Representation of People With Disabilities in The Algerian Middle School Textbooks of English

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Didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled « Representation of People With Disabilities in The Algerian Middle School Textbooks of English » is our own work and all the sources we have used are acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented we shall be responsible for the consequences.

Dedication

First and foremost, I would like to take a moment to express my heartfelt gratitude to Allah for granting me the faith to keep going through this journey.

I dedicate this humble work in honor of my dear parents; My greatest supporters whose love and devotion kept my candle burning amid the darkness.

I would like to extend my appreciation to my big sister and brothers who have taken the role of "godparents "since day one.

To my beloved cousins "Ahlem" and "Faty " who never ceased to inspire me every single day.

To all my friends and family members who stood by me: I cherish each one of you.

Maissa

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First, I would like to thank Allah for giving me the strength to finish this work.

I dedicate this humble research work to my beloved ones namely my family, my

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Abstract

The study at hand attempted to examine how the concept of "disability" and "people with disabilities " are presented in middle school textbooks titled "My Book of English " across the four levels. It seeks to investigate throughout a textual / content analysis the extent to which people with disabilities / the invisible minority are included. (Jensen, Herreboden & Anderassen, 2021, p.1). The latter can help learners develop a culture of inclusion. In order to achieve the aims of the research, data were collected through the use of a checklist which is adapted by the "Cunningsworth" framework. The final results revealed the inclusion of people with disabilities at a certain level and with varying frequency; people with disabilities were portrayed in pictures whereas their inclusion in context was tremendously limited. In the first book, people with disabilities were solely portrayed in pictures and included only three types of disabilities which are physical imobility, visual impairment, and learning disability. The second book is the only book that visually and textually included people with disabilities but with a restricted notion and limited variations, it included the same types of disabilities as the previous book in addition to hearing impairment and speech impairment and neglected other less fimiliar types such as learning disabilities. The remaining two books portrayed only one type of disability namely visual impairments and were barely addressed as passive examples. In other words, all the books introduced limited types of disabilities mainly physical and visual impairments, and neglected other types of disabilities in addition to the fact that people with disabilities were represented from a medical perspective and despite their attempts to foster inclusion and diversity whether explicitly or implicitly: they failed to provide a sufficient portrayal of the invisible minority which indicates that students were not adequately supported to develop a culture of inclusion. Based on the results obtained, a list of recommendations is suggested which namely stresses on the fact that people with disabilities should be addressed in all aspectsof society and from a human perspective rather than a medical one to promote inclusion.

List of Abbreviations, Acronyms, and Symbols

1- CWPT: Classwide Peer Tutoring

2- EFA: Education For All

3- EFL: English as a Foreign Language

4- EHA: Education for All Handicapped Children Act

5- ETL: English Language Teaching

6- ID: Identification

7- IEP: Individual Educational Plan

8- IEPs: Individualized Education Programs

9- LD: Learning Disabilities

10- MKO: More Knowledgeable Other

11- NCSET: National Center of Secondary Education and Transition

12- PALs: Peer-assisted Learning Strategies

13- PWD: People with Disabilities

14- RTI: Response To Intervention

15- SEN: Special Educational Needs

16- UDL: Universal Design for Learning

17- UNESCO: United Nations Educational, Scientific and Cultural Organization

18- UN: United Nations

19- CAST: Center for Applied Special Technology

20- HI: Human and Inclusion Organization

21- IDEA: Individuals with Disabilities Education Act

22- STAD: Students Teams Achievements Divisions

23- % : Percentage

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General Introduction

Education is considered the main source of knowledge; it shapes our skills, and critical thinking and extends to our personality features and how we perceive the world. Since learning cannot take place in a vacuum, here comes the role of a textbook, the latter has been put under the spotlight lately due to its merits in the process of foreign language teaching and learning (FLT). According to Kramar (2009), the primary guiding criteria for any textbook is "quality". A good textbook should be molded to fit students' developmental levels as their physical and mental abilities differ. Skela (2008) argues that a good textbook must be able to motivate and help students build their self-confidence and above all, it must accommodate their different learning styles. In other words, a textbook should mirror students' reflections without any exclusion (as cited in Mithans,2020, p.206-207).

In parallel with the concept of textbook comes the term "disability awareness which is an outcome of a learning process that aims to elaborate students' general understanding of the term disability and the main barriers that concern people with disabilities" (Alves & Lopes-dos-Santos, 2014, p.514). The idea of their inclusion in society and specifically the educational realm is rarely outspoken which further highlights the importance of addressing this minority as an attempt to subside the stereotypical mindset of society bringing about changes in attitudes, thus resulting in "individual growth and acceptance" (Alves & Lopes-dos-Santos, 2014, p.516). This study seeks to investigate where teaching about people with disabilities stands at the level of the Algerian middle school syllabi and strives to stress the importance of their inclusion in English textbooks.

1. Statement of The Problem

Textbooks play a crucial role in the EFL teaching-learning process. They are considered one of the primary sources of information presented to learners. A textbook that is visually and textually inclusive and diverse allows learners to feel welcomed and appreciated in the classroom. In Algerian textbooks, people represented are usually intelligent, healthy, well-bodied individuals.

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However, people with disabilities are mostly represented from a medical perspective and this notion may constitute an epistemological obstacle that hinders the process of knowledge and give it a kind of false clarity (Bessai,2018). In other words, Algerian middle school textbooks of English serve as a medium of knowledge from which learners shape their initial language skills, hence, requiring the urgent need to examine whether these textbooks provide inclusive content and an appropriate representation of this invisible minority.

2. Aims of The Study

The aim of this research is to delve in-depth into the presented context in Algerian Middle School Textbooks of English titled "My Book of English" in order to detect whether people with disabilities are included and to what extent.

3. Research Questions

1. To what extent are people with disabilities included in Algerian Middle School textbooks of English?

2. How are people with disabilities addressed in Algerian Middle School textbooks?

3. Do Algerian Middle School textbooks of English give importance to the inclusion of people with disabilities?

4. Means of Research

In an attempt to spurt some visibility on the so-called "forsaken minority", a portrayal of the concept of disability through its inclusion in Algerian middle school textbooks of English is a must. Within this study, a textual /content analysis was simultaneously employed as an attempt to uncover the textbooks' subcutaneous layer by examining whether all textbooks represented or neglected the concept of disability (Hodkinson, Ghajarieh & Salami, 2016, p.4). A checklist is designed to demarcate and analyze books page by page to locate how people with disabilities are

presented in Algerian middle school textbooks across all levels. A demarcation process through linguistic analysis is to detect any hidden messages about disability and during this phase, a frequency analysis is needed to examine how frequently people with disabilities are included in.

5. Structure of The Study

This study is divided into two chapters. The first chapter is divided into two sections, the first one is dedicated to presenting the concept of inclusion and inclusive education and how these terms are correlated with disability then, different types of disabilities are presented followed by a brief historical background that explains how this minority gained support. It also introduces different inclusive practices that can be used in the classroom and the conditions needed to create an inclusive classroom culture. The second section focuses on textbook evaluation by introducing the importance of textbooks and their role in the English language teaching-learning process, and their role in EFL classes, lastly it sheds light on the importance of the checklist as an evaluation tool.

The second chapter deals with the analysis and evaluation of the four middle school textbooks of English through a checklist adapted from Cunningsworth's 1995 model in order to detect and examine how people with disabilities were addressed in the textbooks.

Chapter One

Section One: Inclusion and Disability

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Chapter one

Section One

Introduction

Inclusion is an intricate term to define, it is usually associated with people with disabilities. However, inclusion is more than what appears on the surface, it is rather deeply rooted in the notion of social justice. According to Sapon- Shevin (2003), inclusion seeks to answer a plethora of questions: what kind of world do we want to create for our children? what is the most appropriate way to educate them? and what aspects should we acquire to thrive in a diverse society? (p.26). This chapter seeks to clarify the concept of inclusiveness and its relation to disability, it also introduces key elements of inclusion and education and further discusses their relationship in detail (as cited in Celoria, n.d).

1.1 Definition of Inclusion

According to Online Etymology Dictionary, the word inclusion is of Latin origin and is based on the root **"**Includere **"** or **"**shut in**"**, **"**involve**"**, and **"**imprison**"** (Harper, 2020).

According to The Cambridge Online Dictionary, **"**Inclusion is the act of including something as part of something else. The concept of inclusivity can be traced back to the 1960s when segregation policies were questioned within the context of the civil rights movement**"** (as cited in Frank & Zascavage, n.d, p.3). In this vein, UNESCO defined inclusion as **"**an active response to pupil diversity perceiving individual differences not as a problem but as an opportunity for enriched learning**"** (as cited in Ticha, Abery, Johnstone, Poghosyan, & Humit, 2018, p.4).

At its core, inclusion is a concept that encompasses the notion that every individual regardless of his /her background, ethnicity, identity or even ability has the right to be fully and meaningfully integrated into all aspects of society. In other words, it embraces diversity as a strength to be celebrated rather than to be excluded or denied equal access to opportunities and

resources. **"**It is the embodiment of a truly egalitarian and philanthropic society and a manifestation of advancing equity as well as promoting a sense of belonging and unity**"** (Inclusion Me, 2023).

1.2 From Integration to Inclusion

During the last decade of the twentieth century, many researchers attempted to encapsulate what exactly the term inclusion denotes as it was considered a complex concept to define due to its embedded ambiguities. However, it is worth noting that the history of inclusion had an impact on how people envisioned the term inclusion (Ellis, Tod & Matheson, 2008, p.26).

Before the term inclusion came into the picture, there was the term integration which is according to the Warnock Report 1978, is an assimilative process that can be classified into three levels :

- Located integration entailed the establishment of facilities for children with special educational needs (SEN) close to their mainstream peers (as cited in Ellis et al, 2008, p. 23-24).

- Social integration involved integrating children with and without special needs in shared spaces such as playgrounds and extracurricular activities to promote positive social interactions (as cited in Ellis et al, 2008, p. 23-24).

- Functional integration, whereby children with special needs and their peers received instruction and engaged in learning activities while striving towards shared academic and developmental objectives. The latter is considered the most advanced level that shares similar concepts of inclusion. (as cited in Ellis et al, 2008, p. 23-24).

Although the term integration is frequently employed to depict the assimilation of students into school environments, it connotes an unidirectional process in which pupils are expected to conform to the norms and standards of institutions without accommodating their diverse needs. Conversely, conceptualizations of inclusion provided by scholars are more nuanced, highlighting

the importance of creating educational settings that are receptive to the unique requirement of every student and adaptable enough to foster their growth. Later on, the term inclusion was institutionalized by the government and gained status in schools and media (as cited in Ellis et al, 2008, p. 23-24).

Booth and Ainscow (1998) viewed inclusion as a process rather than a place with an « outcome focus » on providing an academic and behavioral basis for an effective learning environment for all. In other words, they believed that inclusion in its essence should effectively cater to all requirements of all learners within a shared classroom space by fostering collaborative learning communities that uphold and honor the distinctive learning preferences and individual differences of every student (as cited in Ellis et al, 2008, P.27).

Others favored full inclusion which necessitated the dissolution of special schools and equitable allocation of resources towards mainstream institutions whilst adhering to the human rights perspective that deems the existence of segregated education as an institutional infringement of children's rights (as cited in Eliss et al., 2008. p. 23, 27, 28).

Farrel (2000) believed that the idea of full inclusion posed a dilemma for parents as it implied that non-mainstream placements deny children of a human right and that the term « mainstream inclusion » is also problematic as it emphasize the venue, potentially undervaluing non-mainstream provisions and affecting staff morale and the status of children educated in these settings (as cited in Eliss et al., 2008. p. 23, 27, 28).

Hornby suggested **"responsible inclusion"** as an alternative to full inclusion drawing on Vaughn & Schumm's nine components for effective inclusion, these latter included tailoring practices, meeting students' needs, providing adequate resources, allowing teacher choice in involvement … etc. In other words, responsible inclusion is a term used to acknowledge some approaches to inclusion that are considered irresponsible by highlighting the need to endore certain principles to polish a more effective inclusion (as cited in Eliss et al., 2008. p. 23, 27, 28).

In this vein, Booth (1999) rejected the use of the term « special educational needs » and argued that inclusion should include all learners (as cited in Eliss et al, p. 29). This indicates that achieving true inclusion is a multifaceted endeavor that requires respecting the inherent worth and dignity of every individual not only people with special educational needs, as well as fostering a culture of empathy and understanding of all differences. The latter could be self-evident such as nationality, origin, age, race, ethnicity, religion, gender, and socioeconomic status, as it could be inherent such as educational background, training, and personality ("Global Diversity Practice",n.d, 2021).

In myriad ways, this sums up the quandaries faced by practitioners and policymakers. As a result of the non-existence of a mutually accepted definition.

1.3 Inclusive Education

Inclusive education is a complex and multi-dimensional construct that eludes a clear and scientific identity due to its intersectionality with a diverse range of fields. The principle of heterogenesis for instance, which acknowledges the dynamic and evolving nature of complex phenomena concerning their socio-political, cultural, and historical contexts (Gonzalez, 2021, p.461). In other words, it represents an optimal lens through which the defining contours of inclusive education could be explored as a heuristic territory, analytical strategy, critical praxis, and political project. "By embracing heterogeneity as a fundamental principle, inclusive education is recognized as a field and ever-evolving construct shaped and transformed by its interactions with diverse and interesting forces that inform its epistemological and ontological underpinnings" (Watkins, D'alsessio & Kyriazoloulou, 2009, p.229).

Before the term inclusive education was introduced, inclusion was the term used to indicate access to education for children, youth, and adults while fostering equity which was first officially declared worldwide as « Education for All » and was established in Jomtien, Thailand in 1990. This explains why the terms inclusion and inclusive education were and are still used

interchangeably. Due to its elusive nature, inclusive education was defined by a plethora of researchers. From some perspectives, "inclusive education was initially designed to represent a linear mutation of special education that has at times been unsuccessful, resulting in the repositioning and pairing of special and inclusive education that legitimizes ideal diversity framed in terms of assimilation, accommodation, and compensation". Whereas from an alternative perspective, inclusive education represents a perspective on applications that seeks to examine educational issues associated with the material and subjective injustices, and obstacles to self-development and self-determination. Hence, shifting the framework way from the permanent reductionism of associating inclusion solely with a disability, in other words, the concept was gradually extended and applied to all students in their diverse such as socially challenged children, foreign-born children … etc (United Nations Educational, Scientific, and Cultural Organization (UNESCO), 2009, p.8).

Thus inclusion or inclusive education embodies a human rights application to social relations and conditions and as such, its intentions and values are an essential part of a holistic vision for a society of which education is an integral component. Therefore, the crucial role that education plays in fostering an inclusive society cannot be underestimated. It is important to recognize that inclusive education is not merely about providing special teachers for special children and dumping pupils into an unchanged system of provision and practice. Rather it entails careful consideration of how, where, and why we educate all pupils and the consequences of our actions (Cologon, 2013, p.16).

The European Agency for inclusive education's synthesis report on inclusive education emphasized the human aspect of inclusion rather than the technical side and promoted the idea that inclusive education is preferable for all learners. Inclusive education refers to the principle of providing all children with the opportunity to learn and participate together in the same educational setting, regardless of disability or other disadvantages. It is a fundamental right to an education

that values students' well-being, dignity, autonomy, and contribution to society. It is a continuing process that involves eliminating barriers to education and promoting reform in culture, policy, and practice to include all students (Schuelka, 2018, p.3).

