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Implementation of the Principles of CBA for the Teaching of English in the Algerian Middle Schools

An Analysis of *Spotlight on English* and *My Book of English*

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Dedication

I dedicate this work to:

My father and mother

This is for you my dear parents

To my brothers and sisters

To my loved ones!

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Abstract

The present dissertation attempts to investigate the implementation of the principles of Competency-Based Approach on the teaching of English in the Algerian middle school textbooks of first year learners, namely ***Spotlight on English*** *issued in 2003 and* ***My Book of English*** *that is issued in 2016. It checks whether the principles of CBA as concerns the raise of competencies and the use of the English language in real life situations are integrated in the two textbooks. It bases on the analysis of* ***Spotlight on English*** *and* ***My Book of English*** *at the level of* ***content, design*** *as well as* ***visuals****. For the sake of collecting data about the issue addressed, we relied on two different qualitative and quantitative research techniques namely: a checklist of cunningsworth offered in his book titled 'Choosing Your Coursebook'(1995) and a Social Semiotic Multimodal Analysis. A further dimension of this study deals with drawing a comparison between the materials under scope. Our research findings reveal that the two textbooks implement the principles of CBA. Additionally, the comparison of these results reveals that* ***Spotlight on English*** *and* ***My Book of English*** *share similarities as well as differences in the way that, they are both made up of activities and follow the same way in dividing the sequences, but they are different in the way of presenting the activities are and in the sections they contain…etc. The Social Semiotics Multimodal Analysis reveals that even the two textbooks are multimodal, but the new generation which means the new textbook is the one that gives more prominence to the visual resource than the previous textbook. The research comes out with a conclusion which exposes the implementation of the types of competencies of CBA which are: interacting orally in English, interpret visual, verbal and non-verbal text and produce visual, verbal and non-verbal in the two textbooks. Besides, it highlights the importance of combining the linguistic and visual modes to reinforce and add meaning.*

Key words: Competency-Based Approach, Competency, Textbooks.

List of Abbreviations

- CBA: Competency-Based Approach
- CBLT: Competency-Based Language Teaching
- CBE: Competency Based Education
- EFL: English as Foreign Language
- INACOL: The international Association for K-12 Online Learning

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General Introduction

Introduction

- **Statement of the problem**

Approaches and methods of foreign language teaching have witnessed significant changes over the last few decades resulting in great emphasis on the learning process. Today, the educational movement used in schools is learner-centered. Indeed, foreign language learners are no longer regarded as empty recipients or passive participants waiting for teachers to give them everything to memorize then reproduce and repeat what is learned by heart, which means, they just memorize what is given from the teachers without asking and they take everything for granted. Rather, they are active agents in their language learning process. This perspective reflects a new conception of teaching/learning process which represents a shift from teachers' dominance and responsibility of presenting knowledge, towards learners, who are the core of the learning process and who play a central element in an ongoing process. This change in paradigm is due to the adoption of another approach, which is the Competency-Based Approach that is different from the previous one which is the Communicative Language Teaching.

Algeria is among the countries that have adopted the Competency-Based Approach. It has launched a national educational reform of its educational system in July 2002 that was based on the use of Competency-Based Approach as a step of change to go on with the demands of the era of globalization. This approach emphasizes the learner's role in the learning process and his output, which means it requires for learners to produce and practice the Englih language alone, rather than the teachers' input. In addition, it aims to enhance learners' competencies in using the target language and interpreting non-verbal texts which means visuals in order to use them in their real life situations. Moreover, its emphasis is on learning and learners activities rather than teachers' role. This reform comes with new dimensions

related to globalization that focuses on Foreign Language Teaching which concentrate on the build of competencies and let learners construct their own knowledge and understanding to go with the demands of the era of globalization without falling in the trap of losing one's identity and culture. However, this objective requires many efforts to be realized because it is not an easy task at all.

The Algerian educational reform elaborates new teaching materials to teach the English language, such as textbooks that aim to fit the principles of the Competency-Based Approach, since they are designed on the basis of this approach, and push learners to be active and motivated. Besides, it seeks to develop learners' autonomy and improve their capacities and competencies in interacting in English and produce it in a correct way in all situations. Moreover, it gives for them the chance to develop their competencies by creating new knowledge and skills necessary for them in everyday life. The idea is that, what they learn in the classroom, they use it in society to build relationships, solve problems…etc and this will be by the use of language correctly. The textbooks designed along with this approach are characterized by the visual representation to clarify the meaning, motivate learners and let them eager to know more and learn more about the foreign language. Many studies have been conducted concerning the CBA and the textbooks designed along with its principles. However each one dealt with it from different perspectives and there is no research conducted as concerns the implementation of its principles in textbooks. To state as an example, we have Houchet Sabrina who submitted her work in 2016 under the topic: Evaluation of the coursebook' Spotlight on English one' from teachers' perspective. The present research then intends to investigate the extent to which the principles of CBA are implemented in the Algerian Middle School Textbooks of first year learners. These textbooks are *Spotlight on English* and *My Book of English* and no research conducted about the analysis of the textbook named *My Book of English* because it is new. We have opted for these textbooks mainly

because they are meant for beginners on the purpose of coming into results that show the differences and the similarities that exist between the two textbooks and for which purpose *Spotlight on English* is replaced by the new textbook *My Book of English* under the same approach.

- **Aims and Significance of the study**

This study aims to analyze the two Algerian Middle school textbooks named *Spotlight on English* and *My Book of English* which are designed for beginners in order to check the extent to which they are designed for a successful implementation of the principles of CBA with focus on the **content, design,** and **visuals.** In addition, it aims to draw a comparison between the two textbooks.

The change of this topic is due to the designing of a new textbook named *My Book of English* that replaces the previous one *Spotlight on English* of first year middle school relying on the principles of the same approach. Therefore, the current study aims to explore whether this replacement is due to the failure of the first textbook, or, is it because of the fact that the textbook lacks some procedures that reflect the level of the learners, since it is designed for beginners who learn English for the first time.

The present study comprises three main objectives. First, it aims to analyze the two textbooks at the level of **design, content** and **visuals**. Second, it seeks to investigate the extent to which the principles of CBA as concerns as being based on competencies and the use of language in real situations are implemented in the design, the content and the visuals of the two textbooks. Finally, it draws a comparison between the two textbooks.

- **Research Questions and Hypothesis**

In order to find out the similarities and the differences between the two textbooks *Spotlight on English* and *My Book of English*, as well as, the extent to which they are designed under the principles of CBA, the following questions are raised :

1- Are there any similarities and differences between *Spotlight on English* and *My Book of English?* If yes, to which extent?

2-Do the two textbooks reflect the principles of CBA as concerns the use of language in real life situations?

3-Which is the textbook that is characterized by the visual dominance?

In accordance with these questions, these hypotheses are suggested:

HP1: Yes, *Spotlight on English* and *My Book of English* share similarities and differences at the level of content, design and visuals.

HP2: No, *Spotlight on English* and *My Book of English* do not share differences since they share the same approach.

HP3: The principles of CBA as concerns the use of language in real situations are successfully implemented in the two textbooks.

HP4: The principles of CBA as concerns the use of language in real situations are not successfully implemented in the two textbooks.

HP5: The textbook which is characterized by the visual dominance is *My Book of English.*

- **Research Techniques and Methodology**

For the data collection and analysis, this study will apply for the qualitative and quantitative methods which present the data in a descriptive way as well as in numbers. The objective is to provide a deep understanding of the research topic investigated.

The selected corpus is: two Algerian Middle school textbooks named *Spotlight on English* and *My Book of English* designed for first year learners.

Our inquiry is based on the theoretical framework developed by Cunnigsworth (1995) and we have extracted a checklist from his work as a tool to analyze the corpus. In addition, we have opted for a Social Semiotic Multimodal Analysis to analyze the visual design of the two textbooks.

- **Structure of the Dissertation**

The present study is carried out within the framework of the Traditional-Complex Model. It is composed on two parts which are: the theoretical part and the practical part. It starts first with a **‘‘General Introduction”** which consists of five fundamental steps which are: the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology and the last part is the structure of the dissertation.

Four chapters follow the general introduction. The first chapter is **‘‘The Review of Literature”** which contains and reviews some important works about the research topic investigated. The second chapter is **‘‘Research Design and Methodology”** which explains deeper the research techniques and tools used in the study investigated. The third chapter is named **‘‘The Representation of the Findings”** in which the results obtained are presented and organized in a clear way. The forth chapter which is the last one is **‘‘Discussion of the Findings”** where the results obtained are interpreted, discussed and analyzed in details so as to answer in an appropriate way the previous research questions and accept or reject the hypotheses highlighted. The dissertation ends with a **‘‘General Conclusion”** which provides a brief review of the most important elements tackled in the study undertaken.

Chapter one : Review of Literature

Chapter 1: *Review of the Literature*

Introduction

This chapter intendeds to shed light on some key elements which are relevant to our work, it introduces the status of English as a foreign language in education, then it gives an overview to the literature related to Competency-Based Approach, then it defines the corpus of this study that is textbook, its major roles and the importance of its evaluation. After that, e the types of evaluation is entailed. Finally, it tackles the theoretical frameworks on which the present study is based on, which are the work of Cunningsworth from which a checklist is adopted and the Social Semiotic multimodal works.

1. The Status of English in the Algerian Educational system

With the era of globalization, the necessity to know languages is increasingly recognized and the way they are used changes, reflecting the contact with others. As a result, the English language has become the most powerful language and has gained a higher status in the International scale. It becomes the essential means of communication through the world nowadays. It is the vehicle that is globally used and that will lead to more opportunities. For this, it becomes a need for all the countries among which we find Algeria, to learn this language as a foreign one and design it in the educational field to facilitate the touch for its learners. In this regard Hasman(2002:2) argues that ‘‘*English belongs to whatever uses it for whatever purpose or need”*. This is because English is world’s language through which people from different countries and cultures communicate.

This International status led the Algerian educational system to give a paramount importance to the English language and adopt it as a foreign language.

After the announcement of the national educational reform in Algeria, many changes have been occurred concerning the situation of teaching English. It is taught as a compulsory course and introduced at the level of first year middle school, which means, at the age of 11 or 12.It covers seven years, four of which at the middle school and three at the secondary school, introduced by designing new syllabuses, textbooks, documents…etc. In this respect, new method of work was adopted .This latter is the Competency-Based Approach.

To sum up, the emphasis on the teaching of English as a foreign language (FL) is becoming a vital part of education all over the world, because it is an essential means of communication through the world.

2.The Competency-Based Approach

The Competency-Based Approach (CBA) has emerged in the United State in 1970's and it was adopted and implemented by the Algerian Ministry of Education in 2003. It refers to an educational system that focuses on outputs of learning in the development of language program. Competency Based Education addresses what the learners are expected to do rather than what they are expected to learn about.(Richards and Rodgers,2001).

CBA then is a learner-centered approach that focuses on putting into practice the competencies in real life, and on outcomes of learning. So the teaching of the English language under this approach necessitates its practice to reach its mastery. In this respect, Professor Bouhadiba gives an overall definition of Competency-Based Approach, he says that: *''it involves a' know-how-to-do' and a 'know-how-to-act' and a 'know-how-to-be' continued together and acted under specific conditions''* (Bouhadiba, F, 2005:62). From this definition, we can say that CBA is based on the use of knowledge in concrete situations and encourages learners to improve their competencies and behave well in all situations. To relate this to the learning of English, this approach help them to use this language even outside classrooms.

The application of the principles of this approach to language teaching is called Competency Based Language Teaching (CBLT) which is based on a functional and interactional perspective on the nature of language (Richards and Rodgers, 2001). CBLT aims to teach language not in isolation but in relation to a social context where language is used. So, English is not taught by isolated words, rather in relation to concrete situations and contexts. For examples, learners are given conversations that are used in society, such as greeting, apologizing and so on.

CBA focuses on three kinds of competencies: the productive, interactive and interpretive competencies.

The productive competency means producing language in a correct way and the use of language in a meaningful way to be able to communicate. The interactive competency is the use of language in society as means of exchaging with others. The interpretive competency is about the understanding of the language which means the ability to guess the meaning of what is said by others for instance.

The first two competencies: productive and interactive ones are related to the speaking and writing skills. Whereas, the interpretive competency involves reading and listening skills(Houchet,2015).

2.1. Theories of language underlying CBLT

CBLT is based on the functional and interactional view of language. Language in both perspectives is viewed as a medium of interaction and communication between people to achieve specific goals and purposes. So, CBLT aims to teach language in relation to social contexts (Richards and Rodgers, 2001:143).

According to Richards and Rodgers (2001:21) the functional view is:

> The view that language is a vehicle for the expression of functional meaning…the theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads toa specification and

> organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar.

This means that the functional view of language is based rather on the use of language for communication and not in isolation and it focuses on meaning and function rather than the structure.

The interactional view of language regards language as *''a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations''* (Richards and Rodgers, 2001:21). According to these two figures CBLT also shares with behaviorism the view of learning, in the sense that language form can be inferred from language function(ibid :143). CBLT according to Richards and Rodgers is also build around the notion of communicative competence and aims to develop functional communication skills in learners, which are linked to the performance of specific real world tasks.

2.2. Components of Competency-Based Education

Weddel (2006:3) outlines the components of CBE, he claims that this approach consists of four elements that are combined together and do not function in isolation but they are rather cyclical:

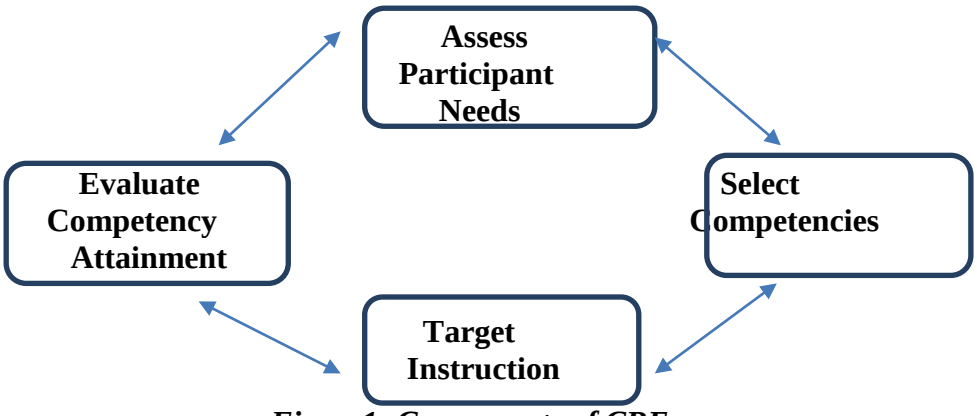


Figure1: Components of CBE.

