

وزارة التعليم العالي و البحث العلمي

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

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جامعة مولود معمري-تيزي وزو

كلية الآداب و اللغات



**Domaine :** Lettres et Langues Etrangères

**Filière :** Langue Anglaise

**Spécialité:**

**Dissertation Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master in English**

**Title:**

**Integrating Communication Skills in the Algerian Middle  
School: An Analysis of the Textbook On the Move**

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**Promotion: June 2016**

Nº d'Ordre:

Nº de série:

*To my dear parents Arezki and Fatma  
the sources of my happiness and success, words can  
never express my deep love to them,*

*To my beloved brother Rafik*

*To my lovely sisters Kahina, Kenza, Samira and  
Djazia*

*To my wonderful friends with whom I shared the  
University life with its lights and shadows: Nadia  
Souad, Zina, Nassira, Farida, Yassmina, and Sadjia.*

*To my adorable Binom Katia*

*Sabrina*

*To my dearest and greatest mother Aldjía*

*To the spirit of my father*

*To my dear brother Abd-Lghani and his wife*

*Fahíma*

*To my dear sisters Rabíaa and Hassína*

*To my beloved nephews Chahínaz, Amar and Rayan*

*To my lovely friends Mouníra, Kahína, Zína, Souad,*

*Yassmína, Souad Hemlat, Ahmed and Nabil*

*To my cute binom Sabrína*

*Katía*

## *Acknowledgements*

We would like to express our extreme and gratitude to our supervisor Ms Malika FEDOUL for her unaccountable guidance, support, help, advice, and patience. Thanks to her encouragement and comments, this work reached an end.

We are especially grateful to our teacher Mr Mohamed HAMMOU who has contributed in a way or another to the fulfillment of this dissertation.

Also, we would like to express our deepest gratitude to our teachers of the department of English at Mouloud MAMMERI University of Tizi-Ouzou.

We would like to extend our deep appreciations and gratitude to the board of examiners who have kindly accepted to examine the present work.

Appreciations and special thanks go to our beloved families and friends who have shown us moral support.

## Abstract

This study investigates the issue of teaching communication skills in English as a Foreign Language. It deals with the teaching of these skills in the Algerian middle school. It aims at analysing the textbook *On the Move* which is designed for the fourth year learners at middle school. To investigate this issue, we rely on Trilling and Fadel (2009) theoretical framework for teaching communication skills. A Mixed Method Research is used to gather and interpret the data. It is a combination of the quantitative and the qualitative methods. The quantitative method is shown in the use of Statistical Package for Social Sciences (SPSS) in order to get numerical and statistical data whereas the qualitative one is revealed in the use of Trilling and Fadel (2009) framework and Content Analysis for the interpretation and the explanation of the findings. The data which are obtained from *On the Move* textbook include a total number of three hundred and fourteen (314) tasks. Among these tasks, only one hundred and eighty nine (189) tasks aim to teach communication skills. The results that are reached in this study show that the skill of articulating thoughts and ideas effectively is well developed in the textbook in comparison to the other skills which are listening effectively to decipher meaning, the use of communication for a range of purposes and communicate effectively in diverse environments. To sum up, communication skills are developed in *On the Move* only to some extent (24%) of the total number of tasks.

## **List of Abbreviation:**

- CA: Content Analysis
- CBA: Competency Based Approach
- CBLT: Competency Based Language Teaching
- CLT: Communicative Language Teaching
- Cs: Communication, Collaboration, Creativity and Critical thinking
- EFL: English as a Foreign Language
- ELT: English Language Teaching
- ESL: English as a Second Language
- F/SLT: Foreign or Second Language Teaching
- FL: Foreign Language
- HP: Hypothesis
- P21: Partnership of Twentieth First Century Learning
- QCA: Quantitative Content Analysis
- QCA: Qualitative Content Analysis
- S/FL: Second or Foreign Language
- SPSS: Statistical Package for Social Sciences
- TL: Target Language

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## Statement of the Problem

English as a language of interntional communication represents one of the essential tools to success in today's world, its learning becomes a necessity. Thus, being able to communicate effectively using the English language requires from learners to develop their communication skills. The latter presents one of the most complex skills that learners need to master in the 21<sup>st</sup> century. In fact, many researchers such as Carool (2007), Frey and Fisher (2008) claim the importance of integrating communication skills into second or foreign language teaching programs in order for learners to compete in this modern world that witnesses many changes in different domains such as economics, politics and education.

To cope with these changes, Algeria among other countries has undertaken an educational reform since 2003 for the sake of fostering learners' communication skills, among other skills. The reform is based on introducing the Competency-Based Approach (CBA) into the Algerian educational system. As a matter of fact, new syllabuses and textbooks have been elaborated to vehicle this change. In fact, a textbook as an instructional material plays an important role in ELT. In explaining its central role in ELT, Dubin and Olshtain (1986:167) claim that: *“the tangible element that gives a language course face validity to many learners and teachers is the textbook”*. For English as foreign language (EFL) learning, a textbook is a tool which can be used by teachers or learners to facilitate the learning of the language covering many skills. In addition, Hutchinson and Torres (1994:327) describe a textbook as *“an important means of satisfying the range of needs that emerge from the classroom and its wider context”*.

The importance of communication skills in teaching and learning English as a Foreign or Second Language leads many researchers in different parts of the world to conduct an investigation about the teaching of communication skills in the educational

field. For example, Lenka Temerová at Masaryk University BRNO has presented a work in (2007) about the improvement of students' communicative skills. She claims the importance of motivation in the improvement of students' communicative skills by providing communicative activities and interesting topics. Another research has been done by Pranee Nanthoboot in (2012) at Srinakharinwirot University. The author has explored the effect of communicative activities in developing English speaking ability. The author has found that communicative activities are helpful in developing students' English speaking ability. That is to say, learners will have an opportunity to practise speaking and gain courage and confidence in public speaking. More importantly, students will be able to learn, discuss and debate in groups and give effective presentations in public correctly and fluently. In addition to this, Boussiada Soraya, an Algerian researcher, has investigated the effects of cooperative work in improving learners' oral proficiency and communicative skills in (2010) at Constantine University. She has concluded that there is a positive relationship between cooperative group work and oral proficiency since it gives learners more opportunities to get the practice they need to use the language.

The works that are mentioned above have dealt with topics in relation to communication skills. Importantly, the review of previous works demonstrates that none of them has tackled the issue of communication skills in relation to textbook analysis. In this respect, our work investigates the teaching of communication skills in the Algerian middle school textbook *On the Move* for teaching and learning EFL.

## **Aims and Significance of the Study**

This research is an attempt to analyze the Algerian English language middle school textbook *On the Move*. More precisely, the dissertation aims to find out whether the textbook includes tasks that aim to teach communication skills and assess its effectiveness in developing these skills. The latter represents one of the 21<sup>st</sup> century skills which are Creativity, Critical thinking, Collaboration and Communication skills (Cs) according to Trilling and Fadel (2009). Our motivation for the choice of *On the Move* textbook, is that it is the last textbook which is designed for the Algerian fourth year middle school pupils. In this respect, since the pupils will move to another school level, they are required to have a sufficient **knowledge** and be ready to use the English language to communicate effectively.

In order to fulfill our aim, we have chosen two main objectives. First, is to determine whether the textbook activities include communication skills. Then, to see whether these activities are implemented in a way that fosters pupils' communication skills.

## **Research Questions and Hypotheses**

Our research seeks to **investigate** the following questions:

1/ Does the textbook *On the Move* include tasks that develop learners' communication skills?

2/ If yes, to what extent do the tasks foster learners communication skills effectively?

The present research puts forward the following hypotheses that either will be confirmed or **refuted** at the end of the research:

HP 1: (a) The EFL textbook *On the Move* includes **tasks that deal** with communication skills.

(b) The EFL textbook *On the Move* does not include tasks that aim to teach communication skills.

HP 2: (a) *On the Move* tasks develop effective communication skills.

(b) *On the Move* tasks do not develop effective communication skills.

## **Research Techniques and Methodology**

In order to meet the objectives of our research, the appropriate research method which is used is a Mixed Method Approach. This approach includes both quantitative and qualitative methods for data collection and data analysis procedures. The data are collected through the evaluation of the activities of *On the Move*. The latter includes over a total of three hundred and fourteen (314) tasks. These tasks contain over one hundred and eighty nine (189) tasks that develop communication skills which are classified according to Trilling and Fadel (2009) model for teaching communication skills.

In this study, the quantitative research is based on the Statistical Package for Social Sciences (SPSS) to get statistical and numerical data. The qualitative part involves Trilling and Fadel framework (2009) and Content Analysis (CA) in order to interpret the collected data.

## **Structure of the Dissertation**

This research is organized following the Traditional-Simple Model that consists of a General Introduction, four chapters and General Conclusion. The introduction presents the problem of the study, the aim and significance of the study, research questions and hypotheses, and the organization of the dissertation. Besides, the first chapter *Review of Literature* consists of different concepts that are related to communication skills and the

theoretical framework on which this work is based. Chapter two is called *Research Design and Methodology*, it includes data collection that describe the textbook and data analysis procedures that are composed of SPSS, CA and Trilling and Fadel (2009) framework for teaching communication skills. Chapter three is related to the *Presentation of the Research Findings*, which accounts for the statistical results in the form of pie-charts, diagrams and tables. The last chapter which is *Discussion* provides us with the interpretation and the **explanation of the results mentioned in the previous chapter** trying to answer the research questions. The General Conclusion provides an overall summary of the different points that are tackled in this study.

## Introduction

Many researchers and educators have investigated communication skills in teaching English as a **Second or Foreign Language**. This chapter deals with the review of the literature on communication. It seeks to investigate communication skills in relation to English Language Teaching (ELT). It reveals and identifies some key concepts related to communication. It is composed of three main sections. The first section deals with the different definitions of communication. The second one includes the teaching of communication in education and the third one highlights communication skills as one of the 21<sup>st</sup> century skills in Trilling and Fadel (2009) framework of 21<sup>st</sup> century learning.

### 1. What Is Communication?

#### 1.1. Definitions

Communication is a crucial part in Foreign or Second language Teaching (F/SLT). Different definitions **have been developed** by many researchers **about** the concept of communication. According to MTD Training (2010:10) “*Communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas*”. This means that, **communication is the act of exchanging ideas, feelings and opinions. Communication can be effective if the message is well transmitted by the speaker and well received by the listener.** In addition, DeVito (1986:61) argues that communication is “*the process or act of transmitting a message from a sender to a receiver, through a channel and with the interference of noise*”. In other words, communication is the exchange of words or sentences using written, oral or non-verbal modes between interlocutors. Another definition which is provided by Valenzuela (1992:2) shows that communication is “*any act by which one person gives to or receives from another person information about that person’s needs,*

*desires, perceptions, knowledge or affective states*”. From this definition, communication is the way of sending and receiving one’s own thoughts and requirements.

## **1.2. Communication as a Process**

Some researchers and institutions have dealt with effective communication among them MTD Training (2010) which has developed a process through which communication occurs. This process is composed of several elements:

- a. Source** is the sender himself/ herself who must know the purpose of communication and expect the relevant outcomes.
- b. Message** is the ability to convey information by the sender. It can occur in different ways including verbal and non-verbal forms. It is the reason behind engaging in communication.
- c. Encoding** is the process of transferring information into a form through which it will be sent. In order to avoid the breakdown of communication, it is important to take into account the audience.
- d. Channel** refers to the medium through which the message is conveyed, either oral such as face to face or written like letters.
- e. Decoding** is the ability to successfully receive and understand the message. It requires effective communication skills such as active listening **where learners react by using body language.**
- f. Receiver** is the person who is listening to the message. In this case, the speaker should has expectations of the listener’s response. To reach this objective, the information should be concise and precise.
- g. Feedback** is the receiver feedback that shows whether the message is well transmitted or the ideas and thoughts are actively conveyed. It can be expressed through body

language or in a written form. Besides, feedback gives the opportunity to improve the communication skills.

