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*The Representation of Communicative  
Competence in the Second Year Secondary  
School Textbook “Getting Through”*

A Dissertation Submitted in Partial Fulfillment of the Requirements  
For the Master Degree in Didactics

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## **Dedication**

In the name of Allah, the Almighty

I dedicate this work to:

Louiza;

My beloved parents;

My grandmother and grandfather;

My aunt Fouzia:

My brothers: Amer and Djihed;

My sisters: Rima, Abir and Messouda;

My partner Soumia;

My intimate friends:

Fatima, Chems and Hamida;

All my teachers.

**Sarra**

## **Dedication**

After this long trip in my educational life, I have the honor to dedicate this work to all who

helped me;

To my dear parents specially my great mother “Houria”, my beloved brothers and my sole

sister “Amina”, and to my friends;

To my partner “Sarrah”;

To my very near classmates “Chems and Hamida”;

To all my teachers who taught me in my whole career of study.

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### **Abstract**

The notion of communicative competence has been a principle theme in many studies and researches. The present study aims to evaluate the representation of the different sub-competences of communicative competence and their relevance to Competency Based Approach in the second year secondary school textbook “Getting Through”. It is assumed that the good representation of communicative competence in the textbook would improve students’ abilities and develop the communication skills. The data are collected using the checklist as a research instrument, which is formed based on the Celce-Murcia’s (2007) model of communicative competence. Out of eight (8) units, four (4) units were analyzed. The results show that the competences that are well tackled in the textbook are the discourse and the linguistic competence together with the cognitive and meta-cognitive strategies that belong to strategic competence. While conversational, nonlinguistic competence along with the achievement, time gaining, self monitoring, interacting, and social strategies are not tackled at all. The other elements and competences are sometimes and often mentioned. Moreover, according to the findings, the communicative competence is relevant to the Competency Based Approach principles.

## **List of Abbreviations**

**ALM:** audio-lingual method

**CBA:** Competency Based Approach

**CC:** Communicative Competence

**CLT:** Communicative Language Teaching

**DM:** Direct Method

**i.e.:** it means

**P:** page/ **pp:** pages

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## **General Introduction**

1. Background of the Study
2. Statement of the Problem
3. The Aim of the Study
4. Research questions
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7. Structure of the Dissertation

## General Introduction

### 1. Background of the Study

Communicative competence (CC) is an essential element in learning the English language. It emerged, first, with Chomsky who coined the term “competence and performance”. Then, Hymes further developed Chomsky’s idea and laid the four parameters needed for successful communication. But, the first real model of CC was introduced by Canal and Swain (1980). After that, different researchers developed their models of CC. Hence, the representation of CC in the textbook is so important and many studies were conducted concerning this interest.

Wafa Ibrahim (2013) conducted a study aimed at evaluating the different components of communicative competence among fourth level English major students at three universities in Gaza (The Islamic, Al-Azhar, and Al-Aqsa) and discovering to what extent students’ components marches their performance. It also aimed to identifying the areas of weaknesses in learning communicative competence. The result of the questionnaire showed the following

1. They were moderately well prepared to acquire the different components of linguistic competence and socio-linguistic, strategic, and discourse competence.
2. They were somewhat well prepared to acquire the pragmatic competence.

And the results of the diagnostic test show the following conclusion:

3. Students at the three universities had some areas of weaknesses in learning the communicative competence especially strategic competence.
4. They have the competences, but they have poor performance i.e. the students’ components did not match their performance.

Japar Sidik (2018) conducted a study about the representation of communicative competence in three (3) English language textbooks in Indonesia. The textbook analysis was carried out using the model of communicative competence proposed by Celce-Murcia (2007). The findings suggest that the textbooks have not provided sufficient dialogues that give useful

models to students to use in communication. Amid the scarcity of the models, the available dialogues also do not much reflect how authentic spoken dialogues occur in real life communication due to inadequacy to reflect a real life communication as insufficient representation of the communicative competence particularly in contained dialogue models.

## **2. Statement of the Problem**

One of The most important goals of learning the target language is to be able to communicate effectively. English has been the language number one in the world used in many significant fields. Algeria has witnessed many educational reforms. Due to these reforms, English has been introduced in the Algerian educational system. In order to achieve the communicative objectives, Algeria has adapted the Competency Based Approach. However, and based on the previous studies, it has been noticed that the learners' communicative competence is poor, and have a difficulty in communication using the English language.

## **3. The Aim of the Study**

The present study aims at evaluating the representation of the different sub-competences of communicative competence and their application in relation to Competency Based Approach principles in the second year secondary school textbook.

## **4. Research questions**

This study attempts to find answers to the following research questions:

1. To what extent the different sub-competences of the communicative competence are tackled in the textbook?
2. Is the communicative competence relevant to the Competency Based Approach principles and characteristics?

## **5. Assumption**

In the light of what has been said, it is assumed that the good representation of communicative competence in the textbook would improve student's abilities and develop communication skills.

## **6. Research Methodology**

The nature and the aim of the study determine the method that can be adopted. Thus, for the purpose of achieving the aim of the descriptive study, and evaluating the four (4) units of "Getting Through", the checklist that is designed based on Celce-Murcia's (2007) model of communicative competence used as the appropriate instrument for data collection and analyses.

## **7. Structure of the Dissertation**

This dissertation comprises a general introduction, a theoretical part, a practical part, and a general conclusion. The theoretical part is divided into two chapters that review literature related to the topic. The first section, in chapter one, deals with the definition of the textbook, its role, advantages and disadvantages, the criteria, textbook evaluation's definition and types. Section two sheds light on the Algerian educational system in general and on secondary schools, teaching English and its goals at the Algerian secondary school. Finally, it discusses the English language approaches in Algeria. The second chapter reviews the concept of communicative competence, its sectors and some of related key words. It goes through some its different models as well. At the end of the chapter the application of the communicative competence in the teaching field is highlighted. The practical part is done in one chapter that is devoted to field work. In which, the data from the second year secondary school textbook is obtained, interpreted, analyzed and evaluated.

## **CHAPTER ONE: Textbook Evaluation and the Algerian Educational System**

### **Introduction**

#### **Section One: Textbook Evaluation**

- 1.1. The Definition of the Textbook
- 1.2. The Role of the Textbook
- 1.3. The Advantages of the Textbook
- 1.4. The Disadvantages of the Textbook
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  - 1.7.1. Pre-Use, In-Use, and Post-Use Evaluation
  - 1.7.2. Formative and Summative Evaluation
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#### **Section Two: Algerian educational system**

- 2.1. Historical Over view of the Algerian Educational System
- 2.2. Educational System in the Algerian secondary school
- 2.3. English Language Teaching in the Algerian Secondary School
- 2.4. Goals of Teaching English at the Algerian second Secondary school
- 2.5. The current Approaches of Teaching English in Algeria

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## **CHAPTER ONE: Textbook Evaluation and the Algerian Educational System**

### **Introduction:**

The textbook is a crucial component in the educational system. It may provide the basis for the content of the lessons. Thus, this chapter looks at the teaching of English as a foreign language within the Algerian secondary school. In particular, the discussion is divided into two sections. The first section focuses on the definition of the textbook, its role, advantages, disadvantages, and its criteria. The definition of textbook evaluation and its types are mentioned. Moreover, the second section is concerned with the history and the definition of the Algerian Educational System. Finally, this section tackles the approach applied in the Algerian secondary schools in teaching English.

### **Section One: Textbook Evaluation**

#### **1.1. The Definition of the Textbook (Course book)**

According to Brown (1995), the textbook is an important resource used to achieve the course's aims. This course is based on the learners' needs (Cited in Baleghizadeh & Rahimi, 2011, p.1010). Moreover, Cunningsworth (1995) identified the text book as a resource that presents the materials, a source for learners to participate and do the activities (Cited in Tok, 2010, p.509). « The textbook is often considered as the main source of information and the most common teaching and learning materials » (IbrahiHasan & Gaonkar, 2013, p.1). In addition, Khodadady and Karami (2017, p.97) mentioned that Sheldon (1988, p.239) defined the textbook as following « course books are perceived by many to be the route map of any ELT program » and he (1987) continued that a textbook is a book designed to promote learners in improving their linguistic and communicative abilities. Furthermore, they claimed that Hutchinson and Torres (1994, p.315) wrote, "The textbook is an almost universal element of ELT teaching which shapes the teaching and learning process by providing the required



structure”. Hutchinson and Torres viewed that “Textbook is an almost universal element of teaching...” (Cited in Mohammadi & Abdi, 2014, p.1148). Prabhu (1987) as well defined the textbook as following “textbooks are fully specified and pre-constructed materials that provide a certain amount of uniformity in what occurs in many different classes with different teachers and students, which serves the interests of accountability” (Cited in Mohammadi & Abdi, 2014, p.1148). That is to say that the textbooks are pre-designed materials which contain determinate and uniform information that will be presented to the students by different teachers in different classes.

## **1.2. The Role of the Textbook**

According to Cunningsworth (1995, p.7), the course book has multiple roles in ELT and can serve as:

- A source for the presentation materials (spoken and written).
- A source of activities for learner’s practice and communicative interaction
- A reference source for learners on grammar, vocabulary, pronunciation, etc.
- A source of stimulation and ideas for classroom language activities.
- A syllabus (where they reflect learning objectives which have already been determined).
- A source for self-directed or self-access work.
- A support for less experienced teachers who have yet to gain in confidence.

Generally, the role of the course book is to serve the teacher and learner not to master them.

Evans and John (1998) stated that the textbook could serve as a source of language, as a learning support, as a source for motivation, and as a reference (Cited in Panahi, 2016, p.70).

Hutchinson and Torres(1994) suggested that “textbook can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own” (Cited in Sarem, Hanidi, & Mahmoudie, 2013, p.373).

