

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mouloud Mammeri University of Tizi-Ouzou
Faculty of Lettres and Languages
Department of English



**Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Master in English
Option: *Language and Communication***

Subject:

**Intercultural Communicative Competence in the Algerian Middle School:
An Investigation of its Teaching in Spotlight on English Book Two**

Presented by:

Karima CHAIBI

Rezika BARECHE

Panel of Examiners:

Ms Benaissa Amel, MAA, Mouloud Mammeri University of Tizi-Ouzou, Chair

Mrs Aïmeur Rosa, MAB, Mouloud Mammeri University of Tizi-Ouzou,
Supervisor.

Mr Chetouane Madjid, MAA, Mouloud Mammeri University of Tizi-Ouzou,
Examiner.

Tizi-Ouzou

2014/2015

Contents

Acknowledgments.....	i
Dedication.....	ii
List of Figures.....	iii
List of Tables.....	iv
List of Abbreviations.....	v
List of Symbols.....	vi
Abstract.....	vii
I. General Introduction.....	1
I.1 Review of the Literature	
I.1.1.Culture.....	5
I.1.2.Language and Culture.....	6
I.1.3. Source, Target and Foreign Cultures.....	8
I.1.4.Communicative Competence.....	9
I.1.5.Intercultural Communicative Competence.....	10
I.1.6. Intercultural Awareness.....	12
I.1.7Intercultural Sensitivity.....	13
I.1.8. Cross-Cultural Communication.....	14
II. Research Design	
II.1.Corpus of the Study	
Description of the Textbook <u>Spotlight 2</u>	15
II.2.The Presentation of the Theoretical Framework.....	16
II.2.1.Knowledge.....	17
II.2.2. Attitudes.....	17
II.2.3. Skills.....	18

II.2.4. Critical Cultural Awareness.....	19
II.3. Textbook Evaluation.....	20
II.4. Description of the Questionnaire.....	21

III. Presentation of the Findings

III.1. The Textbook Analysis according to Byram’s Model of Intercultural Communicative Competence	
III.1.1. Knowledge.....	22
III.1.2. Attitudes.....	24
III.1.3. Skills.....	26
III.1.4. Critical Cultural Awareness.....	27
III.2. Presentation of the Findings of the Questionnaire.....	28

IV. Discussion

IV.1. Discussion of the Results of the Textbook Analysis in the Light of Byram’s Framework of Intercultural Communicative Competence.....	38
IV.2. Discussion of the Results of the Questionnaire.....	48

V. General Conclusion.....58

VI. Bibliography.....	61
-----------------------	----

Appendices.....	i
-----------------	---

Dedication

Rezika,

I dedicate this work to my beloved family;

My parents, my mother Fetta and my father Ali,

My sisters,

My nephews

My brothers,

My friends,

Karima,

To my parents,

My grandparents and uncle,

My sisters Dehbia, Farida, Katia and their husbands,

To my nephews,

To all my friends

Acknowledgement

We would like to thank our supervisor, Mrs Aïmeur Roza for her guidance and valuable comments. Thanks a lot for helping us solving many problems and providing us with insightful suggestions. We extend our gratitude to the members of the panel of examiners for having accepted to read and examine our dissertation. Great thanks to our families and friends for their encouragement and support.

List of Figures

Figure 01: The Cultural Elements Incorporated in the Textbook.....	29
Figure 02: The Learners’ Prior Knowledge about Foreign Cultures.....	30
Figure 03: The Quality of the Intercultural Information in <u>Spotlight 2</u>	31
Figure 04: The Skills given Prominence in <u>Spotlight 2</u>	32
Figure 05: The Learners’ Awareness of the Cultural Differences between the Home Culture and the Foreign Ones.....	32
Figure 06: The importance of various cultures besides the learners’ native culture on the development of their Skills of Relating, Interpreting and Comparing.....	33
Figure 07: <u>Spotlight 2</u> and the Learners’ Development of Skill of evaluation.....	35
Figure08: The Tasks incorporated in <u>Spotlight 2</u> to develop the Learners ICC.....	35
Figure 09: The Teachers’ tricks to Clarify the Cultural Differences.....	36
Figure 10: The Teachers’ Focus when Teaching Foreign Culture	37
Figure 11: The Learners’ appreciation of the Cultural Variation.....	37

List of Tables

Tables of the Findings of the Textbook Evaluation

Table 01 :Knowledge in <u>Spotlight 2</u>.....	22
Table 02: The Attitudes Developed in <u>Spotlight 2</u>.....	24
Table 03: Skills in <u>Spotlight 2</u>.....	26
Table 04: Critical Cultural Awareness in <u>Spotlight 2</u>.....	27

Tables of the Findings of the Questionnaire

Table 01: The Inclusion of Culture in <u>Spotlight 2</u>.....	29
Table 02: The Cultural Variation in the Textbook.....	29
Table 03: The Effect of the Inclusion of Various Cultures on the Learning Process of the TargetLanguage.....	30
Table 04: <u>Spotlight 2</u> and the Development of ICC.....	30
Table 05: The Place of Culture in <u>Spotlight 2</u>	31
Table 06:The Influence of the Native Culture on the Learners' Motivation and Curiosity.....	32
Table 07:The Opportunities provided to Learners to relate what they acquire about Foreign Cultures to the Native One.....	33
Table 08: <u>Spotlight 2</u> and the Promotion of the Learners' Knowledge of Native and Other Cultures.....	34
Table 09:<u>Spotlight2</u>and the Learners' practice of their Cultural Knowledge and Abilities.....	34
Table 10: The Teachers' use of Supplementary Resources to Teach ICC.....	35
Table 11: The Teachers' management of the Learners' Stereotypes and Prejudices about Foreign Cultures.....	36
Table12:<u>Spotlight 2</u> and The Learners' Openness towards Foreign Cultures.....	37

List of Abbreviations

FL: Foreign Language

SL: Second Language

EFL : English as a Foreign Language

ESL: English as a Second Language

ICC : Intercultural Communicative Competence

H: Hypothesis

MS: Middle School

NB: Note well

N°: Number of Elements

P: Page

Q: question

Spotlight 2: Spotlight on English Book two

List of Symbols

%: Percentage

X: The calculated percentage

Y: The number of respondents

Z: The total number of respondents

= : equals

*: multiply

/: divide

Abstract

The present investigation is concerned with the analysis of the EFL textbook namely Spotlight on English Book 2 in the Algerian Middle School. The study has set two main objectives that will be reached. The first aim is to seek whether the textbook approaches the theoretical framework of Byram's model of ICC which is built upon four dimensions that are Knowledge, Attitudes, Skills, and Critical Cultural Awareness. As for the second objective, it is to demonstrate through teachers' answers the extent to which the textbook is effective in the acquisition of the intercultural communicative skills. To reach the objective above, we have conducted an examination of the contents of the textbook in relation to the theoretical framework of Byram's model of (ICC). For the sake of collecting more information about the efficiency of the textbook' contents in teaching and acquiring (ICC), we have designed a questionnaire as a research technique. The latter is administered to 30 Middle School teachers and it is used to reinforce the findings of our analysis to draw coherent conclusions. The findings of both the textbook and the questionnaire are obtained using the mixed methods. The qualitative research is used within the textbook analysis and within the interpretation of the questionnaire's results, as for the quantitative method, it is used to describe the statistical findings of the research instrument. Our research findings reveal that the four dimensions of Byram's model of (ICC) are included in the textbook. These components are presented through different forms; texts, tasks, pictures, maps, role plays, and projects. However, the presence of these components differs from one dimension to another. That is, the textbook has provided the learners with more opportunities where they can develop their knowledge and raise their positive attitudes of openness and curiosity towards other cultures than the ones provided to develop their skills and critical cultural awareness. Indeed, the teachers' answers to the questionnaire have supported this point. In addition to this, their answers show that the limited and the insufficient information about the topics of the textbook as well as the tasks that deal with the intercultural dimension should be varied and enriched to develop the learners' intercultural communicative abilities.

Key Words: Byram's model of (ICC), Knowledge, Attitudes, Skills, Critical Cultural Awareness.

I. General Introduction

Statement of the Problem

In a global and a complex world, the ability to communicate effectively becomes a challenge. Globalization has created a small society where individuals meet together in order to express themselves and fulfil their basic needs. Ensuring the understanding of each others' meanings is a difficult issue, even when both sides share and use the same language there can be misunderstandings due to cultural differences. The latter should be taken into account before engaging in any interaction. The cultural differences do not exist only in every day encounters, but also they can be incorporated in the teaching/ learning process. When learners are in front of various cultures, they are expected to distinguish between the source culture and the foreign ones.

The success of any educational program depends on the availability and efficiency of its materials. The most frequently used one is the textbook. The latter is considered as an important means that guides learners to develop their cognitive abilities. Using textbooks in language teaching helps learners to see the world from different perspectives and this what Cortazzi and Jin (1999) have argued when they claimed that textbooks serve various and multiple functions among them a teacher, a map, a resource and a trainer. For this reason, the design of any textbook syllabus should balance between the teaching/ learning of language and culture to support the learners' basic cultural and intercultural needs, and this is what Janet Rivers (2010) has claimed when she says:

Intercultural language teaching and learning is different from teaching language that focuses on language without reference to culture, and also different from approaches that teach language and culture separately from each other and which primarily transmit information about a culture. It involves the focusing of language, culture and learning into a single educative approach. It begins with the idea that language, culture and learning are fundamentally interrelated and places this interrelationship at the centre of the learning process.

According to Byram, et al (2002: 10) the aims of intercultural language teaching are:

- To give learners intercultural competence as well as linguistic competence;

- To prepare them for interaction with people of other cultures;
- To enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours, and
- To help them to see that such interaction is an enriching experience.

Intercultural Communicative Competence facilitates the use of the language appropriately and develops the learners' awareness of the specific meanings and values of others. Teaching learners other cultures creates on them the need to discover them, understand them, accept them and thus compare them with their own culture. Consequently, they will be able to understand the relationships that exist between these cultures and will come to learn different ways of interpreting the world.

Aims and Significance of the Study

Our research work has two main aims. The first aim is to investigate the teaching of Intercultural Communicative Competence (ICC) in the Algerian Middle School, as for the second one is to find an answer regarding the efficiency of the textbook in developing the learners' intercultural communicative skills and thus, to test the validity of our hypotheses.

The importance of (ICC) as being an important factor for successful interactions between different cultures motivates us as researchers to go further for the sake of finding out its implementation in ELT programs mainly the EFL textbooks. In our study, we tend to know the position it occupies in Spotlight2. Concerning the reason behind the choice of the second year level of the Middle School, is the curiosity to know whether ICC is taught from the beginning of the learning/ teaching process. In addition, the second year level is a stage where pupils begin to realize the cultural differences between the native and the foreign cultures.

A range of intercultural communicative education models have been proposed by researchers worldwide (Byram, 1997; Deardorff, 2006; Spitzberg, 2000; Spitzberg and Changnon, 2009 and Stier, 2006). The most exhaustive and influential model is that of Michael Byram, whose model incorporates holistic linguistic and intercultural competence

and has clear, practical, and ethical objectives (Byram, 1997). In other words, the teaching of ICC according to Byram is not an easy issue but rather a complex one because it doesn't involve only the recognition of self and the other but it needs the acquisition and the development of certain savoirs. In addition to that, Byram's model (1997) of ICC sets objectives and ways of assessing, teaching and developing such ability and this is what Byram and his colleagues (2002) have mentioned in their article "*Developing the Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers*".

Many researchers in Algeria and abroad have discussed and investigated the topic of "*Intercultural Communicative Competence*". In the Algerian context, the researchers have investigated the teaching of Intercultural Communicative Competence in the third year Secondary School and the fourth year Middle School. Our investigation focuses on the Second year Middle School (MS) and it will be based on Byram's model of Intercultural Communicative Competence which includes four intercultural dimensions that are essentially important in teaching /learning a language that are: Knowledge, Skills, Attitudes and Critical Cultural Awareness.

Research Questions and Hypotheses

The present investigation aims at finding answers to the following questions:

1. Does the textbook Spotlight 2 adopt Byram's model of Intercultural Communicative Competence?
2. Is the textbook Spotlight2 effective to develop the intercultural communicative skills?

And in attempt to answer them, we advance two working hypotheses:

H1: The textbook follows Byram's model of ICC. That is to say, it includes the four dimensions.

H2: The textbook is effective to the development of the learners' intercultural communicative skills.

Research Techniques and Methodology

The present work will rely on the four dimensions of Byram's model of ICC. This theoretical framework will be used in the analysis of the corpus of our investigation. To reach the objectives of our work, we have chosen as a research methodology the mixed methods that are: quantitative and qualitative methods. The former will help us to get statistical findings from the questionnaire. As for the latter, it will be used to describe the contents of the textbook as well as the interpretation of the results of the questionnaire which is used as a research tool and it is administered to Middle School teachers in Tizi-Ouzou.

Structure of the Dissertation

Our work will follow the IMRAD method. That is, it starts with an introduction which gives an overview of the issue of the investigation stressing its importance in language teaching/learning. A Review of the Literature reviews the basic concepts and notions which are essential to the scope of our investigation. In addition to the introduction and the literature review, the work will describe the methodology adopted for the study of the textbook as well as the research procedure for analyzing it and the data gathering tool. Then, comes the results and discussion displaying the findings sorted out from the analysis of the textbook and discussing and interpreting them. The dissertation ends with a general conclusion which summarizes the main research findings, presents some directions for future researches.

I.1 Review of the Literature

In this section, important and basic concepts will be introduced. These elements are included in our research as they are elementary: culture, language and culture, native, target and foreign culture, communicative competence, intercultural communicative competence, intercultural awareness, intercultural sensitivity and cross-cultural communication.

I.1.1.Culture

Culture is a difficult concept to define. It is always regarded as the customs, beliefs, behavior and artifacts that characterize a group of a given society. Many definitions of culture have been provided by scholars and anthropologists. Culture can be related to artifacts like food, clothes, music, art, or literature, as it can be related to beliefs, values and morals. The anthropologist John H. Bodley (1994: 22) describes culture simply as “*what people think, make, and do.*” In other words, culture can be viewed as what people think (their beliefs, and or moral systems of organization), what they do (their behavior and their habits) and what they make (their products and artifacts).

Sir Edward B. Tylor (1871:01) suggests that “*Culture... is that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by [a human] as a member of society.*”. In this anthropological definition of culture, Taylor views it as all what a group of people have as a shared model which is acquired and transmitted socially by the individuals of a given society. These transmissible patterns, according to Taylor are not born within individuals but rather they are learned in their society and thus distinguish them from others. For some others, like Geertz (1973:89) culture is a “*historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in a symbolic form by means of which men communicate and develop their knowledge about attitudes towards life*”. Similarly, culture is viewed by Geertz as a means used to communicate meaning and knowledge which is partially inherited and partially learnt and acquired and thus, expressed in the form of values, customs, traditions and societal

rules. This idea is well mentioned by Byram who views culture as “*the beliefs and knowledge which members of a social group share by virtue of their membership*” (1997: 39). That is to say, culture is the whole that characterizes a social group of people and reflects their beliefs, knowledge, attitudes and their experiences.

The complexity of culture refers to the fact that it binds both explicit and implicit patterns. This notion is well explained by Weaver’s (1993) cultural iceberg. According to Weaver, culture can be viewed as an iceberg, where only about one-seventh is visible, while a large proportion of peoples ‘culturally-shaped knowledge’ is invisible, implicit and found under water and this refers to the myths, morals, beliefs, thoughts and patterns. As for the visible part of culture, it refers to the subconsciously everyday interactions which according to Weaver include what people hear, touch and see.

The notion of culture is characterized by its dynamism. That is to say, it is not a static process, but rather it develops as being transmissible from one generation to another through learning. In short, all the definitions provided to the term of culture refer in a given way to various facets of human life that are, knowledge, beliefs, morals, laws, meaning, human behavior, music, social relationships, history and many other human qualities and aspects that differentiate the human life from the one of animals.

I.1.2. Language and Culture

Culture cannot exist without language. Both terms are deeply interrelated. Language is shaped by culture, and the understanding of a given culture and its people can be enhanced by the knowledge of their language. Since culture is a specific set of ideas, practices, customs and beliefs, language is a medium of expressing these ideas, practices, customs and beliefs, Duranti (1997: 24) states that culture is “*something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and, of course, through linguistic communication*”. Accordingly, culture is transmitted and learned by individuals in a particular environment through the medium of

language. In addition to this, people who share the same culture and the same language, share properly the same knowledge and rules of inference.

Language and culture are like a sheet of paper and they cannot be separated. This idea reflects the one of Bennett, et al (2003: 237) who claim that *“the person who learns language without culture risks becoming a fluent fool”*.

In the language classroom, educators who plan language curriculums should take into account the presence of both language and culture which promotes and helps the learners' understanding of their strong relationship and this what Byram (1989:73) has claimed when he says that *“foreign language teachers should be foreign culture teachers”*. In the same context, Moloney and Harbon (2010: 281) claim that the aim of the context of language classroom should *“ask students to think and act appropriately within a growing knowledge of the culture within language”*. In other terms, the instructional planning prepares the learners to collaborate in a global society to engage in different interactions with people from different cultures. In addition, while teaching/ learning a foreign language, both the learner's culture and the other cultures are presented concurrently. This involves the development of the learner's awareness towards how meaning is understood, and how this or that language reflects its culture (Liddicoat, et al, 2003).

In language teaching, Tam (2004: 21) notes that English as a foreign/second language is not merely language teaching, but more importantly, is the teaching of global cultures. In the same vein Kramsch (1993:27) claims that *“If...language is seen as social practice, culture becomes the very core of language teaching. Culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing”*. For Kramsch, the learning of a foreign language is necessarily accompanied with the learning of its culture. Consequently, language is determined by its culture and its beliefs. The same idea is expressed by Brown who says that *“Learning a foreign language not only reveals how other societies think and feel, what they have experienced and value, and*

how they express themselves, it also provides a cultural mirror in which we can more clearly see our own society". This means that language is not just used to communicate peoples' beliefs and feelings but also a tool that reflects their cultural features. The latter permits individuals to develop the comparison skill of their own and the other cultures.

I.1.3. Source, Target and Foreign Cultures

Any language teaching material incorporates different cultures namely; source or native culture, target cultures and foreign cultures. The *source culture* refers to the home or the native culture. That is, it deals with all what characterizes one's own culture in terms of customs, behaviors, the life style, the practices and products. In language teaching, the inclusion of the learners' culture has a positive effect on the learners' integrity (Modiano, 2001). In other words, the use of the learners' local culture facilitates the teaching of second/foreign language (S and FL).