- h. Context** is the setting where communication occurs taking into consideration the relationship between the sender and the receiver, the surrounding environment and broader culture. (MTD Training, 2010:11).

### **1.3. Communicative Competence in Language**

Language is an important communicative tool through which people express their thoughts, feelings and desires. It plays an important role in the process of communication. Thanks to language, people exchange ideas and interact with each other. Thus, successful communication requires from people to develop their communicative competence. As a matter of fact, the notion of communicative competence in language has been developed differently by scholars.

Chomsky (1965) has introduced the theory of linguistic competence in “Aspect of the Theory of Syntax” (1965), which is a linguistic theory that distinguishes between competence and performance. The former is related to the knowledge of grammar, phonology, and lexis... of both speaker and hearer of the language whereas the latter is the ability to use the language in real life situations. However, Chomsky’s linguistic competence is rejected by scholars that have dealt with language in relation to society and culture. The first scholar to reject it is Dell Hymes who has developed the notion of communicative competence in (1972). It was a reaction to Chomsky’s linguistic competence. Hymes (1972:18-19) describes it as the “*rules of use without which the rules of grammar would be useless*”. This idea explains that knowing only the grammatical rules of the language is not sufficient. Individuals should be able to use the rules of language to communicate in different socio-cultural contexts. This theory involves four sectors of knowledge to answer Chomsky’s linguistic competence:

- Whether (and to what degree) something is possible.
- Whether (and to what degree) something is feasible in virtue of the means of implementation available.
- Whether (and to what degree) something is appropriate in relation to the context in which it is used and evaluated.
- Whether (and to what degree) something is in fact done actually performed, and what it's doing entails.

(Hymes, 1972:12)

As for teaching communicative competence in a foreign or second language, a framework of communicative competence is developed by Canale and Swain (1980:30) who define it as a *“more useful and effective second language teaching and allowing more valid reliable measurement of second language communication skills”*. This theory includes four competences which are grammatical, sociolinguistic, discourse, and strategic competences. First of all, grammatical or linguistic competence refers to the knowledge of grammar, lexis, morphology, syntax, semantics, and phonology. That is to say, learners have to know the rules of the language. Second, sociolinguistic competence is the socio-cultural rules of language use such as politeness that include a better understanding of the social context in which they are used. Third, discourse competence is the rules of discourse such as coherence and cohesion. It is the ability of the speaker to use the knowledge of language in real life situations and it shows the learner's ability to go beyond the literal meaning of utterances. Finally, strategic competence consists in the verbal and the non-verbal strategies that learners may use whenever they fail in any communication process (Canale & Swain, 1980). For instance, using synonyms in situations where learners do not find the appropriate words.

## **2. Teaching Communication Skills in the 21<sup>st</sup> Century Education**

It is clear that the world has changed and classroom teaching practices must adapt to the new century in which complex skills are highlighted to be taught in EFL classes. The goal of learning is no longer based on preparing students to take an exam rather is shifted to teach them the skills that are needed to succeed in the 21<sup>st</sup> century. Communication skills are among the most needed skills in this new century. Thus, learners must develop them in order to be able to negotiate the complexities of life. According to Andreas Schleicher (2010) *“Today, because of rapid economic and social change, schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don’t yet know will arise”* (cited in Irencka Suto, 2013:3). The great importance that communication skills have in today’s world, Ministry of Education encourages them in their curricula. Since (2002) the Partnership of the Twentieth First Century Learning (P21) also raised the issue of teaching innovative skills that students need to succeed at school and workplace. More precisely, the attention of this organization that started in USA and which consists of business community, education leaders and policymakers is to refine the goal of education which must be based on teaching learners the skills that allow them to compete in the world of globalization.

The P21 framework is defined as

A national organization that advocates for the integration of skills such as critical thinking, problem solving and communication into the teaching of core academic subjects such as English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. (P21 Framework, 2009:135)

In this demanding age, the skills that (P21) framework identifies are called the four Cs. These innovation skills are viewed as the ones that make a difference between learners who are equipped with more complex skills in 21<sup>st</sup> century time, and the ones who are not. The emphasis on Creativity, Critical thinking, Communication and Collaboration is important to prepare students for the future (Partnership for 21<sup>st</sup> Century Skills). First of all, the skill of

Creativity is known as the ability of someone to generate new ideas in different ways and the act of transforming imaginative ideas into reality. Second, Critical thinking skills **where learners should be active learners who are able to** criticize evaluate and find solutions to problems. Moreover, **these skills** allow learners to develop other skills such as high level of concentration and analytical abilities. Third, Collaboration **skills where** learners work in groups or in pairs to exchange information and solve problems to accomplish good outcomes. The last one is related to Communication skills which are considered as the most complex skills that students **need to master in order succeed** in the 21<sup>st</sup> century. Through communication, learners may interact, communicate ideas, and express thoughts clearly. Levy & Murnane (2004) highlight the importance of learning complex communication in the sense that, complex communication involves interpretation, negotiation and other forms of human interaction.

## **2.1. Learner-Centred Approaches to ELT and Communication**

In recent years, the educational field has integrated new methods to teaching and learning English as S/FL. These methods are based on learner-centred approach. It is alternative to more traditional educational approaches which are teacher-centred approaches that have **failed** to prepare learners to be able to communicate in the Target Language (TL) (Weimer, 2002). The main goal of a learner-centred approach is to create a communicative environment. Thus, it seeks to help learners to communicate effectively in various situations.

In the traditional teacher-centred approach, **the way of teaching gives less importance to learners** during the learning process. However, learner-centred approach encourage active learning in which learners are at the center of the learning process, responsible for their learning and take roles in the learning process by discussing, explaining and solving problems during the course. At the same time, the role of the teacher has changed to the one who

facilitates and guides learners. In this sense, Fodil (2005:38) says that this learner-centered approach “*seeks to develop learner’s autonomy and self-development by laying claim for the necessity to redefine the role of both learner and teacher, hence the argument for adoption of a methodology centred on the learner*”. Moreover, these approaches encourage learners’ involvement and motivation through providing individual learning atmosphere. That is, learners are offered the opportunity to plan for their study **and** negotiate answers in a meaningful interaction. This way of learning allows them to acquire good communication skills. Nunan (2004:8) states that

A learner centred classroom is one in which students were actively involved in their own learning process. This involvement has two dimensions: first, students take charge of their own learning process, including making decision, plans and so forth; the other is to maximize the classroom time for students’ interactive activities.

**This means that, learner centred approach encourages learners’ involvement during the learning process. They are responsible of their learning, take decision, interact with each other and solve problems.**

More importantly, using learner-centred approaches encourage learners to use the knowledge of language and communicate effectively inside and outside the classroom. In fact, when they take part in different activities that deal with communication, students develop their communication skills. At the same time, engaging learners in a cooperative way of learning open the way for them to have a good mastery of the target language (TL) **because they are given the opportunity to exchange ideas and discuss different topics**. This is due to the exchange and the interaction between them. In this area, Jones (2007:2) claims that

In a student-center class, students don’t depend on their teacher all the time, waiting for interactions, words of approval, correction, advice, or praise. They don’t ignore each other, but look at each and communicate with each other. They value each other’s contribution; they cooperate, learn from each and help each other.

**That is to say, this new method offers the chance for learners to become active learners where the teacher plays the role of the guide. The learning environment and the way of learning help the development of learners’ level as they exchange ideas and interact between each other.**

## 2.2. Competency-Based Approach to F/SLT

Competency-Based Approach (CBA) to education gives learners opportunities to acquire lifelong learning skills including communication skills. It is considered as an expansion of Communicative Language Teaching (CLT) which emerged in 1970s in the United States (Richards, 2006). This approach seeks to teach students the basic skills they need in everyday life. CBA as an educational approach is defined by many researchers like Richards and Rodgers (2001:141) who state that this new approach is “*an educational movement that focuses on the outcomes or outputs of learning in the development of language programs*”. From this definition, CBA puts emphasis on learners’ production of knowledge and using it in different situations. Teaching through CBA enables learners to be integrated in the society and survive in the world of globalization. Its implication in language teaching is known as Competency-Based Language Teaching (CBLT). It serves as a bridge between school life and real life setting to help learners to become autonomous. This approach gives importance to learners’ needs by stressing the use of knowledge and the development of their abilities and skills that are needed in everyday life (Auerbach, 1986 cited in Richards and Rogers, 2001). CBLT shows the move from the study of language structure to language function. In this respect, Docking (1994:16) claims that CBLT “*is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it*”. This means that, **this approach is based on teaching the competences that learners need to perform in different situations. Its emphasis is on preparing learners that are able to use the knowledge of the target language to satisfy their needs.**

CBA is distinguished from the rest of **the** approaches to language teaching and learning in its principles and characteristics that are as follows. First of all, it is **an** action oriented approach. In other words, it permits learners to become effective users of the Target Language (TL) outside the classroom. Moreover, CBA is a learner-centered approach in the sense that learners are at the center of the learning process. With more precise terms, they are the ones who construct their own knowledge. Furthermore, CBA is a problem solving approach where learners ask significant questions, judge and identify problems then find solutions. In addition to this, CBA is a social constructivist approach. Learners' construction of knowledge relies on the interactions that occur between them in the classroom. Rice and Wilson (1999:32) state that *“social studies teachers must encourage their students to engage in collaborative learning, use high order thinking skills, construct their own knowledge about social studies concepts, and relate classroom lessons to their lives and experiences”*. Finally, CBA is a cognitive approach. According to Bode (1993), in learning, prior knowledge plays an effective role in which the memory system is an active organized processor of information. **This means, the prior knowledge helps to assimilate new ideas.**

**As for the objectives of CBA,** The most important **one** is to reach the needed results that must be fulfilled by the end of the course (Watson, 1990). In other words, learners have to learn a set of skills and the required knowledge that **is** planned in any unit, course or lesson. This approach also seeks to help learners to know how to do by developing different skills and functions in various situations. Through this, learners will become effective users of language and will be capable to solve problems that they will encounter in their everyday lives (Rich et al., 2005). Another important objective of CBA is that it sees the language as a functional and interactional means of communication. In this case, it aims to enhance learners' social skills **and prepare them to communicate in different situations fluently**. This also gives learners opportunities to use the language appropriately and be understood by the

others (Richards and Rodgers, 2001). In addition to this, Nunan (1989:12) views that “.....*In terms of learning, it is generally accepted that we need to distinguish between ‘learning that’ and ‘knowing how’.* In other words, we need to distinguish between various grammatical rules and being able to use the rules effectively and appropriately when communicating”. CBA aims at ensuring that learners are acquiring knowledge and skills that are needed to succeed in school, higher education and professional life.

### **2.3. Important Skills for Foreign or Second Language Learners to Be Effective Communicators**

Learners’ effective communication requires from them to develop a set of skills in order to have the ability to code and decode messages while communicating. Some researchers claim the importance of some skills in developing effective communication among them Burstein (2010), who claims the importance of active listening and Rungapadiachy (1993), who put emphasis on interpersonal skills. Moreover, Richards (1990), has stressed the notion of conversational skills in developing effective communication.