### **1.3. The Advantages of the Textbook**

Richards (2001, pp.1-2) mentioned the following advantages:

- Provide structure and syllabus for a program: without textbook, there may be no central core of the program and learners may not receive the planned syllabus.
- Help standardize instruction: the students in different classes will be taught a similar content and be taught in same way through using textbook in the program.
- They maintain quality: if a well designed book is used, students will deal with tried materials and sound learning principles.
- They provide a variety of learning resources: textbook is frequently accompanied by CDs, workbooks, videos, etc.
- They are efficient: textbooks save the time of the teachers and enable them to teach rather than producing materials.
- They can train teachers who have limited teaching experience with the help of teacher's manual.
- They are visually appealing: commercial textbooks have high quality of design and production so they attract the teachers and students.

Graves (2000, p.175) and Basturkmen (2010, p.149) gave numerous advantages of textbook among them:

- Textbook provides security for the students because they have a kind of a road map of the course and they know what to expect and what is expected from them.
- It provides teachers with a basis for assessing students' learning since textbooks include tests and evaluation tools.
- It provides a consistency between levels within a program when the teachers used the same textbooks (Cited in Khodadady & Karami, 2017, p.98).

### **1.4. The Disadvantages of the Textbook**

Richards (2001) mentioned as well some limitations of the textbooks like:

- They may contain inauthentic language since texts, dialogs, and other aspects are made especially for learning and teaching process and do not present the real language use.
- They may distort content: textbook often gives perfect view of the world and fails in representing real issues.
- They may not reflect the students' needs: since the textbooks are often written for global markets, they cannot tackle the learners' needs.
- They can deskill teachers: the teachers heavily use the textbook in their teaching; this matter reduces the teachers' role.
- They are expensive: commercial textbook presents a financial problem to many students in the world (p.2).

Graves (2001, pp.174-175) identified some disadvantages concerning textbook:

- The content or examples may not be relevant or appropriate to the group of learners.
- The content may not be at the right level.
- There may not be a balanced focus on the different aspect of language.
- There may not be the right mix of activities (too much of x, and too little of y).
- The sequence is lockstep.
- The activities, reading, visuals, etc may be boring.
- The material may go out of date (Cited in Islam, 2013, pp.119-120).

Cak (2011) stated that there is no ideal textbook that fits perfectly for every language program (Cited in Mayangsari, Nurkamto, & Supriyadi, 2018, p.194).

Tomlinson(2008) put forward that the textbooks are often seen as an exam practice sessions not as a tool that facilitates acquiring language successfully, moreover ; Ur(1996) affirmed that the textbook's structure may limits the creativity and imagination during the learning and teaching processes (Cited in Khodady & Karami, 2017, p.98).

### 1.5. Criteria of a Good Textbook

There are some criteria of a good textbook that help the evaluator in forming a tool of course book assessment, this tool will be used in the evaluation. Riddle (2003, p.100) listed five criteria:

- Textbook should be written by knowledgeable teachers.
- They should be suitable to the students' altitude.
- Textbook should be visually attractive and well laid-out.
- They should include thought annoying issue to face up to the students.
- They should have diverse and balanced verbal communication works, talent work, pronunciation, etc (Cited in Bhatti, Jabeen, Mukhtar, & Bilal, 2017, p.1047).

Garinger in his article claimed that good textbooks should:

- Match to the plan and the lessons.
- Regard as the convenient apprehension such as accessibility and the charge.
- Help the students acquiring the essential skills.
- Give contributive, equilibrium, progressive, diverse and demanding workout/actions (Cited in Bhatti, Jabeen, Mukhtar, & Bilal, 2017, p.1047).

Byrd in Celce-Murcia (2001, p.416) affirmed that the textbook should fit three components: the fit between set of courses, the fit between students and texts, the fit between teachers and texts (Cited in Bhatti, Jabeen, Mukhtar, & Bilal, 2017, p.1047).

Richards (2001, p.4) wrote four criteria that are based on the Cunningsworth (1995)'s view:

- The course books should correspond to learners' needs; they should match the aims and objectives of the language learning program.
- They should reflect the uses (present or future) which will make of the language. Textbooks should be chosen on the basis that they would help the students to use language effectively for their own purposes.

-They should take into account of students' needs as learners, and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.

-They should have a clear role as a support for learning, like teachers, they mediate between the target language and learners.

### **1.6. Definition of Textbook evaluation**

Textbook evaluation is an applied linguistic process in which teachers; materials developers can evaluate the result behind the use of them (Alemi & Irandoost, 2012, p.200). According to McGrath (2002), textbook evaluation is a significant value in developing and administrating language learning programs (Cited in Alemi & Irandoost, 2012, p.200).

Cunningsworth (1995) argued, evaluation is a stage in which it contains a judgment process that will be based on the views and priorities of any parties conducting it (p.9). Hutchinson and Waters (1987) defined textbook evaluation as a direct, analytical appropriate process. It means to make a link between needs to obtainable solution. They divided this process into: defining criteria, subjective analysis, objective analysis and matching.

On the other hand, Sheldon (1988) stated that, "my own view is that this issue is rather more emotive and controversial for teachers, many would agree with Swales (1980) that textbook, especially course books, represent a 'problem', and in extreme cases are examples of educational failure"( p.237). In addition, Sheldon (1988) claimed that textbook evaluation is an important need in evaluating and analyzing different ELT textbook, choose an appropriate English textbook and find its advantages and disadvantages (p.237). He added that it is what is worthy to be desired in education and what is able to be done financially (p. 237).

Furthermore, David William (1983) pointed out that, teacher's training should be related to textbook evaluation principles. This evaluation can be in analyzing textbooks to check whether the chosen materials are suitable with curriculum objective (p.251).

Dudley- Even and St John (1998, p.128) gave a definition to evaluation as asking questions and acting on the responses. They stated that evaluation starts “begins with determining what information to gather and ends with bringing about change in current activities or influencing future ones” (cited in Baleghizadeh & Rahimi, 2011, p.1010).

## **1.7. TYPES OF EVALUATION**

### **1.7.1. Pre-use, in-use, and post-use evaluation**

With regard to the process of evaluating textbook, Conningsworth (1995) and Ellis (1997) listed three types of textbook evaluation: predictive or pre-use, in-use evaluation, and retrospective or post-use evaluation. Pre-use evaluation is the initial step of textbook evaluation in which a future judgment examining its potential aspects can be made (Ali Mahfood & Bhanegaonkas, 2013, p. 3)

Ellis mentioned that teachers are required to fulfill a predictive evaluation of materials they should use in order to know which one is better for their purposes. He stated that there are two ways teachers can carry out predictive evaluation. The first one is related to the expert’s reviewers. The other one is that teachers can prepare their own predictive evaluation (1997, p.36).

The second type of evaluation called in-use evaluation. It is prepared to test the textbook used. Therefore, it refers to the evaluation when the textbook is in use. So, this means that evaluation is used for examining the performance of textbook that is recently used (Cunningsworth, 1995, p.14).

The third type of its kind is post-use. It is used for evaluation in any specific educational situations. Cunningsworth stated that post-use evaluation “provides retrospective assessment of a course book’s performance and can be useful for identifying strengths and weaknesses which emerge over a period time. This generally refers to the process of making objective judgments after textbook have been used for certain period of time more importantly, this approach draws attention on its effects towards the students. It can be in the issue addressed in

its motivation, engagement, and achievability. By so doing, the result of textbook evaluation can show the strength and weakness of textbook use in certain period of time (Cunningsworth, 1995, p.14).

### **1.7.2. Formative and Summative evaluation**

Another kind of textbook evaluations is formative and summative evaluation. Robinson (1991) claimed that formative evaluation takes place when the course is ongoing, while summative evaluation takes place at the end of the course. Formative evaluation ensures that a program activity is feasible, appropriate and it is accepted than implemented. It usually conducted when a new program or activity is being developed or when an existing one is being adapted or modified. Summative, on the other hand helps teachers to check whether the objectives are achieved or not (Cited in Ali Mahfoodh & Bhanegaoukas, 2013, p.3).

### **1.7.3. Internal and External evaluation**

McDonough and Shaws (2003) suggested a model of textbook evaluation includes internal and external evaluation. The former studies the following factors: a) the presentation of the skills, b) the grading and sequence of materials, c) authenticity or artificiality of the listening materials, d) authenticity or artificiality of the speaking materials, e) appropriateness of tests and materials, and f) appropriateness of the materials for different learning styles and claims made by the authors for self-study. The last stage is overall evaluation in which usability, generalizability, adaptability, and flexibility factors are examined (cited in Baleghizadeh & Rahimi, 2011, pp.1010.1011).

## **Section Two: Algerian Educational System**

### **2.1. Historical Overview of the Algerian Educational System**

Ben Rabah (1999) divided the history of Algerian educational system into three phases: the period of French colonization, the period after the independence lasted from 1962 till 1999, the third period began in the early of 2000 (Cited in Rezig, 2011, p1328).

During the French colonization period, in 1938, Algerians were obliged to learn French as a national language while Arabic was considered as a foreign language. The different spoken dialects in Algeria at that time were not taught at schools, they were symbols of identity. The majority of pupils were French, only 10 percent of the students were Algerians and French was an imposed language originally designed for French students.

In 1962, after the independence, Algeria made the first reform, which is called arabization in order to eradicate all French traces and culture. This policy promoted the national integrity, unity, and religion, but according to Ben Rabah (2004), it ignored the population linguistic diversity and there was a lack of teaching personnel, consequently in 1964 the government recruited 1000 Egyptian as Arabic language instructors (Cited in Rezig, 2011, p1329).