Thus to achieve true inclusion in education, we must abandon special educational stances that focus on compensatory approaches to individual needs and instead embrace a pedagogy of inclusion and a commitment to the rights of all to belong. This requires rejecting the notion of making normal children who experience disability and embracing the fact that PWD (people with disabilities)are not inherently lacking or less human than those without disabilities as an ableist perspective must be addressed to realize the goal of inclusive education (Cologon, 2013, p. 20).

As mentioned earlier, the" ableist perspective on ableism term used to describe discriminatory and exclusionary practices that result from the belief that able-bodied individuals are superior to those with disabilities. Hence, reinforcing and perpetuating social and institutional power imbalances". Such practices that marginalize and stigmatize people with disability should be rejected to create a society that values diversity and recognizes the inherent worth of all individuals (Cologon, 2013, p.17).

1.4 Inclusive Education and Disability

According to Kartan (2005), each child has his/her own set of fingertips, a child with a disability should be seen as a child first (as cited Historical Background of Disabilities, n.d). Viewing individuals with disabilities through the lens of illness is erroneous because disability is not a medical or health issue, rather it is a normal part of life since many forms of disabilities arise from factors such as aging, poverty, and traumatic events. Nevertheless, it can be challenging for those who do not have disabilities to genuinely connect and understand those who do. As a result, disability is considered a complex phenomenon that poses unique challenges in the field of education (Slee, Alan & Barton, 2006, p.11).

Disability is viewed as a multifaceted experience for the person affected; it may have an impact on organs, body parts, and a person's participation in activities of daily living. People might be affected differently by the same sort of disability, despite having similar characteristics. The term is used to describe a person's functionality, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment (mental illness), and many chronic diseases (Disabled World, 2022).

There are different theoretical models for understanding disability. Chronologically, Bhaskar, and Danermark (2006) described the following three models: medical, socioeconomic, and cultural. First, according to the medical model, disability is related to the impairment of the body. Second, the socioeconomic model assumes that disability is a consequence of environmental barriers. Finally, the postmodern-inspired cultural model involves the conceptualization of normality in different societies. In this model, values and attitudes are among the most important mechanisms associated with disability (as cited in Jensen, Herrebroden & Andreassen, 2021, p. 4-5-6).

Physical and learning disabilities (LD) are two distinct types of disabilities that can have a significant impact on a person's educational experience. While physical disabilities affect mobility and functioning, learning disabilities affect a person's ability to learn and process information. However, other types are considered invisible disabilities (Disabled World, 2022).

To begin with, physical disabilities can be caused by a range of factors including genetics, accidents, illness, injuries…etc. And while they may present unique challenges, they do not define a person's abilities or potential. With appropriate support and accommodation, individuals with physical disabilities can lead fulfilling and productive lives. Physical disabilities include Locomotor disability; movement difficulty, Cerebral palsy; difficulty with movement, balance, posture, and Muscular Dystrophy; a genetic disorder causing progressive weakness and muscle wasting (Disabled World, 2022).

Learning disabilities (LD) are often referred to as hidden disabilities as children with LD do not display obvious physical handicaps, which can result in the fact that their differences are generally misunderstood or overlooked. Children with LD may experience a significant gap between their intellectual potential and academic performance, which can not be explained in isolation. These difficulties may include issues with speaking, listening, reading, comprehension, spelling, writing, and conceptual understanding (Learning Disabilities Association of America, n.d). Learning disabilities include :

- Dyslexia: the most common type of learning disability affecting at least 80% of all cases and specifically affecting reading and related language-based skills, individuals with Dyslexia have difficulty decoding words into separate sounds and blending them (Learning Disabilities Association of America, n.d).

- Dysgraphia: a learning disability that affects a child's handwriting and fine motor skills (Learning Disabilities Association of America, n.d).

- Dyscalculia: a specific learning disability that significantly affects an individual's mathematical abilities (Learning Disabilities Association of America, n.d).

1.5 Historical Background of PWD

Throughout history PWD have faced significant challenges in order to access education. They were often stigmatized, stunned, abused, or condemned since disability was seen as a « failure » or « deflect » of the individual which explains why they were often denied in education, care, employment, and a place in society (Smeltzer, Mariani & Meakim, 2017, p.1). During WWII, PWD were able to enter the workforce due to a shortage of workers. However, they were later replaced by soldiers. This served as a strike that led to the culmination of a journey of inclusion as a plethora of social and political movements emerged during the 60s and the 70s including the « Disability Rights Movement » as an attempt to fight all forms of exclusion of this minority in society especially in the educational realm (" Historical Background of Disabilities ", n.d, p.3-4).

1.5.1 Leadership and Administrative Support of Inclusion Around the World

Several key legislative changes led to the improvement of their situation. At the heart of inclusive education lies the fundamental human right to education articulated in the universal declaration of human rights in 1948. According to this declaration, education must be free with elementary education being compulsory, and must be aimed at the full development of human personality while fostering respect for human rights, fundamental freedoms, and intercultural understanding. But only later on, did PWD receive educational opportunities and support thanks to the Act of Education for handicapped children in 1975 (EHA), which was replaced by another federal law; the Individuals with Disabilities Education Act (IDEA) in 1990. The Jontien world conference on Education for All (1990) set the goal of Education For All (EFA) which has been pursued by UNESCO, other UN agencies, international development agencies, and national non-governmental organizations. After the world conference inclusion has become a central theme in governmental rhetoric and planning as it led to a reformulation of the educational system for children with disabilities in 1997. IDEA was further updated in 2004 and led to the expansion of services to include not only students with autism, and traumatic brain injury but also added a transition of functional goals, increased parental participation in individual education plans (IEP), progress reports, and the use of scientifically-based practices for identifying students with disabilities. All these changes aimed to open more doors for PWD (Kirschner, 2015, p.3-4).

1.5.2 Legislative Support of Inclusion in Algeria

In Algeria, it is estimated that there is a prevalence of 5,5% of individuals with disabilities, and as an attempt to prohibit discrimination against PWD in education and other government services, Algeria was among the first countries that ratified the Convention on the rights of PWD and had been active since the first legislative act on the protection and promotion of persons with disabilities, which was adopted on 8 May 2002. Later on after the ratification of the convention in 2009, Algeria embarked on a collaborative process to produce a report which highlighted the

challenges that PWD may encounter in the country which was a crucial step to identifying gaps in its policies and efforts toward enhancing the well-being of PWD. The national council of Persons with Disabilities was established in 2006, while the Committee for Prevention of Disabilities operationalized through the June 2017, decree served as **"**a coordination string between various institutions working on disability matters**"**. later on, Algeria launched a national disability survey in 2011 to form the basis of a new bill followed by providing access to the HI organization (Human and Inclusion Organization); which is devoted to enhancing the societal assimilation and integration of disadvantaged and disabled individuals through the facilitation of civil society empowerment and advocacy, especially in the field of education. But despite these efforts, one cannot deny that Algeria still has a long path to cross (Rohwerder, 2018, p. 6-7).

1.6 Effective Practices and Teaching Strategies For An Inclusive Classroom

Effective pedagogical methods and practices can significantly impact the educational outcomes of all students, irrespective of their characteristics. However, the diverse nature of learners, including their cultural background, attitudes, aptitudes, and learning styles, necessitates an educational structure that caters to their varying needs and requirements as the current educational structure can serve as an obstacle in the way for an inclusive classroom creating learning difficulties for PWD. Therefore, the design and structure of the learning environment must be barrier-free to facilitate the development of all students. Hence, introducing approaches that address target-specific learning obstacles is a requirement. (Areekkuzhiyil, 2022, p.2).

1.6.1 Universal Learning Design

Before universal learning design came to light, there was a concept of universal design; a philosophy that was first coined by the American architect Ron Mace in 1985 as a proposition for designing products and building environments that are both aesthetic and usable by everyone regardless of disabilities, advocating for a proactive approach to accessibility. Other terms that are

used include inclusive design, design for all, or life span design as it is considered a process that empowers and enables a diverse population by advocating for a proactive approach to accessibility and self-reliance (Tichà et al, 2018, p.8).

According to the disability act of 2005, "universal design involves designing a composting environment in a way that it can be accessed, understood, and used independently and naturally by any person regardless of age, size, physical, sensory, mental health, or intellectual ability or disability". Ultimately, the universal design facilitates the fullest and most independent participation of all individuals in society regardless of their unique needs and circumstances. The center of universal design in 1997 declined seven fundamental principles that can be applied across various products and environments including those in the realm of education, these principles encompass "equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort and size and space for approval and use" (Areekkuzhiyil, 2022, p.3).

Over the last two decades, the pedagogical landscape has witnessed the infusion of universal design concepts to ensure that instructional practices, materials, and educational environments cater to the varying needs of diverse students which led the Center for Applied Special Technology (Cast) to formulate research-based framework referred as « Universal Design for Learning » (UDL). Developed by David Rose, Anne Meyer, and other colleagues from the center, this approach was inspired by the principles of universal design and how to apply them to curricular materials and structural strategies to support students' learning. To further elaborate on how the approach of universal design is particularly relevant in the field of education, an example was proposed by Simmons and Kammeenue in 1996 which entails six features of curriculum design that emphasize "the importance of big ideas, conspicuous strategies, mediated scaffolding, strategic integration, judicious review and primed background knowledge in promoting learning for students with diverse needs" (Edyburn, D.L, 2005, p.16).

To conclude, the UDL approach to learning promotes an inclusive learning environment for learners with different needs and abilities. This approach facilitates personalized learning and enables educators to design courses that align with the learning objectives while promoting better outcomes for learners through intentionally crafting an inclusive classroom climate.

1.6.2 Response to Intervention / Multi-tire System of Support

The National Association of State Directors of special education has defined the Response to Intervention (RTI) program as a method that involves providing top-quality instructions that are customized to the students' individual needs (Haught, 2007, p.629).

To further elaborate, Response To Intervention is a multi-tiered instructional and pedagogical approach designed to enhance learning outcomes for all students and comply with the research-based instruction and intervention requirements of the No child left behind act of 2001. RTI is supported through federal funding from the Individuals with disabilities act of 2005, and the Race to the Top grant. The RTI model involves the use of evidence-based practices, systematic data collection, and data-driven decision-making (Antrim & Robins, 2012, p. 263).

According to Prasse (2006), the RTI program is a problem-solving delivery system that provides scientifically based interventions while frequently monitoring a student's response to them. This approach keeps the focus on student outcomes rather than arbitrary cut-off scores from standardized tests. A student who needs interventions but requires significant resources to sustain progress cannot close the gap with their peers despite the interventions' intensity or frequency, here comes the role of early intervention which can lead to a positive impact on a student's trajectory in educational experiences (Haught, 2007, p.2).

RTI should be implemented due to its advantage, as this approach aids in mitigating the negative impact of inadequate instruction and the subsequent need for remedial measures. It is well known that students enter school with differing levels of preparedness, some with a strong

foundation while others lagging creating an urgent need for timely identification and addressing of these gaps to help struggling students catch up and keep pace with their peers (Antrim & Robins, 2012, p. 263).

1.6.3 Co-operative Learning

Co-operative learning refers to the pedagogical approach in which students collaborate in teams under specific principles to achieve learning objectives, these collaborative efforts are guided by specific rules aimed at maximizing the synergy effect in the learning process. A fundamental aspect of cooperative learning includes the development of social competencies. Unlike collaborative learning which has been around for a long time, cooperative learning was developed as a distinct pedagogical approach in the second half of the 20th century. Dr. Spencer Kagan, a former professor of psychology developed the notion of cooperative learning in the 1960s. His early studies involved psychological studies in the field of « Situationism » to elucidate the factors in various games that prompted children to collaborate and help each other, which led to the development of the structural approach to cooperative learning in the 1980s. (Kagan & Stenlev, 2006, p.12).

In pedagogical practices several cooperative learning techniques have been developed to enhance academic achievement and provide social interaction among learners such as Students Teams Achievement Divisions (STAD) which involves forming 4 to 5-member heterogeneous teams for collaborative study followed by a brief quiz in which the scores of the top six performers from previous assessments are ranked, the highest-scorer earns six points and so on. **"**This way learners' performance is compared with that of an ability-homogenous reference group rather than the entire class**"** which means individual differences are taken into account to ensure that students are not unfairly compared to those with different skill levels, thereby promoting fairness and equal opportunity.(Slavin, 2011, p.7).

1.6.4 Peer-assisted Learning Strategies (PALs)

Peer-assisted learning strategy was originally developed by Douglas and Lynn Fuchs and their colleagues. Inspired by a Classwide Peer Tutoring Program (CPWT) which aims to increase instructional time for academic activities for all students while providing pacing, feedback, and error correction leading to high mastery levels and content coverage. This inspired Douglas and other colleagues to conduct large-scale studies across multiple schools and classrooms to evaluate the effectiveness of PALs on low-performing students with and without disabilities, as well as average-performing students as an attempt to explore how PALs program fits into the broader context of teachers' reacting instruction (McMaster, Fusch, D. & Fusch, L.S.,2006, 7-8).

The PALs program was implemented during regular reading instruction sessions lasting 35 minutes per day, three times a week, for 15 weeks (excluding training and breaks). The program consists of pairing students based on their reading ability with the top half being paired with the bottom half and students within each pair taking turns and tutees. Unlike other peer-tutoring approaches that mainly target low-level comprehension skills, PALs aim to enhance students' fluency and comprehension through the previously mentioned strategies. This approach facilitates fluency and comprehension through repeated reading; the weaker reader receives immediate feedback corrections from their partner for any word recognition errors including mispronunciations, omissions, additions, and pauses longer than four seconds. Several factors contributed to teachers' successful implementation of PALs. First, teachers participating in PALs research underwent rigorous training in day-long workshops. Second, teachers received weekly on-site technical support from research staff. And lastly, PALs require a significant time commitment (at least three times a week), which many teachers find practical, efficient, and compatible with their existing instructional programs. (Fuchs D & Fuchs L.S, Mathes & Simmons, 1996, p.8).

1.6.5 Individualized Learning Plan (ILP)

An individualized learning plan is a dynamic and collaborative working document that aims to facilitate the delivery of a tailored educational program for students with specific needs, it is developed by a team of professionals including educators, parents, and relevant agencies. Through a comprehensive planning process, it serves as a strategic tool that identifies individual learning priorities and objectives including both short-term and long-term goals. (Education and Training Directorate, n.d, p.3).

ILPs can be used to help students with disabilities or those who struggle academically. According to the National Center for Secondary Education and Transition (NCSET), ILPs can help students with disabilities develop a plan for achieving their post-secondary goals which may include attending college, and it can also help them identify and narrow down the services they need. NCSET recommends ILPs in conjunction with other strategies such as transition planning to ensure that students with disabilities have the resources and support they need to achieve their goals (Solberg, Phelps, Haakenson, Durham & Timmons, 2012, p.508).

1.7 Inclusive School Conditions

Amidst and beyond the confines of the educational settings, impediments toward the attainment of inclusive education are manifested in various forms ranging from one learner to another which indicates the importance of a wide range of conditions to mitigate the barriers that hinder inclusion. Thus, paving the way toward a more equitable and accessible educational system.

1.7.1 Teachers and Learning Environment

Teachers' attitudes toward inclusion should be open and welcoming, as they should be trained and prepared to assist children, youth, and adults in their learning and development process by shifting away from theoretical pre-based teacher training to continuous in-service teacher development to achieve flexibility. Teachers must know about the learners by having an open

conversation with the students' parents or guardians to understand more about learners' educational backgrounds, preferences, specific needs, disabilities, and limitations if there are any. Teachers must allocate enough time to attend to each learner's needs, for instance ensuring that students with SEN are taking their medications on time, seating students with weak sight in the front row, using clear and concise language, and writing legibly on the board is one of the many aspects that teachers adopt to ensure that all learners have equal access to the learning environment (Sakarneh & Abu Nair, 2014, p.30-31).