The *target culture* is the culture underlying the language being learned. For instance, in the Algerian context, the target culture is English since our learners and pupils learned it at schools. As for the *foreign cultures* or the international cultures, they refer to a variety of cultures in English and non- English- speaking countries. These categories have been proposed by Cortazi and Jin (1999). Their framework stresses the importance of the inclusion of these three categories of culture in EFL / ESL teaching materials mainly textbooks. In this respect, McKay (2000) emphasises that language teaching materials should include a variety of cultural elements in order to help learners develop an interest in language learning and to foster learner motivation. Consequently, as posited by Peterson and Coltrane (2003), language classrooms should be environments where learners develop intercultural awareness in their attempt to learn the language; namely, they should know how to address people, make requests, and agree or disagree with someone who is a member of the target language speech community. Thereby, it could be possible for them to view the world from the perspective of others.

I.1.4. Communicative Competence

To communicate effectively in a language, this requires a good understanding of certain aspects of that language. A good understanding permits and helps its user to use the appropriate language in an appropriate context for the right purpose. The idea of '*competence*' was originally derived from Chomsky's distinction between '*competence*' and '*performance*'. Chomsky's idea is that language accuracy refers only to the knowledge of the grammatical structures. However, the rules of use are dominant over the rules of grammar. That is to say, a competent speaker is the one who knows when, where and how to use the language in concrete situations to achieve specific communicative goals (Hymes, 1972).

The term *communicative competence* was first introduced by Hymes, who claims that a competent user of a language uses the right language in its right context rather than the knowledge and the production of correct and accurate grammatical sentences. This what Hymes refers to as the *Linguistic* and the *Communicative Competence*. The former is the production and the understanding of grammatically correct sentences, as for the latter, it refers to the production and the understanding of sentences that are appropriate and acceptable to a particular situation. Various theoretical models of communicative competence have been introduced. Among these frameworks, the one developed by Canale and Swain (Canal and Swain 1980: 28-31). Their model consists of four domains that are: Grammatical, Sociolinguistic, Discourse and Strategic Competence.

- **Grammatical Competence:** involves the knowledge of the grammatical rules and forms of sentences that governs any written or oral discourse (lexical, morphological, syntactical and phonological features).

- **Sociolinguistic Competence:** refers to the language user's ability to produce and understand the language in different social contexts such as: the cultural conventions and their meanings, politeness conventions, gestures, etc.

• **Discourse Competence:** refers to the rules of coherence and cohesion to achieve meaningful written or spoken texts. Coherence can be achieved through different means such as repetition, progression, relevance of ideas, etc, which enable a logical organization of meaning. As for cohesion, it is achieved through the use of pronouns, conjunctions, synonyms, etc.

• **Strategic Competence:** it includes those techniques that are used to cope with any meaningful oral and written texts that permit for the language user to use, discover and negotiate meanings under the respect of the cultural contexts. Strategic competence is the ability of the user to manage any troubles encountered in any verbal and non-verbal communication for the sake of achieving his communicative goals and thus, enhance the effectiveness of communication.

Communicative Competence focuses only on some competencies that an individual has to develop and it does not include the ones that should be developed in intercultural situations where different cultures come into contact. Thus, Communicative Competence can be considered as just one aspect of the overall competence an individual has on a language.

I.1.5. Intercultural Communicative Competence

The concept of ICC has known a wide range of definitions and models that served as a basis for different approaches as in education. Sercu (2005) describes ICC in FL education as a set of abilities and skills to manage effectively and appropriately in different situations. He defines it as:

a learner's ability to cope with intercultural experiences, the willingness to engage with foreign culture, self-awareness and the ability to look upon oneself from the outside, the ability to see the world through the others' eyes, the ability to cope with uncertainty, the ability to act as a cultural mediator, the ability to evaluate others' point of view, the ability to consciously use culture learning skills and to read the cultural context.

This dimension refers to the ability of interacting effectively and appropriately in various cultural situations. An effective communication depends on the respect of valued rules, norms and expectations of the relationship between individuals.

Byram (2000) views a person who has Intercultural Communicative Competence as

[...] someone who is able to see relationships between different cultures – both internal and external to a society – and is able to mediate, that is interpret each in terms of the other, either for themselves or for other people. It is also someone who has a critical or analytical understanding of (parts of) their own and other cultures – someone who is conscious of their own perspective, of the way in which their thinking is culturally determined, rather than believing that their understanding and perspective is natural.

In the same vein, ICC provides an outside to our inside. In other words, the outside of other peoples' culture including their behaviour, habits, beliefs and so on opens doors to the knowledge of oneself behaviour, habits, beliefs. In such situations, individuals will be aware of others' values and start to accept other styles of behaving and other ways of thinking. In this respect, an *'Intercultural speaker'*, according to Byram (2001:5) is someone who has *'a willingness to relativise one's own values, beliefs and behaviours, not to assume that they are the only possible and naturally correct ones, and to be able to see how they might look from the perspective of an outsider who has a different set of values, beliefs and behaviours'*.

In other words, an intercultural speaker is someone who is able to combine his linguistic (the knowledge of the language spoken with its functioning system) and cultural knowledge (the knowledge and the understanding of all what characterizes the culture of that language in terms of its perspectives, habits, beliefs, etc.) to interact with different interlocutors using a foreign language.

The process of interculturality takes place within a frequent individual's meeting with different cultures through communication. In this encounter, the individual experiences obstacles in understanding the cultural differences, which leads him to face these circumstances by developing a set of skills that aid him to achieve his communicative goals.

In short, being intercultural communicative competent means to be able to interact effectively (using linguistic and non-linguistic resources) and appropriately with people from other cultures using a foreign language. To fulfill this objective, a person has to overcome his or her stereotypes and prior judgments regarding the other, to be empathic and ready to

understand the other with his/ her differences, and to have a certain willingness to learn from the other with the purpose of knowing oneself.

The incorporation of ICC in language teaching and learning has become the concern of researchers. Many scholars have mentioned its importance in contrast to the old teaching system. According to Kramsch (1996:23-24), traditional language teaching “*has favored facts over meanings and has not enabled learners to understand foreign attitudes, values, and mindsets*”. The foreign language learner is viewed by Byram and Zarate (1997:11) as an intercultural speaker who “*crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values*”. That is to say, an intercultural learner functions in situations where at least two cultures are involved, his/her own and another one, he/ she must understand his/ her cultural system and mediate between these cultures.

I.1.6. Intercultural Awareness

Intercultural awareness can be defined as the ability of a person to understand and to be aware of his own culture and the foreign ones. It helps the learners to accept the other without discrimination or developing stereotypes and negative judgments. Consequently, they will be able to see the world from different perspectives, adjust their behavior and ignore prejudices.

Intercultural skills require open attitudes towards different cultures and this is what the Common European Frameworks of Reference for Language (CEF, 2001:105) have mentioned when defining intercultural skills as “*the capacity to fulfil the role of cultural intermediary between one’s own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations*”. In this quotation, skills permit the learner to play the role of mediator who moves between two or more worlds through the interpretation of the other and the understanding of the self. In likely established situations, he needs to overcome the differences and stereotypes in order to establish strong intercultural relationships without barriers. Likewise, Byram (1997:06) has claimed that “*Experiencing the world from a*

different perspective leads to a new understanding of one's own experience". That is to say, the fact of learning about other cultures is in itself learning about one's home culture.

Kramersch (1996:206) views culture as *"a place of struggle between the learners' meanings and those of native speakers"*. She maintains that the encounter of the native and the foreign cultures results in a new sphere which is called interculturality. The latter requires a comparison between the native culture and the foreign one which will be developed through a set of attitudes and skills needed to cope with any intercultural encounter. She believes that *"understanding a foreign culture requires putting that culture in relation with one's own"* (ibid).

I.1.7. Intercultural Sensitivity

Intercultural sensitivity can be defined as the awareness of the cultural differences and similarities between people without judging their value as being positive/negative, wrong/right or true/false. According to Buoyant (1984:46) *"cultures can only be understood relative to one another; there is no absolute standard of rightness or goodness that can be applied to cultural behaviour; cultural difference is neither good nor bad; it is just different"* (cited in Eric C. Thompson, 2012).

Intercultural sensitivity refers also to the acceptance of others as they are, without discrimination. It is important to view that people are unique individuals and their beliefs, language and behavior affect their way of interacting with others. Thus, every individual has to be aware of these cultural differences and to believe that all people do not share one common culture and this characterizes the various racial, linguistic and religious groups and shows their identities. In the same vein, developing intercultural sensitivity requires being open-minded or non-judgemental in intercultural encounters. In addition to that, it is the avoidance of prior judgements about others and their products unless it is based on enough evidence.

Hammer, et al (2003: 422) point out that intercultural sensitivity refers to the "*ability to discriminate and experience relevant cultural differences, in order for the individual to be able to think and act in interculturally appropriate ways*". Intercultural sensitivity will be realised only if individuals get familiar with the basic cultural features and distinguish them from their own ones in cross- cultural situations. It enables the learners to develop a certain competence which helps them to expect acting and moving in the right way and thus avoiding any misunderstanding or failure in unfamiliar and unexpected situations when communicating across- cultures.

I.1.8. Cross-Cultural Communication

Cross cultural communication takes place between people from different cultures. It is distinguished from the Intracultural communication where people share the same culture (Prosser, Michael H, 2012:01). Cross- cultural communication enables people to be aware of the differences and the similarities and taking into account the cultural characteristics of the involved cultures. It intends at minimising misunderstandings and maximising peoples' potential to create strong cross cultural relationships. According to Noesjirwan and Freestone (1979:190), when people move to another culture "*They take with them the taken-for-granted meaning structure of their home culture. They continue choose actions consistent with it, and to interpret their own and their host's actions in terms of it*". That is, the perception and the interpretation of the other will be basically based on one's own cultural patterns which will be used in any interaction with the other. An effective cross-cultural communication is based on a set of competencies as they are suggested in Byram's model of Intercultural Communicative Competence (1997) which involves: Knowledge, Attitudes, Skills of Interpreting and Relating, Skills of Discovery and Interaction and Critical Cultural Awareness (Wiseman and Koster, 1993).

Cross- cultural communication helps people with different cultures and who perceive the world differently to be sensitized to the particular patterns of meaning they are using,

unless they risk to experience disorientation or misunderstandings. In the context of foreign language teaching, as Kramsch (1998:81) argues, “*the cross-cultural approach seeks to understand the Other on the other side of the border by learning his/her national language*”. The main purpose behind the teaching/ learning of English or any given language as an international one is to communicate effectively and appropriately with those from other cultures. As it is mentioned by Erling, et al (2005) “*English should therefore be taught as a means of cross-cultural communication*”

II. Methods and Materials

The section aims to describe the material which constitutes the corpus of our research work, namely the textbook. It also attempts at presenting the analytical framework followed to undertake our analysis which is Byram’s model of ICC, and describing the data collection procedure, namely the questionnaire. The results of the latter are obtained using the rule of three ($x = (y * 100) / z$).

II.1. Corpus of the Study

Description of the Textbook Spotlight 2

The textbook is entitled *Spotlight on English Book Two*. It is designed by the Ministry of National Education for the second year middle school pupils. It fleshes out the new syllabus that supports the Competency -Based Approach (CBA) adopted after the educational reform.

a- Format

The textbook is of 125 pages. Its cover is of a blue color. It is written on it The Second English Course book. We can see on it a red drape and a mask of theatre scenes, an image of word games, an image of British theatre and actors of cartoons (Dalton and Bouzid). In addition to this, we find an image of the English writer Charles Dickens. The book cover also includes an image of a smiling sticker, a phone booth and a road sign containing the word Hello.

b- Content

Spotlight on English Book Two (Spotlight 2) contains five files namely, *A Person's Profile*, *Language Games*, *Health*, *Cartoons*, and *Theatre*. Each file is divided into three sequences; each one starts with *Listen and Speak* and *Discover the Language*. The third sequence includes two additional parts that are *Listening Scripts* and *Learn about Culture*. As it is mentioned in the Book Map, each file contains five sections that are; *Functions-Notions*, *Language Forms*, *Pronunciation*, *Learn about Culture* and *Strategies*. At the end of each file, learners are expected to *Check* their progress and how well they can use the language forms and functions that have been already learned. Additionally, they are asked to work on projects related to the topic of the file both individually and in groups. Project work supports the Competency-Based Approach. This helps and guides learners to improve their communicative ability through writing remarks and comparing their works. Furthermore, each file contains a specific part for the learners entitled *Self-assessment* in which they assess themselves about the knowledge they got from the content of the file or the unit. Some break parts are included in the coursebook which are either *jokes* or *riddles* and they are found at the bottom of the pages of the book. By the end of the textbook, we find some basic rules and notions related to the use of the right English form. These rules are about Contractions, Spelling, Verb Forms, and the conjugation of some verbs, '*to walk*' '*to take*', '*can*' and '*must*' to different time tenses.

II.2. The Presentation of the Theoretical Framework

Our research will be based on Byram's model which involves four dimensions called "savoirs". Byram's model of ICC aims at developing the interactional and intercultural dimension in foreign language teaching and learning. These two dimensions can be developed through the use of a set of cultural learning skills, attitudes and knowledge in face to face and concrete situations where two or more cultures come into a contact. Byram (1997) has

mentioned in his article *'Developing the Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers'* that

[...] language teachers need for the intercultural dimension is not more knowledge of other countries and cultures, but skills in promoting an atmosphere in the classroom which allows learners to take risks in their thinking and feeling. Such skills are best developed in practice and in reflection on experience. They may find common ground in this with teachers of other subjects and/or in taking part themselves in learning experiences which involve risk and reflection." ...” The role of the language teacher is therefore to develop skills, attitudes and awareness of values just as much as to develop knowledge of a particular culture or country.

In other words, Byram considers that a competent teacher is the one who motivates his learners by establishing apposite environment. In such atmosphere, learners can develop a set of cultural abilities in which knowledge is just one of them. In addition, successful intercultural teaching and learning is achieved through the realization of the four dimensions: knowledge, skills, attitudes, and critical cultural awareness. These constitute Byram’s model of ICC.

II.2.1. Knowledge “Savoir”

It refers to the intercultural speaker’s awareness of one’s and other cultures. In a sense, it involves comprehending the various cultural characteristics (towns, language, routines, food and drink, politics, values, beliefs and behaviors) of the participated cultures.

The term has been defined by Byram as “*knowledge of social groups and their products and practices in one’s own and one’s interlocutor’s country*” (Byram, 1997:51). So, Byram considers that knowledge is the overall image about a given culture, social group and all what characterizes it for the purpose of developing a kind of an intercultural awareness and avoiding misunderstandings that can lead to conflicts. Knowledge helps learners to be aware and get an idea about the learned cultures, and this is related to all what describe, represent and belong to them.

II.2.2. Attitude “Savoir Être”

It refers to openness, willingness and curiosity toward learning the target language and culture. Attitudes involve a kind of respect of otherness. In the case of the learning process,

attitudes help the learners to welcome the other cultures respectfully, find similarities and accept differences. This fact leads them to be familiar with the learned cultures and establishing a kind of relation. Byram (1997:50) defines this dimension as “*curiosity and openness, readiness to suspend disbelief about other cultures and belief about ones’ own*”. In other words, attitudes offer opportunities for learners to establish relationships of equality. Thus, create on them interest and desire to learn more about the involved cultures. According to the National Standards in Foreign Language Education Project (2006) “*culturally appropriate interaction occurs when two individuals engage in a reciprocal conversation based on mutual understanding and an attitude of openness*”. Learners, then, should be open to learn new things, know about others’ beliefs and values before encountering any given culture and establishing any relationships of equality.

II.2.3. Skills

They refer to the learned ability to do things and act appropriately in real life experiences. According to Byram Skills, are of two levels:

a. Skills of Interpreting and Relating “Savoir Comprendre”

They refer to the learner’s ability to read and understand any given product of the foreign culture and explain the events related to its history by identifying the implicit meanings. It is also the ability of the learner to relate these events to his/her own culture. Skills are defined by Byram as “*ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one’s own*” (Byram, 1997: 52). In Byram’s definition, “**Savoir Comprendre**” gathers certain capacities that are listening, observing, reading specific written and oral documents or events from target sources. Meaningful tasks and documents help learners to interpret, analyze and evaluate the events in relation to their contexts which permit to relate these documents to their own culture and thus, achieving a change of perspectives.

b. Skills of Discovery and Interaction “Savoir Apprendre/ Faire”

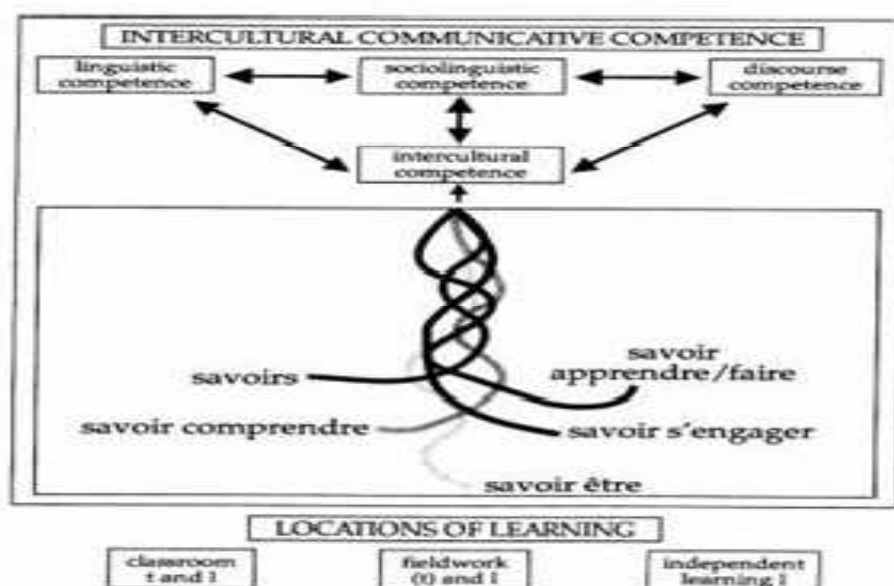
They refer to the learner's capability to interact and engage in face to face conversations. This capacity permits learners to use the knowledge previously learned to acquire a new one. As a result, they will be able to use it in an effective and appropriate communication and behave appropriately and successfully in intercultural situations. According to Byram (1997:52) these skills refer to the "*Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction*". In this respect, Darla. K Deardroff (2006) mentions in her model or framework of Intercultural Competence that a successful intercultural interaction is achieved through five essential elements that are, Attitudes, Knowledge, Skills, Internal and External Outcomes. According to her, internal outcomes result from attitudes, knowledge and the skills developed through the learning of target cultural norms. The combination of such abilities leads to an internal outcome which consists of adaptability (being familiar with the new culture and the adjustment of behavior), flexibility (being able to change according to circumstances and using appropriate communication styles and behaviors) and empathy (the ability to consider others' feelings and leave the state of stereotypes). As for the latter, it is demonstrated through communication and interaction. Generally speaking, effective acquisition of the intended skills gives access to *move from the individual level (attitudes) to interaction level (outcomes)* (Deardroff, 2006).