The early of 2000s was characterized by the free economic market with less assertive Arabization policies. In this phase, the Algerian government admitted the failure of education, according to some educationalists; this failure was due to the monolingual system implemented during the post-colonial period (Mami, 2013, p.911). Lakhali (2008) claimed that in 2002 Algeria made a reform called the national educational reform. Thanks to this national reform, the French foreign language was re-introduced into the second grade of primary school, and English would be taught in the sixth grade (intermediate school). Some subjects would be partly taught in French such as sciences and mathematics (Cited in Rezig, 2011, p.1328).

## **2.2. Educational System in the Algerian secondary school**

Since Algeria gained its independence (1962), the educational system has undergone remarkable development, 28 percent of the Algerians attend school, and 59 percent enrolled in secondary schools in 1999. The last includes three years; learners choose to pursue one of two branches: teaching vocational or general and specialized. Secondary studies leading to the baccalaureate are three years in duration and offered at general, technical and combined schools (UNICEF Algeria, 2014, p.1). The main objective of the general secondary stream is



preparing learners for further studies. Learners graduating from the technical/vocational stream also have the option of furthering their studies at an institution of higher education. Learners in the first year secondary school choose one of two curriculums: Foreign languages and social studies (letters), and sciences. In the second and third year of studies, students specialize within the framework of the general or technical baccalaureate streams (Education System in Algeria). Moreover, in the general education stream there are five main concentrations: hard sciences; natural and life sciences; liberal arts and literature and foreign languages; religious studies. On the other hand, in technical/vocational stream students follow one of six concentrations: electronics; electro technology; mechanics; public works and construction; chemistry; and accounting. At the end of the last year in secondary school, learners pass the baccalaureate examination. They are examined in each subject studied during their final year. The school year is 36 weeks long and divided into trimesters. Arabic is the language of instruction in all subjects except foreign languages (ELT Algeria, 2013).

Learners in secondary school curriculum take the following subjects:

1. In the first year: Arabic, mathematics, history and geography, Islamic studies, physical sciences, French and English, information technology, art and music, physical education. Also, learners take technical design; natural sciences, and a third foreign language depending on their stream.
2. In the second year, learners in the same streams take similar classes, but with different weightings depending on their concentration. For example, students who study in the five concentrations from the general education stream are all required to take classes in Arabic, mathematics, history, and geography, Islamic studies, philosophy, the two foreign languages, art or music, physical education and one of either physical or natural sciences.
3. In the third year, learners specialize to a great degree in their area of concentration. Approximately, two-third of all classes are focused on technical streams and other technical

subjects related to the specialization in this year and the previous one, with the remaining classes devoted to general academic subjects (Clark, 2006, pp.3,4).

### **2.3. English Language Teaching in the Algerian Secondary School**

English is the dominant foreign language in the curriculum of many educational systems all over the world. On the view of such paramount role, much importance has been given to the teaching of English in the Algerian schools, and thus English has become a compulsory subject matter in the curriculum in all schools all over the country with a slight difference in the coefficient and teaching time load (Mami, 2013, p.910). Algeria noticed the substantial role of English language thus; in 2001 the Ministry of Education adopted the educational reform and made a lot of changes concerning the situation of teaching English in Algeria. English language become an important subject in the Algerian curriculum and is still regarded as the second foreign language in the Algerian educational system after French (p.911).

“The secondary schools aim at consolidating and deepening the knowledge acquired in the different discipline any fields, developing methods of analyzing; synthesis, reasoning and taking responsibility, having an openness to foreign civilization and cultures and to accept differences and to coexist peacefully with other peoples and preparing pupils for the pursuit of further studies or higher education” (Arab). In other words, the study of English aims at helping the society responding to modernity. This means a complete participation in raising linguistic community of people who use English in all types of transaction. This participation must be based on sharing and exchanging ideas as well as experiences in the fields of science, culture and civilization; which offer the opportunity to know one self and the other.

Secondary education lasts three years and constitutes formal preparation for the baccalaureate examination(BAC), held at the end of third year secondary school, which is at once a statistical index of the educational achievement in secondary schools and a key to higher education. As far as teaching English is concerned, “It is part of the curriculum

regardless of the learners stream(literary, scientific or technological)and represents an additional fact to the general learning and instruction of pupils” (Ourghi, 2002, p.24).

#### **2.4. Goals of Teaching English at the Algerian second Secondary School**

The English syllabus of second secondary school aims at developing some learners' competencies which are interaction (interact orally in English), interpretation (interpret oral and written messages), and production (produce oral and written messages). Furthermore; there are unit that are addressed to science and technology streams, or language and literature streams since the students at second secondary school are specializing in different streams such as science, math, technology.... It also aims at brain storm students and makes them exchange what they know about specific topic. This is called schemata activatum which is an important phase in which the learners contribute their own knowledge and link it with that contained in the text. Second year secondary school syllabus contains several rubrics, each one has particular objectives. The first rubric is discovering language that intends to engage learners to do various reading tasks and consolidating the grammar, the vocabulary, and pronunciation previously learned; it focuses as well on developing student pronunciation skills and vocabulary building. The Second rubric is developing skill that aims at fostering oral and written skills. Pulling all together is another rubric that intends to engage the students in a group projects in order to encourage the cooperative learning and enhance students' social skills to be good citizens with good behaviors. Where do we go from here is a rubric that seeks to give a chance to the students to practice self-assessment and check their progress. It helps the students being self critical and stimulating self- improvement and meta-cognitive abilities as well. The exploring matters further rubric has the goal of making the students broadening their knowledge and skills such as summarizing and outlining skills. Teaching English at second year secondary school aims at developing both lower and higher order skills of the learners and promotes the individual working before pair and group

working. Moreover, it aims at making the students get the feel of language as produced by native speakers through offering a variety of authentic reading texts ( Riche et al, pp.4-8).

## **2.5. The current Approaches of Teaching English in Algeria**

Mami (2013, p.912) pointed that When speaking about teaching English in schools, several approaches were adopted. Recently, Two (2) approaches were adopted in Algeria the communicative approach and the CBA. In the communicative approach, language is first communication. This approach aims at making students communicate as native speakers, but it was not practical considering the time and the space (p.912). The second approach which is the CBA was adopted from the communicative approach. The CBA helps the learners acquire communicative competence. It focused on conveying the meaning within its context rather than focusing on the grammatical forms. This approach goes hand in hand with the requirements of the twenty first (21) century. The teacher within this approach is a facilitator nevertheless there are plenty factors in Algeria that interfere in the learning and teaching process like teachers' experience, training, and level of English, or the size of classes, hours of classes per week and methodology. At the same time, the students must appreciate the importance of studying English and consider it as source of gaining knowledge not only as a subject matter (Mami, 2013, p.912).

## **Conclusion**

Even with the emergence of the social media and the development of technologies and other materials, the textbook did not lose its significant role. Moreover, despite its disadvantages it has several advantages that make it a useful material in teaching and learning process generally in the world and especially in Algeria. The Algerian educational system has witnessed many reforms since the independence, because of these reforms the English textbook was gradually introduced at different educational levels in Algeria. At first Algerian schools adopted the CLT approach, later they followed the CBA that has specific aims and goals to achieve.

## **Chapter two: COMMUNICATIVE COMPETENCE**

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## **Introduction**

Within the second chapter, the emergence of the communicative competence will be explored with some key terms definitions. The chapter, as well, will overview three models of communicative competence, that are Canal and Swain's, Bachman's, and Celce-Murcia's model. The application of the communicative competence will be treated in four main approaches and methods, direct method, audio-lingual method, communicative language teaching, finally the competency based approach.

### **2.1. Competence and Performance**

The concepts of "competence" and "performance" are used differently by various researchers. These terms were proposed for the first time by Chomsky (1965). For him, competence is concerned with grammaticality of an ideal native speaker language. Whereas, performance is concerned with the production and perception of a speech. Performance also refers to acceptability (Cited in Canale and Swain, 2002, p.3).

Widdowson (1996) stated that, Chomsky defined competence as the knowledge that the native speakers have in their language, and as a system of abstract formal relations. Performance refers to competence but it does not relate to it in a direct way (p.24). This distinction of Chomsky corresponds to De Saussure's 'langue' and 'parole'. Langue and competence are related in terms of abstract knowledge. De Saussure mentioned that knowledge is shared in the society. He viewed langue as a book, printed in multiple copies that should be distributed throughout a community. However, Chomsky thought that competence is a psychological phenomenon. It is genetic; it refers to individuals (Widdowson, 1996, p.25).

Hymes (1972) criticized Chomsky saying that, competence should also describe the knowledge and the ability of individuals for appropriate use in the communicative events in which they find themselves in any concrete speech community (p.282). Moreover, he stated

“The competence underlying a person’s behavior is identified as one kind of “performance” (performance A, actual behavior being performance B)” (p.282).

## **2.2. Defining the Concept of Communicative Competence**

The concept of communicative competence came as a reaction to Chomsky’s distinction between ‘competence’ and ‘performance’. Chomsky (1965) claimed, “linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogenous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance” (cited in Kamiya, p.64).

Many researchers investigated communicative competence. Hymes (1972) claimed, competence according to Chomsky means grammatical competence. It is what an ideal speaker has in grammar knowledge (Cited in Cook & Seidlhofer, 1995, pp.195- 160). He pointed out that the distinction made by Chomsky to describe language as a whole is inadequate. In his view, Chomsky’s competence is too idealized (Cited in Ohno, p64). Hymes (1972) defined communicative competence as a person’s ability to communicate effectively in real life situations by including structural and functional aspects of language. For example, grammatically speaking, “stand up” is an imperative sentence, but functionally it can be a request, a disagreement, an agreement or an order. Thus, the function of the sentence depends on different social context (p.40). In addition, Hymes viewed that communicative competence has four parameters: formal possibility, feasibility, appropriateness and actual performance (Cited in Yano, 2003, p.76).

