the suggested hypotheses, the study relied on the mixed-methods research, combining both qualitative and quantitative research methods. In order to collect data, we have used three instruments including the evaluation of the two textbooks in the light of Byram's (1997) model of (ICC) comprising four essential components namely knowledge, attitudes, skills and critical cultural awareness which are necessary to be fostered in foreign language learning and teaching and more importantly in EFL textbooks. To support and enrich our research with more reliable information, thirty questionnaires were distributed to EFL teachers' in different secondary schools in Tizi-Ouzou. In addition to an interview conducted with three authors of the two textbooks. As far as the analysis of the data obtained from these instruments is concerned, the qualitative data obtained from textbook evaluation, the interview and the open-ended questions of the questionnaire were analyzed through Qualitative Content Analysis (QCA), while the quantitative results obtained from the close-ended questions of the questionnaire were analyzed through the use of the SPSS software.

As already noted in the dissertation, the globalization has created a small society where different cultures and languages are involved together, thus, the ability to communicate and interact effectively becomes a challenge. For this reason, ensuring a good understanding of the cultural differences becomes more than necessary in order to avoid misunderstandings and conflicts. Consequently, teaching a foreign language should implement an intercultural perspective, where learners are exposed to various cultures, which aims essentially at giving learners not only the linguistic competence but also the intercultural communicative competence, that allow them to become intercultural mediators capable of interacting cross-culturally on the bases of respect, acceptance and understanding of ‘otherness’.

The final outcomes of the research reveal that intercultural elements in the Algerian secondary school English textbooks *At the Crossroads* and *Getting Through* are introduced in different ways in terms of quantity and quality of tasks and language points that are included. Despite the weaknesses found in the textbooks in terms of the insertion of intercultural content, it has been clearly demonstrated that the four dimensions borrowed from Byram’s (1997) framework (knowledge, attitudes, skills, critical cultural awareness) are presented in the two textbooks.

The results sorted out from the questionnaire distributed to EFL teachers and the interview conducted with three textbooks’ designers have shown different views regarding the intercultural content in the two textbooks. Regarding the teachers’ views, it has been clearly demonstrated that they are unsatisfied with the textbooks’ cultural content, hence, they recommend the improvement and revision of the two textbooks. From the authors’ standpoint, the textbooks include the necessary materials that help learners develop the different competencies; they encourage the teachers to look beyond what is suggested in the schoolbooks, and rely on their creativity and experience in teaching to explore the content. Concerning the comparison of the intercultural contents in the two textbooks, from all of the results obtained

from textbook evaluation, the questionnaires and the interviews, it has been concluded that *At the Crossroads* for (SE1) favors more intercultural learning than *Getting Through* for (SE2), it means that in the secondary school, first year learners are more exposed to intercultural content than those of second year level. Thus, this study reveals that the teaching of ICC should be given more consideration in the future by designing new syllabuses which promote intercultural learning as an integral part in the teaching and learning processes.

The first hypothesis indicating that both *At the Crossroads* and *Getting Through* textbooks include Byram's four components of intercultural communicative competence is confirmed. As for the second hypothesis suggesting that EFL teachers and textbooks' authors consider the incorporation of intercultural content in the two textbooks effective. The results revealed divergent views, From the EFL teachers' perceptions the hypothesis is refuted. However, from the textbooks' authors' views the hypothesis is confirmed. Regarding the last hypothesis stating that *At the Crossroads* textbook for (SE1) favors less intercultural leaning than *Getting Through* textbook for (SE2) because of the difference in level is refuted.

Notably, the present work can be combined with the previous studies which have shed light on the situation of teaching English and culture in the Algerian secondary school. We hope that we have contributed to the field of evaluating ICC teaching in EFL textbooks and added something new ad fruitful as the fact of finding that the two textbooks need improvement in terms of intercultural content, learners at the secondary school need a big amount of cultural knowledge which help them discover and experience the target culture.

However, we cannot deny the fact that this study has some limitations. The first limitation is the fact that at the beginning of the research we wanted to check the learners' views about the textbooks' intercultural content, but at that time they were already on holidays. The second difficulty is the fact that the textbooks include implicitly culture so it was difficult to

identify and distinguish the four components in the two textbooks. In addition, there was a problem of gathering the questionnaires addressed to secondary school teachers.

The present study will hopefully open doors for further research on the area. This research is only a humble attempt to reveal the real value of culture. We hope that in the future design of the textbooks, more attention will be given to the important role of culture in the teaching and learning of foreign languages. This issue deserves further research in the future by investigating the practical side of teaching ICC in the classroom using classroom observations, interviews and taking into consideration learners' views.

Pedagogical Recommendations

Based on our research findings, the present study offers some pedagogical implications for language teachers and textbooks designers.

- The number of authentic texts, tasks and dialogues is very limited in both *At the Crossroads* and *Getting Through*. Therefore, the textbooks need to be supplemented with real language in real life situations in order to make learners be familiar with the target culture. In fact, authentic materials such as songs, poems, films, videos, proverbs, idioms, collocations, folktales of authentic English are recommended to provide learners with both linguistic and cultural knowledge.
- *At the Crossroads* and *Getting Through* were published more than ten 10 years ago, exactly on 2005 and 2006. That means, the two textbooks need to be enriched with up-date and vivid information which present real language and represent the contemporary life of learners by taking into consideration the changes in social life, the development of new technologies etc.
- *At the Crossroads* textbook needs to include references to native culture which is ignored almost throughout the units. Its integration would enable learners to compare between their own and foreign cultures; thus, it helps them to easily construct relationships.