From Fig1, it is noticed that the four key components of CBE are interrelated. It starts with the assessment of participants' needs, then to the selection of participants, it moves to

target instruction, after that to the evaluation of competency attainment, then comes back to the assessment of the participants' needs. So, it is cyclical and connected. It is not done in isolation. In the English language teaching, learners are assessed to see what they need to learn, then, the competencies to be reached will be selected. For examples the three types of competencies which are selected for the learners of the Algerian middle school which are about: interacting, producing, interpreting, are selected to be targeted after that. After that, the learners will be evaluated to check whether they have mastered the target language or not, then comes back the learners' need and so on. Thus, in the teaching and learning process the purpose is to teach the foreign language, then to assess to see the outcomes. After that it re-teaches then re-assesses to reach the mastery.

2.3. Characteristics of CBA

CBA is characterized by its focus on outcomes and learning. Auerbach(1986) identifies eight features involved in the implementation on CBA in language teaching:

The first feature is related to the focus on successful functioning in society, the purpose of this, then, is to enable students to become autonomous individuals that are capable of manipulating themselves in all situations, so they learn the language to be able to produce it with different meanings to communicate.

The second feature is about the focus on life skills. The meaning of this is that, CBA teaches language as a function of communication about concrete tasks, i.e., contextualization which is the use of knowledge in concrete situations rather than in isolation. For instance, students who learn English are required to give examples from real life.

The third feature is about task-or performance-centered orientation, the emphasis in this feature is on behavior rather than knowledge, so what is important is what students can do as a result of instruction.

The fourth feature consists on Modularized instruction, this feature is about the idea that the objectives of language learning are divided into sub objectives so that both the teacher and the learner can get clear sense of progress. For example the textbooks of English that are designed for learners are divided into units with different objectives, for instance in the first unit the learners will lean how to greet people, how to write correctly, then in the second unit they will learn something different in a continuous way.

The fifth feature is about the outcomes which are made explicit a priori. The idea is that the outcomes are known and agreed by both the teachers and the learners, these outcomes are specified in terms of behavioral objectives so that the learners know exactly how they are expected to behave (Fedoul:2010).

The following feature is about the continuous and ongoing assessment. This means that, the students are pretested to identify which skills they lack and post tested after instruction in that skill to know whether to move on or to re-teach them. As it is already stated by Weddel(2006) in his outline about the components of CBE. The next feature is about demonstrated mastery of performance objectives, which shows that, unlike the traditional techniques of paper and-pencil- tests, assessments are based on the ability to demonstrate behaviors(Fedoul:2010). The last feature identified by Auerbach is concerned with individualized, student-centered instruction, this means that, the objectives are defined in terms of individual needs, in the way that students' progress concentrate on just those areas in which they lack competence.

In addition to the characteristics identified by Auerbach (1986). Another figure called Widdel (2006) in his book titled *Competency Based Education and Content Standards* suggests that CBA is characterized by nine key features which are as follows:

According to him, CBA is characterized by the way that competencies are stated in specific and measurable behavioral terms, in the sense that, the competencies focus on

behavior rather than on knowledge. He adds that the contents of CBA are based on learners' goals, which means competencies. In addition, the learners continue learning until mastery is demonstrated. That is to say, the learners are taught are re-taught until they master the skills. The learners of a foreign language learn the language, re-learn it and use it in concrete situation in order to master it. Furthermore, CBA makes use of unlimited variety of instructional techniques and group work; this is shown through the design of textbooks and new curricula for learners to English as a foreign language . CBA centers on what the learners need to learn, which is the application of basic skills in a life skills contexts such as: listening, speaking, reading, and writing. The next feature is the use of text, media or real life materials geared to targeted competencies. The idea is that, instructional materials are provided for the learners to improve their competencies. In addition, it provides learners with immediate feedback on assessment performance, in the sense that, unlike traditional way of teaching, CBA is characterized by giving feedback for learners in order to see their lacks and correct them. The instruction in CBA is paced to the needs of the learners, that is to say that this approach makes the needs of the learners in the first place. Interestingly, it gets the learners to demonstrate mastery of specific competency.

2.4. Principles of Competency-Based Approach

From the characteristics stated above, it is noticed that the principles of CBA are not only limited to language teaching which means CBLT. The idea is that, it also focuses the use of language in society, the cognitive aspect which is shown on the way learners behave in using the language in different circumstances…etc. As it is stated by Richards and Rodgers (2001:141) ''CBLT is an application of the principles of Competency-Based Education to language teaching''. These principles according to Louznadji,M(2009) are divided into two sections which are: principles concerning the learners and principles concerning the teacher.

Concerning the learners, CBA is based on the principles that learners should be motivated and creative, since CBA is a learner-centered approach, its learners should construct their knowledge by themselves and be able to use it in different circumstances. Secondly, learners should see each other as a source which means helping each other. Moreover, they can make decisions concerning the subject matter. The idea is that, they take part on making decisions about what they want and need to learn. In addition, learners ask questions, give answers and use the English language in the classroom more than the teachers. This means that, the learners put into practice their English by asking questions and each one answers the other, this can raise a kind of debate in the classroom. Furthermore, they must be aware of the strategies they can use to learn better as they can work together to have the spirit group and learn from one another.

As concerns teachers, CBA is based on the principles that the teachers allow time for learners to think. In the sense that, when for example a teacher asks questions, he gives time for his learners to answer and give illustrations and he does not answer immediately until the students give their answers. In addition, they encourage learners to derive language patterns and rules. This means that, it is up to the learners to figure out the rules of grammar and use them in correct and complete structured statements in order to understand well. So, they learn inductively. In addition, teachers use a variety of activities to address different learning styles as well as ask the learners how they got the answers and do not just accept the first answer. That is to say, the teachers give different activities for the learners and once they get the answers from the learners they ask them to justify their choice to make the learners more confident and raise on them critical thinking and encourage them to assess themselves before giving the answers. Finally, the teachers plan the tasks, monitor the work but without destroying it. The idea is that, they do their jobs as teachers and give their learners chance to

produce, exchange ideas with their classmates, give their points of view, give examples and support at the same time.

In 2011,INACOL, The International Association for K-12 Online Learning, identified five main principles of Competency-Based Education which are as follows:

- Students advance upon demonstrated mastery of current competency, which means they learn until they reach mastery. For instance, the learners will learn something, then they will be assessed they fail in mastering what they have learned, then they will be re-taught and re-assessed until they master what is learned before.
- Explicit and measurable learning objectives empower students. This means, there must be no ambiguity in the use of language.
- Assessment is meaningful and it is a positive learning experience for students. Exercises and project work help the learners to produce the language and improve their capacities and learn from their mistakes.
- Students should receive rapid, differentiated support. That is to say, the learners are given immediately feedbacks in different ways in order to correct themselves before memorizing in mistakes.
- Learning outcomes that are emphasized should include the application and creation of knowledge. The meaning of that is, after the learning process, the learners should be able to use the language fluently and be able to produce it with different forms.

2.5. The Competency-Based approach syllabus

The syllabus designed under CBA differs from the traditional approach. CBLT is no longer designed around the notion of subject knowledge such as: civilization, literature…etc., but rather around the notion of competency which means teaching skills. The focus therefore is to teach English and practice it not only in classrooms but also in social contexts. CBA

syllabus is based on learners' outcomes which means on what learners know about the language and what they can do with it(Docking:1994.Cited in Richards and Rodgers:2001).

As a matter of fact, competency can be defined as a know-how-to-be and know-how-to-do in different situations and have the capacity to successfully use the knowledge acquired in real life to solve problems. In order to reach this, teaching materials such as textbooks are provided for the learners to acquire the foreign language easily.

3. Textbook

Textbook is the teaching material or the product designed for both teachers and learners. It is defined as ''a written media in the classroom, especially for the teaching learning process. It is an organized, physical manual for instruction covering a variety of topics in a specific subject area, in this case, English''(Laurika et al,2012 :2.Cited in Bouhenguel and Boundinars,2015 :6).

As it is introduced in this definition, a textbook is a written product designed for the teaching and learning process used at schools. Besides, it is an organized medium that contains many topics in specific domain.

Textbook in ELT is considered as the core component and it plays a great role. It is seen as ''the visible heart of any ELT program'' (Sheldon, 1988:237). In this respect Cunningsworth(1995) defines a textbook in a more explicit way, in the sense that he sees it as an effective resource for self-directed learning, a source of ideas and activities, a reference of source for students. Due to its importance, textbook is regarded as being a tool that completes the teaching/learning process (Hutchinson and Torres:1994).

3.1. The role of textbooks

Textbooks play a major role in the teaching and learning process. They serve as the basis for learners as well as for teachers; they transmit knowledge for learners and are designed to help learners to improve their knowledge. In this regard, Cunningsworth(1995 :7)

claims that coursebooks have multiple roles in ELT and can serve as a resource for presentation of materials, a resource for learners to practice and do the activities in classroom, they provide the learners with reference source on grammar, vocabulary, pronunciation…etc. Moreover, they are the source of stimulation and ideas for classroom language activities, a source for self-directed learning. In addition, they function as a syllabus and a support for less experienced teachers who have yet to gain in confidence.

According to Richards(2001) if there is no textbook, the program may have no impact. For him textbooks help to standardize instruction. Besides, they can serve as a support for both teachers and learners.

Garinger(2002) adds that a textbook can serve different materials, as an inspiration for classroom activities as well as a source for the curriculum itself.

These views shed light on the dominant role of textbooks. It is, thus, true that teachers and learners rely a lot on textbooks.

3.2. Advantages and disadvantages of textbooks

Classroom materials are necessary components in language instruction especially the textbook which is considered as a core element in the teaching and learning process and represents a key pedagogical tool that is heavily used in the classroom. However, it is impossible to design and elaborate a complete and a perfect coursebook that fits all the needs of the learners and teachers since each one has a set of benefits and limitations. The textbook has driven the attention of many researchers who have debated concerning the advantages and disadvantages of using it.

Richards(2001 :1-2) views the use of textbooks as being beneficial in the sense that, not only they provide structure, syllabus for a program and variety of learning resources, but they also maintain quality and train teachers. In addition, they are efficient; they provide language models and input. Additionally, they are visually appealing.

The same view is shared by Ur (1996:183-195). He states that textbook is a framework which regulates and times the program. This means that, textbook serves as a guideline of the designed program. For him, without a textbook, learners think that their learning is not taken seriously and they are out of focus. In the way that, textbooks show the way for the learners. Interestingly, textbooks provide learning materials in a cheap way and are considered as a mean of security, guidance and support for novice teachers.

Despite the advantages that textbooks carry, they have disadvantages too. Richards (2001) and Ur (1996), who have presented the benefits of using textbooks, argue that the use of textbooks has limitations too; they share nearly the same ideas when presenting their views.

Richards (2001) claims that the use of textbooks may not reflect learners' need and they may contain non-authentic language.

In the same way, Ur (1996) states that if every group of students has different needs, no textbook can be a response to all different needs. That means that, the topics designed in the textbooks may not serve the interest of all learners. Besides, they inhibit teachers' creativity. Finally, teachers may find themselves as monitors.

As it is stated above, we notice that Richards and Ur presented the benefits and the limitations of using textbooks in the same way.

4. Evaluation VS Analysis

Textbook evaluation and Analysis is a debatable issue that influences the teaching /learning process. Scholars such as Cunningsworth(1995) and Tomlinson(2003) propose a distinction between evaluation and analysis.(Cited in Yassine,2012 :99)

Evaluation is rather a making judgment on the user of the textbook. Tomlinson (2003:15) defines material evaluation as follows: ''*material evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials, it involves making*

judgments about the effect of the materials on the people using them''. Evaluation, then helps to make decisions about the textbooks, it goes deeper in the textbooks to judge them.

Whereas analysis focuses on the materials and their aims, it does not emphasis on their judgments; rather, it presents the categories that the textbooks contain to provide objective analysis about them. It *''asks questions about what the materials contain, what they aim to achieve and what they ask learners to do''* (Tomlinson, 1999 :10). So, the analysis seems to be better because according to Cunningsworth (1995) evaluation could be dangerous since it involves judgments.

Despite the distinction, researchers generally do not consider this difference and mix analysis with evaluation. Among the researchers who combine evaluation and analysis, we cite as an example Cunningsworth(1995)''checklist of evaluation criteria''.

The present work is about analyzing the corpus selected which is about two textbooks namely 'Spotlight' and 'My Book of English'. The purpose is not to judge or to criticize the, rather to present and describe their contents and their categories.

5. Why evaluate textbook?

Textbook evaluation plays a major role in education, it is considered as an essential aspect. According to Patton (1987:33) evaluation is *''a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness and to inform programming decision"* (Cited in Hassaine and Asmani, 2016:5). From this definition, it becomes clear that evaluation is crucial in textbooks to check their usefulness and appropriateness and make decision about it. The aim of that is to design the best textbook for learners. For instance, the texts designed in a given textbook do not fit the learners' needs; thus, through evaluation the textbook will be improved by replacing it.

According to Cunningsworth(1995) textbook evaluation involves the examination whether the selected materials reflect the needs of the learners, aims, methods and values of specific teaching program. Through evaluation, it will be easy to identify the particular strengths and weaknesses in coursebooks especially when they are in competition for adoption.

Textbook analysis and evaluation is useful and helpful for teachers to know about the nature of the material used. Tomlinson (1996) sees that the process of materials evaluation can be regarded as a way of developing our understanding.

Grant (1987:8) claimed that ‘‘*the perfect book does not exist’’*. So, the aim is to find out the best for learners. Even there is no perfect book, but when designing a textbooks, the designers should take into consideration the needs of learners, their age, their level and so on.

Evaluation is considered as one of the basic components of any curriculum and plays considerable roles in determining what the learners learn. Rea-Dickins and Germaine (1994 :4) state that ‘‘evaluation is an intrinsic part of teaching and learning’’. Therefore, textbook evaluation plays an important role in the process of teaching and learning, it helps to make decisions when selecting and designing a textbook. Moreover, it raises awareness on teachers’ experience in the teaching process.

5.1. Types of textbook evaluation

Cunningsworth (1995) distinguishes three types of material evaluation namely: **pre-use evaluation, in- use evaluation** and **post-use evaluation.**

The pre-use evaluation is when the evaluation takes place before the coursebook is used. According to Cunningsworth, the pre-use evaluation is considered as the most difficult kind of evaluation since there is no actual experience of using the textbook.