Canale and Swain (1980) mentioned communicative competence in the field of language teaching. They defined it as a formation of knowledge of basic grammatical principles. First, knowledge about the use of language in social context in order to perform communicative functions. Second, knowledge of how utterances and communicative function



can be combined according to the principles of discourse (Cited in Yano, 2003, p.76). Savignon (1972, 1983) claimed that communicative competence is to have the ability or to be competent in a communicative setting. That is to say, linguistic competence and paralinguistic must adapt itself in a dynamic exchange in producing the input of one speaker or more (Cited in Bagaric & Djigunovic, 2007, p.96).

Hymes, Canale and Swain, Savignon and others argued that communicative competence is dynamic not static, it is more interpersonal than intrapersonal and it is not absolute but relative. It is also largely related to context (Cited in Bagaric & Djigunovic, 2007, p.96).

### **2.3. Communicative Competence and Linguistic Competence**

Cook (2003) viewed that linguistic competence refers to the speakers' correctness of formal system of language which includes pronunciation, grammar, and vocabulary (p.41). But this linguistic competence alone is not enough for using language; there is another competence that is needed which is communicative competence. Cook (2003) claimed that for Hymes, the only linguistically competent person could find a difficulty to communicate i.e., this person has linguistic competence but lacks the communicative one, and consequently he will produce grammatical sentences but do not fit within a communicative context or situation (p.42).

“Just like the linguistic competence which tells you whether the sentence is grammatical or not, communicative competence tells you whether an utterance is appropriate or not within a situation” (Charles Lin, 2004, p.1). Habermas (2008) defined linguistic competence as being “Chomsky’s name for the mastery of an abstract system of rules, based on an innate language apparatus, regardless of how the latter is in fact used in actual speech” (p.361). He continued, “in order to participate in normal discourse the speaker must have at his disposal, in addition to his linguistic competence, basic qualification of speech and symbolic interaction (oral-behavior), which we may call communicative competence. Thus, communicative competence means the mastery of an ideal speech situation” (p.367). He also added that the

communicative competence is related to an ideal speech situation, identically, the linguistic competence is related to the abstract system of linguistic rules (Habermas, 2008, p.396).

From Hymes' view, it is necessary to distinguish two types of competence which are linguistic competence and communicative competence (Ohno, p.26). Ohno (p.26) claimed that linguistic competence concerns with producing and understanding the sentences that are grammatically correct, communicative competence concerns with producing and understanding sentences that are acceptable and appropriate to specific situation. Furthermore, he stated that Widdowson (1978) discussed communicative and linguistic competence in the field of language teaching through making a distinction between usage and use which are two aspects of performance in order to explain the teaching of the two competences (p.27). Usage refers to the knowledge of linguistic rules, and use is the application of these rules for an effective communication. Ohno pointed that according to Widdowson (1978) linguistic context focuses on usage to enable the students to choose the contextually appropriate sentence's form, while communicative context focuses on use to help the student to recognize which type of communicative functions their sentences express (pp.27-28)

Communication competence represents the knowledge needed to interact, and the ability of using that language adequately in various contexts (Lesenciuc & Nagy, 2009, p.38). On the other hand, the linguistic competence means, "how language is used or acquired and involving linguistic acquisition, based on a universal grammar theory" (p.38).

#### **2.4. Hymes' four Parameters**

For successful communication, Hymes (1972) suggested four parameters possibility, feasibility, appropriateness, and actual performance (Cited in Cook, 2003, p.42). Consequently, there are four (4) questions; 1) whether and to what degree something is formally possible. 2) Whether and to what degree something is feasible in virtue of the means of implementation available. 3) Whether and to what degree something is appropriate (adequate, happy, successful) in relation to context in which it is used and evaluated. 4)

Whether and to what degree something is in fact done actually performed, and what is doing entails (Hymes, 1972, p.281).

#### **2.4.1. Possibility**

According to Hymes (1972), the formal possibility is concerned with “the present linguistic theory for the openness, potentiality of language, and to generalize it for cultural system” (p.284). For Hymes, a communicatively competent speaker can distinguish between what is formally possible and what is not, i.e. whether a word or a sentence is correct in terms of grammar and pronunciation rules (Cited in Cook, 2003, p.42). Although communicatively competent speakers know these rules, they break them deliberately. So, it can be conclude that possibility mostly refers to grammaticality (Hymes, 1972, p.284).

#### **2.4.2. Feasibility**

Hymes (1972) saw that the predominant concern here is the psycholinguistic factors like memory limitation, effects of properties such as embedding, branching, and the like (p.285). Communicatively, the term feasible means clear. Cook explained Hymes’ second parameter, which is feasibility as to what extent something can be processed by a person’s mind (Cited in Cook 2003, p.43). Canale and Swain (1980) used the Chomsky’s example to explain this parameter so that ‘the cheese was green’ is feasible and easily processed. But ‘the cheese the rat that the cat the dog saw chased ate was green’ is grammatical but hardly processed (Cited in Cook, 2003, p.43).

#### **2.4.3. Appropriateness**

Hymes (1972) asserted this parameter has a relation to contextual features (p.286). This parameter of appropriateness employs a tacit knowledge. He also explained, according to Chomsky’s point of view, that there should be a mentalistic relation between sentences and situations. He affirmed that a word or a sentence even behavior may be inappropriate to a particular relationship, for instance, calling a police officer darling ; or to a particular kind of text like using slangs in a formal letter ;or to a particular situation such as answering a mobile

phone call during a funeral (Cited in Cook, 2003, p.44). Hymes shaded light on appropriateness that can be seen in non-verbal communication such as the issue of women dress between western and Islamic cultures. In the western cultures, women have the total freedom to wear very short clothes, which are not appropriate within the Islamic cultures (Cited in Cook, 2003, p.44)

#### **2.4.4. Actual Performance**

Hymes (1972, p.286) viewed that the study of communicative competence cannot focus only on occurrences, but it cannot ignore them. He asserted that this parameter has to do with two things: probabilities of occurrence, and structural change. Something can be possible, feasible, and appropriate but not occur. Hymes' fourth parameter can be explained using the example 'chips and fish'. This example is possible (does not break the grammar rules), feasible (is easily processed), and appropriate (it suits the social convention); but it is not actually performed because 'fish and ships' is frequently used more than 'chips and fish' (cited in cook, 2003, pp 45-46).

### **2.5. Models of Communicative Competence**

#### **2.5.1. Canale and Swain's (1980) and Canale's (1983) model.**

Canale and Swain (1980) defined communicative competence as a formation of knowledge and skill the speaker needs to communicate. They added, communicative competence refers to the link between the knowledge of grammar rules and knowledge of language use. According to their understanding, there are three types of knowledge: grammatical knowledge, knowledge of how language should be used in society in order to communicate and knowledge of how utterances and communicative functions combined together with respect to discourse principles (p.6).

Canale and Swain said in opposition to Hymes who stated that "There are rules of grammar that would be useless without rules of language use". On the other hand, they said, "there are rules of language use that would be useless without rules of grammar" (p.5).

Canale and Swain (1980) and Canale (1983) proposed their own model of communicative competence grammatical competence, sociolinguistic competence, strategic competence and discourse competence.

#### **2.5.1.1 Grammatical competence**

It is concerned with the knowledge of language code (lexical items and rules of morphology, syntax, semantics and phonology). Moreover, grammatical competence has an important role in any communicative approach because it offers learners the opportunity to express an appropriate literal meaning of utterances (Canale & Swain, 1980, pp.29, 30).

#### **2.5.1.2. Sociolinguistic competence**

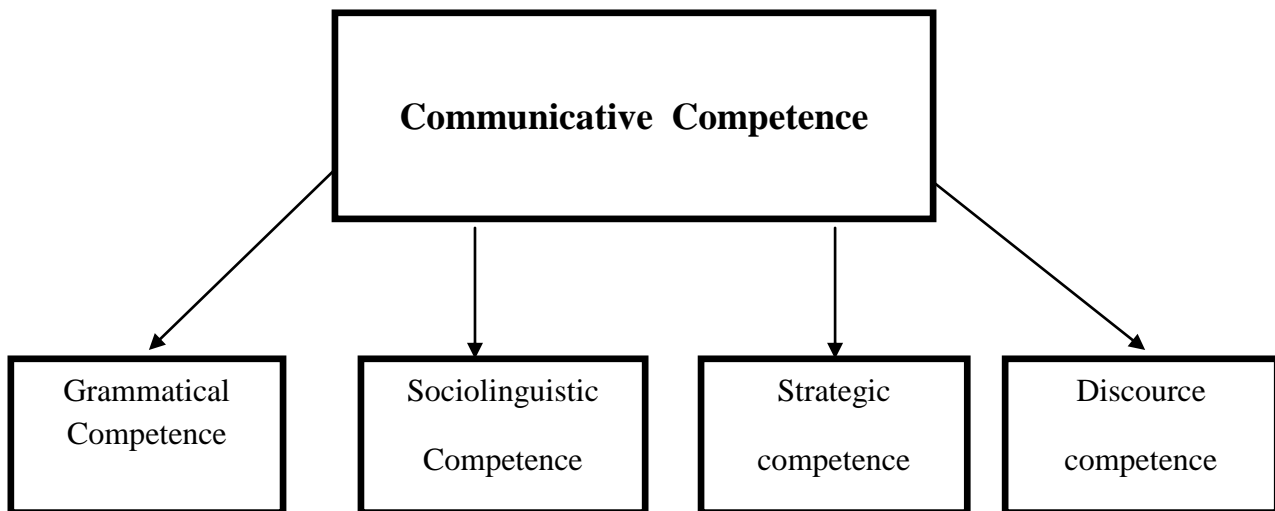
It is to master socio-cultural rules and discourse rules. It concerns with communication within context. Canale and Swain stated that Socio-cultural rules of use will specify the ways in which utterances are produced and understood appropriately with respect to the components of communicative events outlined by Hymes (1967,1968) ( Canale & Swain, 1980, p.30).