II.2.4. Critical Cultural Awareness "Savoir S'Engager"

Critical cultural awareness is a vital step in Byram's model of Intercultural Communicative Competence in order to be interculturally competent. According to him, critical cultural awareness is distinguished as the centre of his model of ICC (Byram, 1997). This dimension provides the individual with the opportunity to consider others point of view through the acceptance of their cultural modes of living and being. Critical Cultural Awareness can be raised through the comparison and the balancing of cultural components of the participated cultures with a kind of tolerance. Byram (1997:53) defines it as the "*ability to*

evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries”.

The combination of knowledge, skills and attitudes help the learner to develop critical thinking about the target language and its culture. The fact of encountering a new intercultural phenomenon makes the individual being aware of the different ideological perspectives and thus developing on him/ her certain sensibility to manage these differences. The following scheme will summarize all the components of Byram's model of ICC.



Byram (1997:73): Model of Intercultural Communicative Competence.

II.3. Textbook Evaluation

The data were collected through a textbook evaluation. In this concern, Hutchinson and Waters (1987:96) note that *“evaluating is a matter of judging the fitness of something for a particular purpose”*. Evaluation focuses mainly on the users of the textbook making judgments about its effectiveness. In our case we wanted to evaluate the material under study in relation to Byram's model of (ICC). Textbook evaluation *“involves measuring the value or (potential value) of a set of learning materials [textbook] by making judgments about the effect of the materials [textbook] on the people using them”* (Tomlinson and Masuhara,

2004:11). To enrich our investigation and evaluation, we tend to support our research with a questionnaire.

II.4. Description of the Questionnaire

To conduct any investigation, researchers can use a variety of research instruments and tools to collect the needed information about their topic of research. The use of these research procedures makes the whole work more realistic and the data more reliable. In our study, a questionnaire is used.

A questionnaire is a list of items and questions that are written and administered with a purpose of collecting data that will enrich a topic of a particular domain. In Brown's (2001:6) words: "*Questionnaires are any written instruments that present respondents with a series of questions or instruments to which they are to react either by writing out their answers or selecting from among existing answers*" (Cited in Zoltán Dörnei, 2003:6).

Our aim behind the use of such instrument is to collect the teachers' views about the intercultural information and the teaching of Intercultural Communicative Competence in the English textbook Spotlight 2 for second year learners. It is addressed to 30 Middle School teachers (second year) and contains 23 questions of different types: 15 Yes/No questions, 8 multiple choice questions, and 2 open ended questions. This research instrument is divided into two sections. The first one is about the Teachers' Perceptions of the Intercultural Information in Spotlight 2. Its aim is to find out how teachers perceive and evaluate the textbook' contents. As for the second section, it is about The Teachers' views about Learners' Attitudes towards learning Native and Foreign Cultures. The goal of this section is to know about learners' appreciation towards the learning of the target, foreign and their culture. The results are obtained through the use of the rule of three, $x = (y * 100) / z$.

Conclusion

This part is theoretical in issue and it is divided into two parts. The first part highlighted the importance of teaching Intercultural Communicative Competence, and the basic concepts

and key notions that constitute and underly this dimension. In the second part, namely Methods and Materials, we offered a detailed description of the material used to carry out this work which is the textbook which constitutes the corpus of the present study, the theoretical framework of Byram’s model of ICC, and the data collection procedure namely the questionnaire. The presentation and the discussion of the results of our study are the central concern of the next part.

III. Presentation of the Findings

This section is devoted for the presentation of the results gathered from our examination of the textbook in the light of Byram’s model of ICC. The findings of the textbook evaluation will be provided under the form of tables. In addition to this, the section will be accompanied with the presentation of the results collected from the questionnaire in the form of tables and pie charts. For the sake of clarity, the findings of the questionnaire and the textbook will be followed by some comments.

III.1. The Textbook Analysis according to Byram’s Model of Intercultural Communicative Competence

III.1.1. Knowledge

Textbook Files	Examples
<p>File One <i>“A Person’s Profile”</i></p>	<p>In this file, knowledge is presented in the form of Pictures -Photos on pp.9, 12, 13, 17and 21 of actors, singers and writers such as: Djamila Arras, Louis Armstrong, Souad Massi, Charles Dickens, etc. On p. 17, there are three cave paintings of the Tassili.</p> <p>Biographies and texts - There is a text about Louis Armstrong (The Big Show) on p.12. - Short biographies are given about Souad Massi, Rowan Sebastian, Youssou N’Dour and Britney Spears on P.13. - On p. 14 there is a small paragraph about Faudel “The Small Prince of Rai”. - On p15, a short text about Pablo Picasso is given. - On p. 19 there is a small paragraph about Baya Mahieddine. - On p21 six short paragraphs are given about music around the world: Chaabi, Rap, Classical music, Hip hop, Rhythm and Blues.</p> <p>Tasks -Tasks two on p.9 aims at developing the learners’ knowledge by identifying the pictures of famous people like Djamila Arras and Jim Carey who represent</p>

	<p>different cultures, two on p.14, task one on p.16 aims at increasing the learners' discovery and knowledge about famous people's dates and place of birth, two on p.19 aims at motivating the learners' interaction which creates new knowledge by getting new information about famous people and their major works from different cultures.</p> <p>Authentic descriptions -A short description is entitled "Today's Star, Mohamed Fellag" on p.9.</p> <p>Project -The project on p.25 is about writing a famous person's profile.</p>
<p>File Two <i>"Language Games"</i></p>	<p>In this file, knowledge is presented in the form of</p> <p>Pictures -Pages 30, 31, 32, 36, 37, 41 and 42 present caricatures and pictures like places from Edinburg and famous games like puzzles, video games, Scrabble, Criss-cross, etc.</p> <p>Map -On p. 36, a map of Edinburg the capital of Scotland is provided.</p> <p>Texts -On p. 41 and 42, nine texts are given. The texts turn around the origin of crosswords and other popular games.</p> <p>Tasks -The tasks four on p. 29, three on p30, in "Practice "tasks one and two on p.33, "Go forward" task three and four on p33 are about synonyms and word games. They aim at increasing the learners' exchange and perception of a new knowledge through the process of interaction. Also there is task one on p. 41. Its goal is to increase the learners' knowledge about the crosswords game.</p> <p>Project -The project on p.47 is about making a short language booklet choosing a specific theme either about countries, clothes, nationalities, etc.</p>
<p>File Three <i>"Health"</i></p>	<p>In this file, knowledge is presented in the form of</p> <p>Pictures -Pictures are presented in all the following pages: 50, 51, 52, 53, 55, 56, 60, 61, 62 and 65. They are caricatures, pictures of some medicines, signs with their significance, some plants that relieve pain.</p> <p>Tasks -The tasks: one on p. 50, four and five on p. 52, two and four on p.57, one on p.60, and four on p63 encourage the learners' exchange of knowledge about medicines and health problems like giving advice for common illnesses and the share of ideas through pair and group works.</p> <p>Project -Learners are asked to write a medical guide in which they give helpful advice, information about healthy food and exercises.</p>
<p>File Four <i>"Cartoons"</i></p>	<p>In this file knowledge is presented in the form of</p> <p>Pictures and drawings -In the three sequences from p.74 to 89 pictures and drawings are included about the topic of the file. Pictures of the Daltons, Mickey mouse, Charlie are presented.</p> <p>Tasks -The aim of tasks one on p. 75, three on p80 and on p89 is to increase and develop the learners' knowledge about cartoons through interaction and comparison of their answers.</p> <p>Project -The learners are asked to make a strip of any kind of cartoon and theme (comic one, adventure or horror one...).</p>

File Five <i>“Theatre”</i>	<p>In this file, knowledge is presented in the form of:</p> <p>Pictures -On pp.96, 97,101,105,106 and 111 pictures of masks used in theatre, photos of the comedian Hacem Al Hasani nicknamed “Hassan Tirou”, the novelist Mohammed Dib, the American actor Clint Eastwood are presented.</p> <p>Texts -There is a story of Djaha on p.102 through which learners get informed of one of the popular stories of their culture. As for on p.107, learner read about a foreign character through Willy’s story. -On p.111 the texts given are about theatrical genres.</p> <p>Tasks -The following tasks one on p97, one “Go forward” on p 102, one and five on p.107 learners build new knowledge through interaction. - Task three on p.9 aims at developing the learners’ knowledge by identifying the pictures of famous people who represent different cultures.</p> <p>Project -On p.115, the project is about writing and staging a play from their choice (comedy, drama, musical...).</p>
--------------------------------------	---

Table 01: Knowledge in Spotlight 2

This table shows that knowledge is presented through different forms among them pictures, texts, tasks and projects. All these forms combine and reflect either the learners’ own or other cultures.

III.1.2. Attitudes

Textbook file	Examples
File One <i>“A Person’s Profile”</i>	<p>Attitudes are developed in Texts and descriptions -On p.10 there is a text about Jane Smith’s life. Its aim is to help the learners to develop their acceptance of the way foreigners use to live. -The texts on p.13 are about stars from different cultures. These texts give the learners opportunity to welcome foreign celebrities and accept the ones of their culture. -The text on p.14 is about the learners’ native star “Faudel” that aims at increasing their sense of acceptance. -A short description is provided about Pablo Picasso on p.15. Its aim is to help the learners to develop their attitudes of curiosity and openness after having accomplished the task. -A short paragraph about the Algerian painter Baya Mahieddine on p.19. It aims at increasing the learners’ sense of openness and acceptance.</p> <p>Tasks -Task 3 on p.9 is about interviewing stars from different cultures .It aims at developing positive attitudes towards them. -Task 1 on p. 10 aims at raising openness toward the others’ life style and behaviours. -Task 1 on p.13; the learners are asked to be one of the famous stars and introduce themselves to the class using the information provided. It aims at creating familiar atmosphere with foreign stars. -Task 1, 3 and 4 in “Practise” on pp.14, 15 and 19. Learners develop curiosity and acceptance of the singer of their culture Faudel, “The Small Prince of Rai” and</p>

	<p>“Baya Mahieddine”, openness and acceptance of the foreign painter Pablo Picasso.</p> <p>-Task one on p21 promotes the learners’ sense of comparison of different musical styles which creates their sense of acceptance of differences.</p>
<p>File Two “Language Games”</p>	<p>Attitudes are developed in Texts -On pp. 41, 42 are about the origin of crosswords and other games, to increase the learners’ willingness of discovery and curiosity.</p> <p>Pictures -”Go forward” on p.37.The learners are given four pictures of famous places in Scotland which creates their curiosity.</p> <p>Tasks -On p34, task 5 aims at developing the learners’ openness and acceptance of diversity of answers and ideas when telling about their lives. -The task on p42, aims at developing the curiosity and discovery of other games which create the learners’ acceptance of differences.</p>
<p>File Three “Health”</p>	<p>Attitudes are developed in Tasks -Task four on p62 creates the learners’ curiosity and acceptance of other’s advices about plants remedies when imagining themselves hosts in a medical show on TV. -Task on p65 pushes the learners to discover the similarities in the way of curing illnesses like headaches, sore throats or any other common illnesses which create acceptance of diversity of ideas and advices.</p>
<p>File Four “Cartoons”</p>	<p>Attitudes are developed in Tasks -On p.75, task four, the learners are asked to think of three different things they would like to do, then inviting their partners to do them. It permits the learners to accept and tolerate differences through the production of their own essays. -Task 4 on p.77; the aim is to develop the learners’ openness and curiosity when telling about their preferable country they want to visit. -Task 4 on p. 80, 2, 3 and 4 on p. 82: the aim is to encourage the learners’ sense of discovery and curiosity when writing about their lives and future plans.</p>
<p>File Five “Theatre”</p>	<p>Attitudes are developed in Tasks -Task 5 on p. 100, is an interview with a famous actor that learners choose. Its aim is to create curiosity and openness toward celebrities. -Task 5 on p.102 is about writing paragraphs about the learners’ mates to encourage openness, acceptance and tolerance of their judgments. -Task 3on p103, learners are asked to make interviews with a foreign character ‘Jane Smith’. The aim of this task is develop the learners’ curiosity and raise their sense of discovery.</p>

Table 02: The Attitudes Developed in Spotlight 2

The table above shows that raising the learners’ curiosity and openness can be promoted through different tasks like interviews, production of written paragraphs, comparing their answers about a specific topic. These types of activities create their acceptance of diversity of ideas.

III.1.3. Skills

Textbook File	Examples
<p>File One “A Person’s Profile”</p>	<p>Skills are developed in</p> <ul style="list-style-type: none"> -Task four on p.13: the learners are asked to translate words from English to the language they know. Its aim is to develop on the learners’ skill of discovery as well as to relate these expressions to their own culture. -Task 2 in “Practise” on p. 14, learners are asked to match the people with their countries and dates of birth. Its aim is to develop the learners’ skills of interaction and discovery. -Task one on p.17 in which learners are supposed to match every person like (Walt Disney, M’hamed Issiakhem, Mohamed Dib, etc.) with his job like (a writer, a film producer, a singer, etc.). Its aim is to increase the skills of relating and discovery. -Task 2 on p. 19 is a pair work. Learners are asked to play the “Famous People Game”, in which they link every famous person like (Mouloud Feraoun, Bruce Willis, Jim Carey, etc.) with the book he or she wrote (Le fils du pauvre, Harry Potter, etc.) or a film he or she acted (The Mask, Armagedon,etc). This pushes the learners to develop their skills of discovery and interaction. -Task one on p21 which is about relating the different kinds of music like (Chaabi, Hip Hop) to the learners’ own styles. This task aims at increasing the learners’ sense of discovery, comparison and interaction.
<p>File two “Language Games”</p>	<p>Skills are developed in</p> <ul style="list-style-type: none"> -On p.36 there is task one. In this task, the learners are provided with a map to locate the places on the map of the city of Edinburgh. Its purpose is to develop the learners’ skills of interpreting, relating and discovering. -Task 1 “Go forward” on p. 37 is about asking the learners to draw a plan of their town or an imaginary place and mentioning the interesting places on the plan. This permits them to develop their skills of relating and discovery. -In task one on p42 the learners enrich their background by getting new information about famous games like (Flipper, Scrabble, Criss-Cross, etc), and then they are asked to mention other ones. This permits them to compare these playing games to promote their skill of interaction and exchange of experiences and ideas.
<p>File Three “Health”</p>	<p>Skills are developed in</p> <ul style="list-style-type: none"> -Tasks 1 on pp 50 and 53 are role plays which increase the learners’ skill of interaction by playing the role of a doctor and a patient. -The main purpose of the tasks 2, 3, and 4 on p.62 is to develop the learners’ skill of discovery by finding other names to the plants given. These tasks give birth to new knowledge about other plants that can be used in medicine. - On pp. 65 and 66 learners build new knowledge after reading the colours therapies. In this task, they are asked to give their own examples discussing them with their classmates, this promotes interaction and discovery. -The aim of task 4 on p. 67 is to increase the skills of discovery of important foreign events by writing sentences about some events’ dates using the right verb like: the London Underground (open), the electric bulb (invent), penicillin (discover), the atomic bomb (use), etc.

<p>File Four: “Cartoons”</p>	<p>Skills are developed in</p> <ul style="list-style-type: none"> -Interactive skill is developed through task one on p.79 which is a role play. -Two tasks are integrated on p. 80 “Go Forward” 1 and 2 that aim at interpreting the same expressions in the learners’ language. As for the second, its aim is to interpret the cartoons which raise the learners’ skills of interpreting. -Learners interpret the pictures included in task one on p. 85 which reflects a story, then they perform it. Its purpose is to develop the skills of relating and their skill of interaction. -On p. 89, learners learn about the publication of the first seven cartoon albums which increases their skills of knowledge and discovery. Then relate what they read and their previous knowledge to answer the questions.
<p>File Five: “Theatre”</p>	<p>Skills are developed in</p> <ul style="list-style-type: none"> -Tasks 1, 2 and 4 on p. 97, learners acquire new knowledge through the use of the information given to find questions. These tasks promote their interaction and discovery skills. The first tasks, they are supposed to ask questions about the places given then relate the same structures to get information about places in their towns, the fourth task, learners use the information to find questions as for the fourth, they find questions to the information given about Oliver Hardy. -Learners in tasks 2 and 3 on p. 98 are asked to perform the play and imagine a happy ending to it. This helps the learners to develop their skills of discovery and interaction. -The tasks 2, 3 and 4 on p. 107 are about continuing Willy’s story, writing an end to it then perform it. The tasks develop the skills of discovery and interaction. - “Learn about culture” on p. 111 is about theatrical genres. The skill of discovery is developed through the knowledge of these genres. The task also encourages interaction which is built through relating these types of theatre to look for others and tell them to the class.

Table 03: Skills in Spotlight 2

The results of this table show that Spotlight 2 provides the learners with a set of tasks where they can interpret pictures, texts, or imagine new endings for stories or role plays. These activities help them to exchange their knowledge through interaction and communication.

