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**Implementation of the Principles of CLT for the Teaching of
English in the Algerian Middle School: Textbooks Evaluation**

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To all my family, friends and Amar

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List of Abbreviations

C.B.A: Competency-Based Approach

C.B.A.E: Competency-Based Adult Education

C.B.A.L.T: Competency-Based Approach to Language Teaching

C.C: Communicative Competence

C.L.T: Communicative Language Teaching

E.S.L: English as a Second Language

F.L: Foreign Language

F.L.T: Foreign Language Teaching

L1: First Language

L2: Second Language

S.L.A: Second Language Acquisition

S.L.T: Second Language Teaching

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Abstract

Textbook evaluation, in the last three decades, has received much interest among applied linguists. In Algeria also textbook evaluation is witnessing a growing interest, especially after the general educational reform launched by the Algerian educational authorities, starting from 2001. The present study is an attempt to investigate the implementation of the CLT principles in the Algerian Middle School textbooks of English. The analysis is meant to investigate the implementation of communication principle (communicative methodology), tasks, the four language skills, culture and authenticity principles. To achieve this goal, we have employed the following theoretical frameworks: Littlewoods's (1981) model for the weak version of CLT, Brumfit's (1980) framework for the strong version of CLT, Nunan's (1989) framework for communicative tasks, methodological steps for developing listening and reading skills adapted from Harmer (2003), activities to develop speaking skills adapted from Harmer (2001), and stages for teaching writing adapted from Sarosdy (2006). In order to evaluate the implementation of the cultural component, we have borrowed a model proposed by Mairitsch (2003) adapted from Byram (2000). Finally, the authenticity evaluation checklist is adapted from Widdowson (1983) and Kramsch (1993).

The analysis of the methodology used in the textbooks to achieve communicative competence revealed that the approach is similar to that proposed by Littlewood (1981). The tasks are varied; while some of them meet the requirements of communicative tasks proposed by Nunan (1989) others do not. The analysis of the four skills displayed divergences in the methodology used for the teaching of the four skills in the four, mainly, listening and reading. Culture components proposed by Mairitsch (2003) are all included in the textbooks; however, Spotlight on English One and Two lack sociocultural skills component. Most of the texts included in the textbooks do not contain the characteristics of authentic texts and proposed by Widdowson (1983) and Kramsch (1993), mostly they are either non-authentic or simplified. It was argued that textbook designers need to take into account the shortcomings that might hinder achieving the aim of teaching English in the Algerian Middle School, which is communicative competence. More consideration, we think, should be given to develop communicative skills in reading and writing in Book 1 and 2 and the integration of more authentic and genuine texts.

Key words: communicative syllabus, textbook evaluation, communicative competence, CLT, communicative methodology, tasks, the four skills, culture, authenticity.

Introduction

Textbook evaluation has become, in the recent decades, an important aspect of ESL/FLT research because of their significant role in second and foreign language teaching and learning. Textbooks “represent the visible heart of any ELT program” (Sheldon, 1988: 238. Quote in Litz, 2005: 5). They also offer considerable advantages, for both the student and the teacher, when they are used in the classroom (ibid).

There is much evidence to support the importance of textbooks in ESL/FLT programmes for the teacher and the learner. Allwright (1981) claims that textbooks are providers of input classroom lesson in the form of texts, activities, explanation and so on. He considers a lesson as an interaction between three elements: the teacher, the learner, and the materials (Cited in Hutchinson and Torres, 1994: 317). In a field study, with regards to the importance of using a textbook, Torres concluded that learners see it as a “framework” or “guide” that helps them to organize their learning both inside and outside the classroom, while doing activities and exercises, studying on their own, doing homework, and preparing for tests (Hutchinson and Torres, 1994:318). Since teachers’ interest is centred on managing their lessons, their response centre on a textbook as a facilitator, which gives instructions into the lesson, guides discussions; facilitates giving homework...etc (ibid).

The need to design new textbooks is urged by change. When education systems witness periods of change, a textbook becomes an important agent and plays a prominent role to vehicle this change. A “good” textbook, Hutchinson and Torres (1994) claim can provide an “excellent vehicle for effective and long-lasting change” (p. 323). They add that the textbook that can provide the level of structure that seems to be necessary for a teacher to fully understand and routinize the change (ibid).

The last three decades in language teaching and learning have known a communicative

movement. Developing learners' communicative ability has become the goal in designing curricular for language teaching and learning. Once communicative competence has been determined as the aim of the curriculum, textbook writers find ways to achieve this goal. Instructional materials, according to Richards and Rodgers (2001) are of significant importance in language classrooms based on communicative language teaching, since it views materials as "a way of influencing the quality of classroom interaction and language use. Materials thus have a primary role of promoting communicative language use" (p. 168). Hence, the need to evaluate textbooks used in such classrooms in order to find out whether they help to achieve such purposes or not. Moreover, since the adoption of communicative competence as the objective of language learning programmes -starting from the 1970- efforts have been made to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in language classrooms.

In Algeria, starting from 2001, the educational authorities have launched a general educational reform. There has been a change in the approach to teaching different school subjects. Competency-Based Approach (CBA) has been adapted to teach different subjects, including foreign languages, from elementary to secondary school levels.

Competency-Based Approach to language teaching (CBALT) advocates the teaching of communicative functions of language, and besides the intellectual and methodological aims, it targets the development of foreign and second language learners' communication related competencies i.e. the use of the language to communicate appropriately. CBALT is based on the constructivist view of language and language learning. Constructivism, social constructivism mainly, focuses on the effects of the learners' interaction with others for language learning. Within this perspective, researchers looked at discourse, interaction, pragmatics and negotiations (Brown, 2000: 245). Teachers and material designers view

language classrooms as a place of meaningful and authentic exchange among the learners and the teacher. FLT is viewed as a creation of meaning through interactive negotiation among learners (Brown, 2000: 245).

Following the change in the approach to foreign language teaching (including English language) in the Algerian school, new textbooks were designed for the Middle and Secondary schools. But, here we are concerned only with the Middle School textbooks. The latter, according to the textbook designers, embody the goals of teaching English as stated in the official syllabuses.

As far as we know, no research is conducted up to now to investigate the extent to which the Algerian Middle School textbooks of English, Spotlight on English 1, 2, 3 and On the Move, flesh out the principles of CLT. We have chosen to conduct this research on the Middle School textbook, because we think that teaching language for communicative purposes should be the aim of a language teaching programme from the very first moment. And in Algeria, pupils start learning English in the first year of the Middle School.

It is worthwhile to conduct a study on the topic in order to find out whether the textbooks meet the communication related objective in teaching English language, the methods and the values as they are stated in the official syllabuses. In other words, it is important to investigate the extent to which the textbooks are “good” agents to vehicle the change in the foreign language teaching approach that the Algerian educational authorities aspire. The current study, we hope, will bring some light into the matter.

To address this gap, the present study is designed to evaluate the extent to which the four Algerian Middle School textbooks, Spotlight on English 1, 2, 3 and the fourth one On the Move, flesh out the principles of CLT. Our study will focus on methodology adopted in the textbooks in order to teach communicatively, the tasks, the teaching of the four skills, the equation of language and culture and authenticity of the materials.

The main reasons that lie behind our focus on these aspects for evaluation are the importance of these pedagogical principles underlying CLT and the need for a framework to rely on in our evaluation of the textbooks. As regards the first reason, CLT is based on the theory of language as a tool for communication, and the goal of CLT is to develop the learners' communicative competence. CLT practices could probably have been better developed through the recognition of the underlying pedagogical principles. In this study, we rely on the principles of CLT as proposed by Larsen-Freeman (2000). The principles generally advocate the following: language is a vehicle of communication (communication principle), in the learning process, every thing is done with a communicative intent (task principle), the importance of work on the four skills (receptive and productive skills), the importance of the cultural component in language teaching (communicative competence includes knowledge of forms and the functions language is used for), and the authenticity principle (pp. 125-128).

As concerns the second reason, although Sheldon (1988) suggests that no general list of criteria can be applied to all teaching and learning contexts without considerable modification, most of these standardized evaluation checklists contain similar components. William David (1983), Sheldon (1988) and Cunningsworth (1995), for instance, agree that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks, such as layout and organizational characteristics. Other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches, and the degree to which the materials fit the organization's overall curriculum. Moreover, criteria should analyze the specific language, functions, grammar and skills content that are covered by a particular textbook (David Litz, 2005: 9-10)

Our analysis for the implementation of CLT principles to foster the learners' communicative competence or communication related competencies in the four Algerian

Middle School textbooks will be done within the framework of textbook evaluation as described above. Put in other words, the textbooks evaluation schemes include: overall organization of the textbooks, layout and design of each file, that is, the methodology, tasks, the four language skills, language and culture and authenticity of the texts. Our analysis is meant to answer the following questions:

- 1- To what extent do the Algerian Middle School syllabuses fit the objectives and the principles of a communicative syllabus?
- 2- What methodology do the Algerian Middle School textbooks adopt in order to teach communicatively? In other words, do they adopt the weak or the strong version of CLT?
- 3- To what extent are the tasks in the Algerian Middle School textbooks communicative?
- 4- To what extent do the Algerian Middle School textbooks teach the four skills (receptive/ productive) communicatively?
- 5- To what extent is language equated with culture in the Algerian Middle School textbooks?
- 6- To what extent are texts and the tasks in the Algerian Middle School textbooks authentic?

In terms of organization, this dissertation is divided into two parts: a theoretical and practical one. The theoretical part contains three chapters. The first and the second are meant to review the literature related to the research topic. The third one aims at giving the theoretical frameworks needed to implement the study. As concerns the practical part, it includes two main chapters, the first one deal with the analysis of the syllabuses and the second is concerned with the analysis of the textbooks.

Part One: CLT, Theoretical Premises

Introduction

As our aim in this study is to evaluate the implementation of the principles of CLT in the Algerian Middle School textbooks, it is important to review some theoretical aspects related to this topic. The theoretical premises will help the reader to understand the methodological frameworks we have chosen to evaluate the principles of CLT in the textbooks. First, we will attempt to go through the notion of communicative competence (CC), which is the core and the major aim of CLT. Then, we will review the meaning of competence and CC as it is coined by linguists and sociolinguist (Chomsky, Hymes and Halliday). Next, we will deal the concept of CC in language pedagogy and the implication of Canal and Swains framework of CC for CLT. Besides the theories of language underlying CLT, we will also try to explore the language learning theories that have had significant influence on the communicative approach to foreign and second language teaching.

In the second chapter, we will explore some aspects and important notions of the communicative approaches to foreign/second language teaching, known as CLT and Competency-Based Approach to Language Teaching (CBALT). In addition to this, we will try to bring some light into the communicative syllabus, known as the notional / functional syllabus, which was developed as a result of the evolution that the notion of language competence has known.

The third chapter provides theoretical frameworks we will rely on to evaluate the implementation of the CLT principles in the textbooks.

Chapter one: CLT, The Underlying Theories of Language and Language Learning

I. Theories of Language and the Concept of Communicative Competence

Central to the understanding of communicative language teaching is an understanding of communicative competence. This section of our work will deal with this notion as coined by the linguist, Chomsky Noam and the sociolinguists, Dell Hymes and Michael Halliday.

I.1. Chomsky's Conception of Competence

Chomsky's view of what it means to know a language is reflected in his distinction between linguistic competence and linguistic performance. In Aspects of the theory of syntax (1965), he writes:

Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community. Who knows its language perfectly and is unaffected by such grammatically irrelevant conditions such as memory limitations, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge in actual performance. (p.2)

What Chomsky refers to by the perfect knowledge of the language is the mastery of abstract system of rules which enables a person to understand and produce any and all of the well-formed sentences of his language, that is, his linguistic competence. The actual use of language, which is according to Chomsky affected by what he calls grammatically irrelevant conditions, and is characterized by acceptability and not grammaticality is the scope of linguistic performance. (Munby, 1978: 7)

Chomsky's linguistic theory has two parts: linguistic competence and linguistic performance. The former refers to the speaker's knowledge of his language structures. It is this type of knowledge that permits the understanding and producing of an infinite set of

sentences. The latter is concerned with the “process of encoding and decoding” (Brumfit and Johnson, 1979: 7)

According to Savignon (1987), Chomsky’s conception of competence helped to clear the way for the development of more communicative approaches to second language teaching by redirecting American linguistic studies away from its preoccupation with surface structural features and towards a concern with deep semantic structures i.e. the way sentences are understood. However, Savignon adds that CLT is much more than that. Chomsky’s focus is on the interpretation of sentences. When he speaks of linguistic competence, he is talking about the sentence level grammatical competence of an ideal speaker-listener of a language. But communicative competence according to Savignon has to do with more than sentence level grammatical competence. It has to do with the social interaction. She claims that “communicative competence has to do with real speaker-listeners who interpret, express and negotiate meaning in many different settings” (1987: 236). She adds that interpretation of texts, spoken or written, depends on the context attributed to it by the person who interprets it.

Linguistic competence as defined by Chomsky accounts for the production of possible sentences in a language, but it does not account for occasions when sentences are to be used. Mehan (1980) believes that an actual speaker-hearer of a language equipped with only that version of linguistic knowledge would be a social incompetent. That person might be observed uttering sentences continually in a random order and he/she would not know when to speak, when not to speak, what to say, with whom, or in what way (p.132). Another problem with Chomsky’s competence, according to Campbell and Wales (1970) is the omitting of the ability to produce or understand utterances which are not very grammatical, but are appropriate in the context in which they are used (Munby, 1978: 9)

I.2. Dell Hyme's Definition of Communicative Competence

The first sociolinguist to reject Chomsky's restricted view of competence is Dell Hymes. In his book On Communicative Competence (1972), he points out that Chomsky's category of competence provides no place for language use and neither does his category of performance, despite his equating language use with performance. This rejects the sociocultural significance of language (Munby, 1978: 9).

According to Hymes, Chomsky's theory of competence posits the speaker-hearer in abstraction from the sociocultural features as well as the acquisition of competence. He insists that linguistic theory should be developed to provide most constructive role for sociocultural factors. This is why the notions of competence and performance need to be redefined. He adds that once we regard competence as the underlying knowledge and ability for language use that the speaker-hearer possesses, then we have to admit that this involves far more than knowledge of grammaticality. In Hymes' words "there are rules of use without which the rules of grammar would be useless" (1972: 15. Quoted in Brumfit and Johnson, 1979: 14). That is when a speaker produces sentences, he/she has to take into account both grammaticality and the context wherein the sentences are used.

Hymes in On Communicative Competence (1972) has listed four sectors of CC, of which grammar is one. The first sector, 'whether or not something is formally possible' is similar to Chomsky's notion of competence as grammaticality. This notion is concerned with whether a language permits a given structure as grammatical (possible) one or rejects it because it is ungrammatical (not possible). The second sector is feasibility; a sentence might be grammatical but is not feasible because it is hard to process it, since it is not part of our competence. The third sector covers appropriateness to context; a sentence can be grammatically possible, feasible, but inappropriate. Competence then includes rules of appropriateness. The fourth and final sector concerns "accepted usage". A sentence might

be possible, feasible, appropriate but not likely to occur (Dell Hymes, 1972: 15. In Brumfit and Johnson, 1979: 14). Thus, if an adequate theory of language user and language use is to be developed, in Hymes's view, judgments must be recognized to be four and not two. Hymes defines CC as dependent upon (tacit) knowledge and (ability for) use. Knowledge and ability for use are related to the four parameters above. (ibid: 19)

In this instance, Hymes's view of competence is an expansion of Chomsky's use. He believes that performance (behaviour) also has its underlying knowledge. He argues that rather than limiting competence to grammatical concerns, it needs to be expanded to the entire sphere of ability manifested in speech.

According to Viemann and Backlund (1980), unlike the linguistic view of competence and performance, the communication view considers performance as part of competence. CC in this view focuses on the individuals' ability and skill, which includes both the knowledge of social communicative rules and the wherewithal to perform in an appropriate manner (p: 188). The authors continue that Hymes supports this concentration and criticizes linguists for their lack of concern for functional use. This is expressed in the following passage:

The lack of sociolinguistic factors in linguistic theory is more than just legitimate simplicity device of the sort which any scientific theory demands. It appears to reveal an ideological aspect of the modern standpoint; that underlying structure is taken as an endpoint in itself and sociolinguistic use is devaluated. This is in contrast to classical antiquity, when was a means to use, and grammar subordinates to rhetoric. (Dell Hymes, 1972: 5. Quoted in Viemann and Backlund, 1980: 189)

I.3. Michael Halliday's Conception of Grammatical Semantics

In Towards a Sociological Semantics, Halliday defines language as "meaning potential: that is, a set of options, or alternatives, in meaning, that are available to the speaker-hearer" (Brumfit and Johnson, 1979: 27). In dealing with meaning, Halliday is

concerned with behaviour potential and meaning potential. Each of the levels contains a range of options that a speaker-hearer can make. At the level of 'potential behaviour', an individual has a set of choices as regards his/her behaviour in any given context. The 'behaviour potential' is outside language but can be actualized through the medium of language. They are choices that the individual can do, and the options might be linguistic. That is an individual might choose to say or write something (linguistic potential) (ibid: 28). If an individual chooses to adopt linguistic measures, he/she has to make further selections at the level of semantics or what Halliday calls "meaning potential", that is what an individual can mean. Then, when the individual has decided on what he/she wants to mean. The semantic network is an account of how social meanings are expressed in language. Then there are other choices that he/she has to make at the grammatical level. The options as regards the ways to express meaning are provided by the language system (ibid: 29).

Halliday specifies three conditions which a semantic network should meet if it is to be valid. The first is that it should account for the 'well-formed selected expressions' for a given semantic area. Meanwhile, it should state the relationship between the different choices it allows. The second requirement is that the semantic network should be relatable to the sociological analysis made in terms of behavioural options. Finally, as the third requirement, the semantic network should be related to a grammatical analysis. (Brumfit and Johnson, 1979:30)

In exploring how the relationship between the semantics and grammar might be specified, Brumfit and Johnson (1979) think that Halliday indicates how we may link function and structure, a point which is of direct relevance to language teaching (P. 36).

Both Hymes and Halliday advocate the sociocultural view of communication, which involves, according to Mehan (1980) "the production of socially accepted speech, which

includes, but not limited to the production of grammatically correct sentences” (Mehan, 1980: 132). Therefore sociolinguists maintain that a theory of language (and therefore of competence) must account for use in discourse and social context, and not only the production of well-formed sentences. Sociolinguists broaden the conception of competence so that formal aspects of language (the knowledge of phonology, syntax, and semantics involved in the production of well-formed sentences) are encompassed by the functional aspects of the language. The latter concerns effective language use in different social situations. It includes the speaker-hearer’s ability to communicate and interpret intentions, knowledge of the functions that language can serve, the strategies for language that can be used to accomplish each function, and knowledge of the constraints that social situations impose on repertoire selection. (Mehan, 1980: 132).

II. Communicative Competence and Language Pedagogy

II.1. Widdowson’s Conception of Communicative Competence in Language Teaching

Widdowson views language learning as not only the acquisition of the knowledge of the rules of grammar, but also as the acquisition of the ability to use language to communicate. He says that knowing a language is more than knowing how to understand speak, read and write sentences (1978: 1) but it is also knowledge of how sentences are used to communicate. In order to make the discussion of the teaching of both linguistic and communicative competence clear, he distinguishes two aspects of performance: “usage” and “use”. He explains that “usage” makes evident the extent to which the language user demonstrates his knowledge of the linguistic rules. Whereas “use” makes evidence of the extent to which a language user demonstrates his/her ability to use knowledge of the linguistic rules to effective communication (Widdowson, 1978: 32)

Widdowson also distinguishes two aspects of meaning: “signification” and “value”.

Significance is the meaning that sentences take in isolation from a particular situation in which they are produced. “Value” is the meaning that sentences take on when they are used to communicate (Widdowson, 1978: 11).

According to Widdowson, since knowledge of language means both knowing what signification a sentence have as instances of usage and what value they take on the circumstances of use,. It seems clear that the teacher of language should be concerned with the teaching of both kinds of knowledge (ibid: 19)

II.2. Canal and Swain’s Theoretical Framework of Communicative Competence

The term “communicative competence” has received different definitions and it has been extensively used, according to Celce-Murcia (2007) in justifications and explanations of CLT. The term communicative competence has known an evolution since it was defined by Hymes (1972). The contributions come from different scholars, Calane and Swain (1980), Canal (1980), Celce-Murcia et al. (1995) Bachman (1990) Bachman and Palmer (1996). However, the two last have been developed with language assessment in mind. For the discussion of language pedagogy per se, the model proposed by Canal and Swain (1980) along the elaboration proposed by Canal (1983) remain, according to Celce-Murcia “the key source for the discussions of communicative competence and related applications in applied linguistics and language pedagogy” (Quoted in, Solar and Jorda, 2007. P. 41)

Canal and Swain (1980) and Canal (1983) model of CC are frequently cited for their views on the communicative nature of language. The model includes the following competencies: grammatical competence, sociolinguistic competence, and strategic competence. Canal and Swain claim that this framework is intended to be applied to second language teaching and testing. The communicative approach they envisage is “an integrative one in which emphasis is on preparing second language learners to exploit-

initially through aspects of sociolinguistic competence and strategic competence acquired through experience in communicative use of the first or dominant language- those grammatical features of the second language that are selected on the basis of , among other criteria, their grammatical and cognitive complexity, transparency with respect to communicative function, probably of use by native speakers, generalizability of communicative functions and contexts, and relevance to the learners' communicative needs in the second language (Canal and Swain, 1980).

II.2.1. Grammatical Competence

This type of competence, according to Canal and Swain (1980), includes knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics and phonology. (Canal and Swain, 1980: 29) Grammatical competence, they claim, will be an important concern for any communicative approach whose goals include the knowledge of how to determine and express the literal meaning of utterances (ibid).

II.2.2. Sociolinguistic Competence

Canal and Swain claim that this component is made up of two sets of rules: sociocultural rules of use and rules of discourse. The sociocultural rules of use specify the ways in which utterances are produced and understood appropriately. The first focus of these rules is on the extent to which certain prepositions and communicative functions are appropriate within a sociocultural context depending on contextual factors such as topic, role of participants, settings and norm of interaction. A second concern of these rules is the extent to which appropriate attitude and register or style are conveyed by a particular grammatical form within a given soiocultural context. As concerns the rules of discourse, Canal and Swain (1980) point out that it is useful to think of them in terms of the cohesion (i.e. grammatical links) and coherence (i.e. appropriate combination of communicative functions) of group of utterances.

II.2.3. Strategic Competence

This third component is made up of verbal and non-verbal communication strategies that may be used to compensate for breakdowns in communication due to performance variables or to insufficient competence. There are two main types of strategies: the first type is related to grammatical competence (e.g. how to paraphrase grammatical forms that one has not mastered or cannot recall momentarily) and the other type is related to sociocultural competence (e.g. various role-playing strategies, how to address strangers when unsure of their social status. (Canal and Swain, 1980:31)

III. Implications of Canal and Swain's Framework of CC for CLT

III.1. Teaching Grammatical Competence

It is generally agreed that in traditional classroom the focus of attention has been on grammatical competence. It has commonly been supposed that once the linguistic competence is acquired, the CC will follow as more or less automatic consequence. However, Widdowson (1978) suggests that this is not the case. The acquisition of linguistic competence does not seem to guarantee the consequent acquisition of CC in a language. On the contrary, overemphasis on drills and exercises for the production and repetition of sentences tends to inhibit the development of CC (P.67). Johnson and Morrow (1981) argue that students coming out of the traditional classrooms are likely to become “structurally competent but communicatively incompetent” (Liao Xiao Qing, 2000: 5)

As a result of the communicative revolution in language teaching, “grammar is a tool or resource to be used in the comprehension and creation of oral and written discourse rather than something to be learned as an end in itself” (Celce Murcia, 1991: 466). Hence grammar, she continues, should be taught with reference to meaning, social factors, or discourse – or a combination of these factors.

a- Teaching Grammar as Meaning: Celce- Murcia gives an example of teaching the different spatial meanings signaled by the preposition *in* and *on* is best viewed as grammar in the service of meaning.

b- Teaching Grammar as Social Function: as an example of grammar used in the service of socially appropriate message is the use of certain modal auxiliaries to express politeness when one is requesting favour. When they make requests, foreign and second language learners need to know that *would* is more polite than *will* and that *could* is more polite than *can*. Celce-Murcia explains that students need to be aware of the possible consequences of using the wrong modal form in the request. She suggests that sufficient practice with intended social messages in dialogues, role-plays and simulations will help establish the link between grammar and socially appropriate behaviour.

c- Teaching Grammar as Discourse: foreign and second language learners need to learn that definitions, for example, make heavy use of adjectival such as relative clauses. Almost as important as developing a sense of when to use certain structures in discourse depending upon topic or genre is the need to master conventions of discourse that cross sentence boundaries and help the writer to create text.

These features of text structure are referred to by Halliday and Hasan (1976) as cohesion. According to them, cohesion involves the principled use of: (a) referential forms (e.g. pronouns, demonstratives, the definite article), (b) substitute expressions such as *one(s)*, *do*, and *so*; (c) ellipsis; (d) conjunctions; (e) lexical chaining to create the texture in discourse (Celce Murcia, 1991: 467-69).

Liao Xiao Qing (2000) claims that a proportion of grammar teaching in a language course needs balanced development. Too much emphasis on one at the expense of the other reaps the following consequences: (1) if overlooking grammar, learners may be able to communicate, but they will do so incorrectly. (2) If overstressing grammar,

students will be able to produce correct sentences, but will not be able to communicate appropriately and effectively. (P.5)

III.2. Teaching Sociolinguistic Competence

This type of competence is defined by Savignon as “ the knowledge of pragmatic and speech act conventions of a language, of norms and stylistic appropriateness and the rules of the language in establishing and maintaining social relations” (1983: 123). The lack of functional knowledge, according to Littlewood (1981), may cause misunderstanding of functional meaning. He gave the following example: a pupil was asked to pick up a towel and hang it on the rail. The pupil got confused with the question “would you pick up the towel for me, before someone steps on it?” He did not know what to do with the towel because he was able to understand only the imperative sentence “pick up the towel” but not the function.

To speak appropriately, according to Finocchiaro and Brumfit (1983), learners must learn the target culture. They argue that “cultural system” is one of the four systems of language. This system together with sound system, grammar system, and vocabulary system should be learned in order to “speak appropriately, fluently, and correctly”. (P.30). In Liao Xiao Qing, 2000: 6). The system they suggest includes the following: appropriateness of language to the social situation; (b) gestures, distance maintained, unarticulated sounds; (c) values, mores, taboos, rituals, habits... (d) Social institutions. (ibid)

III.3. Teaching Strategic Competence

This component of communicative competence is defined by Richards and Schmidt (1985) as “the ability of speakers to use verbal and non-verbal communication strategies to compensate for breakdowns in communication or to improve the effectiveness of

communication” (Richards and Schmidt, 1985: 515). Savignon adds the notions of appropriateness and correctness to this competence. She defines it as follows: “Strategic competence is the ability to convey information to a listener and correctly interpret information received. It includes the use of communication strategies to solve problems that arise in the process of conveying his intention” (1983: 123). This competence is of great importance for FL learners and its lack causes breakdowns in communication even if they have a high level of grammatical competence.

III.4. Teaching Discourse Competence

Grammatical competence “refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message” (Celce -Murcia, 2007: 46). The author has described several sub-areas of discourse competence, which are:

- Cohesion: conventions regarding use of reference, substitution/ ellipsis, conjunctions, and lexical chains.
- Deixis: situational grounding achieved through use of personal pronouns, spatial term (here/there; this/that), temporal terms (now/then; before/after), and textual reference (e.g. the following table, the figure above).
- Coherence: expressing purpose/intent through appropriate content schemata, managing information, maintaining temporal continuity and other organizational schemata through conventionally recognized means.
- Generic structure: formal schemata that allow the user to identify an oral Discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon, etc. (Celce-Maurcia et al. 1995: 13-15. Quoted in Soler and Jorda, 2007: 46-47)

Savignon claims that the above components of communicative competence are vital as

a goal in the foreign language classroom, and that a learner who does not succeed to develop competence in any of these components cannot truly be said to be proficient in the foreign language (Savignon, 1983: 123).

IV. CLT and Theories of Learning

In the 1980s, two areas of research in the field of SLA began to play central roles in shaping our understanding of CLT. This includes the works of two North American researcher investigating two hypotheses about SLA: the comprehensible input hypothesis (Krashen, 1984) and the interactionist hypothesis (Long, 1983, 1996). Both emphasize the central role of meaningful communication in language acquisition (Spada, 2007: 274).

IV.1. Stephen Krashen's Input Hypothesis

Krashen's theory of SLA consists of five main theories: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis (Krashen, 1982).