To begin with, as facilitators, teachers must present a plethora of learning opportunities to encourage learners to speak their minds and express themselves freely, this process requires careful planning and guidance to ensure that every student has an equal opportunity to participate constructively. As a manager, the teachers must organize the delivery process of the lessons and guide discussions and activities effectively to ensure students' engagement. (UNESCO, 2015, p.39).

1.7.2 Schools

To begin with, schools should have policies that encourage inclusive education and stand against discrimination. It should also maintain a list of all children including those who are not enrolled, and the reasons that justify their neglect of school such as school fees. The school should be responsive to the staff's needs and must adopt an effective support, supervision, and monitoring mechanism where everyone can participate in learning about inclusive practices, and should have facilities for students. Furthermore, the school should provide teachers with flexible schedules and the freedom to use innovative teaching methods that aid all students in learning. The school should have a welcoming and healthy environment and a steady supply of clean drinking water and serve healthy nutritious food. The staff hired should also be diverse from different backgrounds, gender, race, ethnicity, physical ability, religion, language, statuses…etc. In other words, a school should

be a place where teachers, learners, and even staff work as a team to maintain an inclusive welcoming environment (UNESCO, 2015, p.20-21).

1.7.3 Inclusive Classroom

Creating a classroom that values and cherishes the diverse backgrounds, identities, and abilities of all students is a crucial endeavor to create a sense of belonging and inclusivity and to avoid invoking any sense of discrimination, segregation, micro aggression, and other harmful behaviors. An inclusive classroom recognizes and values the differences between individuals and attempts to offer equal time, attention, and space for every individual to express themselves and their requirements and needs, thus fostering a learner-centered approach that promotes meaningful conversation, critical thought, and inclusive learning (Kirschner, 2015).

1.7.4 Inclusive Curriculum Design

Inclusive curriculum design is a tier saver as it reduces the need to make adjustments at a later stage since it initially takes into account learning diverse needs. It involves full participation in the classroom and takes into account the students' cultural and social backgrounds as well as individual, physical, or sensory impairments and mental health. Co-design is an important aspect that seeks to change attitudes toward disability and tackles inclusion issues that learners with disabilities encounter, thus this is considered a useful tool to promote an inclusive curriculum. On the other hand, the academic content of the curriculum should be designed to accommodate various teaching methodologies including discussion and role-playing to cater to different learning rates and styles (Appert, Simonian Bean, Irvin, Jungels, Kiaf & Philipson, 2018).

Conclusion

This section is dedicated to the introduction of some basic concepts related to inclusion as an attempt to encapsulate its complexities that expand beyond a mere abstraction as it embodies « authentic belonging » in educational settings for excluded minorities, especially PWD, and fosters a plethora of pedagogical practices to ensure the creation of an inclusive classroom. Thus "disability awareness " is crucial for effective language acquisition for all learners without any exclusion.

Section Two: Textbook Evaluation

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Section Two: Textbook Evaluation

Introduction

In recent years, textbooks have become a vital component in foreign language (FL) classes, directly corresponding to the school curriculum and serving as a primary organizing agent for learning content and conditions. This chapter will explore the intricacies of various concepts. On one hand, it sheds light on the concept of textbooks, their role in English language teaching, their structure, and their qualities. On the other hand, it will delve into the concept of textbook evaluation, its role, and approaches followed by the concept of checklists as an evaluation technique.

1.2.1 Definition of The Textbook

A textbook is a pedagogical compendium of knowledge that is carefully tailored and meticulously curated to guide learners and due to its multifaceted services, it cannot be encapsulated within a single frame which led a plethora of scholars to propose a wide range of interpretations.

According to Awasti (2006), textbooks are instructional materials used as a reference by teachers and learners during the teaching-learning process, whereas Cunningsworth (1995), defined it as an effective resource for self-directed learning, ideas, and activities, a reference for students, a syllabus that reflects predetermined learning objectives, and support for less experienced teachers (as cited in Zaib, 2018).

Gak (2011), regards textbooks as "a resource that teachers use to deliver high-quality instruction" (as cited in Mithans & Ivanus-Grmek, 2020, p203).

In the same vein, Walker and Horsly (2003), considered textbooks as "conveyors of knowledge that prioritize the dissemination of information and the provision of suitable exercises" (as cited in Opku-Amankwa, Brew- Hammond & Kofigah, 2011, p).

Johnsen (2001), envisioned textbooks as more than a vessel for conveying curriculum but rather refers to any book used in the classroom which includes any photocopied materials created by the teacher, worksheets taken from other materials, or even sections of unpublished materials (as cited in Ivic, Pesikan & Antic, 2013, p.31).

These diverse definitions reflect the diverse ways in which textbooks are employed in different contexts. Simultaneously, they reveal the shared character of being a material source for teachers and learners (as cited in Zaib, 2018).

1.2.2 Textbook-based Teaching in EFL Classes

Textbook-based teaching has been a widely discussed topic that sparked a wide range of controversies regarding the advisability of adopting this approach for teaching purposes, detractors of this approach believe that it curtails teachers' creativity. Hutchinson and Torres (1994 p.315), supported this perspective claiming that « the peril of prefabricated texts is the fact that they absolve teachers of responsibility…making the teaching process an effortless one ». Graves (2000), further elaborated on the risks associated with the use of textbooks which vary from irrelevant content omission of important items to an imbalance of task types and even a timeline that may not be fitting with learners' needs. On the other hand, proponents such as Tomilson (2001, p.67) believed that textbook-based teaching plays a crucial role in re-skilling rather than de-skilling both teacher and learner. Garinger (2001) supported this perspective by claiming that this approach relieves a lot of pressure on teachers as it saves a lot of time by providing activities that allow teachers to focus o learners' needs. McGrath (2002) further claimed that textbooks provide direction and content and even methods that can be used to deliver the course (as cited in Damhudi, 2014, p.2). To further elaborate on textbooks' role in the EFL classes. Hutchinson and Torres (1994) highlighted its significance in providing the necessary input through tasks, readings, and explanations. And argued that a textbook is considered « an almost universal element in English language teaching » (as cited in Islam, 2013, p.117).

Cunningsworth (1995) identified its multiple roles as serving as a resource for presenting English language material and practice activities for learners to self-study, a reference source for grammar, vocabulary, and pronunciation, and a syllabus. Textbooks also support inexperienced teachers lacking confidence as they provide a common ground for evaluating students and delivering the content in different classes through a new wide range of instructions, pictures, and photocopiable activity sheets to introduce new language material to learners in a structured system encouraging cohesion and progress and facilitate revision and consolidation of previously covered material promoting consistency and continuity in learning(as cited in Samoudi & Mohammadi, 2021, p.).

Donoghue (1992) conducted a study that led him to the conclusion that teachers whether experienced or not use textbooks as supplementary materials to extract meaningful and constructive classroom content in the realm of language teaching and learning processes. In other words, they provide an outline for what has been covered, what remains to be accomplished, and where both parties stand in fulfilling the specific course objectives (as cited in Zaib, 2018).

1.2.3 Characteristics of a Good Textbook

A high-quality textbook must align the presentation of content with the educational objectives previously set for the subject and must foster a plethora of standards namely: Providing knowledge skills in a particular subject without omitting any essential content necessary or learning and acquiring certain competencies. In other words, it should opt for essential knowledge as an attempt to strike a balance between providing concepts and skills needed for students without triggering or overwhelming them with unnecessary or irrelevant material. A textbook should be bared from any factual errors to ensure its credibility and earn the trust of students, teachers, and even parents. Therefore, it must be accurate, and reliable, and must be evaluated and updated regularly to help students keep up with new content and to ensure its alignment with educational

goals and objectives. The content must be appropriately selected, it should be relevant, engaging, and coherently with appropriate sequencing of topics and concepts.

To further elaborate, it must not only introduce new content but also must be built upon previously acquired knowledge to display the logical and gradual progression of concepts. Furthermore, textbook content must incorporate content from cultural settings to provide students with a diverse and inclusive education. It must also consider the background of students to avoid discrimination and refrain from perpetuating bias toward any group or community based on their race, nationality, ethnicity, language, culture, religion, social status, gender, and age. Or special status such as physical or mental disability, illness, homelessness, or refugee status and any explicit or implicit indication of racism, nationalism, chauvinism, sexism, ethnic or religious animosity, or any other form of exclusion or marginalization of individuals or groups must be eradicated.

In other words, textbooks should celebrate diversity and promote inclusive education. Moreover, textbook content must avoid oversimplification and trivialization of content by tailoring the content to students while maintaining the rigor and complexity of the academic material. At last, textbook content must foster a model of artistic diversity and creativity by displaying a wide range of aesthetics, reflecting various styles, and promoting an appreciation for creative expression through an inclusive approach, textbooks must embrace and nurture students' creative potential. (as cited in Ivic, Pesikan & Antic,2013, p. 92-122).

1.2.4 Definition of Textbook Evaluation

According to Tomilson (2011), textbook evaluation aims to assess the potential value of textbooks for administrators, instructors, and learners. In other words, it is a process that measures credibility, validity, and flexibility in an attempt to test the effectiveness of textbooks. In this vein, Lynch (1996), defined evaluation as a systematic collection of information to make judgments and decisions (as cited in Md. Monjunul Islam, 2013, p.120).

Nevo (1977), elaborated on how the evaluation process provides data on the aims, designs, and implementation of educational activities and is responsible for the outcome of education. This process requires the collection of information to analyze what works well and what needs to be balanced, completed, or eliminated for a particular course of instruction (as cited in Zaib, 2018).

1.2.4.1 The Importance of Textbook Evaluation

Textbook evaluation provides valuable insights and is considered a crucial process that has a positive impact on multiple stakeholders including publishers, educators, and learners. According to Armani (2011), it helps publishers to check whether the proposed materials meet the diverse needs of users, whereas educators evaluate teaching materials for multiple reasons namely: selection of the most appropriate textbook, it also provides them with accurate and systematic insights into the overall nature of the materials going beyond impressionistic assessments to help them amend the quality of their teaching (as cited in Karamifar, Barati &Youhanee, 2014, p.923).

Littlejohn (1998), emphasized that textbook evaluation examines the appropriateness of the methodology and content of the material for a particular language teaching context as it helps teachers to determine the strengths and weaknesses of the materials and whether they are learner-centered, develop autonomy, and involve problem-solving. Thus it examines the suitability of content for the target audience and whether it meets the goals of the language teaching program (as cited in Karamifar et al, 2014, p.923).

Awasti (2006) and Tomilson (2003) both agreed that textbook evaluation is the appropriate method for selecting a textbook and ascertaining its functionality in facilitating the learning process. According to Hutchinson (1987), textbook evaluation promotes teacher development, and professional growth, and enables teachers to analyze their presuppositions about language and learning. Litz (2002) further indicated how evaluation helps both teachers and learners understand the critical features to look for in a textbook, hence becoming more critical of the broad sphere of textbook publishing which renders it a type of educational judgment. In brief, textbook evaluation

is considered an indispensable factor in curriculum development and implementation (as cited in Zaib, 2018).

1.2.4.2 Approaches to Textbook Evaluation

The success or failure of a textbook is directly impacted by the evaluation process which involves the selection of criteria. Elis 1997, Tomilson 2003, McGrath 2002, Littlejohn 1998/2011, and others tend to evaluate textbooks based on four main aspects: the internal content of the textbook, the aims and approaches, the supporting sources, and the physical appearance, also it is important to consider the qualified person to carry it out and the appropriate to conduct it (as cited in Zaib, 2018).

1.2.4.2.1 Ellis (1997)

Ellis (1997) presented a two-stage approach for textbook evaluation namely predictive evaluation and retrospective evaluation. The former helps teachers determine which textbooks to select through evaluation based on checklists and guidelines available or through expert evaluation. This approach is limited in its objectivity and reliability as it is based on the subjective opinions of the evaluator. The retrospective evaluation is applied while the textbook is in use or after it has been used, hence this pre-use post-use evaluation process is based on learners' feedback which renders it more objective and reliable as it seeks to examine textbooks' impact on its users. Ellis suggested retrospective evaluation as an effective method to review the validity of the predictive evaluation. McGrath (2002) supports this view by claiming that retrospective evaluation is more secure when it comes to the process of textbook selection and use (as cited in Zaib, 2018).

1.2.4.2.2 Tomilson (2003)

Tomilson (2003) presented a three-stage process of textbook evaluation consisting of pre-use, whilst-use, and post-use evaluation. In the first stage, the evaluator takes a brief look through the textbook to assess its potential value, taking into consideration its physical appearance and

content pages. In the second stage, evaluation takes place while the material is in use, thus it is more reliable as it makes use of classroom observations and feedback from users. Tomilson presents general criteria for evaluating textbooks namely: the credibility of tasks, motivating power, and potential for localization but it does not provide specific details for each criterion which may pose a challenge for novice evaluations. Lastly, post-use evaluation which assesses the textbook's impact on learners, teachers, and even administrators is a crucial stage to determine the probability or non-probability of textbook usage in the future. Evaluators use different methods ranging from exams, and interviews, to questionnaires to assess the learners' knowledge, acquisition, and level of confidence to apply it in the target language. Tomilson's approach provides a framework for textbook evaluation which needs to be further supported by specific criteria to supplement his general one (as cited in Zaib, 2018).

1.2.4.2.3 Littlejohn (1998 / 2011)

Littlejohn (1998 / 2011) presented an approach that is based on a three-level evaluation checklist that focuses on textbook content and the needs of its users. The first level of evaluation is similar to Tomilson's criteria in terms of practical features, it starts with the question "what is there? " and includes a wide range of features namely: the publication date, intended users' type of materials, required classroom time, the intended context of use, physical aspects such as durability, components, use of color, and the way the material is divided up across components. Thus it is concerned with the physical aspects of material and how they appear as a complete set. The second level on the other hand focuses on the question "what is required of users? ", this level focuses on learners' role in classroom activities and examines the language learning tasks that learners and teachers are required to do in the textbook to detect the area of focus of these activities: whether it is the form, meaning, or both, which cognitive operations are required, which form of classroom organization will be applied (individual work, whole class), what medium will be involved, and who will be the source of information. The last level asks the question "what is

implied? **"** to examine the selection and sequencing of content (syllabus) and tasks and the distribution of information on teachers and learners, and involves considerations of the collected data at levels one and two to identify any implicit assumptions or biases. In other words, it delves into the implications derived from the evaluation. We can deduce from Littlejohn's three-level evaluation checklist that it includes two aspects: practical features (level one) and content (levels two and three), however, it should be noted that it differs from Tomilson's in its emphasis on textbook content and needs of its users rather than simply evaluating the physical features. This approach takes into consideration the way textbook supports language learning and learners' and teachers' requirements when using it (as cited in Zaib, 2018).

1.2.4.2.4 McDonough and Shaw (2003) and McGrath (2002)

McDonough and Shaw (2003) and McGrath (2002) presented a two-level model for an in-depth textbook evaluation. The first level by McDonough and Shaw involves a brief external evaluation that encompasses criteria related to the textbook's organizational structure that is explicitly stated by the author or publisher in the cover introduction and table of contents statements. The second level proposed by the same scholars introduces a more comprehensive internal investigation to ensure the alignment of material with the author's claims, as well as the aims and objectives of a particular teaching program through the recommendation of a detailed analysis of at least two units of the textbook to enable effective internal impaction. McGrath (2002) also recommends the use of either a checklist or an in-depth analysis or a combination of both for a more detailed examination of materials (as cited in Danhudi, 2014 p.5).