- In *Getting Through* textbook, we suggest that textbook designers reduce the number of activities dealing with language points and provide tasks which foster learners' intercultural competencies. There should be a balance between linguistic and cultural knowledge. We suggest also reducing the number of units composing *Getting Through*.
- It would be preferable if the designers select specific cultures and provide full information about them, instead of mentioning a lot of countries without giving information.
- Teachers need the necessary knowledge about different cultures; thus, they should be well informed and trained so as to help learners deal with cultural issues and encourage them to fight misunderstandings and prejudices.
- It would be useful if the classrooms are equipped with audio-visual materials, since they allow students to experience the foreign language and culture. The use of new technologies and multimedia devices allow to present the images and sounds which assure an adequate coverage of the foreign cultures.
- Activities such as role plays are effective since they provide both teachers and learners with the opportunity to experience target culture situations by performing different roles and knowing how to behave in different contexts. There are other techniques that help to teach about culture, for example, according to Risager (2007) all of culture capsules, culture clusters, culture assimilators, mini-dramas and micrologues are methods designed to teach about cultural differences in connection with teaching about intercultural communication.

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Appendix A: 'At the Crossroads'

6 Read the advert below. Then write a short note to a friend of yours using 'until' and 'from... to'. First, read Reminder V that follows the advert.

Start like this:
Just a short note to tell you that the Tower of London will be open for visitors...

Discover the Tower of London and experience some most extraordinary aspects of Britain's history. Admire the breathtaking Jewels of the Crown, stand on the execution site of queens and knights!

Opening Times

Until 31 Oct:
Tues- Sat 09.00- 18.00
Mon & Sun 10.00- 18.00

From 1 Nov:
Tues- Sat 09.00- 17.00
Mon & Sun 10.00- 17.00
(last admission 1 hour before closing)



Image 01

Image 02

Read the story below and check your answers to exercise 1 above.

It was spring, and Alice was sitting in the garden. She had nothing to do. Her sister was reading while her cat Dinah was mewing. But Alice did not find the book interesting. "How stupid!" she thought, "a book with no pictures or conversation in it." §1

The weather was very hot, and Alice felt she was going to sleep. She was just considering what to do when suddenly a white rabbit passed near her. §2

That was not very extraordinary, and Alice did not think it was very strange when she heard the rabbit say to itself, "Oh dear! Oh dear! I shall be too late." She understood later that it was not real; it was just a bizarre dream. But then the rabbit took a watch out of its pocket and looked at it. She was very surprised and curious. She got up and hurried after it. "Rabbits don't have pocket watches!", she told herself. §3

She went after the rabbit into its hole, running very fast. Before she could stop, she found herself falling, falling, falling. But how strange! There were cupboards and bookshelves, pictures and maps, all down the sides of the hole. She was looking at all the objects when she saw a little bottle on one of the shelves. It was marked 'DRINK ME'. §4

(Adapted from Lewis Carroll's *Alice's Adventures in Wonderland*)

Appendix A: 'At the Crossroads'

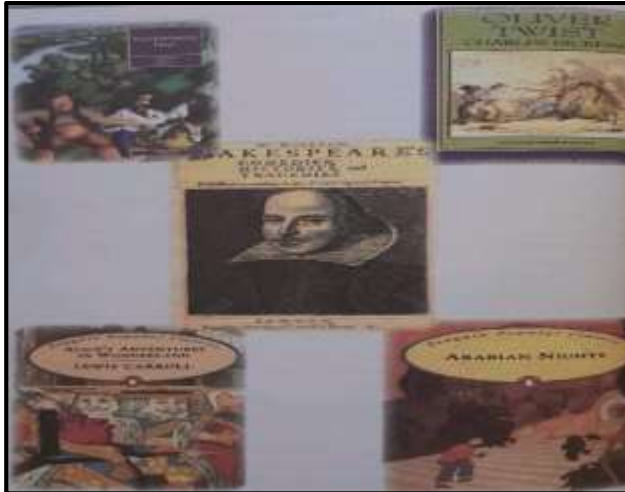


Image 03

Image 04

1 Read the information in the box below. Then ask and answer questions about William Shakespeare. Use the question words: 'who', 'when' and 'where'.

1564 - Born in Stratford-upon-Avon Father - a wealthy glove maker	
1582 - Married Anne Hathaway	
1583 - Birth of Susanna, his first child	
1585 - Birth of twins	
1589 - Wrote his first play <i>Henry VI</i>	
1594 - Went to London/became an actor	
1599 - Built his own theatre, <i>The Globe</i>	
1612 - Returned to Stratford-upon-Avon	
1613 - <i>The Globe</i> burnt down	
1616 - Died in Stratford-upon-Avon	

2 Use the notes about Charlie Chaplin in the box below to write a short biography. Use link words such as '...later', 'at first', 'after', 'before', etc., and the simple past tense. End your biography with your appreciation of Chaplin's films.

1889 - Born April 16, in London	
Mother very poor / music hall performers	
Father	
1894 - Started clog dancing and singing for money	
1904 - Joined a travelling theatre company and emigrated to America	
1910 - A film director offered him a role in a film.	
1914 - Became a film director himself Made funny films	
1977 - Died in Switzerland	

Image 05

Appendix A: 'At the Crossroads'

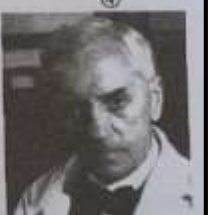
2 Look at the British and American newspaper titles below. Which Algerian newspapers have similar titles?