The Input Hypothesis is the most important one of Krashen's theories. It attempts to explain how learners acquire a second language. Krashen argues that it is essential not to focus on explicit grammatical structures or learning activities but rather occupy classroom time with acquisition tasks or activities. Therefore the input hypothesis is concerned with "acquisition", not "learning". The first, "acquisition", is "a subconscious process and inductive process of constructing the system of a language, not unlike the process used by a child "picking-up" a language." (H. Douglas Brown, 2000: 278). The second, "learning" is "a process in which learners attend to form, figure out the rules, and are generally aware of their own process". (ibid) According to Krashen "fluency in second language performance is due to what we have acquired not what we have learned". (Krashen, 1981:99. Quoted in Brown, 2000: 278).

In Principles and Practice in Second Language Acquisition, Krashen claims that:

The Input Hypothesis runs counter to our usual pedagogical approach in second and foreign language teaching. As Hatch (1978a) has pointed out, our assumption has been that we first learn structures, and then practice using them in communication, and this is how fluency develops. The input hypothesis says the opposite. It says we acquire by “going for meaning” first, and as a result, we acquire structure! (1982: 21)

Krashen advances the following evidence supporting his hypothesis:

(i) First language acquisition in children. The input hypothesis is very consistent with what is known about "caretaker speech", the modifications that parents and others make when talking to young children. The most interesting and perhaps the most important characteristic of caretaker speech for us is that it is not a deliberate attempt to teach language.

(ii) Evidence from second language acquisition: simple codes. The input hypothesis also holds for second language acquisition. First, as presented earlier, the second language acquirer, child or adult, is also an "acquirer", just like the child acquiring first language. Also, according to hypothesis (ii), there is a natural order of acquisition for second language as well as first language, so we can talk about the second language acquirers' *i + 1* as well. Third, second language acquirers can also receive the kind of modified input that children get.

(iii) Evidence from second language acquisition: the silent period and L1 influence. The input hypothesis is also consistent with other findings and hypotheses in second language acquisition. One of these can be termed the "silent period", a phenomenon that is most noticeable in child second language acquisition (Krashen, 1982: 22-25).

Krashen (1982) concluded that the process of L2 acquisition was similar to L1 acquisition. However, L2 learners do not succeed in mastering their L2 while L1 learners do. He suggested that the reason for this is due to the differences in learning conditions.

Traditionally L2 learners have been taught rules of grammar and receive correction when they make grammatical mistakes while L1 learners receive neither grammatical instructions nor explicit correction when they make mistakes. This led Krashen (1984) to hypothesize that if the conditions for L2 acquisition were more similar to those of L1 acquisition, L2 development would be more successful (Spada, 2007.274).

Krashen's theory of SLA has been highly influential in shaping and supporting CLT, particularly in North America (ibid).

IV.2. Long's Interaction Hypothesis

One of the influential theorists cited in the Interaction Hypothesis is Long (1996). His hypothesis emphasizes on the role of negotiated interaction in language development (Leily Ziglari, 2008: 447). The interactionists agree with Krashen's comprehensible input, but focus on the question of how input could be made comprehensible. In the interactionist view, there is more than speaker modification or modified input in the form of simplification if one looks at the interactional structure in general. They claim that "modified interaction" is necessary for making language comprehensible. "Simplification" is not sufficient, but rather providing an opportunity to interact with other speakers makes input comprehensible. "Modified interaction" works better than "simplification" or "premodification". During modified interaction, learners make use of the following strategies to remove the problematic areas in their interaction: comprehension checks, clarification requests or confirmation, self-repetition. All of these promote acquisition. So, the term "interaction" is different from "input modifications" that are the signs of "foreigner talk" which the adult provides some changes in the formal properties of utterances to learners (ibid).

Two other influential theories, often cited in the interactionist view of SLA, are Piaget and

Vygotsky's theories. They both consider acquisition as a social process, but they differ in how they relate social interaction to language acquisition (Leily Ziglari, 2008: 447).

Chapter Two: Communication Based Approaches to Language Teaching and Communicative Syllabuses

I. Communicative Language Teaching

At about that time when linguists and anthropological linguists were concerned with defining what communicative language competence mean, applied linguists and language teacher were concerned with developing a communicative approach to language in reaction to Grammar Translation and Audiolingual approaches to language pedagogy. Many applied linguists adopted Hymes's terminology and perspective, and his notion of communicative competence thus became, according to Celce-Murcia, as part of the theoretical justification for a new teaching approach and new teaching materials that were compatible with communication as a goal of second and foreign language teaching. Soler and Jorda, 2007)

1.1. Definitions of CLT

Having said in the previous chapter that communication cannot take place with the use of the linguistic competence alone to express various communicative functions of language, and that the sociocultural competence is a vital one in realizing these functions, the question that one may ask here is what are the implications of this for the teaching and learning of FL and L2? The goal of any foreign and second language learning should be to acquire CC in the target language for performing the same functions which it performs for the members of the target speech community in everyday life. This view of language learning and teaching that emerged in the late 1970s has taken the form of CLT.

Before the emergence of CLT, language teaching has privileged the teaching and learning of language as a system of rules to be internalized by the learners. These traditional approaches to language teaching, Audiolingualism and Situational language teaching gave centrality to grammar in language teaching and learning. Within the CLT the centrality of grammar was questioned. While grammar competence is of importance in producing correct sentences, attention was shifted to the knowledge and skills needed to make the use of grammar and other aspects of language appropriately for different communicative purposes such as making request, giving advice, making suggestions...etc (Richards Jack C., 2007: 09). Richards and Rodgers define the communicative approach to language teaching as “an approach that aims to (a) make competence the goal of foreign language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (1986:66).

CLT views language as a functional system. It holds that language is a vehicle for the expression of functional meaning. The primary function of language is interaction and communication. (ibid)

Canal and Swain (1980) has made a distinction between grammatical (or grammar-based) and communicative-based approaches to second language teaching (SLT). The first is also referred to as “formal” and the second as “functional” approach.

By grammar approach we mean one that is organized on the basis of linguistic, or what call grammatical forms (i.e. grammatical forms, morphological forms, syntactic patterns, and lexical items) and emphasizes the way in which these forms may be combined to form grammatical sentences. (p. 2)

By communicative (or notional/ functional) approach, they mean

an approach which is organized on the basis of communicative function (e.g. apology, describing, inviting, promising) that a given learner or group of learners need to know and emphasizes the way in which particular grammatical forms may be used to express the functions appropriately (ibid)

As concerns the ways in which CLT can help in developing learners' communicative competence, William Littlewood lists them in the following way:

- a. It helps the learners in developing skills for the spontaneous and flexible use of the linguistic system of the target language to express his meaning.
- b. It helps him in distinguishing and mastering the communicative functions of the linguistic forms of the target language.
- c. Learner develops skills and strategies for effective communication of his meanings and
- d. Learner learns the social meaning of the language and can put his language to appropriate use. (1981: 06).

I. 2. Principles of CLT

To achieve the goal of improving the learners' communicative language competence, CLT works on a set of principles. The principles we include here are provided by Larsen-Freeman (2000). This list of sixteen principles, we believe, clarifies enough most of the aspects and features of CLT and the way they should be implemented in communicative language classrooms. The principles are as follows:

1. Whenever possible, 'authentic language' - language as it is used in a real context should be introduced.
2. Being able to figure out the speaker's or writer's intentions is part of being communicatively competent.
3. The target language is a vehicle for classroom communication, not just the object of study.
4. One function can have many different linguistic forms. Since the focus of the course is on real language, a variety of linguistic forms are presented together. The emphasis is on

the process of communication rather than just mastery of language forms.

5. Students should work with language at the discourse level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.

6. Games are important because they have certain features in common with real communicative event – there is purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not he or she has successfully communicated. In this way can negotiate meaning. Finally, having students work in small groups maximizes the amount of communicative practice they receive.

7. Students should be given an opportunity to express their ideas and opinions.

8. Errors are tolerated and seen as a natural outcome of the development of communication skills. Since this activity is working on fluency, the teacher does not correct the student, but note the errors, which he will return to at later point.

9. One of the teacher's major responsibilities is to establish situations likely to promote communication.

10. Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work and negotiate meaning.

11. The social context of the communicative event is essential in giving meaning to the utterances.

12. Learning to use language forms appropriately is an important part of communicative competence.

13. The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.

14. In communicating, a speaker has a choice not only about what to say, but also how to say it.

15. The grammar and vocabulary that the students learn follow from the function,

situational context, and the roles of the interlocutors.

16. Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension. (Larsen-Freeman, 2000: 125-128)

I.3. Misconceptions about CLT

Over the years several myths about CLT have been developed. They have become part of the CLT culture partly, Spada (2007) explains, as the result of the vagueness of the term and the different ways in which it has been interpreted within the theoretical and empirical literature (p. 275).the misconceptions are as follows:

a. CLT means an exclusive focus on meaning: the most pervasive misconception within CLT is that it is an approach to L2 instruction that focuses on meaning to the exclusion of any attention to language form. However, for most applied linguists, especially the British, CLT is not conceptualized as an approach that was intended to exclude form but rather one that is intended to include communication (Spada, 2007: 275-276)

b. CLT means no explicit feedback on learner error: another myth about CLT is that it should not include corrective feedback. The assumption is that with sufficient time and opportunities to hear and practise the target language, the learners' errors will eventually be replaced with the target-like forms. Nevertheless, experimental classroom studies, such as Ammar and Spada (2006), revealed that more explicit types of feedback can lead to higher levels of accuracy and development than implicit types of feedback in the form of recasts (Spada, 2007: 277)

c. CLT means learner-centered teaching: once the primacy theme of CLT is that learners should be given more control and autonomy in their language learning. This has

led opportunities for learners to provide input into decision about course content. One of the ways in which this has been accomplished is via learner-centered activities. In fact, group work has become closely associated with CLT that for some L2 educators, CLT is not CLT unless it is learner-centered and in some cases learner-directed. However, in their research as regards the importance of group work, Long and Porter (1986), were careful to include the emphasis that groupwork needs to be combined with other teacher-centered activities in the L2 classrooms (Spada, 2007: 277-278)

d. CLT means listening and speaking practice: the view that CLT emphasizes speaking and listening may have arisen in part from the fact that listening and speaking have been the focus of L2 instruction for quite some time, in particular the influence of the Audio-lingual method with its primacy for listening over reading and speaking over writing. In addition to this, there was also the assumption that aural-oral proficiency would automatically lead to reading and writing proficiency (Spada, 2007: 278-279).

However, many theorists agree that one of the basic tents of CLT was that linguistic skills and communicative abilities should not be treated in isolation from each another. Widdowson (1978) claimed “what the learners need to know how to do is to learn techniques of reading by writing and techniques of writing by reading” (p.14).

e. CLT means avoidance of learners’ L1: the argument against the use of L1 in L2 classrooms is that learners need as much exposure to the target language as they can get in order to become successful learners of the language. Nonetheless, there is evidence that has been used to support L1 use in L2 leaning. The evidence comes from research influenced by Vygotsky’s (1978) sociocultural theory. From this perspective, the L1 is viewed as providing crucial scaffolding support as learners negotiate form and meaning. (Spada, 2007:280).

I.4. Structural vs. Communicative Approach: Knowing and Doing

The structural and the communicative approaches to language teaching, according to Widdowson (1990), involve two different views on getting to know a language. The structural approach conceives language as knowing (competence) and the communicative approach as doing (performance). Structural approaches conceive meaning as medium, whereas, CLT conceives it as mediation. The position of CLT is that “meaning is not transmitted through the semantic medium of language; it is achieved by the pragmatic mediation of language users. So the question is not what linguistic expressions used communicate but how do people communicate by using linguistic expressions” (Widdowson, 1990: 119). He continues that “the medium account of meaning is therefore associated with the pragmatics of sentence grammar, the mediation account with pragmatics of language use” (ibid).

Since the structural approach focuses on knowing the language items, words and sentences are presented and practiced in order that the learner internalizes items as forms containing meaning in them (P. 156). The common belief is that, once learners have acquired the semantic knowledge, they will be able to do things with the language i.e. to use it pragmatically or to engage in communicative activities (ibid). In classrooms where the structural approach is followed, learners are involved in pair and group work, compose sentences and write paragraphs but the end is to internalize and consolidate the knowledge of language.

According to Widdowson (1990), the structural means would appear to be inconsistent with the communicative ends of the language.(P. 159). He suggests that a solution to this paradox is to keep the aim of language teaching (communicative competence) and adopt the communicative approach to language teaching. The latter according to him, contrasts with the emphasis of the structural approach. CLT, he says, “aims at getting learners to do

things with the language, to express concepts, to carry out communicative acts of various kinds” (Widdowson, 1990: 156). Thus the content of language course is not defined in terms of structures, words and sentence patterns, but in terms of notions (concepts) these forms are used to express, and the communicative functions they are used to perform, hence, the Notional /Functional syllabus.

However, Widdowson stresses the fact that the emphasis on doing and the realization of notional and functional character of the course needs an appropriate methodology to be implemented. “The notional/ functional syllabuses only become communicative when it is implemented by appropriate methodology” (P.160). This because he believes that a crucial element of the communicative approach to language teaching is the adoption of methodology which will encourage learners to do things with the language they are learning. Among the reasons that Widdowson mentions for the appealing of CLT is the fact that it brings the means of learning into alignment with eventual ends, the ability to use language for communicative effect (p. 160).

I.5. Problems of the Communicative Approach

Such an approach, Widdowson says, is not without its problems. One of these problems has to do with natural language learning and the other with natural language use. The problem of language learning is that learners do not often succeed to infer knowledge of language system from their communicative activities (1990: 161). And the problem with natural language use in the expression and interpretation of meaning is only part a matter of language. The process, Widdowson explains, contains two types of knowledge. One is the knowledge of the formal properties of language (semantics, syntax, word meaning and their combination in sentences...), in other words, the systematic knowledge. The other type of knowledge is related to the particular world we live, that is our beliefs, ideas,

experiences, cultural values ... (schematic knowledge). Widdowson (1990) points out that meaning we achieve through communicative use, either for sending or receiving messages is due to the dual use of these two kinds of knowledge (P. 163).

In considering these points against the acceptance of the primacy given to doing, Widdowson suggests the adoption of an approach that will provide a place for both the knowing and the doing, “the interplay between the knowing and the doing upon which effective language learning will depend” (1990: 164).

I.6. Reconciling the Structural Approach and CLT

Widdowson’s position is that the two approaches, the structural and the communicative need to be reconciled by methodological procedures which draw on both approaches and realize an interdependence of knowledge and behaviour i.e. knowing and doing (1990: 164). Since it is not easy for the learners to infer the grammar in doing things with the language they are learning, it is necessary to refer to grammar rules explicitly (p.165). “The learners, in short, and the teachers too, needed some sort of chart which marked out the grammatical features of the learning terrain to help them find their way” (ibid).

II. Competency-Based Approach to ESL

II.1. Backgrounds and Definition of CBA/CBALT

CBA to teaching English as a second language (ESL) has been greatly influenced by Competency-Based Adult Education (CBAE). CBAE programmes, including ESL, have started in the 1970s in the United States of America, California. The latter took the lead in developing a state-wide competency-based curriculum and testing system in adult education. English language training programmes were meant for refugees. Their aim was to build the individuals’ competencies that enable them to fully participate in society (Elsa

Roberts Auerbach, 1986: 412). Competencies, according to Richards and Schmidt, mean “the students’ ability to apply different basic skills in situations that are commonly encountered in every day life” (1985: 94).

CBAE is defined as “a performance-based process leading to demonstrate mastery of basic skills necessary for individuals to function proficiently in society” (Parker and Taylor, 1980: 12-13. In Auerbach, 1986: 431). This definition has been adapted to the teaching of ESL as follows:

A competency-based curriculum is a performance-based outline of language tasks that lead to demonstrate mastery of language associated with specific skills that are necessary for individuals to function, proficiently in the society in which they live (Grognet and Grandall, 1982: 3. In Auerbach Elsa Robert, 1986: 431)

This characterization of CBAE/ESL, according to Auerbach, reflects a dual influence of developments in SLA theory and in adult basic education. From SLA theory comes the notion that meaning based communicative language instruction is more effective than grammar-based or form-based teaching. This means that importance is given to what learners can do with the language rather than to what they know about it (1986: 431).

II.2. Characteristics of CBALT:

What characterizes CBALT is the focus on the outcomes of learning as the driving force of teaching and the curriculum. Auerbach (1986) identifies eight features involved in the implementation of the CBAE to programmes in language teaching:

1. A focus on successful functioning in society: The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.
2. A focus on life skills: Rather than teaching language in isolation, CBAE/ESL teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function.

3. Task- or performance-centered orientation: What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.
4. Modularized instruction: "Language learning is broken down into manageable and immediately meaningful chunks". Objectives are broken into narrowly focused subobjectives so that both teachers and students can get a clear sense of progress.
5. Outcomes which are made explicit a priori: Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that students know exactly what behaviors are expected of them.
6. Continuous and ongoing assessment: Students are pretested to determine what skills they lack and posttested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested. Program evaluation is based on test results and, as such, is considered objectively quantifiable.
7. Demonstrated mastery-of performance objectives: Rather than the traditional paper-and-pencil tests, assessment are based on the ability to demonstrate prespecified behaviors.
8. Individualized, student-centered instruction: In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time based; students progress at their own rates and concentrate on just those areas in which they lack competence (Auerbach, 1986: 414-415).

II.3. CBALT and Language Learning Needs

The first thing that CBA to ESL looks at is the needs that help determine the objectives that are assessed or specified for any training programme. Too often, the needs for the students to functionally communicate in the language have been overlooked. Within

CBA needs analysis starts with questions regarding what the learner needs to be able to do with the language, i.e. what functions s/he needs to perform in the target language. It, then, looks at what aspects of the language are required to fulfill those functions (Findley. and Nathan, 1980: 223). The underlying assumption according to Wilkins (1973) is that what a person wants to do through language is more important than the mastery of language in an unapplied system (ibid). Language needs then are “the requirements which arise from the use of language in the multitude of social and work situations in the lives of individuals and groups of people” (Findley Charles A. and Lynn Nathan, 1980: 223).

Workable taxonomies for looking at parameters of communicative competence in terms of situations, roles, topics, notions and grammatical structures are developed. However, Findley and Lynn say that a workable compromise is the utilization of the Council of Europe’s Threshold Level inventory of six functions and notions as a common core of minimal competencies for functional communication. The six functions are:

- 1- Imparting and seeking factual information.
- 2- Expressing and finding out intellectual attitudes.
- 3- Expressing and finding out emotional attitudes.
- 4- Expressing and finding out moral attitudes.
- 5- Getting things done.
- 6- Socializing.

(Van Ek, 1976: 25. In Findley Charles A. and Lynn Nathan, 1980: 223)

These functions and the general notions underlying them function as broad goals or statements of learner’s needs or required competencies that the student must demonstrate. These competencies are statements of what people need to with the language when they use it to communicate (Van Ek, 1976: 5. In Findley and Nathan, 1980: 223).

The definition of competencies and functional communication objectives in CBALT seem to be alike with those defined in the CLT. In fact, Findley and Lynn summarize the point and say that both CBALT and functional or communicative approach to language teaching bring school work and the learning process closer to real life factors because it is

the intents and the purposes of the learners as language users that are of primary importance. Findley and Lynn continue that the two approaches are learner-centered and are based on what the learners will be expected to do with the language in major life roles and not on the content of academics subjects or grammatical forms of a language. In short, they claim that minimal competencies in a language are performing other functions basic to survival in a society. In both approaches competence is defined for second and foreign language students not just in terms of the knowledge of the grammar of the language but in terms of the functional performance capabilities (1980: 229)

II.4. CBALT and CLT

This part is an attempt to show that what comes to be known as CBALT is not a totally new approach and that in its theoretical foundations it bears many similarities with CLT. We will try to demonstrate this here by reviewing the different theories underpinning the CBALT and how they match with those of CLT. For this purpose we will review the language theories that CBALT relies on, language learning theories and the general objectives of foreign and second language teaching programmes.

II.4.1. Theories of Learning Underlying CBALT

The following is a review of the learning theories upon which CBALT is based; we will look at both cognitive psychological and social interactionist theories.

Cognitive Psychology

Cognitive Psychology, according to Marion and Burden (1997), is concerned with the way human mind learns and thinks. And educational psychologists are interested in the mental processes that are involved in learning (p. 13). Cognitive psychology has had a considerable influence on language teaching methodology. In this view the learner is an

active processor of information. And learning is an active process in which the learner actively tries to make sense of data, and learning takes place when the learner has managed to impose some sort of meaningful interpretation of or pattern on the data (Hutchinson and Walter, 1987: 43). In other words, learners are required to use their minds to observe, think, categorize and hypothesize, and gradually work out how the language operates (Marion and Burden, 1997: 13). The basic teaching techniques associated with cognitive language learning is problem solving (Hutchinson and Waters, 1987: 43).

Cognitive Psychology and Constructivist Movement

One of the dominant figures of constructivist movement is Piaget Jean. Piaget's work emphasizes the constructivist nature of learning. He saw the process of development as a process of maturation with which genetic and experience interact. The developing mind is seen as constantly seeking equilibration i.e. a balance between what is known and what is currently being experienced (Marion and Burden, 1997:22).

Piaget believes that the four factors serve as propellants to mental development, maturation, experience involving action, social interaction, and he believes that within each person there is an internal self-regulation mechanism that responds to environmental stimulation by constantly fitting new experiences into existing cognitive structure (accommodation) (Patricia Kimberly Webb, 1980: 39). In fact Piaget has identified a series of stages in the process of cognitive development. They are as follows: sensori-motor stage, intuitive or pre-operational stage, concrete-operational stage and finally, formal operational thinking (ibid).

Patricia Kimberly Webb has listed the following implications of Piaget's research for teaching: stage-based teaching, uniqueness of individual learning, conceptual development prior to language, experience involving action, and the necessity for social interaction (1980: 39).

As concerns the significance of Piaget's theory for the language teacher, Marion and Burden, suggest four ways.

First, it is important to take the learner as an individual, actively involved in the construction of meaning rather than a passive receiver of the language. When learners learn a new language, they are involved in making sense of their new language input. Second, the development of thinking and its relationship to language and experience is central. Language teaching based mainly on memorization will not lead to deeper understanding. Third, language tasks should be selected according to the cognitive level of which the learner is capable. Fourth, Piaget's notions of assimilation and accommodation are applicable to learning a new language. Receiving new input of the language through listening to a conversation for example, we need to modify what we already know about the language (accommodation) so as to fit the new information into the existing knowledge, assimilation (Marion and Burden, 1997:23).

Cognitive approach to psychology has had significant impact on language methodology, moving towards methods involving the learners being actively engaged in making sense of their language input, and more cognitive approaches to grammar teaching (Marion and Burden, 1997: 39).

Social Interactionism

The works of the Russian thinker Lev Vygotsky are often cited in relation to social interactionism in language teaching. Central to his psychology is the concept of mediation. Vygotsky stresses the importance of the role played by other people in the learner's life. These people, parents, teacher, but often peers, enhance his learning by selecting and shaping the learning the learning experience presented to him/her. (Marion and Burden, 1997: 40).

Vygotsky's most known concept is that of the Zone of the Proximal Development (ZPD), "it refers to the layer of skills or knowledge which is just beyond that which the learner is currently capable of coping" (Marion and Burden, 1997: 40). The concept of mediator and ZPD are important ones in social interactionist theories to language teaching. For Vygotsky and other interactionist theorists, children are born into a social world, and learning occurs through interaction with other people. Thus we can begin to see in social interactionism a much needed theoretical underpinning to a communicative approach to language teaching, where it is maintained that we learn a language through using the language to interact meaningfully with other people (Marion and Burden, 1997:39).

The ZPD has been enthusiastically taken up by some educational psychologists because it has important implications for teachers with regard to what they can do to help children in their learning. One of its basic implications is cooperative learning. The latter is important for the individual's cognitive development and social existence. "Sharing and working cooperatively are a vital part of our social existence, the absence of which can result in cognitive difficulties and a very idiosyncratic view of the world" ((Marion and Burden, 1997:77).

As regards language classrooms, it has now become common to set up activities where interaction in the target language is essential to complete the tasks. This is an important aspect of the communicative approach to language teaching. And typical group activities are information-gap, questionnaire completion....etc (ibid).

Much of what is learned appears to depend on just how students interact during cooperative work. Students who construct explanations that clarify processes and help classmates arrive at their own solutions have been found to learn more than students who simply tell classmates the solution. In other words, opportunities to construct explanations

constitute a critical mediator of successful cooperative learning experiences (Veenman, Denessen, Akker, and Rijt, 2005:171)

Both the sociocognitive theory of Piaget (1926) and the sociocultural theory of Vygotsky (1978) emphasize the role of the social context in the construction of knowledge and have stressed that peer interactions provide a rich and necessary context for development of cognitive systems and creation of new meaning (Veenman, Denessen, Akker, and Rijt, 1985:171)

Central to the language learning procedure within CBA system is project work. This activity is considered of importance in promoting cooperative learning. Richard's and Schmidt defines this activity (project) as "an activity which promotes cooperative learning, reflects the principles of student-centered teaching, and promotes language learning through using the language for authentic communicative purposes (2002: 428)

II.4.2. Evaluation in CBALT

CBALT focuses on what learners should be able to do at the inclusion of a course. It is based on competencies which are the basis for curriculum evaluation (Nunan, 2007: 424). The following is an example of competency statement:

The learner can negotiate complex/problematic spoken exchanges for personal business and community purposes. He or she: achieves purpose of exchange and provides all essential information accurately uses appropriate staging, e.g. opening and closing strategies provides and requests information as required explains circumstances, causes, consequences, and proposes solutions as required sustains dialogue e.g. using feedback, turn taking uses grammatical forms and vocabulary appropriate to topic and register and grammatical errors do not interfere with meaning pronunciation/stress/intonation do not impede intelligibility interprets gestures and other paralinguistic features.

(NSW Adult Migrant Education Service, 1993, p. 76. In Nunan, 2007: 425)

According to Nunan (2007), from the above example of competency, it becomes clear that competencies bear a strong familiarity with behavioural tradition*.

The design and development of language programmes for CBALT in Europe has come from the Council of Europe. This is a statement of the underlying ideology of their work:

(It) tries to specify foreign language ability as a *skill* rather than *knowledge*. It analyzes what the learner will have to be able to *do* in the foreign language and determines only in the second place what *language-forms* (words, structures, etc.) the learners will have to be able to handle in order to *do* all that has been specified. In accordance with the nature of verbal communication as a form of behaviour the objectives defined by means of [our] model are therefore *behavioural* objectives, (van Ek, 1977, p. 5. In Nunan, 2007: 425)

Van Ek (1977) suggests that verbal behaviour can be atomized into two components: the performance of the language functions and the expression of conceptual notions. Thus, according to Nunan (2007), we see one of the earliest manifestations of the functional-notional syllabus (Wilkins, 1976). We also notice that the functional-notionalism reside within the performance paradigm, which is manifested in Munby's (1978) and which contains communicative syllabuses based on performance criteria.

II.4.3. Theories of Language Underlying CBALT

CBALT is based on the functional and interactional view of language. In both perspectives language is regarded as a medium of interaction and communication between people for the achievement of specific goals and purposes. (Richards and Rodgers, 2001: 143). The functional view of language means:

*Behavioural objectives: different from behaviourist. The behavioral syllabuses that Van Ek (1977) proposes do not entail a behaviourist methodology (Nunan, 2007: 425).

The view that language is a vehicle for the expression of functional meaning...this theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to the specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar (Richards and Rodgers, 2001: 21).

The interactional view of language considers language as “a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations” (Richards and Rodgers, 2001: 21). According to Richards and Theodore’s, CBALT is build around the notion of communicative competence and seeks to develop functional and communication skills in learners (ibid: 143). At the level of theoretical view of language CBALT, according to the two authors, shares some characteristics with CLT. In fact, CLT starts from the theory of language as communication. We have previously explained the underlying language theories of CLT, Hymes (1972), Halliday, Widdowson (1978), Canal and Swain (1980), all of which stress the communication and functional view of language. As we have already highlighted the goal of language teaching in CLT, which is the development of learner’s communicative competence.

Richards and Theodor’s (2001) claim that both functional and interactional theories of language have implications for CLT. Wilkins Notional Syllabuses (1976) embodies the functional view. The notional syllabuses that he specified include, in addition to the grammatical and lexical elements, topics, notions, and concepts the learner needs to communicate about (p. 21). The notion of interaction, they add is central to the theory of second learning pedagogy, mainly the one proposed by Rivers (1987), who defined interactive perspective in language educations as “students achieve facility in *using* language when their attention in focused on conveying and receiving authentic messages...this is interaction”(P.4. Quoted in Richards and Theodore’s, 2001: 21). In fact,

in his model of communicative language teaching, Rivers (1973) claims the importance of “skill-using” activities in developing learner’s communicative competence. This phase in the communicative use of language is based on the notion of interaction, which involves both reception and expression (Rivers, 1973:25). The interaction or functional communicative stage is of great importance in CLT procedures that adapt the weak version of communicative language teaching. That is, the learning of language to be used for communicative purposes.