1.2.5 Use of a Checklist as an Evaluation Technique

Textbook evaluation is a pivotal process that helps ensure that textbooks meet the needs of learners and promote effective learning and teaching practices.

According to Arikan (2008), it determines whether a particular book should be adopted in class. According to Sheldon(1988), a checklist is the most important tool used in textbook evaluation,(as cited in Karamifar et al., 2014, p.14), as it helps extract all the strengths and flaws that could be found in a textbook which justifies the importance of adopting a standard checklist as it supplements the evaluator with a list of features of effective teaching-learning materials (Hamidi, Bagheri, Sarinavaee & Seyyedpour, 2016, p.346).

Checklists can be categorized into two types, quantitative or qualitative scale (Mukundan, Hajimohammadi & Nimehchisalem, 2011, p.21). The former seeks to create an objective textbook evaluation that renders them more reliable and convenient especially when launching a team evaluation, a quantitative checklist design can be found in Skierso's (1991) model which includes a plethora of features namely bibliographical data, aims, and goals, subject matter, vocabulary and structure, exercises and activities...etc(Mukundan et al., 2011). A qualitative checklist on the other hand fosters a subjective evaluation via open-ended questions as an attempt to detect the textbooks' quality meticulously (Mukundan et al., 2011, p.21). Cunnigsworth (1995) provided a qualitative checklist that focuses on subjective aspects such as objectives, language content, skills, and methodology (as cited in Hamidi et al., 2016, p.346). Due to the practicality of both qualitative and quantitative checklists, Cunningsworth (1984) was among those who concluded that evaluation helps us select the most appropriate textbook, build professional judgments, and even raise awareness of our teaching and learning experience (as cited in Islam, 2013, p.120).

1.2.6 Textbook and Inclusion

According to Nind (2005), over the last decade, there has been a critical attempt to emphasize the importance of inclusive curricula to increase the visibility of excluded minority groups and foster a diverse learning environment for all. A textbook is considered one of the most powerful tools that hold a central position among other various agencies in education, thus the portrayal of an inclusive context such as disability will have a great impact in terms of delivering motivation and

influencing the self-image of such pupils. According to Ninnes (2002), the inclusion of people with disabilities in textbooks has a two-fold significant role in inclusive practice since it helps learners form connections with the social world they live in. Thus, it can be concluded that the textbooks' representation of the environment is one of the pillars that shape learners' identity and engulf them with a sense of belonging within the school community. Greenfield and Subrahmanyam (2003) further elaborate by arguing that if teachers are to create an inclusive learning environment where all students feel valued, welcomed, and heard, then they must be able to find a replica of themselves and their world represented in the books in which they learn. (as cited in Alan Hodkinson, Ali Salami, and Amir Ghajarieh, 2016).

1.2.7 Absence of The Invisible Minority in Textbooks

A plethora of theoretical approaches discussed the exclusion of PWD in textbooks. Wilkinson (2014) is among those who explored this area of research and introduced an approach based on a critical realist view of this absent curriculum and defined it as ☐the totality of the curriculum that could have been but has not been taught☐ he further elaborated by dividing it into three components namely:

- The absent null curriculum which pertains to national policy and encompasses topics that could have been but did not make it as part of the formal curriculum.
- The absent selected curriculum which involves topics that are available but not authenticated by the school-based curriculum.
- The absent unenacted curriculum which comprises topics that are available for teaching but are not taught in the classroom.

In other words, textbooks serve as both the current and absent curricula. They are not mere tools used for implementing the current curriculum.

Wilkinson (2014) further explores the negative consequences due to the exclusion of certain cultural contributions in school curricula as it has a substantial impact on learning outcomes, PWD is among those minorities that are affected by this discrimination as it does not only impact them as individuals but it also shapes attitudes of peers toward their inclusion.

Thomson (1997) on the other hand was inspired by Douglas's (1966) theory of cultural intolerance sheds light on the alienation of PWD in textbooks by introducing five strategies adopted by Western culture to deal with PWD which were in Thomson's terminology deemed as ☐extraordinary bodies☐ One of the strategies focuses on rendering this minority invisible through the marginalization and exclusion of PWD in society, Thomson believes that this strategy is manifested in textbooks as it reinforces the idea that PWD do not belong as part of the norm. Another strategy also seeks to pathologize this minority by labeling them sick and abnormal hence further stigmatizing them and reinforcing exclusive and negative treatment toward PWD. According to Thomson, this is also one of the strategies that led to their exclusion from textbooks.

According to Davis (2006), both perspectives align with disability studies approaches from a cultural and literal standpoint as this minority has been disregarded and discriminated against throughout history and struggled with all types of isolation, confinement, regulation, institutionalization, and control compared to other groups and even from literary perspective PWD were under-theorized compared to other groups' theories like feminism and multiculturalism…etc.

 According to Mitchell and Synder (2000), PWD were most of the time portrayed as unique or used as symbols for comparative purposes. (as cited in Jensen, Herrebroden & Andreassen, 2021).

Conclusion

To conclude, textbooks serve as a very important repository of erudition for language teaching and learning with their pedagogical expanse, they can cultivate and nurture the perspicacity and inquisitive minds of both learners and teachers hence, perpetuating appropriate acquisition of knowledge. Since inclusion is considered one of the quality standards for a good textbook, the evaluation of this latter involves the evaluation of inclusive content namely, "Representation of PWD" in order to test the adequacy and efficacy of the curriculum.

Chapter Two: Evaluation of English Textbooks

Introduction

2.1 Research Design

2.2 Description of the Checklist

2.3 General Description of the Textbooks

2.4 Rationale

2.4 The Design and Structure of The Textbooks

2.5 Analysis of Inclusion of PWD in The Textbooks

2.6 The Evaluation Checklist

2.7 Frequency Analysis

2.8 Discussion of Results

2.9 Limitations

2.10 Recommendations

2.11 Absence of The Invisible Minority in Textbooks

Chapter Two

Introduction

The inclusion of people with disabilities is a crucial step toward the creation of a diverse and equitable environment for foreign language teaching and learning. This chapter seeks to analyze the four middle school textbooks of English to assess the degree of inclusivity and examine their portrayal of PWD across various subject areas, as well as the extent to which this minority is addressed.

2.1 Research Design

As an attempt to reach the study's aims and to analyze the content of the Algerian middle school textbooks of English. A checklist was adopted to gather the data needed to answer research questions.

2.2 Description of The Checklist

In this study, we adopted a checklist inspired by Cunningsworth's framework of analysis. This checklist comprises nine questions each of which seeks to analyze textbooks' content. As an attempt to fully grasp all the content that is concerned with the inclusion of PWD in the textbooks, the checklist seeks to assess the language skills in terms of coverage and it also evaluates textbooks' attitude toward errors and repetition and whether it tackles diverse and relevant topics for all learners including those with disabilities. Moreover, it examines the textbooks' reflection of social and cultural values and depiction of social relationships as well as textbook incorporation and interdisciplinary content. Furthermore, it analyzes textbooks' provision of inclusive materials for learning, the visual style of textbooks, level of material authenticity. At last, it seeks to investigate whether there is additional support for learners with special needs.

2.3 General Description of The Textbooks

Name of the book	Intended learners' level	Author(s)	Publisher	Year / Place of publication	Number of pages
My Book of English Middle School Year One	First-year middle school pupils	Tamrabet Lounis, Boukri Nabila, Hammoudi Abdelhak, Smara Abdelhakim	Enag Editions	Algiers, 2017	160
My Book of English Middle School Year Two	Second-year middle school pupils	Tamrabet Lounis, Chenni Abdelfetah, Biskri Nadia, Smara Abdelhakim, Boukrni Nabila	Casbah editions	Algiers, 2017	159
My Book of English Middle School Year Three	Third-year middle school pupils	Tamrabet Lounis, Chenni Abdelfetah, Bouzid Tayeb, Smara Abdelhakim, Boukrni Nabila	Casbah editions	Algiers, 2018	159
My Book of English Middle School Year Four	Fourth-year middle school pupils	Tamrabet Lounis, Chenni Abdelfetah, Boukrni Nabila, Chenni dallel, Smara Abdelhakim	Casbah editions	Algiers, 2020	143

Table 1: General Description of Textbooks

2.4 The Design and Structure of The Textbooks

My Book of English Middle School Year One consists of :

- Table of contents

- My book map

- My coursebook presentation

- My charter of good conduct

- Pre-sequence

- Five sequences

- My pronunciation recap

- My grammar recap

- My trilingual glossary

My Book of English Middle School Year Two consists of :

- My book map

- My coursebook presentation

- Presentation of a sequence

- Five sequences

- My basic irregular verb list

- My trilingual glossary

My Book of English Middle School Year Three consists of:

- My book map

- My coursebook presentation

- Presentation of a sequence

- Four sequences

- My second basic irregular verb list

- My trilingual glossary

My Book of English Middle School Year Four consists of:

- My book map

- My coursebook presentation

- Presentation of a sequence

- Three sequences

- My third basic irregular verb list

- My trilingual glossary

All the sequences in the four books consist of 11 sections which are: « I listen and do », « I pronounce », « My grammar tools », « I practice », « I read and do », « I learn to integrate », « I think and write », « Now I can », « I play », « I enjoy », and « My pictionary ». In addition to the « I read for pleasure » section in the second, third, and fourth-year books, and the « I get ready for

my BEM exam » section in the fourth-year book. These sections provide students with a set of linguistic and communicative functions.

2.4 Rationale

All four books aim to accomplish two specific objectives which are explicitly stated in the tables in the « My book map » section of each book. The first goal is « communicative objectives » that the learner must acquire by the end of each sequence such as introducing themselves and their surroundings, interacting in real-life situations, describing their environments, narrating, expressing obligations and prohibitins, asking for information, locating places and describing direction…etc.

The second goal is « linguistic objectives » which include « language forms » that have to do with learning numbers, learning auxiliaries and basic verbs, differentiating between tenses, learning comparison, adjectives, and adverbs, and « pronunciation » which is related to the pronunciation of different sounds, learning vowels and consonants, and pronunciation of ending sounds.

It must be noted that language and vocabulary being learned change and develops according to the level of the learners and the topic being tackled in each sequence.

2.5 Analysis of Inclusion of PWD in The Textbooks

explicit inclusion of PWD. Only people with visual impairment were pictured without being addressed, whereas the word disabled was mentioned once as an example as the textbook focuses more on the implicit inclusion of all people including PWD.

The evaluation checklist

The following questions in this study were adopted and inspired by Alan Cunningsworth's checklist (1995) :

1- Is there a balanced inclusion of the four language skills (speaking, listening, writing, and reading) in the books? Do they provide sufficient coverage and practice of all four skills to accommodate the student's needs?

The four textbooks display a harmonized inclusion and arrangement of the four key language skills with an emphasis on listening comprehension as the initial skill to be integrated followed by pronunciation, grammar, reading comprehension, and lastly writing expression.

The first book is considered a beginners' book as it introduces a pre-sequence that includes a mixture of tasks and skills to prepare students mentally for what is coming next. The pre-sequence is followed by pronunciation, grammar, practice, reading expression, writing expression, and lastly, it introduces a wide range of educational games that allow students to socialize. In the pre-sequence pages 12-13 learners as beginners are taught basic vocabulary, namely how to introduce themselves along with some action verbs needed in class. The first task on page 13 requires students to introduce themselves to the teacher through listening and repeating followed by another task, on page 14 where students are encouraged to strike up a conversation. On pages 15 and 16 students are encouraged to read a write simple sentences followed by a list of basic vocabulary and exercises on pages 16 to 23 to help them build their repertoire. In the last 3 pages students are encouraged to recall what has been acquired through engaging exercises.

Unlike the pre-sequence which introduces a variety of simple tasks, the first sequence follows a stable pattern in tandem with the remaining sequences as it encourages students to listen and repeat on pages 34 to 36, followed by pronunciation tasks on pages 37 and 38. learners are then encouraged to acquire and practice the grammar tools of what they have learned on pages 30 and 40, practice is followed by reading and integration on page 41and 42, and writing expression on page 43 in which learners are encouraged to write

using previously acquired vocabulary, learners are granted with some educational games to enjoy on pages 45 to 46. The only additional part in this book besides the pre-sequence is a

pictionary to help students fully grasp and store what has been learned in their memories. The remaining sequences follow the same structured system as an attempt to encourage cohesion and progression.

The second and third books are divided into four sequences and follow the same pattern when it comes to the presentation of foreign language skills as they initiate with listening and end up with writing. Moreover, they introduce a plethora of educational games in which the Pictionary is replaced with reading for pleasure to maintain the rigor & complexity needed for learners' academic progression. The fourth book consists of three sequences with an additional section titled "I get ready for my BER Exam" at the end of each sequence for extra practice.

2- Do the textbooks promote a positive attitude toward learners' errors and encourage repetition?

All textbooks without exception emphasize repetition as an attempt to promote reinforcement as the tasks provide learners with the opportunity to practice their language skills to foster accuracy, fluency, and consolidation of knowledge. In addition to repetition tasks, each sequence of all four books includes a checklist at the end of the unit in which learners are asked in detail whether they have acquired all that have been tackled or not, and if not they are given the freedom to ask for extra support to ensure accessibility to all the resources they need to address any gaps in their comprehension thus promoting learner-autonomy, self-directed learning, and self-assessment. It also allows the teacher to gain clear feedback on their progress and encourages them to reflect on their strengths and weaknesses. In other words, the textbooks do promote a positive attitude toward learning errors.

In the first book, learners are encouraged to listen, read, act, look, and then repeat. In the first sequence, task 1 page 35, and task 4 page 36 students are encouraged to listen and repeat bits of conversations. In sequence two task 1 page 49, task 2 page 50, task 5 page 51, task 6 page 52, task 8 page 53, task 1 page 54, and task 2 page 55 learners are asked to listen or look and repeat to

enrich the vocabulary and pronunciation. Sequence three includes task 3 page 73, task 5 page 75, task 6 page 76, and task 1 page 77 where learners are asked to listen and copy the same actions in the pictures. In sequence four task 6 page 108, task 1 page 101, task 2 page 111, and task 1 page 114 learners are required to listen to some authentic conversations between friends and repeat. The last sequence includes task 2 page 129, task 3 page 130, and task 1 page 135 in which learners are encouraged to listen look at conversations & repeat.

The second textbook includes more repetition tasks than the previous one. In the first sequence, there is task 2 page 11, task 4 and 6 page 12, task 8 page 13, task 12 and 19 page 14, and task 16 page 15 where learners are encouraged to listen and repeat whether individually, in pairs, or in groups. The practice section includes task 28 page 36 whereas the reading includes tasks 4 and 6 page 38 in which learners are encouraged to work alone or team up to read again to deliver more appropriate answers in tasks about physical appearance. The second sequence includes task 2 page 46, tasks 6 and 7 page 47, task 11 page 48, task 14 and 16 page 49, and tasks 19 and 20 page 50 in which students are encouraged to listen and repeat to complete the tasks. Followed by the pronunciation section on pages 51 and 52, task 2 page 53, tasks 6, 9, and 10 page 54 for reinforcement, and in the practice section task 18 page 67 students are asked to read and repeat to correct each other. In the third sequence, there are tasks 2, 3, and 4 page 77, task 10 page 78, tasks 12 and 13 page 79, tasks 17 and 19 page 80, and tasks 20, 21, 23, 24, and 25 page 81 where learners are encouraged to listen and repeat individually, in pairs, or even in groups to complete the tasks on the topic of health. In the pronunciation section pages 82 and 83, tasks 2 and 4 page 84, and tasks 6, 7, 10, 12, and 13 page 85 learners are asked to listen, read, and repeat to enhance their speaking skills. In the reading section, there are tasks 3, 4, and 5 page 99 in which learners are encouraged to read more to complete the tasks. The last sequence includes topics related to travel, including tasks 8 and 3 page 108, tasks 4, and 5 page 109, tasks 8 and 10 page 110, task 14 page 111, tasks 16 and 17 page 112, tasks 18, 19, 20, 21 page 113, tasks 25 and 25 page 114, and task 27 page 115, in the listening section learners are asked to complete tasks by

listening more to different conversations, texts, and interviews. Pronunciation section on pages 117 and 118 along with practice tasks 2, 3, 4, and 5 on page 110 and tasks 8 and 10 learners are encouraged to practice their pronunciation whether individually or in pairs. In the reading section tasks 8 and 9 page 135 and tasks 12 and 13 page 137 learners are asked to read a wide range of texts more than once and discuss it with their partners to grasp the full meaning.