Image 06

Image 07

1 Match pictures 1-4 with the names of inventors A-D in the table that follows.

			
Louis Pasteur 1822 - 1895 born in France (1885) (A)	Alexander Fleming 1881 - 1955 born in Scotland (1928) (B)	Alexander Graham Bell 1847 - 1922 born in Scotland (1876) (C)	Albert Einstein 1879 - 1955 born in Germany (1905) (D)

Dear Sihem,

Last time you asked me to send you the recipe for the Indian Pudding I talked about in my previous e-mail. I'm sorry that I haven't **done** it earlier than this. Here it is. §1

Pour ¼ cup corn meal, a little at a time, into 2 cups of hot milk and cook over low heat or in the top of a double boiler, stirring constantly, for 15 minutes until it is thick. Remove from heat. Mix together ¼ cup sugar, 1/8 teaspoon baking soda, ½ teaspoon salt, ½ teaspoon ginger, and ½ teaspoon ground cinnamon, then pour into the corn-meal mixture. Add ¼ cup molasses and 1 cup cold milk, mixing thoroughly. Pour into 1-quart casserole and bake in a preheated 275 degree F oven for 2 hours. Serve warm with whipped cream and a light sprinkling of freshly grated nutmeg. Serves 6 to 8. It is also preferable to serve it with vanilla ice cream. §2

Keep in touch.
Best regards,
Cheyenne

Image 08

Image 09

1 Read the text below and check your answer to exercise 2 on the previous page. Did you guess right or wrong? Explain?

Okonkwo was well-known throughout the nine villages. He was tall and huge. He had a very dark complexion, a wide nose and bushy eyebrows which gave him a fierce look. At the age of eighteen he won a wrestling match against Amalinze the Cat. Amalinze was the greatest wrestler of the time. He was called the Cat because his back never touched the earth. It is this man whom Okonkwo threw to the ground twenty years ago. His victory against Amalinze made him very famous in his village, Umuofia. In addition, Okonkwo was a very hard worker. During the planting season, he worked daily from cock-crow until the chickens went to roost. He became a wealthy farmer and one of the greatest men

of his time. §1

Unoka was Okonkwo's father. He was a thin, handsome man with a gentle look. He was always in his *agbada*. In his day, he was lazy and improvident and was incapable of bringing food to his wife and children who were always hungry. He spent most of his time playing on his flute. Unoka was never happy when people talked about war. In fact, he was a coward and preferred to talk about music. §2

Okonkwo was different from his father. He was a man who liked action, so he was the first to take up arms in defence of his village. His courage against the British invaders won him a place among the heroes of his tribe. ... §3

(Adapted from *Things Fall Apart*)

Appendix A: 'At the Crossroads'