III. Communicative Syllabuses

Hymes’ notion of sociolinguistic competence has had great impact on approaches to language teaching, mainly the communicative approaches, as we have seen earlier in this part. This chapter will deal with the description of syllabuses and textbooks which account for sociolinguistic competence. In other words, we will try to describe what a communicative syllabus and a communicative textbook look like.

III.1. Syllabuses types

The sociolinguistic revolution that took place in the 1970s has led to a shift of interest from grammar to emphasis on language use. Hymes’ (1972) paper “On Communicative Competence” was mentioned with its explorations of the notion of ‘the appropriate’ as a dimension important in language studies. (Johnson, 2001: 182)

The sociolinguistic revolution had great effect on language teaching. According to Newmark (1966), the result of the structurally oriented Audiolingual teaching was “the student who may be entirely structurally competent, yet who is unable to perform even the simplest communicative task”. (Johnson, 2001: 182) Johnson states that a solution to the structurally competent but communicatively incompetent student is related to the field of syllabus designed and is associated with the work of an organization known as the Council

of Europe- among them Wilkins-. The team of the Council of Europe was confronted with the sociolinguists complaint of those such as Hymes, was responsible for the development of a type of syllabuses which aimed at teaching language in use or communicative competence.

Wilkins (1976) suggested a basic distinction between what is called “synthetic” approach to syllabus design and “analytic” approaches. In synthetic approach

Different parts of language are taught separately and step by step to the acquisition is a process of gradual accumulation of parts until a whole structure of language has been built up (P.2. Quoted in Nunan, 2006.)

Such approaches represent the traditional way of organizing the syllabus. One way to specify learning is to break the content down into its constituent parts and to introduce each part separately and step-by-step (Nunan, 2006: 2).

However, in his book Notional Syllabus (1976), Wilkins offered an alternative to synthetic approaches. They are known as ‘analytical’ approaches. They are behavioural approaches being primarily concerned with the use or “communicative needs” for which people are learning a language. (Carle, 1978: 137).

analytical approaches are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes (Wilkins, 1976: 13. Quoted in Nunan, 2006: 2)

Wilkins considers synthetic and analytical syllabuses as two points on a continuum rather than as a strict dichotomy. And one type of analytical syllabus is the Notional Syllabus (Long and Crookes, 1992: 28)

III.2. Communicative Syllabus and the Expansion of Language Content

The communicative goals of foreign language teaching and learning, according to Dubin and Olshtain (1986), have resulted changes in three dimensions of a syllabus. In the

language content, the process, and the product areas which have reflected re-emphasized interest in the language skills, especially reading and writing (Dubin and Olshtain p.88). The authors claim that CLT is not a new methodology which comes to substitute the structural approach to language teaching; rather, it expands the components of the existing ones in terms of content, course product and processes of learning which comprise the components of a syllabus.

a. Conceptual and Functional Meaning

Communicative goals in language teaching have brought about the expansion of the content of the syllabus to include not only structures, situations, and topics, but also notions and functions (Dubin and Olshtain, 1986: 88). In other words, the content of an utterance can be considered in terms of two major kinds of meaning, a conceptual (propositional) meaning of an utterance and its communicative function (illocutionary force). The first type of meaning is realised in syllabuses as notions or semantic-grammatical elements, whereas the second is expressed in utterances (functional meaning) (ibid: 90).

b. Sociocultural Appropriateness

Since communicative competence consists of both grammatical and sociocultural rules (Hymes, 1972). The task of course designers is to incorporate this type of knowledge (sociocultural rules) into the syllabus and provide learners opportunities that permit them to acquire this type of knowledge (Dubin and Olshtain, 1986: 90).

III.3. Units of Organization and Multidimensional Syllabus

When a communicative competence has been determined as a curriculum goal, material writers look for ways to include the sociocultural component of language content (Dubin and Olshtain, 1986: 90). There is a recommendation which implies, according to the two

authors, that textbooks and materials concerned with sociocultural matters need to depend on the output of sociolinguistic research as their primary source.

Considering the expansion of the foreign language teaching content in order to teach communicatively, syllabus designers and textbook writers need to look for the ways to integrate the various elements into a communicative syllabus. In order to combine forms, notions, functions, lexis, and language skills, Dubin and Olshtain (1986) suggests the integration of the following inventories into a communicative syllabus.

a. Inventory A: Notions and Grammar

Inventory A consists of two separate lists: (a) All the grammatical topics to be taught during the course. (b) A list of notional categories to be taught during the course. The two separate lists are combined into units comprising notions and structures in a way that allows us to show how notional categories and grammatical categories interact (Dubin, 1986:108)

b. Inventory B: Themes and Topics

Inventory B is a list of themes and topics. Its main purpose is twofold: (a) to provide appropriate cultural contextualization for the language material in the syllabus, and (b) to motivate interest by using topics that are relevant and appealing to a particular group of learners (Dubin, 1986:109).

c. Inventory C: Sociocultural Functions

Inventory C is a list of communicative, sociocultural functions which the planners decide to include in the course of study (ibid).

Chapter three: Analytical Frameworks

This chapter entitled Analytical Frameworks aims at providing the research methodology that is needed to implement the research into the evaluation of the principles of the CLT in the Algerian Middle School textbooks. It includes descriptions, definitions and frameworks for the implementation of the principles of the Communicative Approach in terms of: communicative methodology, models for the strong and the weak version of CLT methodology proposed by Brumfit (1980) and Littlewood (1981), respectively, a framework for communicative tasks borrowed from Nunan (1989), methodological frameworks for the teaching of the four language skills, listening and reading adopted from Harmer (2003), framework for speaking activities adopted from Harmer (2001), and framework for writing activities adopted from Sarosdy (2006), a framework for the cultural component in textbooks, adopted from Mairitsch (2003) and finally a checklist for authenticity evaluation.

II. 1. Weak and Strong Version of Communicative Language Teaching

II.1.1. Howatt's Definition:

In the following passage Howatt defines the weak and the strong versions of the communicative approach and explains the basic differences between them.

Two versions of the communicative approach are distinguished, the “weak” and the “strong” versions. The weak version has become a standard practice in the last ten years. It stresses the importance of providing learners with opportunities to use their language for communicative ends. In order to avoid the charge that communicative activities are merely side-shows, efforts are made to ensure that they relate to the purposes of the course as specified in the syllabuses, hence the importance of proposals to include purely structural features in a syllabus design. The strong version of the communicative language teaching, on the other hand, advances the claim that language is acquired through communication. In other

words, the former is described as “learning to use” English, the latter entails ‘using English to learn it (Howatt, 1984:279).

II.1.2. Rod Ellis’ Definition:

Ellis (1999) distinguishes the two, versions of CLT in terms of their contents and methodology by comparing three approaches to language teaching.

Type	Contents (Syllabuses)	Methodology
Traditional LT	Type A (a list of linguistic items is to be thought)	Accuracy (i.e. focus on target-like use of the L2)
Weak CLT	Type A (i.e. a list of communicative items to be thought)	Accuracy (i.e. focus on target-like use of the L2)
Strong CLT	Type B (i.e. series of messages-oriented tasks)	Fluency (i.e. focus on message conveyance)

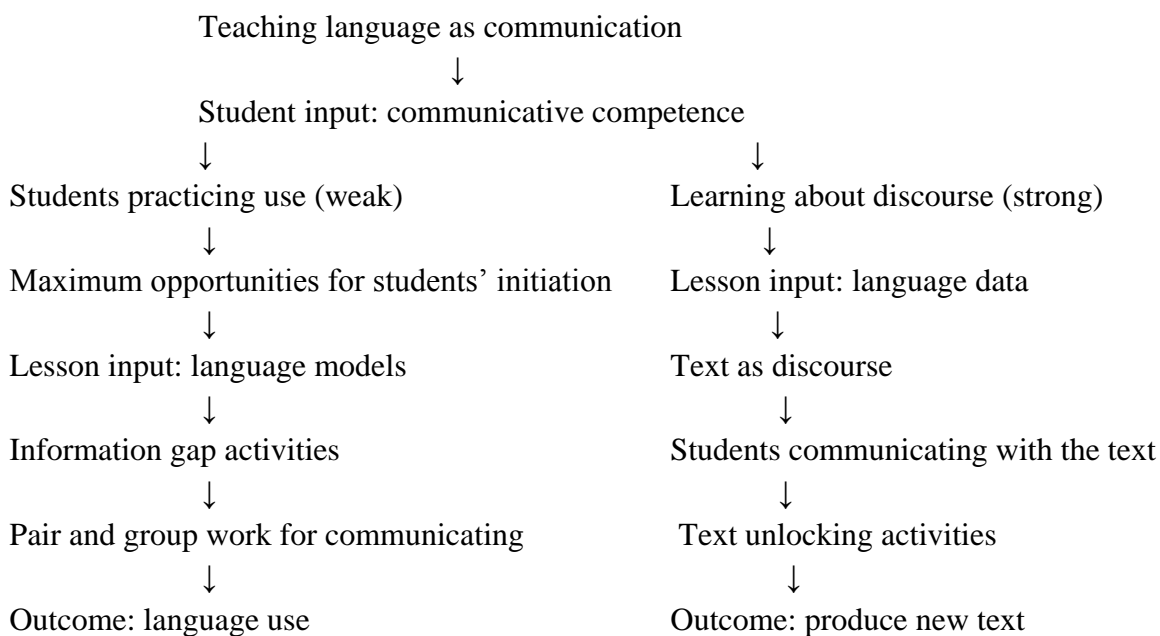
(Table 01. Liao, Xiao Qing, 2000: 13)

According to Ellis, the weak version is predicated on type A of syllabuses that itemizes features of communication to be taught and employs a traditional “accuracy” oriented methodology to teach it. The weak version draws on theories and descriptions of language that emphasizes the functional and social side of competence. These afford a clearly defined content for specifying what is to be taught. The accuracy-oriented methodology used to teach this is typically “PPP” (Presentation- Practice- Produce). The weak version differs from the traditional approaches to language teaching only with regard to what is taught, not how it is thought. The strong version offers a far more radical alternative to traditional approaches. In the strong version, no attempt is made to specify the content in terms of a set of gradable items. Instead, the content consists of a set of “tasks”, which the teacher and students carry out in the classroom. (Liao Xiao Qing, 2000: 13)

II.1.3. Holliday's Definition:

Holliday (1994) defines the two versions of communicative language teaching in terms of the focus and lesson input. The weak version focuses on the practice of language use with the basic lesson input presentation of language models. These models are in the form of “structures” which are presented within a situation provided by a “function”, “notions” or “topics”. Then they are followed by a communicative activity to practice the language item. The strong version focuses on learning about how language works in discourse as an input to new language production. The lesson input is language data in the form of a text rather than the language models. The students carry out tasks which are carefully designed to pose language problems, and which, when solved, will help the student unlock the text. (Holliday 1994: 167-172.)

Holliday (1994) summarized the characteristics of the procedures of the two versions of CLT as follows:



(Figure 01. Holliday, 1994: 168)

According to Holliday, the weak version contains elements which are not adaptable to any social situation and therefore are not culture sensitive. On the other hand, the strong

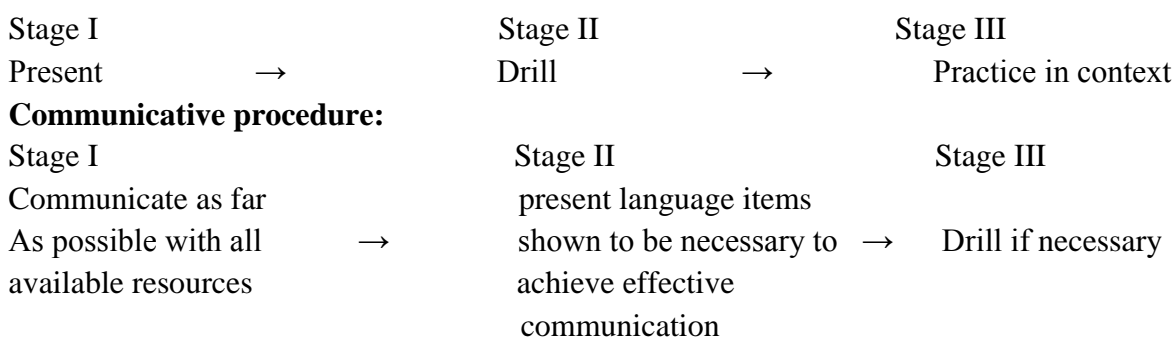
version can be almost entirely context-sensitive. Although the two versions differ in the content, methodology and language input, they are common in the aim- teaching language as communication and they both take the communicative competence of the students as a basic input. (ibid)

Therefore, the weak version is one which attempts to integrate a communicative component into a traditional language programme. Thus it has a value of grammatical explanation, error correction and drill. However, learners also need opportunities to engage in genuine communicative interaction. Whereas the strong version has less dependency on the traditional teaching components. Thus going into the task-based or activity-oriented paradigm. Teachers who have been used to the traditional method may find the weak version easy to understand and use than the strong version. This is perhaps the reason why the strong version is less popular than the weak version. . (ibid)

II.2. Brumfit's framework for the Strong Versions of CLT

Practitioners of strong version of CLT believe that the teacher should provide communicative practice from the start of the instruction without first gaining control over individual skills (pronunciation, grammar and vocabulary). This communicative procedure has been called “depend strategy” since at the first stage students are asked to do something they are not yet thought to do and hence are being “thrown in the deepen” (Johnson, 1983:53. In Liao Xiao Qing, 2000: 21). Thus it is a reversal of the traditional procedures in which presentation of knowledge is important and is done at the first stage of teaching. The following are procedures followed in the traditional approaches to language teaching and CLT, as explained by Brumfit:

Traditional Procedure:

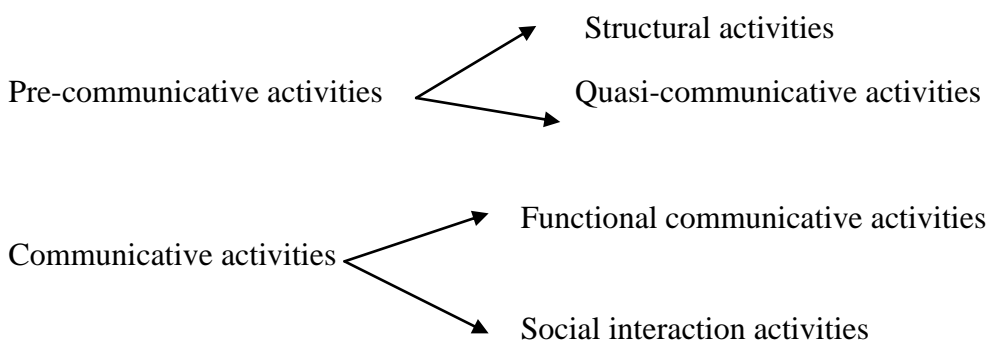


(Figure 02. Brumfit, 1980: 121. In Liao Xiao Qing, 2000: 21).

II.3. Littlewood's Model for the Weak Version of CLT

Practitioners of the weak version of CLT believe that students are not able to use new language for effective communication before they have gained enough individual skills of pronunciation, vocabulary and grammar. So, if it is not advisable to put learners in the “deepend” at the beginning of a lesson. One component of this procedure is a stage in which grammar knowledge is presented.

One of the models proposed for the implementation of the models proposed for the implementation of CLT is the one proposed by Littlewood (1981), Figure 03.



The communicative procedure consists of two stages of activities: the pre-communicative stage and the communicative stage. The pre-communicative stage is further divided two periods: the structural period and the quasi-communicative period. During the structural period, the teacher provides activities that will help students “to

produce a certain language form in acceptable activities”. During the quasi-communicative period, the teacher “isolates specific elements of knowledge or skill which compose communicative ability, and provide the learners with opportunities to practice them separately”. By the time the students finish the first stage of activities, they have developed “partial skills of communication”. Now they are ready for the second stage of activities.

The communicative stage is also further divided into two periods: the functional communicative period and the social interaction period. During the functional communicative period “the production of linguistic forms becomes subordinate...to the communication of meaning”. During the social period, the teacher requires the students “to go beyond what is necessary for simply getting meaning across, in order to develop greater social acceptability in the language, and this stage, according to Littlewood, “may also involve producing speech which is socially appropriate to specify situations and relations”. (Littlewood, 1981:58-89).

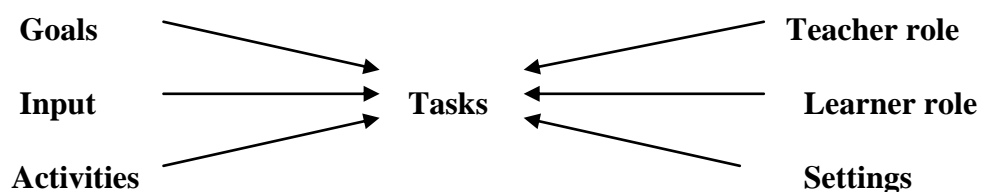
II.4. Nunan’s Framework for Analysing Communicative Tasks:

The integration of tasks in language curriculum design is the result of changing attitudes towards language and language learning. These attitudes are manifested in CLT. The central belief of it involves more than learning grammatical patterns and rule, but has also to put this knowledge into communicative effect. CLT stresses the importance of relating the ends of the language curriculum (capacity to communicate with the others in the target language) and the means (classroom activities and tasks to develop this capacity). (Nunan, 1990: 20).

Nunan defines task as “piece of classroom work which involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.” (1990: 18). It consists of some input,

the data that the learners are to work on (it may be linguistic or non-linguistic), one or more activities (the work that the learners will do on the task). It also contains the role of the teacher, the learner, goals and setting.

According to Nunan the definition of language learning task requires specification of six components: the goals, the input (linguistic or otherwise), the activities derived from this input and the roles implied for the teacher and the learners. The following is diagrammatic representation of tasks suggested by Nunan (1989, p.48).



A framework for analysing communicative tasks (Figure 04)

1. Goals: Goals are “the vague general intentions behind any given learning tasks” (Nunan, 1989, p.48). Nunan adds that there is rarely a simple one- to- one relationship between goals and tasks. In some cases a complex task involving a range of activities might move the learners towards several goals. Goals according to Nunan can be classified into classes.

- **Communicative goals** in which learners establish and maintain interpersonal relationships, exchange information, ideas, opinions, attitudes...etc
- **Socio-cultural goals**, for example, have some understanding of everyday life patterns of their contemporary age group in the target language speech community. This will cover their life at home, at school and at leisure.
- **Learning-how-to-learn:** learners negotiate and plan their work over a certain time spanned learn how to set themselves realistic objectives and how to devise the means to attain them.

- **Language and cultural awareness:** have some understanding of the systematic nature of the language and the way it works.

2. Input: refers to the “data that forms the point of departure for the tasks” (David Nunan, 1989, p.53).input for communication tasks can be derived from a wide range of sources. The materials that are used as the input should be authentic, i.e. “materials which has not been specifically produced for the purpose of language teaching” (ibid: 54).

3. Activities: “Activities specify what learners will do with the input which forms the point of departure for the learning task” (ibid: 59). Nunan determines three characteristics for activities:

- **Authenticity:** classroom activities should parallel the “real world” genuine communicative interaction.

- **Skill getting and skill using:** Following Rivers and Temperley (1978), Nunan suggests a second way of characterizing activities according to whether they are basically concerned with skill getting or skill using.

These are related to the traditional distinction between controlled practice activities, in which learners manipulate phonological and grammatical forms, and transfer activities in which learners are meant to apply their newly acquired mastery of linguistic forms to the comprehension and production of communicative language (ibid:61)

- **Accuracy and fluency:** A third feature of characterising activities is related to whether they focus on the development of accuracy in the learners or on the development of fluency. The fluency/ accuracy distinction “is related to another dimension which can be used to analyse activities. This is the degree of teacher/ learner control inherent in any activity” (Nunan, 1989, p. 63).

Activity Type

Nunan borrows Prabhu’s model of classifying communicative activities into three types:

- **Information-gap activity:** is an activity which involve of given information from one person to another, from one form to another, or from one place to another.

- **Reasoning-gap activity:** is an activity which involves “deriving some new information from given information through process of influence, deduction, practical reasoning, or a perception of relationships or patterns”

-**Opinion-gap activity:** is an activity which involves the learners’ expression of their personal preferences, feelings, opinions or attitudes in response to a given situation.

3. Learner roles:

The learner plays a crucial role in the learning process in the sense that he thinks analyses, organizes and decides while carrying out any task.

Within the learner-centred approach, the teacher in no more the unique source of knowledge. Indeed, this role shifts from the knower to the facilitator who guides and monitors the learner in doing their classroom activities.

5. Settings:

According to Nunan the term “setting” “refers to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom” (ibid: 91)

II. 5. Methodological Frameworks for the Four Skills Instruction

II. 5.1. Methodological Steps for Developing Listening and Reading Skills

The following steps for the teaching of listening and reading help learners develop their skills communicatively. The methodology is proposed by Harmer (2003).

A warming up Activity: its aim is to introduce the topic of listening/reading.

Per-reading/listening Tasks: at this stage the teacher aims to focus the students’ attention on certain facts mentioned in the reading/listening text.

While- reading/listening Tasks: a teacher can ask the students to underline certain words or phrases or on learning certain facts.

Post- Reading/listening Tasks: at this level students have to:

Infer opinion or attitude of the writer or speaker.

Deduce the meaning from context.

Teachers can make students to recognize discourse markers and registers as well.

Develop the students' linguistic/grammatical competence.

Develop the students' social-cultural competence. (Judith Sarosdy, 2006: 55)

II. 5.2. Activities to Develop Speaking Skills

The following speaking activities proposed by Harmer fall at or near the communicative end of the communicative continuum of activities.

Acting from a script: ask the students to act out scenes from plays and/or their coursebook. Students will often act out dialogues they have written themselves.

Communication games: games which are designed to provoke communication between students frequently depend on an information gap.

Discussion: one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.

Prepare talks: a popular kind of activity is the prepared talk where a student (or students) makes a presentation on the topic of their own choice. Such talks are not designed for informal spontaneous conversations; because they are prepared, they are more 'writing-like' than talk. However, it is possible for students to talk from notes rather than from a script.

Simulation and role play: students derive great benefit from simulation and role play. They simulate a real-life encounter as if they were doing so in the real world. (Harmer, 2001: 271-274).

II. 5.3. Stages of Teaching Writing:

Many experts propose models for gradual writing steps, such as Rivers (1987), Byrne (1979). Nowadays, Judith Sarosdy (2006) claims that four stages to teach writing are defined.

Controlled: Controlled writing activities are copying and dictation. Copying encourage learners to think. Examples of this type are using crosswords or matching pictures with captions or sequencing sentences.

Semi-controlled: fill-in exercises are useful activities, especially at the beginner stages. They do not require much active production of language since, most of the language is given but they require understanding.

Free: all free writing activities are to be prepared with warm-up and pre-writing activities can be talking or reading about the subject.

Expressive/creative: this type of writing activities needs a lot of creativity and imagination. Students can be asked to write a story, a poem or an article based on their previous experience. (Judith Sarosdy, 2006: 61-62)

II.6. Framework to Evaluate Culture in Textbooks

Cultural awareness increases and enriches communication with others and adds to the learners' capability to understand themselves as cultural and linguistic beings. Foreign language learning not only contributes to the learners' linguistic and functional capacity but much more so to their social and cultural education and awareness. Discovering the foreign culture is seen by experts working at the ECML (European Center of Modern Languages) as a dialogue and part of a communication process which influences participants in a dialectic interrelationship. (Barbara Mairitsch, 2003:48. In Hanak-Hammerl and Newby, 2002-2003)

In the last few years a number of workshops on cultural awareness have been held by the ECML. In order to build a bridge between theory and practice the various workshops focus on the theoretical basis of culture, specific principles and practical examples. An example of the workshops, says Barbara Mairitsch (2003), is Workshop N°. 5/98: “The specification of objectives for learner autonomy and cultural awareness within the syllabus development at secondary level”

In this workshop the workshop participants try to clarify the role of cultural awareness in the syllabus and focus on research in the field of cultural awareness in relation to textbooks, that is to say how to implement cultural awareness in textbooks. A rationale of cultural awareness can be found in an important publication: “Approaches to Materials Design in European Textbooks: Implementing Principles of Authenticity, Learner Autonomy, Cultural Awareness” (Fenner and Newby, 2000). (Barbara Mairitsch, 2002-2003:48). Cultural awareness, according to Fenner and Newby (2000), “is a part of language awareness, and both are regarded as essential aspects of communicative competence and inseparable from each other. A text, as a whole, is an entity of form and content and carries an expression of culture” (ibid).

Following Byram (2000), Fenner and Newby (2000) adopt the now common of three major areas:

1. ‘Knowledge’ (savoir)
2. ‘Socio-Cultural Competence’ (savoir-faire)
3. ‘Attitude’ (savoir-être)

a. Knowledge

The first term ‘Knowledge’ (savoir) means that cultural awareness is based on the knowledge of the foreign culture, preferably gained in a wide field of aspects of life in a foreign culture; this includes traditions, history, literature and politics, as well as the

knowledge of one's own culture. (Fenner and Newby, 2000:145. In Barbara Mairitsch, 2003: Cited in Hanak-Hammerl and Newby, 2002-2003)

Concerning what materials to use it is stressed that texts, pictures, photographs, etc should be authentic, since authentic texts have an advantage over specifically constructed texts, as they do not necessarily reflect the foreign culture but are rather aimed at specific needs of foreign language learners (ibid).

b. Socio-Cultural Competence (savoir-faire)

The second principle is 'Socio-Cultural Competence' (savoir-faire), which refers to the skills a foreign language learner should acquire in order to cope in the target country; that is to say, how to behave in a foreign culture (ibid: 50).

c. Attitude

The third principle is 'Attitude' (savoir-être), which hinges on the idea of developing a better understanding and tolerance towards others. Interaction is a process in which participants have to continually alter and readjust their points of view. In addition emphasis should be placed on ways of dealing with stereotypes by making simplified and stereotyped views apparent (ibid).

II.7. Checklist to Evaluate Authenticity

Our texts and language use authenticity checklists are inspired from Widdowson (1983) and Kramsch (1993). The tasks authenticity checklist is inspired from Nunan (1989).

Authenticity of Texts:

1. Are the texts written for communicative purposes of communicating information or illustrate specific language points?
2. Are the texts produced by real speakers/writers?
3. Are the texts written by native speaker of the language to be read by the native speakers or for a language learner group?

Authenticity of Tasks:

1. Do the tasks reflect the original communicative purpose of the text on which they are based?
2. Are the tasks appropriate to the text on which they are based?
3. Do the tasks elicit engagement with the text on which they are based?
4. Do the tasks approximate real-life tasks?
5. Do the tasks activate the learners existing knowledge of the target language and culture?

Part Two: Analysis of the Syllabuses and the Textbooks

Introduction

In part two of our dissertation we will attempt to report the results of the analysis and the application of methodological frameworks described in the previous chapter on the corpus (syllabuses and the textbooks). This part will be divided into two chapters. The first one will deal with the analysis and discussion of the syllabuses. The second will be concerned with textbooks' analysis and discussion. The latter will include a description for the textbooks and a discussion of their overall organisation. The other five sections will deal with the discussion of the CLT principles. The first will be devoted to the discussion of the methodology used in the textbooks (weak/strong versions of CLT). The second will consider tasks implementation; in it we will try to discuss the extent to which the tasks can be said to be communicative. The third section will investigate the extent to which the four language skills are taught communicatively. The fourth section will be concerned with the discussion of the implementation of the cultural component in the textbooks. Finally, in section five we will try to discuss the authenticity of the texts and tasks in the textbook.

Chapter One: Description and Analysis of The Algerian Middle School Syllabuses

In this chapter the four syllabuses will be described and discussed at the same time because they bear many similarities in the form and content. And specific reference to one of them is going to be made when necessary.

Description of the Algerian Middle School Syllabuses

A syllabus is defined by Hutchinson and Waters as "a document that states what will be learnt" (1987: 80). It is handed down by ministries or other regulating bodies. In Algeria, the syllabus is issued by the Ministry of National Education. Within the recent educational reform in Algeria new syllabuses for teaching English in the Middle School for the four years are issued in 2002, 2003, 2004, and 2005, respectively.

The Finalities of ELT in the Algerian Middle School

The aim of teaching English language, as it is stated in the syllabuses, is to help our society to harmoniously integrate in modernity. It also aims at an entire and full participation in the linguistic community of English language users for all types of exchange. The participation is based on sharing and exchanging ideas in the domain of science, culture and civilization (MS1: P.46).

The teaching of English language targets the mastery of competencies by going beyond the logic of the accumulation of linguistic knowledge and notions to an integrative and interactive logic. This approach will help the learners' cognitive growth, and step by step move towards metacognition and autonomy (MS1: p.46). This assumption about the nature of language and linguistic performance stress the view of language as communication.