The third book follows a similar pattern as it includes in the first sequence repetition tasks 2 and 5 page task 7 page 12, task 11 page 13, task 14 page14, task 16 page, task 19 and 22 page 16 in which learners are required to listen to a list of interviews and conversations to complete the tasks. In the pronunciation section on pages 17 and 18, practice tasks 2, 3, 4, and 5 on page 19, and task 10 on page 20 learners are encouraged to listen and repeat the pronunciation to reinforce their repertoire. In the reading section tasks 9 and 10 page 33, task 13 page 34, and task 18 page 36 learners are encouraged to read texts and complete the tasks.

The second sequence includes tasks 2, 3, and 4 page 48, task 8, task 10 page 50, task 13 page 51, tasks 19, 20, and 21 page 53, task 23 page 54, and task 27 page 55 learners are encouraged to listen to an interview between a girl her grandmother to be able to answer the tasks properly. In the practice section task 2 page 66, task 9 page 69, task 12 page 70, and tasks 14 and 16 page 72 learners are encouraged to either work alone on collaboratively to read and repeat and solve the tasks.

The third sequence includes task 2 page 84, tasks 9 and 10 page 86, tasks 16 and 18 page 89, and task 20 page 90 in which learners are asked to listen again to bits of interviews with figures in the scientific realm to answer questions. pronunciation section on pages 91 and 92 for reinforcement.

The last sequence includes tasks 2, 3, and 4 page 113, task 7 page 114, tasks 12 and 13 page 115, task 14 page 116, task 17 page 117, tasks 23, 24, 25, and 26 page 120, tasks 28, 30, 32, 33

page 121, and tasks 34,36,37,38,39, and 40 page 122 learners are encouraged to listen again to interviews concerning topics about the environment to answer the questions.

The fourth textbook follows the pattern of the previous ones, the first sequence of the head includes repetitive tasks 3 and 4 page 11, tasks 6, 7, 9, and10 page 12, tasks 13 and 14 page 13, tasks 23, 25, and 26 page 15, task 30 page 16, tasks 31, 35, and 36 page 17, tasks 37 and 38 page 18, tasks 41, 42, 43, 44, and 45 page 19, tasks 47 and 48 page 20, task 55 page 21, and tasks 57, 58, and 59 page22 in which learners are asked to listen and repeat a plethora of texts & conversations about different places and historical figures. The pronunciation section on pages 26 and 28 followed by practice tasks 2 and 5 on page 29, tasks 9 and 17 on page 30, the practice and reading section task 4 on page 36, task 8 on page 37, tasks 16 and 17 on page 38, task 20 page 39, task 2 page 40, and tasks 4 and 5 page 41 learners are encouraged to repeat and read more whether individually or collectively with other classmates to complete the task.

In the second Sequence of tasks 2, 3, 5, and 6 page 55, tasks 8 and 9 page 56, task 18 page 57, task 22 page 58, tasks 28 and 31 page 59, task 35 page 60, tasks 43, 45, and 46, page 62, tasks 48 and 49 page 63, tasks 53, 54, and 55 page 66, tasks 63, 64, 67, and 68 page 65, and task 69 page 66 learners are required to listen again whether individually or collectively to different texts about people with different life experiences. Pronunciation section on pages 67 to 69, and practice tasks 2, 5, and 6 on page 70, tasks 8, 11, 12 on page 71, and tasks 15 and 19 on page 72. In the reading section task 2 page 80 learners are encouraged to read one more time to be able to answer the following tasks accurately.

The last sequence includes tasks 2, 7, and 8 page 97, tasks 9, 11, and13 page 98, tasks 20 and 21 page 99, tasks 25, 26, and 28 page 100, tasks 32, 33, 34, 35, 36, 37, 38, 39, 40 page 101, tasks 45, 46, 47, 49 page 102, and task 50 page 103. Task 59 and 61 page 104, tasks 65 and 69 page 105, tasks 75, 79, and 80 page106, tasks 82, 83, 84, 87, 88, 89, and 91 page 107 where learners are introduced to a letter of from mother to her daughter followed by an interview with

the freedom fighter Zohra Driff and then are asked to listen several times to complete the assigned task. In the reading section task 2 page 118 × task 5 page 121 learners are presented with two texts to read for the second time to complete the assigned tasks.

To sum up, we can deduce that textbooks do promote positive attitudes towards language errors through repetition tasks to ensure a balanced acquisition of language.

3- Do the textbooks include and portray real and varied topics related to all learners' knowledge and interests including those with disabilities?

The first book introduces varied and basic content for learners as beginners from daily activities and routine, school, friends, and family, to content related to Algeria and other countries, all these topics were integrated through a plethora of tasks to keep learners excited and motivated to learn more.

In the pre-sequence task 1 page 13 there is a portrayal of some students in a classroom, one of those students introduced themselves with a physical impairment (handicapped).

In the first sequence titled « Me and My Friends » pages 35 to 47 students are encouraged to interact with their peers using simple short expressions and adding extra information other than their names such as age, nationality, hobby…etc. The pictures in tasks portrayed people from different backgrounds with different shapes, abilities, and even disabilities. In the reading section page 41, the uppers part of the page portrayed an online conversation between two students one of them displayed as a physically disabled (handicapped) girl from a different country. In the playing section page 46 the same picture that is displayed on the cover of the book and the front page of this sequence is presented in which children from different backgrounds and races are holding hands making a circle and one of them is physically disabled (handicapped on a chair wheel). Pictionary also included a wide range of visuals including a picture of a teacher with visual

impairment (low vision), all these portrayals serve as a genuine and explicit representation of PWD.

In the second sequence titled « Me and My Family » pages 49 to 70 another topic is introduced, students are presented with tasks whether interviews, conversations, or lists of vocabulary about family members, occupations…etc. In this section, people with visual impairment were exclusively depicted in the content. The front page portrayed a picture of a family where the grandmother is wearing glasses, the same picture was included in the first task on page 49, task 8 page 53, and page 65. Task 5 page 51 presented a picture of a grandparent with a visual disability (low vision). Task 1 page 61 portrayed a blog of a student with a picture of him wearing glasses which includes visual impairment. Moreover, the learning and integration section includes a family tree picture where both grandparents are wearing glasses whereas the « I Enjoy » section page 66 included pictures of four families where in each family there is at least one person wearing glasses. In other words, this sequence explicitly presented one type of physical disability through pictures which is visual impairment. In other words, this sequence focused on introducing the topic that has to do with family relations.

The third sequence titled « Me and My Daily Activities » pages 72 to 98 introduces tasks; task 1 page 72 and task 3 page 73; for learners to teach them about what to do in a daily routine, it also teaches them time and a list of different pets to enrich their repertoire and allow them to express their routine in other tasks including task 1 page 90 where students are encouraged to write about daily activities. Despite the variation in topics, this sequence did not include PWD.

The fourth sequence titled « Me and My School » pages 100 to 125 educates students about their rights and duties in school, what qualities they must adopt, and what they are required to do. In this unit, students are also taught how to express locations and different places at school to advance their language skills. After acquiring what is needed, students are asked to express their rights and duties. For instance, in the writing section task, 1 page 120 students were required to

write sentences to express their rights based on the pictures provided which included a picture of a distressed student doing his homework which can be considered an explicit indication of a learning disability.

The last sequence titled « Me, My Country and the World » pages 127 to 149 introduces a completely different topic to teach students about their country such as task 1 page 128, and task 2 page 136, as well as other countries around the world in task 2 page 120 and task 3 page 130-131.

The second book further elaborates on content related to family and friends and then introduces new topics to catch the learners' attention and maintain their interest.

The first sequence titled « My Friends and My Family », pages 11 to 44 presents vocabulary that allows students to describe themselves and others in terms of physical appearance including body shape, skin color, clothes, abilities, and even disabilities. Students are also taught about daily activities, how to describe their relationships with their families, and how to describe their house which allows them to enrich their dictionary and be able to describe themselves more openly in detail. The first task page 11 introduces body parts which include different types of hair, shape, eye color, and skin tone depending on the race, whereas task 3 page 12 introduces different body shapes and measures. These tasks serve as a representation of human diversity. In the grammar section page, 26 another interesting lesson is introduced which seeks to teach students about ability and inability providing examples of what they « can or can't » do which is beneficial for students with different needs or disabilities as it grants them the chance to speak up about themselves, whether about their inabilities or even abilities to raise awareness on the fact that disabled people are differently abled. Page 31 describes physical disabilities or impairments, task 11 introduces different types of physical disabilities and their description in which students are asked to match each term with its appropriate description. The types of disabilities that were included are deaf person, speech-impaired person, a visually impaired, paraplegic, blind person, hearing impaired

person, and dumb person, the task was accompanied by a note that emphasizes showing respect to these people by calling them physically impaired instead of using terms such as disabled or handicapped. Task 12 presents four pictures of disabled children which are a mute girl, a disabled boy (in a wheelchair), a deaf girl, and a blind boy requiring students to fill the gap with the appropriate disability of each child. Task 13 requires students to describe a physically impaired person in a few sentences including what they have already acquired besides the type of disability. Task 15 page 32 in which learners are encouraged to form a group and answer a couple of questions concerning their abilities and inabilities, including their ability/inability to run, ride, or even pronounce certain words which can be very beneficial for learners with disabilities to shed the light on their needs. In task 16 students are asked to write sentences about their partners describing one ability and one inability from the previous task, they were given an example about a boy and a girl who can pronounce one word and cannot pronounce another which can be considered an implicit indication of people with speech disabilities.

The second sequence titled « Me and My Shopping » includes lexis about different food products (fruits and vegetables), clothes, and how to differentiate between shape, size, weight, color, and price as well as quantity and how to locate places and describe locations. Despite the variation of topics, PWD were excluded in this sequence.

The third sequence titled « Me and My Health » seeks to raise learners' awareness of the importance of adopting a healthy diet to keep a healthy fit body by introducing vocabulary related to food, physical exercises, and even health problems and medical treatments. The front page is accompanied by pictures including a picture of a person with a physical disability exercising. PWD were portrayed in some tasks for instance tasks 9 and 11 pages 78 and 79 included a picture of a doctor with visual impairment (low vision) which can be considered an implicit indication that disability does not hinder a person from pursuing his/her goals. In the grammar section page 87 highlighted the importance of consulting a specialist before wearing eyeglasses which is an

indication of the importance of taking visual impairment seriously. In the practice section pages 88 and 89 students were introduced to a series of health problems in task one followed by treatment in task 3. These health problems were further portrayed in pictures which included a picture of an ankle sprain along with a brace as a treatment, and a picture of someone layin in bed due to severe fever, these two pictures can serve as an implicit indication of transient temporary disability and they can be classified as temporarily impaired/handicapped. Another picture showed an infected eye with conjunctivitis serving as a temporary visual impairment and another picture of someone with earache can be considered a temporary hearing impairment. In the practice section task 21 page 96 seeks to teach students different types of exercises they could practice to keep fit. The task was accompanied by pictures including a picture of a disabled person in a chair wheel lifting weights which is an explicit indication of PWD to educate students that disability does not retrain people from doing what regular people do. In the writing section page 102, the first task requires students to write five keys to stay healthy to post them in school. The task was accompanied by pictures of foods and activities and included the same picture of a disabled person in a chair wheel lifting weights in task 21 page 96.

Sequence four titled « Me and My Travels » pages 108 to 145 further elaborates on the last sequence of the first book as it seeks to teach learners about different places and touristic sites including information about each place whether location, culture, architecture, art and also natural scenery, animals, trees…etc. In addition to vocabulary related to means of transportation. However, PWD were not portrayed nor included in this sequence.

In the third book, the first sequence is titled « Me, My Abilities, My Interests, and My Personality ». The initial section of this unit is dedicated to the importance of self-awareness and reflection, it provides a solid foundation for learners to develop a greater understanding of their strengths, abilities, and even disabilities as well as delving into different backgrounds, personalities, nationalities, and interests of others. Although this unit may not explicitly relate to

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inclusion or PWD. In this sequence, a wide range of profiles, conversations, and interviews introduces different personalities from different backgrounds, nationalities, ethnicities, and different interests which can be considered an implicit attempt to promote inclusivity and appreciation of diversity. Tasks on pages 11 to 22 follow the same pattern as they introduce new vocabulary through conversations, interviews, profiles…etc. PWD were introduced in task 21 page 16 which is a conversation between two students, one of them is struggling with math while the other offers guidance which can be categorized as positive encouragement for students to help and support their classmates. This task can be considered an implicit inclusion oF people with learning disabilities. Listening and pronunciation are followed by grammar on pages 21, 22, and 23 which introduces a list of adjectives concerning personality features followed by tasks on pages 28 and 29 which include a list of different adjectives, and task 16 page 29 which encourages students to describe personality features of their classmates as an attempt to bring them closer and embrace each others' diverse personalities and the use of adjectives such as shy, timid, nervy, preserve, and impatient can help them realize who may struggle with social disabilities. The reading section pages 30 to 33 is dedicated to motivating students to read by introducing an Algerian kid who was awarded the first prize in the Arab Reading Challenge competition, highlighting the fact that he came from a modest family which can be translated as implicit motivation for all students that nothing stands between them and success and that only hard work will lead them to their targeted path. Task 4 page 45 serves similar purposes by introducing an old lady aged 73 who was illiterate in the text ☐and inability to read☐ the text explained how the old lady's high ambitions led her to reach her final year at primary school and that she was willing to pass the Baccalaureate exam.

The last sequence titled « Me and my Environment » pages 113 to 146 introduces a new topic as it focuses on teaching students how to be more responsible toward their entourage whether nature or other beings by introducing a plethora of tasks on Algeria and its natural habitat in pages 113 to 117, to the following tasks seek to raise learners' awareness toward the gravity of the situation & to encourage them to be responsible a sympathetic toward vulnerable creatures, for

instance in the pronunciation section page 125 there was a list of quotations written in a bold letter such as « Respect yourself », « Respect others », and « Respect your environment » which can be considered as an explicit reinforcement for learners to respect themselves as well as others which help create an inclusive environment in the classroom where all students are treated with respect.

To conclude, the analysis denotes the divergence of topics however this latter did not sufficiently cover the limitations concerning the representation of PWD as they were strictly pictured as a construct dominated by medical deficits which cannot be categorized as an empowering representation of disability (Hodkinson, Ghajarieh, Salami, 2016).

4- Do the books take into consideration social and cultural values and do they provide realistic portrayals of social relationships?

All the books do take into consideration exposing learners to a wide variety of social and cultural values through the provision of realistic portrayals of social relationships. The first textbook teaches about the importance and sacredness of maintaining good relations with friends and family and it also introduces cultural content about Algeria and other countries, all the sequences were accompanied by inclusive pictures of people from different backgrounds including those with disabilities.