First of all, *active listening* skills refer to the ability to accurately receive and interpret messages during the process of communication. Moreover, active listening is a difficult skill to master since it is not just a matter of passively hearing the intended speaker’s message, but it needs a **full** concentration on what is being said. According to Nunan (2001:23) “*listening is a six staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding*”. This definition shows the different stages for developing effective listening. The first stage has to do with *Hearing* which refers to the response caused by sound waves encouraging the sensory receptors of the ear. Moreover, *Attending* refers to a selection that our brain focuses on. The following stage is *Understanding* which helps to

analyze the meaning of what is heard. The next stage is *Remembering* which is the most important stage in the process of listening because an individual has not only received and interpreted a message, has also added it to the mind's storage bank. In the coming stage that represents *Evaluating*, the listener evaluates the message that has been received. The last stage is *Responding* which requires from the receiver to complete the process through verbal and non-verbal feedback in order to check whether the message is well received (Nunan, 2001). Thus, developing the skill of active listening enables one to avoid misunderstanding.

Second, **the** important skills that an effective communicator possesses are *conversational skills*. A conversation is usually more spontaneous and less formal. It involves personal interaction between two or more learners where they engage in an ongoing conversation to exchange information about something of interest and find themselves in different social situations playing various social roles. According to Richards (1990:76) "*conversational competence is seen as the product of engaging learners in conversational interaction such as situational role plays, problem solving tasks and gap exercises*". Knowing how to convey ideas and information successfully requires from learners to develop their conversational skills. Thus, successful communication requires from the interlocutors to understand each other, keep speaking on the same topic and respect turn taking.

Finally, interpersonal skills are a set of skills that learners need to learn in order to communicate effectively in the TL. Interpersonal skills can be defined broadly as "*those skills which one needs in order to communicate effectively with another person or a group of people*" Rungapadiachy (1993:193). These skills include questioning, oral communication, assertiveness, and non-verbal communication skills. First of all, questioning is a great way to initiate a conversation and it serves to achieve many purposes such as asking for information. Hayes (2002) views questioning as the ability to use questions to get information that are resulted in an exchange, aims to enhance the communicative efficiency of the interaction.

Then, oral communication skill is the ability to communicate using spoken words. It includes speeches, presentations and discussions. Next, the assertiveness skill is the ability of someone to express his feelings, thoughts and **respect** the rights of others like avoids offending someone. Jakubowski & Lange (1976:38) claim that “*assertiveness involves standing up for >personal rights and expressing thoughts, feelings and beliefs in direct, honest and appropriate ways which respect the rights of other people*”. Finally, **the** non-verbal skill is not just what comes out of individuals’ mouths. In fact, what they do not say including body language often communicates meaning. For example, **gestures, facial expressions and body movements** can communicate meaning.

#### **2.4. Using Communicative Tasks in F/SLT**

Language is the most important communication tool used by human beings. Thus, to develop learners’ communication skills in S/FL, they should be provided with communicative tasks that target these skills. A communicative task can be defined as a task that “*involves the learner in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form*” Richards & Rodgers (2001:234). That is to say, these communicative tasks may positively influence learners’ performance giving priority to fluency. Unlike the traditional language tasks that neglect the communicative purpose, learners are involved in repetition and drills where the focus is on accuracy. For-example, provide learners with tasks where they focus on phonological, lexical or grammatical rules. Communicative tasks seek to achieve real purposes, including, finding information, breaking-down barriers, talking about self and learning about the culture (Moss & Ross- Feldman, 2003).

Communicative tasks have some characteristics that distinguish them from the traditional language practice. First of all, there must be a communicative purpose. That is to

say, the task involves learners to communicate fluently not only learning linguistic properties. Then, there must be a focus on message rather than on linguistic code. This means that, tasks must engage learners in practicing the TL paying attention to convey meaning. Next, there must be some kind of “gap” to learn more about language. For example, provide learners with information, reasoning and opinion gap tasks. After that, there must be an opportunity for negotiation when performing the task. In fact, these tasks provide learners a dynamic environment where their interaction is at the center. Finally, the participants must choose the resources, verbal and non-verbal, required for performing the task. That is, the participants must take into consideration the different modes in performing the needed task (Ellis, 1982).

Various activities known as communicative tasks have been introduced into teaching and learning EFL. These tasks include information gap, storytelling, role play, discussion and debate, group work, and oral presentation.

- a. **Information gap activity**, in this kind of activity there is information missing that **learners have to find out**. Harmer (2001:85) describes information gap activity “*as a key to the enhancement of the communicative purpose and the desire to communicate*”.
- b. **Storytelling**, learners are supposed to create or summarize a story they have heard before and tell it to their classmates. Through this, learners are given the opportunity to practice their oral skill and exchange ideas.
- c. **Role play**, learners are asked to perform a dialogue using the TL. This task helps learners to develop their abilities to communicate effectively and it encourages them to use the language spontaneously during the interaction. According to Livingstone (1983:3) role play is “*a classroom activity which gives the students the opportunity to practice the language, the aspects of role behavior and the actual roles they may need outside the classroom*”

- d. **Discussion and debate**, doing the activity encourages learners to communicate freely about different topics. They exchange opinions, information or interests and defend their point of views. This activity is very effective, in the sense that it helps learners focus on what they say rather than how to say it.
- e. **Group work**, is a form of cooperative learning. It helps learners to develop their communicative abilities and provides them opportunities to express their ideas and knowledge. Also, they are provided with different roles to motivate them and promote their confidence (Baker and Wetsrup, 2000).
- f. **Oral presentation**, in this activity learners are asked to prepare a topic and present it in class. It helps them to reduce their anxiety while expressing themselves in front of others.

These tasks ensure that **learners use language** in different contexts. **They help them to develop their communication skills which are articulate thoughts and ideas effectively, listen effectively**, use function of language and communicate in diverse environments.

### **3. Trilling and Fadel (2009) Theoretical Framework for Teaching Communication Skills**

During this changing and challenging age of globalization, different learning frameworks are designed to describe the educational demands of the 21<sup>st</sup> century learning. Our work is based on Bernie Trilling and Charles Fadel (2009) framework for teaching communication skills that provide new insight into education in this century that helps learners to be proficient in both school and workplace. Trilling and Fadel “21<sup>st</sup> Century Skills: Learning for Life in Our Time” handbook is published in 2009.

With the increasing need for effective communication in the 21<sup>st</sup> century, learners should be able to communicate clearly. According to Trilling and Fadel (2009), to achieve a

high level in communication, learners have to go beyond the basic skills. Thus, they should be able to:

- To articulate thoughts and ideas effectively using oral, written and non verbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade).
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.
- Communicate effectively in diverse environments (including multi-lingual).

(Trilling & Fadel, 2009:55)

In our study we adopt this model of teaching communication skills as a framework to investigate the teaching of communication skills in *On the Move* textbook. However, for the purpose of our work we are not concerned with the fourth point which is related to media and technologies since they are not used as a learning tool in **almost all** Algerian public schools.

### **a- Articulate Thoughts and Ideas Effectively Using Oral, Written and Non-verbal Communication Skills in a Variety of Forms and Contexts**

Articulate thoughts and ideas effectively mean that effective communication requires from the communicated meaning of the sender and the perceived meaning of the receiver to be the same. Communication involves the use of oral, written and non verbal skills

that should be taught in various forms and situations. To support this, Levy & Murnane (2004:94) state that “*complex communication requires the exchange of vast amounts of verbal and non verbal information. The information flow is constantly adjusted as the communication evolves unpredictably*”. In oral communication learners are engaged in a natural and immediate environment. According to Byrne (1986:8) “*oral communication skill is a two way process between the speaker and the hearer*”. The speaker has to think clearly about what he/she wants to say in order to transmit the message in an appropriate way. Indeed, written communication is a process of communication that can be achieved via texts, emails or messages in a written form. It is considered as a productive skill. Learners’ good writing relies on the style of writing, good mastery of grammar and vocabulary, clarity and precision of language, and achieving cohesion and coherence in the written form of communication (Hedge, 2005). For example, writing a master dissertation or thesis by students where they make efforts and use their writing skills to end with a good product. Moreover, non-verbal communication is a process of sending messages through the use of body language without using words (Rogers & Steinfatt, 1992). For instance, eye contact, facial expression and gestures.

### **b- Listen Effectively to Decipher Meaning, Including Knowledge, Values, Attitudes and Intentions**

The effectiveness of communication depends on effective listening which is the skill of understanding the spoken language. When learners are listening to their teachers and classmates is not a matter of just hearing but they should concentrate, interpret and evaluate the intended meaning. In this area, Hirsch (1986) and Cooper (1997) hold that “*listening involves hearing and cognition and assumes the ability to selectively perceive, interpret, understand, assign meaning, react, remember and analyze what is heard*” (cited in Flynn et

al, 2008:143). This view reveals that listening is a complex skill which is composed of different aspects.

### **c- Use Communication for a Range of Purposes (e.g., to inform, instruct, motivate and persuade)**

Learning a language is not only restricted to the form but also to the function. Language function refers to the different purposes that students want to perform while using language including informing, persuading, **instructing, motivating** and requesting in different situations. **To inform is to communicate meaning such as facts ideas and feelings. Then, to persuade is the ability to change attitude or behavior of someone. This can happen by giving points of view or evidence to convince others. Moreover, instruct is to teach something in order to acquire knowledge. In addition, motivate is related to internal or external factors that push someone to interest in something like schooling.** Savignon (1983:27) describes language function as *“the use to which language is put, the purpose of an utterance than the particular grammatical form an utterance takes”*. This means that, the primary objective of using a language is to communicate meaning than **focusing on the form. Thus, having competence in a range of language functions help students to become proficient in language.**

### **d- Communicate Effectively in Diverse Environments (Including Multilingual)**

Learners should be able to communicate effectively in different social contexts. **This means that, they should learn the appropriate behavior to be used and the one to be avoided in the social** milieu. In order to communicate in various situations, they should take into consideration the cultural diversity that exists between countries to avoid misunderstanding across various contexts. Cultural diversity covers a number of differences

which are related to values, beliefs attitudes and behaviors. To support this view, Gudykunst (2000:285-6) states that

Understanding communication in any culture... requires culture-general information (i.e. where the culture falls on the various dimensions of cultural variability) and culture-specific information (i.e. the specific-cultural constructs associated with the dimension of cultural variability).

This means that, to interact effectively with people of different cultures like European ones, an individual should be aware and have knowledge about what makes cultural differences. For example, the existences of different values. At the same time, they should know the details that make cultural diversity. For instance, in some cultures people communicate by using eye contact and it is considered as a sign of respect, but in other cultures to give eye contact, it means that, you give an attention. This, illustrate that people communicate different meaning using the same body language.

## **Conclusion**

The chapter has reviewed the literature which is related to communication skills. It consists of three sections. The first section deals with the different definitions related to communication. The second section deals with the teaching of communication skills in the 21<sup>st</sup> century education. The last section presents a framework for teaching communication skills as a 21<sup>st</sup> century skill, namely Trilling and Fadel (2009) framework.

## **Introduction**

This chapter is devoted to the presentation of **the** research methodology. It includes the research design which is used to investigate the teaching of communication skills in the Algerian middle school English language textbook *On the Move*. To answer the questions that are raised in the General Introduction, it is important to use a research methodology that consists in data gathering tools, and data analysis procedures. On the one hand, data collection phase provides us with the description of the corpus. More precisely, it aims to describe the textbook *On the Move*. On the other hand, data analysis phase presents the mixed method that includes both quantitative and qualitative methods.

### **1. Data Collection Tools**

To fulfill the objective of this research, we rely on the evaluation of the textbook *On the Move* as a tool for data collection. In this concern Hutchinson and Water (1987:96) point that “*evaluating is a matter of judging the fitness of something for a particular purpose*”.