General Objectives of Teaching English in the Algerian Middle School

From the finalities of teaching English language, set by the educational authorities of our country, Algeria, the following objectives are derived:

1. Linguistic objectives, which provide the learners with the knowledge of the language.
2. Methodological objectives, which aim to develop the learners' learning strategies that target their autonomy.
3. Cultural objectives, which help the learners' open-mindedness by exposing them to the English culture and civilization.
4. Socio-professional objectives (MS4): They provide the learners with opportunities for language use in order to integrate a professional milieu.

The Approach

The approach that the syllabuses designers propose is the Competency-Based Approach. This approach aims to link the language acquired at school to different contexts of use. The description of the approach includes also a definition of competency. It is as follows: “a know how which integrates and mobilizes a number of abilities and knowledge to be efficiently used in problem solving situations that have never been met before” (MS1: 49)

The Methodology

The teaching and the learning methodologies described in the syllabuses are cognitive and social-constructivist ones. They target the building of the competencies. The methodology is also claimed to be learner centred.

Competencies Related to the Teaching of English

The three competencies privileged for the teaching of English in the Middle School are as follows:

1. Interact orally in English
2. Interpret authentic oral or written documents
3. Produce simple oral or written messages

Methodological Hints

This section of the syllabuses includes the description of:

- Learning strategies related to the four language skills, speaking, listening, reading and writing.
- Learning strategies related to the competencies
- The teaching content includes sociolinguistic skills and cultural topics.
- Linguistic content includes grammar, vocabulary, and pronunciation.
- Types of activities/ Tasks.
- Projects-types.

Discussion of the Algerian Middle School Syllabuses

The description of the syllabuses shows that the latter include statements about the objectives; the methodology and the methodological hints in its different sections specifies the content, the process and the product dimensions of the syllabuses. The specification of the content includes sociolinguistic skills, cultural content and linguistic content. The description of the process consists of the description of the types of activities and tasks. And the description of the product or outcomes contains a specification of the learning strategies related to the four language skills (speaking, listening, reading and writing).

The following discussion, then, will include: a discussion of the objectives, the methodology and the three dimensions of a communicative syllabus (content, process and product) and find out whether they are in line with the criteria of a communicative syllabus proposed by Dubin and Olshtain (1986).

Discussion of the Objectives of ELT in the Algerian Middle School

From the general objectives of teaching English in the Algerian Middle School, it seems that the focus is put on what learners can do with the language rather than on what they know about it. Hence, the syllabuses are on line with what Wilkins (1976) refers to as analytical syllabuses. This approach to syllabus design is behavioural (though not behaviourist). "It is primarily concerned with the uses or communicative needs for which people are learning a language" (Carle, 1978:137). The goal of communicative approach to language teaching and learning is the use of language for communicative purposes. Thus, according to Wilkins (1976), in drawing upon a Notional Syllabus, a type of analytical syllabus, the focus is on what is communicated through language rather than how speakers express themselves (Dubin and Olshtain, 1986: 90)

As far as the teaching of culture is concerned, it helps to develop the learners' open-mindedness and learn about the English culture and civilization. (MS1:41) Hence, it is necessary to consider English language as a tool of communication, develop learner's oral communication (listening and speaking) and written communication (reading and writing), to introduce oral situations of communication, and choose topics according to the learners' needs, age and interests (ibid).

This view of language which reveals its character, as communication, is advocated by Widdowson (1978), and it is the purpose of CLT as well as CBLT. This view "concentrates on getting learners do things with the language, to express concepts, and to carry out communicative acts of various kinds" (Widdowson, 1990:159). Language is, then, a tool that learners use to achieve communicative ends. And the use of language in real situations requires, according to Finnochiaro and Brumfit (1983), a set of realistic tasks and provide the teaching and learning of real life language (Gulman, 2003:41).

Discussion of the Methodology

As a result of the general objectives of the teaching of English in the Middle School, the cognitive and socio-constructivist conception of methodology is adopted (MS1: 50). The socio-constructivist conception of methodology is base on Vygotsky's view of learning, Zone of the Proximal Development (ZPD). He assumes that learners construct new language through socially mediated interaction (Brown, 2000: 287). Thus, according to Marion and Burden, "we can begin to see in social interaction a much- needed theoretical underpinning to a communicative approach to language teaching, where it is maintained that we learn a language through using it to interact meaningfully with other people" (1997 :39)

The second characteristic of the methodology adopted for the teaching of English is the cognitive approach, which is also characteristic of CBA and ESL functional syllabuses. This teaching and learning methodology draws upon works in cognitive psychology, mainly Jean Piaget. "Here the learners are required to use their minds to observe, think, categorize and hypothesize, and in this way to gradually work out how the language operates" (Marion and Burden, 1997: 13).

As far as the cognitive aspect in CLT is concerned, Littelwood states that

The cognitive aspect involves the internalization of the plans for creating appropriate behaviour. For language use these derive mainly from the language system- they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. (Littelwood, 1984: 74)

The cognitive conception of methodology adapted in the Algerian Middle School syllabuses is borrowed from Bloom's Taxonomy. The taxonomies describe six cognitive levels in language learning. Each successive level building on the concepts and skills acquired at the lower ones. Because Bloom's taxonomy identifies internal mental processes, verbs have been added to describe the linguistic process that appears to take place at each level (Chamot, 1983: 463).

The six cognitive levels provided by Bloom are described in this way: *knowledge*, the lowest cognitive level, refers in a linguistic context to memorization and recall of language chunks. *Comprehension*, the second level requires the ability to recombine previously learned elements in a new way. Here the creative construction process begins to operate. *An application*, in a language context means the functional use of language for communicative purposes. At the fourth level, *analysis*, language is used to receive and give information, to identify main ideas, and to engage in other analytical tasks. At the *synthesis* level, language goes beyond facts to find reasons, to make comparisons, to relate ideas, and to make inferences. Finally, at the highest cognitive level, *evaluation*, the language

proficiency developed in the first five levels is used to understand, make and express decisions and judgments (Chamot, 1983: 463). The use of Bloom's model of cognitive thinking in the Algerian Middle School is regarded as an ideal route to the acquisition of competency named "savoir-agir" (ibid).

Discussion of the Content Dimension

The description of language content in the Algerian Middle School syllabuses includes structures and cultural aspects of the language. The description of what is named *savoir-faire* specifies the kind of sociolinguistic skills that should be introduced to the learners. These skills include the use of polite expressions, exchanging information, presenting places and things in place and time, expressing opinions and tastes...etc.

In addition to this, the disciplinary content of the syllabuses contains also a presentation of the sociocultural aspects of the target community. The latter includes cultural products, intercultural exchange, famous personalities, travelling, nature, environment, the media...etc.

Besides, a detailed description of the linguistic content is also included in the disciplinary content. It includes grammar, vocabulary and phonology. The grammar content includes tenses, articles, prepositions, adjectives, adverbs, word formation, verbs, sentence type...etc. The vocabulary items consist of vocabulary used in the classroom, vocabulary related to different topics such as sports, clothing, family, nature and other topic. As it includes also pronouns, numbers, shapes and colours...etc.

Finally, the phonological aspect of the linguistic content contains pronunciation and intonation patterns of the vocabulary used in the classroom, discrimination between the vowel sounds of the English phonological system, stress, intonation, silent letters, consonant blending, diphthongs' pronunciation...etc.

The disciplinary content of the Algerian Middle school Syllabuses, according to the description above combines different aspects of the language, which are notions, structures, functions and topics. The integration of these language aspects in a language programme, according to Dubin and Olshtain (1986), allows the teaching of form and use together. This combination of three inventories of notions and grammar, themes and topics, and sociocultural functions, which make the three aspects of the content dimension of a communicative syllabus according to the two authors, reveals a holistic way of looking at human language. This view of language which has become the limelight in the communicative period in language teaching domain is the result of distinct influences. One influence is brought by the humanistic-oriented philosophy of education, which emphasizes the total individual and his/her needs for using language as the basic goal to be met by the curriculum. Another influence comes from the domain of linguistics. Scholars such as Widdowson, who view the primary goal of language as communication, go beyond the view of language as words and sentences (language usage) to consider how it works in a communicative sense (language use).

The integration of the three inventories above in the Algerian Middle School syllabuses implies also that the designers take into consideration both the linguistic and the cultural rules as part of CC, which is the desired aim in designing these syllabuses. This is clearly stated in the following “Ce programme n’implique nullement l’abandon de l’apprentissage de la grammaire et le vocabulaire et encore moins l’abandon le l’aspect culturel de la langue” (Document D’accompagnement 2AM, p. 82). The place of culture and its vital role in achieving CC is, in fact, strongly stressed by the syllabuses designers, as it is shown in the following statement “Parler une langue étrangère c’est ce présenter le monde de l’autre. Donc pour communiquer il faut avoir des connaissances culturelles et savoir les mobiliser au moment voulu » (Document D’accompagnement 2AM, p. 84).

The content dimension of the Algerian Middle School syllabuses is based on research in sociolinguistics. The latter according to Dubin and Olshtain (1986), provides a theoretical perspective on language for a communicative syllabus. As seen in the theoretical part of this dissertation, sociolinguistics is concerned with the connection between language and society or culture. And the significant impact of sociolinguistic research on language teaching pedagogy is the concept of CC.

As regards the order or the sequence in which the items, units, or themes of the language content are organised, it seems that the syllabuses follow a cyclical format. Topics and functions are recycled throughout the syllabuses with an increasing expansion of structures, vocabulary, and registers. Cyclical format of a syllabus is defined by Dubin and Olshtain as “an organizational principle which enables teachers and learners to work with the same topic more than once, but each time a particular one appears it is at more complex or difficult level” (1986:55).

Discussion of the Process Dimension

The process or outcomes dimension of a communicative syllabus, according to Dubin and Olshtain (1986), includes the workouts i.e. “language learning and language using activities which enhance the learner’s overall acquisition process” (p.96). This dimension includes also the roles of both the teacher and the learner in the teaching and the learning process. As regards the workouts or the activities in the Algerian Middle School syllabuses, they are described in the Methodological Hints (Types of activities/ Tasks). The activities described in the syllabuses may be classified into the following types, proposed by Dubin and Olshtain (1986). The examples are taken from the four syllabuses.

- Operations/Transformations, examples: reordering sentences, transformation exercises, completing gaps, tables, dialogues...etc.

- Warm-up or Relaxers, examples: games and songs.
- Information centred, examples: interviews and questionnaire.
- Theater games, examples: acting dialogues, plays and singing.
- Experiential tasks, examples: different project works.
- Problem-solving tasks, examples: recognizing and negotiating.
- While similarly 'whole-task' focused, examples: transferring/reconstructing information (from text to chart, to grids, to maps...etc).
- Skill-Getting strategies, examples: guided/free writing.

According to the description of the workouts in the Algerian Middle School syllabuses, it seems that the activities can be classified into two categories, cognitive and creative activities. The former "prepares learners for or stress intellectual aims" (Dubin and Olshtain, 1986: 95). The latter "gives learners the widest possible opportunities to use language for self expression" (ibid). Examples of the cognitive type of activities are problem-solving and experiential tasks. Creative activities such as information centred, theatre games, operations/transformations...etc.

In addition to this, these activities might also be classified from the least communicative to the most communicative, for instance from reordering exercises, transformation, completion to interviews, drama...etc. As they may also be classified from the low to the highly cognitive tasks such as transformation activities (reading and putting the correct data in a chart) to different project works (preparing a recipe-book, comparing cultures...etc).

Besides, the process dimension of a communicative syllabus specifies also the roles of both the teacher and the learner in the teaching and the learning process. In the Algerian Middle School syllabuses, the teacher is given the role of a guide. His/her role is to help and encourage the learners to take an active role in the learning process. The syllabuses

designer claim that the teacher “ doit guider, aider et encourager l’élève à prendre part à sa propre formation” (Document D’accompagnement 3AM, p. 74).

As regards the role of the learner, he/she is made responsible for his/her learning (learner centeredness), in acquiring functional knowledge of English language, in relation to his/her needs at school and/or outside it. “Ce programme centre sur l’élève est sur la construction de son savoir vise à lui faire acquérir, le plus efficacement possible, une connaissance fonctionnelle de l’anglais correspondant à ses besoin scolaires et extra-scolaires » (MS1 : 50).

The role of the learner in the teaching and the learning process as a sense maker and responsible for his/her learning is shared between the CLT and the approaches based on the constructivist view of learning. Breen and Candlin describe the learner’s role within CLT in the following terms:

The role of the learner is a negotiator, between the self, the learning process, and the object of learning- emerges from the interacts with the role of joint negotiator with the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way. (1980: 110. Quoted in Richards and Rodgers, 2001: 166)

The roles given for both the teacher and the learner imply that the process dimension of the syllabuses is based on the humanistic philosophy of education. The latter is the basis of communicative language programmes and it tries to achieve goals such as emphasizing meaningful communication from the learner’s point of view, the learner is the focal point of this approach and learning is viewed as self-realization experience in which the teacher is a facilitator (Dubin and Olshtain, 1986: 76).

Discussion of the Product/Outcomes Dimension

The product dimension or outcomes dimension of the Algerian Middle School syllabuses specifies the outcomes at the level of language skills (speaking, listening, reading and writing). The skill-oriented outcomes are related to the actual use the learners are expected to make of the language. In fact, the syllabuses stress the communicative and real life use of the four language skills. The designers stipulate that the four language skills “doivent être intégrés comme ils sont dans la vie réelle” (Document D’accompagnement 4AM, p.75). This point of view is advocated by Dubin and Olshtain (1986) who claim that in implementing the four language skills “the learners need to be presented with tasks which are concerned with language skills as real communication in real time, in the classroom” (p.100).

In a communicative syllabus skills are specified in terms of communicative use of the language. In order to make the use of the skills closer to the one in real life, it is important to give the learners reasons for doing the activities in the different skills. In this respect the Algerian Middle School syllabuses designers claim that “comme pour l’écoute, il faut donner à l’élève une raison pour lire” (Document D’accompagnement 4AM, p.76). The syllabuses also specify the strategies needed to be developed in the learners for each skill. For instance scanning and skimming for reading and listening skills. In developing speaking skill, learners should be trained to know how to start or take part in a conversation or express an opinion for instance. In writing, in the fourth year of the Middle School, for example, learners should be able to produce coherent messages to express opinions, to describe, to narrate...etc. The importance of specifying the communicative goals for each skill and the performance aspect is to help the teacher to evaluate the outcomes in measurable terms.

Conclusion

The analysis of the official syllabuses of the Algerian Middle School reveals that the latter are likely to be described as communicative syllabuses. In terms of organization, they contain statements about the goals and the objectives for the teaching of English in the Algerian Middle School and a description of for the three dimension of a communicative syllabus as proposed by Dubin and Olshtain (1986) i.e. the content, the process and the product dimensions. The main objective of English language teaching in Algeria, as it is stated in the official syllabuses is communication or achieving CC. In order to achieve this objective, the content dimension is extended to include sociolinguistic skills, cultural content and linguistic skills (grammar, vocabulary and phonology). In addition to this, the process dimension specifies the outcomes for the four language skills (speaking, listening, reading and writing) in terms of communicative performance and real world use. In order to achieve the intellectual the cognitive skills, the process dimension and the methodology stress the importance of cognitive and social-constructivist methodology as well an active role for learner in the teaching and the learning process.

Chapter Two: Description and Analysis of the Algerian Middle School

Textbooks

I. Description of the Textbooks

I.1. Spotlight on English One

Spotlight on English One is the first textbook designed within the educational reform in Algeria. It is designed for beginner learners of English, in the first year of Middle School. It embodies the general principles for learning English in the first year. The principles and aims stated in the official syllabuses of 2002. The competencies that Book One means to develop are stated as follows:

- Interact orally in English
- Interpret visual, verbal, and non- verbal texts
- Produce visual, verbal, and non-verbal. (Teacher's Handbook: 05)

Spotlight on English One starts with a chart that provides file contents, which are: File project, functions/notions, language forms, and pronunciation, learn about culture and strategies. It also introduces to the learner some “survival vocabulary”, which includes some greetings, classroom instructions, and actions. The textbook consists of seven files.

Each file comprises the following sections:

- Learn the Language
- Learn about Culture
- Reminder
- Check
- Project

Learn the Language: This part contains lexis, structures, notions and functions, presented in communicative activities to help activate the mental activities needed later on in the learning process. This part is divided into three sequences. Through these sequences the learner moves along a set line of steps to gradually lead the learner from receiving information to producing his own.

Sequence one. *Listen and Speak*, the learner familiarizes vocabulary and structures that he/she will use to express him/herself.

Sequence two: *Practice*, the learner who has acquired some basic new language items and structures can use them in various realistic settings and situations.

Sequence thee: *Produce*, the learner gets involved in the production of language derived from the input he has previously received.

Learn about Culture: This part focuses on the cultural aspect. Various items are presented in order to initiate tasks and activities linked to culture, so that the learners express themselves cross-culturally. In this section learners will re-use the language items acquired during the “Learn the Language” sequences. And they will expand their knowledge with words and expressions linked to culture. Learners are engaged in activities that will help them develop their communication skills (pair work, group work and teacher/learner interaction).

Reminder: The Reminder section gathers new items introduced in the file. The writers’ intention is to help the teacher and the learners to measure the amount of newly acquired knowledge.

Check: The aim of this section is to make sure that the items introduced in the file have been properly acquired. It also permits the learner to assess his/her feedback by his/her own, in order to improve the quality of the learning. It provides a set of activities and exercises for the learners to consolidate their acquisition.

Project: This is the final output of the file. In the production of a project, all the efforts developed along the file will be made apparent.

I. 2. Spotlight on English Two

Spotlight on English Two is regarded as a translation of the competencies, objectives and contents recommended by the programmes. The textbook is made up of five topical files. Each file has three sequences and each sequence is composed of:

- Listen and Speak
- Discover the Language
- Learn about Culture
- Check

- Your Project
- Self Assessment

The **Listen and Speak:** each sequence starts with an input for listening comprehension.

This input contains the model structure(s) upon which the sequence is based.

The **Pronunciation and Spelling** section includes pronunciation and intonation patterns.

The **Practice** section aims at practicing, revising, consolidating and re-using the new language in meaningful way.

The **Go Forward** section is a step ahead in the presentation of new language. It presents a passage related to the topic of the project.

The **Discover the Language** deals with the discovery of mechanics of language. It contains three rubrics:

- a reading passage containing the target language forms,
- a “practice” section that gives practice in what has been exemplified in the input, to discover the language.
- A “reminder” section is the renormalization of the rules intuitively deduced by the pupils through activities and tasks.

Learn about Culture: This section provides learners with an insight into the universal culture. The pupils discover it through texts and authentic documents related to the projects.

Check: It includes a set of exercises and activities for the learners to assess their achievements.

Project: This section clarifies some possible steps to follow in order to realize the project.

Self assessment: It is a grid that the learner uses to evaluate his/her acquisition.

Spotlight on English Two ends up with a chart that describes the content of the files. It

includes: functions, notions, language forms, pronunciation, learn about culture, and strategies.

I. 3. Spotlight on English Three

N.B: The first version of Book Three issues in 2005 has been revised in 2008-2009. In this study we are using the revised version of the textbook which is at current use at school.

The aim of Spotlight on English Three is to consolidate and extend the competencies acquired in the previous two textbooks, MS1 and MS2. Spotlight on English Three consists of the four files; all of them follow a broadly similar format. Each file is divided into three sequences. The sequences themselves are divided into two core teaching and learning rubrics:

- Listen and Speak
- Read and Write

and followed by the following sections

- Snapshot of Culture
- Activate your English
- Project Round-up
- Where do you Stand now

Listen and Speak: This rubric is made up of three sub-rubrics. The first rubric is a warm up to the listening task. The two others are named *Say it Clear*, and *Imagine*, respectively.

Read and Write: The rubric consists of ‘reading task’, learners are provided with a variety of texts for reading, and they are encouraged to guess, predict then verify hypothesis.

Your Turn: Its aim is to encourage the learners to practise or re-use the language forms and functions discovered in the previous phase.

Write it out: It is the production phase of *Listen and Speak* *Read and Write* rubrics. The aim of the writing activities in this subrubric is to make the learners use the language

learned in the sequences for some purposes.

Snapshot of culture: This section contains texts that offer further opportunities for the learners to reflect, discuss and write on the similarities between the Algerian, British and the American cultures. This exercise in interculturality is also designed to promote open-mindedness and tolerance.

Activate your English: This section keeps record of key words and expressions related to the topic under study in each file. In the *Listen and Speak* and *Read and Write* rubrics learners deduce the meaning of words from context. In activate your vocabulary, learners activate their vocabulary by seeking the meaning of topic-related words and using those words and sentences in paragraphs of their own.

Project Round- up: The aim of “Project Round- up” is to bring the learners to round off their projects in class. This section includes a sample of a project task as well as a checklist of procedures for finalization of project.

Where do you Stand now?, Gives the learners opportunities to check their progress.

I.4. On the Move

The textbook is designed for the fourth year Middle School students and substitutes the prevalent English studies syllabuses as set down by the Ministry of Education in April 2005 (Teacher’s Handbook, MS 4: 70). Among the features of On the Move is the clear-cut distinction it makes between the reception phase and the production phase in the teaching/learning process. The distinction appears in the division between *Language learning* and *Skills Building*.

On the Move starts with a Book Map, it shows the contents of the files: functions, notions, words, and sounds, listening and speaking, writing, and the social skills. It consists of six files. Each of them is divided into two parts, and the parts themselves are divided

into three sections each. The first part is *Language Learning*. It comprises: *Listen and Consider*, *Read and Consider* and *Words and Sounds*.

The second part, entitled *Skills Building* includes: *Research and Project*, *Listening and Speaking*, *Reading and Writing*, and *Take a Break*. These two parts are followed by: *Project Round-up*, *Where do you Stand now?* and *Time for...*

Language Learning

Listen and Consider/ Read and Consider: Both sections aim at introducing grammar in context, through a conversation or a short written text. Through reading and listening skills are preceded by pre-listening and pre-reading skills. In *Grammar Window*, students try to work out the grammar rules and forms come across in the listening and reading tasks.

Both sections are followed by *Practice* rubric. It aims at getting the students to internalize correct usage in real-life situations. The *Practice* tasks combine drilling with natural occurring conversations (Teacher's Handbook, MS4:73).

Words and Sounds: The purpose of this section is to argument students' word repertory and improves their pronunciation.

Take Break: Students learn some idioms, colloquialism, and enjoying cartoon, work out puzzles... in the informal and relaxing atmosphere.

Research Project: The students report in class the assignments they carried out at home, individually or collectively. It is meant to get students to learn more about English speaking countries and compare their findings with what they know about Algeria.

Skills Building

Listening and Speaking: This section starts with *Listen and Check* whereby the student's attention is drawn to the necessity to use English correctly in social situations. The section which follows *Coping Window*, gives the students hints and tips as to ways of keeping the conversation going on and at the same time fulfilling a social role.

Reading and Writing: In this section reading comprehension and writing comprehension are at a premium. In *Read and Check* the text is used as a reference to verify the students' prediction and as a stepping stone for the acquisition of specific writing skills in a specific social context. The *Write it Out* tasks are designed to systematize the students' skill acquisition and give an index of their linguistic and social performative ability.

Where do you Stand Now?, Covers the two evaluations *Progress Check*, summative evaluation at the end of each file, and *Listening Log*, students' self assessment activity.

Time For...end the file with songs, poems...., linked grammatically or thematically to the file.

II. Analysis of the Textbooks

II.1. Analysis and Discussion of the Overall Organisation

This section will look at the overall organization of the four Algerian Middle School textbooks, or what is called organizational syllabus. The latter, according to Hutchinson and Waters (1987: 81), is familiar in the form of contents page of textbooks. It states the order in which language is going to be learned. Hutchinson and Waters claim that organisational syllabus carries assumptions about the nature of learning as well as language.

To analyse the overall organisation of the Algerian Middle School textbooks, we will look at the tables of the contents of each of the four textbooks. However, since the contents of the files in the four textbooks include the same components, we will consider the components of one file for each of the textbooks.

The tables of the contents of the four textbooks, (Appendix I. a, I. b, I. c and I. d), include functions, notions, language forms, topics as well as strategies and skills within each file. The integration of functions in the organisational syllabus carries assumptions about language as communication. In designing a syllabus for communicative language teaching, Wilkins in his Notional Syllabus (1976) included categories of "communicative

functions”. The latter are regarded as “events which do things” (Harmer, 2001:297). In other words “they are concerned with social behaviour and they represent the intention of the speaker or writer” Hutchinson and Waters, 1987:13). In the files of the four textbooks under scrutiny, there are statements about functions such as: greeting, asking for information, describing a person, introducing, giving instructions...etc

Notions are another component included in the table of contents of Spotlight on English One and Two (Appendix. I. a and I. b). However, it should be stated that notions are not clearly stated in the files of the two textbooks. Functions and notions are two different concepts that should be kept separate in syllabus design. Whereas the former is applied to the type of learning that aims at the acquisition of behaviours, as we have already said. The latter, “embodies the language knowledge as well as functional behaviour” (Wilkins, 1973. Quoted in Fox, 1978: 297).

The contents of the four files of the textbooks, in (Appendix. I. a, I. b, I. c and I. d), contain also a statement as regards the language forms for each of the files of the textbooks. The “Language forms” highlights the grammatical forms that can be used to express the functions in each file. For instance, in the file named “Hello!” (Appendix. I. a), learners will learn for the first time to talk about their nationalities in English and ask for their classmates nationalities, will require the learning of auxiliary *be* and the personal pronouns “*I*” and “*you*”, and the preposition *from* for example. In addition to structures, learners will also learn some pronunciation patterns that may help them in expressing the language functions.

In addition to functions, notions and language forms components in the textbooks, the contents also show that the syllabuses are organised around topics. Examples of the topics are: Family and Friends, Cartoons, Health, Travel, Communications, Food and Drinks, Sport....etc

Finally, the overall organisation of the textbooks, (App. 1a, 1b, 1c and 1d), contain skills and strategies needed in the learning process. Book One and Two, (App. 1a, 1b), for example include strategies such as scanning for information and identification of the task. The Book Map of, On the Move, (App. 1d), states the skills related to speaking listening, reading and writing (the four skills) and the social skills.

It seems, from the analysis of the overall organisation of the textbooks, that the latter are organised around the multi-skill syllabus. The course components are functions, notions, language forms, skills and strategies, all organised around a topic.

The integration of all this range of components in the organisational syllabuses of the textbooks can be regarded as an acknowledgement from the part of the textbooks designers of the complexity of language learning and communication. In fact, all these components are vital for the teaching of language as communication. Hutchinson and Walter believe that:

Any syllabus which claims to teach people how to communicate (in what ever specialized area) should acknowledge the complexity of communication. A syllabus that is framed in only one aspect (be it structures, functions, content or what ever) will probably miss the opportunity to develop the unacknowledged elements” (1987: 89)

Another reading for the content pages of the textbooks reveals the specification of another item which is tasks. In fact, the files in (Appendix I. a, I. b, I. c and I. d) specify tasks, such as: make a phone call, write a biography, introduce someone, write thank you note...etc. Tasks are described by Prabhu (1987: 24) as “an activity which requires the learners to arrive at an outcome from given information through some process of thought, and which allow teachers to control and regulate that process was regarded as ‘a task’ (Quoted in Long and Crookes, 1992: 35). The tasks listed above permit the learners to focus more on the task completion process and the meaning rather than the language used in the process. Hence, in addition to the emphasis on the ends of language teaching, the

textbooks also stress the means. “Tasks are not ends in themselves, but they are means, vehicles for teaching language” (Johnson, 2001:193).

Considering the importance given to the tasks, the Algerian Middle School syllabuses combine the ends and the means of the communicative syllabus. That is, using language to communicate with others and the activities that develop this capacity. This combination of the ends and means, according to Breen (1984) should be the aim of a communicative syllabus (Nunan, 1989: 13).

II.2. Analysis of the Methodology in the Textbooks

In the discussion of the syllabuses and the overall organisation of the textbooks we have come to the conclusion that both borrow their components from the communicative syllabus. The analysis and discussion of the methodology in this section aims at finding out about the methodology adopted in the textbooks under scrutiny. The analysis and discussion of the methodology’s aim is to find the way the textbook designers take to foster the learners’ communicative competence. In other words, do the textbooks teach through communication (strong version of the CLT) or do they teach language to be used for communicative purposes (weak version of the CLT)?

II.2.1. Spotlight on English One:

II. 2.1.1. Description of the Methodology

First of all, it should be said that the files in Spotlight on English One are organised under the same pattern and the sequences within each file follow the same procedure. Hence, we shall limit the study of the methodology to the first sequence of file two, named “Family and Friends” (Appendix II. a).

The analysis of the procedure adopted in this file shows that it follows a Presentation, Practice and Produce (3Ps) approach. Each of the three sequences of the second file,

“Family and Friends” starts with a dialogue or a text. Sequence one (Appendix I. a) begins with *Listen and Speak* which introduces a dialogue which should be read by the teacher. It contains structures, vocabulary and pronunciation patterns to be used in *Practice* and *Produce*. The next step is role play. Learners are put in groups of three to take the roles and practice the dialogue as it is presented by the teacher. Later, learners are asked to practise introducing people following an example given in the textbook. The last step in *Listen and Speak* is the presentation of stress patterns which enable the learners to pronounce correctly the words and expressions introduced in this sequence.