III.1.4. Critical Cultural Awareness

Textbook Files	Examples
<p>File One “A Person’s Profile”</p>	<p>Critical cultural awareness is developed in</p> <ul style="list-style-type: none"> -“Learn about culture” on p.21 is about comparing different kinds of music from the perspective of what they express. Its aim is to show the differences between these styles and push the learners to make a kind of critical comparison and being aware of the differences.
<p>File Two “Language Games”</p>	<p>Critical cultural awareness is developed in</p> <ul style="list-style-type: none"> -Task on p. 37 is about using the images of the most interesting places of Edinburgh to draw a plan of the learners’ town or village and mark places of interest. Its aim is to show differences and develop a critical comparison. -Task on p. 42 is about games, this will permit the learners to compare the games they know and use to play. This kind of activities promotes a positive

	atmosphere and the acceptance of differences through comparing the learners' preferable games.
File Three <i>"Health"</i>	Critical cultural awareness is developed in -The tasks on pp65 and 66 permit the learners to compare the remedies used in different cultures. This raises their potential for the acceptance of diversity through the comparison of treatments of common illnesses.
File Four <i>"Cartoons"</i>	Critical cultural awareness is developed in -Task 3 on p.82.The learners are asked to compare their classmates' plans for the weekend. The aim is to raise the learners' ability of evaluating. -Task on p. 89, learners are provided with famous cartoons publications. This permits them to read and compare the cartoons and cultures in which they appeared.
File Five <i>"Theatre"</i>	Critical cultural awareness is developed in -Task on p. 111 learners are asked to mention other records in addition to the ones given. This helps them to demonstrate their point of view about their and foreign theatrical genres.

Table Four: Critical Cultural Awareness in Spotlight 2

Critical Cultural Awareness is developed through the interesting topics incorporated in the textbook that are music, health, cartoons, and theatre. These cultural elements help the learners to compare the same cultural phenomenon within their own culture and the other ones.

III.2. The Findings of the Questionnaire

This part deals with the presentation of the finding obtained from the questionnaire addressed to teachers of English in the Middle School. Its purpose is to get a clear idea about how teachers evaluate and perceive the intercultural elements and contents of Spotlight 2. Their answers are vital for the validity of our investigation, in a way they guide us to points that seem important and they should be focused on. In addition to that, they will provide us with an answer about the learners' reaction towards the learning of other cultures besides their own ones.

NB: The results obtained from the questionnaire may exceed one hundred percent because some of the respondents have selected more than one answer.

Section One: The Teachers' Perceptions of the Intercultural Information in Spotlight 2

Q1: Is culture included in Spotlight 2?

	Yes	No	Total
N	24	6	30
%	80%	20%	100%

Table 01: The Inclusion of Culture in Spotlight 2

We notice from the results obtained that the majority of the respondents (80%) agree on the fact that culture is included in the textbook.

Q2: If yes, does the textbook include a variety of cultures?

	Yes	No	Total
N	18	12	30
%	60%	40%	100%

Table 02: The Cultural Variation in the Textbook

From the data collected, we conclude that Spotlight 2 includes a variety of cultures. The latter has been validated through the respondents' percentage which is of 60%.

Q3: Which cultural elements are included in the textbook?

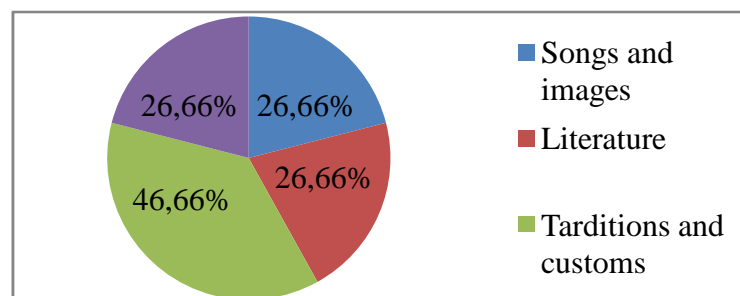


Figure01: The Cultural Elements Incorporated in the Textbook

From the figure above, we can say that the textbook is a mixture of different cultural features (songs and images, literature, traditions and customs). In addition to that, a considerable percentage of the respondents 26.66% have added other features that the textbook includes.

Q4: When interacting with your learners, do you notice that they have some prior knowledge about foreign cultures?

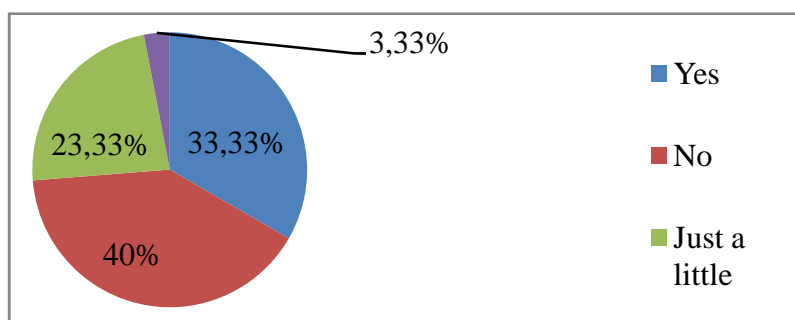


Figure 02: The Learners' Prior Knowledge about Foreign Cultures

From the results above we notice that there are different points of view. 33.33% respond with the 'Yes' option, 23.33% with 'just a little', while others have preferred to be aside. However, the highest percentage of these options is the one of the 'No' option which is of 40%. This answer can be justified and related to the learners' level and background.

Q5: Do you think that the inclusion of various cultures in the textbook facilitates the learning process of the target language?

	Yes	No	Total
N	7	23	30
%	23,33%	76,66%	100%

Table 03: The Effect of the Inclusion of Various Cultures on the Learning Process of the Target Language.

The results obtained for this question show that the majority of the respondents (76.66%) agree on the fact that different cultures facilitates the learning of the target language.

Q6: Does the textbook help the learners to develop the Intercultural Communicative Competence?

	Yes	No	Total
N	14	16	30
%	46,66%	53,33%	100%

Table 04: Spotlight 2 and the Development of ICC

From the answers of this question, a slight disagreement can be noticed. According to 46.66%, the textbook helps the learners to acquire the intercultural communicative competence, this answer can be related to the themes incorporated. However, according to 53.33% of teachers claim that Spotlight 2 doesn't help in achieving this objective. It can be explained in terms of the insufficient information about these topics and themes.

Q7: In your opinion, is culture given a prominent role in the textbook?

	Yes	No	Total
N	12	18	30
%	40%	60%	100%

Table 05: The Place of Culture in Spotlight 2

From the above results, we can extract two distinct points of view. The first one reflects 40%, which supports the fact that culture is given its appropriate place. As for 60% of the respondents, claim that culture has not given prominence in the textbook.

Q8: How do you find the intercultural information in the textbook?

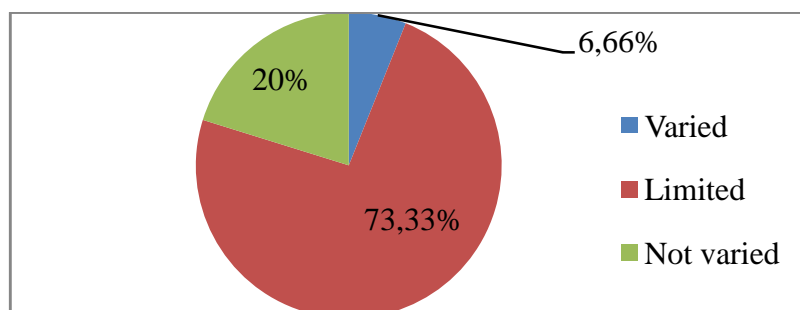


Figure 03: The Quality of the Intercultural Information in Spotlight 2

From the teachers' answers, we notice that most of them (73.33%) claim that the intercultural information included in the textbook are limited. This fact, according to these teachers is due to the insufficient variation in the intercultural elements of the textbook.

Q9: Which skill is paid more attention in the textbook?

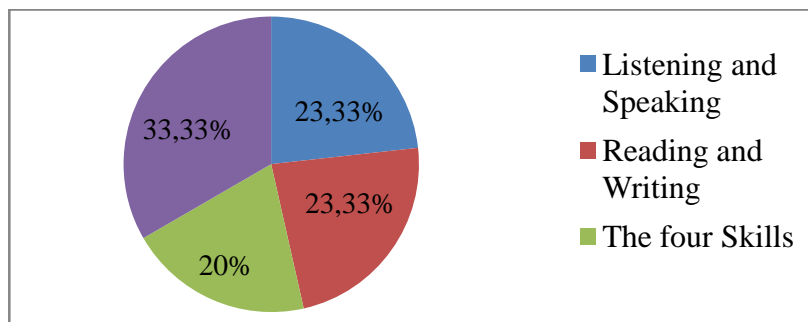


Figure 04: The Skills Given Prominence in Spotlight 2

The answers obtained from the teachers show that 33.33% confirm that the textbook focuses on other skills in addition to the acquisition of the four skills.

Q10: Are the learners aware of the cultural differences between the foreign cultures and their own culture?

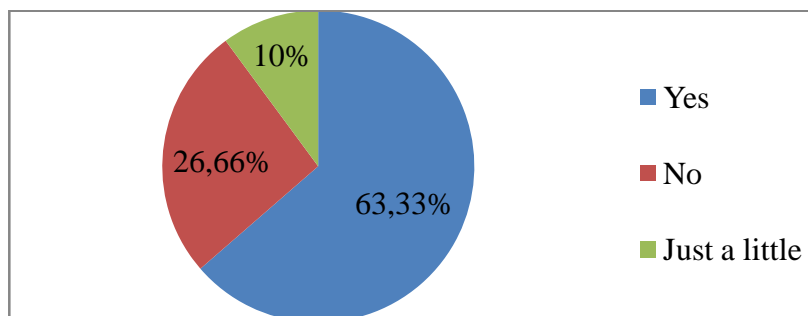


Figure 05: The Learners' Awareness of the Cultural Differences between the Home Culture and the Foreign Ones

The results show that 63.33% of the respondents notice that their learners are aware of the cultural differences between the source and other cultures, but 26.66% of them do not perceive the learners' awareness towards the cultural differences.

Q11: Does the incorporation of the learners' native culture motivate the learners and create a sense of curiosity and openness?

	Yes	No	Total
N	8	22	30
%	23,33%	76,66%	100%

Table 06: The Influence of the Inclusion of Native Culture on the Learners' Motivation and Curiosity towards Other Cultures.

The results show the importance of the source culture in promoting the learners' willingness to learn about target/foreign cultures. This fact is well mentioned in this table, in which 76.66% agreed on this point.

Q12: Are the learners given opportunities to relate what they read or listen on foreign cultures to their own culture?

	Yes	No	Total
N	14	16	30
%	46,66%	53,33%	100%

Table 07: The Opportunities Provided to Learners to Relate what they Acquire about Foreign Cultures to the Native One

From the table's result, we notice that 53.33% of teachers answered that the textbook doesn't permit learners to develop their skills of relating foreign/ target culture to the source one. In contrast, 46.66% claim that the textbook provides learners with this opportunity.

Q13: Do you think that teaching various cultures in addition to the learners' home culture helps them develop the skills of interpreting, relating and comparing?

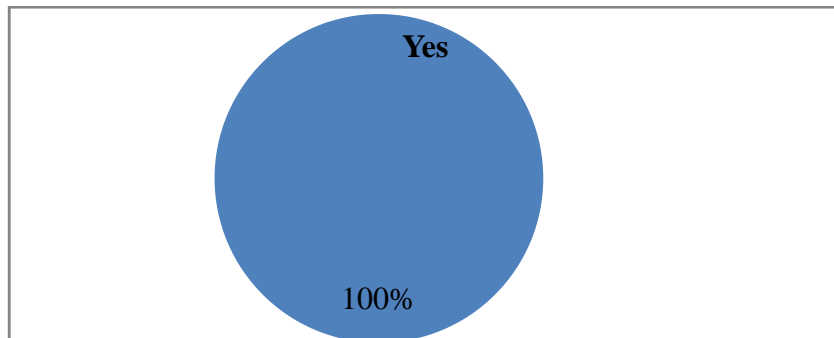


Figure 06: The Importance of the Inclusion of Various Cultures besides the Learners' Native Culture on the Development of their Skills of Relating, Interpreting and Comparing

The data obtained, show that all our respondents agree that including a variety of cultures additionally to the native one develops the learners' skills of relating, interpreting and comparing. This notion helps the learners to compare them according to a given criteria or phenomenon to extract the common and the distinctive features.

Q14: Does the textbook promote the learner’ knowledge of the products and practices of the target / foreign cultures and the native ones?

	Yes	No	Total
N	12	18	30
%	40%	60%	100%

Table 08: Spotlight 2 and the Promotion of the Learners’ Knowledge of Native and Other Cultures

The table above shows that most teachers (60%) claim that the textbook provides the learners with some features of others’ cultures, their habits, and styles of living, etc. However, 40% of them contradict this fact.

Q15: Does the textbook help the learners increase their abilities to put in practice the knowledge and the skills acquired?

	Yes	No	Total
N	8	22	30
%	26,66%	73,33%	100%

Table 09: Spotlight 2 and the Learners’ Practice of their Cultural Knowledge and Abilities

The great majority of teachers (73.33%) claim that the textbook doesn’t help the learners to put in practice the knowledge learned. In other words, it doesn’t contain sufficient tasks where learners can engage in interactions to use their learned knowledge.

Q16: Does the textbook give the learners the opportunity to evaluate what they have learned about the home culture and the target one?

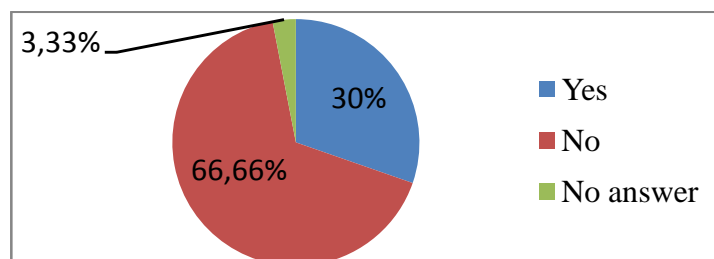


Figure 07: Spotlight 2 and the Learners’ Development of the Skill of Evaluation

Most teachers (66.66%) reply that the coursebook doesn't help in the development of the learners' evaluation skill. On the other hand, we notice that 30% of them consider that learners develop this skill through the tasks incorporated.

Q17: What kind of tasks that develop the learners' Intercultural Communicative Competence?

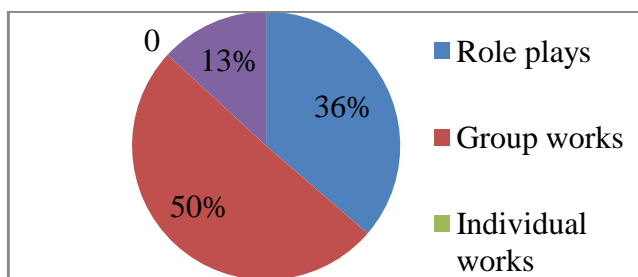


Figure08: The Tasks Incorporated in Spotlight 2 to Develop the Learners' ICC

From the results of this question, 50% of the respondents have chosen the second option, the latter refers to the option of 'group works'. According to them, group work is the one which helps the learners to develop their intercultural communicative skills. In addition to that, other respondents 36% have selected the first option of role plays.

Q18: Do you use other resources and materials to teach Intercultural Communicative Competence such as videos, films, recordings...?

	Yes	No	Total
N	23	7	30
%	76,66%	23,33%	100%

Table 10: The Teachers 'Use of Supplementary Resources to Teach ICC

Most respondents (76.66%) have affirmed their use of other materials in addition to the textbook when teaching ICC such as data shows, videos and other books.

Q19: What are the tricks do you usually use to explain the cultural differences for the learner?

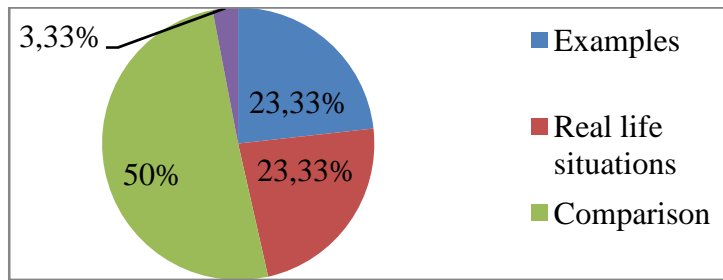


Figure 09: The Teachers' Tricks to Clarify the Cultural Differences

The figure above shows that the majority of teachers (50%) use to clarify the cultural differences through comparison. The latter can be used as a way to put the involved cultures in a common position to distinguish their similarities and differences.

Q20: How do you manage the stereotypes and the prejudices that learners get about foreign cultures?

	Ignore them	Explain and justify them	Total
N	3	27	30
%	10%	90%	100%

Table 11: The Teachers' Management of the Learners' Stereotypes and Prejudices about the Foreign Cultures

The results of this table show that almost all of our respondents (90%) do not ignore raising discussions about clarifying the misinterpretations that learners get about others. These clarifications help the learners to accept others with their differences.

Q21: When teaching foreign cultures, do you focus more on:

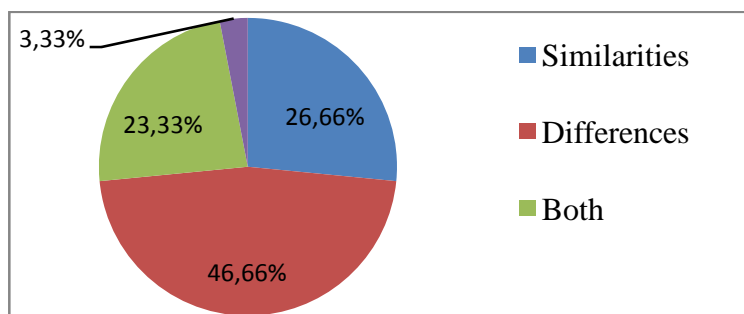


Figure 10: The Teachers' Focus when Teaching Foreign Cultures

From the results obtained, we notice that 46.66% of our respondents claim that their main focus while teaching foreign cultures is the differences that exist between the learned cultures.

Section Two: The Teachers' Views about the Learners' Attitudes towards Native and Foreign Cultures

Q22: Are the learners open minded and curious when learning about foreign cultures?

	Yes	No	Total
N	25	5	30
%	83,33%	16,66%	100%

Table 12: Spotlight 2 and the Learners' Openness towards Foreign Cultures

From the results above, 83.33% of the respondents claim that learning about foreign or target cultures develop the learners' skills of curiosity and openness. This percentage illustrates the need to incorporate foreign cultures to motivate the learners and create a positive atmosphere.

Q23: From which culture do you get a strong appreciation from the learners?