#### **2.5.1.3. Strategic competence**

Is a set of communicative strategies help to improve the ability to communicate and to put into use when communication breakdowns. These strategies are related to two types: grammatical competence and sociolinguistic competence (Canale & Swain, 1980, p.30).

#### **2.5.1.4 Discourse competence**

This component was added by Canale (1983) to the Canale and Swain (1980) model. He made a distinction between discourse and sociolinguistic competence because in his opinion, this last component relates to socio-cultural aspects, while discourse competence concerns with cohesion and coherence (Cited in Pilar, 2005, p.52). Pilar (2005) stated that, according to Canale and Swain (1980) discourse competence defined as the collection of forms and meanings in order to carry out significant units of cohesion and coherence texts (p.52).



Canal and swain's (1980) and canal's (1983) model of communicative competence  
(Jordà, 2005, p.52)

### 2.5.2. Bachman's (1990) communicative language ability (CLA).

Bachman (1990) proposed a communicative competence named the communicative language ability (CLA), which is concerned with language testing. This model consists of language competence, strategic competence, and psycho-physiological mechanisms.

#### 2.5.2.1 Language knowledge

In Bachman and Palmer (2010), language knowledge is considered by Bachman as a domain of information memory that gives the language users the ability to create and interpret discourse in language use. He classified language knowledge into two categories, organizational knowledge and pragmatic knowledge.

##### 2.5.2.1.1 Organizational knowledge

According to Bachman (1990), organizational knowledge refers to the abilities to produce or comprehend grammatical utterances or sentences in order to form texts. As well, these abilities are of two types: grammatical and textual. Grammatical knowledge includes knowledge of vocabulary, Syntax, phonology, and graphology. It is the ability to produce and understand formal utterances or sentences. Hence, the second ability; textual knowledge; it

refers to the capability of producing comprehending texts that are cohesive and coherent (Cited in Bachman & Palmer, 2010, pp.44.45)

#### **2.5.2.1.2 Pragmatic knowledge**

It is the ability to create and interpret discourse, and it is also the speaker's or writer's ability to make their purpose achieved through their utterances (Cited in Bachman & Palmer, 2010, p.46). Besides, pragmatic knowledge is divided into functional and socio-linguistic knowledge.

##### **2.5.2.1.2.1 Functional knowledge**

Bachman (1990) called it "Illocutionary competence"; it can be introduced by referring to speech act. For instance, "a sentence such as 'its cold in here', for example, may function as an assertion about the physical atmosphere in a room, as a warning not to bring the baby in, or as a request to turn on the heater. One of these is a different speech act (p.90).

In Bachman and Palmer (2010), Bachman (1990) stated that," quite frequently the appropriate interpretation of a given utterance is also involves the language users' prior knowledge of the language use setting, including the characteristics of the participants. For example, to determine whether the comment "How many times have you tried to fix this lock yourself" should be interpreted as a compliment or as a criticism we need to know whether or not the person who has tried to fix the lock is generally successful in complementing tasks such as this, and whether the person making the remark is prone to indirect criticism" (p.46).

In other words, functional knowledge means, how the relation of sentences, utterances, and texts occur with communicative goals of the users of language and the features of the language use setting (p.45). As well, functional knowledge includes knowledge of four categories of language function, ideational, manipulative, heuristic and imaginative.

First, knowledge of ideational functions is the ability to express and interpret the real world meanings. The use of language in these functions can be in informing, expressing or exchanging knowledge or feelings. Second, knowledge of manipulative function is the ability

to use language to make an effect on the surrounding world. It includes knowledge of instrumental function, regulatory function and interpersonal function. The instrumental function is used to make some people do things for others such as, request, and suggestions. Then; regulatory function; which is used to control what other people do such as, regulations, and laws. The last one is; interpersonal functions; they are used in establishing, manipulating and changing in the interpersonal relationships such as, complements and apologize. Third, knowledge of heuristic functions is to be able to use language to increase people's knowledge of the world surrounding. Lastly; knowledge of imaginative functions, is to be able to use language to make a creation about imaginary world (pp.46, 47).

#### **2.5.2.1.2.2. Sociolinguistic knowledge**

According to Bachman (1990), sociolinguistic knowledge is the knowledge of producing and interpreting appropriate utterances in appropriate context (p.94). In other words, it is concerned with controlling the conventions of language use that the features of its specific context determine. Bachman (1990)'s sociolinguistic competence is composed of knowledge of the aspects dealt with genres, dialect, registers, natural or idiomatic expressions, cultural references, and figures of speech (Bachman and Palmer, 2010, p.47). Each society has its own Knowledge of genres that it involves knowledge of conventions that are can be used to form a particular social purposes when communicate (p.47). In addition, knowledge of dialects includes the features of language social and regional varieties (48). As well, knowledge of register "includes the characteristics of different levels of formality in language use", and knowledge of natural expressions "includes those expressions that are not only structurally accurate but also expressed in the same way as would the members of a specific speech community". The last knowledge is of cultural references and figures of speech;"knowledge of cultural references includes extended meaning given by a specific culture to particular event, places, institutions, or people. Knowledge of figures of speech includes figurative language such as metaphors (p.48).



### **2.5.2.2 Strategic competence**

According to Faerch and Kasper (1984), there have been two essential approaches to define communication strategies that are interactional and psycholinguistic definitional. Bachman (1990) extended Fraech and Kasper's formulation to provide a more general description of strategic competence. Therefore, he included three components in strategic competence: assessment, planning, and execution (Bachman, 1990, pp.98- 100).

A. Assessment component: helps to indicate the information for a communicative goal in a given context. It identifies the competencies used in a language to achieve communicative goals. It is also enable to ascertain interlocutor's abilities and knowledge that are shared by them. Moreover, the assessment is to evaluate to what extent communicative goals has been achieved (Bachman, 1990, p.100).

B. Planning component: enables to collect the principles items from language competence. It includes how to use language knowledge, topical knowledge, and effective schemata in order to complete the task successfully (Bachman & Palmer, 2010, p.52).

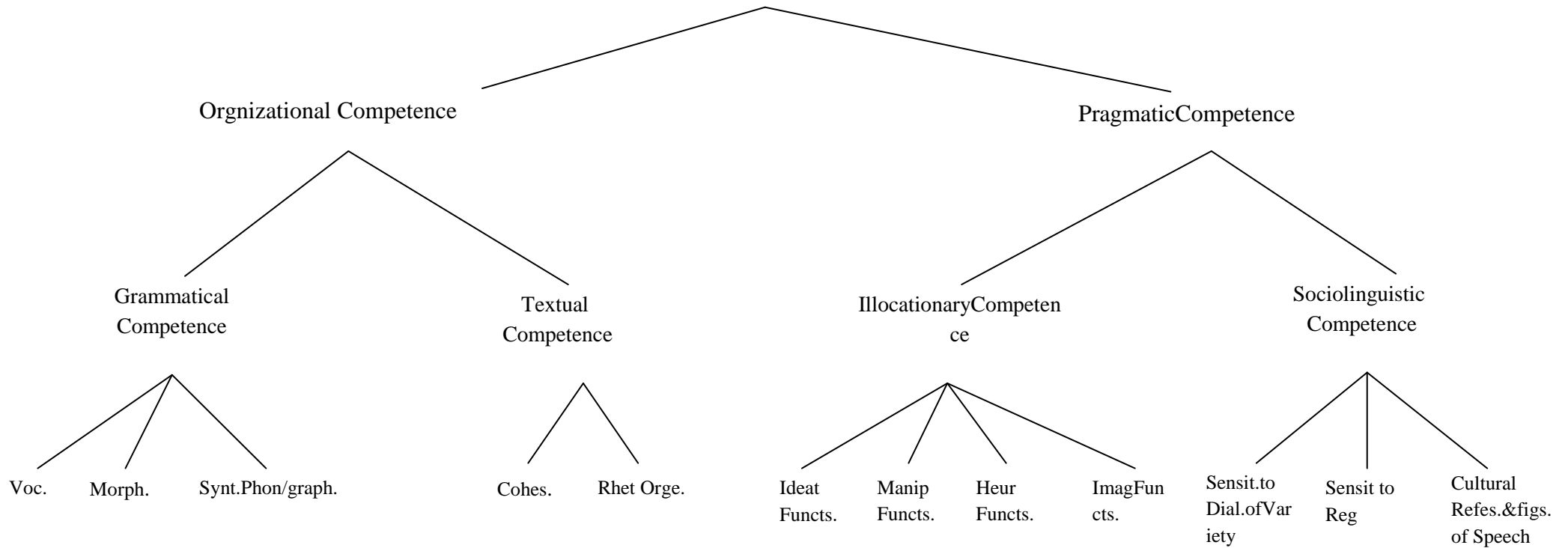
C. Execution component: draws on the necessary psychological mechanism to accomplish the plan for a communicative goal (Bachman, 1990, p.103).

### **2.5.2.3. Psycho physiological Mechanism**

Psycho-physiological Mechanism "refers to the neurological and psychological process involved in the actual execution of language as a physical phenomenon (sound, light). (Bachman, 1990, p.84).

Bachman and Palmer (2010), viewed strategic competence as a set of meta-cognitive strategies. This view is basically derived from Sternberg's description of meta-components in his model of intelligence. These strategies are involved in planning, monitoring, and evaluating individuals' problem solving therefore they hypothesized that their meta-cognitive strategies are involved in language use and virtually in all cognitive activity. The three areas of meta-cognitive strategies operate are goal setting, appraising, and planning (pp.48-49).