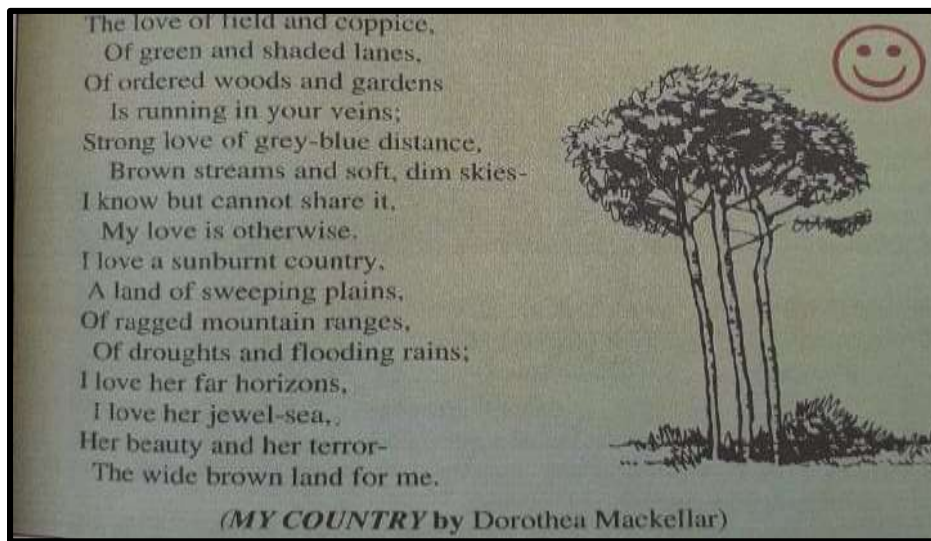


Image 10

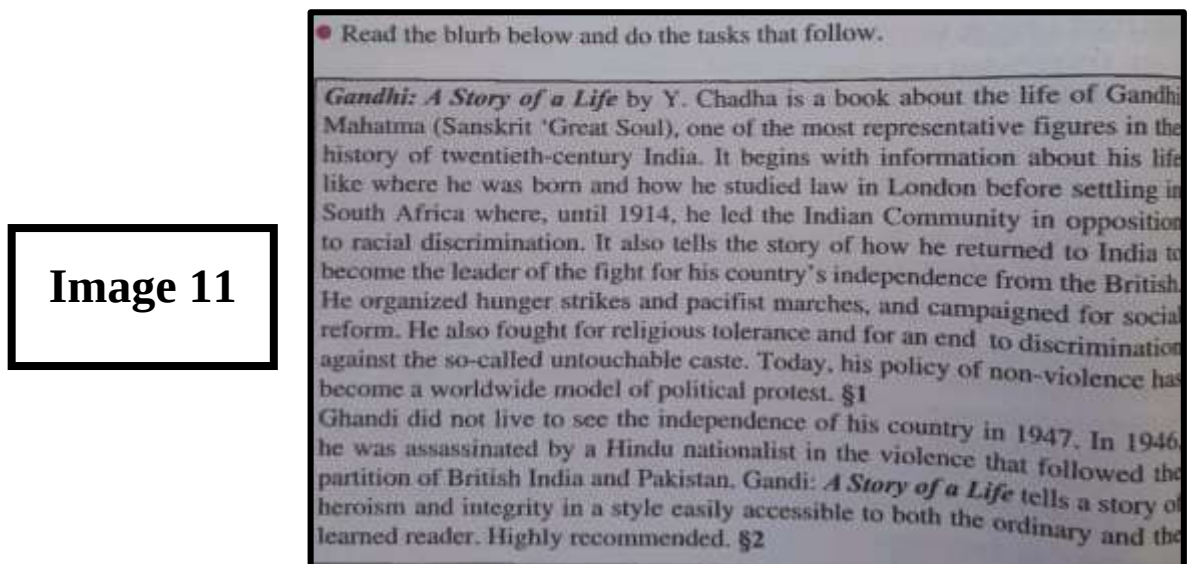


Image 11

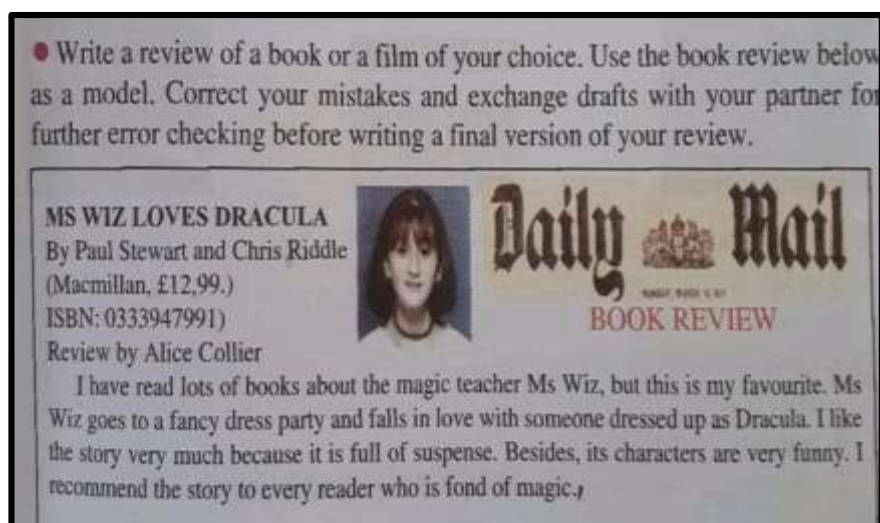


Image 12

Appendix A: 'At the Crossroads'

Image 13

3 Imagine you are a novelist. Set the first scene of your novel by writing a description about an imaginary town or village. Use the text on the page as a model.

Make the best use of the information below.

A. What's the name of your village/town? What was it like? (Use analogies to make the introduction interesting.)

B. Where was it situated, and what did it look like?

- It was in the east / south-east / centre... of the country.
- It was on the Mediterranean coast / the Shlef River... / hills / in the mountains / the Soummam Valley / the Sahara desert...
- It was hilly / flat ...
- The land was rocky / sandy / good for farming ...
- It was about 40 / 50 / ... kilometres away from ...

Image 14

PROJECT WORKSHOP

WRITING A BOOK REVIEW

TASK ONE: Select your book
Check what books of fiction are available in your school library and decide which one you will read for your review. It does not matter whether the books are in English or not. What is important is that all of the group members like the author and her or his book(s).

TASK TWO: Allocate the tasks among yourselves.
The review will consist of the following parts. Allocate them, but all of you must read the book.

- A. A short biography of the author.
- B. A short reminder of the context in which the author wrote his book.
- C. A short summary of the book.
- D. A short portrayal of the characters, especially that of the hero or heroine.
- E. A short description of the setting (place and time).
- F. A short appreciation (why you like the story and what lessons it teaches you).

Image 15

1 Read Kirs's e-mail and write a short reply following the plan below.

Plan: A. Say thank you. Then introduce yourself briefly.
B. Describe your regular activities using frequency adverbs.
C. Introduce your family.
D. Use cues from the table below to introduce your country briefly using degree adverbs with adjectives.

Questions	Answers
1. Which continent/region is your country in?	It's in/it's situated in/located in...
2. Which country borders it to the east, to the west, to the south-east...?	To the east, it's bordered by...
3. What's its population?	There are/It has a population of...
4. What's its area?	It has an area of...
5. How long is it from north to south and from east to west?	It's... kilometres long... from... to...
6. What's the average temperature in summer/winter?	The average temperature in summer/in winter is less/more than...
7. What is it famous for?	It's famous/well-known for...

Appendix A: 'At the Crossroads'

1 Discuss these sayings in class and try to find their equivalents in your own culture.

- A. One good turn deserves another.
- B. Necessity is the mother of invention.
- C. It is easier to make a suggestion than to carry it out.
- D. It is better to bend than to break.