In-use evaluation refers to the coursebook evaluation during its use, it is called too: the while-use evaluation. It is when the textbook is designed and assessed to see whether it should be replaced or not.

Post-use evaluation provides retrospectives assessment of coursebook's performance; it cans be useful for identifying whether to use the textbook for a long time or to change it.

6. Theoretical Framework of the analysis of textbooks

Since evaluation is an important part in the teaching and learning process, many researchers have conducted their studies in this field in order to achieve improvements in textbooks.

The work of Cunningsworth (1995) is considered one of the most important works in EFL/ESL textbook evaluation. He has helped to provide a brief summary of how evaluation can be conducted. In his framework, Cunningsworth gave guidelines that underlie specific criteria for evaluation. He developed four important guidelines. In these guidelines, the principles of CBA are integrated but the term CBA is not found. To give more details, since Cunningsworth is a British scholar, he provided the principles of CBA in his guidelines with keeping the traditional name which is the 'Communicative approach'. Besides, he provided a set of detailed checklists which include 45 criteria in 8 categories: aims and approaches which is about whether the aims under which the textbook is designed are the same with the learners' need…etc , design and organization which is about how the coursebook is organized and is this organization suitable for learners…etc, language content, study skills, topics. These are about what the textbook contain. Methodology is about the approach followed, the style used and so on, teachers' book is provided to see if it is a support in the learning process or not and practical consideration that is related to the package itself and its equipment, cost… etc (DrMontasser.M.A, 2013).

To put all in all, we can say that the evaluation of textbooks is considered as an important process since it provides teachers with a well understanding of the textbook selected and makes them aware about its benefits and drawbacks as well as be able to select the appropriate coursebook for the learners. After all, the textbook is the core element in the learning environment and it plays an important role. For this, teachers should be aware when they use it and they should be equipped.

7. Theoretical framework for Social Semiotic Analysis

In traditional foreign language teaching, the textbooks designed are based just on linguistic components in transmitting knowledge and messages. However, changes have been witnessed in the design of the textbooks that go beyond language. *''These changes are best reflected in the increasing role images and other visual representations are playing not only in the transmission of messages but also in their making"* (Yassine, S, 2014:75). Language is no longer seen as the core element, it is displaced after the development of Social Semiotics the emergence of Multimodality. The visual representation enable the learners to interpret what they see and perceive it differently. This kind of competency, which is one of the competencies of CBA, improve the capacity of learners to interpret the meaning correctly and produce it with using visuals to convey meaning.

7.1. Social Semiotics and Multimodality

Social Semiotics is a trend of the general field of semiotics that has its origins in the work of the British scholar M.A.K Halliday(1978). It has been, later on, developed by other scholars including: Kress and Van Leeuwen. It is basically concerned with *''human semiosis as an inherently social phenomenon"* (Hodge and Kress, 1988: 261). That is, the main concern of social semiotics is the study of meaning in relation to the social context. It deals with the resources that are available to people and how they are used in a specific context to convey meaning. Social Semiotics has paved the way to the approach of Multimodality

developed by the new London group which considers communication as being multimodal in nature. Put differently, multimodality is an approach to contemporary communication which is grounded on the belief that meaning is produced through the integration of different modes such as: language, visuals, colours and so on. In this context, Van Leeuwen(2005:281) defines multimodality as *‘‘ the combination of different semiotic modes_ for example language and music- in a communicative artifact or event”*. Thus, modern communication, with the development of media and different technologies, is characterized by the use of different semiotic modes in order to convey meaning. Multimodality then is the integration of several semiotic resources simultaneously to convey meaning. Indeed, visuals are not made just to decorate and embellish the textbooks, rather to support the linguistic elements and make meaning. According to Kress(2001).(Cited in Yassine: 2014) The verbal language is displaced as the only means of communication by images that are no longer used to embellish the products such as textbooks, newspapers…etc, rather to transmit a specific message. This displacement of language by other semiotic resource makes the textbook being seen to be multimodal.

7.2. Semiotic mode

Mode is a key concept within the approach of multimodality. It relates to everything that is used by the individual to convey meaning. Bezemer and Kress (2008,171) define mode as: *‘‘a socially and culturally shaped resource for making meaning”*. This indicates that modes are culturally specific and differ from one society to another. Examples of modes are: *‘‘writing, gestures, gaze, speech, posture”* (Jewitt, 2009:1)

7.2.1. Visuals as a mode

Visuals are important semiotic modes, they are carriers of meaning. The visual mode has become the dominant mode of communication after the development of the digital era, they dominate newspapers, magazines, computer screen and even textbooks that are used in

the field of education. Visuals include photographs, drawings, paintings, pictures…etc. The visual mode most of the time is used in combination with other modes such as language to construct multimodal meaning. In this regard, Bateman (2008:1) states: ‘‘… *but things have changed: nowadays that text is just one strand in a complex presentational form that seamlessly incorporates visual aspect' around'… combining these modes within a single artifact- in the case of print… brings our main object of study to life: the multimodal document"*. This means that visual modes are integrated together and developed to create meaning and fulfill communication objectives. In the field of language teaching for instance, visuals motivate learners, especially the beginners, to learn the language because they are really attractive and facilitate the comprehension of the meaning for learners.

Conclusion

The literature reviewed in this chapter shows the status of English as a Foreign Language in the educational system, the Competency-Based Approach with its features and principles as well as its components. It also presented the meaning of a textbook and its major roles. After that, it treated the importance of evaluation and its types. Furthermore, this part tackled the theoretical framework on which the study undertaken is based on. Finally, a social semiotic framework is entailed by showing its growth in the educational field by presenting social semiotics, multimodality, the notion of mode and visuals as a semiotic mode.

Chapter two : Research Design

Chapter two: Research Design

Introduction

The aim of this methodological chapter is to present the methods and techniques throughout the topic is investigated. It shows the tools by which data is both collected and analyzed in order to answer the research questions. This chapter consists of three main sections. It deals with the qualitative and quantitative methods that interpret and describe the data analyzed in numerical and non-numerical way, the procedures of data collection used in the study, and then, the procedures of data analysis.

The first section starts with a review of some definitions of qualitative and quatitative research. The second section is meant to highlight the procedures of data collection which consists of the description and presentation of two textbooks which are the corpus of our investigation. The third section is devoted to the means through which data is analyzed. Finally, it presents the checklist for the analysis of our corpus. Following the aims of the present study which consist on the analysis of two textbooks named *Spotlight on English* and *My Book of English* as well as to check whether the tenets of CBA as concerns learners competencies and the use of the English language in real life are implemented in the two textbooks and to draw a comparison between these textbooks to see whether they share similarities and differences. We relied on the checklist of Cunningsworth (1995) as a tool to analyze our corpus

The reason behind the choice of using the checklist of the work of Cunningsworth to analyze our corpus is because of its appropriateness and it fits the objectives of our investigation, in the sense that, the checklist taken from the work of this scholar is provided under four guidelines that are based on the principles of CBA. Besides, because it offers reliable means of reaching decisions concerning the suitability of the textbook under scope.

1. Qualitative and quantitative Research

Qualitative Research refers to the presentation and interpretation of data into words. It holds the interpretivists' view about the existence of many interpretations of one reality and on the believe of the existence of many subjective realities which are dependent on time and context. Qualitative research is linked to the in-depth exploratory of data.

Kathori (2009:14) defines qualitative approach as ''*The use of descriptions, observations and expressions to gain a holistic picture and depth in understanding of a situation or event"*. Besides, another definition about qualitative research method is maintained by Dornyei (2007:29) who states that ''*qualitative research was perceived to present a flexible and highly content sensitive micro perspective of the everyday realities of the world"*. Qualitative research involves collection procedures which results non-numerical data.

Quantitative research refers to the presentation of the data in a numerical way, it deals with Yes/No questions which means, with the close-ended questions. It holds the positivists view that believe on the existence of one objective reality. It is defined as ''*Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity"* (Kathori,2004:3).

The present study tends to analyze **the design, the content** and **the visuals** of the two textbooks by using a checklist of Cunningsworth that consists of five categories named: **design and organization, organization of the coursebook, language content, topics and subject content and learning/teaching procedure** as a tool to do our work. In addition, we adopt another analysis which is the Social Semiotic Analysis to analyze the visual design of the corpus selected. We opt for a qualitative and quantitative research approach because they enable the researcher to build conclusions inductively.

2. Procedures of data collection

This section provides a descriptive account of the main procedures of data collection of our study two. The data collection consists of a corpus of two different Algerian textbooks, in the way that one replaces another one, designed for first year Middle School learners who study English as a foreign language for the first time.

2.1.Description of the textbooks

The two textbooks are locally designed following the guidelines of the official curriculum set by the National Ministry of Education in 2002. Moreover, they stand as the official syllabuses of first year middle school. What characterizes these two textbooks is the fact that they are designed along with the same paradigm and approach consisting on CBA with taking into account that they are not designed by the same team. The new textbook comes to reinforce and improve the one it replaces in the way that it allows the same themes to be tackled through different subject disciplines. The latter was launched in 2016-2017 and it is in use.

2.1.1. Description of *Spotlight on English*

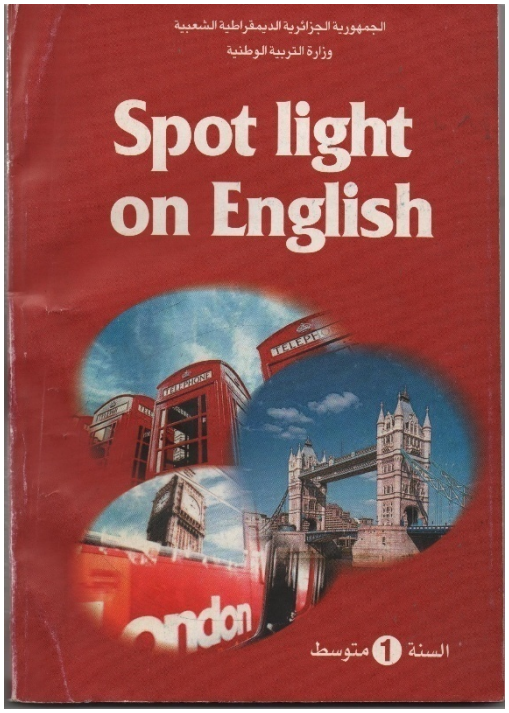


Image1: The front page

Image2: the cover

Spotlight on English was the first textbook designed along with the principles of CBA, for first year middle school learners .It was issued in 2003-2004.This textbook aims to develop three types of competencies which are as follow:

-Interact orally in English.

-Interpret visual, verbal and non- verbal text.

-Produce visual, verbal and non -verbal. (Teachers' handbook: 05.Cited in Fedoul, 2011: 72)

Since the material is designed under the principles of CBA that aim to develop learners' autonomy and their cognitive thinking, it is sequenced and organized in the following way.

Spotlight on English one starts with a chart that provides file content which contains: function/ notions, language, forms, pronunciation, learn about culture and strategies. It introduces to the learners a pre-file named 'you know English' that presents some vocabulary items, classroom commands and English Alphabet. The coursebook consists of seven files named 'Hello', 'Family and friends', 'Sports', 'In and Out', 'Food', 'Inventions and Discoveries', 'Environment'. Each file comprises the following sections:

-Learn about the language.

-Learn about culture.

-Reminder.

-Check.

-Project.

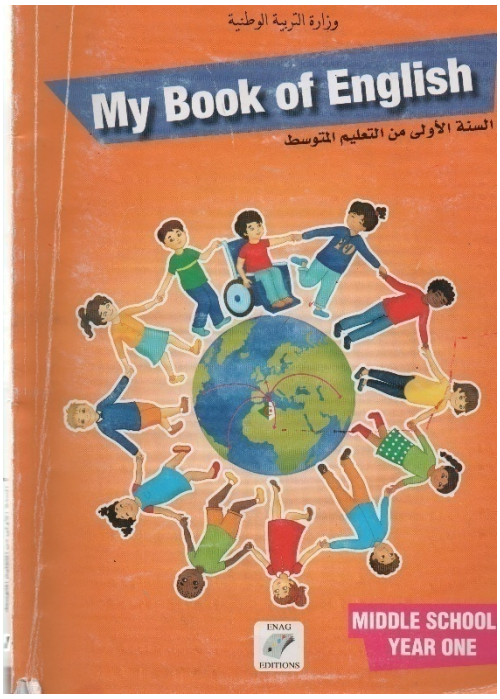
Learn about language contains lexis, grammatical items ...etc, needed in the learning process, this part is divided in to three sequences, and each sequence contains three phases which are: listen and speak, practice, produce. Under the listen and speak rubric, learners are given some items to be learned, this phase encourages the learners to interact orally and

respect the punctuation and intonations of the sentences, this means that it helps learners to use the functions of the language in a correct way to interact correctly with others. Under the practice rubric, the learns who have acquired some basic new knowledge can use it in various real situations, this phase meant to able the learners to practice the function language acquired to come into contact with others; This third rubric which is: produce, in the stage the learners get in valued in the production of language and reach the third competency.

The part learns about culture focuses on the cultural aspects presented in order to introduce tasks and activities linked to culture so that to raise learners' awareness about their culture as well as the other cultures. On this section the learners will re-use the functions of the language acquired in the first section in the way that they are engaged in activities such as pair work, teacher/ learner, learner/ learner interaction, that will help them to develop the use of language with using expressions linked to culture and reach the communicative competence. The section Reminder gathers the items that are in traduced in the file in order to help the learners to measure the knowledge acquired, Check, aims to make sure that what is introduced in the file has been acquired, it helps to improve the knowledge of the learners in the way that it provides activities that help them to assess themselves. The final section is project, which requires for learners to produce their products and be active agents, and put into practice all what they have learned in the file. This encourages the learners to be active and productive.

Spotlight presents for the learners the visuals and linguistic items associated together so that they will be able to interpret visuals and understand the linguistic product. These elements help the learners to be motivated. In addition, they encourage the teaching and learning process.