To further elaborate on the first sequence the playing section on page 46 the same picture that is displayed on the cover of the book and the front page of this sequence is presented in which children from different backgrounds and races are holding hands making a circle and one of them is physically disabled (handicapped on a chair wheel), students are asked to repeat some sentences that call out for them to love each other, stand by each other…etc which is a positive encouragement for students to support each other and treat each other equally.

The second sequence titled « Me and My Family » pages 49 to 70, on the other hand, encourages interaction with other people whether family, friends or even online communication

which can be very helpful for students struggling with a social disability as the tasks require the student to interact with each other for instance, in the practice section page 62 learners are asked to write an e-mail to introduce their family members to a friend, another task in writing section p63 students are encouraged to introduce themselves in an international friendship blog to make new friendships. These tasks can be considered as an attempt to cultivate social relationships.

In the third sequence titled « Me and My Daily Activities, » pages 72 to 98 students are introduced to tasks about daily activities for instance in the integration section page 89 students are encouraged to write about each other's leisure activities, and in the writing section page 90 students are asked to write a letter as a reply to a friend to share each other's daily routine. These tasks serve as an attempt to strengthen social relations to create a welcoming environment for all.

The fourth sequence titled « Me and My School » pages 100 to 125 educates students about their rights and duties in school, what qualities they must adopt, and what they are required to do. In this unit, students are also taught how to express locations and different places at school to advance their language skills. On pages 100 to 105 students are taught about their rights and duties. On page 100 for instance some of their rights are mentioned including a safe environment, equal chances for everybody in class, and their right to express their opinions. Whereas their duties include respecting the opinion of their classmates which was emphasized on page 101, and page 102 which included the same picture on the book cover (children including a physically disabled child holding hands). Task 1 page 104 also included a statement emphasizing the importance of respecting friends among a list of what students must do or do not, these tasks serve as an attempt to spark empathy towards their classmates and to nurture social inclusion.

The last sequence titled « Me, My Country and the World » pages 127 to 149 seeks to enrich students' vocabulary in geography, history, culture, and gastronomy of Algeria and the world to explore from a broader scope. The tasks on pages 128 to 132 introduce countries along with their location, currency, cuisine, and celebration in the form of a conversation between two children

from different backgrounds and cultures accompanied with pictures that portray the diversity in the world whether in terms of culture, costumes, race…etc. In the integration section task 1 page 142 students are encouraged to socialize by working with their classmates to reply to an e-mail in which they apply what they have learned to describe their country. In other words, this sequence introduces countries around the world as an attempt to portray the diversity of different cultures and encourages students to step out of their comfort zone by socializing with people from different backgrounds.

The second textbook also tackled social and cultural values. In the first sequence the practice section on pages 27 and 28 is visually diverse as it seeks to teach students how to describe physical appearance, the first task displays a variety of garments accompanied by pictures including a picture of glasses which is considered an explicit inclusion of people with visual impairment. The following task page 29 introduces a wide range of hairstyles of people from different ethnicities and races to display diversity among individuals. In the play section page 43 there is a list of pictures of people from different backgrounds, nationalities, ethnicities, cultures, and with different physical appearances including shapes, measurements, and different traditional clothes as an attempt to display the diversity across cultures and enrich students' repertoire to promote inclusiveness.

The second sequence titled « Me and My Shopping » includes some tasks that encourage social interaction, the practice section page 65 includes tasks that require students to exchange personal information (name, age…). In the integration section, learners are required to reply to an email about shopping in Algeria to a friend from a different country.

The third sequence focuses on health, it includes collaborative tasks similar to previous sequences for instance task 7 page 78, and task 14 page 79 in which learners are encouraged to answer each other's questions concerning their health, whereas in the integration section learners

are asked to write about their daily menu as an attempt to explore each other's culture through gastronomy.

The fourth sequence seeks to teach students about different places and tourist sites along with several tasks encouraging interaction between students through collaboration. In the integration section, learners are encouraged to write an email to an Austrian friend to exchange information about touristic places in their country.

The third book also includes cultural content. In the first sequence, task 4 introduces a profile of someone from Japan accompanied by a picture to portray the cultural and racial differences learners are encouraged to fill in the gaps to help them get familiar with the new vocabulary, there are also similar tasks in page 13 which introduce profiles of students from different counties one of them from Niger whereas the other is from Peru. page 26 Task 7 encourages interaction between classmates by sharing their musical interests.

The second sequence which focuses on lifestyle includes tasks, for instance, page 49 task encourages learners to share personal memories by opening up about their grandparents' old days. a similar task on page 52 encourages students to talk about childhood games, and another task on page 54 encourages students to answer each other's questions about costumes.

The third sequence focuses on scientific inventors. Students are encouraged to role-play for instance on task 4 page 85 they are asked to play the role of a journalist interviewing a famous doctor, whereas on task 22 page 90 they were asked to play the role of a history teacher interviewing a famous scholar. These tasks allow learners to break the ice and strengthen social relations.

The fourth sequence fosters the protection of the environment. On page 118 task 20 encourages students to interact and exchange information about biodiversity in Algeria, whereas

on page 123 task 41 learners are encouraged to answer each other's questions concerning environmental issues.

In other words, the textbook attempts to highlight cultural and social values by introducing individuals from different backgrounds and persuading interactions between learners on a wide range of topics.

The last book tackles social and cultural relationships from a historical and communitarian perspective. The first sequence introduces culture through the lens of universal landmarks, history, literature, and even art. It follows the same pattern as the previous one, it includes interaction between students for instance task 27 page 30 encourages learners to share information about their trip. whereas on page 45 task 3 they were encouraged to write an email to an English friend to suggest a list of some outstanding Algerian writers this serves as an attempt to bring people closer and strengthen social relationships.

the second sequence introduces people f from different backgrounds in an attempt to manifest diversity and foster a culture of inclusion. In the writing section task, 1 page 87 learners are encouraged to interact with a famous figure "Zohra Drif" by sending her an e-mail to exchange personal information.

The last sequence of the book fosters social relationships by encouraging learners to become responsible individuals toward their society. Tasks on pages 97 to 103 introduce a wide range of morals through a letter from a mother to her daughter in which she uses encouraging expressions and stresses the importance of taking into consideration other people's feelings by always looking beyond the pale.

Task 12 page 111 introduces an article on the importance of donating to charities and helping and protecting children who need it most, this expression indicates that all children in need must

be protected which implicitly includes those with disabilities. This task seeks to foster empathy toward other people to create an inclusive society.

In other words, each book dedicated a wide range of topics to integrate cultural references and authentic social interactions through materials such as articles, conversations, profiles, and texts that portray real-life situations and encourage social interaction.

5- Does the content relate to other subjects such as history, geography, and science as an attempt to promote inclusion and a well-rounded understanding of the world?

The English middle school textbooks covered a plethora of subjects, each unit is based on a central theme explored through a variety of tasks. The first book teaches students numbers as the basis of math in the pre-sequence. Pages 27, 29, and 30 in the first sequence and page 63 in the second sequence portray a wide range of flags representing different countries which can be considered inclusion of geography.

The third sequence introduces science through a list of animals on pages 95, 96, and 98 for learners to acquire, whereas the fourth sequence introduces a glimpse of civic education by teaching students their rights and duties on pages 100, 101, 102, 103, and 104. The fifth sequence portrays a hybrid of culture and geography as it introduces maps of different countries on pages 127, 128, and 129, followed by pictures of Algerian cultures as well as other countries' astronomy and archaeology on pages 130 and131, touristic milestones on pages 139 to 141, and flags of different countries in pages 133, 135, and 145.

The second book introduces bits of culture in the first sequence by portraying the traditional clothes of different countries on page 43. Whereas the second sequence, introduces tasks that present the topic of health and medicine as part of science, tasks on pages 88, 89, 90, and 91 introduce a list of health issues along with medical treatment. The last sequence introduces culture

through the portrayal of different tourist and natural sites in Algeria in tasks 13 page 111, 1 page 132, and 4 page 133.

The third book introduces culture and history in the first sequence by portraying a plethora of authentic and non-authentic pictures which represent art & musical instruments in Algeria Task 6 page 26, task 18 page 36 also introduces a list of some historical figures. The second sequence introduces culture through the portrayal of some traditional clothes in Algeria in task 7 page 69, and food in task 13 page 71 followed by a plethora of authentic historical pictures of different places in Algeria on pages 77, 78, and 79 as well as some paintings of Algerian women pages 81 and 82. The third sequence introduces bits of computer science in task 11 page 87 as it also introduces history through the portrayal of famous figures along with some inventions and discoveries on pages 96, 98, 100, 101, 102, and 104. The last sequence introduces civic education by stating and portraying students' duties toward their environment.

The fourth book tackles a lot of subjects in the first sequence as It portrays pictures of worldwide famous figures and artists in literature in tasks 12 page 13, 31 page 17, 47 page 20, 52 page 21, 56 page 22, and 1 page 40. It also introduces famous Algerian figures in the second sequence of tasks 71 pages 66, 8 page 84, and 1 page 91 which also introduces poetry in Arabic task 1 page 92. The last sequence is mostly dedicated to civic education as it teaches students their duties to become better individuals and effective members of their community on pages 100, 101, 102, 104, 106, 107, 115... etc.

In brief, the content provided does relate to a plethora of subjects namely history, geography, science, culture, and civic education as an attempt to enhance inclusion and authenticity of the learning experience as students will be able to grasp materials that will allow them to engage in real-world topics.

6- Do the books include all the necessary material to create an inclusive environment ?

The textbooks encourage the adoption of an inclusive environment by incorporating a variety of different perspectives and experiences into materials and including diverse cultures, non-stereotypical gender roles, and the representation of different social backgrounds. The books also encourage students to critically engage with different topics through collaboration and role-switching tasks that persuade students to discuss, debate, share, help, and support each other which can be considered a promotion for learners with different social and communicative skills. However, despite the attempts to render the textbooks pedagogically and contextually inclusive through repetition and collaboration tasks along with a wide range of topics to promote diversity, PWD was not given appropriate credit in the books especially in the context as they were rarely addressed and were only exhibited from a medical perspective.

7- What does the books' style of visuals look like ? Is it inclusive ?

The textbooks provided a wide range of visuals, a mixture of realistic images that included photographs of people, places, food…etc with a whimsical and imaginative style including sketches of fictional characters and other realistic items such as clothes, medicine, food…etc. However, it must be noted that the first book's pictures were mostly sketched visuals. The visuals are diverse and inclusive but only at a certain level as the books neglected the inclusion of PWD in realistic depiction and most of the time even in fictional style

8- What kind of material is used in the textbooks (authentic, semi-authentic, or non-authentic) ?

The first book is mostly based on non-authentic materials because learners are still beginners, hence it includes materials that are artificially created such as texts, grammar exercises, dialogues…etc. This book lacked authenticity because it focuses more on introducing learners to the new language and delivering the content in a simplified manner, some authentic materials were

presented in the pre-sequence pages 15 and 16 which included pictures of two famous Algerian figures. The first sequence portrayed two pictures of two girls, the third sequence introduces contextually and visually authentic material on pages 80, 84, and 85 of two Algerian learners introducing themselves, and on pages 83, 93, and 95 there is a list of authentically portrayed animals.

In the second book more authentic materials are added to help learners gradually connect language skills acquired with real-world communicative context, but the materials are still majorly non-authentic. In the first sequence, task 8 page 30 includes one authentic text, and task 1 page 37 about the story of an Algerian smart student. In the second sequence, there is a plethora of authentic pictures, namely food & the shopping items on pages 46, 47, 48, 59, 60,61,62,63,65,71,74. The third sequence includes similar authentic portrayals of food on pages 92, 93, and 95. The fourth sequence portrays a wide range of authentic material about Algerian tourists and natural sites on pages 111, 112, 115, 117, 119, 128, 133, and 134. And handcrafts on pages 114, 125, 134, and 135.

The third book introduces a balanced portrayal of both authentic and non-authentic material as the learners' language skills are more polished than the previous years. To begin with, the first sequence portrays and includes some authentic material on pages 30, 31, and 32 which includes a text about a famous Algerian kid, the following pages 34 35 36 44 authentically deliver and portray some articles about a famous tribe in Algeria. The second sequence includes authentic pictures of a wide range of clothing items on pages 50, 53, and 67, pictures of famous board games on page 52, authentic portraits of traditional dresses on page 69, and dishes on page 71. Furthermore, this sequence provided realistic pictures of different places in Algeria and the world, figures in the scientific world on pages 84, 85, 88, 98, and 104. The last sequence teaches learners to protect their environment by introducing a wide range of authentic pictures of rare species on pages 116 and 117.

The last book introduces more authentic materials than the previous ones due to the nature of the topics included (historical figures…etc) and because learners have already acquired the basic language skills this book is what they need to connect what is acquired to real-world situations. The first sequence introduces a plethora of authentic pictures on pages 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, and 23 of famous figures in history and literature and famous landmarks on pages 40, 41, 44, 45, 49, and 50 including genuine articles accompanied with pictures of famous figures. The second sequence authentically transmittes and portrayes the story and life experiences of people from different backgrounds on pages 57, 58, 60, 66, 80, 82, 84, 91, and 92. The last sequence aims to foster social inclusion through the delivery of authentic articles, texts, and real stories of people and organizations who were effective members of their community on pages 101, 103, 111, and 120.

It can be deduced that the textbooks lacks authentic depiction of PWD and relied on non-authentic visuals. Thus inadequantly addressing this minority and failing to foster an equal inclusion of all people as other minorities are excluded.

9- Do the textbooks provide additional support for learners with special needs?

Even though the four textbooks provide repetition and collaboration tasks to encourage students' inclusion as they work together in addition to the checklist provided at the end of each sequence to help learners determine whether they have acquired all that have been taught throughout the sequence. However, it cannot be considered sufficient support as the tasks provided are not flexible or specifically designed for learners with special needs but rather are designed for all learners.

2.6 Frequency Analysis

A quantitative frequency analysis is adopted and inspired by the analysis of Norwegian textbooks in terms of the inclusion of the invisible minority (PWD). In this analysis two tables were presented: Table 1 which is dedicated to revealing the degree of inclusion of PWD in context, and Table 2 which is dedicated to images.

Textbooks	Number of pages	Pages that represent people with physical disabilities	Pages that represent people with learning disabilities	Pages that represent other types of disabilities	Total percentage %
First-year textbook	160	0	0	0	0%
Second-year textbook	159	5	0	0	3,14%
Third-year textbook	159	1	1	0	1,25%
Fourth-year textbook	143	1	0	0	0,69%

Table 2: Analysis of Pages Containing Disabilities

According to the categorization, there is limited inclusion of PWD in the first book, this minority was excluded from the content and rarely included in the last two books(0%). The second book is the only textbook in which PWD are included on more than one page (13,14%), however, there were only two major types included which are physical disability and visual impairment whereas the other less-known types were only included once in the third book.

Textbooks	Number of pages	Images that represent people with physical disabilities	Images that represent people with learning disabilities	Images that represent other types of disabilities	Total percentage %
First-year textbook	160	18	1	0	11,87%
Second-year textbook	159	7	0	0	4,40%
Third-year textbook	159	8	0	0	5,03%
Fourth-year textbook	143	7	0	0	4,89%

Table 3: Analysis of Images Representing Disabilities

According to the results, the textbooks focused more on visible types of disabilities namely physical and visual impairment, whereas the other less-tangible types were only portrayed once in the first-year book which also reached the lightest percentage of inclusion (11,87%) compared to the other books. Nonetheless, there was not sufficient inclusion of pictures representing PWD.