Image 16

Image 17

4 Think of a well-known folktale from your own culture and write it down using the folktales above as models.

68



Image 18

Appendix B: 'Getting Through'

Image 01

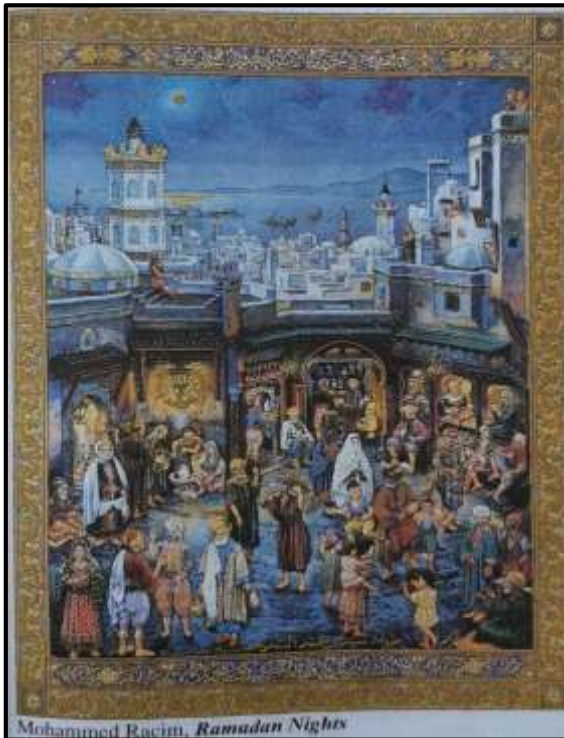
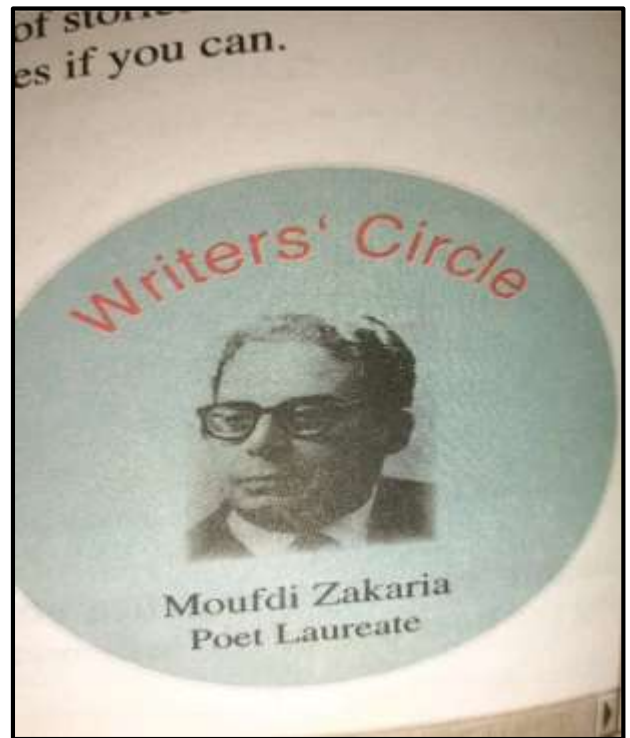


Image 02



8 Now, read aloud tongue twisters A-G below to your classmates. Do it quickly.

- A. Smith says that Mr Jones makes clocks.
- B. She says that Mrs Dickens writes books.
- C. Charles asks his friends lots of questions.
- D. Mrs Jones spells words to her students.
- E. Mr Brooks tells jokes to his friends.
- F. This newspaper reports strange events.
- G. Sanchez always watches football matches.



Image 03

Appendix B: 'Getting Through'

① Look at the picture and discuss the following questions.

A. What does the picture represent?

B. Where do you think the boat is and where is it going?

C. These dates and personalities are important in American history. Why?

Abraham Lincoln: 1861-1865.
Martin Luther King Jr: August 1963.



Image 04

Image 05

What People Eat

Our eating habits have changed completely over the last years. The consumption of foods that take time and effort to cook has declined dramatically. By contrast, that of foods which need little preparation has increased. This change in our eating patterns is not something that we have chosen. It is imposed on us by an overall transformation in our lifestyles. Contrary to what some people think, life has never been as busy as it is today. The typical snack-eater is usually someone who has no time to sit at table and enjoy his/her meal with the other members of his/her family.

24

How much free time people have usually determines how and what they eat. Actually, the whole pattern of eating is more traditional at weekends than during weekdays. The Friday breakfast is "a shared" meal, with all the members of the family more likely to be sitting together than during weekday meals. The Friday lunch is the most ritualised meal of the week. A *Mesfouf* with peas or a *kouskous* with meat and vegetables is generally served and the whole household meets again around the coffee table or *El-Maida* as if in celebration of a family reunion. In the afternoon, most people take their tea or white coffee together with *Khfef* or *Tamina*. In doing so, they want to keep their traditions alive, maintain family unity, and resist the constraints of modern life.

Image 06

Appendix B: 'Getting Through'

2 Read the newspaper article below and answer the following questions.

- Who was Martin Luther King?
- What were his hopes and wishes? Start your answer like this:
He hoped/wished/expected his children to _____
- Martin Luther King's address in the article was written in an oratorical style. What are the characteristics of this style, and why did he use it? Discuss.
- Did you like reading the part of Martin Luther King's address reproduced in the article. Why?

Martin Luther King, The Man of Peace

*Black Americans can do a lot of things that their parents could not do years ago because of racism. They can vote; they can eat in any restaurant they like, and their children can go to the same schools as white children. As we prepare ourselves to celebrate Martin Luther King Day next Monday, we'll reproduce a part of King's address **I Have a Dream** in memory of this great leader who was able to combat racism and hatred with non-violence and love.*

Image 07

Image 08

3 Listen to your teacher as s/he reads the poem below. Then discuss with him/her the spelling sound links in English. Learn the poem by heart.

I take it you already know
Of tugh andough and cough and dough?
Others may stumble, but not you
On thiccough, thorough, laugh and through
Well done! And now you wish perhaps,
To learn of less familiar traps?