#### **1.1. Description of the Textbook On the Move**

The textbook *On the Move* is the last to be released **in 2006** to complete the Algerian middle school English course. It is designed by the Ministry of National Education to teach English for fourth year pupils. This textbook is designed following the new syllabus which is based on the CBA putting the emphasis on learning and learners.

##### ***a-* Structure and Organization of On the Move**

The textbook is made up of 191 pages. It contains six files following the same organization. Each file is composed of six sequences which are: Language Learning, Take a Break, Skills Building, Project Round Up, Where Do We Stand Now? and Time For...

Importantly, each file starts with a "Preview", a kind of pedagogical road map that covers the objectives of the file intended for both students and teachers, and "Food For Thought" as a warm-up that shows different pictures that help learners to think and know the content of the file.

- **Language Learning**

This part deals with teaching the grammatical points through listening and reading activities. Also, this section includes three parts namely "Listen and Consider", "Read and Consider", "Words and Sounds".

The first rubric "Listen and Consider" aims at involving the learner to practice grammar items in oral and in written texts. The second one "Read and Consider" consists of the grammatical points to be taught. It covers three parts "Reading Task", "Grammar Window" and "Practice". As for the last rubric "Words and Sounds" gives learners the opportunity to learn new vocabulary and improve their pronunciation.

- **Take a Break**

This part is for smile/fun and relaxation. Learners enjoy cartoons, play games (puzzles), idioms and colloquialism, tongue twisters related of the file.

- **Skills Building**

This part puts emphasis on the development of set of skills. It is made up of three rubrics: "Research and Report", "Listening and Speaking", "Reading and Writing". The first part includes different reading and writing activities. These activities call for individual, pair and group work which help learners to be autonomous. The second one includes different activities that help learners to become good listeners and speakers of language. The last part aims at enhancing learners reading and writing skills.

- **Project Round Up**

This section is devoted to the instruction to follow in order to carry out the project work.

- **Where Do We Stand Now?**

This part is a kind of evaluation comprising two rubrics which are "Progress Check" and "Learning Log". While the former aims at assessing learners' achievement all along the whole file. The latter is related to learners' self-assessment, that is to say learners are permitted to assess their feedback by themselves to check their progress.

- **Time For...**

This section is devoted to leisure time before moving to the coming file where learners are provided with the opportunity to share with their teachers and classmates different songs, poems, proverbs and cartoons for the purpose of amusement (jock) (Riche, B and Arab, S.A., 2006).

Our analysis takes into account all the tasks that are included in the different files of On the Move textbook. The latter contains over a total of three hundred and fourteen tasks.

## **2. Data Analysis Procedures**

This part involves the procedures of data analysis. Our analysis will be based on the theoretical framework of Trilling and Fadel (2009), Content Analysis (CA) and Statistical Package for Social Sciences (SPSS). To fulfill our aim we need to rely on a method. The choice of the method depends on the objective of the research. Cohen, Manion, and Morisson (2005:44) say that a method is a "...range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction". For our research, a mixed method will be relevant. Dornyei (2007:163) defines this type of research as follows "a mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to

*integrate the two approaches at one or more stages of the research process*". That is to say, a mixed method consists in both quantitative and qualitative analysis of the collected data. The quantitative method consists in Statistical Package for Social Sciences (SPSS) to get numerical and statistical data whereas the qualitative one consists of Trilling and Fadel (2009) theoretical framework and CA for the explanation and the interpretation of the findings.

## **2.1. Trilling and Fadel Framework (2009)**

For this work we opted for Trilling and Fadel theoretical framework (2009) as a model for teaching communication skills in the 21<sup>st</sup> century learning. It seeks to provide the various skills that are expected to be learnt from students to communicate effectively. First of all, learners should learn how to articulate thoughts and ideas through the use of different modes, either spoken, written or non-verbal modes. Moreover, they should develop their listening skills to get the ability to understand the process of communication. In addition to this, learners should be provided with the opportunity to learn the different communicative functions of language. Finally, to achieve the goal of communication, learners should have the ability to communicate in various situations and different social contexts. We use these criteria to sort out the different tasks or activities that aim to teach communication skills and classify them according to this framework.

## **2.2. Content Analysis (CA)**

Content Analysis is a research method which is used for analyzing text data either in print or in electronic form. It is defined by Holisti (1969:14) as "*any teaching for making inferences by systematically and objectively identifying special characteristics of messages*". That is to say, CA is a procedure for analyzing text data. Moreover, Downe-Wamboldt (1992) advocates that the goal of CA is to provide knowledge and understand the phenomenon under study. Researchers' views vary as for the concept of CA whether to be used as a qualitative or

a quantitative method. Those who view CA as a quantitative method like Kerlinger (1986:146) sees that Quantitative Content Analysis (QCA) as a “*method of a studying and analyzing communication in a systematic, objective, and quantitative manner for the purpose of measuring variables*” whereas for those who support it as a qualitative method like Hsieh and Shannon (2005:1279) they claim that Qualitative Content Analysis (QCA) is “*a research method for subjective interpretation of the content of text data through systematic classification process of coding and identifying themes or patterns*”. For the purpose of our work, we adopt a Qualitative Content Analysis as an appropriate procedure to interpret the statistical findings .

### **2.3. Statistical Package for Social Sciences (SPSS)**

Statistical Package for Social Sciences is a software package used for data analysis. As Landau and Everitt (2004) state it is mostly used for statistical analysis of social sciences data. It is concerned with the analysis of the quantitative data that are obtained through the **analysis** of the textbook *On the Move* to get numerical and statistical data. More precisely, it is used to calculate the frequency of the distribution **of the tasks that aim to teach** communication skills in the six files. The results are shown in the form of tables, diagrams and pie-charts. Our choice of the use of SPSS is due to its reliability and validity in presenting the results.

## **Conclusion**

**This chapter** describes the different moves of our investigation. The first part introduces the procedures of data collection. Indeed, it offers the detailed description of the material used to carry out this research which is the textbook *On the Move* that represents the corpus of the present study. The second part shows the data analysis procedures that are based

on SPSS, the theoretical framework of Trilling and Fadel (2009) and CA. The presentation of the findings of our study is the main concern of the coming part.

## Introduction

This chapter deals with the presentation of the findings that are gathered from our examination of the textbook *On the Move* about the teaching of communication skills. The analysis of the corpus is in the light of Trilling and Fadel (2009) model for teaching communication skills and accounts for Statistical Package for Social Sciences (SPSS) in order to calculate the findings. This analysis takes into consideration all the **tasks** that are included in *On the Move* textbook which are the total of three hundred and fourteen (314) tasks.

To investigate this issue, the findings are presented in two sections. The first section highlights the distribution of communication skills in the six files. The second section **presents the classification of each skill in each file**. These skills are articulating thoughts and ideas effectively, listening effectively, communication for a range of purposes and communication in diverse environment.

### 1. Presentation of the Results

The present analysis takes into consideration the six files of *On the Move* textbook. Each file contains a set of tasks. In our investigation, the presentation of the results relies on Trilling and Fadel (2009) model for teaching communication skills. The theory includes the use of different modes to articulate thoughts and ideas effectively, listening effectively to decipher meaning, learning the different functions of language and having the ability to communicate in diverse environments. The findings are displayed in the form of tables, histograms and pie-charts. All of them are highlighted through percentages.

### 1.1. The Number of Tasks in On the Move

<b>Textbook Files</b>	<b>N° of Tasks</b>	<b>%</b>
<b>1- It's My Treat</b>	60	19,11
<b>2- You Can Do It</b>	52	16,55
<b>3-Great Expectation</b>	49	15,61
<b>4-Then And Now</b>	54	17,20
<b>5-Dreams, Dreams</b>	53	16,88
<b>6-Fact And Fiction</b>	46	14,65
<b>Total</b>	314	100

**Table 1: Distribution of the Number of Tasks per File**

On the Move textbook contains over a total of three hundred and fourteen tasks. This table shows the findings that are obtained through our study on the distribution of the different tasks within the six files in the textbook. As a result, the number of tasks of all files is between forty-six and sixty. The first file consists of sixty tasks which represent the high amount of the tasks and correspond to 19,11%. The third one implements forty-nine tasks that represent 15,61%. The fourth and the fifth, the second ones present respectively 17,20%, 16,88% and 16,55% . The last file has forty-six tasks. It is the one which includes less number of tasks that is 14,65%.

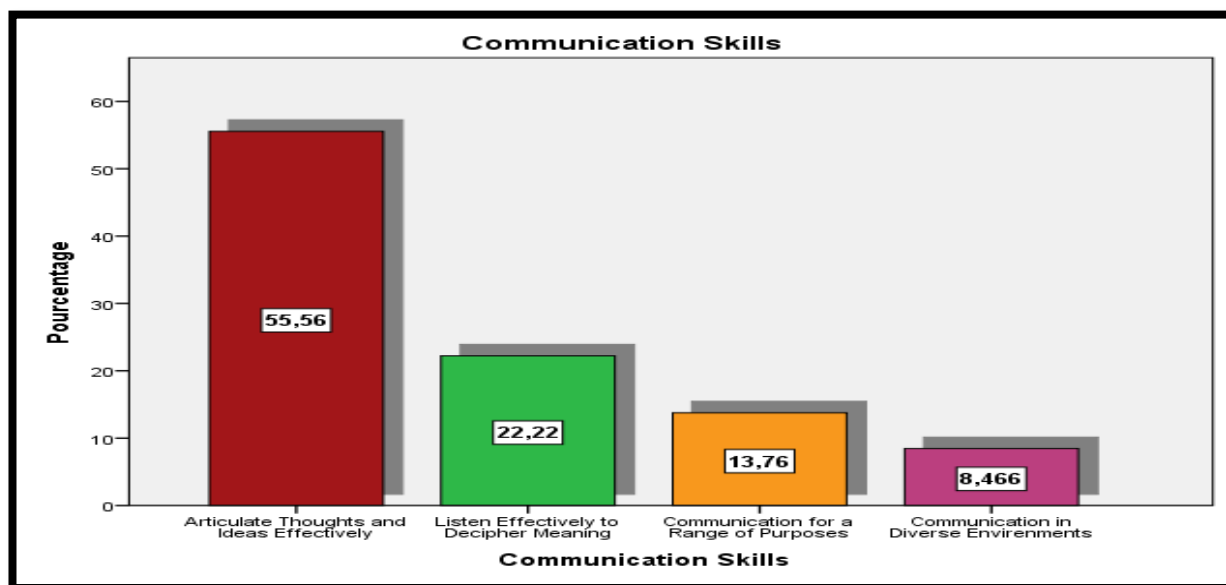
## 1.2. The Number of Tasks that Aim to Develop Communication Skills per File

<b>Textbook Files</b>	<b>N° of Tasks that Includes Communication Skills</b>	<b>%</b>
<b>File One</b>	32	16,93
<b>File Two</b>	28	14,81
<b>File Three</b>	32	16,93
<b>File Four</b>	36	19,05
<b>File Five</b>	34	17,99
<b>File Six</b>	27	14,29
<b>Total</b>	189	100

**Table 2: Distribution of Communication Skills per File**

The data that are shown in table 2 indicate that one hundred and eighty-nine tasks are **integrated** in the six files to teach communication skills. The majority of communicative tasks are included within the fourth file, in the sense that 19,05% of tasks. Then, over thirty-four of tasks are used in file five which present 17,99%. Next, **in** file one and file three the same number of tasks **are implemented which** are thirty-two of tasks that correspond to 16,93%. Files two and six use respectively, twenty-eight and twenty-seven tasks which demonstrate 14,81%, 14,29%.