2.1.2. Description of *My Book of English*



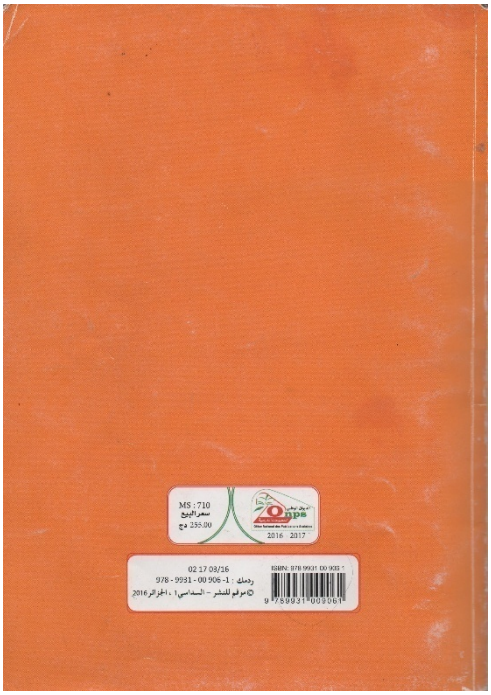


Image3: The front page *Image4: the cover*

My Book of English is the new textbook which was launched in 2016-2017 and comes to replace 'Spotlight on English' following the same approach which is CBA. This new textbook is called the new generation by a teacher trainer who provided the curriculum whose name is Samir Bounab, this material is designed because of a partnership developed by the ministry with the British Council after the organization of a conference in London with the participation of the Algerian Education Minister NouriaBenghebrit in January 2016 (MouhamedMiliani. In el.gazette newspaper,2 January 2017). The aim of this education reform in textbooks is to make pupils participate more in their learning.

My Book of English aims to develop more the competencies of learners and to reach the three types of competencies which are:

-Competence1: 'interacting orally', To interact orally, to know how to react to an oral or written message and to dialogue.

-Competence 2 : 'interpreting', Interpret an oral or written message, or be able to understand listening, read and understand a text.

-Competence 3 : ‘Producing’, Produce an oral or written message, or speak continuously and write. (Document d’accompagnement,2016 :3). (Translation mine)

These competencies are learned in an integrated way in this material, so that the learners become autonomous. For this, the new generation is organized in the following way: it starts with a book map that contains: the communicative objectives, the linguistic objectives that are divided into language forms and pronunciation. It introduces to the learners a pre-sequence named ‘Now, we have English’ which presents to the learners some expressions on how to greet in English for the first time, school things, school commands, some verbs, the English Alphabet, the name of colours, the days of the week, the months of the year and the first term project. The pre-sequence is followed by five sequences titled: ‘Me and my Friends’, ‘Me and my Family’, ‘Me and my Daily Activities’, ‘Me and my school’ and ‘Me, my country and the World’, each sequence comprises the following sections: I listen and do, in this section, the learners are given some conversations to identify and listen, here the learners are required to be active and use the language orally to interact with others to create social relations. The section I pronounce, learners are given some pronunciation activities associated with images to motivate the learners to work better in using the language correctly. In the section My grammar tools, grammar is taught implicitly, so that the learners think about it and figure out the rules since he is the center in the classroom. I practice is another section that provides for the learners activities to practice what they have learned before and be able to use the language in real situations. The coming section called ‘I read and do’, in this section, learners are given some passages to read then some activities related to the passage to be able to understand meanings and interpret situations. The section ‘I learn and integrate’ requires for the learners to classify what they have learned about skills, attitudes and knowledge in order to know how they manage themselves. The next section is ‘I think and write’. The latter provides for learners activities for the writing skills so that they use the brain

to think and reach the competency of producing the language in a correct way. ‘Now I can’ is the section that permits for the pupils to assess themselves and know their weaknesses and be independent. The next section called ‘I play’; the latter encourages learners’ creativity and productivity. ‘I enjoy’ relaxes the learners and motivates them with providing songs. ‘My Pictionary’ provides learners with new and recycled vocabulary associated with images so that the learners be able to guess rapidly the meaning and interpret it. My project is a section provided in each two sequences that requires for learners to produce their own works and be active agents in the classroom, this makes them able to practice the language in any circumstance and reach the competency of productivity and interaction. To have the ability to interpret things, My book of English is designed in association with images.

3. Procedures of data Analysis

This section includes the procedure of data analysis. For the sake analyzing the two textbooks, we have opted for a research technique named a checklist as the main instrument of the study because it offers the most economical and reliable means of reaching a decision concerning the suitability of the textbook under scope. The latter is from the work of Cunningsworth(1995) by extracting some categories and items of analysis because it suits the objectives of our study. This qualitative data collection contains a set of questions aimed at evaluating different components of a material. In this regard, Cunningsworth (1984:74) says that ‘‘*the checklist is intended as an instrument, or a useful tool, for evaluating teaching materials”*.

The checklist adopted in the present study puts focus on the **design, content** and **visual** level to analyze our corpus of investigation.

Our checklist contains five sections and thirty-nine questions aiming to measure the degree to which the textbooks support the tenets of CBA, and compare between the two textbooks. It will help us to answer the main research questions of the study.

4. The presentation of the checklist

The checklist selected from the work of Cunningsworth (1995) (See Appendix1) as a part of this investigation is used to analyze our corpus which consists of two textbooks which are 'Spotlight on English' and 'My Book f English'. As it is mentioned before, the checklist is made up thirty nine questions. These questions are of different types, there are questions with 'wh' questions which means they are open-ended, there are other ones which are on the yes/no questions which means the close-ended ones. These questions are organized into five categories which are: **Design and Organization, Organization of the coursebook, Topics and Subject Content, and Learning/Teaching Procedures.** These categories are taken from the book of Cunningsworth titled '*Choosing Your Coursebook'* (1995) from different pages.

The first and second items aim at analyzing the design of the two textbooks and how they are organized, the first section is taken from page3 and contains seven questions and the second one from the page 30 and contains nine questions, all about the way the coursebook is made. The first two categories are dealt with at once.

The third item is **language content**, it is taken from page3 and contains five questions which are related to what the coursebook contains, it asks questions about grammar, vocabulary, pronunciation, structures …etc.

The forth category is **Topic and Subject Content**; this section is taken from page90 and made up of seven questions which are related to the content of the coursebook too. It asks questions about the topics integrated in the material under study, their types, the ways they are made and so on.

Section five is the last one and titled **Learning/Teaching Procedures**. It is taken from page103 and contains eleven questions that are related to the way the teaching procedures such as: grammar, vocabulary, are presented and taught in the material under scrutiny. Moreover, it contains questions about the visuals integrated in the coursebook and the aim for which they are made. The examination of the corpus of our research will be done through the questions of this checklist and the answers will be provided in the following chapter.

Conclusion

This chapter highlights the research design of the study; it first provides the research approach which is the qualitative and qualitative research and some definitions about them. Then, it presents the data collection procedures which constitute the corpus of our research which is the two textbooks. Besides, it indicates the data collection analysis that takes into account the descriptive analysis and quantified one as an answer to the questions of the checklist drawn up from the work of cunningsworth that is used as a tool that facilitates the process of analyzing and presenting the results. All the sections of the two textbooks are analyzed using the checklist and the Social Semiotic Multimodal analysis. The presentation and discussion of the results of our study are the main concern of the next part.

Chapter three :

Presentation of the Findings

Chapter Three: Research Finding

Introduction

This chapter represents the kernel of the research; it reports the results of the investigation. As it is already mentioned in the previous chapter, this study is based on a corpus of two Algerian Middle school textbooks of first year learners named 'Spotlight on English' and 'My Book of English'. The first part of this section will be devoted to the analysis of the first textbook named 'Spotlight on English'. The analysis of the second textbook' My Book of English' comes next. The two textbooks will be analyzed in terms of their **design, content** and **visuals** procedures following a checklist fundamentally based on the version of the work of Cunningsworth (1995) as a tool of analysis in relation to CBA. The checklist contains the following categories: **design and organization, language content, topics and subject content and learning/teaching.** Moreover, a Social Semiotic Multimodal analysis is followed to analyze the visual design of the two textbooks. Finally, a summery of the main results is provided.

1. The Analysis of Spotlight *on English*

1.1 Design and Organization

The components which make up the total course package consist of the students' book as well as teachers' handbook. Concerning the content of the textbook, the file content included in the textbook contains: functions and notions, language forms, pronunciation, learn about culture as well as strategies. In the file of the coursebook under scrutiny, there are statements about the functions and notions such as: greeting, asking for information, describing people, introducing, giving instructions, talking about rights and duties…etc. As regards language forms that file of the textbook contain. This section highlights the grammatical forms that can be used to express the functions and notions of each file. For example in the file one named 'Hello!', learners will learn how to greet each other in English

for the first time, how to talk about nationalities and ask for the nationalities of others by using the auxiliary 'to be' and the personal pronoun 'I', 'You', the possessive adjectives, prepositions 'in, from'. In addition, learners will also learn to spell a word in the right way by learning some pronunciation patterns that help them in expressing the language functions. In addition to functions/notions, language forms and pronunciation, there is a section named' learn about culture' that contains various topics about culture. For example, in the third file 'Food', learners will learn about the countries and their dishes, about breakfast around the world…etc. Finally, the coursebook contains strategies needed in the learning process such as, scanning for information, scanning for details, identifying grammar items from content in use…etc. The content then, is organized around functions/notions, language forms, pronunciation, learn about culture and strategies all organized in files.(spotlight on English,2003: 9-12).

Regarding the way the content is sequenced, spotlight is organized around the multi-syllabus syllabus, it is structured in a way that fits the principles of CBA in building up competencies, in the sense that each file helps the learners to raise their competencies by providing them sections that contain the three kinds of competencies. It consists of the following files:

Files
Pre-file: You know English
File1: Hello
File2: Family and Friends
File3: Sport
File4: In and Out
File5: Food
File6: Inventions and Discoveries

File7: Environment

Table1: Files of Spotlight p7-8

The pre-file provides learners with some items presented with pictures such as: vocabulary, English Alphabet and so on. As the table shows, the pre-file is followed by seven files. Each file contains five main sections.

The first section deals with language items such as grammar, pronunciation, spelling and vocabulary. It comprises three sequences and each sequence is divided into three stages:

-‘Listen and Speak’: it allows the learners to interact in various situations such as introducing oneself to the others.

- ‘Practice’: requires thinking on how to use the functions that are already acquired.

-‘Produce’: It encourages the learners to be creative and productive.

Learn about culture is the second section. The latter presents for learners about the foreign cultures, about their clothing, food, currencies and so on, to make them aware about the other cultures. The third section is what is called Reminder, which is a kind of general revision of what has been taught in the sequence, this shows that the learners learn until they reach mastery. Check, is the fourth section which is related to language assessment to build experienced learners. It is intended to support and evaluate learners’ performance and progress. The last section is Project, this phase requires learners’ creativity to do some group work as well as individual work to have a self -product. This reveals that the application of what is learned will reach the learning outcomes in which CBA is based on.

The coursebook seems organized in a linear way, in the way that it starts from the first unit to the end for the purpose of clarity and understanding. In addition, the items such as: grammatical items, vocabulary are revised each time; this shows that they are recycled to reach the mastery of the function of language. As far the question about whether there is reference section for grammar, spotlight doesn’t provide these references. The layout of the

textbook is introduced in form of a table of content that contains the files of the textbooks with their sections and sequences with pages, in addition to the file content that provides information about the whole textbook.

Spotlight introduces items learned more than one time and what we find in the following files is like a continuity of what is taught before. For example, in file one' Hello' learners are exposed to learn the auxiliary' to be' in present simple, in the coming file, the learners are exposed to form WH question with this auxiliary and to learn the auxiliary 'to have' in the present tense too. This shows that the competencies and the outcomes are build step by step.

The coursebook provides learners with progressive reinforcement of grammatical items such as the use of auxiliary 'to be','Wh question' like in file one page 32 and lexical items like the words that learners often meet in the textbook like: play, go, stay and so on, and move from the known ones to the new ones, from the easiest to the hard. The material provides sections such as learn about culture, check in addition to project where learners put into practice when they have learned and develop their ideas. This shows that the learning process is developed and refined. As far the route that the learners are expected to take through is already predetermined and given in the file of content and organized in sections and sequences. Regarding the reference section, spotlight doesn't contain texts apart from short passages, paragraphs, letters and what is referenced in this textbook are one poem, two songs, and one short text:

-The song' We are the Champion' (Queen) page63

-A short passage in page 93 (Sam the farmer) from: the country news, March24th, 2003.

-A song named 'Wimomeh' by Paul Simon in page 94

-Poem titled 'Tree' by Joyce Kilmer Abridged version, on wings of verse in page 153.

As regard whether there is an index for language items, spotlight doesn't contain index of language, it contains rather a bilingual glossary in the last pages and about the new vocabulary, the textbook presents some lists that are shown and used in context, in addition to the list of words at the end of the book organized in an alphabetical order provided in English and Arabic. Spotlight on English is designed in form of exercises and tasks and it can be used in a self-study mode since the items to be taught are presented then are practiced. Concerning the last item of the checklist in this level, spotlight is not a new coursebook, it is published in 2003.

1.2.Language Content

The first item of this level is about whether the textbook covers the main grammatical items appropriate to each level. The coursebook spotlight presents different grammar items to be learned in each file. For example, in file one the learners will learn the auxiliary 'to be' in the present simple, the way they use personal pronouns, in the last file they lean about affirmative and negative sentences. These items are not presented in a direct way with their structures but in form of tasks. This reveals that, it is up to the learners to figure out the grammar rules by themselves since they are the center of the classroom in CBA's approach. In the way that it is up to them to construct their knowledge and be active agents. The vocabulary in Spotlight is presented in lists, also, with association with visuals which so that the learners can use it individually. As far materials for pronunciation are concerned, the textbook designed provides learners with intonation and word stress in each file. Moreover, it deals with the structuring and conventions of language use above sentence level, in the way that it presents for learners activities where they are expected to take parts in conversations, to answer questions related to a given passage. Regarding the items about style and appropriacy whether they are dealt with, Spotlight provides learners with language that perceives the social situation, in the sense that it presents conversation that help them to use expressions

learned in concrete situations, for example, the way of greeting others, how to write a letter for friends, in addition to the pictures presented to match the language used appropriately with their pictures. From this, we can deduce that learners' creativity and interaction in real situations, in addition to the ability to use the forms of language in a correct way are integrated in this coursebook.