Beware of beard, a dreadful word
That looks like beard and sounds like bird
And dead! it's said like bead, not bad -
For goodness sake don't call it 'dead'!
Watch out for meat and great and threat,
They rhyme with suite and straight and debt.

A moth is not a moth in mother
Nor both in bother, broth in brother,
And here is a match for there
Nor dear and fear for bear and pear.
And then there's does and rose and lose -
Just look them up - and goose and choose.

And cork and work and cant and ward,
And fort and front and went and sword,
And do and go and thwart and cart -
Come, come, I've hardly made a start!
A dreadful language? Man alive,
I'd mastered it when I was five.

(Housley & Sheir, *Hints on Pronunciation for Foreigners*)

Write a short autobiography about Michael Faraday implying that his career furnishes a classical example of a poor boy who succeeded as a scientist.

TIP BOX

When you write a biography, you generally write about a chain of events in a famous person's life. You can't mention all the events that happened during that person's lifetime. Therefore, you have to select the most important ones. These events should be presented in a chronological order.
Biographies are also written to teach lessons in life. So choose some of the lessons you want to teach your reader. These lessons are often implied rather than stated openly and explicitly.

One of the greatest names in the history of electrical research in the first half of the nineteenth century is that of Michael Faraday.

Place of birth: Newington, Surrey, England.

Date of birth: 1791

Father: poor blacksmith, moved to London to mend his fortunes

Brothers: Michael / Third son

Education: drop / elementary grades

Apprenticeship: apprentice / bookbinder

Personality: curiosity / reading books / hard save money / attend lectures on science

Job: laboratory assistant to Sir Humphry Davy, one of the most famous scientists at the time

Duties included bottle washing and other disagreeable chores
Sir Humphry Davy / jealous / Faraday / quit his job
spend / the rest of his time / do research / teach

Marriage: marry / Sarah Barnard, a Silversmith's daughter.
Sarah Barnard / devoted wife

Achievements: professor of chemistry 1833
discovery of the principle of the dynamo
discovery of radio waves 1845
study of electrolysis
introduced scientific terms such as 'anode' and 'cathode'

Though Faraday's electrical discoveries were his chief contributions to science, he also did important work in chemistry.

Image 09

Appendix B: 'Getting Through'

Image 10

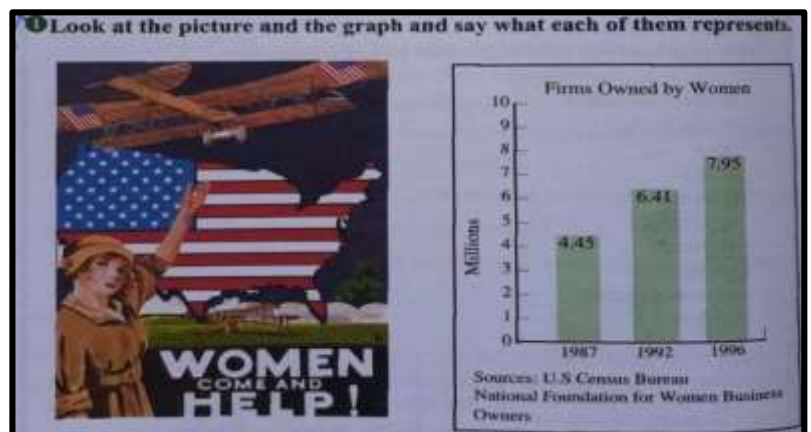
I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today. I have a dream that one day little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

When we let freedom ring, when we let it from every village, from every state and every city, we will be able to speed up that day when all God's children, black men and white men will be able to join hands and sing in the words of the old Negro spiritual, "Free at last ! free at last! Thank God Almighty, we are free at last!"



Image 11

Image 12



Imagine you are in Hyde Park at the Speakers' Corner, in London, England. Read the information in the tip box below. Then complete the speech that follows.

Imitate Martin Luther King's speech making the best use of the auxiliaries you have learnt in this unit.

TIP BOX

The main purpose of a speech is to inform, convince, and stimulate an audience. Speeches are generally made in an organised style which includes repetition of key words, phrases and sentences as well as a distinct choice of words that can impress the audience.

Preamble of your speech

Ladies and gentlemen, let me make this point right away - age limits are not fair ! I want to vote, but I can't do that at the age of sixteen. "I'm sorry, you are too young", they say. I'm not an adult until I am nineteen. But when I buy a plane ticket, I have to pay the full fare. I am an adult although I'm just sixteen.

(Use other age limits for sixteen-year olds to develop further the preamble: leave school/work full time/get married/boys join the army...)

Body of the speech

Ladies and gentlemen, I have a dream that children of my age will be able to

A dream that _____

Our grandparents were able to _____

I hope we will be able to _____

I hope we will be able to _____

Conclusion

Thank you very much for your kind attention, ladies and gentlemen. Please sign the petition entitled **DOWN WITH AGE LIMITS** which is being

Image 13

Appendix B: 'Getting Through'

Making a profile about lifestyles

Your lifestyles profile will be divided into three parts and will deal with three main aspects of life: **clothes**, **food**, and **entertainment** in Algeria and abroad. Include pictures to illustrate your theme.

Part I: Lifestyles in the past



Note: Use *used to* when you write/talk about these life-styles.

Part II: Present-day Lifestyles

Note: Use the **present simple** tense with link words **when/after/before/until/while**.

Part III: Future Lifestyles

Note: Use **will/may/might** and their negatives in making your predictions.