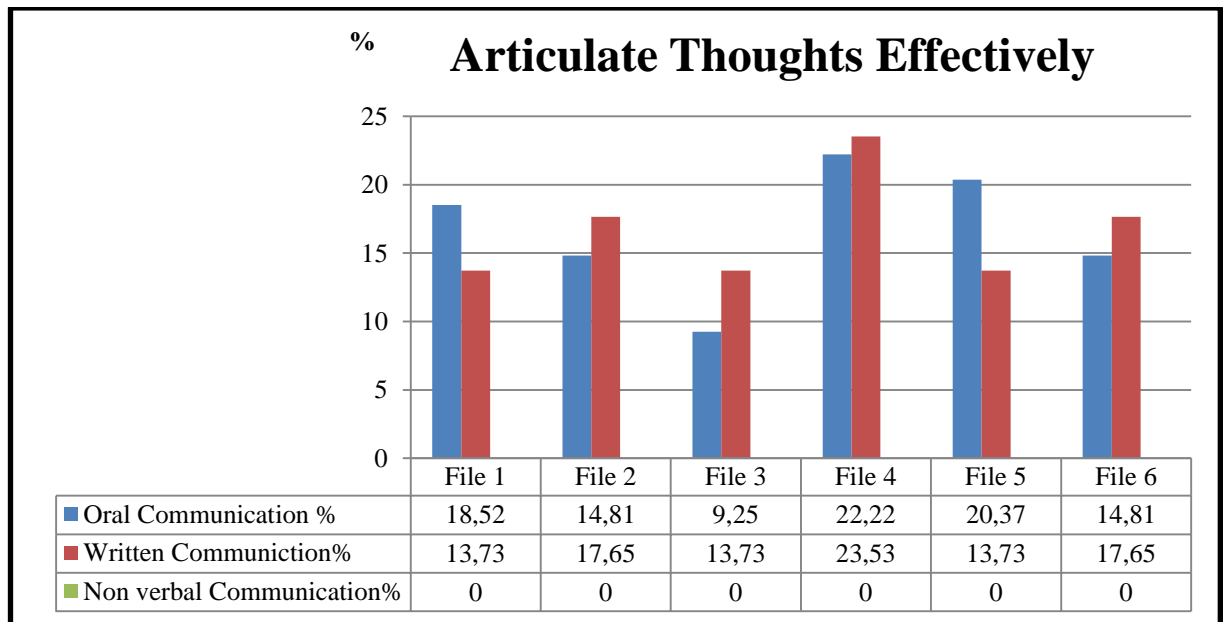
## 1.2. Classification of the Amount of Communication Skills According to Trilling and Fadel Framework (2009)



**Diagram 1: Distribution of Communication Skills According to Trilling and Fadel Framework (2009)**

From this diagram, it is clear that the skill which is more taken into consideration in the textbook is articulating thoughts and ideas effectively and which represent 55,56% of the total number of communication tasks. Then, only 22,22% of tasks deal with teaching effective listening to decipher meaning. After that, over 13,76% of tasks that aim to teach the different functions of language. However, only 8,46% of the total number of tasks is used in the textbook to develop communication in diverse environments.

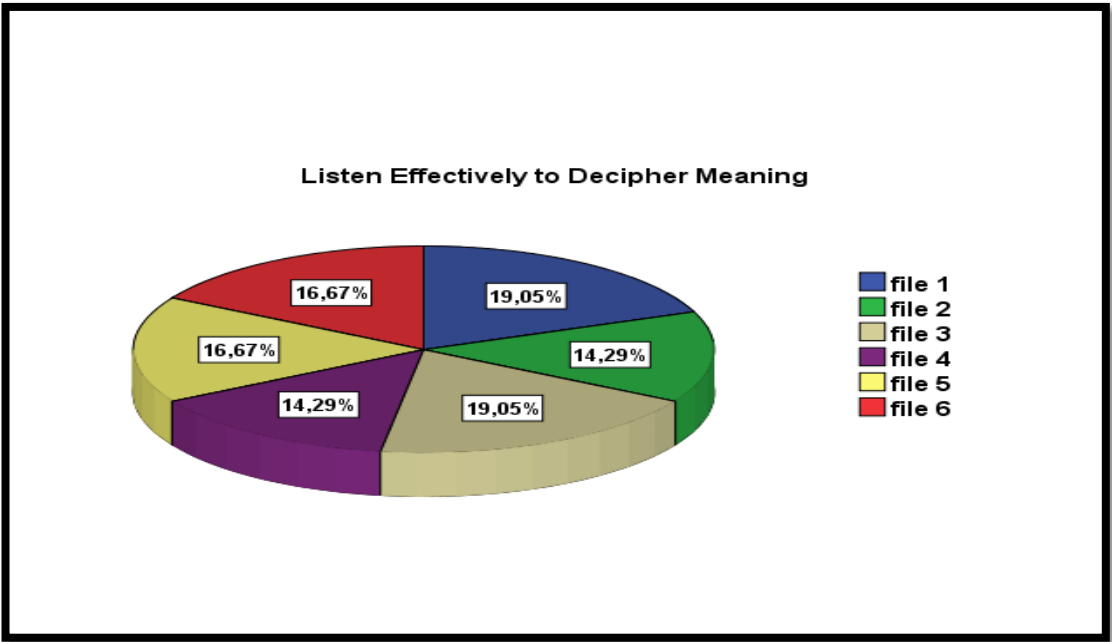
**a- Articulate Thoughts and Ideas Effectively Using Oral, Written and Non-Verbal Communication Skills in a Variety of Forms and Contexts**



**Diagram 2: Distribution of the Tasks that Develop the Articulation of Thoughts and Ideas Effectively Per File**

According to the above results, **articulating** thoughts and ideas effectively are well covered by the textbook activities. Concerning oral communication, file four is marked with a high percentage of 22,22%. Indeed, files five and one indicate respectively 20,37% and 18,52% whereas files two and six reveal the same percentage that is 14, 81%. However, the less percentage is contained in file three that is 9,25%. For written communication, a high percentage is marked in file four with 23,53%. Files two and six have the same percentage which is 17,65% as well as files one and five present one percentage which corresponds to 13,73%. However, non-verbal communication skills are not included within the textbook.

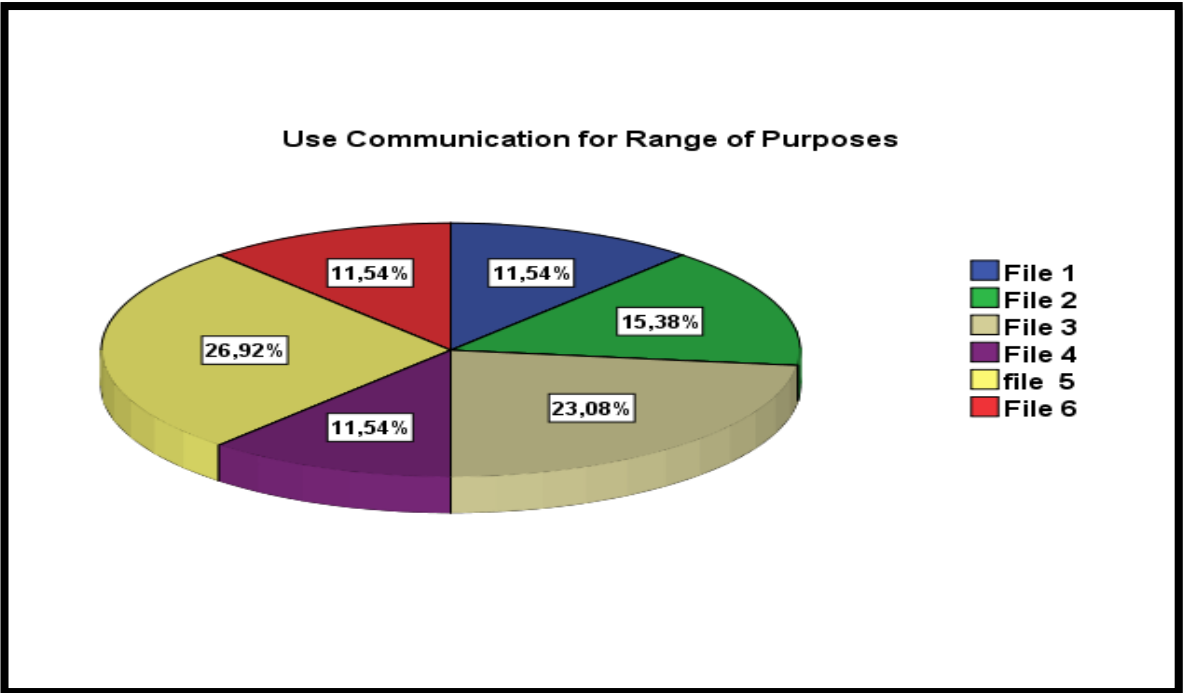
**b- Listen Effectively to Decipher Meaning Including Knowledge, Values, Attitudes and Intentions**



**Diagram 3: Distribution of the Tasks that Enhance Listening Effectively Per File**

From diagram 3 we notice that the high percentage of tasks that enhance listening effectively is included in file one and file three that present 19,05%. Indeed, files five and six reveal the same percentage that is 16,67% whereas the less percentage is related to files two and four which present 14,29%.

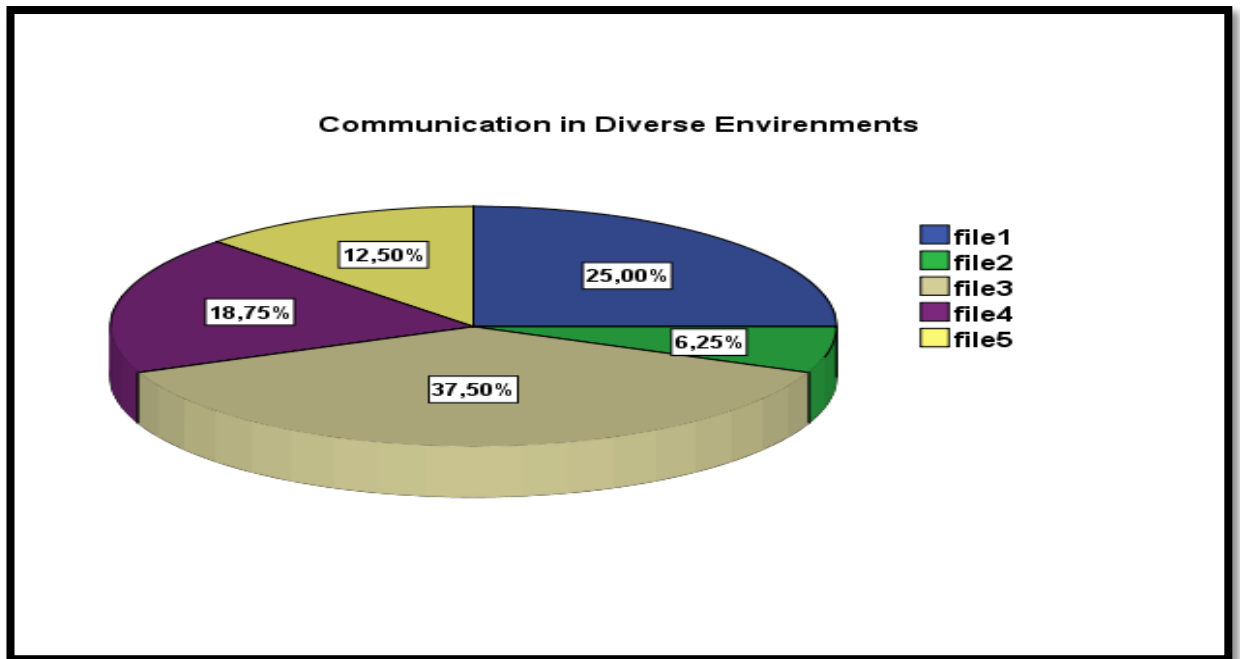
**c- Using Communication for a Range of Purpose**



**Diagram 4: Distribution of Tasks that Highlight the Use of Communication for a Range of Purposes**

As it is highlighted in this diagram the high number of tasks that target the use of communication for a range of purposes is included in file five with 26,92%. But, file three and two show respectively 23,08% and 15,38%. The remaining files one, four and six present no more than 11,54%.