1.3.Topics and Subject content

The first item of this level is about: are realistic topics included in the coursebook? How varied are they?.The topics developed in the coursebook are nearly all about letters and conversations, small passages without a reference only one small passage and poems, songs. As concerns the real life ones we find for example in page 155 an article about children's right presented in Arabic as well as in English but it is not referenced. This shows that the textbook goes with the age and level of the learners and since they are beginners and learn the English language for the first time. Regarding whether the textbook will contribute to expanding learners' awareness and enriching their experience, Spotlight presents for learners various topics, some of them are accompanied with visuals. For example the section 'learn about culture', different things about the western culture are presented to help the students to engage their knowledge system which means, the knowledge that they bring with them.

As regards the four last items of this level in relation to the textbook, Spotlight introduces topics about local contexts as well as about the foreign ones linguistically and non –linguistically, which are informative. Moreover, some topics like in the sixth file' Inventions and Discoveries' are linked to history.

1.4. Learning/Teaching procedures

The new grammar items in Spotlight are presented in the form of tasks, in an inductive way, and this what characterizes this approach, it is up to the learners to construct their knowledge by themselves, the representation and the practice of this items is related to what

learners already know. To state as an example, in page 52 task c, learners are given question about the job with a 'wh' form, this activity is accompanied with pictures of celebrities, so what is required here is to answer the question with using the verb 'to be' in present simple depending on the pictures of the persons presented. Concerning new vocabulary and its meaning, the textbook presents new items in association with visuals, in-text as well as in lists. For example, in the pages 17/52 vocabulary items are presented with visuals and in page 72, it is presented in in-text. The meaning of new vocabulary is taught in context and the vocabulary developed is situational and recycled. In addition, the amount of vocabulary presented in each file is unbalanced and this what the following table show:

files	Pre-file	File1	File2	File3	File4	File5	File6	File7	total
Amount of vocabulary in N°	62	37	50	71	50	66	37	35	408
Amount of vocabulary in %	15.20	9.07	12.25	17.40	12.25	16.18	9.07	8.58	100

Table2: The distribution of vocabulary in Spotlight on English

Concerning visuals, they are not used extensively in the material; it is rather the linguistic elements which took the large part of the textbook. The visual presented are some used in colours, others are blurry like in page101, there are some others are presented in black colourlike in page86. As concerns the style of the visuals, the coursebook uses cartoons, real pictures, and drawing that are acceptable for learners. In addition, these visuals are meant to play an integral part of teaching materials, the picture of celebrities in page 52 is integral to the course material because it is an essential part of the exercise.

2. The Analysis of *My Book of English*

2.1. Design and Organization

The components that make up the total course package consist of the students' book, teachers' guide and the accompanying document. This textbook provides a book map that summarizes what the textbook contains. It includes the communicative objectives and the

linguistic objectives. In the sequences of the textbook under study, there are some communicative objectives that the students will achieve after the learning process, such as: greet people, give information about oneself, names of different jobs, ask and give information about once family… etc. As regards the phase of linguistic objectives, it is divided into two sections: the language forms that highlight the grammatical tools that can be used to achieve the communicative objectives. For example, in the first sequence 'Me and my Friends', the learners will learn how to give information about themselves by using the present simple, the personal pronoun 'I', in addition to the numbers from one to thirteen. In addition to language forms, the pupils will also learn how to pronounce a word correctly by learning the sounds of the word. The content then, is organized around communicative objectives and linguistics objectives, all found in the sequences.

Regarding the way My Book of English is sequenced. The latter is organized in a multi-syllabus and since it is designed under the principles of CBA that aim to build competencies. The latter is sequenced as follows:

Sequences
Pre-sequence: Now, we have English
Sequence1: Me and my Friends
Sequence2: Me and my Family
Sequence3: Me and my Daily Activities
Sequence4: Me and my School
Sequence5: Me, my country and the world

Table3: Sequences of My Book of English p3-4

The pre-sequence(p 12-32) includes expressions for greeting, new vocabulary, verbs that learners need to use all the time, colours, the days of the week, the months of the year, number, the English Alphabet and so on, all associated with images. At the end of the pre-

sequence, there is a project to prepare. As the table2 reveals, the pre-sequence is followed by five didactic sequences. Each sequence contains eleven rubrics introduced in forms of tasks accompanied with pictures. These rubrics are as follows:

-‘I listen and do’ contains a set of tasks, in the first, the learners are required to repeat what they listen then they do the activities presented.

- ‘I pronounce’ is about the spelling and transcriptions of words.

-‘My grammar tools’ presents the main grammar used in the sequence in an implicit way.

- ‘I practice’, in this section, learners are required to do some activities about what has already been learned.

-‘I read and do’ contains a set of conversations, then questions about these texts.

-‘I learn and integrate’. This section helps the learners to get involved and prepare them to put in practice what they have learned in a coherent way

-‘I think and write’ is related to practice and requires efforts and thinking.

-‘Now I can’ is a kind of a self –assessment, it gives learners a table with a set of statements that allow them to evaluate themselves to see their weaknesses.

-‘I play’; the learners are given a kind of puzzles to form the correct words.

-‘I enjoy’ is a section that amuses the learners with songs accompanied with visuals.

- ‘My Pictionary’, contains list of words and expressions that they used in their daily life. The projects given for learners require productivity and creativity so that the learners become competent.

This shows that the rubrics of this coursebook are based on the building up of the competencies of interaction, creation of knowledge, in addition to the ability to interpret the visuals used. Moreover, a project work is presented in each two sequenced so that the learners will be able to create and produce what they learned in social context and this on what CBA is based on.

This coursebook, just like the previous one which is ‘spotlight’, is organized in a linear way which means, it starts from the first unit to the last one in the purpose of clarity. As for recycling and revision, My Book of English presents new items for learners, then repeat them in different contexts in the other sequences. For example: vocabulary, the tenses… etc. This is on the purpose of teaching until the mastery of language is reached as it is stated in the principles of CBA. Concerning the question whether My Book of English contains the reference sections

For grammar, the coursebook, provides for learners a section called my grammar tool for each sequence, but it is not presented explicitly, rather, in an implicit way. About the layout, My book of English differs from Spotlight in the way of organizing the layout, this new material introduces a detailed table of content with pages accompanied with pictures in addition to the coursebook presentation which presents the items of the sections provided in each sequence. The sequences of My Book of English are introduced in a continuous way just like the previous material, they are like a chain. It first begins with introducing oneself and friend, then family, then describing the activities and so on and even what concerns the language forms and pronunciation, in each sequence something new is connected with the previous one is presented such as: the numbers, pronunciation, conjugation…etc.

As for the techniques used for the recycling and reinforcement of learning, the textbook provides for learners items already know in new contexts. For example the English Alphabet presented in the pre-sequence with pictures and words in page 24, is also presented in page95 with different words accompanied with their pictures. This shows that the learners will have the capacity to interpret the visuals in a different way. As concerns the way the earlier learning is refined and developed in later sections. Contrary to spotlight who provides section such as, check, project, practice. My Book of English provides for learners a kind of self-assessment so that the learners evaluate themselves and make efforts where they find

themselves weak, in addition to the sections titled ‘I learn to integrate’, ‘I think and write’ as far as the projects given in each two sequences. This reveals that the outcomes of the learners are given emphasis through the practice provided. Moreover, the coursebook provides for learners at the end a kind of recapitulation of all what has been dealt in the whole textbook with examples. As regards the route that the learners are expected to take through is predetermined by the designers and given in the table of contents like in the previous textbook. As for reference sections, My Book of English doesn’t contain reference text, it is made up conversations, blogs, songs and poems. The songs and poems are referenced under the name of the coursebook authors such as in pages 67, 94, 139. This makes it different from the previous coursebook, since the first one, as already mentioned in its analysis, contains some referenced small passages and poems and it doesn’t provide blogs as My Book of English does. Regarding whether the coursebook contains any index. Just like spotlight, this new textbook doesn’t provide the learners with such items.

Concerning whether there is a list of new vocabulary, the material doesn’t contain list to present the new vocabulary, rather it contains pictures, in addition to the trilingual glossary in the last pages organized in an Alphabetical way. Contrary to spotlight which presents some vocabulary items in lists in addition to the bilingual glossary. This textbook is designed in form of tasks and activities, like the previous coursebook but they are not designed in the same way. The tasks are accompanied with images and it can be used for self-study mode since it is designed along the CBA’s principles that are based on learners’ independence from the teachers and to build their knowledge for themselves. My Book of English is a new coursebook designed in 2016 and there is no indices that says that it contains another part or level.

2.2. Language Content

The first item of this category is about whether the textbook covers the main grammar items appropriate for each level; this textbook presents different grammar items to be learned in each sequence. The section named ’My grammar tools’ in the coursebook covers what is learned and presented in each file with examples and such section is not found in the previous coursebook. My Book of English presents the vocabulary items with visuals and the learners can understand easily the meaning of the word which makes them able to interpret the visuals in relation to the social context. So, the learners can learn from it individually. This in fact, is also provided in spotlight. Just like the previous textbook, the new generation provides for learners materials for pronunciation work but differently, in the way that spotlight presents intonations and word stress, but my book of English provides individual sound as material for pronunciation work. Furthermore, it presents for learners activities where they are expected to take part in conversations, to present themselves as well as to identify main points from a piece of writing. Regarding the style and the appropriacy, *My Book of English* provides for learners the formal academic style of language with perceiving the social contexts, the conversations presented are illustrated by real persons like in pages 80 and 85 with Younes and Margaret where the two persons present themselves using the formal language. In additions, it shows for learners how to write an e-mail and a blog especially we are in the era of technology, everyone uses it.

From this, it is revealed that learners’ creativity and productivity as well as interaction in real life situations with using the appropriate language functions is taken into account in this material.

2.3. Topics and Subject Content

The topics developed in My Book of English are all in forms of conversations, e-mail, blogs, poems, songs presented by the coursebook authors. This material presents topics that

the learners need in their daily life for example: how to introduce oneself in a polite way, how to communicate with foreigners, in additions to the different information about our culture and the foreign cultures that are shown in presenting for instance: the type of food in different countries, the currencies, the geographical location and so on. This lets them be aware about the foreign cultures. This coursebook also provides for learners various information, it presents information linguistically as well as visually. It entails informative topics such as to inform the learners about the different currencies that differ from one country to another, humorous topics such as the songs and puzzles presented for fun to amuse the learners and since it is designed for learners who learn the English Language for the first time, this coursebook presents all the information and items with images. Moreover, some topics are linked to geography, science…, since there are maps presented, flags, and currencies of the different countries. These types of topics are found in the previous textbook as well but they are integrated differently. In addition spotlight does not use blogs and *My Book of English* does.

2.4. Learning/Teaching Procedures

Unlike spotlight which presents grammar items in the form of tasks. My Book of English presents them in the forms of conversations, then describes them in the section of 'My grammar tools' implicitly, the presentation and the practice in this coursebook is related to what learners already know and has already be taught. Regarding the way the new vocabulary is presented and the way its meaning is taught in the textbooks. *My Book of English* presents the new vocabulary in association with visuals and it is learned and taught in contexts such as: in conversations, sentences…etc. Moreover, it provides vocabulary development material which is based on semantic relations system which means, they are grouped according to their meaning. Furthermore, the vocabulary used in My Book of English is recycled. That is to say, the vocabulary presented in a given unit is not used only at that

unit, but it is re-used in the other units with other different contexts and meanings, in addition to this the amount presented in each sequence is different, so it is not balanced and the following table shows that:

sequences	Pre-sequence	Sequence1	Sequence2	Sequence3	Sequence4	Sequence5	total
Amount of vocabulary in N°	96	39	56	73	61	55	380
Amount of vocabulary in %	25.26	10	14.74	19.21	16.05	14.47	100

Table4: The distribution of Vocabulary in My Book of English

Concerning the visuals, unlike spotlight which focuses more on linguistic elements, this new textbook is full of visuals, the whole textbook is designed in association with visuals and they are colourful except some of them which are presented in black and white. As for their styles, the material uses cartoons, drawings, some real pictures that are also used in the previous courebook to present the knowledge for the learners especially since they are beginners. These visuals are not used to decorate the textbook, rather, they are meant to play an integrate part of the teaching materials. This shows that, in order to make the learners creative and motivated as it is stated in the principles of CBA, visual are fully used to enable learners to interpret visuals to be productive learners.

3. The use of Visuals as Social Semiotic Resource in the two textbooks

3.1. Spotlight on English

The design of the textbook is made up of multimodal design, it includes real images such as the pictures of celebrities like in pages 34, 52, 66, 128, drawings, cartoons to transmit the knowledge for the learners. Some pictures in this material are not really clear they are blurry, there are others which are in black and white, there are other once presented in black. The textbook is not really loaded with images. The following table shows the total of the visuals used in this textbook:

Types of visuals	Real images/ photographs	Diagrams and maps	Cartoons and drawings	total
N°	133	12	218	363
%	36.64	3.31	60.05	100

Table5: Types of visuals in Spotlight on English

The design of this textbook as it is shown in image1 in the previous section is made up real pictures of known monument of the British culture. Moreover, the files of the coursebook are accompanied with images and the name of files are written in bold and in black.

3.2. My Book of English

Unlike Spotlight, the textbook which replaces it is very loaded with images, it has a multimodal design which is more complex than the one of spotlight, it contains some real pictures of persons like in pages15, 80, 85, 111, celebrities like in page 116. All the rest are cartoons and drawings, in addition to the maps and the different colours used, nearly all the visuals presented in this textbook are colourful expect some images presented in black and white. The following table shows how much this textbook contains images:

Types of visuals	Real images/ photographs	Diagrams and maps	Cartoons and drawings	total
N°	115	12	318	445
%	25.84	2.70	71.46	100

Table6: Types of visuals in My Book of English

The design of this coursebook, in contrast with Spotlight, as it is shown in the previous chapter in image3, it is made up of cartoons with full colours and we notice from the front page that prominence is given to Algeria. Furthermore, the titles of the sequences are written in bold with the white colour except the last sequence names' Me, my country and the world' is written in bold and in blue, all accompanied with very colourful picture.

4. Summery for the main results

This section as previously is meant to report the results of our investigation which is based on the corpus of two textbooks named *Spotlight on English* and *My Book of English*. These textbooks are analyzed according to their **Design, Content and visuals** following a checklist that contains five items (see previous chapter).