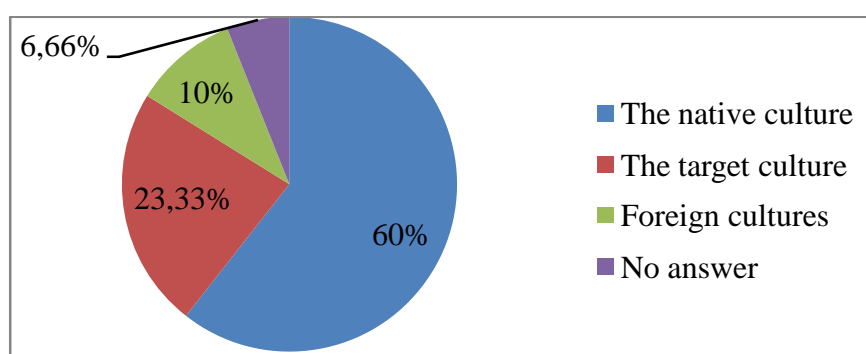


Figure 11: The Learners' Appreciation of the Cultural Variation

From the results obtained, we affirm that the majority of the respondents (60%) notice a strong appreciation from the learners when learning about their culture. This fact shows the learners' willingness to learn more about their culture before any other ones.

IV. Discussion

This section of the work is about the discussion and interpretation of the results obtained from both the textbook evaluation and the questionnaire. It will be divided into two parts. The first is concerned with the discussion of the textbook results relying on the framework proposed by Byram. As for the second part, it is devoted to the analysis of the data collected from the questionnaire.

IV.1. Discussion of the Results of the Textbook Analysis in the Light of Byram's Framework of Intercultural Communicative Competence

This section is concerned with the discussion of the results obtained from our analysis of the textbook relying on Byram's theoretical framework of ICC. The intercultural dimensions of the model are presented in the textbook's units in the form of texts, conversations, biographies, pictures, tasks, projects, and role plays.

IV.1. 1. Knowledge: Knowledge is one of the most important factors and dimensions in Byram's model of (ICC). In this model, knowledge doesn't refer only to the knowledge of any given culture but rather it involves the knowledge of social groups, their products and practices. That is to say, according to Byram, knowledge involves not only the recognition and the awareness of people that this or that culture exist but rather it involves how these cultures are different from us in terms of their practices, beliefs, behaviors, etc.

In the five files constituting the textbook, knowledge is presented through different pictures from the native, the foreign and the target cultures. The aim of these pictures is to increase the learners' intercultural awareness of self and other which are placed side by side and this is what Kramsch (1996:206) has claimed "*understanding a foreign culture requires putting that culture in relation with one's own*".

In Spotlight 2, the native culture is manifested through references to famous Algerian characters. The latter are mostly based on actors, singers, comedians, and writers such as Souad Massi, Djamilia Arras, Al Anka, Hassan Al Hasani and Mohamed Dib on pp9, 13, 21

and 106. The native culture promotes the learners' local knowledge and awareness of their own cultures. Widdowson (1998) in this context, states that the inclusion of materials from the source or the native culture provides familiarity with the customs and preoccupation of their community. Similarly, Ariza (2007) also points out that every language teaching that aims to be effective has to take the learners' culture into account.

In addition to the source culture, the target culture is represented through references to famous British and American characters on pp 9, 12, 13, and 106, such as the English comedian Rowan Sebastian Atkinson "Mr Bean", the writer Charles Dickens, the American singer Britney Spears, the singer Louis Armstrong, and the American actor Clint Eastwood. As for references to the international culture, they are mainly from countries such as Senegal and Germany. These people are considered as the most famous people known in the world like the musician Beethoven and the Senegalese singer Youssou N'Dour. The inclusion of foreign and target elements will both increase the learners' knowledge and develop their intercultural awareness of these famous characters.

The learners' intercultural awareness can be developed through concrete pictures of cities and different places such as pictures of the most interesting places of Edinburgh in Scotland on p37, a picture of the British theatre "Her Majesty's Theatre" on p96 and on p111 a picture of a Japanese theatre. Other manifestations of cultural representations are pictures of cartoons and caricatures that represent instances of international cultures. Byram et al (1994:55) have shown that "*culture courses should not only be historical, sociological or geographical, the image of a particular culture has to be founded in many different ways, like stories and images either fantastic or realistic since they refer to reality*". That is, the notion of culture can be presented through stories and pictures which incorporate the cultural features of a given community. For instance, stories are considered as a means and a mirror that reflect how a specific social group used to live, behave and think to solve their issues.

Another way in which knowledge can be developed is through topics which stimulate the learners' interests. The book under study incorporates themes that aim at motivating the learners by providing them with new and additional information. Among these topics, Music Around the World on p21. On this page, learners learn about music in different cultures (the Chaabi, Rap, Classical music, Rhythm and Blues and Hip hop). As a result, they will be able to distinguish foreign and local musical genres that exist as well as increase their knowledge about familiar/ and strange styles. Music mirrors what people have experienced and faced to transmit it to others in order to make them aware of their perspectives. This goes with Halverson's view who says that "*the great achievements of people as reflected in their history, social institutions, works of art, architecture, music and literature*"(1985:327).

Reading historical texts may aim at increasing the learners' intercultural knowledge. For instance, in file two "Language Games" learners are provided with texts on pp41 and 42 which are about the origin of crosswords and extra descriptive texts about some known games such as Chess, Flipper, Puzzle, etc. The history of games is an international fact shared among people and learners need to know about such facts to have new or additional information. In addition to games, learners may also get "savoirs" through texts dealing with the history of cartoons' publications. As an illustration, on p89 learners are provided with the first seven cartoon album among them, the Algerian album Zid Ya Bouzid, the European Zig et Puce and the American album Lucky Luke. Curtain and Pesola (1994) in this concern, state that incorporating elements of children's literature into the foreign language instruction can provide cultural knowledge to learners. Additionally, texts on p65 about health problems can be of interest for learners. This kind of learning texts raises the learners' own comprehension of their home culture and the target ones by discovering treatments of how to cure sicknesses and understand the differences that can exist between cultures. In this context, Hinkel (2001) claims that "*in understanding the relationship between language and culture, it is important to understand the idea that what is acceptable, appropriate and expected in one's behavior is*

culturally determined". This means that every community or social group acts according to its culture, for this reason, it is preferable to avoid any stereotypes or negative judgments towards the behaviors of any given social groups.

Besides, Spotlight 2 designers have taken into account the integration of popular themes and topics that learners need to read to get a clear idea about their development and significance. In our corpus, the last two topics are of great importance because the learners at this age need some topics that are in some way humorous and entertaining. Cartoons, comics and theatre are among the topics that aim both at entertaining and building a new knowledge. At the end of each file, learners realize projects which aim at using the knowledge acquired from a particular topic to produce their own work. In the fourth file for example, learners make a strip of a cartoon after they are given pictures and tasks that are related to the topic of the file.

The different tasks that learners are asked to solve, either individually or in groups help them to develop their knowledge. The latter can be built through interactions and comparison of ideas. The best way where learners can successfully improve their interaction skill is through playing games. This type of entertainment provides learners with opportunities to interact with each others through pair work activities where they exchange their answers and thus, create new knowledge. In Spotlight 2, the second file entitled "*Language Games*", for instance, provides learners with this opportunity. Indeed, on pages 33 and 41, learners are given some word games to do for the sake of developing their knowledge about words and their synonyms. As for page 41, they are asked to complete the grid given by using the words given.

IV.1. 2. Attitudes: Attitude is another component in Byram's model of ICC. The attitudes of openness and curiosity are needed in any given interaction especially if the involved participants do not belong to same culture and country. For this reason, the book includes some tasks and texts which aim at making the learners face other cultures with

positive vision and acceptance of differences. In this context, many authors have noticed that language and culture cannot be separated because teaching culture has importance in developing positive attitudes towards the other and self. Tavares and Cavalcanti (1996:19) claim that *'the aim of teaching culture is to increase students' awareness and to develop their curiosity towards the target culture and their own, helping them to make comparison among cultures'*.

As an illustration to the above quotation, on p21 learners are provided with a set of musical styles including the ones of their own culture (the Chaabi) and the ones of other cultures(Rap, Classical music, Hip hop and Rhythm and Blues). Fredricks (2007) maintains that learners are more likely to give positive attitude towards learning the target language if the pedagogical material presented to them is nearer to their culture. That is to say, EFL materials should balance between the learners' source culture and other cultures unless language teaching will be ineffective and may have negative influences on language learning (Shafaei and Nejati, 2008).

The main aim of the activity on p 21 is to offer learners the opportunity to compare these various musical styles, accept and tolerate the differences. Comparison is an effective way that helps increasing the learners' awareness of the social characters of other cultures.

Attitudes of openness and acceptance of the other are developed through the task on p 13, where learners are asked to introduce themselves to the class as one of the stars mentioned and which mixes between the native (Souad Massi) and the foreign stars (Mr. Bean and the Senegalese Youssou N'Dour). This task encourages the learners to overcome negative attitudes towards unknown people. In this activity firstly, learners develop their curiosity as the task gives private information about these famous people like their dates of birth and nicknames. Secondly, it permits them to accept other since they will put themselves in the shoes of strangers. This is what helps them to break the barriers that exist between the different cultures.

In Byram' s definition of attitudes, he clearly mentions that the fact of being open and curious leads to leave all the stereotypes that someone has toward others and also start to believe on his own culture. On pp14 and 19, we find texts about native stars, like the star 'Faudel' and the Algerian painter 'Baya Mahieddine'. The main aim of these texts is to encourage the learners' acceptance of the stars as part of their own culture.

In all the files of Spotlight 2, learners enter in interactions through pair and/ or group works. The purpose of these interactions is to promote a positive atmosphere while interacting with each other and accept diversity of the classmates' ideas. For example on p82, learners exchange ideas concerning their future plans either verbally or in a written form. Through these kinds of works (conversations and written paragraphs) that learners produce, they are encouraged to accept classmates' diversity of ideas that can be noticed when telling about their lives and plans. In other words, it develops openness when interacting with each other. The same goal has been developed on p 42 where the learners are expected to develop their skill of discovery and curiosity when telling about their preferable games. These kinds of tasks facilitate the development of learners' skill of comparison which will result in the acceptance of other answers and ideas during the interaction process.

To develop empathy, learners could do an activity for creating an imaginary dialog between persons belonging to another culture. Writing a dialog also helps students to develop efficient communication skills. In the corpus of our study, dialogs take the form of interviews. The use of such means helps the learners to understand the reality behind the life, behavior and beliefs of people. Interviews are considered as effective means that can help to clarify any misunderstandings. On pp9 and 100, learners are asked to make interviews with famous people who are presented in three pictures among them the Algerian actress Djamila Arras and Jim Cary. As for the activity on p100, learners are given a set of key words that they can use to interview a foreign character of their choice. Through interviews, learners use the knowledge they have and develop their curiosity to learn new things and this is what

Camillery and Fenner (2000:154) claim when saying: “*gaining knowledge usually happens simultaneously with the ability to use this knowledge and develop attitudes related to it*”.

IV.1. 3. Skills: To manage any knowledge and develop the attitudes needed for openness, curiosity and acceptance, learners need to possess certain skills to succeed any desired interaction. Skills help the learners to understand not only the foreign culture but also provide them with a better understanding of their own culture. Skills can be developed into two types, as Byram has divided them into *skills of interpreting and relating* and *skills of discovery and interaction*.

In Spotlight 2, the skills of interpreting and relating are developed through some tasks where learners use their prior knowledge to relate it to their own culture or to the foreign one or vice versa. For instance, through the famous people game on p 9 learners identify stars from different cultures. This task promotes their skill of relating which will be realized through the classification of these stars according their culture and country. The main purpose of such tasks is to encourage the learners to develop their skills of interaction and discovery. The same goal is developed in task two on the same page where the learners are provided with pictures of stars to be identified. The skills of interpreting and relating can be achieved through the ability of the learners to recognize the figures and relate them to their countries and their professions.

In the textbook, learners are asked to interpret texts dealing with either foreign or native culture. For example on p21, learners read about different styles of music in order to relate what they have read to other styles they know. Skills of interpreting and relating are considered as important abilities that learners need to develop. Their importance provides the learners with a deep understanding of their own culture. As Kramersch (1993: 238) notes, ‘*[f]rom the clash between...the native culture and...the target culture, meanings that were taken for granted are suddenly questioned, challenged, problematized*’. To illustrate this, on p37, learners draw a plan of their town or village and mention places of interest on the plan.

This activity comes after they read about the interesting places of Edinburgh in Scotland. In this kind of activities, learners develop their skill of comparison which helps them to notice the differences and the similarities that can exist at the level of the organizational structure of both plan's cities and towns.

Comparing the same behavior of the foreign culture and expressing it in the learners' native culture helps them to be more aware of foreign or target expressions. On p80, we find five pictures of different exclamations such as being hurt, learners are asked to express the same expressions in the learners' own language. In such activities, intercultural sensitivity can be developed. That is to say, the fact of being aware of others' use of everyday expressions leads learners to be open minded to consider that these differences should be respected not criticized negatively. The same exercise structure can be found in the textbook, which effectively develops the skills of interpreting and relating through translating words from English to Arabic, French and Tamazight and this is noticed in tasks on pp 13 and 101.

The skills of discovery and interaction involve the combination of the prior knowledge that learners got when they interpret the different documents provided, then using it to interact in real life encounters with their classmates to build a new one. These skills have been developed through the tasks of the textbook. In many of them, learners interact with each other through the performance of role plays. As an illustration, on p98 learners are asked to act the play after reading it and answering questions about it. Role plays are considered as effective means that help the learners to adopt and adapt various behaviors that are part of the practical side of the reality of other cultures. Through role plays, learners have much space to bring their imagination and intelligence into full play, thus, they achieve their communicative purposes which are to communicate freely and fluently in English (Feng- Liu and Yun Ding, 2009).

To develop the skill of interaction, Spotlight 2 has included a set of tasks where the learners are asked to produce their own paragraphs which increase their skill of discovery. For

instance, on pp98 and107 learners are asked to write endings for a play and a story. When writing new endings, learners develop their imagination and improve their writing skills. The aspect of reading and writing materials in English can be regarded as an intercultural communication where EFL learners will be able to predict the behavior of the people from the target culture, thus cultivating their cultural awareness and consciousness (Weiqiang Mao, 2009).

Another activity which promotes the learners' engagements and participation is on p93. This task turns around making a strip of a preferred cartoon. In this regard, Clark (2000) argues that "*cartoons have the potential to promote thinking processes and discussion skills*". Working collaboratively especially on an entertaining theme like 'cartoon' motivates learners when discussing this type of issues, thus promote their cultural and intercultural awareness.

IV.1.4. Critical Cultural Awareness: The fourth dimension in Byram's model is Critical Cultural Awareness which is an important skill that learners should acquire. This ability permits them to understand the cultural variations, avoid prejudices and accept otherness. In Robinson's words (1981), "*foreign language study gives one the key to another culture, leads to an awareness, understanding and sensitivity toward other people and their way of life*" (cited in Paige et al., 1999:66).

From our evaluation of the textbook examining the importance given to this skill, we notice that Spotlight 2 doesn't provide enough tasks that help the learners to develop this ability. In other words, this dimension is much more developed between the learners through their interactions to exchange their ideas and opinions about a particular topic. As an illustration to this point, on p 65 the task is about discussing and exchanging knowledge about the remedies used. This kind of tasks allows the learners to develop their critical thinking and comparison of their views about how to cure illnesses, then finding the similarities and the differences at the level of these remedies. As CEFR (2003: 149) state "*intercultural awareness develops when the language learner is aware of the relationship between one's*

own culture and the target culture, i.e. when the learner is aware of the similarities and differences between the cultures”.

Critical cultural awareness is a crucial ability that learners should develop because this element encompasses the three previous dimensions: knowledge, skills and attitudes. Critical cultural awareness allows the learners to use their cultural knowledge and develops on them the skills of evaluation and openness to succeed in intercultural communication. According to Byram and Fleming (1998:12), (ICC) consists of developing the learners’ *...abilities to understand different modes of thinking and living, as they are embodied in the language to be learnt, and to reconcile or mediate between different modes present in any specific interaction”*. This quotation reflects task two on p21. On this page, we find that learners are given five (5) types of music from the native and the foreign cultures, and then they are asked to read them in order to mention what these styles express. Through this kind of questions, learners indirectly evaluate and compare these genres on the basis of some criteria that can be at the level of their origins as well as what they use to express.

In File Two “Go Forward” on p.37, the task allows the learners to draw a plan of their town. This kind of task will develop on them the skill of comparison, and critical thinking to select the places that exist in their town. Furthermore, on p. 42, a task about games aims at developing on the learners the skill of comparison between the various games of foreign cultures and the games of their native one.

In File Five, on p.111 the task is about the learners’ knowledge of other universal performances and theatrical genres. This helps them to identify the records as they will be able to interact and exchange their views with their classmates.

IV.2. Discussion of the Results of the Questionnaire

To discuss the data obtained from the questionnaire, we divide this sub-section into two parts. The first part is entitled The Teachers’ Perceptions of the Intercultural Information in Spotlight 2. It is concerned with the teachers’ opinions towards the incorporation of ICC in the

textbook. The second part is under the name of The Teachers' Views about the Learners' Attitudes towards Native and Foreign Cultures. It aims at gathering data from teachers to know how learners perceive their and other cultures.

IV.2.1. The Teachers' Perceptions of the Intercultural Information in Spotlight 2.

The results of this part of our questionnaire provide an overall view about the textbook, its contents and the tasks that are related to the intercultural communicative process.

From the answers obtained in the first question, we notice that a large number of teachers (80%) agree that culture is included in Spotlight 2. From this result, we point out that culture has its place in the textbook. In fact, in the five files of the textbook there are sections entitled "Learn about Culture". In addition to this, the incorporation of culture can be noticed through the cultural features presented such as: images of celebrities and pictures of cultural heritage on pp 9, 12, 13, 17 and 21, descriptive texts about music around the world on p21, etc. The importance of incorporating culture in EFL classes has been supported by many authors among them Kitao (2000) who claims that teaching culture helps learners to avoid stereotypes and gives them the liking for the people of that culture. In this context, the benefits of studying culture are enormous because when learning about a given culture, learners build a kind of relationship between their culture, the target and/ or the foreign ones and thus accepting differences and ignoring stereotypes. However, 20% of teachers consider that the textbook has not been given 'culture' its right place and this is may be due to the insufficient cultural contents incorporated in the textbook and due to the fact that the textbook has just limited this concept in a single section.