2.7 Discussion of The Results

The evaluation of the four middle school textbooks titled □My Book of English□regarding the inclusion of PWD revealed that this invisible minority was portrayed but to a limited degree and with significant variations.

To further elaborate the four books stressed the importance of maintaining positive attitudes and creating an inclusive environment for all as each textbook addressed the importance of promoting social integration and encouraged the inclusion of people from diverse backgrounds, and cultures with different interests, abilities, ambitions…etc as an attempt to exclusively foster the fact that learners must embrace their differences and approach diversity from a macro-level

viewpoint which allows them to appreciate the intricate interplay between diverse identities and the fact that each unique perspective is a contribution to a broader tapestry of humanity.

Pictures were also included to further reinforce inclusion. However, despite the efforts to foster inclusion, there was a huge gap concerning the inclusion of PWD as the textbooks neglected this minority ignoring the fact that inclusion was created initially for the sake of those excluded due to their disabilities as they were addressed mostly in pictures that only portrayed them from a unidimensional perspective as people with a chronic illness rather than describing or picturing them as ordinary people with a pre-existing condition.

The first book neglected the inclusion of PWD in context as they were only mentioned in two brief sentences with the same physical disability, and were mostly portrayed in pictures. The second book is the only book that directly and exclusively addressed PWD and included more than one type of disability. The third and fourth books followed the same pattern as the first book and only portrayed them in pictures whereas in contextPWD was only included as an example.

Despite the fact that the books visually included PWD, they are exclusively restricted in a physical loop as the first book only included people with visual and physical impairment, the second book included more diverse types, whereas the last two books only pictured people with visual impairment.

In other words, textbooks passively addressed PWD and were only envisioned from a medical perspective. Despite the efforts toward social integration and inclusive communication, the textbooks failed to properly address the case of the invisible minority.

2.8 Recommendations

School textbooks are one of the primary resources from which learners acquire knowledge, hence they are influenced by what they receive which stresses the importance that textbooks must teach learners how to embrace diversity and inclusion to create a positive welcoming environment.

Each textbook must address and shed light on the invisible minority namely PWD which must be contextually addressed and visually portrayed across different subject areas to normalize their inclusion in society and break the barriers that hinder them from receiving equal treatment as regular people and most importantly as part of the community.

The first, third, and fourth books must include more than only pictures that represent PWD as part of society. Even though there are many topics encouraging inclusion, kindness, and empathy, the textbooks must explicitly address this minority by giving them a voice to speak about their cases that they are more than just people with differences, and that they are no less than ordinary people.

There are many opportunities that textbook writers missed including PWD. Not only in pictures especially in the first chapters which were focused on communication and introducing family members, PWD could have been included as a friend, a family member, or even as someone describing his/ her daily routine to emphasize their presence in all aspects of life.

The second book could have offered more than a mere description of some types of physical disabilities and could have delved in depth about their case in tasks; especially in the first chapter which was dedicated to fostering social relations and allowing learners to describe in detail themselves or others including their interests, achievements.

The third and fourth books included more authentic materials. The third book for instance could have included the invisible minority in different chapters especially in the first chapter which discussed different abilities, interests, and personalities since it implicitly addresses the diverse nature of human beings. PWD could have been integrated into the second chapter as well since it focused on lifestyle and paste vents and included characters such as Einstein but neglected to address the fact that he suffered from a learning disability, the chapter included some Muslim figures in which some inventors with different disabilities could have been included such as Al-

Khawarizmi, Ibn Rushd, Al Farabi…etc. The inclusion of such outstanding figures could have immensely polished a positive picture of PWD.

The last book could have included PWD in all chapters as the first chapter discusses outstanding figures in history and art and the second chapter also discusses different personalities, PWD could have been represented by other figures such as Beet Hoven, Emily Dickinson, and many more. Whereas the last chapter which is dedicated to the community and how each individual can create a positive impact in society and stressed the importance of charity work, this invisible minority could have been discussed as a charity to raise awareness toward their inclusion in all social aspects.

In brief, Textbook authors must give more credit and appreciation to this minority and seek to include PWD in different aspects and address them from a human standpoint rather than a medical one to shed light on the positive side and promote an authentic and appropriate envision of the term inclusion.

2.9 Limitations

The first and biggest problem is the limitation of resources concerning this area of research, PWD are not only excluded in textbooks but also in research, articles, and books .

The second one is time constraints , a longer period of time would have helped us use other research tools such as interviews and questionnaires to shed the light more on this invisible minority.

Conclusion

To conclude, despite the attempts to holistically embed PWD in the educational realm, textbooks failed to fully cultivate « Disability Awareness » due to limited representation of PWD as they focused predominantly on visible and fimiliar types of disabilities and neglected other hidden disabilities and restricted their portrayel to medical impairments rather than addressing them from a human standpoint further exacerbates their exclusion and hinder the attainment of a truely inclusive language.

General Conclusion

During the past decade, the educational system has gone through tremendous changes in an attempt to keep up with all the requirements. EFL system of teaching, for instance, seeks to provide learners with the skills they need to acquire language skills in an inclusive environment where all learners are treated equally including access to the same opportunities however, despite the efforts to make learners feel welcomed: people with disabilities are among those minorities who were not granted sufficient support in educational settings according to Green (2014) its due" lack of role models, mentors, appropriate instruction, low expectation and lack of encouragement from influential adults"(p.1). (as cited Rezzai, Jabbari § Ahmadi,2017).

In EFL classes, textbooks are considered one of the primary sources of information for learners hence, it is necessary to stand against the social segregation of the invisible minority by including them and providing appropriate and positive representation in textbooks.

This study aimed at investigating how people with disabilities are represented in the Algerian middle school textbooks titled "My Book of English" across all levels. To further elaborate, it aimed at exploring the extent and the way people with disabilities were represented and whether the textbooks provided sufficient content to support learners and enable them to develop a culture of inclusion. During the conduct of the study; a textual/content analysis was applied and guided by a checklist adopted and adapted frpm Cunningsworth's framework. The analysis of textbooks revealed people from different backgrounds with different interests, abilities, and sometimes disabilities as an attempt to portray and integrate diversity adding the fact that textbooks encouraged pedagogical inclusion through a balanced representation of the four language skills which give learners the chance to practice the skills they lack. In addition to collaborative /repetitive tasks to support learners and create an inclusive environment for all. However, analysis revealed that the books lack authentic portrayal of PWD. In other words, despite the efforts, people with disabilities were miss-represented as they were restrictively portrayed in pictures and rarely

included in texts, especially the first, third and fourth book. Moreover, people with disabilities are medically addressed and only certain types were granted the chance especially physical and visual impairments whereas other less-known types were segregated.

In brief, the content in Algerian middle school textbooks of English displays a limited representation of people with disabilities hence, shrinking learner's ability to fully grasp a culture of inclusion which can affect their ability to fully properly apply the English language in an inclusive environment. a list of recommendations is presented as an attempt for improving the quality of inclusion regarding people with disabilities.

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Appendices

Appendix 1: The Textbooks Evaluation Checklist

Appendix 2: Images Representing Disabilities in The Textbooks
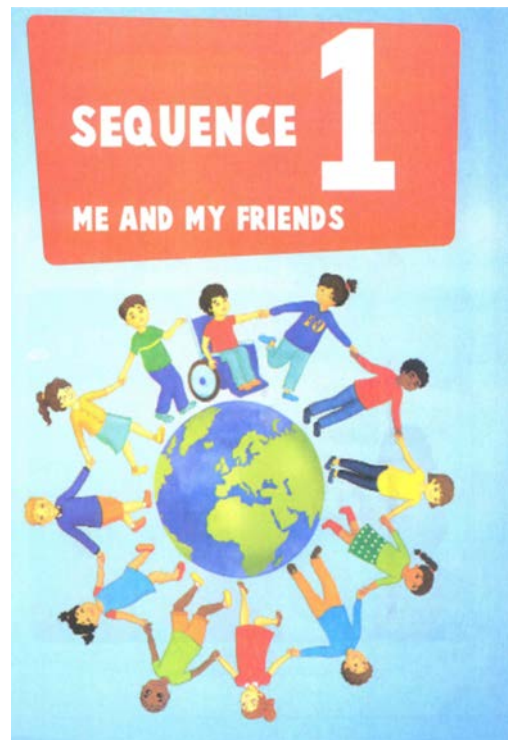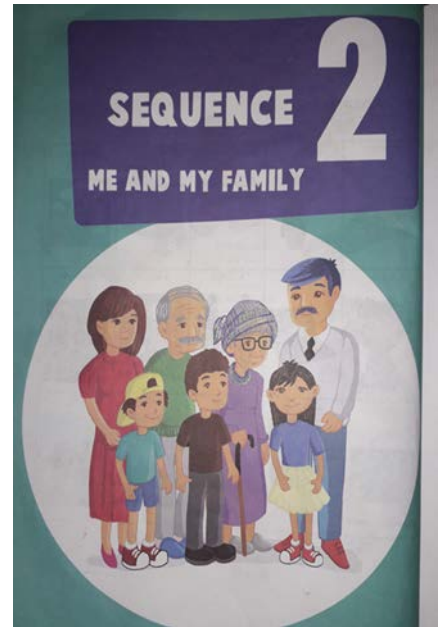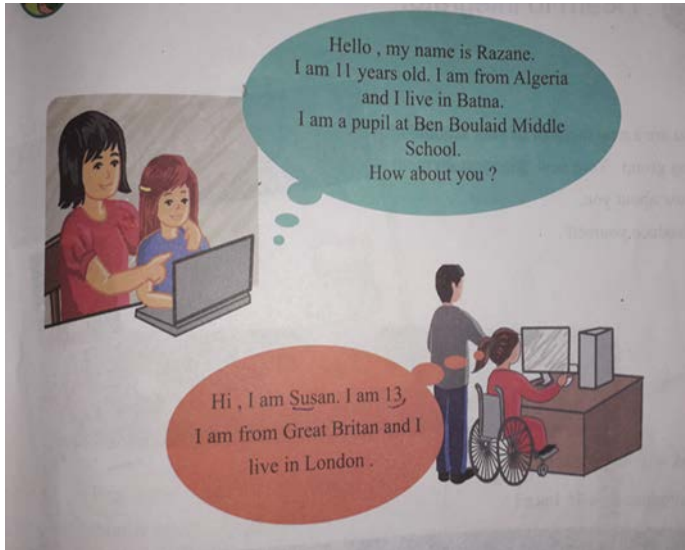
Appendix 1

The Textbooks Evaluation Checklist

1- Is there a balanced inclusion of the four language skills (speaking, listening, writing, and reading) in the books? Do they provide sufficient coverage and practice of all four skills to accommodate the student's needs?

2- Do the textbooks promote a positive attitude toward learners' errors and encourage repetition?

3- Do the textbooks include and portray real and varied topics related to all learners' knowledge and interests including those with disabilities?

4- Do the books take into consideration social and cultural values and do they provide realistic portrayals of social relationships?

5- Does the content relate to other subjects such as history, geography, and science as an attempt to promote inclusion and a well-rounded understanding of the world?

6- Do the books include all the necessary material to create an inclusive environment?

7- What does the books' style of visuals look like? Is it inclusive?

8- What kind of material is used in the textbooks (authentic, semi-authentic, or non-authentic)?

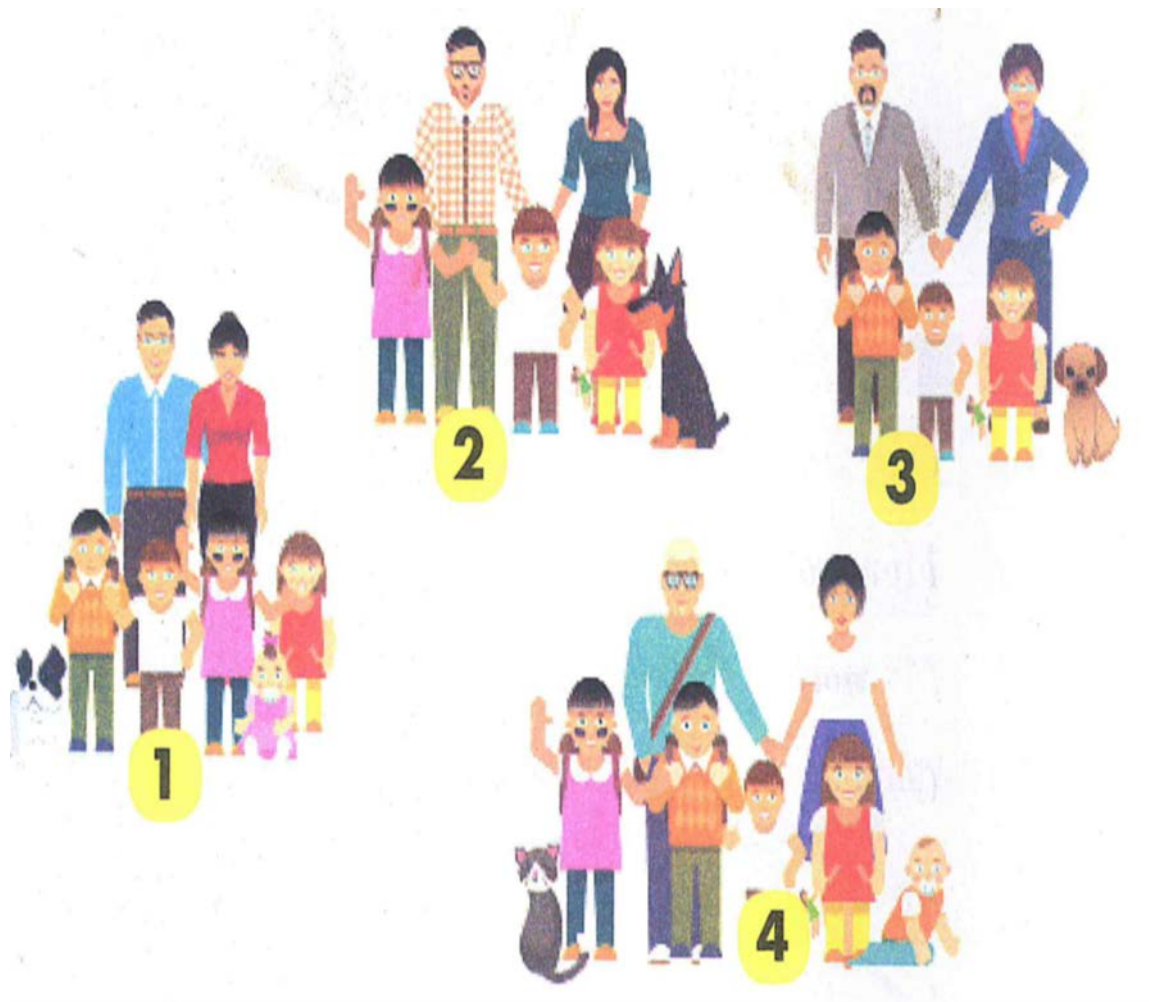9- Do the textbooks provide additional support for learners with special needs?

Appendix 2

Appendix 2: Images Representing Disabilities in The Textbooks

Textbook One

Hello , my name is Razane.
I am 11 years old. I am from Algeria
and I live in Batna.
I am a pupil at Ben Boulaid Middle
School.
How about you ?

Hi , I am Susan. I am 13,
I am from Great Britan and I
live in London .

SEQUENCE 2
ME AND MY FAMILY

Grandfather   Grandmother
Mum   Dad
Brother   Me
Sister

1

2

3

4

I show friendship to my classmates.