**Language Competence**



**Figure 2: Components of Language Competence (Bachman, 1990, p.87)**

### 2.5.3. Celce-Murcia's (1995) Model of Communicative Competence

Celce-Murcia (1990) had many discussions with other researchers about the role of communicative competence in language teaching; these discussions resulted in two publications (Celce-Murcia et al.1995, and Celce-Murcia 1995) (Celce-Murcia, 2007, p.41). In Celce-Murcia (2007. p.41)'s words, the term communicative competence has been dealt with by several researches, his original source traces back to Hymes' reaction against Chomsky's distinction between competence and performance ; then comes the Canal and Swain(1980)'s and Canale (1983)'s contribution ; and Celce-Murcia .et al.(1995). It is mentioned that Celce-Murcia et al. (1995) argued that after the Canal and Swain's model of communicative competence no serious effort has been done to develop the communicative competence model to go hand in hand with communicative language teaching (CLT) requirements (p.74). Although there has been some other models like the one of Bachman and Palmer, but it was considered more as a tool for language assessment than a general model of communicative competence (p.74).

Celce-Murcia .et al (1995) made two changes in the Canal and Swain's and the Canal's model; they orderly changed the linguistic and sociolinguistic competence into grammatical and socio-cultural competence. They also added the actional competence to be a part of communicative competence that refers to "the ability to comprehend and produce all significant speech acts and speech acts sets" (Celce-Mercia.2007.p.42). Celce –Murcia.et al. (1995) affirmed that the various components of communicative competence are interrelated, and this fundamental contribution was so important to clearly describe these inter relationships nature in order to completely understand the construct of communicative competence (Celce-Murcia, 2007, p.44).

With respect to Canal and Swain's and canal's model, Celce-Murcia (2007, p.45) saw that there were still some gaps that she tried to cover. So she reviewed the model of Celce-Murcia .et al. (1995) and introduced Celce-Murcia (1995)'s model which involves six

competences: socio-cultural, discourse, linguistic, formulaic, interactional, and strategic competence.

### **2.5.3.1. Socio-cultural competence:**

This model maintains the top- down role of this competence. Socio-cultural competence is the pragmatic knowledge of the Speaker, “i.e. how to express messages appropriately within the overall social and cultural context of communication. This includes the knowledge of language variation with reference to socio-cultural norms of the target language” (Celce – Murcia, 2007, p.46). She insisted that social or cultural error could be more serious than a linguistic one during oral communication. Celce-Murcia et al (1995, pp.23-24) described three most essential socio-cultural variables in terms of the current model:

-Socio-contextual factors: the participant’s age, gender, status, social distance and their relation to each other: power and affect.

-Stylistic appropriateness: politeness strategies, a sense of genres and registers.

-Cultural factors: back ground knowledge of the target language group, major dialects / regional differences and cross-cultural awareness.

Celce-Murcia (2007) saw that these variables could be acquired through some knowledge of the life and traditions along with the knowledge of the history and literature of the target language community (p.46).

### **2.5.3.2. Discourse competence:**

It is the center competence in this model, refers to “the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message” (Celce-Murcia, 2007, p.46). Celce-Mercia.et al (1995, pp13-15) described four sub-areas of discourse competence which are the most important. First, Cohesion that refers to conventions regarding use of reference (anaphora/cataphora), substitution /ellipsis, conjunction, and lexical chains as Halliday and Hasan(1976) mentioned . Second, deixis which has a relation to situational grounding achieved through use of personal pronouns, special terms (here/there;

this/that), temporal terms (now, after, before), and textual references (e.g. the following table, the figure above). Third, Coherence that has to do with expressing purpose/intent through appropriate content schemata, managing old and new information, maintaining temporal continuity and other organizational schemata through conventionally recognized means. Fourth, generic structure which means formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon, etc. (Celce-Murcia, 2007, p.47).

#### **2.5.3.3. Linguistic competence:**

It is composed of four elements. Phonological element includes both segmental elements (vowels, consonants, syllable types) and supra segmental (prominence/stress, intonation, and rhythm). Lexical element that is defined the knowledge of both content words (nouns, verbs, adjective) and unction words (pronouns, determiners, prepositions, verbal auxiliaries, etc). Another element is morphological one, which includes part of speech, grammatical inflection, and productive derivational processes. Finally, syntactic element which covers the following points, constituent/phrases structure, word order (both canonical and marked), basic sentence types, modification, coordination, subordination, embedding.

#### **2.5.3.4. Formulaic Competence:**

In Celce-Mercia (2007)'s word, formulaic competence is the counterbalance of linguistic competence; "it refers to those fixed and prefabricated chunks of language that speakers use heavily in every day interactions" (p.47). From Celce-Murcia (2007)'s point of view, this competence was largely ignored before, but it was brought to general attention thanks to the work of Pawley and Syder (1983), Pawley(1992), and Nattinger and Decarrico (1992) (p.48). Celce-Murcia put forward that Hustance in (2000) said that formulaic competence has had great importance latter on, because the fluent speakers of language draw on formulaic knowledge of the target language especially when using systematic linguistic knowledge. Formulaic competence covers the following knowledge:

-Routines: fixed phrases like of course, all of sudden and formulaic chunk like ‘How do you do? I’m fine thanks; how are you?’

-Collections: verb-object: spend many, play the piano; adverb-adjective: statistically significant, mutually intelligible; adjective-noun: tall building, legible handwriting.

-Idioms: e.g. to kick the bucket=to die, to get the ax=to be fired/terminated.

-Lexical frames: E.g., I am looking for...; see you (later, tomorrow, next week, etc).

#### **2.5.3.5. Interactional Competence:**

Interactional Competence is the bottom-up counterpart of the top-down socio-cultural competence in this model. There are three subcomponents that are involved within interactional competence; actional, conversational, and non-verbal or paralinguistic competence.

##### **2.5.3.5.1. Actional Competence**

As Celce-Murcia (2007, p.48) defined it “the knowledge of how to perform common speech acts speech act sets in the target language involving interactions such as information exchanges, interpersonal exchanges, expression of opinion and feelings, problems (complaining, blaming, regretting, apologizing, etc), future scenarios (hopes, goals, promises, predictions, etc)”.

##### **2.5.3.5.2. Conversational Competence**

Celce-Murcia (2007, p.48) mentioned that for Saches et al (1974), this competence is concerned with turn-taking system in conversation, but it may contains other genres like how to open and close a conversation; how to establish and change topics; how to get, hold, and relinquish the floor; how to interrupt; how to collaborate and backchannel, etc.

##### **2.5.3.5.3 Non-Verbal/Paralinguistic Competence**

In Celce-Murcia model (2007)’s this competence consists of kinesics that refers to (body language), non-verbal turn-taking signals, backchannel behaviors, gestures, affect markers, eye contact. Proxemics has to do with the use of space by interlocutors. Haptic

behavior is another component that refers to touching. There is also Non-linguistic utterances with interactional import (e.g. ahhhh, uh-oh, hutch?) the role of silence and pauses (p.49).

### **2.5.3.6. Strategic Competence**

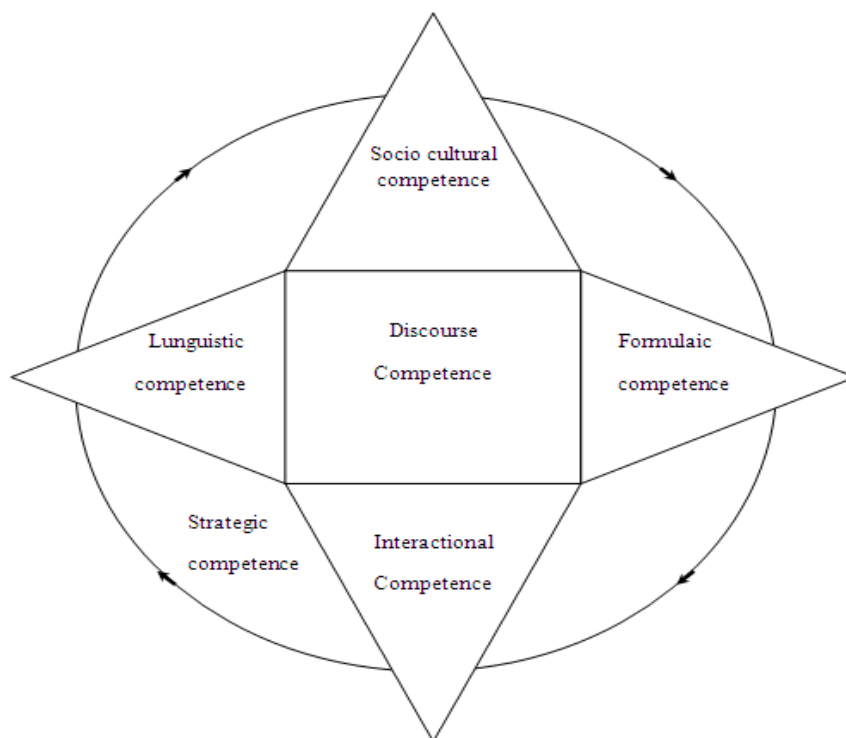
Oxford (2001) defined the strategies for language learning and use as being « specific behaviors or thought processes that students use to enhance their own second language learning » (cited in Celce-Murcia, 2007, p.50). These behaviors can be learning strategies or communication strategies, the learners who effectively use these strategies learn the language better and quicker than who do not. Celce-Murcia (2007) collected three most important Oxford (2001)'s learning strategies that serve her model:

-Cognitive: the use of logic and analysis to help learning a new language through outlining, summarizing, note taking, organizing and reviewing materials.

-Memory-related: strategies used to recall and retrieve words through the use of acronyms, images, sounds (rhythm), and other cues.