As regards the second question about the variation of culture in the textbook, 60% of the respondents agree that the textbook includes different cultures (the Algerian, the British, the American, etc). This is therefore a symbol of cultural variation. Cortazzi and Jin (1999) state that that second or foreign language textbooks should contain elements of the target culture. Furthermore, Kramsh (1998:26) thinks that "*the notion: one native speaker, one language,*

one national culture is [...] a fallacy". This means that, the aspect of 'oneness' cannot survive by its own as it needs other elements to establish a kind of relationship and thus getting meaning. In other words, *one culture, one speaker and/or one language* cannot stand alone. The inclusion of various cultures in EFL textbooks permits the learners to discover and know more about the cultural norms of their own and others. Consequently, they will be more open towards the cultural differences, as well as they will be able to succeed in their cross-cultural communication that is an important element that shapes the value of the existing cultures.

Concerning the third question about the intercultural elements included in the textbook, we notice that the answers obtained are different. Many teachers have chosen two or three options and this is due to the fact that the textbook is a mixture of the suggested elements (images, literature, traditions and customs). In addition to this, some teachers (26.66%) have added other elements in addition to the ones already mentioned which can represent the intercultural dimension such as biographies, riddles, games, role plays. This variation in the cultural elements will develop the learners' openness and intercultural awareness as they are exposed to different cultural elements.

Regarding the fourth question analyzing the prior knowledge of the learners about foreign cultures, we come to receive different answers. For instance, some of the respondents (33.33%) affirm that during the interaction process, their learners possess extra information about foreign cultures while others (63%) disagree. This can be interpreted either, as an indication of lack of motivation of the learners, in other words, their curiosity and willingness to learn about foreign cultures before learning them at schools influence positively or negatively the interaction process with their teacher. The results can affect the development of the learners' cultural awareness as they don't have enough cultural background about foreign cultures and the intercultural communication will fail. Or it can be related to the level of the learners as being still younger to possess extra information about other cultures.

In analysing the responses of the fifth question about the influence of the cultural variations on the learning process of the target language, it appears that a large number of the respondents (76.66%) find that the incorporation of various cultures in the textbook facilitates and influences positively the learning of the language which could bring about common understanding and tolerance. Kitao (2000) also considers international understanding a benefit of culture learning and gives some other reasons why it is important to include culture in foreign language curriculums. He claims that studying culture gives students a reason to study the target language because understanding culture makes studying foreign language more meaningful. Studying culture is also useful for teaching students to understand their own culture. Students' world view is determined by the values of their own culture. Wang (2008) likewise, asserts that *"foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers."*(Cited in Byram, Morgan et al, 1994:73). This means that language and culture are inseparable elements as culture is transmitted by language and teachers cannot teach language without teaching its culture. The fact of teaching learners foreign cultures opens doors to more effective communications and develop on them awareness towards the existing cultural differences as well as tolerance.

The results obtained from the sixth question concerning the contribution of the textbook content in the development and the acquisition of ICC show that the textbook doesn't provide the learners with enough opportunities as 53.33% of the teachers agree on that while 46.66% of the respondents agree on the fact that the textbook helps the learners to develop their intercultural communicative competence. So, the results of this question of our questionnaire reveal that there is a slight disagreement about whether Spotlight 2 facilitates the development of ICC or not. For that we can say that the intercultural elements included in the textbook should be enriched to help the learners as well as teachers to reach the intended goal.

In the analysis of the seventh question about the status and the place kept for culture in the textbook, 60% of teachers state that Spotlight2 has not given culture its right place, on the

other hand, 40% of them say that culture is given importance in the coursebook. Any EFL textbook should include an important part for culture as this latter is an important factor for a successful teaching/learning of the target language. Learners need to learn about their native and target/ foreign cultures to achieve a meaningful intercultural communication.

The reply to the eighth question can be considered as continuity to the previous one. From the results obtained, we notice that 73.33% of the respondents believe that the intercultural contents of Spotlight 2 are of a limited value. This idea is an indication of the lack of variation in its contents which will affect the learners' acquisition of intercultural knowledge and awareness.

In the ninth question, we come to notice that some respondents (33.33%) think that they focus more on the acquisition and the teaching of grammar besides the teaching of the four skills. In the other side, we observe that the options (listening/ speaking and reading/writing) have equal percentage which is of 23.33% which shows that these skills are also of remarkable importance in the learning/ teaching of the target culture. These four skills are vital elements in the process of learning the target language and they are used as a medium of communication. For that, we notice that several tasks which aimed at developing the four skills are introduced in the files of Spotlight 2 either by focusing on the four or one/two of them. The importance of these skills in building communicative competence is the central concern of Usó-Juan and Martínez-Flor model (2006). The latter has shown the essential role of the four skills as a key factor in constructing written or spoken discourse to build communication in multiple world cultures.

Regarding the answers of question ten concerning the learners' awareness of the cultural differences, we note that the majority of teachers (63.33%) argue that their learners are conscious of these cultural dissimilarities, and that they are motivated and open to the differences, and they have a positive view, acceptance and willingness to learn more even about what concerns the foreign cultures. Learning about cultural differences gives the

learners a chance to understand their own culture in comparison with other cultures and become more sensitive towards them.

Concerning the question about the influence of introducing the native culture and the learners' openness towards the acquisition of knowledge about other cultures, the result show 76.66% of our respondents believe that knowing more about the home culture opens doors to raise the learners' sense of questioning about foreign cultures. Intercultural awareness is developed through a deep understanding of the home culture, thus the learners can be able to identify the differences and similarities between their native culture and target and foreign ones. Through this process, learners can succeed their intercultural communication and avoid any misunderstanding in their interactions with foreigners. This also permits both learners and teachers to share, discuss and evaluate the knowledge acquired.

Concerning the twelfth question about the opportunities given in the textbook for the learners to connect what they know about the target cultures to their native one, we got two different views. We notice that 53.33% of the teachers have chosen to answer with the "No" option. This answer indicates that the tasks provided in a way don't enable the learners to develop this skill and relate what they listen and read to both native and foreign cultures, on the other hand, 46,66% of the respondents have answered with the "Yes" option. The latter can be justified by some tasks in which the learners are asked to relate and compare the products of their native culture to the ones of foreign ones or vice versa.

Regarding the thirteenth question about the teachers' views on the impact of the inclusion of various cultures in EFL programs on the learners, all our respondents agree that it is an important factor that helps the learners to develop interpreting, relating and comparing skills. The variation of cultures permits learners to understand their own culture by relating and comparing the cultural knowledge acquired with foreign cultures and raises their cultural awareness and sensitivity towards the other cultures and their own ones.

From the data of the fourteenth question, we obtained 60% from the respondents who claim that the cultural knowledge included in Spotlight 2 contributes in the learners' evolution and comprehension of all what characterizes the learned cultures. The textbook presents different cultures and introduces various cultural elements that help learners to enhance their background and awareness of these cultures and features. This awareness will help them to manage successfully any intercultural encounter.

Concerning the results of the fifteenth question, we get 73% of the respondents who have chosen the "No" option. From this result, we claim that Spotlight 2 offers few opportunities for the learners to get involved in real communication and making into practice their knowledge and skills in improving their abilities.

In the sixteenth question we received two different views. The majority of the respondents (66.66%) have chosen the "No" option. At the same time 30% have confirmed that the opportunity of evaluation is included in the textbook. According to Byram (1997), the skills of discovery and evaluation help the learners to identify the differences and similarities and then establish meaningful relationships. In fact, these skills lead the learners to develop more their intercultural awareness by comparing their native culture and foreign cultures. Thus, they will be able to tolerate the differences and communicate successfully in their intercultural encounters.

In question seventeen regarding the tasks that take a major presence in Spotlight 2, the majority of our participants (50%) have selected the second answer which is "Group works". According to these teachers, "group works" are the prominent activities that develop the learners' ICC. In this context, Byram et al, (2002:20) maintains that:

An intercultural dimension involves learners in sharing their knowledge with each other and discussing their opinions. There need to be agreed rules for such discussions based on an understanding of human rights and respect for others. Learners thus learn as much from each other as from the teacher, comparing their own cultural context with the unfamiliar contexts to which language learning introduces them.

Besides, a considerable number of the respondents (36.66%) see that role plays have an important status in Spotlight 2, as we can find several tasks in which the learners are asked to play roles interchangeably. Role plays will permit them to exchange ideas while using the target language. In this context, Cortazzi and Jin(1998)say that *“textbook in order to be effective has to include role-plays, project work and other activities which teach how to analyze a cultural document, carry out an ethnographic research and identify cultural values and perspectives encoded in the target culture”*(quoted in O’Dowd, 2004:66).

Concerning the eighteenth question about the extra-sources and materials that teachers use additionally to Spotlight 2, the majority of the respondents (76.66%) state that when teaching ICC they use supplementary materials and other sources in addition to the textbook to enhance the teaching process such as videos, films, recordings, images, songs and data shows in case it is available. The use of authentic materials is probably intended to raise the learners’ intercultural communicative competence and awareness as they are exposed to real communicative situations in which the target language is the medium. Furthermore, they can develop more their discourse and strategic competences facing such real life interactions.

In analysing the responses to the nineteenth question about the teachers’ uses of tricks to explain the cultural differences for the learners, it appears that 50% of the participants use comparison to deal with these cultural diversity. At the same time, we find that the same percentage 23.33%has chosen the use of examples and real life situations to explain these distinctions. Explaining the differences between the home culture and foreign ones is a key element that diminishes misunderstandings and facilitates the learning process to the learners. This also develops the learners’ intercultural awareness. According to the National Core for Upper Secondary Schools (2003: 91) *“the teaching of a foreign language should develop the students’ skills in intercultural communication and their knowledge and understanding of target cultures. Students should also learn to appreciate the target culture and be able to compare their own culture with the target cultures”*.

Byram and Planet (2000: 189) claim that “*comparison makes the strange, the other familiar, and makes the familiar, the self strange – and therefore easier to reconsider*”. In other words, comparison provides and permits the learners to go beyond their own culture and understand foreign cultures with their behaviour.

The results obtained from the twentieth question show that apart from 10% of teachers, the remaining others 90% think that stereotypes and prior judgments of the learners concerning the cultural features of foreign cultures should be explained and justified rather than ignored. Stereotypes can be considered as barriers that drive the intercultural communication to fail. In this context, Byram, et al (2002:21) claim that stereotyping:

...involves labeling or categorizing particular groups of people, usually in a negative way, according to preconceived ideas or broad generalizations about them – and then assuming that all members of that group will think and behave identically. ...Prejudice occurs when someone pre-judges a particular group or individual based on their own stereotypical assumptions or ignorance.

Stereotypes and prejudices are common problems that teachers and learners can face in learning foreign languages and cultures. For that teachers must manage this problem with their learners to succeed their intercultural communicative process. In addition to that, justifying the differences that exist between the source, target and foreign cultures develops in the learners a sense of openness and acceptance of the other. Teachers by this fact help the learners to adjust their behaviours and be aware of their prior-judgements that can lead to conflicts.

In question twenty one, we get different views. We notice that the majority of the teachers (46.66%) focus more on differences when teaching foreign cultures rather than on similarities. Dissimilarities provide learners with the opportunity to compare target and foreign cultures with the learners' own one. However, the teaching of both aspects should be taken into account. The fact of comparing cultures and identifying the differences as well similarities leads the learners to be more conscious and lets them develop more intercultural awareness. This is well mentioned by the CEFR (2003:149) that state that “*the intercultural*

awareness develops when the language learner is aware of the relationship between one's own culture and the target culture, i.e. when the learner is aware of the similarities and differences between the cultures”.

IV.2.2. Teachers' Views about Learners' Attitudes towards Native and Foreign Cultures

From the results obtained from the question twenty two, we observe that the majority of our respondents (83.33%) agree on the openness and the curiosity of their learners when learning foreign cultures. As a result, the incorporation of various cultures in the textbook makes the learning process meaningful and interesting. In a similar vein, highlighting similarities and differences between the learners' culture and target/ foreign cultures will help the learners to discover the common and the different features that characterize each culture with a kind of curiosity and tolerance. In the same context, Seelye (1984: 31) claims that the presence of native culture and other ones *'...will help them to understand both their culture and the target culture, to have more positive attitudes towards culture differences'*.

From the results of question twenty three, we notice that the majority of the respondents (60%) have answered that they get a strong appreciation from their learners when learning about their home culture. This fact can be explained by the willingness of the learners to know all what characterises their own culture. In addition to this, students' local culture is their starting point and all what students learn in the process of learning a foreign language is directly related to the students' own culture. Byram (1989) in this concern, states that *“learners need first to understand their own culture before addressing the cultural values of the target culture”*. That is, the learners' own culture is considered as the basis upon which they will be able to discover and accept other cultures and being aware of the cultural differences that exist between them.

Conclusion

This practical chapter of our dissertation presented and discussed the textbook's findings relying on Byram's model of ICC, as well as the questionnaires' results obtained from the teachers who used the textbook. It was revealed that the latter incorporates the four dimensions that constitute this model and this is well shown in the results and the discussion sections. These four dimensions are incorporated in the textbook through different means including pictures, maps, texts, tasks and projects. The constituents of Byram's model are found in all the five files of the textbook, and learners are given opportunities to develop their knowledge over foreigners who represent other beliefs, behaviours, and ways of dealing with various phenomena with a kind of tolerance, curiosity and acceptance of differences. Additionally, through the analysis of the textbook, we found that learners are provided with a set of tasks where they can exchange their prior knowledge to build a new one. This ability is developed and increased through interactions and communication. All these findings are maintained by the teachers' answers, who sustain that the textbook provides the learners with the above mentioned objectives, that are knowledge, positive attitudes towards the other, skills of interpreting/ relating, skills of discovery and interaction and critical cultural awareness. Furthermore, the results obtained from the second section show that learners have a strong appreciation towards their native culture and they are curious and open towards learning about target and foreign ones.

V. General Conclusion

The present work aims at investigating the Teaching of intercultural communicative competence in the Algerian Middle School. It focuses on the inclusion of the intercultural dimension in the EFL textbook Spotlight on English Book2 of the Second year Middle School. Our dissertation is devoted to answer two basic questions that are at the same time its objectives. The first aim refers to the idea of whether the coursebook under study supports Byram's model of ICC. In other words, if it includes the four dimensions namely Knowledge, Skills, Attitudes and Critical Cultural Awareness. As for the second, it seeks to find out through teachers' views the efficiency of the textbook in promoting the learners' intercultural communicative abilities.

For the collection and the analysis of the data of the research, we adopted the mixed method which consists of quantitative and qualitative researches. The former has been used for the data obtained from the questionnaire which is used as our research instrument. The data of this technique are obtained from 30 Middle School English teachers from different regions of Tizi-Ouzou. As for the latter, it is used for the analysis of the textbook against Byram's model of ICC, as well as with the interpretation of the results of the questionnaire.

Before summarising the final findings and offering directions for further researches, some limitations of the study can be noted. Despite the fact that the results we reported can be exploratory, but their generalizability and validity to other models concerning the teaching and learning of ICC can be restricted.

The final outcomes of the research can be summarized in the following points:

The textbook major focus is to increase the learners' knowledge, raise positive attitudes and acceptance of their culture and tolerate others' differences. These two dimensions (knowledge and attitudes) are well introduced in the textbook through texts, pictures, tasks, projects, etc. This fact has been supported by the teachers' answers in which these two

dimensions have gained the biggest percentage which is 60% to Knowledge and 76.66% to Attitudes.

In addition to knowledge and attitudes, the textbook incorporates some tasks where learners develop their Skills. The latter has been developed through the interpretation of texts, map or pictures of different behaviours and then relating them to their culture or vice versa. Such skills are increased through interactions between the learners which promote their skills of discovery and communication.

Critical Cultural Awareness is the dimension which has the least presence in Spotlight 2 and this is shown in the results of the textbook. This component has been generally developed in the section entitled '*Learn about culture*' where learners read different cultural features then comparing them with both cultures, the native and target ones.

However, according to teachers, these two last dimensions (Skills and Critical Cultural Awareness) are insufficiently given prominence in the textbook and this is what is shown through 63.66% to Skills and 66.66% to Critical Cultural Awareness.

From the answers of teachers to the questionnaire regarding their perceptions of the intercultural information in Spotlight 2, we come to conclude that even if Spotlight 2 incorporates different cultures (the local and the foreign/ target cultures), the intercultural contents are limited. In addition to this, teaching culture is needed because it develops certain skills that are intercultural awareness and the acceptance of others with their differences. Besides, the teachers' answers prove that the textbook alone is unsatisfactory to improve the learners' intercultural communicative competence since they use some extra sources to achieve the intended objective. As concerns the tasks that deal with the intercultural dimension, a considerable number of teachers agree on the fact of enriching them in a way their learners will be able to relate the intercultural elements of their culture to the foreign ones or vice versa through comparison.

In our view, despite the interesting topics introduced in the files of the textbook, the information and the tasks provided about these topics are unsatisfactory. This may be explained in terms of the learners' level of English at this stage.

Any research work certainly encounters certain barriers that can prevent the achievement of the objectives set. In our case, the major obstacles are: limited time in distributing the questionnaires, difficulties when moving between regions and the refusal of some teachers to complete the questionnaires.

Our recommendations for further researches is to investigate the practical side of teaching ICC in classrooms using classroom observations, interviews and taking into account the learners' views. In addition, to suggest useful tasks for learners that help them to develop their skills and critical cultural awareness.

VI. Bibliography

Primary Sources

• Merazga, L, et al. (2004). Spotlight on English Book Two. Algiers: INRE: Ministère de l'Education National (ONPS).

Secondary Sources

• Ariza, D. (2007). *Culture in the EFL classroom at Universidad de la Salle: An innovation project*. Colombia: Universidad de la Salle, N° 050, pp. 9-17.

• Baker, W. (2003). *Should Culture be an Overt Component of EFL Instruction Outside of English Speaking Countries? The Thai context*. *Asian EFL Journal*, 5 (4), 1-25.

• Bennett, M. J. and M. Hammer. (1998). *The Developmental Model of Intercultural Sensitivity*. In: <http://www.mcli.dist.maricopa.edu/learnshops/multicultural/docs/dmis.pdf>, 1-2. (21. 10. 2011).

• Bennett, M. J. Bennett, and W. Allen. (2003). *Developing intercultural competence in the language classroom, in Culture as the core: Perspectives in second language learning* (USA: Information Age Publishing).

• Bodley, J. H. (1994). *Cultural anthropology: Tribes, states, and the global system*. Palo Alto, CA: Mayfield.

• Byram, M. (1989). *Cultural Studies and Foreign Language Education*. Clevedon: Multilingual Matters.

• Byram M., & Morgan, C. (1994). *Teaching-and-learning language-and- culture*. Clevedon: Multilingual Matters.

• Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.