Image 14

Image 15

Complete the blanks in the short newspaper article that follows the tip box. Get help from the questions in italics.

TIP BOX

We generally organise written texts into paragraphs. Each paragraph develops an idea. There are many techniques for developing paragraphs. One of them is paragraph development by comparison and contrast. We express contrast by using the following link words in contrast to, by contrast, whereas, while, but, however, contrary to, unlike ...

What Do People Wear?

Climate, tradition and history affect the way people dress. For example, in Northern European countries, _____. (What is the weather like?). Consequently, people _____. (What types of clothes do they wear?). **By contrast** in Northern Africa, _____. (What is the weather like?). As a result, _____. (What types of clothes do North Africans wear?) (S1)

Differences in tradition also influence the types of clothes people wear. For instance, in Muslim countries, _____. (What types of clothes do people wear when going to wedding feasts?). **In contrast to** America where _____. (What types of clothes do people wear when going to ceremonial occasions?) (S2)

Contrary to what some people think, history is no less important when it comes to clothes. In the past, young people in Algeria _____. (What types of clothes did they use to wear?) **whereas/in contrast** today they _____. A few years ago, the elderly people _____. **but** nowadays, they _____. (S3)

The most important factor that determines dressing styles today is _____. So most of the world people like to wear _____. However, there are still some countries, which keep to their _____ in spite of globalisation. (S4)

Image 16

Charities

Charities are independent organizations that help the poor, the homeless, children, old people and animals. They are involved with human rights, education, medical research and the conservation of the environment.

In 1997 there were about 180,000 charities in Britain, with a total income of £18 billion. Many charities that are now well known throughout the world, such as **Oxfam** and **Amnesty International**, began in Britain. Americans are also enthusiastic supporters of charities. In 1995 they gave over \$ 116 billion.

Oxfam has aid programmes to help poor people overseas, especially the victims of natural disasters. Other well-known charities working in Britain include **Barnardo's**, which helps children, and **Age Concern** and **Help the Aged** which support old people. **Shelter** provides food and a place to stay for the jobless and the homeless.

The traditional method of raising money is to organize a **flag day**. Volunteers stand in busy streets asking members of the public to put money in a collecting tin. In exchange they are given a **sticker** to be put on coat lapels.

Nearly every town in Britain has at least one charity shop. These are run by volunteer staff and sell second-hand clothes, books and household goods at low prices in aid of charity. At Christmas, people often buy **charity cards** (i.e. Christmas cards sold in aid of charity).

In recent years, the **telethon** has proved an effective method of fund-raising. During an evening of popular television programmes, television stars ask the public to telephone and pledge (or promise) money to the charities involved. Other fund-raising activities include **fêtes** (= outdoor sales for craft work, plants, etc.) and **jumble sales** (= sales of second-hand clothes). Sponsored walks, cycle rides, even parachute jumps are also popular.

At Christmas or Thanksgiving, schools organize collections, called **food drives** in the U.S., for the elderly and the poor. In America, the custom of **Halloween** has changed, and now some children ask for money to give to **UNICEF**, a charity for children run by the United Nations.

(Adapted from *Oxford Guide to British and American Culture*, p. 100)

Appendix B: 'Getting Through'

Image 17

Read the newspaper report and check your answers to task one above. There are some punctuation mistakes in the first paragraph. Ignore them for the moment.

Great calamities can show the best in man. For instance, while I was covering, for my newspaper, the earthquake in Bourmedes, I met a group of women carrying plates of *kouskous*. Where are they going all together like that? I asked Rafik, my Algerian friend and translator. They're taking food to their neighbours who have lost their homes he replied. After a few minutes, he added, People have always helped each other over here. But this earthquake has considerably increased that sense of neighbourliness. §1

Rafik stopped talking for a few minutes before he resumed his speech. "This earthquake has made everyone of us show his best", he said pointing to the debris of a fallen building. I didn't understand what he meant by that. So I asked him to explain. "The youths have played a heroic role in the first minutes of the disaster," he answered. "Did you see that young man shown on TV last night?" he asked. I said that I did. "That young man has become our local hero. Yesterday, he saved two children from certain death," he told me. §2

As I listened further to Rafik, I understood that disasters could certainly kill people, but in some way they are like hammers that weld the brotherly spirit of humanity. §3



Image 18

Image 19



Appendix B: 'Getting Through'

Look at the map and answer the questions.



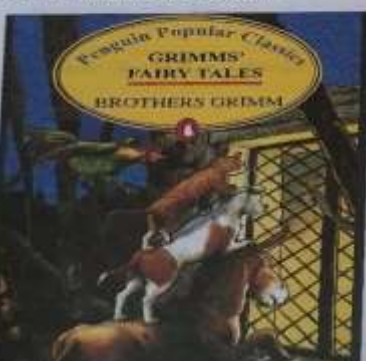
1. Which part of the American continent does the map represent?
2. What is Brazil famous for?
3. What are the two imaginary lines shown in the map?
4. What is the weather like in the areas/countries which are near these imaginary lines?

Image 20

Image 21

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

This highly evocative series in this money is tales have become part of our heritage 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 world of stories to stimulate the mind and escape of readers of all ages. Some of the tales are dark, 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.