-Meta-cognitive: these strategies involve the well planation for doing homework, and engaging in self-evaluation. This can be achieved by noticing the other's errors and learning from teacher and peer feedback. Guessing and comprehending the meaning of the word from the context or the grammatical function of the word is also related to meta-cognition.

The other principle strategies are the ones highlighted in Celce-Murcia et al, are called communication strategies that are achievement strategies that refer to strategies of approximation, circumlocution, code-switching, miming, etc. Stalling or time gaining strategies those have relation to using phrases like where was I? Could you repeat that? Besides, Self-monitoring strategies, which mean using phrases that allow for self-repair like I mean.... Interacting strategies, these strategies include appeals for help/clarification that involve meaning negotiation, or comprehension and confirmation checks, etc. Moreover, Social strategies these strategies involve seeking out native speakers to participate with, actively looking for opportunities to use the target language (Celce-Murcia, 2007, p.50).



**Figuer3: Revised schematic representation of communicative competence (Celce-Murcia, 2007, p.45)**

## **2.6. The Application of Communicative Competence in the Field of Language Teaching**

Since 1970, researchers tried to find adequate approaches to facilitate the process of teaching and learning a target language. It had been observed that mastering linguistic structures is not enough; it should be combined with communicative competence (Desai, 2015, p.48). Hence, communicative competence is applied in many approaches in the field of language teaching: Direct method, communicative language teaching, audio-lingualism, and competency based approach.

### **2.6.1. Direct method**

Direct method (DM) is most widely known of the natural methods. It is originated in France and Germany, and became later known in the United States (Richards and Rodgers,



1986, p.9). The target language in DM focuses on communication inside classroom by avoiding translation and the use of the native language (Xue & Fang, 2007, p.70).

Communicative competence plays an important role in the DM. According to Richard and Rodgers (1986), its implementation can be achieved inside classroom by using the target language. For instance, the instructions must be given in this latter. The learner is actively involved in using the language in realistic everyday situations. Likewise, speaking is taught first before reading and writing, and vocabulary is learned by using objects, pictures, and relia. Grammar is taught inductively i.e. learners find out the rules through the presentation of appropriate linguistic forms in the target language. In addition, reading aloud, self-correction, conversation practice, and dictation are techniques used to make an effective communication in the classroom. Richard and Rodgers mentioned also, teachers should be competent and fluent, to give learners the opportunity to speak (p.9).

### **2.6.2. Audio-lingual Method:**

The emergence of the audio-lingual method (ALM) was due to the increased attention to the foreign language teaching in the United States at the end of 1950's. Most of methods were still linked to the reading method and a radical change in teaching foreign languages methodology was needed (Richards and Rodgers, 1986, p.47). Brooks (1964, p.111) made a distinction between short-rang objectives and long-range objectives of the audio-lingualism program so that the short-range objectives involve training in listening comprehension, accurate pronunciation, recognition of speech symbols, and ability to produce these symbols in writing (Cited in Richard, Rodgers, 1986, p.52). According to them Brooks (1964, p.107) maintained that the long- range objectives refer to the language as it is used by the native speakers. The learner must possess the second language as the native speakers do. The teacher's role in this method is central and active; he gives the target language model, controls learning, corrects and monitors the performance of the learners. For Richard and Rodgers (1986) « The learners are viewed as organisms that can be directed by skilled training

techniques to produce correct responses » (P.56). They put forward that the learners' role is responding to stimuli, therefore they play a reactive role and have a little control over the content or the style of learning. They are not engaged in initiating interactions because they are afraid of making mistakes.

The ALM was the first method derived from linguistics and psychology, the psychological basis is behaviorism, which deals with language learning as a stimulus and response reaction, operant conditioning, and reinforcement with an emphasis on successful error-free learning (Xue & Fang, 2007, p.70). Here learning the language is based on mastering the elements of the language and learning the rules that combine these elements starting from phoneme, morpheme, word, phrase, until sentence. Thus, the four skills reading, writing, speaking, and listening are taught separately and there is a primacy of the audio-lingual skills over the graphic ones. In such method, the dialogues are used as a principle unit to present a language. Listening and speaking were brought to the center in this method, tape recording and language laboratory drills were used in practice. The ALM was among the most popular method ; it intended to make language learning accessible to language groups of ordinary learners because it saw that language teaching should be organized in such way to facilitate the language learning. In addition, it dealt with syntactical progression, while the pervious methods had dealt with vocabulary and morphology (Xue, & Fang, 2007, pp.70-71).

### **2.6.3. Communicative language teaching**

Communicative language teaching (CLT) is considered as the international method of teaching a foreign language in different contexts of learning. It dealt generally with the four skills; listening, speaking, reading, and writing in terms of communication (Savignon, 1991, p.261).

CLT came as an approach in purpose of making the learner an active participant not a receptive individual (Matamoros-González et al, 2017, p.966). It is a set of principles, which focuses more on communicative competence. Its purpose is to accomplish this competence,

give learners the ability to use the language accurately and appropriately, and make them communicate effectively (Desai, 2015, p.49). Moreover, Littlewood (1981) stated that “one of the most characteristics features of communicative language teaching is that it pays systematic attention to functional as well as communicative view” (Desai, 2015, p.49). Therefore, to achieve the purpose of CLT in teaching communicative competence can be understood in the following points:

Richard & Rodgers (1986) claimed that linguistic systems will be learned better through the process of struggling to communicate. They stated also, linguistic functions are learned by communicating in the classroom (p.67). For Desai, accuracy comes after appropriateness. He viewed that the four skills should be combined in teaching because communicative competence is not limited only on speaking. CLT also gives the opportunity for learners to communicate with each other. For instance, this occurs by group or pair works in order to share information. Consequently, teachers should encourage learners by using effective techniques such as, dramas, role plays, and games to promote the real communication that used in society (2015, p.49).

According to Kumai, Brown (2014, p.236) said that the components of communicative competence should be taken into consideration in the classroom. He added, learners produce and receive language without context training (2018, p.133). In addition, Richard argued that learners must learn in cooperative rather than individualistic learning, and the role of teachers is to facilitate and monitor learner’s learning (2006, p.5).

#### **2.6.4. Competency Based Approach:**

The competency- based approach (CBA) is also called the pedagogy of integration or an outcomes approach. In this approach, the learner will use all his knowledge about grammar, vocabulary, punctuation, and pronunciation to communicate effectively in real life situation. Moreover, the linguistic, communicative, and sociolinguistic competences are required .i.e. the learner should know what to do, when, where, and with whom. CBA is an approach that

seeks to link between the classroom and every day real life, so that the learner learns in the classroom the knowledge and things that he will use to solve problems in real life in different situations (Nkwetisama, 2012, p.519).

According to Nkwetisama (2012, p.519), Richard and Rodgers (2001) stated that the CBA focuses on the learning outcomes, it pays more attention to what the learners are expected to do rather than to what they are expected to learn about. CBA defines the educational goals as being precise measurable description of knowledge, skills, and behaviors that learners should have at the end of a course. Schneck (1978) saw the CBA as outcomes based instruction that is adaptive to the students', teachers', and community's needs (cited in Nkwetisama, 2012, p.519). Nkwetisama (2012) wrote that from savage(1993)'s point of view « the competency based model was defined by the U.S of education as a performance based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in the society. It is therefore a functional approach... » (p.520). Nkwetisama affirmed that for Weddle (2006) this approach is composed of the following components, first, an assessment of the learners' needs; second, the selection of the competencies; third, the target instruction; fourth, an evaluation of the competency attainment.

CBA has several features and characteristics, the first one is the competencies are stated in specific and measurable behavioral terms. The second feature is the contents are based on the learners' goals i.e. outcomes or competencies. In addition, the learners continue learning until mastery is demonstrated. Another feature is that the approach makes use of an unlimited variety of instructional techniques and group work. It centers on what the learners need to learn, which is the application of the basic skills in context such as listening, media, and real life materials adapted to targeted competencies. In addition, it provides learners with immediate feedback on assessment. The instruction or teaching within the CBA is paced to the needs of the learners. The last characteristic is that it gets learners to demonstrate mastery

of the specific competency statements or objectives mapping of some competency objective or statements (p.520).

According to Rogiers, the teacher's role in CBA is to organize the learning outcomes in a good way so that the learners reach the expected level, also Boutin (2004) stated that the teacher has a role in encouraging the learners to acquire the knowledge which has to be facilitated by not mechanically transmitted, it means that the teacher becomes a facilitator who motivates his learners to be creative, checks and organizes the activities and provides ideas without imposing them (cited in Ait Haddouch.et al, 2017, p.4). They mentioned that Boutin viewed that the role of the students is suggesting ideas first, having the willingness to learn, organizing the work using new technologies and learning methods, searching for other and new information. Furthermore, the learner must possess the ability to perform a particular task through integrating the three resources, knowledge, skills, and behaviors as Hitt (2009) mentioned (cited in Ait Haddouch.et al, 2017, p.4).

## **Conclusion**

Communicative competence is a vast subject, which consists of various interesting elements. Many researchers and specialists conducted different studies about communicative competence and introduced their own models about it. Besides this, the application of the communicative competence differs from one approach to another in the field of language teaching. This chapter has tackled the notion of communicative competence and some related concepts; has provided some models, and has shown how this communicative competence is dealt with in some popular approaches and methods.