After the analysis, it is noticed that the two textbooks share similarities as well as differences, but the similarities that they share are not really presented in the same way in the two textbooks. As an example, the two coursebooks are designed along with the same approach and follow the same paradigm in the division of the units and are presented in the form of tasks. However, the tasks are not presented in the same way, for example in spotlight in file one page 21 in the rubric listen and speak the first activity is presented in different way from the one presented in the first sequence of my book of English in the first activity page 34. Furthermore, the two textbooks contain a glossary at the end but this section which is presented in a different way, in the sense that in spotlight we find bilingual glossary and in the new generation we find trilingual glossary. In addition, the division of the units is different in the two textbooks. What drives our attention is the Pictionary and the section of my grammar tool that are provided in my book of English and not provided in spotlight. The project work in spotlight is presented in the end of each file, but in this new textbook, we find project work at the end of each two sequences. The topics provided in the two coursebook are about conversation, letters and so on. Moreover, my book of English is loaded of images and is really colourful contrary to Spotlight

To sum up, even the two textbooks are designed under the same approach and follow the same way of distributing units and tasks. However, their design is completely different.

Conclusion

This chapter sheds light to the main findings of the study. The results reveal that both ‘Spotlight on English’ and ‘My Book of English’ are made- up of tasks but they are presented differently. In addition, both of them use linguistic as well as visual resources to transmit knowledge for learners. It is, however, inferred from the results that ‘My Book of English’ is characterized by its extended use of visuals over the linguistic elements. The main results reveal that the two textbooks share some similarities as well as differences with relation to their design, content, topics, and visuals. These results are discussed in the coming chapter in the light of interpreting the items of the checklist of cunningsworth(1995) and the visuals as social semiotic resource. Once the analysis is done, a comparison is drawn between the two textbooks.

Chapter four: Discussion of the Findings

Chapter four: Discussion of the findings

Introduction

This chapter is relates to the discussion of the results obtained after applying the checklist of Cunningsworth and answering the questions of its items in addition to the social semiotic multimodal analysis on the two Algerian middle school textbooks. The work is divided into two main sections. First, the Analysis of the checklist of 'Spotlight on English' and 'My Book of English' are discussed to highlight the implementation of the principles of CBA. Then comes the turn of the visual design analysis of the corpus selected. On the basis of these analyses, a comparison is drawn between the two textbooks.

-Discussion the outcomes of Spotlight on English and My Book of English obtained from the questions of the checklist.

- **Design and Organization of the two textbooks in relation to CBA**

As it is displayed in the result section, Spotlight on English consists of the students' coursebook and the teachers' book to make it as a total package. My Book of English in turn consists of student' coursebook, teachers' guide as well as accompanying document to make it as a total package In this respect Cunningsworth(1995) states that ''*most course packages consist of at least a student's book and a teacher's book*". As far the content of the coursebook is concerned, the analysis reveals that 'Spotlight on English' contains a detailed table called file content that summarizes all the items to be learned in the textbook grouped and organized under sections. The latter is found in the new book too but they are presented in different way, in the sense that the book map of My Book of English, unlike Spotlight on English that is divided into two sections as it is explained in the previous chapter. Besides, table1 of the previous chapter demonstrates that this coursebook is divided into seven files and each file has five main sections and the first section contains three sequences and each sequence contains three phases.

The table2 in the analysis of the second coursebook in the previous chapter reveals that, the new generation contains five sequences and each sequence constitutes eleven rubrics and as it is displayed in the results, these materials are divided in this way since they are designed along with the principles of CBA which aim at developing learner's autonomy (Fodil,M,S, 2005:38) and the build of competencies. These competencies as they are stated in teacher's handbook (2005) are about, interacting orally in English, interpreting verbal and non-verbal language in addition to the production of visuals. So, the phases integrated in spotlight 'listen and speak', 'Produce' and 'practise' which are made in each sequence and the other sections such as 'learn about culture' of the files and the rubrics of the new generation such as 'I listen and do', 'I pronounce', 'I Practice', 'I learn to integrate' fit this principle. In this respect, Judith Larson (1980:8) states:

> in any competency-based instruction program there are three essential components. First, the skills that students are expected to acquire must be defined with precision. Second, activities must be provided which allow students to practice these skills.Third, the students' ability to perform the skills must be assessed once instruction is completed.

For the progression and grading of the coursebook, the results indicate that the materials, which means the two textbooks involve the ordering of the items all organized in files and sequences. The outcomes obtained from the analysis show that the vocabulary and grammar presented in Spotlight as well as in My Book of English are revised and this in fact needed for learners especially for beginners since it is not sufficient to learn the items or the structure if it is used just one time. In addition, the analysis shows that le layout is organized so that the learners will find their way in the textbook. As far the reference section is concerned, it plays an important role in the textbook, it helps the learners to check it if they need to know more about the items presented, if they want to gather further information, however, after the analysis of the coursebooks, it is revealed that they do not contain this reference.

The next concern in this category is the amount of the continuity in the material and depending on the results achieved, both coursebooks are like a continuous process for the items that are learned before.In addition to this, they move from what is known to what is new. In spotlight on English as well as in My Book of English, the analysis reveals that there are sections which encourage the development of learning(see previous chapter), this part, indeed, encourages learners' productivity since these sections requires the use of mind and write a self product and this is what the CBA is based on. In this regard Houchet(2015:25) states that the productive activity involves writing (see chapter1). The meaning of this is that to achieve productivity, the learners should base on the writing skill.

As we can see from the analysis, the direction of the learners in their journey in the English language is already predetermined in both textbooks and what drives our attention is the fact that there are no long texts in the material, there are only some referenced passages and the rest is all about short conversations and letters in spotlight. About the second textbooks there are only blogs, letters, conversation, poems, songs which are referenced under the name 'Coursebook authors' and this may be helpful for learners and it is not steep since the learners to which it is designed are beginners. From the way the material is organized and designed, it is noticed that it does not offer learners index of language items and it contains some list for new vocabulary. As for the second material, the results reveal that its vocabulary is presented in association with pictures and there are no isolated lists like the ones presented in spotlight, as it is already mentioned in the result's section. Since the textbooks are designed along with the principles of CBA that is based on tasks, both of them are presented in the form of activities so that the learners can use it without the help of teachers.

- **Language Content of the two textbooks in relation to CBA's principles**

This category deals with the way linguistic competence is taught in Spotlight on English as well as in My Book of English and if it fits the principles of the approach that is based on.

Linguistic competence is defined by Hedge (2000:46) as ‘‘*the knowledge of the language itself, its form and meaning”*. Moreover, linguistic competence consists of pronunciation, sentence structure, grammar, pronunciation, rhythm and intonation (Hedge,2000: 56). The first consideration in this part is on the way grammar is taught and the extent to which it corresponds to the learners’ need. As grammar is the core element in language learning, and it is considered as the basis of language, it is important to analyze the way it is presented and integrated in the coursebook. From the analysis, it is shown that grammar in the two textbooks is not presented deductively which means, with providing its structure and the rules…etc, it is rather in an inductive way. The purpose then is to give a chance for the learners to think about it and sort out the structures and functions by themselves and what is important is that, the grammar items are not presented in vacuum but in the context because CBA is based on the functional and interactional view according to Richards and Rodgers(2001). For them, this perspective focuses on the use of language for communication, in addition is based on the meaning and the function of language rather than its structure.

In addition to grammar, vocabulary is also considered as being a crucial element of language leaning and the appropriate quantity and range for the vocabulary items is a very important task because learners need vocabulary to develop their knowledge. In this regard Cunningsworth(1995) asserts that the amount of vocabulary expected in each stage is about 1000 new words and this can result positive effects on the learners in developing their capacities to handle unfamiliar words and develop their ‘own vocabulary-learning strategies’.

In the material under scrutiny, the analyses reveal that vocabulary presented in spotlight is in lists, in-text as well as in association with visuals and the vocabulary presented in my book of English is in association with visuals. In fact, when we look at the coursebooks, there is no section that states that this part is for vocabulary, it is rather presented with the tasks and in the form of activities and what drives our attention is that the second textbook under study

provides what is called ‘My Pictionary’ for learners where new words are presented accompanied with visuals. This part, however, is not included in the previous material.

In addition to grammar and vocabulary, Pronunciation is another item which has importance in the teaching of language and is considered one of the linguistic competencies. As grammar gives the way we form the language and vocabulary offers words from which we can form correct sentences, pronunciation too provides for learners a good command in uttering in a correct way. The analysis then shows that Spotlight on English is based on intonations and word stress that is found in each files of the textbook for examples in pages 21, 28, 44, but the way intonation is given for learners is just in symbols, which means it is not mentioned in the coursebook that when the arrow goes up is the raising intonation and when the arrow goes down, this is called the falling intonation. So, perhaps the intention is that this will be explained by teachers or it is up to the learners to get the answers by themselves since the approach under which the textbook is designed favors learners’ production of knowledge. My Book of English from another part provides the learners with individual sounds and transcriptions as material for pronunciation.

It is revealed from the analysis that the materials provide learners features of language use such as taking part in a conversation, answering questions in relation to a given passage, this in fact can help the learners to be able to use the language acquired in real situations since it is put into practice. Moreover, they will know who to skim and scan in the texts and get what is important from it. What is put into analysis too is the style and appropriacy of language. The latter is seen by Cunningsworth (1995) as an important thing, since language is sensitive to its context, and since textbooks are designed to prepare the learners for learning the language, we should then see whether appropriacy is dealt with and how these textbooks prepare learners to use various styles of language to communicate in different circumstances. As a matter of fact, the analysis shows that Spotlight on English and my book of English provide the learners with

the styles of language such as: formal language when communicating for example with a doctor like in page 110 in Spotlight on English, informal language when writing letters to friends like in page 65 in Spotlight on English, greet friends and so on and this help the learners to know how to achieve the competency of interacting orally and how to be creative with the language. That is to say, how to make the choice of words to communicate the meaning and transmit messages.

- **Topics and Subject Content of the two textbooks in relation to CBA**

The textbooks under study are meant to facilitate the learning process. However, they cannot present the language in vacuum and provide just isolated words for learners because this will not equip the learners with the language in real life and it will not be interesting if it is just about words. Language rather, is used in real situation to achieve specific purposes (Cunningsworth 1995). It is worth mention that is important to analyze the material designed for learners from this angle. Our analysis shows that the textbooks under investigation offer for learners letters, conversations, small passages, some songs and poems, songs and blogs as topics to present the functions of language items, most of the topics, however, are not referenced, this may be done with intention since the two textbooks are designed for beginners, this can serve their needs and interest because it will be difficult for them to handle long complex texts especially they learn this language for the first time.

Some topics presented in Spotlight on Englishon one hand, as the analysis reveals, are accompanied with visuals and they can serve to expend the experience and the knowledge of the learners since various topics are tackled such as culture, sports, science and so on which serve to inform and amuse the learners at the same time. All the topics of My Book of English on the other hand are associated with images, the topics entailed in this new materials have relation to geography, sports, science (accompanying document,2016: 40)

- **Learning/Teaching Procedures of the two textbooks in relation to CBA's principles**

Learning a new language is not an easy task, because new items are presented and they need to be contextualized to understand them and it is important to learn language items in relation to other ones in order to be able to use them in different contexts. The coursebook may present the language functions in an inductive way as well as a deductive way and according to Cunningsorth(1995) when items are presented in an inductive way, the examples of language given and practiced must be representative of the rules that have been taught. For example in spotlight, the results show that, the grammar items are presented in an inductive way and this is to encourage the learners to construct their knowledge by themselves and this on what CBA bases, since this apprach is a learner- centered, it is up to the learners to figure out the rules olone. In My Book of English too, the grammar items are presented inductively and even there is a section called *My grammar tool*, which is not presented in the previous material, but the grammatical items are presented in an implicit way As for vocabulary, Cunningsworth(1995) sees that we can apply the same principle to present the items in context with clear relationship with one another. So, it is advantageous to present the items in context or in association with visuals to understand better the new words especially the complex items and the ones presented in lists will be difficult to acquire because they appear in isolation and the learners, especially beginners, will find difficulties to get the meanings of the words. Accordingly, the analysis shows that the vocabulary presented in Spotlight are in association with visuals, in-text as well as in lists. While in the new coursebook, the vocabulary is presented in association with visuals. So, it is taught in context and in isolation too, in addition, what is important is that the vocabulary is recycled.

The use of visuals in textbooks reinforces the learning process and motivates the learners to learn that language without being bored, they provide a meaningful context when they play

an integral role in the teaching and learning process. For this, it is important to analyze them to see whether they are put just for decorative purposes or to play a role in the context, which means to convey meaning. As it is shown from the analysis of *Spotlight on English* and *My Book of English*. The two contain visuals such as cartoons, real pictures, drawings, maps to illustrate the meaning and transmit messages. In fact, this is on what the approach under which this coursebook is designed which is the ability to interpret visuals, verbal and non-verbal (teachers' handbook:5).

-Discussion of the results of the visual analysis of the corpus under scope.

As it is shown in the analysis, *Spotlight on English* and *My Book of English* provide learners with multimodal design that contains visual elements and linguistic elements. The design is defined by Jeff Bezemer and Gunther Kress(2016:62) as ''*a social semiotic category which we use to describe how sign-makers construct social (learning) environment for themselves and for others in their communities"* , these elements are meant to reinforce learning and contextualize the meaning. Since CBA is based on the use of competencies and the use of knowledge in real situation, visual images take part in this principle and help to concretize the situation and they are not done and designed for nothing and they are not innocent, rather they hold strong connotative meaning(Barthes, 1957).

Visuals, can also serve as a source of motivation for learners especially for beginners. We notice in the front page of the coursebook spotlight (see image1) that the visuals presented are realistic pictures about known monument in the British culture although it is locally designed and for Algerian learners. This may dennotes that the learning of foreign language is the learning of its culture, as it may be designed to embellish the front page of the textbook. In addition, the analysis reveals that different types of visuals are used which are drawings, images, pictures and each one serve to transmit information. Read(2000) in this respect notes that the function of visual aids is to add information to what is given by the discourse. Some

of the images presented in *Spotlight on English* are not clear, there are some which are blurry, other presented in black, other ones in black and white. Indeed, this may influence the learners who will not be really motivated to learn since the images used are not really clear sometimes. So, it would be more appealing if attractive and colourful images are used in the coursebook. The design of the other textbook according to the analysis seems colourful and contains cartoons all around the earth where the Algerian country is put in the center (see image3), this dennotes that emphasis and importance is given to the local country which is Algeria. From the analysis, it is shown that My *Book of English* is really full of attractive colourful pictures which serve to transmit different information.

-Comparison between the two textbooks Spotlight on English and My Book of English

After analyzing and discussing the outcomes of the two textbooks, it is noticeable that they are similar in some points and different in the others. To make things clear we start first with the similarities, and then we move to the differences.