#### d- Communicate Effectively in Diverse Environments



**Diagram 5: Distribution of Tasks that Develop Communication in Diverse Environments**

The results that are presented in diagram five explain that the high number of tasks aims at encouraging communication in diverse environments is presented in file three with 37,50%. File one includes 25% of tasks. From file four, we have noticed that it includes 18,75% of the tasks. File five includes 12,50% and file two includes only 6,25%. However, file six includes no tasks of this kind.

#### **Conclusion**

This chapter deals with the results of our research on the implementation of communication skills in *On the Move*. The corpus of our study covers all the activities of the six files. In this respect, the findings show that most of the activities are centered on giving learners more opportunities to express their thoughts using different modes. Importantly, the activities also help them to develop effective listening skills. However, the tasks that foster

learners to learn the functions of language and develop communication in diverse environments are less present. The coming chapter, named Discussion aims at interpreting and explaining the results that are reached in this study.

## Introduction

This chapter is devoted to the discussion of the results that are obtained from our investigation of the teaching of communication skills in *On the Move* textbook. This study relies on SPSS to gather numerical data. For the discussion part, we have opted for Trilling and Fadel (2009) framework and content analysis for the interpretation of the findings. This chapter includes two sections. The first section deals with the discussion of communicative tasks in *On the Move* textbook. The second one is concerned with the discussion of the communication skills in *On the Move*. More specifically, it explains how these skills are integrated within *On the Move* textbook in the light of Trilling and Fadel (2009) model for teaching communication skills.

### 1. Communicative Tasks in *On the Move* Textbook

The results of the analysis of *On the Move* show that the textbook implements some communicative tasks. In fact, learners are given the opportunity to satisfy their communicative needs through tasks including role play, discussion and group or pair work. These tasks offer the opportunity to practise the language in different contexts of real life situations such as social contexts. In this area, Thornbury (2008) explains that communicative activities serve two important language needs. They prepare learners to acquire knowledge and use the language in real life situation.

As a matter of fact, what makes these communicative tasks different from the traditional language practice, which is known as drills and repetitions, is the communicative purpose which they address. The primary objective of communicative tasks is to help learners to communicate fluently and appropriately. Harmer (2001:85) reveals that “*activities in CLT typically involve students in real or realistic communication, where accuracy of the language use is less important than successful achievement of the communicative task they are*

*performing*". That is, learners shift from language form to creative language use where they pay more attention to the production of meaning. Moreover, these tasks are useful as they have the aim of developing learners' communication skills through interaction and negotiation while performing the target tasks.

The following example from *On the Move* illustrates what is said above.

➤ **Write it out**

**Group work.**

**Making contingency plans**

**Imagine you're going on an excursion with a friend of yours next Friday by coach.**

**You may come against unexpected difficulties, but you have prepared alternative solutions.**

- **Write an e-mail to your friend telling him/her of**
  - a. What you have planned to do.
  - b. What you will do instead if a problem arises.

*Example*

Normally, we'll have lunch at 12.30 by the riverside. But if it rains, we'll get back into the coach and have our sandwiches inside.

**(On the Move: 84)**

This task is a written form of communication. It provides learners with an effective language practice through **the** real context that they may **face** in their lives outside the classroom. During this cooperative work, learners develop their communication abilities through their contributions to the task, their interaction and negotiation. When dealing the topic, they focus on communicating meaning and **express opinions** fluently rather than giving correct sentences. Moreover, learning in groups allows learners to develop different skills that are needed in effective communication like conversational, listening and interpersonal skills (see chapter one).

## 2. The Distribution of Communication Skills in On the Move Textbook

Our investigation reveals that On the Move involves a total of three hundred and fourteen tasks and only one hundred and eighty-nine tasks target communication skills. The number of tasks that are distributed from file one to file six is between twenty-seven and thirty-six tasks.

As it is shown in the result chapter, our analysis of the content of On the Move tasks reveals that all communication skills are integrated. Our study is concerned with tasks highlighting these skills and classifying them. The classification is made after interpreting the content of the tasks following some criteria which are based on Trilling and Fadel (2009) framework for teaching communication skills.

According to Trilling and Fadel (2009) communication skills are divided into four elements. The first element is related to the articulation of thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts. The second one is listening effectively to decipher meaning, including knowledge, values, attitudes and intentions. The third one is about the use of communication for a range of purposes. The last is based on communicating effectively in diverse environments.

The findings of the study reveal that communication skills are included to some extent in On the Move textbook. More importance is given to the development of articulating thoughts and ideas effectively and which represents 55,56%. That is, one hundred and five tasks that deal with it. They take the form of group and pair work, discussion and role play. However, there is a little focus on the remaining skills. While listening effectively to decipher meaning skill shows 22,22% of tasks like texts and dialogues, communication for a range of purposes presents just 13,76% of tasks such as advice, agreement and surprise. Only 8,46% of

tasks deal with the development of communication in diverse environments like using idioms and talking about food in different parts of the world.

The remaining tasks are not communicative; they help learners to acquire knowledge about the English language like grammar. As an example, on page 62 the activity asks learners to fill in the blanks in the letter given using *was able to/ wasn't able to/ will be able to/ could or couldn't*.

In this example, the focus is on the formal aspects of language. In this case, learners have to think carefully and understand the meaning in order to use the grammatical rules correctly in the letter. By this activity, they distinguish the difference between the two tenses and how to use them.

## **2.1. Articulate Thoughts and Ideas Effectively Using Oral, Written and Non-Verbal Communication Skills in a Variety of Forms and Contexts**

The skill of articulating thoughts and ideas effectively involves the use of different modes of communication including oral, written and non-verbal communication in various forms and situations. That is to say, opinions and feelings are transmitted via spoken or written words and via non-linguistic elements. From the findings that we have obtained in the previous chapter, this skill takes a major part in *On the Move* tasks that target communication skills. This means that, learners are trained to express their thoughts and feelings in different contexts using different modes of communication which prepare them for the complexity of life and the working environments.

The oral skill which is considered as a productive skill is well developed within the six files of *On the Move* textbook. As it is shown in diagram two of the results chapter, the development of this skill varies from one file to another and it is represented between 9,25%

and 22,22%. In fact, there are different tasks that permit learners to express their attitudes and ideas about a particular matter using spoken words. Moreover, engaging learners in this kind of tasks permits them to use the TL freely and leads to achieve better outcomes of learners. Among these tasks there is group work which is a technique to improve learners' oral skill as they exchange information, knowledge and learn from each other. In this respect, Norland and Pruett (2006:23) state that *“when students are interacting in groups they are required to use authentic and fairly fluent communication skills, which prepare them for the actual communication skill they will need in real life”*. This means that, engaging learners in a group work helps them to achieve a meaningful learning in which they develop self-confidence and are able to face difficulties in unexpected situations. The following example illustrates the practice of oral skill.

➤ **Pair Work. Imagine you are a tourist guide. Tell a tourist about the different places in the cave.**

**Tourist:** Excuse me, what did the cavemen use to do here?

**Tourist guide:** This is the place where cavemen cooked their food.

- a corner of the cave/ to keep their musical instruments
- the back of the cave/ to sleep on animals skins
- the front of the cave / to keep a fire to frighten wild animals

**(On the Move: 98)**

The content of the task is related to the real world as the instruction of the task asks learners to create sentences where they communicate their ideas about what they can live in their everyday life. Thus, learners will be able to transfer the knowledge acquired inside the classroom to outside the classroom. It provides an opportunity for learners' knowledge to be shared, to express their own ideas through asking questions and finding out information in meaningful interactions. In addition , it allows them to negotiate real meaning in the TL. Importantly, it creates an environment of real life communication where they develop their conversational skills and strategic competence. For-example, helping each other when someone is missing a word or doesn't know how to express it (see chapter one).

As concerns written communication skill which is considered as a productive skill, it is included in the six files of the textbook *On the Move*. Diagram two of the third chapter has revealed that this skill varies from one file to another. It is represented between 13,72% and 23,72%. The results illustrate that learners are exposed to tasks that involve the development, the presentation and the flow of their thoughts and information in a structured way. These tasks take different forms such as writing e-mails, letters and paragraphs about different topics extracted from real contexts. Moreover, working on these types of writing helps learners to improve their competencies in writing. Through the written production, learners are trained to have a good style in writing as they will practise their discourse competence such as cohesion and coherence (see chapter one). The following example illustrates the case.

**Write a short letter of opinion to a newspaper or magazine about your favorite hero using the letter about Martin Luther King Day as a model.**

**Follow the outline below.**

**Topic sentence:**

Though Abdelhamid Ben Badis never \_\_\_\_\_, he \_\_\_\_\_

**Illustrative examples:**

First, \_\_\_\_\_ . Second,

\_\_\_\_\_

. Third, \_\_\_\_\_

\_\_\_\_\_ . Finally, \_\_\_\_\_ .

**Concluding sentence**

He lived and worked for \_\_\_\_\_ . \_\_\_\_\_ are right to

Celebrate \_\_\_\_\_ on April 16, every year. So

\_\_\_\_\_ . **(On the Move: 110)**

This task is related to written production. It asks learners to communicate their ideas and opinions clearly in a written way and show their mastery of language through

developing their linguistic and discourse competence. Moreover, the task is important as it allows them to use what they have learned in the classroom for authentic communication in their lives.

**Non-verbal** communication is defined as “*all types of communication that take places without words*” (Rogers & Steinfatt, 1992:162), we have noticed the absence of **the tasks that target the development of this** skill in the textbook. Although this skill plays an important role in adding value to the intended message in any communication situation, learners are not provided with specific tasks that ask them clearly to use their body language to develop the non-verbal skill. However, *On the Move* provides group or pair work tasks that involve a two way interaction where learners may use body language.

The following example illustrates where learners may use body language.

➤ **Your turn to speak**

**Pair Work. Imagine you are a tourist and your partner a tourist guide. Take turns to ask and answer questions as in the example bellow.**

**Use the information in the Coping with on the previous page.**

Examples

**Tourist:** I'm scared. It's really dark in here.

**Tourist guide:** take it easy. I'll show you the way.

**Tourist:** what a pity! I left my camera in the hotel.

**Tourist guide:** don't worry. I'll lend you mine.

**(On the Move: 81)**

This task is important as it develops learner's social skills which are part of everyday life. It allows them to articulate their thoughts clearly. Since learners are supposed to play social roles, obviously they use body language like gestures or facial expressions. Although, this task asks learners to draw in the information that are given in the previous page, there is no explicit information about practicing non-verbal

communication like setting its aspects (the way of walking, hand gestures...) with their meanings and values in different contexts. In addition, the information focuses on verbal communication. Thus, learners may use non-verbal communication without paying attention to that or ignore it.