We notice, then, this first step of the teaching and learning process in the file is the presentation of language items (structures, vocabulary and pronunciation). This phase corresponds to the first period i.e. “pre-communicative” activities provided by Littlewood (1981), that is the structural activities.

Listen and Speak is followed by another moment in the learning process, called *Practice* (Appendix I. a). This rubric presents situations for the learners to practice the structures and patterns presented in the previous stage. In *Practice*, learners are put in meaningful and realistic situations for language practice. In order to practice the use of the demonstrative “this” to introduce people, for instance, learners are told “you are Sally and it’s your birthday” and they are required to introduce their friends to “mum”. Also, in order to practise asking yes /no questions and short answers with the auxiliary “to be”, they are asked to find who is who in Sally’s family picture. For example, “Is this your brother Charles? No, it isn’t. It’s Ken.

A role play is introduced at this level, too. But it is different from the one in *Listen and Speak*. In *Practice*, learners ask and answer questions about members of Sally’s family in the family tree. This task takes the learner to step towards communication, but the aim is still practice of structure i.e. yes /no questions and short answers with the auxiliary “to be”.

The last activity in this rubric, reading (Appendix I. a) is not purely structural, since it helps learners to link the structure i.e. Wh- questions with their real functional meaning. This is by answering questions with “who”, “where” ... from the text, “Sally’s e-mail”.

Even though, this phase of the teaching and learning process moves beyond mere repetition of linguistic patterns towards practice with communicative intention. It does not seem to be fully communicative because it aims at reinforcing the learning of structures. So, this period corresponds to “quasi-communicative” activities in Littlewood (1981) model of communicative language teaching procedure. This stage prepares the learners for fully communicative tasks in the following stage, *Produce*.

The third and the last phase of the teaching and learning process, of the first sequence of file two, is the rubric named *Produce*. It includes three activities. In the first one learners have to fill in the gaps in a realistic conversation. They need to find the items that go in the blanks. The items are learnt in the previous section and the teacher knows in advance what students’ answers will be like. The second activity (complete crossword looking at Sally’s family tree), also provides a realistic task. However, in both activities, learners are not performing any communicative act, even though the activities focus more on meaning than form. The last activity in *Produce* is as follows:

“Write about your friend: name, age, nationality and town” (Spotlight on English One (p.46). This activity provides the learners a real situation of communication. Every learner, we suppose, has a friend he/she wants to tell the class about. The learners will use the language input received in the two previous stages to produce their own piece of writing.

The *Produce* rubric contains more communicative activities (meaning oriented) than the *Listen and Speak* and *Practice*, in which the learners receive language input and they are engaged in relatively form oriented activities. However, the two first activities in *Produce*

are different from the last ones. The former matches the “functional communicative period” and the latter corresponds to the “social interaction period” (Littlewood, 1981).

II. 2.1.2. Discussion

Through the analysis of the process to teaching and learning in Spotlight on English One it seems that the latter adopts the weak version of the CLT. Accuracy exercises that lead to fluency in language use come first. The accuracy activities include the study of grammar, pronunciation and vocabulary exercises (Harmer, 2001: 104). The *Listen and Speak* and *Practice* serve to present and practise the language input. The latter is used in *Produce* for more real communicative activities. In other words, language is taught to be used for communicative purposes. It seems that the coursebook designers believe that fluency comes out of accuracy. In fact, many applied linguists insist on the importance of accuracy exercises in language learning process. In this respect, Byren says “communication of meaning is dependent upon accuracy in the handling of lexicon and structure” (Kramsh, 1986: 369).

However, the type of activities in *Presentation* and *Practice* are different from the mechanical drills used in the Audiolingual method. The latter was characterized by substitution and repetition drills that do not permit errors. More importantly, language is decontextualised and carries little communicative function (Harmer, 2001: 80). The activities, in Spotlight on English One, seem to be different, since they (activities), relatively, carry some “communicative intentions” and they are contextualized.

Contextualization is an important feature of CLT activities. Littlewood recommends it, but he says that “it does not refer to imaginary people and events” (Watz, 1989: 161). For him “drills should take the form of a conversation between students, but with predetermined answers” (ibid). The contrast between drill and communicative language

use is best summarized by the terms made popular by Rivers: “skill-getting” and “skill-using”. Before students can use the foreign language in a communicative way, they must learn the forms that make up its various parts. One way of making “skill-getting” efficient is the contextualization of textbook exercises.

The last phase in the 3Ps approach is Produce. In Spotlight on English One, the “Produce” phase aims to provide the students opportunities to use the language input acquired in the two previous phases for communicative purposes. This phase is divided into two moments, depending on either the focus on meaning plus form or meaning only. Activities one and two in *Produce* (Appendix I. a) focus on meaning but they do not engage in performing communicative acts i.e. “convey specific meaning for specific purpose” (Littlewood, 1980: 443). The purpose of these “functional communicative period” activities is to produce acceptable language forms rather than to communicate messages (ibid). The last activity in *Produce* (Appendix I. a) is communicative, as has already been said, because communicative activities give primacy to the message. Learners use language for nonlinguistic purposes. During this stage, “social interaction period”, students are no longer aware of practicing predetermined language structures. They are required to start from an individual communicative intention and find language forms which will express it. Moreover, the activities become more creative and the language less predictable (ibid).

II.2.2. Spotlight on English Two:

II.2.2.1. Description of the Methodology

For the study of the organisation of the files in Spotlight on English Two we have chosen the first file. Here also since the organisation of the files and the sequences within

the files follow the same organisation, we will focus on the study of the first sequence of the first file named *A Person's Profile* (see Appendix II. b).

The teaching and the learning process of the first sequence of the first file contains four main stages. The first stage is named *Listen and Speak*. It begins with a listening activity. First, the teacher explains the situation of the conversation (Sally and Steve are watching a video film), Then, he / she reads the conversation between Sally and Steve. After that, learners choose a partner and practice the conversation.

After listening and repeating the dialogue, learners listen and repeat some sound patterns; this is in *Pronunciation and Spelling*. Here the learners practice the pronunciation of final 'S' (present and plural). In addition to this, they listen to and practice intonation in Yes / No questions and answers.

In the next moment in the teaching and the learning process, *Practice*, learners describe peoples' physical appearance using different adjectives. A set of information is given about three people, Salim, Michael and Clara. The information includes name, age, height, weight...etc. The following is an example given to the learners "Jane Smith is a young, tall and slim woman with blue eyes and fair hair and blue eyes"

In the second task of *Practice* learners listen to the teacher reading a text about Kate's routine and write the words they hear. After that, they use their notes to write a text.

Later, in famous people game, a guess activity, learners ask questions to find who the person in the other student's photos is. Example of the questions and answers are: "Is he / she a man or a woman?" No, he isn't.

What do he / she do? He is a singer.

The third moment in the teaching and learning process of the sequence is called *Go Forward*. It contains three activities. In the first activity learners read an article about Mohammed Fellag and write answers for the proposed answers. For instance, "No, he

hasn't. He has got brown eyes". The second task is a pair work in which learners are required to ask questions about the people in the pictures. Some examples of questions are: "What are their names?" "What do they look like?". In task three learners imagine interviewing one of the three personalities in the task above.

The fourth and the last step in the teaching and the learning process of the sequence is *Discover the Language*. At this stage the learners proceed in the following way. First, they read a paragraph about Jane Smith's routine, "A day in the life of Jane Smith". Then, pick up all the verbs in the text and classify them into things that she does alone and things that she does with friends. After that, give the infinitive form of the verbs. Finally, compare the verbs from the text with their infinitives and try to deduce the rules for the use of the present simple to describe routine. They should notice that verbs in the present simple with 'she' take 's' or 'es'.

After discovering the rules, learners move to *Practice*. Here they practice the structures of the present simple. In the first activity, they have to re-write sentences about Jane Smith. For example, "I have a flat → she lives in a new flat". In activity two, they give a list of verbs and they should put them to the present simple (third person singular). As they also practice asking yes /no questions using the auxiliary 'do'. In addition to this, they practice final 's' pronunciation. In the fourth and last exercise, learners try to find questions to Oscar's answer. For example, find a question to the answer "yes, I do I like it very much". The sequence ends up with a *Reminder*, which summarizes all the structures and rules learned in the sequence.

II.2.2.2. Discussion

The analysis of the organisation of the first sequence of Book Two shows that the methodology is in line with the weak version of CLT. It follows the 3Ps approach.

In fact, the first rubric, *Listen and Speak*, serves as a warming up. It provides learners with language gist. In the sequence under study, it presents in a form of a dialogue, some vocabulary (adjectives) and structures that may be used to describe people's jobs and physical appearance. This is, of course, related to the topic of the file (Person's Profile).

In the second step of the presentation phase learners practice the language input in new situations. However, the learners will need a vocabulary other than the one presented in the warming up. The warming up and the *Practice* sections are alike with the structural and quasi-communicative activities in Littlewood's (1981) framework for communicative activities i.e. the weak version of CLT. Yet, the next stage in the teaching and the learning process, *Go Forward* is different from Littlewood's (1981) framework i.e. the production phase or communicative activities. Instead of having learners practice the language items learned in *Presentation*, and *Practice* sections, it also introduces new language input (often in a form of a text). Nevertheless, the activities that present the language data can be said to be communicative because they draw learners' attention to the meaning and the message expressed besides the forms.

The last rubric, *Discover the Language*, aims to present the language structures in contexts. It is an inductive process in which the learners discover the way language works. After inferring the rules of the language, learners practise them in exercise. The latter includes mechanical and meaningful drills. The first exercise in *Practice* section, described above, is a drill. It aims at getting learners to transform the sentences by changing the personal pronoun and the form of the verb. The fourth exercise, however, combines form and meaning.

II.2.3. Spotlight on English Three

II.2.3.1. Description of the Methodology

File one in Book Three is called *Communications*, like all the other files in the textbook; it contains three sequences named *Hello Again! Who's Calling, Please?* And *What's On?* respectively. The analysis of the teaching and the learning process will be limited to the first sequence, "Hello Again!". The latter is divided into two rubrics called *Listen and Speak* and *Read and Write*.

Listen and Speak starts with listening exercises and role plays. In tasks 1, 2, 3 and 4 (Appendix II. c) the students practise introducing themselves and others. The following are examples of structures used:

You: Hello my name is.....

Your classmate: nice to meet you. I'm.....

In ex.5 (Appendix II. c) learners listen to a conversation between the students about the new teacher and answer the following questions about the teacher's name, appearance and character.

What's the teacher's name?

What does he look like?

What's he like?

Besides, a chart containing a list of different adjectives is provided, for instance, serious, strict, nice, cheerful....etc.

After the above warming up exercises, the teaching and the learning process starts with the *Say it Clear* sub-rubric. First, learners read some tips as regards intonation patterns (rising and falling tones) in Wh questions and Yes and No questions. In ex.1 (Appendix II. c) the learners practise using intonation patterns for the two types of questions. For example, "When is your birthday? / Do you like speaking English?"

In ex.3 (Appendix II. c) learners work in groups and prepare and act out a dialogue to greet each other and introducing someone. The following cues are given to greet and respond to

greeting (a) introduce (b).

(a) Good morning!

How are you doing? /How do you feel? How are you doing?

(b) Not great/ awful/fine/ ok....

Can I introduce.....?

May I introduce.....?

Great to meet you. / glad to meet you.

The second sub-rubric in *Listen and Speak* is named *Practice*. In ex.1 (Appendix II. c) the learners work in pairs to prepare and act out a dialogue, following this example.

You: hello Leila! You look happy today.

Your partner: Yes, indeed. I have a new friend.

You: Really? What's her name?

Your partner: Amel, Amel Raouis.

You: What's she like?

Your partner: She's shy.

You: What does she look like?

Your partner: She's quite slim.

In addition to this, a set of adjectives is provided and it contains adjectives describing appearance and character, for instance, slim, friendly, patient...etc.

In exercise 3 (Appendix. II.c), the learners practise partings in different situations, for instance, when you part someone whom you have just met, when you leave someone for the night before going to bed.

Imagine is the third and the last sub-rubric of *Listen and Speak*. It contains two main tasks. In the first task (exercise 1. Appendix II.c) the learners are told to imagine that they are new students in their school and prepare statements to greet the other students and introduce themselves. They should include greetings, name, origin, things you like...etc. In the second task, they prepare and act out a dialogue following this outline: Greeting, introducing, responding to an introduction and parting.

Following the *Listen and Speak* in the teaching and the learning process of Book Three is the *Read and Write*. In the first part of this sub-rubric learners read an advertisement

about pop stars and answer some comprehension questions. For example, what is the advertisement about, how can you contact TV7? ...etc. Then, they read Sarah Bint's answer (e-mail) to the advertisement. While reading, learners do a series of exercise. First, they have to identify the author in the pictures. Then, fill in a profile about the author using information from the e-mail (name, physical appearance, likes, dislikes, preference, age...etc.). After that, they work in pairs to ask and answer questions about the author. Finally, the students answer some comprehension questions according to the e-mail for example, is Sarah shy? Why or why not? Why does she hate classical music?...etc.

The second sub-rubric in *Read and Write* is named *Your Turn*. It provides practice in conjunctions *and*, *but* and *because*. In exercise 1(a) (Appendix. II.c) learners pick up the co-coordinators and the items they connect from the e-mail. For instance, sparkling brown eyes and a short turned-up nose. In 1(b) they practise using the two conjunctions joining sentences such as: I live in England. I spend my summer holiday in Algeria. After that, in exercise two, they have to guess the meaning of the conjunctions in the text. Finally, practise the use of conjunctions in sentences such as: I like reading detective stories because....

The last section in *Read and Write* is called *Write it Out*. Here learners are asked to write an application letter for membership in a sport club and use the conjunctions learned above.

II.2.3.2. Discussion

The description of the first Sequence of File one of Book Three shows that the two rubrics *Listen and Speak* and *Read and Write* follow the same organization. They both contain the following moments in the teaching and learning process, named: *Presentation*, *Practice* and *Produce*.

In *Listen and Speak* the warming-up exercise and *Say it Clear* serve as a presentation phase i.e. the structural period in Littlewoods's (1981) framework. It introduces the language structures used in introducing ones' self and others. It introduces also the vocabulary needed to describe people's physical appearance and character. Besides, *Say it Clear* presents intonation patterns in Wh and Yes /No questions related to the topic of introductions and description. While the first exercise in *Say it Clear* aims at mechanical practice of intonation patterns, the third one cannot be said to be totally mechanical because it aims at drawing learners' attention to different structures of greeting and introducing people. These can be used in various contexts (formal, informal). In other words, the learners have to take into consideration the status of the interlocutor.

Introducing structures within their social context of use is an important aspect in communicative language teaching because it helps learners to communicate effectively and appropriately in social situations. In this context Chastain (1987) says

in order to use a grammatical form to communicate a message, learners must know the correct form, they must be able to choose that form from among other possibilities, they must know it fits a communicative context, and they must know the meaning(p. 163)

The second phase in the teaching and the learning process in *Say it Clear* is Practice. This is a quasi-communicative period, which provides practice in introducing and parting. The first exercise of *Say it Clear* (described above) is a meaningful task, which provides a context for structural practice. Exercises 2 and 3 (Appendix II. c) provide practice in partings. In them learners try to guess, interpret or read the situation and put the appropriate expression. These quasi-communication activities help learners to practise language while their attention is also drawn to the meaning they express. This step in the continuum, according to Littlewood (1980) takes the learners a step further towards a focus on meaning.

The third and the last phase in the teaching and the learning process in *Listen and Speak* is *Imagine*. This is the production phase in the continuum because it focuses on meaning. It corresponds to the communicative activities in Littlewood's (1981) framework of communicative activities. Like all *Imagine* sections in Book Three, it contains two tasks. The first one permits the learners to use the language (vocabulary and structures) already learned and practised in the previous sections. They use it to introduce and describe themselves. The first activity in *Imagine* (Appendix II. c) is communicative because it carries a communicative function. It is meaningful and has a communicative purpose. This type of activities in Book Three corresponds to the functional activities period in Littlewood's (1981) framework of communicative activities. During this period a communicative purpose is built into the exercise so that the language does not take place for its own but as "a means toward achieving nonlinguistic end" (Littlewood's, 1980:144). Littlewood continues that the situations are structured in a way that the teacher could predict and specify the language that the learners need to use.

The second task in *Imagine* is a role play in which learners have to produce a conversation in which they greet each other, introduce, respond to introductions and part each other. Here learners have to think themselves about the language they need in order to do the task. This makes the learner more creative in the language he / she uses and less predictive by the teacher. This kind of activities is referred to by Littlewood as the social interaction period. According to him conversation is of great importance as a context for meaning oriented language use.

The presentation phase of *Read and Write* starts with a pre-reading task. The latter aims at introducing the topic of the reading text. While reading the text learners are engaged in different reading tasks. They include reading to extract specific information and

reading for general understanding or gist. It should be noted that the reading text deals with the functions dealt with in this file: describing people's personality and appearance.

In *Your Turn*, the practice section of *Read and Write*, the learners practise the language structures that come in the reading text. The latter provides a context for the occurrence of language structures and help the learners to interpret their meaning.

Write it Out is the last step in the teaching and learning process in *Read and Write*. It is the production stage of this rubric. It is the writing production phase in Book Three, in which learners use all the language forms and vocabulary learned in the file to produce personal pieces of writing.

II.2.4. On the Move

II.2.4.1. Description of the Methodology

The teaching and the learning process in On the Move is characterized by two main moments: *Learning Language* and *Skills Building*. *Language Learning* contains two rubric named *Listen and Consider* and *Read and Consider*. For the sake of analyzing the methodology in the textbook, we will take as example the first sequence of the first file named "It's my Treat".

Learning Language

As regards the teaching and the learning process in *Listen and Consider*, it contains three phases, *Listening*, *Practice* and *Write it up*. The *Listening* starts with *Before you Listen* exercises. Sequence one in File one (Appendix II. d) contains two tasks. In the first one the learners look at the pictures and try to identify the dishes and find their origins. Then, learners are asked to name the most popular dish in the world and the restaurant that made it popular (hamburger, MacDonald). Next, in *As you Listen*, learners listen to a conversation read by the teacher and answer some comprehension questions. In the second

exercise, the learners listen to the teacher reading some questions and mark the intonation pattern in the tag questions. For instance: You didn't know that, did you? / Let's have a walk, shall we? . After this learners should say which of these questions calls for a yes-no answer and which ones seek for an agreement. In *After you Listen*, the last step is the listening, in the *Grammar Window* learners complete some tasks as regard the instructions for the intonation patterns in question tag.

The *Practice* contains two tasks. In the first one learner write tag questions for a set of sentences. For example: they drink tea in Tamanrasset, ... / It's a lovely evening for a party..... ? In task two, learners work in pairs and act out two dialogues, one to ask for agreement and another one to ask for information.

Write it up contains three tasks. In the first one, learners read some names of foods and drinks and classify them, those they know their country of origin and those they do not know. Then act out the dialogues using falling intonation for those foods and drinks they know their origins and rising tone for those they do not know their origins. Finally, learners write a dialogue about one particular food using tag questions.

Read and Consider

This rubric also contains three moments in its process, *Before you Read*, *As you Read* and *After Reading*. *Before you Read* consists of two tasks. In the first one learners read the list of ingredients on the recipe and say which of the following cakes they can make: Pancakes, Tcharek, Tamina or Doughnuts. Then, put the instructions in the recipe in the right order. In *As you Read*, learners read the recipe and check their answer for the two tasks above.

In the *Grammar Window*, *After Reading*, learners deal with two tasks as regards the use of time sequences to describe a procedure (next, then...) and the use of imperative verbs to give instructions (heat the pan, put oil...)

The second moment of the teaching and learning process in *Read and Consider* is *Practice*. It contains two practice exercises. Learners re-write a checklist of instructions for table manners using the imperative forms. Then, learners look at pictures and say which of the instructions broken.

The last moment of this rubric, *Write it up*, consist of a writing task. Learners are required to write a recipe of success for a friend who considers himself/herself a failure, using imperatives and sequencers.

Skills Building

This section contains two rubrics *Listening and Speaking* and *Reading and Writing*. The **Listening and Speaking** starts with *Listen and Check*. First, learners read a set of questions and say which of them they expect a polite waiter to say in a restaurant. For instance, what do you want to eat? / What would you like for a starter? Then, listen to the teacher reading the part one of the script and check their answers. Next, they listen to the teacher again and say what the customer has ordered, getting help from the menu given. After that, learners use the menu (Chez Hassan) and take turns to play the roles of the customer and the waiter in a restaurant. Finally, they listen to the second part of the script and answer questions. For example, the waiter does not know the meaning of the word chickpeas. Which of the following strategies does he use to continue the conversation? He uses a synonym/ He explains and compares? / He asks for help?

The second moment of the teaching and learning process of *Listening and Speaking* is called *Your Turn to Speak*. It starts with *Coping Window*, which suggests to the learner some strategies to use when they face vocabulary problems in a conversation. For example, use synonyms; explain the meaning of the word with a complete sentence.....etc. Then, they play the role of the waiter and customer. The waiter does not know one word and he

will use one of the strategies above. The second task asks the learner to use appropriate language to make the waiter sound more polite in the following conversation.

Waiter: are you ready to eat?

Customer: yes, we are. I'd like a couscous, please.

Waiter: no Kouskous on Fridays!

Listening and Speaking rubric ends up with *Write it up*. Learners write a note to describe a dish to an American visitor. The note should include the following: name of the dish, how it is cooked, what is it served with and on which occasion it is cooked.

Reading and Writing

This rubric starts with *Read and Check*. It starts with a pre-reading question. The learners are asked to look at the pictures of a restaurant and a map of a city and try to guess where the situation occurs, restaurant advertisement leaflet, cookery book...etc. After this, learners read the text (advertisement) and do some comprehension tasks.

Write it out consist of two exercises. In the first learners re-order a set of sentences to get a coherent paragraph to complete the advertisement read in the previous section. The second writing exercise consists of two tasks. In the first one learners complete an invitation card containing the occasion, date, time, place, and direction. The second is to write a letter of invitation to a classmate.

II.2.4.2. Discussion

Learning Language

The above description of the teaching and the learning process in *Listen and Consider* and *Read and Consider* shows that they follow the same methodology. Both rubrics adopt the Presentation, Practice and Produce approach.

The listening and the reading parts of *Listen and Consider* and *Read and Consider* are presentation phases in the process. They correspond to Littlewoods's (1981) framework of communicative methodology. The listening and reading texts aim at introducing the pronunciation and grammatical patterns in contexts. However, it should be noted that the method for the pronunciation and grammatical instruction is not a teacher-fronted one. Put in other words, structures in On the Move are taught in what Fotos (1994) refers to as consciousness-raising tasks. The tasks in the *Grammar Window* of both rubrics have as content the target structure. The aim of such tasks, according to Fotos, is to recall learners' attention to the grammatical features, raising their consciousness of them, and thereby facilitate learners' noticing of the features in the communicative input (1994: 326).

The presentation rubrics in *Listen and Consider* and *Read and Consider* are followed by *Practice*. This section combines two types of exercises; drills and quasi-communicative ones. The former aims at getting the learners to internalize the pronunciation or grammatical structures without considering the context, i.e. they give primacy to the form over the context. The latter, however, provides practice for the structures in realistic contexts. This draws the learners' attention to the meaning of practised patterns. This phase, then, in the teaching and the learning process of *Language Learning* in On the Move corresponds to the quasi-communicative activities in Littlewood's (1981) framework.

The *Write it Out* phase in *Listen and Consider* and *Read and Consider* rubrics, however, does not seem to match the communication phase in Littlewood's (1981) framework. It does not aim at communicative production. Its goal is to consolidate the learned structures in the previous phases. The two exercise described in the *Write it Out* are meaningful and realistic, but they are not free communicative tasks. These types of exercises are, in Paulston's words still in the realm of the cue-response pattern (1971:207).

In fact, in the two exercises of *Write it Out* described above the teacher already knows the content of the answer and there is a right and wrong answer.

Skills Building

Language Learning has got a different aim and adopts a different methodology from *Skills Building*. Whereas the former, as has already been said aims at getting learners to acquire the language structures (grammar and pronunciation) and vocabulary, the latter aims at providing practical use of these language skills, on the one hand. On the other hand, it introduces socio-cultural knowledge and provides opportunities for the learners to practise these skills through the primary skills (listening, speaking, reading and writing).

In *Skills Building* both rubrics, *Listening and Speaking* and *Reading and Writing*, start with introducing and practicing some socio-cultural knowledge in different contexts (waiter using polite requests in restaurant), communication strategies on how to carry out a conversation in spite of vocabulary problems. These types of knowledge, socio-cultural and strategic, are vital in developing the learners' communicative competence. They are both important aspect of the CC model proposed by Canal and Swain (1980), already described in the literature review.

The *Write it Out / write it up* task at the end of the two rubrics provide learners opportunities for communicative performance. The tasks aim at getting the learners to use the linguistic, socio-cultural and strategic knowledge for communicative purposes. The tasks that have already been described (write a note to describe a dish to an American visitor, write a letter of invitation to a classmate) are communicative. This type of tasks, according to Paulston, requires from the learners the use of normal speech and transfer of learned language patterns to appropriate situations (1971: 207)

We have seen through the discussion of the methodology adopted in the four textbooks that the activities vary along the continuum from mechanical, meaningful to

communicative ones. In other words, the methodology is the one that moves from the focus on form to the focus on meaning and communication. The teaching and the learning process in the sequences discussed include grammar and pronunciation drills. As we move along the continuum practice still focuses primarily on formal features, but the orientation was towards meaning. In communicative language practice (functional activities) we come to activities in which learners work with predictable language to convey information. The social communication phase is characterized by less predictable language. It includes activities such as role-play or problem solving.

However, the teaching and the learning process in the four textbooks does not end at this phase. The final stage of the process is the project. At the extreme point of the continuum of the activities discussed in the four textbooks there is in Littlewood's terms (2004) an authentic communication exercises. Such tasks according to Ribé and Vidal (1993) may be developed in larger scale projects (Littlewood, 2004: 322). Project is defined by Beckett as

a long-term (several weeks) activity that involves a variety of individual or cooperative tasks such as developing a research plan, and implementing the plan through empirical or document research that includes collecting, analyzing and reporting data orally and/or in writing (Gulbahar, H. Beckett, 2002: 54)

The four Algerian Middle School textbooks close their files with projects. The files studied here end up with the following projects: make your family profile, person's profile, a wall sheet about greetings, and designing a restaurant advertisement leaflet, (they correspond to the files studied in Book 1, 2, 3 and On the Move respectively).

Projects represent the final out put of the files. In fact, they make apparent all that has been invested in the whole file in an authentic oral and/or written production. This out put permits the teacher to evaluate in measurable terms the acquisition of the competencies targeted in each file.

Moreover, since the aim of L2 instruction in CBALT is the transfer of the competencies from the classroom to the real-life situations, project work helps the learners to step from the classroom to the real world. For instance, they move from learning adjectives and present simple form of verbs to making a person's profile, which is an authentic and real life relevant task.

Authentic communication exercise, it should be noted, do not figure in the methodological framework for communicative exercises adopted here. According to Littlewood (2004) this is another type of activities added to the continuum of activities by problem-base and project base instructions.

The analysis of the methodology used in the teaching and the learning process of the four textbooks reveals that they use the weak version of CLT. The use of the 3Ps approach means that the textbooks designers advocate the learning of language to be used for communicative purposes. In advocating this teaching approach, textbook designers seem to believe in the importance of both accuracy and fluency in language learning and use, or rather, fluency is developed out of accuracy. The analysis of the four textbooks shows that all the sequences start with presentation and practice of language forms (grammar and pronunciation), notions and functions, after which comes the use of the language for communicative production.

The 3Ps approach adopted in the Algerian Middle School textbooks seems to be different from the task-based learning which uses the 3Ps in the reverse order i.e. Produce, Present and Practice. Scholars such as Long (1990), Willis (1996) claim that such an approach creates a need for learners to acquire new language through the setting of tasks that require them to carry out and struggle through communicative tasks, before going on focus on specific language items that students have themselves recognized as difficult or problematic (Litz, 2005: 19).

II. 3. Analysis of the Tasks

To analyze the extent to which tasks in the Algerian Middle School textbooks are communicative, we shall focus on the activities in the production rubrics or the communicative phase in the continuum of activities. In the analysis of the methodology we have said that the activities in the four textbooks range from the less communicative to the most communicative i.e. from the focus on form to the focus on meaning. We have seen that the *Present* and *Practice* rubrics serve as demonstration and practice stages respectively. According to Widdowson the demonstration stage is like Prabhu's pre-tasks, "prepares the learners to engage in particular kind of problem solving" (1990: 172).