• Byram, M. and Zarate, G. (1997). *The Sociocultural and Intercultural Dimension of Language Learning and Teaching*. Strasbourg: Council of Europe Publishing.

- Byram, M. & Flemming, M. (Eds.) 1998. *Language Learning from an Intercultural Perspective*. Cambridge: Cambridge University Press.
- Byram, M. (2000). *Assessing Intercultural Competence in Language Teaching*. Sprogforum, no.18// <http://www.inet.dpb.dpu.dk/infodok/sprogforum/Espr18/byram.html>.
- Byram, M., Nichols, A. and Stevens, D. (eds.), 2001. *Developing Intercultural Competence in Practice*. Tonawanda, NY: Multilingual Matters, Ltd.
- Byram and Planet. (2000). *Social Identity and European Dimension: Intercultural Competence through Foreign Language Learning*. Graz: Council of Europe Publishing.
- Byram, M. Gribkova, B. Starkey, H. (2002). *Developing the Intercultural Dimension in Language Teaching: a Practical Introduction for Teachers*. [viewed 7 January 2006]:<http://noyeslodge.cornell.edu/director/intercultural.pdf>.
- Canale, M and Swain, M. (1980). “*Theoretical bases of communicative approaches to second language teaching and testing*”. *Applied Linguistics*.
- Clark, C. (2000). *Innovative strategy: Concept cartoons. Instructional and learning strategies, 12*: 34-45.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: The M.I.T. Press.
- Cortazzi and Jin (1998 in O’Dowd 2004:66) cited in *The Role of culture in Teaching and Learning English as a Foreign Language*.
- Cortazzi, M and L. Jin (1999) “*Cultural Mirrors: Material and Methods in the EFL Classroom*”. In E. Hinkel (Ed), *Culture in second language teaching* (196-219). Cambridge: Cambridge University Press. Cited in Yassine 2012.
- Common European Framework for Languages: Learning, Teaching, Assessment, Council of Europe, 2002 [viewed 2 October 2005]:<http://www.culture2.coe.int/portfolio/documents/0521803136txt.pdf>.

• CEF. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. (2001) Council of Europe. Available online (PDF) at <<http://www.coe.int/T/DG4/Portfolio/documents/0521803136txt.pdf>>. 30 Nov 2006..

• Council of Europe: *Competence in language learning and teaching*. Strasbourg.

• Curtain, H., & Pesola, C. A. B. (1994). *Language and Children: Making the Match*. (2nd ed.). London: Longman.

• Duranti, A. (1997). *Linguistic anthropology*. Cambridge: University Press.

• Darla.K. Deardroff .(2006). “*The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States.*” *Journal of Studies in International Education* 10:241-266.

• Dörnei, Zoltán.(2003). *Questionnaire in second language research: Construction, administration, and processing*. New Jersey: University of Nottingham.

• Eric C. Thompson. (2012). SC2218: *Anthropology and the Human Condition* Department of Sociology, National University of Singapore
Email: socect@nus.edu.sg

Consultation: By Appointment (email me to set up a time)

• Erling, E. J. (2005). *The many names of English*. *English Today*, 21(1), 40–44.

• (Erling, 2005; Jenkins, 2006; Kilickaya, 2009; McKay, 2003). Jenkins, J. 2005. ‘ELF at the gate: The position of English as a lingua franca. *Humanizing Language Teaching* 7/2. Retrieved February 23, 2006, <http://www.hltmag.co.uk/mar05/idea.html>

• Esther Usó-Juan and Alicia Martínez-Flor. (2008:175-170). Teaching Intercultural Communicative Competence. *Revista Alicantina de Estudios Ingleses* 21. Jaume I University.

• Feng- Liu and Yun Ding. (2009). Role-play in English Language Teaching School of Foreign Languages. Qingdao University of Science and Technology. Qingdao 266061, China.

• Fredricks, L. (2007). *A rationale for critical pedagogy in EFL: The case of Tajikistan*. *The Reading Matrix*, 7 (2), 22-28.

- Geertz, C. (1973). *Interpretation of Cultures*. New York: Basic Books.
- Goodenough, W. H. (1957). *Cultural anthropology and linguistics*. In P. L. Garvin (Ed.), *Report of the Seventh Round Table Meeting on Linguistics and Language Study* (pp. 167-173). Washington, DC: Georgetown University Press.
- Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). *Measuring Intercultural Sensitivity: The Intercultural Development Inventory*. *International Journal of Intercultural Relations*.
- Hinkel, E. (2001). *Building Awareness and Practical Skills to Facilitate Cross-Cultural Communication*. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 443-458). Boston: Heinle & Heinle.
- Hutchinson, T and Waters, A. (1987). *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Hymes, Dell H. (1972): “*On communicative competence*”. In J. B. Pride and J. Holmes, eds., *Sociolinguistics*. Baltimore: Penguin Books, 269-293.
- Kitao, K. (2000). *Teaching Culture in Foreign Language Instruction in the United States*, Viewed 11 January 2005 at <http://www1.doshisha.ac.jp/~kkitao/library/article/culture.htm>.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Kramsch, C. (1996). *Stylistic choice and cultural awareness*. In L. Berdella & W. Delanoy (Eds.), *Challenges for pedagogy: literary texts in the foreign language classroom*. Tübingen: Gunter Narr.
- Kramsch, C. (1996). *The cultural component of language teaching*. *Language, Culture and Curriculum*, 2:83-92.
- Kramsch, C. (1998). *Language and culture* (Oxford: Oxford University Press).

•LOPS : Lukion Opetussuunnitelman Perusteet- National Core for Upper Secondary Schools . 2003. In : [http://www.edu.fi/julkaisut/ English/ LOPS_2003_engl.pdf](http://www.edu.fi/julkaisut/English/LOPS_2003_engl.pdf)(Accessed November 18th 2008)

•Liddicoat, A.J., Papademetre, L., Scarino, A., & Kohler, M. (2003). Report on intercultural language learning. Canberra ACT: Commonwealth of Australia

•National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.

•Mckay, S.L .(2000). *Teaching English as an International Language: Implications for Cultural Materials in the Classroom*. TESOL Journal,9(4), 7-11.

•McKay, S. L. (2003). *The Cultural Basis of Teaching English as an International Language*.

[viewed 16 December 2005]:<http://elt.britcoun.org/pubs/articles/2003/tm13-4-01.htm>.

•Modiano, M. 2001. 'Linguistic imperialism, cultural integrity, and EIL'. *ELT Journal* 55/4:

•Moloney, R. and Harbon, L. (2010). Making intercultural language learning visible and assessable. *Proceedings of Intercultural Competence Conference*, August, 2010, 1, 281-303.

•Noesjirwan, J. And Freestone, C (1979). The culture game, a simulation of culture shock.

• Paige, R. M., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (1999). Culture learning in language education: A review of the research literature. In R. M. Paige, D.L.Lange, & Y. A. Yershova. (Eds.), *Culture as the core: Integrating culture into the language curriculum* (pp. 47-115). Minneapolis, MN: University of Minnesota, Centre for Advanced Research in Language Acquisition.

Parmenter, Lynne. "Intercultural Communicative Competence." *Teaching English Now*, vol.2.(2003): [http:// tb.sanseido.co.jp/english/newcrown/pdf/ten002/ten_02_10.pdf](http://tb.sanseido.co.jp/english/newcrown/pdf/ten002/ten_02_10.pdf).

• Peterson, E. & Coltrane, B. (2003, December). *Culture in second language teaching*. Retrieved October 11, 2005 from Center for Applied Linguistics.

Web site: <http://www.cal.org/resources/digest/0309peterson.html>.

• POPS (1985) *Peruskoulun opetussuunnitelman perusteet 1985*. Kouluhallitus. Helsinki: Valtion painatuskeskus.

• Prosser, Michael H. "Cross-Cultural Communication." *Encyclopedia of Communication Theory*. Ed. Thousand Oaks, CA: SAGE, 2009.248-52. *SAGE Reference Online*. Web. 29 Jun. 2012.

• Rivers.J. (2010). An introduction to the concept of intercultural communicative language teaching and learning: A summary for teachers. A summary of a Ministry of Education-commissioned report *Intercultural Communicative Language Teaching: Implications for Effective Teaching and Learning*, produced through Victoria University of Wellington by Jonathan Newton, Eric Yates, Sandra Shearn, and Werner Nowitzki (the Newton report).

• Seelye, H. N. (1984). *Teaching Culture: Strategies for Intercultural Communication*. Illinois : National Textbook Company.

• Sercu, L. (2005). *Foreign Language Teachers and Intercultural Competence: An International Investigation*. Clevedon: Multilingual Matters.

• Shafaei, A. & Nejati, M. (2008). *Global practices of language teaching: Proceedings of the 2008 international online language conference*. Universal-Publishers.

• Tam, K. (2004). English(es) in global and local perspectives. In K. Tam & T. Weiss (Eds.), *English and globalisation: Perspectives from Hong Kong and China* (pp. 1-22). Hong Kong: The Chinese University of Hong Kong.

- Tavares, R and Cavalcanti, I. 1996. Developing Cultural Awareness in EFL Classrooms. *English Forum*, 34:3, July-September, 1996.
- Tomalin, B. Stempleski, S. (1993). *Cultural Awareness*, OUP.
- Tomlinson, B. And Masuhara, H. (2004). *Developing Language Course Materials*. Singapore:SEAMEO Regional Language Centre.
- Tylor, E. B. (1871). *Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Language, art and Custom*. London: John Murray.
- Usó-Juan, E., & Martinez-Flor, A. (2006). *Towards Acquiring Communicative Competence Through Listening*. In P. Jordens, (Ed.), *Current Trends in the Development and Teaching of the Four Language Skills* (pp.29-46). Berlin: Die Deutsche Bibliothek.
- Wang, X. (2008). *Reflection on the notion of culture teaching, US-China Foreign Language*, 6(1). cited in (Byram, Morgan et al, 1994:73)
- Weaver. G. R.(1993).*Understanding and coping with cross-cultural stress*. Yarmouth, ME: Intercultural Press.
- Widdowson, H. (1998). Widdowson, H. G. (1998). *Context, community, and authentic language. TESOL Quarterly*, 32(4), 705-16.
- Wiseman, R. L. & Koester, J. (1993). *Intercultural communication competence*. Newbury Park, CA: Sage.
- Weiqiang M. *Teaching Culture Within and Beyond Language School of Foreign Languages*. Jiangsu University.212013 Zhenjiang, China.

Appendices

Appendix 01

The Textbook's Activities which Aim at Developing the Dimensions of Byram's Framework

Task 3 on p.9

The «Famous People »game.

Bring photos of famous people to the class. Work with other groups. Ask questions to identify the man or the woman in the photo and answer them.

e.g. A: Is it a man or a woman?

B: It's a woman. /It's a man.

A: Is he/ she a painter...?

B: No, he/ she isn't.

A: What does he/ she do?

B: He/ She sings...

Task 1 on p.10:

1. Read the paragraph below, pick out the verbs and write them in your exercise-book.

The paragraph entitled "**A day in the life of Jane Smith**".

2. How many verbs are in this text?
3. How many things does Jane do alone? Write the verbs in your exercise-book.
4. How many things does Jane do with her friends? Write the verbs in your exercise-book.
5. Now, give the infinitives of the verbs.
6. Listen to your teacher and say what sound you hear at the end of each verb.
7. Compare with their infinitives. What do you notice?
8. Look up the meaning of «with» in your dictionary. Now read these sentences:
 - a. Jane is an actress with blue eyes and fair hair.
 - b. She acted with Brian Holmes in many films.
9. Does with mean the same in 'a' and 'b'? Explain.

Task 4 on p13

4. Now translate the following words into a language you know (Arabic, Tamazight, French)

To audition / an introduction / to join / to tour / to promote / a hit.

Tasks on p. 14:

Practice:

1. Put these verbs in the past simple.

The paragraph is about Faudel «The Small Prince of Raï».

2. Work in pairs.

First, match the people with countries and dates of birth.

Then ask questions and answer them.

e.g. Pupil A: Where was El Anka born?

Pupil B: He was born in Algeria?

Pupil A: When was he born?

Pupil B: He was born in 1907

A matching exercise consisting of several items in rounded rectangles and ovals. The rounded rectangles contain the following text: BOB MARLEY ARLEY, FAIROUZ, EL ANKA, LORIE, STING, and JAMAICA. The ovals contain the following text: ALGERA 1907, ENGLAND 1951, FRANCE 1982, and 1945.

Task 3 on p.15

3. Ask questions about the underlined words.
e.g. what was picasso's name ?

Pablo Picasso was born in 1881 in malaga. He was a Spanish painter, but also a sculptor and ceramist. Very young, he showed exceptional artistic talents. In 1907, he painted <<les Demoiselles d’Avignon>> and started the cubism period or movement.

Task 1 on p17

1. Who’s who? Match the pairs

- M’hamed Issiakhem a writer
- Ray Charles a film producer
- Walt Disney a painter
- Charles Dickens a singer
- Mohamed Dib a writer

Tasks on p19

2. Work in pairs and play the “famous people game”
e.g. you: Who starred in Armageddon?

Your partner: I think it was Bruce Willis.

	Films	Books	
Mouloud Feraoun	Sister act		Whoopie Goldberg
Bruce Willis	Chafika	Tom Sawyer	Djamila Arras
Jim Carey	Armagedon	Harry potter	Mary shelley
JK Rowling	The mask	Le fils du pauvre	Mark Twain

4. Read about Baya and say how long ago these things happened.
e.g. we’re in 2004. Baya was born 73years ago.

Baya Mahieddine was born in 1931 in Bordj-El- Kiffan. She lived with her grandparents because her parents died when she was 5. She started painting very early. She exhibited her first painting in Paris in 1947. She got married and had six children. She stopped painting for some years. In 1963, she started painting again and took part in many national and international exhibitions. She died on November 11th, 1998.

Task 1 on p. 21:

MUSIC AROUND THE WORLD

Read about these kinds of music. What do they express?

There are five paragraphs entitled: CHAABI, RAP, CLASSICAL MUSIC, RHYTHM and BLUES and HIP HOP.

Do you know other styles of music? Do you like any special group? Talk about it.

Task 4 on p. 29:

Work with a partner. Give him words and ask him to give the equivalents (synonyms), or opposites (antonyms).

Task 3 on p.30:

Guess what it is! Work in groups (3 or 4 pupils)

Each pupil writes the name of an object on a sheet of paper. The other pupils ask questions:

e.g: Can you find it in this classroom? Can you write it? Can you eat it? ...

(The first pupil to give the correct answer gets a point).

Tasks on p. 33

Practise

Task 1

Say a word and ask your partner to give you its anonym, antonym or definition.

Choose from this list:

Smart, calm, fast, sad, huge.

e.g. You: Could you give me the synonym of « huge »?

Your partner: I suggest «big».

Task 2:

Now, take turns with other words.

Go forward:

Task 1:

How many words can you make out of the word «stool».

Can you find:

-a preposition?

-a word meaning «also»?

-British slang for «lavatory»?

-that cannot be found?

-a small narrow opening (in a vending machine for example)?

-the capital of Norway?

Task 3:

Do you know other language games?

Task 4

Now, work in pairs and make a game in the same way: choose a word from which you can make other words.

Task 5 on p.34

Work with your partner. Tell him about what you could or couldn't do when you were six.

e.g. When I was six, I couldn't stay up after 9.00 p.m, but I could watch TV on Thursdays.

Task one p37

1.draw a plan of your town/ village (or an imaginary place). Mark places of interest on the plan. Write five sentences about the places on the map.

Task 1 on p. 41

Read about the origin of the crosswords, then do the grid if you want to.

Task on p. 42

Read more about games then answer the questions.

1-How many of these games do you know?

2-How many do you play?

3-Do you know any other games? Choose one and explain its rules.

Task 1 on p. 50

1. Pair work. Choose the right advice for health problem. Then ask and answer.

e.g. pupil: I've got a terrible headache. What can I do?

Pupil 2: You should take some aspirin.

A headache: take some vitamin C/ Put some ointment on it / Take some aspirin.

Insomnia: Drink coffee/ Drink a large glass of warm milk/ Drink orange juice

A backache: Get some exercise/ Take some vitamin C/ Use ointment.

An insect bite: Put an anti-itch cream on it/ Put eye drop on it/ Put a bandage.

Tasks on p.52:

4- Put each illness in the right box:

a headache/ a heart disease/ pneumonia

a stomachache/ an earache/ AIDS

a toothache/ high blood pressure/ a sore throat/ a cold/ cough/ a backache/ flu/ diabetes/obesity

SEIOUS ILLNESSES

5- Pair work. Here are some health tips. Ask and answer.

e.g.- why should I eat less fat?

-Because too much fat can cause obesity.

Less	Illnesses
-fat	-obesity
-sugar	-heart trouble
-sodas	-high blood pressure
-sweets	-diabetes
-salt	-toothaches

Task 1 on p53

1.Role play

Pupil1. You're a patient and you've got a health problem.

Pupil2. You're a doctor. Tell your partner what he/ she must or mustn't do.

Health problems Must or mustn't

-pain in the back cream	-eat ice-
-sore throat	-stay in bed
-sprained ankle	-go on a diet
-stomach-ache	-see a doctor
-diarrhea pack	-use an ice
-flu	-drink a lot of water

Tasks on p. 57

2-Pair work. Give advice to your partner.

e.g. Your partner: What should I do to feel calm?

4- Group work:

Do you do some of these actions regularly?

Name those you do.

Are there any other things you do for your health? Think of other ways to improve your health.

Task 1 on p. 60

1-Pair work. When did it happen? Ask and answer. Use **these verbs**: invent, discover, create.
e.g. You: when was penicillin discovered?

Your partner: Penicillin was discovered in 1928.

Penicillin:1928	Ambulance: 1792
Insulin: 1921	School for nurses: 1854
Aspirin: 1853	Thermometer: 1626
Glasses:1280	X-rays: 1895

Task 2 on p. 61

Role play. Find another way to explain how you can use these home remedies.

e.g.-When you have a headache, soak a cloth in cold water and apply it on your head. It relieves the pain.

- The cloth is soaked in cold water and applied on the head and the pain is relieved.

Tasks on p.62:

2-Do you know how this kind of medication is called. Ask your teacher of English, your biology teacher or your parents.

3- Try to find more information about it.

4-Imagine you're a host in a medical show on TV. Give some advice about other plants remedies you know.

Task on p.65

GRANDMOTHER'S REMEDIES

You have a fever, a cold, a cough or flu? Try these home remedies. But mind you, if they don't work after a short time, you should seek help. Only a doctor can tell you if your health problems are serious and say what step should be taken to treat them seriously.