I keep my school clean.
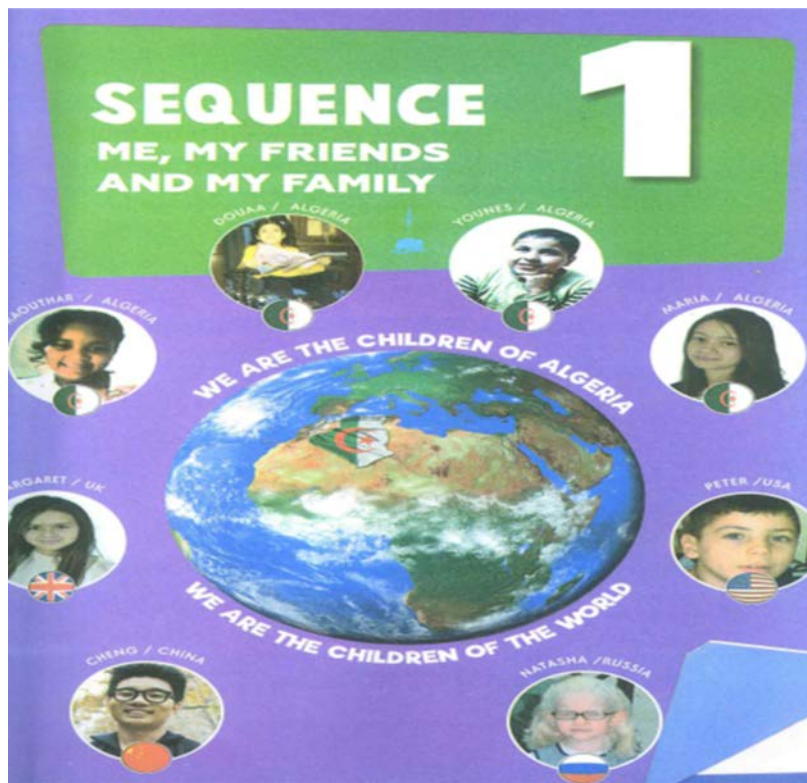
See you
Good morning
Hello   Thank you
Welcome

I greet my teacher
and friends.

I respect the opinion
of my friends from all over the world.

A teacher

Textbook Two

5. Physical disabilities or impairments (handicaps)

Task 11. I match each definition (explanation) with the corresponding words.

1. A person who can't see.   • a deaf person
2. A person who can't speak.   • a speech-impaired person
3. A person who can't hear.   • a visually impaired person
4. A person who can't see well.   • a paraplegic (person)
5. A person who can't hear well.   • a blind person
6. A person who can't speak well.   • a hearing-impaired person
7. A person who can't walk.   • a dumb person

> **NOTE :** It is better today to call a "disabled/handicapped" person: a person with "physical impairment" or a "physically impaired" person.
> This shows my respect for these people.

Task 12. I fill in the gaps to know how to call each disabled child in the pictures. I use the words I learnt in task (11). I pay attention to the last note in task (11).

....

Task 13. I select one picture in task (12) above and write the physical description (height, build, hair, clothes, etc) of this physically impaired child in three or four sentences.
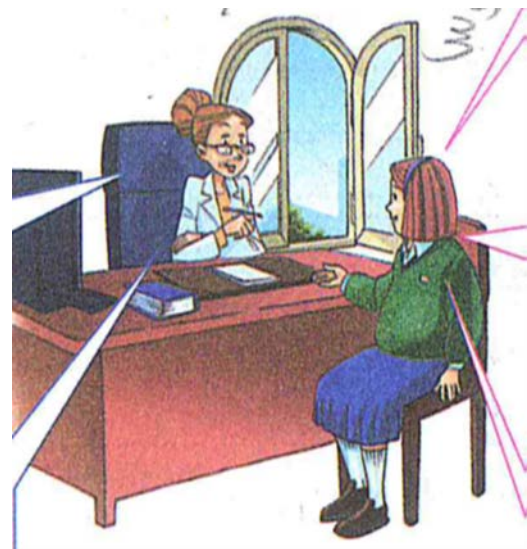
....
....
....

Task 14. I work with my partner. We compare our answers in tasks (11, 12 and 13) and correct each other.

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SEQUENCE 3

ME AND MY HEALTH

Talking about My Body and My Health

Task 1. I match each picture with the corresponding health problem (or sentence).

1. He has a sore throat.
2. He has a bad cough.
3. His cheek is swollen. He has got (a) toothache.
4. She's sneezing.
5. She has a runny nose.
6. He's in bed with a high fever.
7. She has (a) backache.
8. He has asthma.
9. He has a bad ankle sprain.
10. He has a terrible stomach ache.
11. His ear aches. He has an earache.
12. He is suffering from severe sunburn.
13. He cut his finger. It is bleeding.
14. He suffers from sunstroke.
15. He has conjunctivitis.

Task 2. I work with my partner. We compare our answers and correct each other.

Talking about Exercise and My Health

Task 21. I look at the pictures and complete each definition (adapted from Oxford or Cambridge dictionaries) using the name of the physical exercise or equipment in the list: *(treadmill; stretching; stationary bike; weight training; brisk walking).*

1. .... is a fitness activity in which we extend or straighten our body or a part of our body to its full length in order to tighten our muscles.

2. .... is a fitness activity in which the person uses hand-held weights (not machines) to strengthen different muscles and parts of their body.

3. .... is a fitness activity in which a person walks with quick and energetic steps.

4. An exercise or .... is a fitness machine we find in a gym. It has pedals that help improve heart condition and burn excess of fat and calories. It is good to ride this machine if you want to lose weight. A .... is another fitness machine with a continuous moving belt on which a person can walk or run.

Task 22. I classify each picture (in task 21) under its corresponding heading using the picture number.

Treadmill	➡	Picture: ....4....
Stretching	➡	Pictures: ....
Stationary bike	➡	Picture: ....
Weight training	➡	Pictures: ....
Brisk walking	➡	Picture: ....
Jogging	➡	Picture: ....

Task 23. I work with my partner and we correct each other's answers in tasks (21) and (22).

Textbook Three
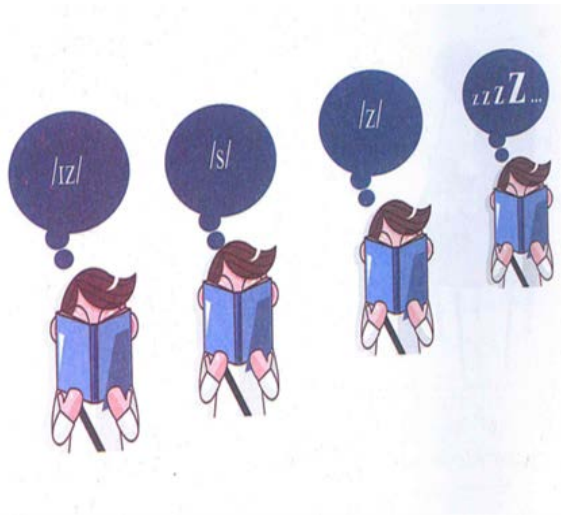
Queen Elizabeth II

2. To write Dr. Bourouis' biography, task (1) in "I listen and do", task (5) in "I pronounce", task (11) in "I practise" and the two texts in "I read and do" will also help me.

3. To write Dr. Bourouis' biography, I need to read again Part (1) of his ID card in "I listen and do" (task 1) and use the following biographical information from Part (2) of his ID card.

> **Dr. Bourouis' ID card**
> **(PART 2)**

Publications

➤ Dr. Bourouis wrote a number of scientific articles which were published in various specialised journals.

Patents

➤ Bourouis Abderrahim and Feham Mohammed, "Smart Sports Shirt" (patent 2013, INAPI, Algeria).

  (*INAPI stands for "Algerian National Institute for Industrial Property".*)

➤ Bourouis Abderrahim and Feham Mohammed, "Smart Headband for Drivers (SHFD)" (patent 2013, INAPI, Algeria).

➤ Bourouis Abderrahim and Feham Mohammed, "IntelligenT Eye Scrutiny for Treatment (ITEST)" (patent 2012, England).

➤ Bourouis Abderrahim and Feham Mohammed, "Smart Location T-Shirt for Child, Elderly and Alzheimer's person" (patent 2012, INAPI, Algeria).

Awards

➤ Dr. Bourouis won the first MED-IT 2012 prize for the best Algerian start-up.

  (He founded a private company or start-up in the same year.)

➤ Dr. Bourouis was among the top 10 finalists for the "WSIS Project Prizes 2015" in Geneva, Switzerland. He participated with his invention called "CtrIF", a mobile application which facilitates reading for the visually impaired.

➤ Dr. Bourouis was awarded the second prize by the "Stars of Sciences" Foundation in Qatar, in 2016, for his invention called "wonderkit". It is a smart shirt specially designed to help parents monitor their autistic children from any place on their mobile phones.

Textbook Four

SEQUENCE **2**
ME, MY PERSONALITY
AND
LIFE EXPERIENCES
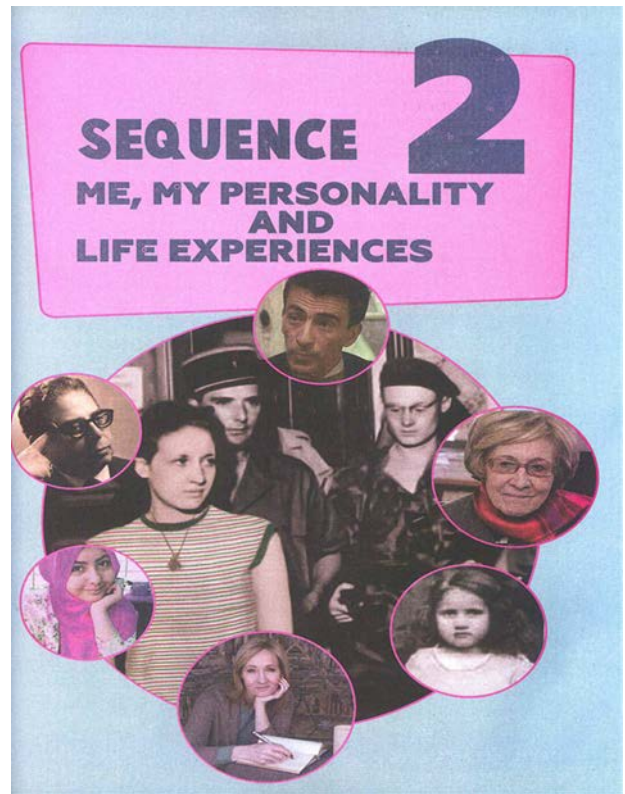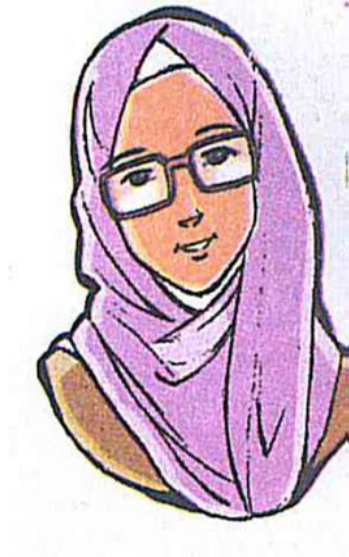
Zohra Drif, now grandmother to 5 grandchildren

The mother: Milada Horáková

3. Sequencing steps in recipes and arguments in an argumentative text

➡ To sequence (put in order) the various steps in a cooking recipe, I can use the following sequencers: first (*for the 1st step*); next/then; after that; finally (*for the last step*).

> **eg:** If you want to make a healthy strawberry and banana smoothie, first place a few strawberries and half a banana in a blender. Next, add a glass of skimmed milk and the content of a low-fat, sugar-free natural yogurt pot. After that, pulse until fruit is well blended. Finally, pour into a glass and enjoy!

➡ To sequence (put in order) the various arguments in an argumentative text, I can use the following sequencers: first/firstly (*for the 1st argument*); second/secondly (*for the 2nd argument*); third/thirdly (*for the 3rd argument; etc.*). I can also use: the first, the second, the third point/argument is...

> **eg:** Charity work is a very useful activity for the community for many reasons. First/Firstly, it is a universal human value. Second/Secondly, it helps to strengthen community bonds. Third/ Thirdly, the government alone cannot solve all the social problems; all citizens should take part in relieving the suffering of the poor, the disabled and the homeless.

NOTE: Firstly/Secondly/Thirdly, etc. are more formal than First/Second/Third...

Résumé :

Cette étude vise à évaluer le contenu des livres de langue anglaise pour les premières, deuxième, troisième et quatrième intermédiaires sous le titre « My Book of English » afin de vérifier dans quelle mesure ces livres abordent ou non des sujets liés aux personnes ayant des besoins spéciaux et si les sujets présentés incluent divers types de besoins ou sont spécifiques à un groupe spécifique et négligent le reste et comment ce dernier contribue au développement de la compétence de l'élève à adopter une « culture de l'inclusion ».

Afin d'évaluer le contenue de ces livres et d'atteindre les objectifs de l'étude, nous nous sommes appuyés sur une liste d'analyse inspirée de la liste de Cunningsworth, et l'étude a conclu que, bien que les livres aient essayé d'inclure des sujets qui encouragent l'inclusion et l'unicité de manière positive, ils n'étaient pas suffisants, car ils négligeaient d'aborder en profondeur la pénétration de certaines minorités en général et des personnes ayant des besoins en particulier, où cette catégorie était mentionnée et présentée comme des exemples passagères et d'un point de vue médical dans certains livres (Deuxième-troisième-quatrième année) Alors que le livre de première année se contentait de quelques images en plus de se concentrer sur un certain groupe de personnes ayant des besoins spéciaux et d'ignorer l'autre, en d'autres termes, les livres ne remplissaient pas les conditions nécessaires pour aider les étudiants à adopter correctement une culture d'inclusion.

L'étude s'est conclue par quelques recommandations pédagogiques.

ملخص

تهدف هذه الدراسة إلى تقييم محتوى كتب اللغة الإنجليزية للسنوات الأولى الثانية الثالثة و الرابعة متوسط تحت عنوان"My Book of English "، و هذا بهدف التحقق من مدى تطرق أو عدم تطرق هذه الكتب إلى مواضيع لها علاقة بالأشخاص ذوي الإحتياجات الخاصة و إذا ما شملت المواضيع المطروحة مختلف أنواع الإحتياجات أو إختصت بفئة معينة و أهملت البقية و كيف تساهم هذه الأخيرة في في تطوير كفاءة التلميذ على تبني "ثقافة الشمولية". من أجل تقييم محتوى هذه الكتب و لتحقيق أهداف الدراسة إعتمدنا على قائمة تحليل مرجعية مستوحاة من قائمة Cunningsworth و قد إستخلصت الدراسة أنه بالرغم من محاولة الكتب على إدراج مواضيع تشجع على الشمولية و التفرد بطريقة إيجابية إلى أنها لم تكن كافية حيث أهملت التطرق بشكل معمق إلى إيلاج بعض الأقليات بشكل العام والأشخاص ذوي الإحتياجات بشكل خاص حيث تم ذكر و تصوير هذه الفئة كأمثلة عابرة و من منظور طبي في بعض الكتب (السنة الثانية -الثالثة -الرابعة) بينما إكتفى كتاب السنة الأولى ببضعة صور بالإضافة إلى التركيز على فئة معينة من ذوي الإحتياجات الخاصة و تجاهل الأخرى.بمعنى آخر الكتب لم تستوفي الشروط اللازمة لدعم التلاميذ على تبني ثقافة الشمولية بشكل صحيح و قد ختمت الدراسة ببعض التوصيات البيداغوجية .