American Friends

I am weary of dating my life by wars,
my father, an airman in World War II, met my mother
at a U.S.O. dance
my uncle the machine gunner in Korea,
the months marked off by packages sent to him,
at eighteen I marched against the Vietnam War
I wouldn't fight for a dictator in Vietnam,
college dated by Vietnam battles and anti-war marches,
we skipped the regular graduation,
had a counter-graduation rally on the steps,
the men pledged they'd refuse to be drafted,
the war and the marches went on and on and on
the Vietnam War didn't really end,
it lingers, an old scar,
and now
my president wants my cousin for another war
to restore another dictator,
I've been marching against these wars for twenty years,
every day the hydra sends another arms shipment,
my hero Thoreau in jail,
refused to pay his war tax for the Mexican-American War,
his friend Emerson visited him asked,
"What are you doing in jail, Henry?"
"Why aren't you in jail, Waldo?" Thoreau answered,
my hero Mark Twain spoke out against
U.S. soldiers in the Philippines,
in every generation my heroes walked in flames,
breathed fire,
Thoreau and Mark Twain were ashamed
of this country,
some mornings I don't want to get up,
drown in a sea of shame-
make myself get up,
this weekend I'll walk against the latest war,
I've recruited two more walkers,
I'm walking as long as I have the strength,
as long as I can put one leg in front of another.



Julia Stein, *Desert Soldiers* (1992)
© California Classics Books

Image 22

Appendix C: Teachers' Questionnaire

This questionnaire is designed for teachers of English language in the secondary school. Its aim is to gather information about the presence of interculturality in the secondary school textbooks *At the Crossroads* and *Getting Through*. Your answers are of great significance for our work. For this reason, you are kindly requested to answer the questions by ticking off the appropriate box or by providing a full statement whenever necessary. We would like to thank you in advance for your help and collaboration. Your answers will be treated confidentially and the information collected will be used strictly for academic purposes.

Section 1: Teachers' views about the inclusion of intercultural elements in Foreign Language textbooks.

Q1. Do you think that the inclusion of intercultural elements in EFL textbooks is important?

Yes ☐

No ☐

Why?.....
.....
.....

Section 2: Teachers' views about the intercultural components in “*At the Crossroads*”.

Q2. Is culture included in “*At the Crossroads*”?

Yes ☐

No ☐

Q3. Does the textbook make also reference to other cultures?

Yes ☐

No ☐

➤ If yes, could you mention them?

.....
.....

Q4. How do you find the intercultural content in “*At the Crossroads*”?

Varied ☐

Limited ☐

Q5. Does the textbook provide students with sufficient knowledge about foreign cultures?

Appendix C: Teachers' Questionnaire

Yes ☐

No ☐

Q6. Does the intercultural content in “*At the Crossroads*” develop learners’ attitudes of openness and tolerance towards other cultures?

Yes ☐

No ☐

Q7. Do you think that the intercultural content in the textbook is sufficient to help learners develop the skills of interpreting, relating and comparing cultures?

Very sufficient ☐

Sufficient ☐

Not Sufficient ☐

Q8. Does the use of “*At the Crossroads*” develop learners’ awareness of the cultural differences between their own culture and foreign cultures?

Yes ☐

No ☐

Q9. In your opinion, to what extent is “*At the Crossroads*” efficient to develop intercultural communicative competence (ICC)?

Very efficient ☐

Efficient ☐

Not efficient ☐

➤ Please, justify!

.....
.....

Section 3. Teachers’ views about the intercultural components in “*Getting Through*”

Q10. According to you, is culture given a prominent role in “*Getting Through*”?

Yes ☐

No ☐

Q11. How do you find the intercultural content in “*Getting Through*”?

Varied ☐

Limited ☐

Q12. In your opinion, does this textbook include the cultural knowledge of both source and target cultures?

Yes ☐

No ☐

Appendix C: Teachers' Questionnaire

Q13. Does the intercultural content in “*Getting Through*” help to create a sense of curiosity and openness in learners?

Yes ☐

No ☐

Q14. To what extent does the textbook provide tasks which develop skills of interpreting, relating and comparing cultures?

.....
.....
.....

Q15. Through your experience in teaching using “*Getting Through*”, do you think it helps learners develop their critical cultural awareness?

Yes ☐

No ☐

Q16. In your view, is the intercultural content in “*Getting Through*” sufficient to reach intercultural competence?

Yes ☐

No ☐

➤ Explain your answer please!

.....
.....

VI. Teachers' perception about the intercultural content in “*AT the Crossroads*” and “*Getting Through*”.

Q17. According to you, which one of “*At the Crossroads*” and “*Getting Through*” incorporates more intercultural content?

.....
.....

Thank you for answering!

Appendix D: The structured interview

This interview is designed to be conducted with the authors of both *At the Crossroads* and *Getting Through Textbooks*. We would like to question you about the presence of interculturality in both textbooks. Please share your true opinion with us as it is designed to reach academic purposes. Your answers will be kept confidential and anonymous.

Thank you very much for your time and participation.

Q1. Do ‘At the Crossroads’ and ‘Getting Through’ textbooks include cultural information of both source and target cultures?

If yes, do you think that the two textbooks’ contents provide learners with sufficient cultural knowledge?

Q2. Does the cultural contents in both textbooks allow students to develop attitudes of openness and tolerance towards others cultures?

Q3. Do the two textbooks help in developing the skills of interpreting, relating and comparing cultures?

Q4. To what extent do ‘At the Crossroads’ and ‘Getting Through’ textbooks develop learners’ awareness of the cultural differences between their own culture and foreign cultures?

Q5. Is the intercultural content in both textbooks sufficient to reach intercultural communicative competence (ICC)?

Q6. According to you, which one of the two textbooks incorporates more intercultural elements? Would you explain why?

Q7. What are your suggestions for enhancing learners’ intercultural competencies?