1. Similarities between 'Spotlight' and 'My Book of English'

It is noticeable from all what has been discussed and interpreted from the checklist's items and the social semiotic analysis, that the two textbooks are similar in some points. Both textbooks follow the same paradigm in devising them into units and each unit is divided into section that aim at achieving different competencies such as: interacting orally in English, interpreting visuals, producing which are achieved in a different way.

Both contexts do not contain indexes to language items and do not have references. Moreover, the topics developed in the two textbooks are about letters, conversations, small passages and there is no trace of long passages. Concerning the teaching of grammar, the two coursebooks present and teach grammar inductively, in the way that grammar items are presented implicitly. In addition to this, grammar items and vocabulary are recycled.

Furthermore, the two textbooks are presented in the form of tasks and use project works to refine and develop learning.

As concerns visuals, the two materials rely on multimodality, in the sense that they use different types of visual to transmit the message for the learners.

2. Differences between 'Spotlight' and 'My Book of English'

Despite the similar points that exist between the two textbooks, they differ in some other points. What seems important is the fact that the points where they are similar are presented in a different way, which makes the new textbook which is *My Book of English* completely different from the previous one.

Spotlight differs from the new generation in the way of sequencing even the same paradigm is followed in the way that, the previous coursebook is divided into sections and the first section (see previous chapter) is divided into three sequences and each sequence in turn contains three phases. However, the second textbook is organized into sequences and each sequence contains sections, and in each two sequences a project work is presented unlike the first coursebook.

Concerning the topics, *Spotlight on English* contains some referenced passages, but in *My Book of English*, all the topics presented are referenced under the name of the coursebook authors. As for grammar, though it is taught in the same way in the two textbooks, the second one provides a section called grammar tool, in addition to this, there is a part in the last pages of textbook where recapitulation of all what is learned in the whole year is provided, and this is not found in the previous cousebook. As for vocabulary, the previous textbook provides a list, which means isolated words, in text and with visuals, but my book of English all the vocabulary is provided in association with visuals, this makes it meaningful and easy to be learned. Another difference to take into consideration is the fact that, even the two textbook are presented in forms of tasks, they are different, in the way that all the tasks of the new

generation are presented with the visual mode. Another noticeable difference is the pronunciation material, in the sense that the two textbooks provide pronunciation phase for the learners but differently, *Spotlight on English* presents word stress and intonation, however *My Book of English* presents word sounds. What drive our attention, is the fact that *My Book of English* provides what called My Pictionary made up with pictures in each sequence which is not found in the previous material, in addition to the section of enjoy and fun where poems and song are presented in each sequence and rarely found in spotlight.

Concerning visuals, although the two textbooks are multimodal, the new generation is the most colourful one and it is loaded with images , in addition to this the majority of images presented there are cartoons, in addition to the maps provided, in *Spotlight on English* also it contains visuals but not extensively and it is not really colourful as *My Book of English*. In addition to this, when analyzing the design of the materials we noticed that the previous textbook gave prominence to the foreign country but the second generation gives prominence the local culture which is Algeria.

To sum up, from what has been discussed above, the two coursebooks under study which are designed along with the same approach and designed for the same learners' level, share some similarities, but they are presented with different techniques, as well as differences. Therefore, the difference is not about the 'What is presented' since they are designed along with the same approach but about the 'How the knowledge is presented'.

Conclusion

This chapter sheds light on the discussion and interpretation of the findings. The first section is devoted to the discussion of the results' checklist and the second one is devoted to discuss the social semiotic multimodal design of the corpus under scope. The application of

these tools reveals the awareness of the importance of combining the two textbooks at the level of their design, content and visuals to see how they diverge.

As a matter of fact, the discussion of the results obtained from the checklist and the social semiotic analysis answers the research questions, it confirms the first hypothesis of the first question which states that the two textbooks share similarities and differences at the level of Content, design and visuals and rejects the second one, in addition, it confirms too the third hypothesis that says that the principles of CBA are successfully implemented in the two textbooks and rejects the fourth one that has relation to the second question. Finally, this part confirms the fifth hypothesis of the third research question which states that *My Book of English* is the textbook that is characterized by the visual dominance.

General Conclusion

General Conclusion

The present study aims at investigating the extent to which the principles of CBA are implemented and reflected in the Algerian Middle school textbooks namely the ones designed for first year learners *Spotlight on English* and *My Book of English*. This study attempts to investigate the research questions stated in the general introduction.

In order to address this issue and answer the research questions, an analysis was conducted on the **design, content as well as on the visual levels.** The former is tackled through the use of a checklist from the work of Cunningsworth(1995) as a tool for our analysis. The later comprises a set of items that in turn contain a range of questions intended to identify the similarities and differences between the two textbooks, in addition to this, it attempts to analyze the implementation of CBA's principles on the two textbooks that are designed for beginners. In addition, a social semiotic multimodal analysis is maintained to analyze the visual design of the corpus under scrutiny.

Our investigation focuses on three main objectives. First, it aimed at analyzing and interpreting the design, content, in addition to the visual level of the corpus selected. The second was concerned with investigating the way the two textbooks reflect the principles of CBA. As far as the third aim is concerned, we opted for a comparison between the previous textbook and the new generation to sort out the common points as well as divergent ones. The results were interpreted following the qualitative research method.

On the basis of data collection and analysis through the examination of the corpus. The application of the checklist revealed that the two textbooks reflect the principles of the Competency-Based Approach that are about the raise of competencies. These competencies are: interacting orally in English, interpret verbal and non-verbal texts, produce visuals, verbal, non-verbal and the use of language in real life situations. The two coursebooks integrate different rubrics so that the learners will be able to interact orally in English, to have

the capacity to interpret the linguistic and non linguistic elements and to use the language in different circumstances. Importantly, although the two textbooks follow the same approach and tend to achieve the same principles, they use different techniques to transmit the message for the learners and achieve the goals. It is also found that as they share common points, differences are established. This can be exemplified by providing some sections such as grammar tool, my Pictionary by the new textbook, which are not found in Spotlight. One of the similarities they share is the use of conversations, letters, e-mails and small passages to transmit the knowledge for the learners.

The visual analysis of the two textbooks revealed that the coursebooks use visuals to communicate meaning and transmit messages for the learners. However, they are used differently in the two textbooks; visual dominance is found in the new generation, which is full of images with its different types which make it really attractive, its design is colourfull as it is stated in the discussion part. *Spotlight on English* uses images too and it is a multimodal context with different types of visuals, but, it is not very loaded as the new generation (see appendix two). In fact, the visuals used in both contexts serve to communicate, convey meaning and clarify it for the learners.

We wish that this study has positively contributed in the understanding of the two coursebooks in order to make decisions about them. Furthermore, we hope that this investigation raises the awareness about the principles of the Competency-Based Approach with taking into consideration learners' needs and level.

Further research can be conducted concerning the implementation of the principles of CBA in textbooks, by using other local textbooks or two different textbooks. In addition Semiotic Analysis can be conducted in accordance with the Principles of CBA in textbooks.

Limitations of the study

There are some limitations to this study. At first we aimed to analyze deeply the visual representation of the two textbooks, however due to the time and space restrictions, we just analyzed their visual design.

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Appendices

Appendix one: The checklist

The original checklist of Cunningsworth (1995): Choosing your coursebook.

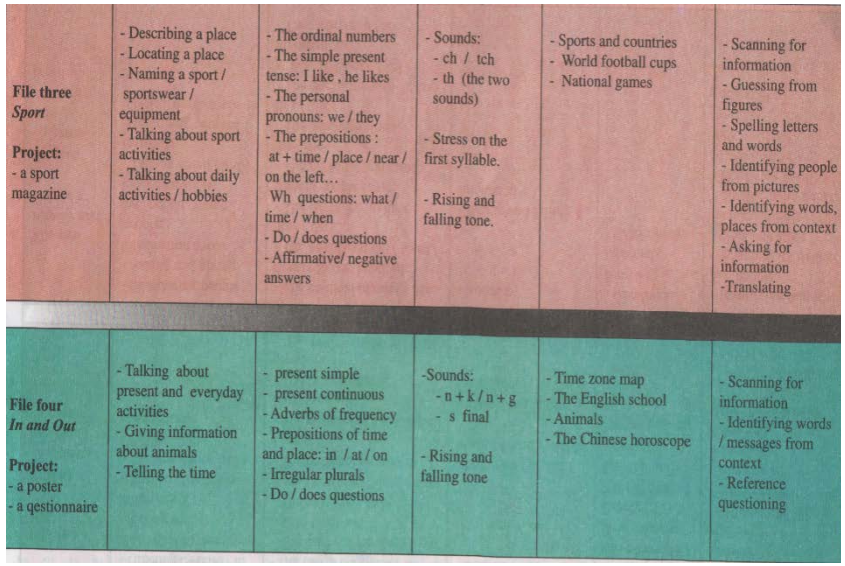
1-Design and organization , page3
-What components make up total course package (e.g., students' books, teachers' books, work books, cassettes, etc.)? -How is the content organized? (e.g., according to structure, functions, topics, skills, etc.) Is the organization right for learners and teachers? -How is the content sequenced? (e.g., on the basis of complexity, learnability, usefulness, etc.) -Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements? -Is there adequate recycling and revision? -Are there reference section of grammar, etc.? Is some of the material suitable for individual study? -Is it easy to find your way around the coursebook? Is the layout clear?
2-Organization of the coursebook, page 30
-How is continuity maintained in the material? -What techniques are used for recycling and reinforcement of learning? -How earlier learning developed or refined in later sections of the material? -What route is the learner expected to take through the materials? Is there one predetermined, route, or are alternatives/optional route given? -Are there reference section? If so, are there pointers to them in the main text? Are they well integrated? -Is there an index of language items? -Is there a list of new vocabulary? If so, does it show where each word is first introduced? -Is the material suitable for use in self-study mode? Does it have a key to exercises? -If it is a new course, are all components published and available? If it is not yet complete, will the next levels be ready when you need them?
3-Language content, page 3
-Does the coursebook cover the main grammar items appropriate to each level, taking learners' need into account? -Is material for vocabulary teaching adequate in terms of quality and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning? -Does the coursebook include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation? -Does the coursebook deal with the structuring and conventions of language use above sentence level, e.g., how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in reading passage? (more relevant at intermediate and advanced levels)? Are style and appropriacy dealt with? If so, is language style matched to social situations?
4-Topic and Subject content, page 90
-Are real topics included in the coursebook?If so, how varied are they? -Will the coursebook contribute to expending learners' awareness and enriching their experience? -Does it relate to and engage the learners' knowledge system, i.e., the knowledge of the

world that they bring with them?
-Are the topics sophisticated enough in context for the learners, but at the right level linguistically?
-Do they actually do what they set out to do? If informative, do they inform, if humorous, do they amuse, if controversial, do they challenge, etc?
-Are they suitable for the age group?
-At school level, do they link with other subjects(history, geography, science)?.

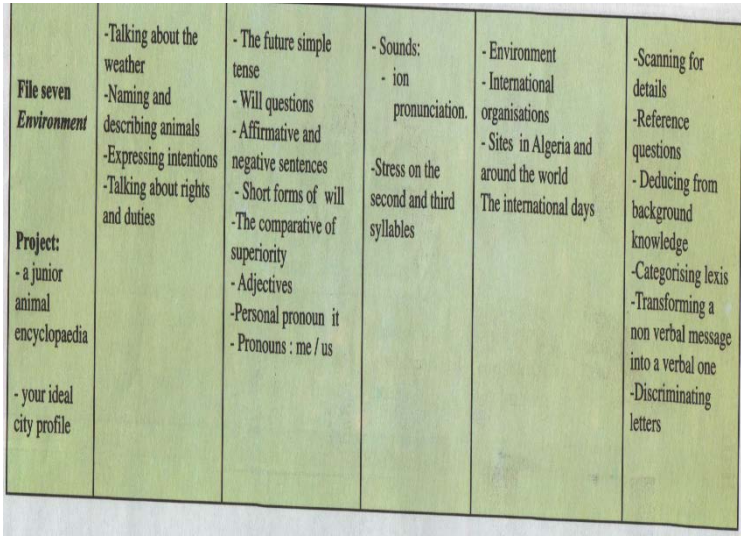
5-Learning /teaching procedures, page 103

-How are new grammar items presented and practiced?
-To what extent is the presentation and practice:
_related to what learners already know and to what has already been taught.
_appropriately controlled and organized.
_representative of the grammar rule to be learned.
_relevant to learners' needs and interest.
-How is new vocabulary presented(in wordlists, in text, with visuals)?
-How is the meaning of new vocabulary taught?
-Is there vocabulary development material,e.g., based on semantic relations or relations of form?
-Is new vocabulary recycled adequately?
-How much new vocabulary is presented in each unit, text, etc?
-Are visuals used extensively in the material?
-are they reasonably well produced and attractive?
-Is the style of the visuals(e.g., photographs, line drawing, cartoons) acceptable to the users?
-Are visuals used as an integral part of teaching material or are they essentially decorative?