What do you do when you have a headache, a sore throat or any other common illness? Now, say how much you know about home remedies. Write about them.

Tasks on p.63

4- Can you find other inventions, discoveries or creations? Name them.

Tasks on p.75

1-Pair word. Practise inviting a friend, accepting or refusing invitations.

e.g. -Would you like to go the theatre this afternoon?

-Yes, No,

Tasks on p.80

3- Pair work. Here are some activities you can do.

-Water the trees-do the shopping-take the dog to the vet-repair my bike-do the washing up.

e.g. -Your partner: What are you going to do next Thursday afternoon?

-You: I'm going to wash my dad's car. I'll be paid for it, you know.

-Your partner: Cool! What are you going to do with the money?

-You: I'm going to buy a CD.

Make a similar conversation.

Tasks on p. 89

1-Name two famous cartoons.

2-Who are the authors of "Zid ya Bouzid", "Superman" and "Asterix"?

3-Are these statements true or false? Correct the statement.

-Comics can make you laugh.

-Comics can make you angry.

-The "Yellow Kid" is the name of young child.

-Goscinnny created only one cartoon.

-“Tintin” was published in France.

Task 4 on p.67

4.When did it happen? Write sentences.

e.g. the London underground was opened in 1863

-1863 The London underground (open)

-1826 The first photograph (take)

-1879 The electric bulb (invent) etc.

Tasks on p.97

1-Play the role. Ask and answer questions about these places.

e.g.-You: how far is the theatre?

-Your partner: It's 500 m from here.

-You: How long does it take to get there?

- Your partner: It will take about 15 minutes

Use this information:

Stadium	3 kilometers	1 hour
Swimming – pool	2 kilometers	40 minutes
hospital	500 metres	20 minutes
kindergarden	200 metres	5 minutes

4- Pair work: think of three different things you would like to do. Then invite a partner to do them with you.

Task 4 on p.77:

Which country would you like to visit? What would you like to visit there?

Task 4 on p.80

Ask your friends about their plans for next summer holidays.

Tasks on p. 82:

2- Say three things you're going to do and three things you're not going to do for your birthday.

3-What are your classmates' plans for the weekend? Go around the class and find people who are going to do these things.

Ask for further information.

e.g. –Are you going to go to the zoo this week end?

- Yes I am.

-Oh you are? Who are you going with? What time will you go? How are you going there?

Compare the answers and say how many of your classmates are going to do these things.

4. What are your plans for the future ? write about two things you're going to do next year / two things you're not going to do next summer / two places you're going to visit soon.

Task 5 on p.100:

Write a questionnaire to interview a famous actor.

e.g. What's your name

-Name –Nationality –Age –Occupation
 –Home place –likes / dislikes –Place of work
 –Favorite partner / author / music/ film/ dish/ drink –Hobbies –Holiday –
 Languages –Future plans

Tasks on p.102

Practise:

Task 5:

Now write a small paragraph about your partner.

Go forward

Read the following text then answer the questions.

1. Why was the man unhappy at the beginning ?
2. Why did he ask Djaha to help him?
3. How did Djaha help him ?
4. Why was the man happy in the end?

Tasks on p103

3. Make an interview with Jane Smith.

e.g. enjoy/ act

you: Miss smith do you enjoy acting ?

Miss smith: oh, yes, I love acting.

Tasks on p.107

Read willy's story , then do the activities.

1. Answer the questions:
 - Where did willy go to work ?
 - Did he bring home what the farmer gave him?
 - Why did the butter melt?
 - How did willy's mother react?
 - Was willy very clever?

2. Continue the story on the same pattern. Use cues:

-paper bag/ milk

3. Find other cues and write an ending to the story.

4. This is a very simple and easy story. Would like to stage it on a special occasion at school? What part would you like to take? Why?

5. Pair work . Choose a cartoon you like and adapt it for class drama.

Tasks on p.111

Theatrical genres

The aim of theater was to show people their own faults and to make them laugh at themselves. It was believed that people improved in this way.

So, the first objective was moral before it became a full entertainment with its norms. In Europe, the theater genre dates back to Greek tragedies.

Have you ever heard about other records? Tell the class.

Appendix 02

Images Included in *Spotlight on English Book Two*



Image 01

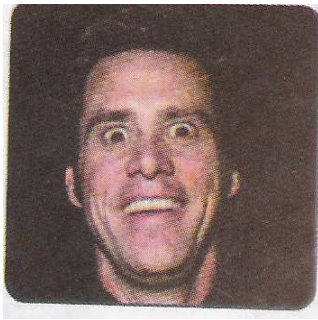


image 02



image 03



Image 04



Image 05



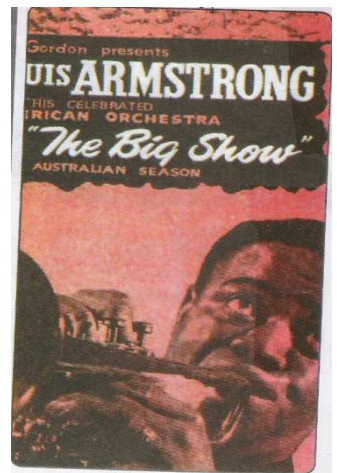
Image 06



Image 07



Image 08





ge 13

Image 14

Image 15



Image 16



Image 17



Letter and Spelling

Image 18



Image 19



Image 20

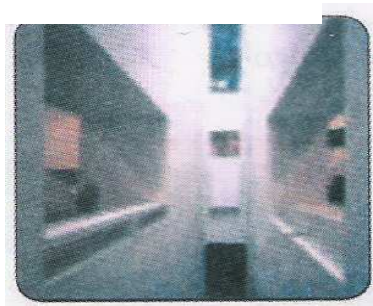




Image 23



Image 21

Image 22

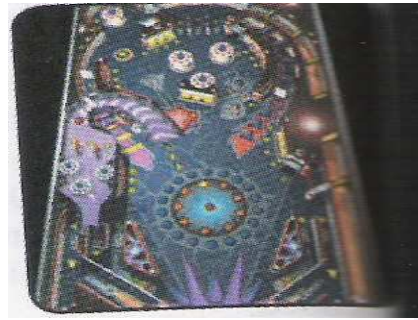


Image 25



Image 26

Image 24



Image 27

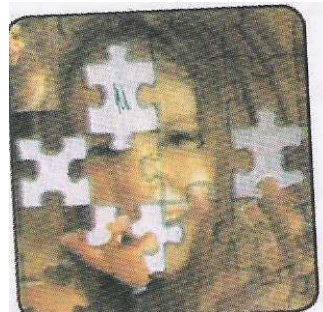


Image 28



Image 29





Image 35



Image 3

Image 34

Image 33



Image 37

Image 38

Image 36

Image 39

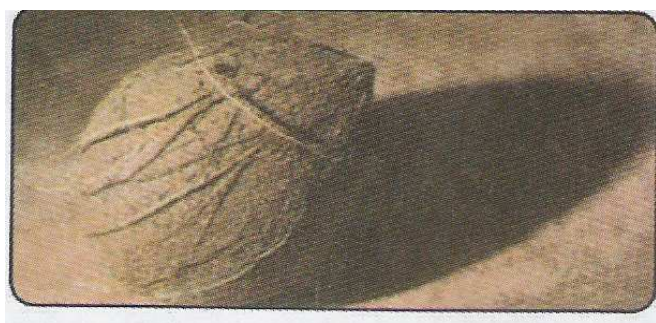


Image 40



Image 41



Image 43

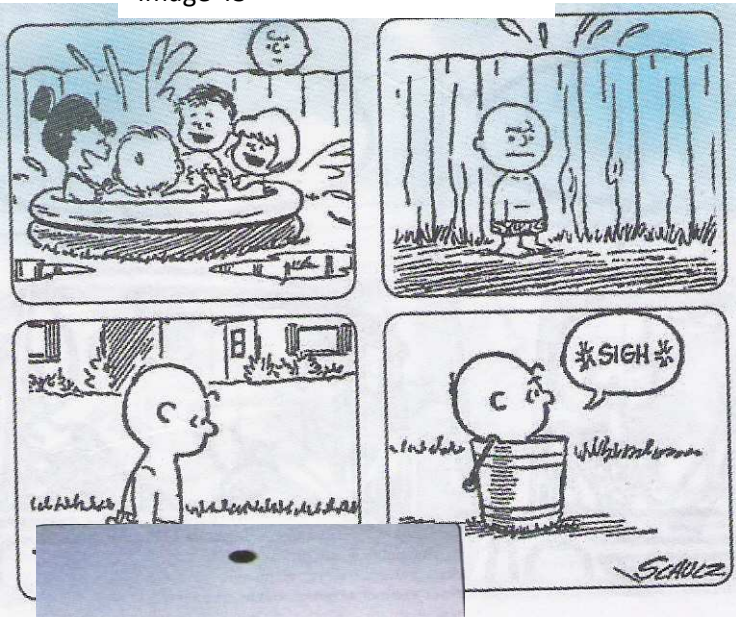


Image 45



Image 48

4. Underline the verbs « settle », « polish » and « move ». Look them up in a dictionary. Do these actions happen in the present, the past or the future ?

Image 42



Image 44

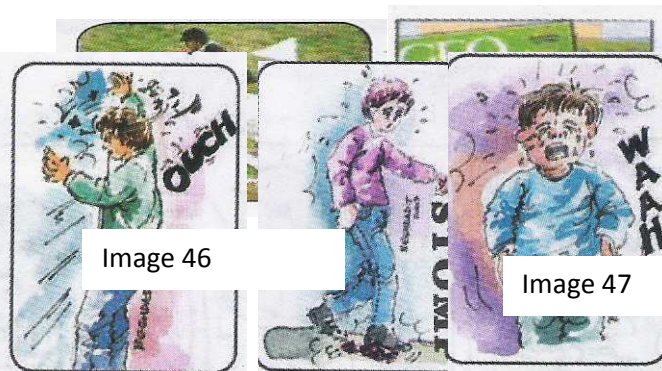


Image 46

Image 47

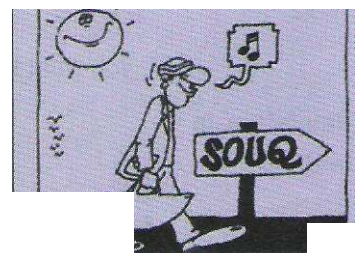


Image 51



Image 50

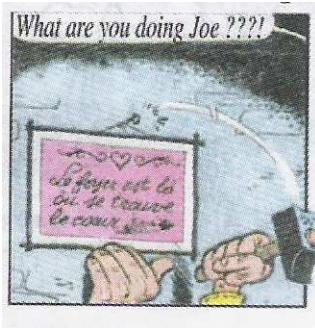


Image 53

Image

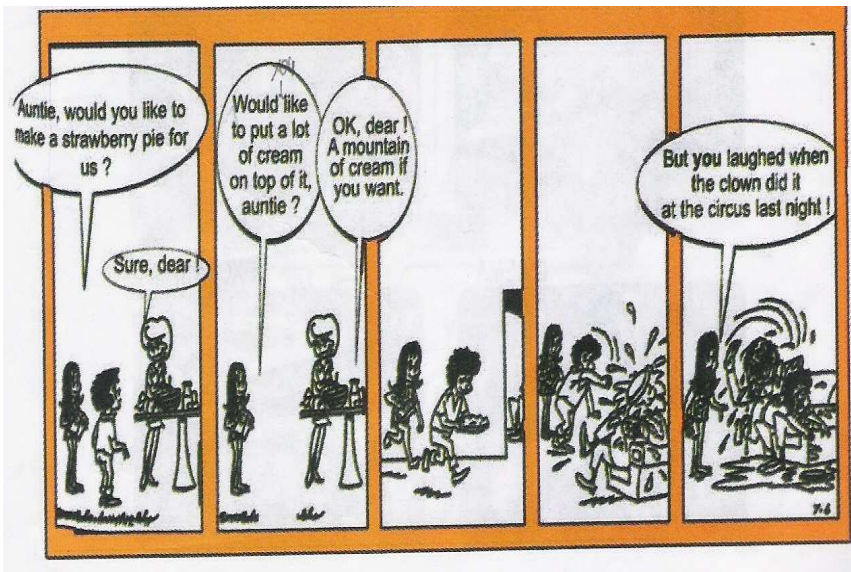


Image 55

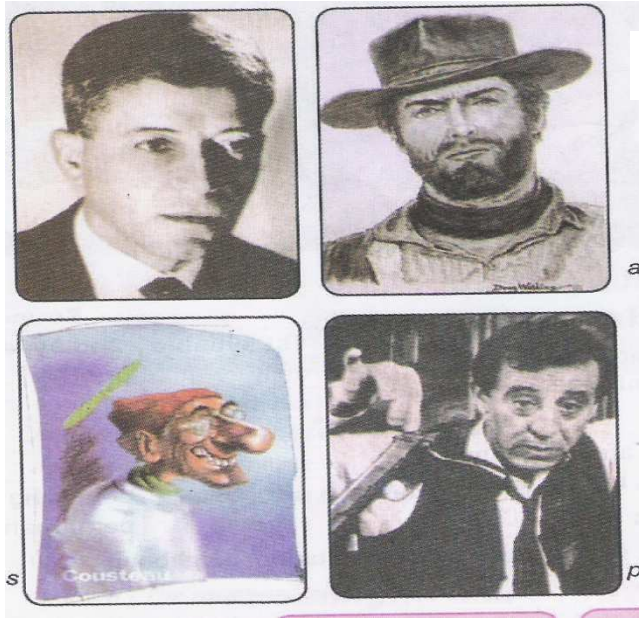


Image 54

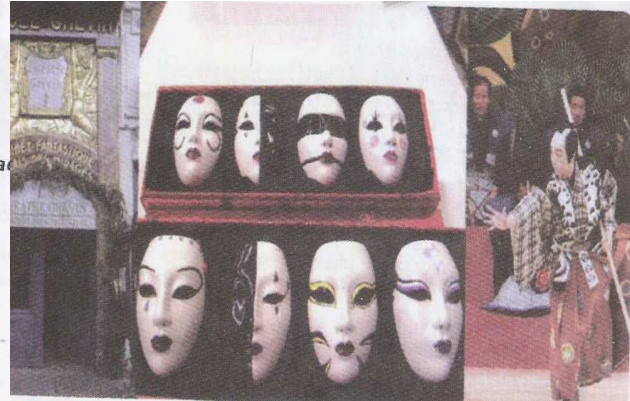


Image 57

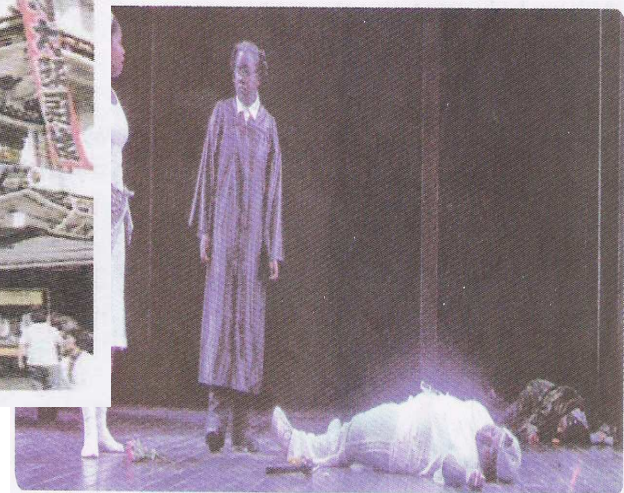


Image 58

The Questionnaire

This questionnaire is designed for the teachers of the English language in the Middle School, for the purpose of collecting data about their views on the teaching of Intercultural Communicative Competence in the textbook of Spotlight 2. Please fill out the parts of the questionnaire by putting a tick next to the appropriate answers. Thank you very much for taking the time to share your experiences and ideas. Your input is very important and greatly appreciated.

I- The Teachers' Perception of the Intercultural Information in Spotlight 2:

1- Is culture included in Spotlight 2?

Yes

No

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

Yes

No

➤ If yes, what are them?

.....
.....

3- Which intercultural elements are included in the textbook?

Songs and images

Traditions and customs

Literature

Others, specify

4- When interacting with your learners, do you notice that your learners have some prior knowledge about foreign cultures?

Yes

No

5- Do you think that the inclusion of various cultures in the textbook facilitates the learning process of the target language?

Yes

No

6- Does the textbook help the learners to be Intercultural Communicative competent?

Yes

No

7- In your opinion, is culture given a prominent role in the textbook?

Yes

No

8- How do you find the Intercultural information in the textbook?

a- Varied

b- Limited

c- Not varied

9- Which skill is paid more attention in the textbook?

a- Listening and speaking

b- Reading and writing

c- All of them

10- Are the learners aware of the cultural differences between the foreign cultures and their own culture?

Yes

No

11- Does the incorporation of the learners' native culture motivate them and create a sense of curiosity and openness?

Yes

No

12-Are the learners given opportunities to relate what they read or listen on foreign cultures to their own culture?

Yes

No

13-Do you think that teaching various cultures in addition to the learners' home culture helps them to develop the skills of interpreting, relating and comparing?

Yes

No

14-Does the textbook promote the learners' knowledge of the products and practices of the target cultures and the native ones?

Yes

No

15- Does the textbook help the learners to increase their abilities to put in practice the knowledge and the skills acquired?

Yes

No

16- Does the textbook give the learners the opportunity to evaluate what they have learned about the home culture and target one?

Yes

No

17- What kind of tasks that develop the learners' Intercultural Communicative Competence?

a- Role plays

c-Individual works

b- Group works

d-Other, specify

18- Do you use other resources and materials to teach Intercultural Communicative Competence such as videos, films, recordings...?

Yes

No

➤ If yes, what are these resources?

.....
.....

➤ If No, why?

.....
.....

19- What are the tricks do you usually use to explain the cultural differences for the learners?

a- Examples

c-Comparison

b- Real life situations

d-Others

20- How do you manage the stereotypes and the prejudices that learners get about foreign cultures?

a- Ignore them

b- Explain and justify them

21- When teaching foreign cultures, do you focus more on:

a- Similarities

b-Differences

III-Teachers' view about Learners' Attitudes towards Foreign and native Cultures:

22- Are the learners open-mi and curious when learning about foreign cultures?

Yes

No

23- From which culture do you get a strong appreciation from the learners?

a- The native culture

b- The target culture

c- Foreign cultures

Thank you for your help and feedback!