According to Littlewood (2004), this continuum (from form to meaning) could equally be taken as representing the task type in task-based learning or activity type within a communicative approach (p.324). In this respect, Littlewood claims that "task-based learning can be seen as a development within the communicative approach" (ibid). The essential feature in this development, he adds, is that the communicative activities (Structured or authentic communication) in the continuum take a more central role.

II.3.1. Spotlight on English One

II.3.1.1. Description of Tasks

As we have already seen, the communication phase in Spotlight on English One is *Produce*. Some activities of this rubric will be analyzed here to find out to which extent they fit the characteristics of communicative tasks proposed by Nunan (1989). We are going to analyze seven exercises, one from each of the seven files of the textbook. The following chart contains the description of the tasks according to the components of communicative tasks proposed by Nunan (1989). (See Appendix III).

App.	Goal	Input	Activities	Teacher's role	Learner's role	Setting
III. a	Use the language to build a dialogue	Language learned in the sequence	Reordering sentences to write a dialogue	Provider corrective feedback	Recall the language previously learned to do the task	classroom
III. b	Introduce someone in your family	Pen pal ad.	Writing a paragraph to describe someone in your family.	Facilitator	Write a description of someone	classroom
III. c	Draw and Describe the plan of your school	A plan of a sport center	Drawing a plan and writing a description	Guide and monitor	Draw a plan of a school and describe it	classroom
III. d	Draw a poster of an animal and describe it	Animal's from a vet's chart	Drawing and writing a description.	Guide and monitor	Draw a poster of an animal and describe it	classroom
III. e	Make a shopping list	List of food items in a supermarket	Writing a shopping list	Guide and monitor	Make a shopping list	classroom
III. f	Name inventors and discoverers and their inventions / discoveries	Prior knowledge	Talking about inventors and discoverers and their inventions / discoveries	Guide and monitor	Make a list of inventors and inventions	classroom
III. g	Describe the weather for tomorrow	A map of Algeria	Writing a weather forecast	Guide and monitor	Weather forecaster	classroom

Tasks Description for Spotlight on English One

The table above contains a description of tasks from Spotlight on English One, according to tasks components, proposed by Nunan's (1989), which are described in the analytical frameworks. The goals of the tasks described are related to general outcomes, they include communicative outcomes such as "introduce someone in your family". Other goals describe learners' behaviours, for instance "draw a plan of your school". As regards the second task component, the input, it varies from the use of language items previously learned and use to realize different tasks, learner's prior knowledge and real-world objects (text and a map of Algeria).

The activities that the designers of Spotlight on English One propose are of two types, those which are likely to occur in the classroom environment (reordering sentences, writing a description paragraph about someone in your family...) and those that occur in the environment outside the classroom (writing a shopping list, talking about inventors...). The activities also differ in the way that some of them are carried out in order to learn the language (reorder sentences to write a dialogue) and those carried out by using the language to talk or write about some topic (writing a weather forecast).

When doing these activities the teacher and the learner assume different roles. In some tasks learners contribute in their learning and take active roles and the teacher acts as a guide. In other activities the learners act as receivers of the teacher's instructions and feedback. As concerns the description of the last task component, the setting in Spotlight on English One, all the tasks take place in the classroom.

II.3.1.2. Discussion

Except the first activity (Appendix III. a), which aims at consolidating the language structures and expressions learned in the sequence, the other tasks have communicative goals. That is to say they aim at expressing different meanings and conveying information.

As regards the input, learners work with the input previously received and other materials suggested in accomplishing the tasks. Some of the materials used as input are authentic (a map of Algeria). Others can be considered authentic in one sense and not authentic in another sense. They are authentic because the language and the authors are 'real' i.e. different from imaginary, for instance the Pen pal ad. (Appendix.III. a). 'Real' or authentic input and context, according to Morrows (1977), are important aspects of purposeful and meaningful interaction (Mishan, 2005: 12). The choice for such materials in Spotlight on English One helps to communicate some information as they also aim at

illustrating some language points. The materials are not similar to those used by native speaker in real-life. The latter might not be easily accessible for beginner young learners.

The tasks can be characterized as a rehearsal for real life. For instance, writing a shopping list, drawing a plan for a school and describe it... etc are close to real world tasks. The tasks are communicative because they can be classified in the category of skill-using activities (Rivers, 1973). According to Nunan (1989:61) these activities are important criteria for describing tasks since they aim to use or comprehend communicative language.

In carrying out the tasks the learners take active roles. They behave as thinkers, organizers...etc. The roles assigned for them in the tasks described above permit them to produce pieces of written or spoken production to communicate some information, taking into consideration the received input. Meanwhile, the teacher takes the role of the facilitator or guide giving help to the learners when it is necessary. Sometimes also he/she provides feedback corrections for the learners, especially when the activity requires a right or wrong answer (Appendix III. a).

The last criterion to consider in analyzing tasks is the setting. Classroom is the setting for all the tasks we have described. Moreover most of the tasks are individual since the tasks we have analyzed require written production.

The tasks analyzed here are structured communicative ones since the language that learners need to use is more or less predictable. According to Littlewood (2004) the situations in structured communication activities are structured to ensure that the learner can cope with it with their existing resources, and perhaps what they have just used in their form-focused work (p3:22).

However, Spotlight on English One contains more complex problem solving task, the projects. The latter provide authentic communicative language use. Learners have to

choose one topic for their project work in each file, make a brochure about wild, domestic animals and pets, or make a questionnaire about your friends, school, town....etc. This kind of tasks can help learners to improve their language skills because they are engaged in purposeful communication to accomplish authentic tasks which require authentic language use. Such tasks are authentic because they are useful in the world outside the classroom. In fact, Jonassen (1991) defines authentic activities as “tasks with real world relevance and utility that integrate across the curriculum that provide appropriate levels of complexity” (Quoted in Losif Fragoulis, 2009: 114).

Project work permits the learners to work with authentic materials (magazines, books, dictionaries, internet documents....) to get the desired information. These represent genuine piece of writing. In addition to the authenticity of the materials, project work provides also an authentic task for the learners. That is to say “activities that might be expected to display in genuine communicative interaction outside the classroom” (Nunan, 1989, 58). These tasks also engage the learners in different ways of working, individually or in groups. Group work is important for the learners since it helps them develop their social skills (collaboration). The teacher in this kind of tasks is required to be a guide and, why not , a coordinator , while the learner plays an active role in taking decision about his/ her work, thinker and organizer of his / her work.

II.3.2. Spotlight on English Two

II.3.2.1. Description of Tasks

In order to analyze the extent to which the activities in Spotlight on English Two can be characterized as communicative tasks, we have selected activities from the *Go Forward* section which is meant to develop the language presented and practiced in the previous two sections (Teachers Guide Merazga et al, 2004: 10). For this purpose we shall

describe one task from each of the five files because all the activities in the *Go Forward* in all the files have the same purpose. The following chart contains the description of the exercise according to the criteria of communicative task in Nunan's (1989) framework of communicative tasks. (Appendix IV)

App.	Goal	Input	Activities	Teacher's role	Learner's role	Setting
IV. a	Encourage learners to negotiate information and develop inter-actional skills.	Language previously learner	Pair work, asking/ Answering questions about people in the pictures.	Guide	Conversational partner	classroom
IV. b	Have some understanding of how language works	Use dictionary	Group work/ language game	Guide	Use the dictionary to learn how the language functions	classroom
IV. c	Have some understanding of how language works/ Provide information	Language structures already practised	Pair work/ questions and answers about health tips	Provider of corrective feedback	Conversational partner	classroom
IV. d	Identify situations	Cartoon	Individual/ group work/identify ing situations	Guide	Analyze the situation and identify them	classroom
IV. e	Get information	Reading text	Reading passage/ Getting information from the text	Provider of feedback	Read/ Understand the text	classroom

Tasks Description for Spotlight on English Two

The table above contains a description of tasks in Spotlight on English Two. It includes a description of tasks components as proposed by Nunan (1989). The description of the goals in the tasks above shows that the latter contain different goals, developing interactional skills, defining cognitive and communicative outcomes such as 'having some

understanding of how language works' and 'getting information' respectively. The tasks above contain different starting points i.e. input. The latter consists of the learner's prior knowledge in some tasks, language items previously learners in others and other tasks have as their input learning materials (dictionary and reading texts).

Activities in Book Two are of two types, those that occur only in the classroom environment and those that occur in situations outside the classrooms. Examples of these activities are language games and answering questions after reading a text respectively. The activities also combine those that the learner does in order to learn the language and those in which they use the language to accomplish some tasks. For instance asking and answering questions about the pictures to learn how to use *yes* and *no* and *wh* questions and in language game learners use the language to solve language problems.

The teacher and learner take different roles in carrying out these activities. The learner can be a receiver of the teachers' instruction and/or feedback correction as he/she contributes in his/her learning while the teacher acts as a guide and facilitator, all this depend on the nature of the activity. Finally, not unlike the tasks in Book One, tasks in Book Two also take place in the classroom.

II.3. 2. 2. Discussion

The above description of tasks in Spotlight on English Two reveals that it contains different types of tasks, real world and pedagogic tasks. For instance, the activity in (Appendix IV. e) is a real world task. Reading and getting information from a material is not unlike the activities that people do in their everyday life when reading a newspaper article, magazine...etc. This reading task has a communicative end since it engages learners in purposeful reading using the top-down reading strategies. The focus is on the message (meaning) that is conveyed rather than the language used to convey it. This type

of reading tasks, according to Nunan (1989) is justified on the ground that “they will help the learner develop the skills they will need for carrying out real-world communicative tasks beyond the classroom” (p. 38).

As regards the pedagogic tasks, we consider for instance activity (Appendix IV. c). This type of activities is not likely to occur in the real world (ask questions about things for which we already know the answer). Nevertheless, the use of such activities in the classroom, according to Prabhu (1987), is justified on the ground that “they stimulate internal psycholinguistic process of acquisition” (Nunan, 1989: 42).

Activities in Spotlight on English Two are carried out individually, in pairs or groups. As they all focus on accuracy and fluency but in different degrees, pedagogical tasks give primacy to accuracy, whereas real-world tasks focus more on fluency.

The teacher and the learner take different roles depending on the goal of the task. The teacher acts as an organizer or facilitator in communication based tasks and the learners’ act as producers of communication. In the more accuracy oriented activities the teacher provide corrective feedback, and the learner, of course, takes an active role in trying to deal with the tasks but also as a receiver of instructions in the form of feedback.

In Book Two, like in Book One, the tasks that provide learners with more opportunities for language use and authentic communication are the projects. Book Two contains projects such as person’s profile, language games, write a cartoon, and write a play...etc. They all permit the learners to use the language they learn in each file for purposeful communication about authentic tasks. Projects permit also the learners develop their primary skills of listening, speaking, reading and writing. What the learners do all the time is to read to get some information to accomplish their projects or produce their own piece of writing. Once the projects are ready learners expose their works in front of the class and they are required to discuss them.

II.3.3. Spotlight on English Three

II.3.3.1. Description of Tasks

The analysis of the tasks in Book Three will rely on some activities taken from the production sections of *Listen and Speak* and *Read and Write* i.e. *Imagine* and *Write it Out* (Appendix III. c).

APP.	Goal	Input	Activities	Teacher's role	Learner's role	Setting
V. a	Making introductions /partings	Language forms/expres-sions previously learned	Role play/greeting and parting	Organizer/ Feedback provider	Conversational partner	classroom
V. b	Writing an application letter	Language forms/expres-sions previously learned	Writing an application letter	Feedback provider/ Guide	Write an application letter	classroom
V. c	Asking and giving directions	Street map/ language previously learned	Pair work/ role play between "you" and a tourist in "your" city	Organizer/ Feedback provider	Conversational partner	classroom
V. d	Serving drinks: making/ answering offers	Language forms/expres-sions previously learned	Role play between an air hostess and a passenger	Organizer/ Feedback provider	Conversational partner	classroom
V. e	Writing a report	Language previously learned	Writing a report	Feedback provider/ Guide	Reporter	classroom
V. f	Making adverts	Adverti- sements	Making an advert	Guide	Advertiser	classroom

Tasks Description for Spotlight on English Three

The table above shows the description of tasks in Spotlight on English Three in the light of task components proposed by Nunan (1989). Like tasks' goals in Book One and Two, tasks' goals in Book Three also are described in terms of learners' behaviour and communicative outcomes. Examples of theses goals are "writing an application letter" and "making introductions and parting". In other words the goal is to develop writing and oral

interaction skills. The input that the learners take in dealing with the tasks takes the form of language items already learned in the classroom and other material such as street map and advertisement.

Some activities in Book Three are likely to occur in the classroom, such as role play in order to learn introducing and parting. Others are likely to occur in the environment outside the classroom, for instance, writing an application letter or writing an advertisement. Here also the activities are of two types, those that target the learning and practicing of language (role play greetings) and those that aim to use language to convey some information (write a report).

In carrying out the activities the teacher and the learners take different roles. In the tasks described above the teacher often acts as an organizer and feedback provider whereas the learners act as conversational partners, advertisers...that is, they take active roles in doing the activities. The latter all take place in the classroom.

II.3.3.2. Discussion

The tasks described above, from Book Three, are based on meaning i.e. focus on meaning activities and their goal is communication. They aim either at transmitting or getting information, for instance, in making ads the goal is to provide the audience with information. In asking and giving directions, the interlocutors are engaged in a communication where one gives and the other receives information. The learners' primary goal in doing these tasks is to transmit or get the desired information. Yet, some of the tasks are pedagogical. They are carried out for pedagogical purposes i.e. learning the language structures. For examples tasks (Appendix V. e) aims at getting learners to write a report about negative changes that are happening in the world for the purpose of learning the language structures used to press cause and effect. Others can be described as real

world tasks, such as activity (Appendix V. f) where learners make advertisement for some products of their choice.

Some of the tasks also aim at helping learners to learn how to establish relationship (introductions), and raise their language and cultural awareness, for instance, what expression to use in order to greet someone depending on who you they are talking to. The activity (Appendix V. d) helps learner to develop some cultural awareness (sociolinguistic competence). Both the passenger and the air hostess should use some polite expressions, such as, would you please.....?/ would you mind.....? The activities in Book Three aim at skill-using, taking into considerations the accuracy and fluency in accomplishing the tasks. They target the use of the language items already used in a correct way (accuracy) and the choice of appropriate words and expressions. Appropriateness means more than grammatical correctness. It means the selection of the words and expressions to be used according to the context, in the case of tasks Appendices V. a and V. b, the learner has to take into consideration the status of the interlocutors and the type of the relationship (formal/ informal).

Hence, we find that the teacher and the learner take different roles. Even though the learners always take an active role in the tasks described, they also receive feedback from their teacher. The tasks take different forms, spoken and written. This shows that the textbook designer attribute importance for developing oral interaction and writing skills alike. The tasks are either carried out in pairs or individually. The former develops two ways interaction whereas the latter develops one way interaction. It contains also different types of activities such information-gap activities (Appendix V. f), where the objective of the speaker is to get some information from the other speaker/ listener.

Another pedagogical tool for communicative practice and production in Book Three is also the project work. The outcome of the projects comes in the form of a written

production. They cover a variety of topic, such as, a wall sheet about greeting, writing a travel phrase leaflet, designing a school magazine page....etc

II.3.4. On the Move

II.3.4.1. Description of Tasks

The following table contains a description of tasks in On the Move. The description includes the components of communicative tasks proposed by Nunan (1989). (See Appendix VI)

App.	Goal	Input	Activities	Teacher's role	Learner's role	Setting
VI. a	Describing a dish	Learner's background knowledge/ language previously learned	Writing a note	Guide	Write a note	classroom
VI. b	Filling in/ writing an invitation card	Model of invitation card/ language previously learned	Writing an invitation card	Guide	Write an invitation card	classroom
VI. c	Expressing predictions about the future	Language previously learned	Reading and expressing feeling about the future	Feedback provider	Express thoughts about the future	classroom
VI. d	Conducting a class on the American Indians	Map of the U.S.A	Group work/ conduct a class	Guide	Teacher/ learner	classroom

Tasks Description for On the Move

The table above represents a description of tasks in On the Move. The first task component, goal, describes learners' skills in terms of behaviour, for example, describing a dish, writing an invitation card...etc. In doing the assigned tasks, learners work with different kinds of input, the language they have previously learned, their background knowledge, and materials, such as model of invitation card and a map of the USA.

The input is used to carry out tasks of two types. Tasks which the learners are required to do in their lives outside the classroom and those they only do in the classroom, for instance, describing a dish, writing invitation cards are activities that make part of the learners' everyday life outside the classroom. Expressing predictions about the future using modal verbs will be able, might... (See Appendix VI) is the type of activities that the learners do in the classroom. The former is the kind of tasks that the learners' do in order to accomplish some tasks using the language. The latter is an activity carried out by the learners in order to learn the language, in this case learn how to make predictions about the future.

In order to do these tasks, the teacher and the learners assume different roles. When the learners take an active role in doing the activity (writing an invitation card) the teacher takes the role of the guide, and when the learner are engaged in activities where they have to show the mastery of the language they have learned, the teacher acts as a feedback provider. Finally, all the tasks described take place in the classroom environment.

II.3.4.2. Discussion

On the Move, like Book Three contains a wide range on communicative tasks, and their goals differ from focus on accuracy to focus on fluency. However, the goals a varied from communication goals, such as expressing opinions, ideas, and attitudes (Appendix VI. c) to language and cultural awareness tasks (Appendix VI. b). They also differ from pedagogic tasks to real world tasks, using modal verbs to express predictions, and conducting a history course in the classroom.

The tasks in On the Move are similar to real-world genuine communicative interaction, such as invitation card and classroom presentation (history course). In fact, the latter is a genuine communicative task because classroom and school are part of the life of learners

and the teacher. In dealing with these tasks learners are engaged with skill-using. They also vary from information-gap (Appendix VI. a) to opinion-gap activities (Appendix VI. c).

The tasks also present different opportunities for interaction in pairs and groups in spoken and written ways.

In most of the tasks in On the Move the learners are engaged in communication about different tasks and play an active role, and the teacher, in most of the tasks, is a guide, especially in communicative production tasks or projects. Different real-word tasks are suggested for project works, in accordance to the theme of each file. Making a profile of change in man's capacities, arranging a conference, making a differences poster and making a scrapbook are all topics that provide opportunities of authentic communicative language use and production. Projects in On the Move are different from the other three textbooks in that they require more language use and more creativity in the language that learners use. For instance, write an interview, folktale, cartoon script and others are tasks that require many opportunities for the learners to be creative in the language they use to handle these genuine communicative tasks. However, the genuineness of the tasks in project works of On the Move does not exclude the focus on accuracy. All the instructions for the projects include instruction on the content and the language forms.

Tasks in the four textbooks under scrutiny are of two types, pedagogical and communicative. Whereas the former aim at providing practice for language structures in meaningful contexts, the latter targets the expression of some communicative goals and intentions. The two types of tasks differ in the extent to which they focus on accuracy or fluency on the one hand or whether they provide only classroom practice activities or real world like tasks, on the other hand. However, project is the type of tasks that the four textbooks use to ensure authentic communicative use of the language. Project work provides practice in genuine communicative situations and work with authentic materials.

II.4. Analysis of the Teaching of the Four Skills

This part of the discussion will deal with the analysis of the four skills in the Algerian Middle School textbooks. We will attempt to investigate the extent to which the four skills are taught communicatively i.e. help to foster the learners' communicative competence. Since real communication involves fluency in listening, speaking, reading and writing. In CLT a focus on communication and interaction in all uses of the language is essential. Learners need to be able to interpret language, express themselves in the language and negotiate meaning.

The four skills in the Algerian Middle School textbooks are taught in an integrated way. The teaching of the oral skills, listening, speaking and pronunciation are integrated. And the teaching of reading is tied to instruction on writing. According to Hinkle (2006) "the integrated and multiskill instruction, usually, follows the principles of communicative approach" (p. 113). And the models for integrated teaching with a communicative focus include other curricula types, such as problem-based, task-based and project-based (ibid).

In order to analyze the teaching of the four skills in the Algerian Middle School textbooks, we will deal with Book One and Two separately from Book Three and On the Move because of methodological common features in each two pairs.

II.4.1. Spotlight on English Book One and Two

II.4.1.1. Discussion of Speaking and Listening

Book One and Two integrate the teaching of both receptive (listening and reading) and productive skills (speaking and writing). However, they place large emphasis on listening and speaking. Oral communication in the two textbooks includes listening, speaking and a pronunciation subset, in the *Listen and Speak* rubric.

Listening texts in the two textbooks come in the form of dialogues or monologues, but

most of them are dialogues. In Book One the listening tasks in files one, two and three do not include comprehension tasks. They aim at getting learners to listen and repeat. Whereas the tasks from file four to seven are accompanied with comprehension tasks which give some purpose for the listening. Contrary to Book One, most listening activities in Book Two contain comprehension activities.

Listening comprehension activities in Book One (file four to seven) include gap filling, true or false, identify and correct the wrong information, multiple choice answers, listen to identify specific information (name, score, for example)...etc. in Book Two they, mostly, consist of answering question about some information in the listening text, and others such as filling cards, filling crosswords, true or false...etc.

The aim of listening activities in Book One and Two, then, is the focus on specific words and expressions in order to grasp particular information. Listening activities in which learners are required to extract some items or specific information from the input are referred to in the literature as scanning activities (Richards, 1983: 235).

According to what has been said as concerns the aim of the listening comprehension activities in Book One and Two, we conclude that most activities do not reflect a purpose for listening that approximates authentic real life listening. In our every day life we do not listen to ads in order to repeat them, we do not put sentences in the right order after listening to a description, we do not either answer questions after listening to a conversation, and many other examples can be cited here. The activities aim at getting learners develop the ability to perform classroom exercises. The latter, according to Richards (1983) lack purposefulness and transferability (transfer skills to the real world).

In addition to the listening activities, Book One and Two also include a wide range of speaking activities. They include practicing pattern drills, role plays, dialogue rehearsal, ask and answer questions, conducting interviews...etc. Much of the speaking practice can

be found in dialogues, which are role play exercises designed to introduce new structures and conversational expressions. In *Listen and Speak*, role plays, build on the teaching points and increase opportunities for practice. Other speaking activities include peer-to-peer interaction to fill some information gap or interview a classmate.

In short, the speaking activities vary from a more focus on accuracy (dialogue rehearsal) to a more focus on fluency (conducting an interview). The types of speaking activities cited here from the two textbooks are classified by Murphy (1991) in the category of fluency activities for beginner learners.

Discussion of Pronunciation and Spelling

Both Book One and Two include pronunciation subsets in the teaching of oral communication. However, Book One emphasizes on suprasegmentals (stress and intonation), whereas Book Two emphasizes on the teaching of vowels and consonant segmental.

The pronunciation exercises are integrated with the teaching of listening and speaking skills. In teaching pronunciation, learners listen to recognize stress patterns of words or discriminate among the distinctive sounds of the target language. In other words, these are the micro-skills used in teaching listening (Richards, 1983). The latter, according to Murphy permit the learners to get accurate control over the sound system (1991: 51).

The integration of pronunciation in the teaching of oral communication in Book One and Two helps learners to develop accurately their listening and speaking.

So, the teaching of oral communication (listening and speaking) in the two textbooks with the integration of pronunciation as a subset for both major areas of communication, permits the learners to develop both accuracy and fluency for their oral communication. Yet, the so called fluency activities do not elicit free communication because of the

learners' limited knowledge in the semantico-grammatical fields.

II.4.1.2. Discussion of Reading and Writing

Reading

We have already mentioned that the reading and writing skills are taught in the two textbooks integrated way. However, in the analysis we will deal with each skill separately because of methodological reasons. It is also worth mentioning that, unlike speaking and listening, the teaching of the reading and writing skills are not presented in one rubric, but the activities can be found in *Practice* and *Produce* rubrics of the two textbooks.

Book One contains a limited number of reading texts (around ten). They include e-mails, social letters, a biography, a folk tale, a poem, and telephone conversations and so on. In Book Two, they consist of reading cartoons, drama, a story, newspaper articles...etc. The reading activities in the two textbooks do not contain neither pre-reading nor post-reading activities. The while-reading activities require from the learners to read in order to find specific information, true or false statements, information transfer, answer questions about the content, look word meaning up (find synonyms/antonym). They are the sort of traditional reading comprehension questions. The following are examples of reading texts and activities in the two textbooks; they are taken from *Practice* and *Go Forward* rubrics respectively.

▪ **Read and say true or false:**

Dear Madam,
My name is daisy Jackson and I am a student at King's School. I am 15 and I am slim.
I am 1.60 tall. I have fair curly hair and green eyes. I like fashion clothe
Waiting your call.
P.S here is my photo.

Daisy Jackson is a top model.
She is tall.
She is 12.
She has a straight hair.
She is fair.

Spotlight on English One (p. 49)

▪ **Read the following text and answer the questions.**

1. Why was the man happy at the beginning?

2. Why did he ask Djeha to help him?
3. How did Djeha help him?
4. Why was the man happy at the end?

Spotlight on English Two (p. 102)

The two reading activities are designed to get the learners scan the texts to get the desired information. In addition to this, the reading activities in Book Two target mainly inference. That is “making use of syntactic clues to discover the meaning of unknown elements” François Grellet (1981: 12). In Book Two, it consists mainly of inferring word meaning (synonyms/antonyms). However, no such activities are presented in Book One. In other words, bottom-up strategies are not integrated in the latter.

In addition to these shortcomings in implementing reading in Book One and Two, absence of bottom-up reading strategies in Book One, decontextualised reading texts in the two textbooks, the reading texts lack communicative real-world purposes. In other words, the traditional question and answer after reading a passage do not correspond to what the reader in the real world is expected to do after reading a letter or an e-mail, for instance. That is, writing a response to the letter or e-mail.

Writing

Spotlight on English One and Two contain an important number of writing activities. The former includes describing people/places, writing postcards, writing about a champion...etc. They are in relation to the topics of the files. The activities are of a semi-controlled type since all that is required from the learner is the understanding of the language learned in the file and use it to produce some piece of writing.

However, the activities are more or less complex and productive. Those in the first files consist, mainly, of reordering sentences or using texts as imitating models. The following examples are taken from files one and two respectively.

“Order the sentences and write down a conversation on your exercise book.”

“Read about Lynda, and then write about someone in your family.”

Others are more “productive”. For example,

“Write a postcard to a new pen pal and tell him about yourself”.

Moreover, writing activities in Book One are based on product rather than process. They focus on the end product and its correctness and grammaticality. But no activities are based on the process to emphasis brainstorming, drafting and revising for example.

Book Two also offers opportunities for practising writing. The activities include transformations (rewrite a text and change the form of the verbs), reordering sentences in a conversation, writing an end for a story, writing about a partner’s likes and dislikes, writing descriptions, a cartoon, a drama...etc. They vary from controlled to semi-controlled activities and creative ones. Activities such as writing a cartoon or imagining an end for a drama can be said to be creative since they are based on the learner’s imagination and previous knowledge. Yet, not unlike writing in Book One, activities in Book Two also are product based.

II.4.2. Spotlight on English Three and On the Move

II.4. 2.1.Discussion of Listening and Speaking in Spotlight on English Three

The rubric that aims at the teaching oral communication skills in Book Three and On the Move is *Listen and Speak*. All the listening activities start with *Before Listening* tasks or warming up. The tasks include, acting out dialogues, interpreting pictures, ask and answer questions...etc.

The following is an example of pre-listening tasks in Book Three.

- **Use a departure board to talk about the flights using the following words:** on time, delayed, concealed. Example: A: what time is FLT 421?

B: it is at..... It is

Spotlight on English Three (p.45)

The aim of such activities is to help the learners to predict the topics of the listening texts.

In this example, it is travelling. The conversation takes place between Peter and a clerk at

the check-in desk at the airport.

The activities in *As you Listen* aim at checking the learners' guesses, listen and answer questions, fill in charts/ forms, identify true or false statements. The activities combine those that aim at listening for understanding main ideas and listening for specific information. These are examples for the two types of activities.

▪ **Listen and check your answers to exercises two.**

Look at picture three and complete the sentences. Circle the correct letter.

The man in the picture is: a: a tourist guide, b: a bus conductor; c: a passenger

He is: a: showing the city to the visitors, b: singing, c: collecting fares.

The man is speaking to the passengers in the bus. Who are they?

- Spotlight on English Three (p. 62)

▪ **Listen and complete the table with the right information.**

Location	The continent	
	Bordering countries	
Population	Total	
	Density	
Land	Area	
	Regions of the country	
	Highest pick	
Climate	In the north	
	In the south	

Spotlight on English Three (p. 128)

This first listening activity permits the learners to get gist about the situation without much attention to details, whereas, the second requires listening for specific details. In other words, listening activities in Book Three combine skimming and scanning activities.

In addition to this, Book Three aims also at developing learner's listening accurately by introducing pronunciation activities, in *Say it Clear*. It contains teaching vowels and consonants sounds, stress and intonation patterns, and weak and strong forms.