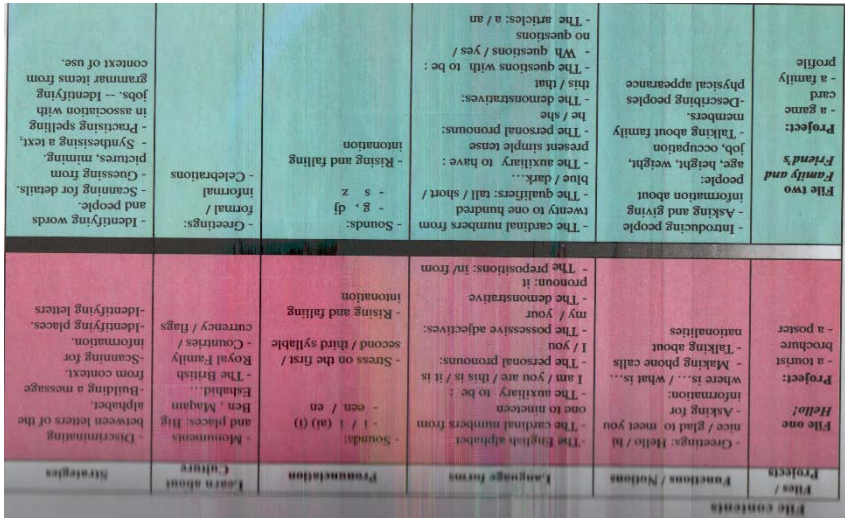
Appendix two: The tables of contents of The two textbooks



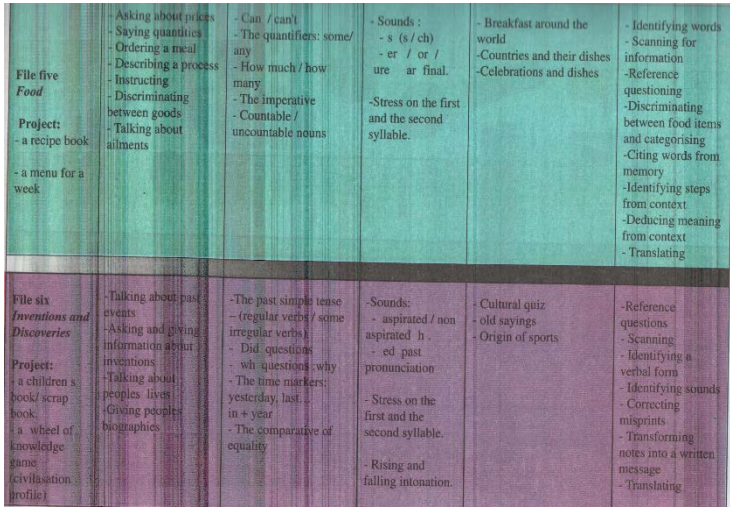
File three ***Sport*** **Project:** - a sport magazine	- Describing a place - Locating a place - Naming a sport / sportswear / equipment - Talking about sport activities - Talking about daily activities / hobbies	- The ordinal numbers - The simple present tense: I like , he likes - The personal pronouns: we / they - The prepositions : at + time / place / near / on the left… Wh questions: what / time / when - Do / does questions - Affirmative/ negative answers	- Sounds: - ch / tch - th (the two sounds) - Stress on the first syllable. - Rising and falling tone.	- Sports and countries - World football cups - National games	- Scanning for information - Guessing from figures - Spelling letters and words - Identifying people from pictures - Identifying words, places from context - Asking for information -Translating
File four ***In and Out*** **Project:** - a poster - a qestionnaire	- Talking about present and everyday activities - Giving information about animals - Telling the time	- present simple - present continuous - Adverbs of frequency - Prepositions of time and place: in / at / on - Irregular plurals - Do / does questions	-Sounds: - n + k / n + g - s final - Rising and falling tone	- Time zone map - The English school - Animals - The Chinese horoscope	- Scanning for information - Identifying words / messages from context - Reference questioning



File seven ***Environment*** **Project:** - a junior animal encyclopaedia - your ideal city profile	-Talking about the weather -Naming and describing animals -Expressing intentions -Talking about rights and duties	- The future simple tense - Will questions - Affirmative and negative sentences - Short forms of will -The comparative of superiority - Adjectives -Personal pronoun it - Pronouns : me / us	- Sounds: - ion pronunciation. -Stress on the second and third syllables	- Environment - International organisations - Sites in Algeria and around the world The international days	-Scanning for details -Reference questions - Deducing from background knowledge -Categorising lexis -Transforming a non verbal message into a verbal one -Discriminating letters



Files / Projects	Functions / Notions	Language forms	Pronunciation	Learn about Culture	Strategies
File one ***Hello!*** **Project:** - a tourist brochure - a poster	- Greetings: Hello / hi nice / glad to meet you - Asking for information: where is… / what is… - Making phone calls - Talking about nationalities	- The English alphabet - The cardinal numbers from one to nineteen - The auxiliary to be : I am / you are / this is / it is - The personal pronouns: I / you - The possessive adjectives: my / your - The demonstrative pronoun: it - The prepositions: in/ from	- Sounds: - I / i (ai) (i) - een / en - Stress on the first / second / third syllable - Rising and falling intonation	- Monuments and places: big Ben , Maqam Eshahid… - The British Royal Family - Countries / currency / flags	- Discriminating between letters of the alphabet. -Building a message from context. -Scanning for information. -Identifying places. -Identifying letters
File two ***Family and Friend's*** **Project:** - a game card - a family profile	- Introducing people - Asking and giving information about people: age, height, weight, job, occupation - Talking about family members. -Describing peoples physical appearance	- The cardinal numbers from twenty to one hundred - The qualifiers: tall / short / blue / dark… - The auxiliary to have : present simple tense - The personal pronouns: he / she - The demonstratives: this / that - The questions with to be : - Wh questions / yes / no questions - The articles: a / an	- Sounds: - g , dj - s z - Rising and falling intonation	- Greetings: formal / informal - Celebrations	- Identifying words and people. - Scanning for details. - Guessing from pictures, miming. - Synthesising a text. - Practising spelling in association with jobs. -- Identifying grammar items from context of use.



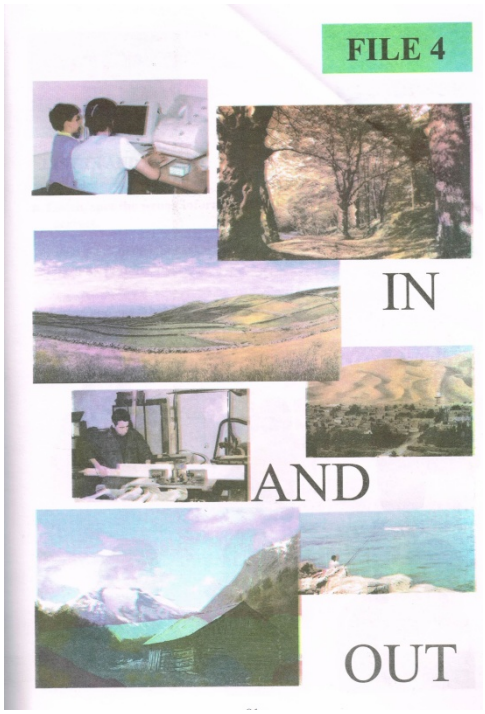
File five ***Food*** **Project:** - a recipe book - a menu for a week	- Asking about prices - Saying quantities - Ordering a meal - Describing a process - Instructing - Discriminating between goods - Talking about ailments	- Can / can't - The quantifiers: some/ any - How much / how many - The imperative - Countable / uncountable nouns	- Sounds : - s (s / ch) - er / or / ure ar final. -Stress on the first and the second syllable.	- Breakfast around the world -Countries and their dishes -Celebrations and dishes	- Identifying words - Scanning for information -Reference questioning -Discriminating between food items and categorising -Citing words from memory -Identifying steps from context -Deducing meaning from context - Translating
File six ***Inventions and Discoveries*** **Project:** - a children s book/ scrap book. - a wheel of knowledge game (civilisation profile)	-Talking about past events -Asking and giving information about inventions -Talking about peoples lives -Giving people biographies	-The past simple tense – (regular verbs / some irregular verbs) - Did questions - wh questions :why - The time markers: yesterday, last.. in + year - The comparative of equality	-Sounds: - aspirated / non aspirated h . - ed past pronunciation - Stress on the first and the second syllable. - Rising and falling intonation.	- Cultural quiz - old sayings - Origin of sports	-Reference questions - Scanning - Identifying a verbal form - Identifying sounds - Correcting misprints - Transforming notes into a written message - Translating

MY BOOK MAP

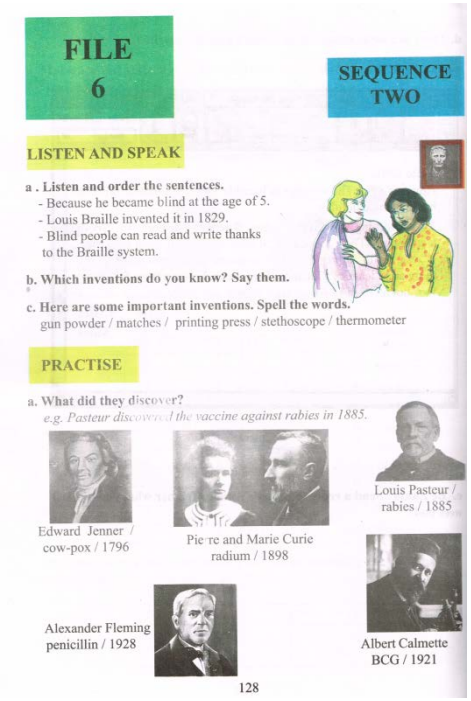
Sequence	Communicative objectives	Linguistic objectives	
		Language forms	Pronunciation
Sequence 1 Me and my Friends	• Greet people • Introduce myself • Give information / respond to questions about me: my age, my class and my hometown •Ask about a new friend's name	• Auxiliary to be (present simple tense with the three forms) • Present simple tense with the verb :to live • Personal pronoun : I • Possessive adjective : My • Numbers from 1 to 13	• Pronounce words with the sounds /i/ , /ai/, /ei/
Sequence 2 Me and my Family	• Ask and give information about one's family : (parents, brothers and sisters) • Name different jobs • Express likes	• Numbers from 14 to 100 • Ordinal numbers • Definite and indefinite articles: (the / a/ an) • Personal pronouns • Possessive adjectives • Question words (who, what, where) to get personal details. • Demonstratives : this	• Pronounce words with the sounds /e/ /i:/ /θ/ /ð/
Sequence 3 Me and my Daily Activities	• Talk about daily and weekend activities. • Talk about leisure activities . • Tell the time • Name pets	• The simple present with the third person singular pronouns he, she, it • prepositions of place	• Pronounce words with the sounds / ə/ , /h/, /s/, /z/, /iz
Sequence 4 Me and my School	• Describe my school • Talk about rights and duties • Name and locate different places in my school. • Ask and answer questions about locations	• The present continuous with time markers. • Use prepositions of places. • Use prepositions of time	• Pronounce words with the sounds /ʤ/ /g/ /j/ /ʒ/ /ŋ/
Sequence 5 Me, my Country and the World	• Locate places on a map. • Ask and give information about my country and other countries/ currency/ flag/national and religious celebration days / national dishes • Ask and answer questions about famous places and monuments.	• Adjectives of nationalities ending with : – an, ian, ese, sh, ch. • Possessive adjectives. • The simple present with the personal pronoun "it".	• Pronounce words with the sounds /ɔ/, /ɔ:/, /ŋ/, /aʊ/

Appendix b: table on contents of My Book of English

Appendix c page 34



Appendixd page 81



FILE 6

SEQUENCE TWO

LISTEN AND SPEAK

a . Listen and order the sentences.
- Because he became blind at the age of 5.
- Louis Braille invented it in 1829.
- Blind people can read and write thanks to the Braille system.

b. Which inventions do you know? Say them.

c. Here are some important inventions. Spell the words.
gun powder / matches / printing press / stethoscope / thermometer

PRACTISE

a. What did they discover?
e.g. Pasteur discovered the vaccine against rabies in 1885.

Edward Jenner / cow-pox / 1796

Pierre and Marie Curie radium / 1898

Louis Pasteur / rabies / 1885

Alexander Fleming penicillin / 1928

Albert Calmette BCG / 1921

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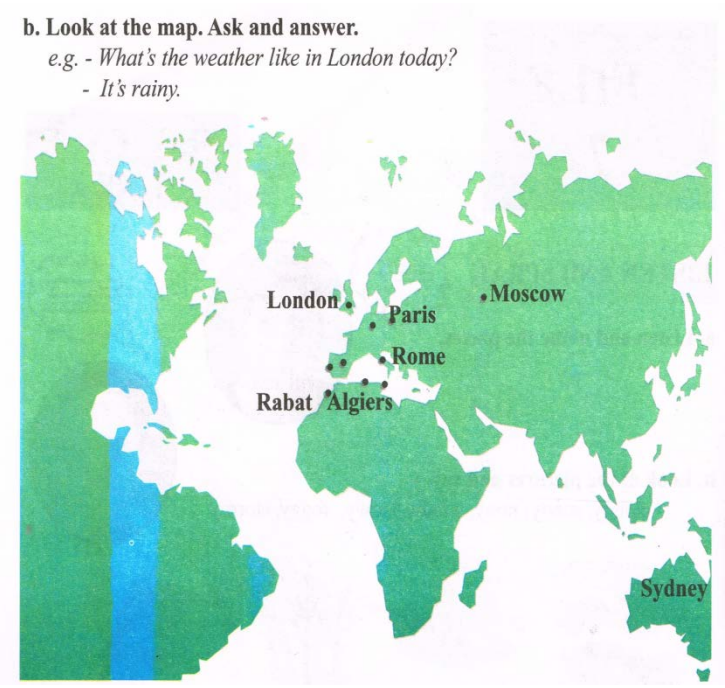
Appendix e page128



b. Look at the map. Ask and answer.
e.g. - What's the weather like in London today?
- It's rainy.

London
Paris
Moscow
Rome
Rabat
Algiers
Sydney

Appendix f page 146

I listen and speak.

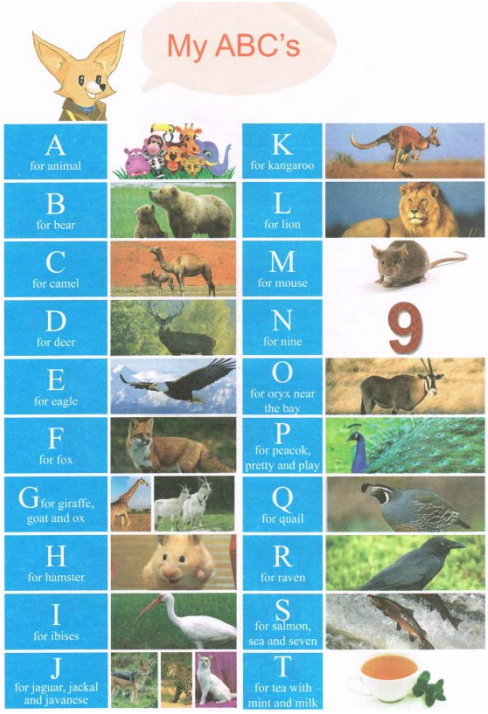
My charter of good conduct

Hello , my name is Miss Meriem. I am your teacher of English.

Hello, I am Rania.

Hello,my name is Djamel .

Appendix g page 13



My ABC's

A for animal
B for bear
C for camel
D for deer
E for eagle
F for fox
G for giraffe, goat and ox
H for hamster
I for ibises
J for jaguar, jackal and javanese
K for kangaroo
L for lion
M for mouse
N for nine
O for oryx near the bay
P for peacok, pretty and play
Q for quail
R for raven
S for salmon, sea and seven
T for tea with mint and milk

Appendix h page 95

My pictionary

Appendix i page 97

Appendix j page 128