## 2.2. Listen Effectively to Decipher Meaning Including Knowledge, Values, Attitudes and Intentions

Listen effectively to decipher meaning is a language skill that learners **should master**. It deals with the understanding and the interpretation of spoken language. It is an essential skill in the communication process that involves at least two interlocutors, the speaker and the hearer to code and decode the meaning. Nunan (1989:23) claims that “*we do not simply take language in like a tape-recorder, but interpret what we hear according to our purpose in listening and our background knowledge*”. This means that, learners should not be passive hearers, they have to listen **actively to understand and interpret the content of the message without going beyond the topic**. Thus, listening is considered as a complex skill. As shown in the results obtained, *On the Move* textbook provides some opportunities to practice this skill in comparison to the skill of articulating thoughts and ideas. It is displayed differently across the files between 14,29% and 19,05%. Importantly, listening tasks **are more present** in *listening and consider rubric*. They are organized into three parts which are before you listen, as you listen and after listening.

In the “*before you listen*” part, learners are supposed to consider a situation in order to draw their attentions into the topic. To illustrate, this point we mention this task.

### ➤ **Before you listen**

**Look at Bashir’s picture and answer the questions below.**

- a. How old do you think Basher is?
- b. What kind of school does he go to? Primary, Middle or Secondary?

- c. What does he hope to become some day?
- d. What is he dreaming of?

**(On the Move: 119)**

This task prepares learners for the coming listening task. They are supposed to anticipate what they are going to listen through interpreting the hidden message that the pictures **stand** for. The above task asks questions to give ideas and get learners' interest and concentration toward the topic to be listened. **Answering these questions offer the opportunity to articulate thoughts, opinions and ideas.**

In the second part "*as you listen*" learners have to listen to a specific passage to check their answers about the previous task. This part involves learners listening for different learning objectives such as marking intonation, checking pronunciation and taking notes to develop their listening skills. The following example supports this case.

**Listen to script 2 and make notes about what Becky and Paul will do during the summer vacations. Follow this model.**

**When school finishes,**

- Becky will \_\_\_\_\_  
\_\_\_\_\_
- Paul will \_\_\_\_\_  
\_\_\_\_\_

**(On the Move: 67)**

In this task there is a kind of communication process. Learners are given the opportunity to develop the listening skills which are needed in the teaching and learning process. When learners are listening to the script that **is** red by the teacher, they need to fully concentrate in order to receive and get the correct interpretation of the information. They develop this skill through trying to answer the questions and they **show their understanding of the message through their reaction and the use of body language.** Thus, the development of this skill is important **because** they use it along their learning process either with their teachers or classmates.

### 2.3. Use Communication for a Range of Purposes

In learning a language, learners need to know that language can be used to achieve different communication purposes. This is what is known as functions of language including persuading, advising and requesting. As Savignon (1983:27) describes language function as “the use to which language is put, the purpose of an utterance than the particular grammatical form an utterance takes”. This means that, the focus is on the use of language to achieve different purposes rather than describing language properties. The analysis of the data shows that *On the Move* includes few tasks that enhance the use of communication for a range of purposes. The percentage which is presented in each file is between 11,54% and 26,92%. The higher frequency is related to file five whereas the lowest one is related to file one, four and six. We have noticed that this skill is less developed in the textbook. This reveals that learners are not given more time to learn and practise the different functions that they may perform through language such as, persuading, offering and accepting apologies, introducing someone and giving information. Importantly, all these functions are used in everyday life for social and professional goals.

The following example illustrates this case.

- **Pair work. Imagine that an English friend of yours who is visiting Algeria has met with the problems in column A. Give him/ her advice starting with the expressions in column B.**

Example

**Your Partner:** Oh, my God. I’ve lost my passport. What should I do?

**You:** Well/ em/ Uh... Let me think. If I were you, I would inform both the local police and the British Consulate.

**Or** Let me think. The best thing to do would be to inform...

A: Problems	B: Advice
a- S/he has lost his / her passport.	If I were you, ...
b- S/he has missed his / her plane.	If I were in your position, ...

c- His/ Her mother has fallen ill.	The best thing to do would be ...
d- S/he can't find her / his plane ticket.	You could...
e- Her/his suitcase was taken by another passenger.	You might...

**(On the Move: 132)**

The analysis of this example reveals that learners are taught how to use language to fulfill a particular purpose in different situations. That is to say, after doing this task, learners will learn how to seek and give advice in the needed situations. It gives them an idea about what they can do with language. Thus, they focus on communicating meaning effectively which helps them to become effective communicators.

## 2.4. Communication in Diverse Environments

In order to communicate effectively, learners should be able to know how to communicate in different social contexts as Chad Lewis (2008:4) states that “*effective communication goes well beyond structural knowledge of language and must include the social or cultural component*”. In this case, learning and teaching EFL should stress the importance of the socio-cultural aspects of knowledge in order **for learners to** be aware about other cultures and the differences that exist between them. Through our analysis of the textbook, we notice that there **are only few** tasks that develop communication in diverse environments. The data that are obtained in this study present that this skill is involved only in five files. The number of **tasks** from file one to file five is between 6,25% and 37,50%. Only small sections which generally take place in *Take a Break* rubric are devoted to teach some aspects about the TL like proverbs and idioms. To illustrate this, we have chosen the following example.

➤ **Idioms and Colloquialisms**

**Match the idioms on the left (1-5) with their meanings on the right (a-e). Then try to find out equivalent of the idioms in your language**

- |                                |   |
|--------------------------------|---|
| 1. His memory is like a sieve. | a. Forget something bad that someone has done you and Forgive them. |
|--------------------------------|---|

- |                           |   |
|---------------------------|---|
| 2. Let bygone be bygone.  | b. It is said about someone who forgets things very easily  |
| 3. Once bitten twice shy. | c. It is said about people who won't do something again if this action has been a bad experience. |
| 4. Once upon a time.      | d. Don't waste time.  |
| 5. Time is money.         | e. Something that happened a long time ago.   |
- (*On the Move*: 100)**

This example develops learners' awareness of the other social milieu by bringing the real life situation and cultural information to the classroom. It helps them to know how to communicate effectively in different cultures using the TL. In addition to this, learners develop their socio-linguistic competence. Thus, they avoid misunderstanding of any social context. In fact, knowing some proverbs and their meanings help them to be confident when communicating with native speakers.

## **Conclusion**

This chapter is concerned with the interpretation and the explanation of the findings gathered from the textbook *On the Move*. This study has investigated the development of communication skills in this textbook. The results reveal that the four skills are covered within *On the Move* textbook. Importantly, much space is given to the skill of articulating thoughts and ideas effectively contrary to the three remaining skills which are not well covered. These skills are listening effectively, using language for a range of purposes and communicating effectively in diverse environments. To sum up, after our interpretation of the findings of *On the Move*, the results answer the research questions that are raised in the General Introduction. More precisely, *On the Move* textbook implements communication skills to some extent, which means that the four skills are less involved in this material. Besides, the same results do not really prove that *On the Move* helps learners to develop communication skills since only 189 of the total tasks are implemented in the textbook to target the teaching of these skills. **The rest of the tasks (125) are non communicative tasks.**

## General Conclusion

The dissertation tackles one of the twentieth first century skills that learners need to compete in this modern age and which is based on the development of communication skills. More specifically, it aims at **analyzing** one of the Algerian middle school English language textbooks which is *On the Move*. To conduct our study, we have opted for Trilling and Fadel (2009) theoretical framework for teaching communication skills to **get** an answer for the issue under investigation.

Our **study** addresses the **analysis** of the Algerian middle school English language textbook *On the Move*. The analysis is concerned with the teaching of communication skills through tasks. To meet this objective, we have suggested the following hypotheses. First, we suppose that *On the Move* includes communication skills. Then, we suggest that *On the Move* textbook fosters learner' communication skills effectively. This study has two aims. First of all, it seeks to get an insight on the development of communication skills within the textbook *On the Move*. Moreover, it **seeks to see** whether the tasks foster learners' communication skills.

To carry out the investigation, we have applied a Mixed Method Research. It is the combination of both quantitative and qualitative methods. In the quantitative part, the data are obtained relying on SPSS which then have resulted in a series of numerical data including tables and diagrams. **The findings** consist of one hundred and eighty-nine of tasks that account for communication skills among three hundred and fourteen tasks in the textbook. After that, a qualitative interpretation and explanation of the findings has been conducted applying Trilling and Fadel (2009) framework and content analysis.

The qualitative analysis of the obtained data has revealed that communication skills are included within *On the Move* textbook to some extent. Specifically, the amount of tasks that aim to teach each skill is different across the six files. First, articulate thoughts and ideas effectively is the major skill that is well developed in the textbook. This is reflected in its high percentage, that is 55,56% in all the files. Consequently, the Algerian middle school learners are given more opportunities to express themselves clearly either in written or oral modes. The tasks that aim to enhance this skill take different forms such as role play, discussion, e-mail and letter in various contexts of real life situations. However, the learners are not given the opportunity to learn and practice the non-verbal skill in their process of learning. This is shown in the results that do not present any tasks that ask learners to practise this skill. Then, the following skill which is related to listening effectively to decipher meaning is not well covered in the textbook. It is developed with 22,22% in all the files. This means that, only some tasks are given to the learners to improve this skill. After that, using communication for a range of purposes takes a third place in the classification of communication skills presents 13,76% in the textbook. That is to say, the inclusion of this skill is not given much importance in the textbook which limits the learners' opportunities to learn how to use a language to achieve different purposes. Finally, in comparison to the three previous skills, communication in diverse environments is almost ignored in the textbook. This is shown through the lower percentage which is 8,46%. In fact, neglecting the importance of this skill, learners will not gain the sufficient background that is needed to communicate in different social contexts.

To sum up, the distribution of the communication skills according to Trilling and Fadel framework (2009) highlights that articulating thoughts and ideas effectively takes a major space in the textbook. Enhancing the teaching and learning of this skill prepares active learners to use the English language outside the classroom. At the same time, the less use of

the other skills reduces learner's abilities to have a good mastery of the English language. In general, *On the Move* textbook does not really help fostering learners' communication skills.

To finish with, we hope that our study has contributed to the field of education in English language teaching and learning in Algeria and has added something new and fruitful **to the textbook designers**. We suggest further research on communication skills. This type of study could be tackled from other angles. On the one hand, it can be conducted in relation to learners' communication skills development. On the other hand, it can be analyzed in terms of the strategies through which these skills could be taught.

At the end of writing our dissertation, we have met a problem at the level of appendices. As our corpus under investigation is based on the six files of *On the Move* textbook, it is more appropriate to include the whole textbook in the appendices. However, we notice that the inclusion of all the pages is not possible. Thus, we have included only the pages that cover the different tasks that we have used as illustrations to the type of communication skills that are analyzed in the discussion section.

## **Recommendations**

After the analysis of the data we have noticed that the Algerian English language textbook *On the Move* does not really foster communication skills. Thus, in order to prepare learners to communicate effectively in English, we would like to give some recommendations that might be useful to better foster communication skills in learners.

Living in the 21<sup>st</sup> century requires the learning of all the communication skills that we have highlighted in our evaluation of *On the Move* textbook. For this, the textbook designers should take into consideration the importance of integrating all the communication skills within the majority of tasks.

To perform a language in an effective way in society, all the forms of communication play an important role in understanding any language in any situation. Thus, the textbook should include non-verbal communication tasks that ask learners to perform this behavior. For-example, the instruction of tasks should ask clearly learners to use the suitable body language needed in the tasks. In addition, there should be a kind of **lesson** plan to teach for example what is non-verbal communication, giving the different names of body language that they can use and its various meaning. So that, they learn things they use in everyday life.

Living in today' multilingual world, language learners need to develop their abilities to communicate with people from different parts of the world and overcome barriers they may face in the communication process. Thus, *On the Move* should incorporate cross-cultural elements which allow learners to acquire knowledge and make comparison between the native culture and the target culture like introducing authentic texts to attract learners' interest. Giving various contents including ceremonies, leisure time, ways of living, thinking and norms of politeness in the foreign countries to facilitate the development of communication in diverse environments.