The teaching of stress and intonation patterns in Book Three aims at training learners to infer from the tone of the voice the speaker's ideas, feelings and attitudes and express

theirs as well. For example, identify from the tone of the voice or use the latter to make polite offers, requests, use stress and intonation to express admiration and others. The following is an example from Book Three, file two (Travel):

▪ **Listen and mark intonation in the offers (B) below.**

A: I'd like to have a soda.
B: I'll get it for you in a moment.
A: oh, dear. I've dirtied my shirt.
B: don't worry. I'll clean it for you.
A: this suitcase is heavy. I can't carry it.
B: I'll help you.

Spotlight on English Three (p. 55)

In the above examples, learners should recognize the more polite offers from the less polite ones according to the tone. The more intonation is higher at the start the more polite the offer sounds.

As regards the teaching of speaking skills in Book Three, it gives abandon of opportunities for the learners to prepare and act out dialogues in pairs or in groups. However, oral interaction activities in the two sub rubrics of *Listen and Speak*, that is *Practice* and *Imagine*, have got different purposes. The former focuses more on accuracy. Its aim is to get learners practise the pronunciation patterns. The latter focuses on both accuracy and fluency. The tasks are set in relation to the topics of the files. When preparing the dialogues, learners should pay attention to the functions already covered and choose appropriate language according to the situation. In addition to this, they should also pay attention to pronunciation and intonation because, as has already been said, the latter helps to convey meaning in appropriate way. For instance, being more or less polite is a matter of the choice of the right expression and the right tone. The following is an example of interaction activities. It is taken from the *Imagine* of the same file above.

▪ **Group work: now imagine that you are an air hostess. You are serving soft drinks to the passengers (your partners). Prepare a dialogue making and answering offers.**

Air hostess:.....?
Passenger: yes, please.
Air hostess:juice or soda?

Passengers.....if you don't mind, please.
 Air hostess: here you are.
 Passenger: thank you.

The activity provides the learners a context for the conversation, which permits them to choose the right expression and intonation to convey the message appropriately.

II.4.2.2. Discussion of Listening and Speaking in On the Move

Oral communication activities in On the Move are presented in two rubrics, *Listen and Consider* and *Listen and Speak*. However, the purposes and the methodology followed in the two rubrics are different. As regards the listening activities in *Listen and Consider*, they start with *Before you Listen*. The latter consists of using pictures to identify some items or ask and answer questions. They lead the learners to the topic of the listening dialogue or monologue and activate their background knowledge about it. In *As you Listen*, learners listen and do some activities to check their guesses. They also draw learners' attention to the grammatical or pronunciation patterns or both. The following are examples of listening activities in which learners listen to identify pronunciation and grammatical patterns respectively.

▪ **Listen to your teacher again and note how the letter “d” in “used to” is pronounced in the following sentences.**

- a. I used to be a teacher.
- b. I used to teach in a high school in Harlem, New York City.
- c. They used to be wonderful.

On the Move (p. 92)

▪ **Listen to your teacher again and complete the sentences below.**

- a. If Bashir suddenly became rich, he
- b. If his dreams became true, he.....
- c.....if he asked Kerrie.

On the Move (p. 120)

After checking their guesses about the phonetic and grammar rules, in *After Listening*, learners are engaged in speaking activities, role plays, dialogues...etc in order to practice

the rules in different situations. The following are speaking activities for practicing the pronunciation pattern and the grammatical structure above.

- **Pair work: interview each other using the questionnaire below. Add other questions if you can.**

A: which primary school did you use to go?

B:.....

A: who used to be your teacher of Arabic?

B:.....

A: what about your French teacher?

B:.....

A: how did you use to go to school, by bus, by car, or on foot?

B:.....

On the Move (p. 94)

- **Look at the situation below and tell your partner what you/he/she...would do or what would happen if the situations were different.**

Example:

It's raining, so we won't go on a picnic.

If it wasn't raining, we would go on a picnic.

On the Move (p. 121)

Listening and speaking activities in *Listen and Consider*, then, aim at developing learners oral communication skills accurately by drawing their attention to both pronunciation and grammar in listening and speaking.

The teaching of oral communication skills in *Listen and Speak*, as we have already said adopt, a quite different methodology and aims. It starts with a *Listen and Check* that provide the learners with activities that help them guess the social and cultural appropriate use of expressions in various situations and keep conversations going, like in the following example.

- **Consider situation A and B below and say what you expect the speaker to say. Circle the letter of the best answer.**

A. A tourist guide wants to express his dissatisfaction because one of the tourists keeps arriving late. He will say...

a. My god, he is always late! **b.** he is late again. **c.** next time do not arrive late!

On the Move (p. 79)

After checking their answers to the guesses, learners listen again and do another task to get some detailed information, as in the coming example.

▪ **Listen again to your teacher and answer the following questions.**

- a. What is the first sight the tourists will visit?
- b. How long will it take you to get there?
- c. How far is it from the main road?
- d. Where is it exactly situated?.....etc

On the Move (p. 79)

In *Your Turn to Speak*, learners work in pairs or groups to play roles, simulate situations...etc. In performing these interaction activities, learners are given voice and context. For example, waiter/customer in a restaurant, teacher/learner in the classroom, taxi driver/passenger in a town and others.

To conclude, listening skills in Book Three and On the Move combine the bottom-up and top-down strategies, recommended for communicative listening in the literature (Richards, 1987. Nunan, 1989). Some of the bottom-up strategies recommended by Richards, which are used in Book Three and On the Move, are: scanning the input to get some items and the use of phonological cues to identify the information in an utterance. The top-down strategies are used in order to check the guesses which require listening for gist.

As concerns the speaking activities in the two textbooks, they might be classified in the interactional function category. The primary concern of speech in the latter according to Yule (1983) is the maintenance of social relationships (Nunan, 1989). Teaching speaking in the two textbooks applies bottom-up at the determinant of top-down strategies. We have seen that speaking starts from teaching correct pronunciation, intonation and stress in individual words or expressions and move to the production of longer discourse or conversations/dialogues. This is in counter to the top-down strategies which suggest rather than teaching well formed sentences and then put them into use in discourse, learners are encouraged to take part in discourse, and through discourse help them to master sentences

(Nunan, 1989). At last, not least, important feature of the speaking tasks in the two textbooks are voice and contexts. The latter are vital characteristics in oral interaction because they make the activities resemble more interaction in the real world, which is the most desired goal of communicative language teaching.

II.4.2.3. Discussion of Reading in Spotlight on English Three

Book Three provides a large number of reading texts. They include e-mails, application letters, TV programmes, postcards, songs and others. The reading activities start with pre-reading tasks, which help the learners to predict the topic of the reading text, as in the following example.

- **Look at the picture of the book cover on the right and answer the questions below.**
 - A. Who is the author?
 - B. What is the title of the book?
 - C. What do you think the topic of the book is? Circle the right item.
 - a. sailing competition b. whale hunting c. rescue operation

After this pre-reading activity, learners read the text to check their guesses. Then do the following activities. They permit more detailed understanding of the text.

- **Answer the questions above according to the text above.**
 - A. Has Moby dick eaten Captain Ahab's hand?
 - B. How long have men hunted whales?
 - C. How long has the I.W.C existed?
 - D. Why have most countries stopped hunting whales?
- **Find in the text the synonyms, explanations and antonyms of the following words:**
 - A. One hundred years:..... (§1) B. eaten = (§1)..... C. never.....

II.4.2.4. Discussion of Reading in On the Move

Our analysis of the reading activities in On the Move will focus on the activities in the *Skill Building*, that is *Reading and Writing* part because those in *Language Learning* rubric do not aim at teaching reading skills as an end in itself. They rather aim at introducing language forms in contexts.

On the Move also provides a large number of reading texts and activities. Like reading activities in Book Three they also provide pre-reading and after reading activities. The following is an example of reading activities in On the Move.

- **Look at the picture of the book cover below and find information about the author; the title of the book and the publishing house. Guess which story the picture illustrates.**

This pre-reading activity helps the learners predict the topic of the story.

- **Read the passage below and check your answers to the last question in exercise one above. Then say what the author will write about next.**

This first activity, in while- reading, aims to get the learners check their predictions.

- **Re-order the sentences on the next page into a coherent paragraph by writing letter a-h in the box below. Then check your answers to exercise 2 above.**
- **Read the first part of the story on the previous page again and re-write each pair of the underlined sentences using when, as or while to make its style better.**

- | | |
|--------------------------|--------------------|
| a. she was looking | b. she picked..... |
| a. she was watching..... | b. she wished..... |

- **Read the first and the second letter of the story above again. Then circle letter of the lesson for life that the author wants to teach.**

The lesson that the author wants to teach the reader is that...

- a. Stepmothers don't like their stepdaughters.
- b. We should not be jalousie because jealousy makes us wicked.
- c. Men are kinder than women.

- **Discuss the answer to the 5 exercise and say whether you agree or disagree with you r partner. Justify your opinion.**

On the Move (82-83)

The purpose of after-reading activities is to check the learners' understanding of the text.

The reading activities above show that Book Three and On the Move design reading activities in order to develop both top-down and bottom-up reading. The two pre-reading activities in Book Three and On the Move are designed to develop, mainly, the predicting skills. The latter calls for the learners' background knowledge about the topic. Prediction (using illustrations or questions) are important in the learning process since they make the

learners “aware of what they know, what they do not know, what they wish to learn about the topic” (Grellet, 1981: 62). The pre-reading also leads the learners to skim the text in order to check the guesses.

As regards the bottom- up strategies, they are developed in while-reading texts. The latter, require from the learners to look for some specific words and/or expressions and try to understand them in the context of the text. In fact, the context is important for the comprehension. According to Grellet, it makes them realize “how much the context can help them find out the meaning of difficult or unfamiliar words” (1981: 62). The combination of the top-down and bottom-up strategies is important for efficient reading. This view is advocated by the schema theory which stipulate that

Reading is an interactive process between what the reader knows about a given topic or subject and what the writer writes. It is not simply a matter of applying decoding conventions and grammatical knowledge to the text. Good readers are able to relate the text and their own background knowledge efficiently (Nunan, 1989: 33)

II.4.2.5. Discussion of Writing in Spotlight on English Three

The writing tasks in Book Three are presented in the *Write it Out* sub rubric of *Read and Write*. They include writing letters of recommendation and application, TV programmes, press release, reports, speech...etc. The following are examples of the writing tasks in Book Three.

- **Use the clues below to write an application letter for membership in a sports club. Use ‘and’, ‘but’ and ‘because’.**

Dear,.....

I would like to.....

Name:.....Forename (s):.....

Age:.....

Address:.....

Education:.....

Appearance:.....

Personality:

Likes and dislikes:.....

I look forward:

Spotlight on English Three (p.22)

This writing task requires the use of the grammar (coordinators) and vocabulary (adjectives) introduced in the sequence to produce a piece of writing.

- **Imagine you are a Public Relations Officer of the Timgad music festival committee. Prepare a pres release for journalists rewriting the programme in the present simple with a future meaning. Use full sentences**

Press Release

Subject: Timgad music festival

To: national and international newspapers

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

(ibid: 68)

In addition to the use of the language acquired in the file, the activity provides an imitating model.

- **Imagine you are a tourist guide. Choose a monument and prepare a short talk to tell tourists about it. Start like this.**

‘Ladies and gentlemen, we’re now standing in front of...’ (ibid: 146)

The task uses a reading text about the pyramids as a pre- writing activity, which serves as a warming up, since it permits the learners to inspire ideas and vocabulary too.

II.4.2.6. Discussion of Writing in On the Move

On the Move also contains different types of writing activities to fulfill different social functions. They include writing invitation cards, newspaper articles, e-mails, letters of opinion/advice and others. The following is an illustration for these tasks.

- **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 Dadis 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 (P.110)

- **Write a short letter to seek advice from the ‘agony aunt’ for newspaper problem page using Nacera’s letter as a model. Include as many link words as possible**

On the Move (134)

The two writing tasks require from the learner to use his/her prior knowledge and experience, knowledge of the language forms and structures learned in the files and models to imitate as well.

Writing tasks in Book Three and On the Move include two types of writing activities: semi-controlled and free ones. The semi-controlled like the application letter, learners use the language (vocabulary and structures) already learned in the previous rubrics to do the task. In all the tasks presented above the learners follow a model for structuring their writing texts. In fact, before coming to the writing tasks, which are presented as the last phase in the teaching and the learning process of each file, learners have already gone through reading texts which help them to discover how language functions as a system of communication in a written form. In this respect, the writing tasks fall into the traditional type of writing which, according to McKay “include model essays to supply the writing topic and/or pattern of organization” (1979:73).

Other tasks can be said to be free writing tasks. Even though they provide topics through second-hand experience (use model text), they encourage the learners to use their previous knowledge and personal experience, such as the speech and the letter of opinion above.

Writing tasks in Book Three and On the Move have two essential criteria of communicative writing, a particular problem to solve (task) and voice. Unlike traditional semi-controlled writing exercises, which consist of manipulating grammatical structures at the sentence level (Paulson, 1973. In McKay, 1979: 73) they provide the learners with a task (write a speech, a letter of opinion, a letter to seek for advice). The tasks replicate real world tasks. In addition to this, they also provide the learners with voice (Public Relations Officer, tourist guide) and audience (agony aunt, tourists, journalists). These two elements

provide a context for determining whether or not the statement is appropriate and effective. As they also prepare the learners for the kind of writing they may be asked to do in their future lives (Paulson, 1973. In McKay, 1979: 73).

The implementation of the four language skills in the Algerian Middle School textbooks is an important aspect towards the fostering of the learners' communicative competence. The integrated teaching of the four skills and the focus on both accuracy and fluency are vital for this aim. However, the four textbooks do not seem to succeed to achieve this goal in the same extent. The analysis of the implementation of the four skills in Book One and Two reveals that significant drawbacks are to be noticed in the teaching of oral communication and the teaching of the reading and the writing as well. As regards the former, lack of authenticity of the listening tasks and their non approximation to real world tasks is posed. The latter, are taught in decontextualized way and they over emphasis the bottom-up reading strategies at the determinant of top-down strategies. Pre-reading and after reading activities would provide this opportunity.

On the other hand, Book Three and On the Move seem to help fostering oral communication and the reading and the writing skills effectively. The two textbooks combine the accuracy activities (in pronunciation subsets) with contextualized listening and speaking activities. The context i.e. the voice and the social situation permit the learners to choose appropriately and effectively the intonation and grammatical patterns according to the context. The latter are vital characteristics in speaking interaction because they make the activities resemble more interaction in the real world, which is the most desired goal of CLT. The pre-listening and *Listen and Check* activities are also important for developing predictive and skim listening activities, which are useful for real life use of oral communication.

Successful implementation of reading and writing in the two textbooks is also the result

of the use of top-down and bottom-up reading strategies and the importance of the pre-reading and after reading tasks that enable the learners to develop skim and scanning skills. The contextualization of the writing tasks in Book Three and On the Move make them more communicative than those in Book One and Two. However, like the latter, writing activities in Book Three and On the Move are product rather than process based.

II.5. Analysis of the Teaching of Culture in the Textbooks

The communicative approach to foreign and second language teaching, as we have seen in the literature review, is based on insights from socio-linguistic research. It focuses on the need to develop learners' ability to use the foreign language in appropriate social contexts, in culturally accepted and appropriate ways. In fact, many theorists believe that language teaching and culture teaching cannot be separated from each other. Furthermore to become fluent in a second language requires CC, and a significant portion of CC encompasses a cultural understanding of things such as conversational routines and discourse nuances as well as the target society's norms, values and etiquette (Kramsch, 1993). And it becomes vital to integrate cultural content when designing FL/SL textbooks that intend to develop learners' communicative competence.

To investigate the implementation of the cultural component in the four Algerian Middle School textbooks of English, we shall rely on the framework for evaluating cultural component in textbooks, proposed by Fenner Newby (2000) adapted from Byram (2000). For this purpose we shall look at the four textbooks at the same time, with a focus on one of them when necessary.

First thing that may be said about these textbook is that they adopt an intercultural perspective. This is apparent in the presentation of both Algerian and international cultures. In fact, in our analysis of the integration of the culture as knowledge (*savoir*) reveals that

the textbooks contain a great deal of cultural knowledge about the Algerian, British, American and other international cultures. This is shown in the integration of different cultural aspects, we mention:

Monuments, such as, the Big Ben, the Eiffel Tower, Statue of Liberty, Maqam Elchahid...etc.

Music, presentation of different genres of music such as, Chaabi, Rap, Rock, Blues...etc

Leisure, reading about leisure and intellectual games from different countries.

Historical sites, the pyramids, Timgad, Gardaia, the Royal Mauritanian Mausoleum

Literature, reading texts about different theater genres.

In addition to this, we can also mention famous personalities from different countries in different fields: Kateb Yacine, Haroun Rachid, Brad Pit, Mr. Bean, Ait Menguelet, Pocahontas...etc.

Some topics of the textbook files are culturally loaded, such as food, travelling/ tourism, communications...etc.

As regards the incorporation of the first cultural component of foreign and second language textbooks, in Byram's model, knowledge (savoir), in the textbooks, the analysis shows that the Algerian Middle Mchool textbooks provide a rich knowledge about international history, politics, and literature and so on.

This intercultural dimension in language teaching according to Kramsch (1993) helps to transform the cultural barriers into cultural bridges. The term intercultural and multicultural, Kramsch (1995) says, characterizes educational attempts to understand and overcome particularities by building bridges between one culture and another. The term intercultural is used in the educational world is used in Europe in the educational world to

characterize the acquisition of information about customs, institutions, history of society other than one's own.

In addition to this, the goal of the intercultural approach to language education, according to Corbett (2003), is not native speaker competence, but rather the intercultural communicative competence (p. 02). The latter includes the ability to understand the language and the behavior of the target community and to explain it to the members of the home community, and vice versa. In other words, this approach trains the learners to be able to view different cultures from a perspective of informed understanding (ibid)

The incorporation of culture as knowledge into the foreign language textbooks is not enough in order to say that they teach communicatively. In other words, it is not enough to teach culture in language but we need to teach language as culture in order to attain proficiency in the foreign or second language. Scholars who believe in this view, Kramsch and Byram for instance consider language as a carrier of culture and culture is the content of language. In considering the close link between language and culture Malinowski (1964) argued that "language is essentially rooted in the reality of culture, the tribal life and the customs of the people, and it cannot be explained without constant reference to these broader concepts of verbal utterances" (Quoted in Kuang Jim-feng, 2007:75). This means that language does not exist in vacuum, but it is deeply rooted in the culture of its people and if one wants to communicate with people from other cultures, the most important thing is to learn and understand the cultural influence on their behaviour and the forms of their linguistic expressions (ibid). The incorporation of this aspect of culture in textbooks is known as the socio-cultural component or skills in Byram's model.

The socio-cultural component (*savoir faire*) in the Algerian Middle School textbooks is incorporated only in On the Move. In the other three textbooks, culture is taught as an isolated element, whereas in On the Move it is taught in discreet way and it is integrate in

the teaching of language. The purpose of the integration of language and culture is to teach the socio-cultural aspect of the target language. The latter, permits the second and foreign language learners to behave appropriately, using verbal behavior in different situations of the target language culture.

On the Move, in its two rubrics, *Listen and Speak* and *Read and Write* aims at developing learners' conversational language skill in various social situations and writing skills in particular social contexts. Instances of the teaching of the socio-cultural skill in On the Move are:

Using English language to make polite requests, express emotional and moral attitudes (fear, worry, satisfaction, wishes, likes....etc).

Using appropriate expressions to change a topic of a conversation, tell your interlocutor that you have not finished speaking yet, ask for repetition or clarification...etc

Use appropriate expressions to avoid silence while thinking...etc

These and other socio-cultural skills in the use of English language may help learners to move from accuracy to fluency in the use of the language to carry out successful conversations in the target language context.

To provide the learners with opportunities to use the appropriate expressions to express the functions above in their social context, On the Move covers a wide range of situations and roles, such as client / customer in a restaurant, tourist/ tourist guide or agent in a travel agency, taxi driver/ passenger...etc. Simulations and role plays are important for developing learners' socio-cultural competence because they are useful for the mastery of speech act (Elliot Judd, in Hinkel, 1999: 158).

The importance of teaching socio-cultural norms in the use of language, polite expressions for instance, is to show that the linguistic accuracy is not enough for successful communication. But the mastery of socio-cultural and pragmatic rules of the target culture

is of extreme importance for the FL and SL learner in order to achieve functional ability in the second language. In the following extract from conversation between waiter and customer in a restaurant, learners are asked to change the request made by the waiter in order to sound more polite:

Waiter: are you ready to eat?

Customer: yes, we are. I would like couscous, please. On the Move (p.31)

The request “Are you ready to eat?” is a grammatically well formed. However, it is not likely to be used by the native speakers or any other fluent English speaker in this context because it sounds rather impolite and rude. So, drawing learners’ attention to the use of more appropriate and acceptable expression such as “Are you ready to order gentlemen/ladies?” instead of the one used by the waiter is imperative.

The importance of socio-cultural knowledge according to Elliot Judd helps the learners to avoid communication breakdowns and stereotypical labeling of the second or foreign language users as people who are being insensitive or rude (Hinkel, 1999: 152).

In addition to this, On the Move provide also the learners with a wide range of writing activities that permit the use of language, in a written way, in different social and cultural situations, for example, writing invitation cards, e-mails, social letters...etc.

One of the drawbacks that can be mentioned as regards the teaching of socio- cultural competence in On the Move is the lack of genuine communicative texts for the teaching of listening and reading. Socio-cultural competence which is but one part of the CC can be better fostered if learners are given opportunities to listen to and read genuine texts from the target language culture.

The incorporation of culture as attitudes, the third component for evaluating culture in textbooks in Byram’s model, is also addressed in the Algerian Middle School textbooks. Some tasks in the textbooks aim at increasing learners open-mindedness and tolerance towards their own culture and that of the ‘others’, these tasks often come in the form of

reading texts. They aim at getting learners to discover some facts about the ‘others’ culture and compare it to the Algerian one. For instance, comparing the Algerian educational system to the British one, compare the variation between the British and American English to the variation in the Algerian languages and language variation...etc. Including this type of tasks in FLT textbooks enable the learners to concentrate on the similarities rather than the bounds between the two cultures and try to understand the differences.

In addition to this, it is fairly clear that the authors sought to avoid stereotypes and biases of age, race, and ethnicity. Many characters, for example come from different ethnic origins.

The analysis of the teaching of culture in the Algerian Middle School textbooks shows that the latter integrate the different components of culture, knowledge (*savoir*), socio-cultural competence (*savoir faire*) and attitudes (*savoir être*). We have found also that they adopt an intercultural perspective to teach culture.

However, the textbooks do not teach culture in the same way. Spotlight on English One, Two and Three teach culture separately from language. In other words, they teach culture as a fifth skill whereas On the Move considers it as an integral part in language teaching. It attempts to teach culture by incorporating the socio-cultural competence to the teaching of language, both in the oral and written forms.

II.6. Analysis of Authenticity in the Textbooks

Our evaluation of authenticity in the Algerian Middle School textbooks is intended to consider whether the texts are realistic and authentic. It also examines the extent to which students are required to deal with meaningful and authentic tasks because authenticity, as we are going to see here, is not only a feature of the text but its is also that of the tasks for which the texts are meant to be read.

Authenticity is an important aspect in communicative approach to the teaching of foreign and second languages. CLT stresses the importance of developing learners' skills for the real world. So, the purpose of teaching FL and SL is to stimulate this world in the classroom and the materials used. In this context Wilkins says that "authenticity helps to bridge the gap between the classroom knowledge and the students' capacity to participate in the real world events" (1976: 76. Quoted in Guarieto and Morley, 2001: 347).

Authenticity of Texts

The first thing that we are going to consider in evaluating authenticity in the Algerian Middle School textbooks is the authenticity of the texts. Authenticity is defined by Little et al as a language "created to fulfill some social purpose in the language community" (1988: 27. Quoted in Guarieto and Morley, 2001: 347). Another definition is provided by Wallas as follows "...real-life text, not written for pedagogic purposes" (1992: 145. Quoted in Sacha Anthony Berardo, 2006: 61).

Our analysis of the text (spoken/ written) in the Algerian Middle School textbooks reveal that the kind of texts included in Spotlight on English One and Two are different from those in Spotlight on English Three and On the Move.

Texts in Book One and Two cannot be said to be authentic even though they often come in the form of letters, e-mails, newspaper articles, drama...etc. They are not written to be read

by the native speakers of English. They concentrate on some language points that have to be taught in the files in which they are included. For instance, in Book Two learners read a play and act the scene because it includes mainly prepositions of place and 'Wh' questions that have to be taught in the sequence.

The use of non-authentic texts in Book One and Two to teach English for Algerian beginning learners can be supported in various grounds. First, researchers, such as Young (1991) has suggested that authentic materials can often create a number of difficulties and problems for students who are lacking in the proper cultural background knowledge or schemata to properly comprehend a message's meaning and content (Litz, 2005: 31). Second the selection of authentic texts is frequently quite difficult and challenging and a learner's inability to understand a text can be extremely demoralizing and thereby it can be demotivating (Harmer, 1996. Litz, 2005: 31). Richards (2001) also warns against use of authentic texts which contain difficult vocabulary and complex language structures (Sacha Anthony Berardo, 2006: 65).

Contrary to the texts in Book One and Two, those in Book Three and On the Move are either authentic or simplified ones. The two textbooks include songs, newspaper and magazine articles, and extracts, from books....etc. In Book Three learners can read simplified articles from, the Daily Telegraph, Spectator and so on. As they can also read songs by Louis Armstrong, the Beatles, Bob Dylan and others. Some of the advantages of including such materials in textbooks are the providing of cultural information and exposing learners to real language.

As regard the reliability of simplified texts, Widdowson (1978) believes that simplification can take place within the convention of a given language field, while maintaining authenticity in the sense of learners response. To do this the text has to 'engage the learners' interest and impress him as being in some way relevant to his

concern' (Widdowson, 1978: 90). Widdowson continues that at lower levels, as soon as this is achieved, therefore the genuine/especially-prepared dichotomy is perhaps irrelevant. This point leads to another question in dealing with authenticity, that of authenticity of tasks. In the following we will try to look at the authenticity of tasks in the Algerian Middle School textbooks. In other words, including authentic texts is not enough in order to teach communicatively.

Authenticity of task

Authenticity, then, lies not only in the genuineness of the text, but has also much to do with the notion of task. Guarieto and Morley claim that actually there is a growing evidence that whilst the input is necessary for the development of proficiency in the target language, but in itself it is not sufficient (2001: 349).

As we have already said, the Algerian Middle School textbooks contain different genres of texts, letters, e-mails, newspaper/ magazine articles, advertisements, notices, songs...etc. However, our analysis of the tasks based on these texts reveals that some of them are authentic, while the others do not reflect the original communicative purposes of the texts.

The genres mentioned above, for instance, have the following communicative purposes: interactive, engaging, soliciting/ persuasive/ provocative, instructional, engaging respectively (Mishan, 2005:79-80). The kind of tasks that the learners should be engaged in when introducing such texts, taking into consideration their communicative functions are as follows: write an answer for a letter/ email. Request information or fulfill action (write e-mail/ letter or role play a phone call) to answer an advertisement and so on (ibid). It is in this way that learners' response to the authentic/ genuine reading text can be authentic.

Among the tasks that elicit an authentic response from the learners in the textbooks under study, we mention the following tasks:

“Be Zakia. Send a reply to Mona’s e-mail. Tell her what you did last week-end”

Spotlight on English One (P. 127)

The genre of text on which this task is based is an e-mail and the communicative purpose is interactive. In the real world reply to an e-mail is the task that correspond to the communicative function expressed through this genre.

The second task, we can mention is:

“Read the instructions for the use of the aspirin. Then give advice to the people on p. 52.”

Spotlight on English Two (P. 51)

Here again the task (giving advice as regards the use of aspirin) reflects the original communicative function of the genre (notice).

In On the Move also we find an interesting culturally authentic task which requires the use of a menu to act a conversation between customer and waiter in a restaurant.

“Pair work: act out the dialogue you’ve heard using the menu above. Take turns to play the roles of the customer and the waiter in a restaurant” On the Move (p. 29)

The advantage of the use of such tasks in the classroom according to Kramsch (1993) is that it tries to imitate the natural environment of restaurants (p. 179)

However, other tasks in the textbooks do not elicit from the learners such authentic response for the reading texts. Most of the activities engage the learners in comprehension questions, learning vocabulary or grammar, using skimming or scanning strategies.

To conclude, in spite of the syllabuses designers emphasis on the use of authentic texts in the Algerian Middle School textbooks for the teaching of English, it seems that the textbook designers rather prefer to postpone their use until the learners acquire at least some basic linguistic knowledge that permits them to access authentic and even simplified

texts in Spotlight on English Three and On the Move. In our analysis we have gone through some reasons to understand the textbook designers view. We have concluded that the delay in the use of authentic materials is due to the age of the learners and their lack of cultural and linguistic background knowledge and the difficulties this may pose for their learning and motivation. In addition to this, one of the drawbacks of the textbooks as regards authenticity is the lack of authentic response in some tasks. We have found that some of the tasks that learners are required to do when reading the texts, for example, do not reflect the original communicative purpose for which the texts are used by the native speakers.