So, giving importance to communication skills in today's EFL classes is recommended a better educational system and a successful teaching process.

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*Example*

**Ann:** Excuse me, what is this?

**Archaeologist:** That's a mill which cavemen used for grinding grain.

**Ann:** Oh, that was really useful, wasn't it?

② **Pair work.** Imagine you are a tourist guide. Tell a tourist about the different places in the cave.

**Tourist:** Excuse me, what did cavemen use to do here?

**Tourist guide:** This is the place **where** cavemen cooked their food.

- a corner of the cave/to keep their musical instruments
- the back of the cave /to sleep on animal skins
- the front of the cave /to keep a fire to frighten wild animals

► **Write it out**

Write a short note for tourists about what life used to be like in the Sahara long time ago. Link the **pairs** of sentences with appropriate relative pronouns.

Use the information contained in Ann's letter.

a. Tigers, bears and lions / to live near the caves.

b. These tigers, bears and lions / to attack people

a. The children / to stay close to the open fire.

b. They / often / to get burnt

a. The children / often / to fetch water to drink.

b. These children / to fall into the deep lakes / to die

*Start as follows:*

Life used to be very dangerous in the Sahara. ...



**FACT FINDING**



TAKE A BREAK



► **Poem**



**The House that Jack Built**

This is the house that Jack built.  
This is the malt  
That lay in the house that Jack built.  
This is the rat,  
That ate the malt  
That lay in the house that Jack built.  
This is the cat,  
That killed the rat,  
That ate the malt  
That lay in the house that Jack built.

► **Idioms and colloquialisms**

Match the idioms on the left (1-5) with their meanings on the right (a-e).  
Then try to find out equivalents of the idioms in your language

- |                                |   |
|--------------------------------|---|
| 1. His memory is like a sieve. | a. Forget something bad that someone has done to you and forgive them.                            |
| 2. Let bygone be bygone.       | b. It is said about someone who forgets things very easily  |
| 3. Once bitten twice shy.      | c. It is said about people who won't do something again if this action has been a bad experience. |
| 4. Once upon a time.           | d. Don't waste time.  |
| 5. Time is money.              | e. Something that happened a long time ago.   |



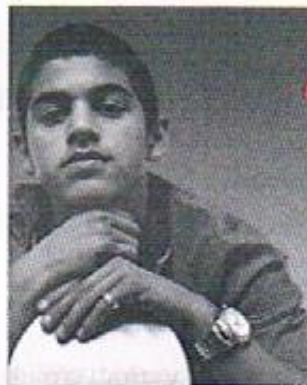
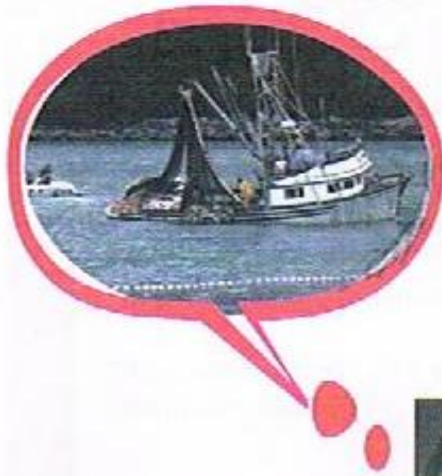
## LISTEN AND CONSIDER



### ► Before you listen

Look at Bashir's picture and answer the questions below.

- How old do you think Bashir is?
- What kind of school does he go to? Primary, Middle or Secondary?
- What does he hope to become some day?
- What is he dreaming of?



### ► As you listen

- Listen to your teacher reading script 1 and check your answers to the questions above.
- Listen to your teacher again and mark the intonation at the end of the questions with the appropriate arrow (↘ ↗).
  - What would you do if you suddenly became rich?
  - Would you take anyone with you?



② **Pair work.** Imagine that an English friend of yours visiting Algeria has met with the problems in column A. Give him/her advice starting with the expressions in column B.

*Example*

**Your Partner:** Oh, my god. I've lost my passport. What should I do?

**You:** Well/ em/ Uh .. Let me think. If I were you, I would inform both the local police and the British Consulate.

**Or** Let me think. The best thing to do would be to inform....

A: Problems	B: Advice
a. S/he has lost his/her passport.	If I were you, ...
b. S/he has missed his/her plane.	If I were in your position, ...
c. His/Her mother has fallen ill.	The best thing to do would be...
d. S/he can't find her/his plane ticket.	You could ...
e. Her/his suitcase was taken by another passenger.	You might ...

► **Write it up**

A friend of yours spending his/her holidays in Britain has informed you by e-mail that s/he has one of the problems listed in exercise 2 above. Suggest a course of action to him/her.

**Start like this:**

Dear \_\_\_\_\_,

Sorry to hear about the trouble you're having in Britain at present. If I \_\_\_\_\_

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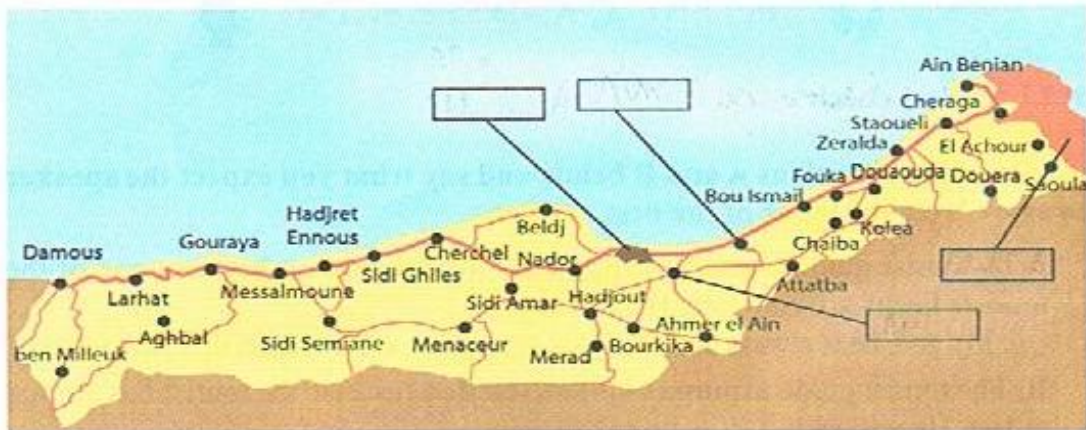
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Yours,

\_\_\_\_\_



**WRITING UP**



### Coping....

When we speak, we don't communicate factual information only. We also communicate both verbally and non-verbally about our emotional and moral attitudes.

We express our responses as follows:

a. **Enquiring** about whether someone is **satisfied** or not:

Is it all right/Ok Sir/Madam? / How do you like it here?

Is it what you wanted/needed/expected?

b. Expressing **pleasure** and **satisfaction**

Great! /That's all right, thank you./ This is just what I expected/wanted/needed.

Oh, this is /very nice/fantastic !

c. Expressing **displeasure/dissatisfaction**

She is late again. / She did it again.

Terrible! Horrible! This is not what I expected.

d. **Enquiring** about someone's **wishes**

Would you like to visit the Mausoleum?

e. **Enquiring** about someone's **likes**:

Are you keen on//Are you fond of ...

f. Expressing **likes**

I love it./I'm mad/crazy about it.

g. Expressing **dislike**: No, I don't. Actually I hate it.

h. Expressing **hope**: I hope you've spent a good night.

i. Expressing **disappointment**: That's a great pity/ What a pity!

I'm sorry to hear ...

j. Expressing **fear** and **worry**: A: I'm/ afraid of/worried about ...



## LISTEN AND CONSIDER



### ▶ Before you listen

Look at the pictures of Becky and Paul and answer these questions.



- What are they like?
- What do they like?
- Where do they live?



(Becky)



(Paul)

### ▶ As you listen

- Listen to script 1 and check your answers to the questions in exercise 1 above.
- Listen to script 2 and make notes about what Becky and Paul will do during the summer vacations. Follow this model.

*When school finishes,*

*Becky will* \_\_\_\_\_

\_\_\_\_\_

*Paul will* \_\_\_\_\_

\_\_\_\_\_



⑥ Read the sentences in column A and guess who is speaking/writing to whom. What does the sentence express? Complete as in column B.

Column A	Column B
1. If I catch you driving fast, I'll suspend your driving licence.	<i>In sentence one, a policeman is speaking to a motorist. The sentence expresses a threat.</i>
2. If you're good, I'll buy you an ice cream.	
3. If you aren't satisfied, we'll refund you.	
4. If you don't return the book, we'll suspend your membership.	
Complete with sentences of your own.	

### ► Write it out

Group work.

#### Making contingency plans

Imagine you're going on an excursion with a friend of yours next Friday by coach.

You may come up against unexpected difficulties, but you have prepared alternative solutions.

- Write an e-mail to your friend telling him/her of

- what you have planned to do.
- what you will do instead if a problem arises.

*Example*

Normally, we'll have lunch at 12.30 by the riverside. But if it rains, we'll get back into the coach and have our sandwiches inside.



ASSESSING



*Gandhi in England to negotiate Indian independence (1947)*

② Write a short letter of opinion to a newspaper or a magazine about your favourite hero using the letter about Martin Luther King Day as a model. Follow the outline below.

**Topic sentence:**

Though Abdelhamid Ben Badis never \_\_\_\_\_, he \_\_\_\_\_

**Illustrative examples:**

First, \_\_\_\_\_ . Second,

\_\_\_\_\_ . Third, \_\_\_\_\_

\_\_\_\_\_ Finally, \_\_\_\_\_

**Concluding sentence**

He lived and worked for \_\_\_\_\_. \_\_\_\_\_ are right to celebrate \_\_\_\_\_ on April 16, every year. So

\_\_\_\_\_



**ASSESSING**

*Example*

**Ann:** Excuse me, what is this?

**Archaeologist:** That's a mill which cavemen used for grinding grain.

**Ann:** Oh, that was really useful, wasn't it?

② **Pair work.** Imagine you are a tourist guide. Tell a tourist about the different places in the cave.

**Tourist:** Excuse me, what did cavemen use to do here?

**Tourist guide:** This is the place where cavemen cooked their food.

- a corner of the cave/to keep their musical instruments
- the back of the cave /to sleep on animal skins
- the front of the cave /to keep a fire to frighten wild animals

► **Write it out**

Write a short note for tourists about what life used to be like in the Sahara long time ago. Link the pairs of sentences with appropriate relative pronouns.

Use the information contained in Ann's letter.

- a. Tigers, bears and lions / to live near the caves.
- b. These tigers, bears and lions / to attack people

- a. The children / to stay close to the open fire.
- b. They / often / to get burnt

- a. The children / often / to fetch water to drink.
- b. These children / to fall into the deep lakes / to die

*Start as follows:*

Life used to be very dangerous in the Sahara. ...



**FACT FINDING**

► **Your turn to speak**

Pair work. Imagine you are a tourist and your partner a tourist guide. Take turns to ask and answer questions as in the examples below.

Use the information in the Coping with on the previous page.

*Examples*

**Tourist:** I'm scared. It's really dark in here.

**Tourist guide:** Take it easy. I'll show you the way. } ①

**Tourist:** What a pity! I left my camera in the hotel. }

**Tourist guide:** Don't worry. I'll lend you mine. } ②

► **Write it up**

Imagine you're a tourist guide. Tell the tourists what they will do, what they will see and when in your area. Illustrate the sightseeing tour with a map.

Use script 3, p.170 and the postcard below as models.



**WRITING UP**