Conclusion

The analysis of the Algerian Middle School syllabuses and the textbooks allowed us to have a clear image about the implementation of the principles of CLT for the teaching of English in the Algerian Middle School. It is found that the syllabuses follow the organisation of a communicative syllabus, as proposed by Dubin and Olshtain (1986). They include statements about the objectives of teaching English language in the Algerian Middle School and a description for the three dimensions of a communicative syllabus, which are the content, process and product or outcomes dimensions. The objectives, as has been said, are specified in terms of developing the learners' CC. To achieve the latter, the content dimension of the syllabuses is extended to include the social, cultural and linguistic aspects of the language. The product or outcomes dimension also specifies the competencies for the four language skills in terms of communicative use in the real world. The process dimension includes statements about the methodology and the teacher's and the learner's roles that help to meet the other objectives of the syllabuses i.e. the intellectual, cognitive and communicative aims as well.

The analysis of the four textbooks has shed some light on the way and the extent to which each of the principles of CLT contribute to fostering the learners' communicative competence. We have seen through the analysis that the Algerian textbook designers have taken into consideration the CLT principles in designing the four textbooks. In fact the four textbooks are designed to take into consideration the communication principle (communicative methodology), tasks principle, and the integration of the four language skills, culture and authenticity principles.

The Algerian Middle School textbooks seem to be organized in a clear and coherent manner. This organization reflects topic-based, structural-functional syllabuses designed

with the goal of fostering the learners' communicative competence. With respect to the treatment of the grammatical structures and functions, the four textbooks use the 3Ps approach (weak version of CLT). Although it was shown that the newer approaches to CLT, the task-based approach or (strong version of CLT) may be more consistent with the recent theories of SLA, the weak version is also shown to have its advantages in some circumstances. In fact, Holliday (1994) claims that the weak version of CLT is more appropriate for the teaching for English in periphery countries i.e. countries where English is learned as a second or foreign language. Algeria as a case of periphery countries adopts the weak version CLT approach in order to modernize the teaching of English.

The weak version according to Holliday (1994) is less demanding for the teachers and allows the principle of eclecticism, when English is part of a wider curriculum, as it is the case in Algeria; it is easier to design and produce syllabus and standardized examination which is according to Holliday easier to administer and grade.

As regards tasks implementation, shortcomings are to be noticed, especially in Book One and Two. In the latter tasks are often of the pedagogical type, they aim at the internalization of language and more focus is put on accuracy, tasks in Book Three and On the Move allow more genuine negotiation of meaning and cooperation. They seem to be basically communicative and they combine accuracy and fluency to attain communicative goals.

Book Three and On the Move, unlike Book One and Two, seem to reflect multi-skill syllabuses because they manage to integrate the four skills (listening, speaking, reading and writing). However, Book One and Two give more importance to listening and speaking at the determinant of reading and writing. Moreover, Book Three and On the Move seem to be more successful in achieving balance between bottom-up and top-down

strategies. Combining the two strategies, as we have seen earlier is important for developing learners' communicative competence in understanding and using language.

One of the strength of the implementation of CLT principles in the Algerian Middle School textbooks is the integration of the cultural component. The intercultural perspective aims to develop learners' cultural awareness, which enables effective cross-cultural communication. Yet, Book One and Two teach language and culture, Book Three and On the Move teach language as culture. Culture in the first two textbooks is considered as an isolated component (culture as knowledge) and it is taught besides the language. The other two textbooks attempt to teach culture in a discrete way (culture as skills) and shows that culture is embodied in the words and expressions of the target language.

Last, not least important, the implementation of authenticity principle might be regarded as one of the weakness of the textbooks, especially with reference to Book One and Two. In authenticity section we have tried to look for some arguments to support the textbook designers' attitude towards integrating non-authentic and simplified texts, among them the age of the learners. However, genuine or real world texts if integrated would help the learners to better understand and use the target language in real world contexts.

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Appendices

Appendix I

Appendix I. a

Spotlight on English One (File one from the content page, P. 09)

File/ Project	Functions/ Notions	Language forms	Pronunciation	Learn about culture	Strategies
File One Hello! Project: -a tourist brochure -a poster	-Greetings: Hello/hi. Nice/glade to meet you. -Asking for information: where is.../what is... -Making phone calls -Talking about nationalities.	-The English alphabet -The cardinal numbers from one to nineteen -The auxiliary to be: I am/ you are/ this is /it is -The personal pronouns: I/you -The possessive adjectives: my/your -The demonstrative pronoun: it - The prepositions: in/from	Sounds: -i/ I (ai) (i) -een/ en -Stress on the first / second / third syllable -Rising and falling intonation	Monuments and places: Big Ben, Maqam Eshahid... -The British royal family -Countries/ currencies/ flags	-Discriminating between letters of the alphabet. -Building a message from context. -Scanning for information. -Identifying places. -Identifying letters.

Appendix I. b

Spotlight on English Two (File one from the content page P. 124)

Files project	Sequence	Functions- Notions	Language forms	Pronunciation	Learn about culture	Strategies
One A person's profile	1	-Describing a person (physical appearance)	-The present simple tense (consolidation). -The adjectives.	-Sounds /s/ and /z/ -sounds /t/, /d/ and /id/ -Stress: first, second, and third syllable.	Music around the world	-Focusing on listening -Identification of the task -Anticipation -Deducing
	2	-Talking about someone's life.	-The past tense (consolidation) -Ordinal and cardinal numbers (consolidation)			
	3	-Writing biographies. -Asking and answering about possession.	-Present simple continuous (consolidation) -Past simple+ ago -Possessive ('s)			

Appendix I. c

Spotlight on English Three (File one from the Book Map. P. 10)

File One	Sequence	Functions	Language forms	Sound system/ Pronunciation stress, intonation)	Snapshot of culture	Project
S N O I T A C I N U M M O C	1 Hallo Again!	-Greetings. Introducing someone -Partings -Describing personality. -Describing physical appearance (order of adjectives)	Hello, hi, Good morning/afternoon -how do you do? Nice to meet you -This is Mrs/Mr/Miss... -Adjectives: slim, tall, short, generous, patient, etc. -Goodbye, goodnight, what is he like? -Link words: and, but because.	Rising and falling intonation in Wh-questions and yes-no questions.	Guards or bear Killers?	A wall sheet about greetings
	2 Who is calling please	-Making and answering requests -Asking for clarification -Making apologies and making explanations -Making and responding to offers Responding to adverts -Writing a thank-you note.	-Can you/ could you...please? I'm afraid...I'm sorry, but... -Pardon, I beg your pardon, etc -Wait a moment, please. -Would you like me to...? -Do you want me to....? -Prepositions of time: at, on,...relative pronouns which and who Thank you for... I'm glad/ sorry to hear that....	-Intonation in requests -Vowel sounds		
	3 What's on	Weak and strong forms in would you...? /Do you...?				

Appendix I. d

On the Move (File one from Book Map, p. x)

File	Topic	Language learning				Skill learning					
		functions	grammar	Words and sounds		Primary skills				Social skills	
1 It's my treat	Food and drink	-Making suppositions	-Tag questions	vocabulary	Sound system	listening	Speaking	Reading	writing	Dining out	Competencies/ Project Designing an advertising Leaflet for a restaurant
		-Seeking agreement -Giving instructions -Carrying out a procedure -Asking for and giving information	-The imperative (consolidation) Sequencers (consolidation) -Comparatives of adjectives (consolidation)	-Vocabulary related to food and eating (names of dishes, cooking and eating habits) -Vocabulary related to map reading -Suffix – ed	Silent letters Long and short vowel sounds /i/ /i:/ and /e/ -Intonation in tag questions -Pronunciation of “ed”	-Listening for specific information -Listening for general ideas -Listening for conversation	-Talking (about the origin of foods) -Prediction and checking predictions in spoken texts	-Reading instructions (for making pan cakes) -Predicting and checking predictions in written texts -Discriminating between fact and opinion in the adverts	-Writing instructions (for a menu, a recipe...) -Translating a text giving advice about table manners into a set of instructions -Reading and interpreting food labels.	Talking about meal times giving recipe to a guest Advising a restaurant Writing a letter of invitation	

Appendix II

Appendix II. a

Design of the Files in Spotlight on English One (Sequence One, File One, pp.43-46)

File	Sequence	Rubric	Activities
File Two Family and Friends	Sequence One	Listen and speak	<ul style="list-style-type: none"> - Students listen to the teacher reading a dialogue and repeat it. - Students practice saying some greeting expressions. -role play: practice the dialogue. -A new pupil comes to your class, introduce him/her. -Pronunciation and spelling: students listen and repeat some pronunciation, stress and intonation patterns of some greeting expressions.
		Practice	<ul style="list-style-type: none"> -You are Sally and it's your birthday. Introduce your friends to your mum. Students follow an example given. -This is Sally's family picture. Ask and answer questions about the family members following an example given. -Role play: look at Sally's family tree. Ask and answer questions (Wh /yes and no questions). -Read Sally's e-mail and answer questions.
		Produce	<ul style="list-style-type: none"> -Sally and Aminata are looking at photos. Complete their conversation. -Look at sally's family tree and complete the crossword. - Write about your friend.

Appendix II. b.

Design of the Files in Spotlight on English Two (Sequence One File One, pp. 08-26)

File	Sequence	Rubric	Activities
One A Person's Profile	One	I Listen and Speak	<ul style="list-style-type: none"> Listen to a conversation and play the roles. -Pronunciation and Spelling Listen and repeat pronunciation patterns
		a-Presentation	<ul style="list-style-type: none"> -Practice Stress and Intonation Listen to a conversation and play the roles. -Pronunciation and Spelling Listen and repeat pronunciation patterns -Practice Stress and Intonation

		b-Practice	<p>-Choose one set of information about the people and describe him/her. Follow the example given</p> <p>-Students listen to the teacher and write down what they understand and leave out what they do not. They read the text and see whether it makes sense.</p> <p>-The famous people game: students bring photos of famous people to the class. Work in groups. Ask and answer questions to indentify the men or the women in the pictures. Students are provided with examples of questions to use.</p>
		c –Go Forward	<p>-Students read an article from “Today’s Star”, about Mohammed Fellag. Then write questions for the set of answers given.</p> <p>-Pair Work: students look at three photos and try to recognize the people, identify them: their names, their appearance, jobs, where do they live.</p> <p>-Students are asked to interview (imagine) one of theses personalities.</p>
		II Discover the language	<p>-Students are asked to read a paragraph “A day in the life of Jane Smith”. Students pick the verbs in the paragraph.</p> <p>-Identifies those actions (verbs) that Jane does alone and those that she does with her fiends.</p> <p>-Find the infinitives of the verbs.</p> <p>-Compare the form of the verbs in the text and d their infinitives.</p> <p>Identify the different pronunciation of “s” of the present form of the verbs.</p> <p>-work out the meaning of the preposition “with”in the text (in two different sentences).</p>
		Practice	<p>- Students write sentences about Jane Smith use information from the paragraph already read (change “I” in the sentences by “she”.</p> <p>- Students give the present form (third person singular) of the list of verbs given. Identify the final sounds of the verbs: /s/, /z/ or /iz/.</p> <p>-Find the right questions for Oscar’s answers.</p> <p>Look up words in the dictionary and translate them to your language</p>
		Reminder	<p>Students read rules about the use of present simple and the verb forms in statements, negatives and questions.</p>

Appendix II. c.

Design of the Files in Spotlight on English Three (Sequence One File One, pp. 42-43)

File	Sequence	Rubric	Activities
S N O I T A C I N U M M O C	One	I-Listen and Speak	<ul style="list-style-type: none"> -Students greet their classmates and introduce themselves. -Students look at pictures and try to guess the conversation between the headmaster and the teachers. -Students listen to the dialogue and check their answers. -Students listen again and play the roles. -Students listen to students' dialogue in the playground and answer some questions about the new teacher. (Use adjectives).
		Say it Clear	<ul style="list-style-type: none"> -Students read tips on intonation patterns in Wh/ yes and no questions. -Students mark intonation in the two types of questions and practice them. in pairs. -Group work: students practice greeting and introducing one another, using cues given and pay attention to intonation patterns.
		Practice	<ul style="list-style-type: none"> -Pair work: prepare a dialogue and practice it. Use suggested adjectives. - Look at the picture and fill in the speech bubbles with appropriate information. -What do you say in these situations (partings).
		Imagine	<ul style="list-style-type: none"> -Imagine you are a new student in your school. Prepare a short statement and describe yourself. - With a partner, prepare a dialogue following the outline: greeting, introducing, responding to an introduction, and parting.
		II- Read and Write	<ul style="list-style-type: none"> -Students read an advertisement about pop stars and answer some comprehension questions. -Read a response (e-mail) to the advertisement and find who Sarah Bint (writer) is and fill in the profile with information from the e-mail. - Pair work: ask and answer questions about then information in the profile:

			name, physical appearance, likes,et -Students answer a set of questions according to the e-mail.
		Your Turn	Students read again the e-mail and copy the coordinators and the items they connect. -students use the coordinators to join the sentences given. - Students pick up conjunctions from the e-mail of Sarah Bint and find what they express. -Students practice using the conjunctions to connect sentences.
		Write it Out	-Students use clues to write an application letter for membership in a sports club. Use the conjunctions and coordinators already learnt.

Appendix II. d.

Design of the Files in On the Move (Sequence One File One, pp. 42-43)

File	Skills	Activities
File One It's My Treat	I-Language Learning.	-In Before you listen , learners will try to find some information about dishes (names, countries, the most popular dish...)
	1-Listen and Consider	-In As you listen , learners listen to the teacher reading the script, and answer some comprehension questions -Identify the intonation pattern (rising/falling) in tag questions (question from the dialog already read by the teacher). -After checking their answers, learner act out the questions. -In As you listen, Grammar Window , learners read instructions as regards the use of intonation patterns in tag questions and rules about the form of verbs in tag question

	-Practice	<p>-Learners write tag questions for a set of sentences congaing different verbs and auxiliaries, and sentence forms.</p> <p>-Pair work, learners act out dialogues containing tag questions to ask for agreement and ask for information.</p> <p>-In Write it up, learners do some activities to practice intonation patterns in tag questions.</p>
	2-Read and Consider	<p>In Before you Read, learners do some pr-reading exercises</p> <p>In As you Read, learners read and do the tasks.</p>
	-Practice	Do grammar consolidating tasks
	3-Words and Sounds	Learners do pronunciation tasks
	II-Skills Building.	<p>-In Listen and Check, learners read sentences and say which of them a polite waiter is expected to say, and justify their answers.</p> <p>-Learners listen to the teacher reading the dialogue and check their answers.</p> <p>-Pair work: learners act out the dialogue(waiter/customer) using a menu)</p> <p>-Learners listen to the teacher reading a second part of the dialogue and identify language mistakes made by the interlocutors and strategies they use to avoid communication break downs.</p> <p>-In As you Read,</p> <p>-The Coping Window provides the learners instructions concerning strategies to use when they face vocabulary problems.</p> <p>-Pair Work: take turn to play the roles of waiter and customer. The waiter does not know one word and will use some of the strategies already seen.</p> <p>-Change sentence in the dialogue to make the waiter sound more polite. Act out the dialogue with polite expressions.</p> <p>In Write it up, learners imagine receiving an American guest. Choose a dish they will serve and describe it.</p>
	I-Listening and Speaking	
	-Reading and Writing.	<p>-In Read and Check, learners look at a picture and guess where the sentences come from (situations).</p> <p>-Learners read a text and check their answer.</p> <p>-Learners read again the advertisement leaflet and locate the restaurant on the map and answer some comprehension questions.</p> <p>-Learners look at sentences from the advertisement and say which ones state facts and which ones states opinions.</p> <p>- In Write it Out, learners read a set of sentences and put them in the correct order to get a coherent paragraph to complete the advertisement already read.</p> <p>-Learners fill an invitation card. And write a letter to invite a classmate.</p>

Appendix III. (Tasks in Spotlight on English One)

Appendix III. a (act. c.p.23)

Order the sentences and write down a conversation in your exercise-book.

Nice to meet you, Rym.

What's your name?

Glade to meet you Massil

Hello, I'm Massil.

Hi, Massil. My name is Rym.

Appendix III. b (act.a.p.54)

Read again about Lynda and write about someone in your family.

My name is Lynda smith. I'm Australian and I'm 14.

I live in London and I'm a pupil at St James School.

I have long fair hair and blue eyes. I have one sister; and one brother. My father is an electrician and my mother is a nurse. I have a dog. His name is Blacky. I love him very much.

Appendix III. c (act.d.p.70)

Draw a plan of your school and describe it.

Appendix III. d (act.c.p.90)

Make a poster of your favorite animal. Write about it.

Appendix III. e (act. a..p.105)

Think of a dish you want to cook. Write your shopping list.

Appendix III. f (act.f.p.131)

Name other inventors or discovers you know. Say what they invented or discovered.

Appendix III. g (act.e.p.148)

Look at the map and write the weather forecast for tomorrow.

Appendix IV. (Tasks Spotlight on English Two)

Appendix IV. a (act.3.p.9)

Look at these photos. Do you recognizer these people? What are their names? What do they do? What do they look like? Where do they live? Ask and answer questions about them.

Appendix IV. b (act.1.p.33)

Here is an example of word game based on spelling. Try it

How many words can you make out of the word “stool”? Can you find?

- Preposition?
- A word meaning also?
- British slang for lavatory?
- That can not be found?
- A small narrow opening?
- The capital of Norway?

Appendix IV. c (act.5.p.52)

Pair Work. Here are some health tips. Ask and answer.

Eg: why should you eat less fat?

-Because too much fat cause obesity.

Less Fat Sugar Soda Sweets Salt	Illnesses Obesity Heart trouble High blood pressure Diabetes Toothaches
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Appendix IV. d (act.1.p.75)

Look at the pictures then read the conversation (cartoons) and say where the situation in taking place.

Auntie, would you like to make strawberry pie for us?

Sure, dear!

Would you like to put a lot of cream on it auntie?

Ok, dear! A mountain of cream if you want.

But you laughed when the clown did it at the circus last night!

Appendix IV. e (act.1.p.102)

Read the text and answer the following questions.

Why was the man happy at the beginning?

Why did he ask Djeha to help him?

How did Djeha help him?

Why was the man happy at the end?

Appendix V. (Tasks in Spotlight on English Three)

Appendix V. a (act.3.p.17)

With your partner prepare a dialogue following the outline bellow.

Greeting, introducing, responding and parting.

Appendix V. b (act.1.p.22)

Use the clues below to write an application letter for membership in a sports club.

Use “and”, “but” and “because”.

Dear
I would like to.....
Nameforename (s).....
Age.....
Address.....
Education.....
Appearance.....
Personality.....
Likes and dislikes.....
I look forward.....

Appendix V. c (act.3.p.65)

Pair work: imagine your partner is a tourist. Use the map and prepare a short dialogue asking for and giving directions.

Your partner: Is there a hospital near here?

You: Yes, there's one. It is....

Your partner: Can you tell me how to get there?

You: certainly. Let's look at the map. We are here in....

Appendix V. d (act.3.p.57)

Group work: Imagine you are an air hostess. You are serving soft drinks to the passengers (your partners). Prepare a short dialogue making and answering offers.

Air hostess.....?
Passenger, yes, please.
Air hostess..... juice or soda?
Passenger:.....if you don't mind, please.
Air hostess:.....here you are.
Passenger: thank you.

Appendix V. e (act. 1. P.97)

Write a short report to speak about the negative changes that have taken place recently.

Emphasize the cause and effect of these changes. Use the information in the boxes that follow. Start like this:

I think that many negative changes have taken place in the world recently.

Money/ become/ very important	Spirit of solidarity/ disappear
Price of food/go up	Poor people/die of hunger
TV /invade/homes.....	People/lose/the sense of being a family

Appendix V. f (act. 2. P.139)

Think of three products that you like and make adverts for them.

Example:

Take a spoonful of olive oil every morning. It'll make you healthier!

Appendix VI. On the Move**Appendix VI. a** (act.1.p.31)

An American friend of yours is visiting you. Choose the dish you will serve him/her.

Write a note to describe it using the prompts in the box.

This dish is called
It is made of
How is it cooked? (to boil, to poach, to roast, to grill, to bake)
It is served with
On which occasion do you cook it? (Yennayer, Mouloud Ennabaoui, Ramadan)

Appendix VI. b (act.2p.35)

Fill in the invitation cards below. Then write a letter of invitation to a classmate of yours.

You're invited
Occasion,
Date,
Time,
Place,
Directions,
Regrets only: Fatima Boudradj 425 1788 or e-mail fatimaBou@.com

Appendix VI. c (act.1p.59)

Read the jumbled predictions about the technological advances below and say how sure you are about each using will be able / may well / might / or won't be able + verb.

- a. Someday/ people/ to be able/ to do all their shopping by computer.
- b. Scientists/ to invent a computer which can read your mind soon
- c. In the future/ all the children/ to study at home using a computer.
- d. Scientists/ to make/ a vaccine/ against cancer/ in the future.

Appendix VI. d (act1. P.84)

Group work: imagine you are a teacher of history and geography. Conduct a class on the American Indians using the map below and the strategies in the box above.

Example:

You: which Indian tribe used to live in the southeast of America?

Karim: the Indian tribe which is used to live in the southeast of America

Résumé

L'évaluation des manuels scolaires, dans les trois dernières décennies, a reçu beaucoup d'intérêt par les spécialistes du domaine de l'enseignement. En Algérie l'évaluation des manuels scolaires aussi est témoin d'un intérêt croissant, en particulier après la réforme générale du system éducatif lancée par les autorités algériennes pour l'éducation, à partir de 2001. Lors de cette réforme, une nouvelle approche, l'approche par les compétences, est adaptée pour l'enseignement de différentes matières, parmi elles les langues étrangères. Cette approche pour l'enseignement des langues étrangères a pour but le développement de la compétence de communication chez l'apprenant.

La présente étude est une tentative d'étudier la mise en œuvre des principes de l'approche communicative dans les manuels scolaires de l'anglais du collège en Algérie, ce sont : « Spotlight on English 1, 2,3 » et « On the Move ». L'analyse vise à étudier la mise en œuvre des principes de la communication (méthodologie de communication), les tâches, les habilités, langagiers, la culture et le principe d'authenticité. Pour atteindre ce but, j'ai employé les cadres théoriques suivants: modèle de Littlewood (1981) pour la version faible (weak version) de l'approche communicative, cadre pour la version forte (strong version) de l'approche communicative proposé par Brumfit (1980), cadre des tâches communicatives proposé par Nunan (1989) , une démarche méthodologique de l'évaluation des capacités d'écoute et de lecture adaptée de Harmer (2003), les activités à développer les compétences du parler adaptées de Harmer (2001), et les étapes pour l'enseignement de l'écriture adaptées de Sarosdy (2006). Afin d'évaluer la mise en œuvre de la composante culturelle, j'ai emprunté un modèle proposé par Mairitsch (2003) adapté de Byram (2000). Enfin, la grille (checklist) d'évaluation de l'authenticité qui est adaptée de Widdowson (1983) et Kramsch (1993).

L'analyse de la méthodologie utilisée dans les manuels scolaires de l'anglais du collège en Algérie a été prouvée similaire à celle proposée par Littlewood (1981). Les tâches sont variées, tandis que certaines d'entre eux répondent aux exigences des tâches communicatives proposées par Nunan (1989), d'autres ne le sont pas. L'analyse des habilités langagières montre des divergences dans la méthodologie utilisée dans leurs enseignement dans les quatre manuels, principalement, l'écoute et la lecture. Les composantes culturelles proposées par Mairitsch (2003) sont toutes incluses dans les quatre manuels, mais Spotlight on English 1 et 2 manque de la composante socioculturelle. La plupart des textes dans les manuels scolaires de l'anglais du collège en Algérie, surtout Spotlight on English 1 et 2 ne contiennent pas les caractéristiques des textes authentiques proposées par Widdowson (1983) et Kramsch (1993).

Je propose que les concepteurs des ces manuels scolaires doivent tenir compte des lacunes qui pourraient entraver la réalisation de l'objectif d'enseigner l'anglais à l'école moyenne algérienne, qui est la compétence communicative. Plus de considération, je pense, devra être accordée au développement des habilités de lecture et d'écriture dans Spotlight on English 1 et 2 et l'intégration de textes plus authentiques.

Mots clés: évaluation des manuels scolaires, la compétence communicative, l'approche communicative, la méthodologie communicative, les quatres habilités langagiers, la culture, authenticité.

ملخص

تلوّى تقييم الكتاب المدرسي في العقود الثلاثة الماضية، الكثير من الاهتمام بين اللغويين و المتخصصين في التعليم. وفي الجزائر أيضا أصبح تقييم الكتاب المدرسي يشهد اهتماما متزايدا، وخاصة بعد الإصلاح العام للمنظومة التربوية التي أطلقتها السلطات التعليمية الجزائرية ابتداء من سنة 2001؛ و تم تبني منهج جديد يطلق عليه اسم Competency-Based Approach لتعليم مختلف المواد بما فيها اللغات الأجنبية . وفيما يتعلق باللغات فان هذا المنهج يعتبر هذه الأخيرة كوسيلة للاتصال قبل كل شيء. تعد هذه الدراسة كمحاولة للتحقيق في تنفيذ المبادئ المتعلقة ب "Communicative Lagunage Teaching"(CLT) في كتب اللغة الإنجليزية للمدرسة المتوسطة الجزائرية

الهدف من هذه الدراسة هو التحقق من تنفيذ مبدأ الاتصالات (منهجية التواصل)، المهام، المهارات اللغوية الأربعة، الثقافة والتحقق من مدى صحة أصالة النصوص (Authenticity of texts). و لتحقيق هذا الهدف لجئنا إلى استخدام الأطر النظرية التالية : نموذج مقترح من طرف Littlewood (1981) لمنهجية الاتصال من صنف (Weak version of CLT) ، و Brumfit (1980) إطار لمنهجية الاتصال من صنف (Strong version of CLT) ، Nunan (1989) إطار للقيام بمهام التواصل (communicative tasks)، والخطوات المنهجية لتطوير مهارات الاستماع والقراءة مقتبس بن من Harmer (2003) ، وأنشطة لتطوير مهارات التعبير الشفوي مقتبس من Harmer (2001) ، ومراحل لتعليم التعبير الكتابي مقتبس من Sarosdy (2006) . من أجل تقييم عنصر الثقافة استعنا بالنموذج المقترح من قبل Mairitsch (2003) و المقتبس من Byram (2000). وأخيرا لتقييم مرجعية النصوص اعتمدنا على الإجابة على مجموعة من الأسئلة مقتبسة من مفهوم المرجعية عند Widdowson (1983) و Kramsch (1986)

تحليل المنهجية المستخدمة في الكتب المدرسية لتحقيق منهجية الاتصال كشف أن المنهج مماثل الذي اقترحه Littlewood (1981). أما المهام فهي متنوعة في حين أن البعض منه ا تلبى متطلبات مهام الاتصال التي اقترحها Nunan (1989) على عكس المهام الأخرى . العرض التحليلي للمهارات اللغوية الأربعة يبين وجود الاختلافات في المنهجية المستخدمة لتدريس هذه المهارات بين الكتب المدرسية بصورة رئيسية فيما يخص الاستماع والقراءة. تعد مكونات الثقافة التي اقترحها Mairitsch (2003) كلها مدرجة في الكتب المدرسية، إلا أن تسليط الضوء على Spotlight on English 1 و 2 يبين نقص في تدرج المهارات الاجتماعية والثقافية (sociolinguistic skills). معظم النصوص المدرجة في الكتب المدرسية للمتوسطة الجزائرية لا تحتوي على خصائص النصوص الأصلية التي اقترحها Widdowson (1983) و Kramsch (1993) و على وجه الخصوص تلك التي في Spotlight on English 1 و 2.

لقد توصلنا في الأخير إلى أن بعض الجوانب لهذه الكتب المدرسية يجب إعادة النظر فيها من اجل تحقيق الهدف المرجو من تدريس اللغة الانجليزية و هو تطوير مهارات الاتصال (communicative competence) لدى التلميذ. ولهذا اقترحنا إدماج منهجية تركز أكثر على الاتصال في المهارات المتعلقة بالقراءة و التعبير الكتابي خاصة فيما يتعلق ب Spotlight on English 2 و 1. زيادة على ذلك إدماج نصوص أكثر واقعية (Authentic) لنتمكن التلميذ من تعلم اللغة الأقرب للتي تستعمل في الحياة اليومية لتسهيل الاتصال.

المفردات الدالة : تقييم الكتب اب المدرسي، الكفاءة الاتصالية (communicative competence) Communicative Language Teaching، منهجية التواصل (communicative methodology) ، المهام، المهارات اللغوية الأربعة ، الثقافة و أصالة النصوص (authenticity of texts)