## **Chapter Three: Field Work**

Introduction

3.1. Description of the Textbook

3.2. Description of the Checklist

3.3. The Analyses and Interpretation of Units

3.3.1. The Analyses and Interpretation of Unit1: Signs of the Time

3.3.2. The Analyses and Interpretation of Unit2: Make Peace!

3.3.3. The Analyses and Interpretation of Unit3: Wast Not, Want Not

3.3.4. The Analyses and Interpretation of Unit4: Budding Scientist

3.4. The evaluation of the communicative competence in the four (4) units

Conclusion

Limitations of the Study

Recommendations

## Introduction

The present study aims at evaluating the communicative competence in the second year secondary school textbook in titled “Getting Through”. This chapter is devoted for the practical part in which data were analyzed and interpreted for data collection, the checklist was chosen as one major research instrument. The checklist is formed according to Celce-Marcia (2007) model of communicative competence. It focuses on evaluating the different sub-competences of communicative competence and their application in the CBA.

### 3.1. Description of the textbook

According to Riche, Arab, Bensemmane, Ameziane and Hami “**Getting through**” is the official English textbook of the second year secondary school, designed to meet the requirements of the new approach (CBA). It keeps the procedures used in the first year course book (**AT THE CROSSROADS**). The textbook gives the learners the opportunity to develop individual competencies. It contains different activities that help students to develop the four skills (listening, speaking, writing and reading). In addition, there are other activities aiming to enhance methodological skills (how to collect and process data, how to work with peers, how to design a project and present it to the class). Students are required to keep a portfolio of all tasks and exercises they will do in class or at home. The textbook also contains texts that are related to the themes of each unit (teacher’s guide, p.6).

The eight units selected in the textbook are supposed to be completed in a maximum of 15 hours each. Each unit includes five rubrics:

**Discovering Language:** its aim is to make learners do various reading tasks. It includes:

- A grammar Desk that comes after reading the text.
- A practice section which contains some activities that are related to grammar, vocabulary and the pronunciation learned previously. These activities can be done in pairs or individually.

- Say it aloud and clear: it is related to the pronunciation skills.
- Working with words: it focuses on vocabulary building

**Developing Skills:** this rubric includes two sections:

- Listening and speaking: The learners listen to an input by the teacher and are required to take notes and fill in gaps.
- Reading and writing: it focuses on writing skills. The learners are required to look at pictures and predict the answers about the text given.
- A tip Box: it is for learning the instructions through a gap filling activities.
- Write it out: it is for raising awareness on textual coherence.

**Putting Things Together:** A project is related to the elements learned during the unit. This project is written but it presented orally.

**Where Do We Go From Here?** It deals with student's self-assessment. This gives learners the opportunity to check their progress.

**Exploring Matters Further:** in this last rubric learners have the opportunity to learn more about the topic dealt with, acquire vocabulary and increase their knowledge of grammar through extensive reading (pp.5-6).

### **3.2. Description of the Checklist**

The current checklist, which is a qualitative research tool, is designed following the more recent model of communicative competence proposed by (Celce-Mercia, 2007). This check list is divided into six (6) main competences each competence is further detailed into particular subthemes. The first is socio-cultural competence that includes social contextual, stylistic, and cultural factors. Afterwards, the discourse competence that involves three main components: cohesion, deixis, and coherence. The next one is linguistic competence that



contains four (4) aspects are phonology, morphology, lexical, and syntactical. The other competence is formulaic one and its four (4) important themes are routines, idioms, collections, and lexical frames. Besides, the actional, conversational, and non-linguistic competences are sub competences of the mother competence interactional one. The final competence is the strategic competence which focuses on cognitive, memory related, meta-cognitive, achievement, time gaining, self-monitoring, interacting, and social strategies.

### **3.3. The Analysis and Interpretation of the Units**

#### **3.3.1. The Analysis and Interpretation of Unit 1: Signs of the Time**

##### **Socio-cultural Competence**

- The textbook contains the pragmatic knowledge of the target language (English) like symbols, stories; proverbs food; literature...

In this unit, the textbook does not tackle the pragmatic knowledge. The pragmatic knowledge of the target language (English) must be mentioned because it is very important and helpful to the learners to communicate effectively with the native speakers of English and express the idea correctly within the context.

- The politeness strategies are expressed within the textbook

The text “Traditional Manners and Changing Manners” on page 32 explains how to address people politely. For example, the intimate that used with family members, friends and people of the same age.

Politeness strategies are sometimes mentioned in the unit. They are not tackled enough, despite the fact of having a fundamental role so that learners learn and acquire knowledge about their vocabulary that can be possibly used when communicating with others in different everyday situations.

- The difference in using these strategies between men and women are clearly expressed within the textbook.

This point is not mentioned, however, it may have a considerable role because it can help the student dealing with men and women relatively in an effective way at different level of the life (social, professional, emotional...level).

- The major differences of the target language are mentioned within the textbook (Regional differences, cross cultural awareness).

The cross-cultural awareness is often targeted in the first unit. The image on page15 illustrates the lifestyle of Algerian people in the past during Ramadan. It shows the olden clothes of men and women, olden buildings....Activity 2 (p20) contains some phonic differences between the target language English and another one, which is French. The text p.24-25 contains some Algerian eating habits and traditions. Activity 6 (p26) gives as well information about the country of the target language United Kingdom and another country, which is Germany. Furthermore, the text p27 offers some information about some different countries (European countries and northern Africa, Muslim countries and America, and Algeria). In activity1 (p28), the name of twin towns of different countries is introduced (French, Italian, English, Spanish...). The rubric 'Putting things together' (p30) contains also information about three aspects of life, clothes, food, and entertainment in Algeria and abroad. The text (p.34) entitled 'Do it in style' offers some information about the style of ancient Rome and ancient Japan.

This element puts the students in the situation to know about their life styles and country; at the same time have an over view about some different cultures. Therefore, the learners are linked with the real world and get cross-cultural thinking and acquiring new vocabulary.

- The use of language taking into consideration the relationship between speaker and the hearer is well presented within the textbook.

This aspect is sometimes mentioned in the first unit. The text (p.32) shows two ways of addressing people, the intimate and the formal way. The speaker uses the latter to address elderly people and foreigners. While, the former is used to address friends and people of the same age.

This aspect is not enough. It is helpful for the students when communicating with others from different ages and different careers. They learn how to speak, when, where, and with whom.

**Discourse Competence** (within sentence, paragraph, and essay).

- **Cohesion:** the textbook contains the anaphora and cataphora references with their explanation.

In different texts on different pages there are cataphora and anaphora references for instance, there refers to factory, who refers to grandmother, and they refers to people. The activities 5-6-7 on pages 25-26 and the lecture 5 on pages 191-192 focus on using relative pronoun to mark the cataphora and anaphora reference with explanation.

Anaphora and cataphora are well represented in the first unit. The texts that are mentioned previously contain plenty of them. Learners need them to improve and master their English language.

- There is a use of conjunctions with their justification.

In different texts on different pages there are some conjunctions such as (when, but, and, so), but they are not justified. The use of the conjunctions (by contrast, contrary to, whereas) in the article p.27 are explained. They are used to mark the contrast.

- The textbook tackles the use of substitution, ellipsis, and lexical chains with their explanation.

The lexical chain of agriculture (farmer, cows, corps), food (kouskous, Masfouf, peas), family members (mother, father, grandmother), dentist (toothache, decayed, decayed teeth), cloths (coat, uniform, wears, jeans) are mentioned in different texts on different pages.

Examples of substitution are also dealt with in the first unit like he, they, them, it, they are orderly substitute 'Uncle Hassan, people, parents, people, the style' in different texts on different pages.

- The deixic are well expressed and used within the textbook (special terms; here/there) (temporal terms: now, after, before) (textual references: following table, sentence, or picture, figure above).

There is a use of temporal terms in different texts on different pages such as ago, afternoon, now, at the time, today.

The majority of the questions in this unit contain different textual references (exercise above, the following questions, questions bellow, sentences bellow, twister bellow, following points, question above, and the following model).

- **Coherence:** the purposes or intends are expressed using the appropriate words (content schemata).

The purpose is expressed using the preposition to (he used to get up early **to** milk the cows), want to (in doing so, they **want to** keep there...), in order to and for (...went to his shop **inorder to** have .../used to go to his barber's shop **for** variety of ...) in the text1 p.16 the text p.24-25, text p.33 and text p.34.

- The generic structures are well used to identify the type of a discourse segment: whether it is a sermon, conversation, interview, report, narrative...

The text on (p.24-25) is explicative, its generic structures are: the text explains a social phenomenon which is eating habits, the use of action verb (choose and take, present simple), (has, is, want, think). The type of the text on (p.32) is a recount because it recounts past events and there is a use of past tense and action verbs (go, pull out, stay). At the same time it is explicative since it explains a social-cultural phenomenon, which are etiquette and addressing people, using present simple (is, have, think). The type of the text p.33 is a recount since it recounts past events using past tense (thought, used to) and action verbs (go, pull out, work). The text on p.34 is explicative descriptive, its generic structures are the use of present tense, many adjectives (free, long, personnel, bad), action verbs (wear , tell). In addition, the text explains a social phenomenon.

- The textbook explains how to manage the new and old information.

In the text1p.16, the known information (the fact that the majority of people used to leave in the countryside in the past) is put at the initial position then followed by the unknown information (the life of Uncle Hassan). In the text on (p.32), the information are ordered chronologically. The previous points are not well mentioned in the texts, even they are found but pupils cannot differentiate between them.

The discourse competence is always present in the unit. It has an important role for the students because it guides them when producing and understanding a coherent, cohesive, and meaningful oral or written message or discourse. Further, the reading skill can be ameliorated through the texts that are devoted for the extensive reading.

## Linguistic Competence

- **Phonology:** the differences between vowels, consonants, and syllable types are well explained in the textbook.

This element is sometimes dealt with in the unit. On page 15, the textbook gives some words with their transcription; through these transcriptions, different vowels and consonant are shown. There are long vowels such as / i: /, /u: /, / a: /... and short vowels /i/, /u/, /a/.... It includes some other words with their transcriptions that introduce different diphthongs. The distinction between voiced and voiceless consonant is dealt with on page 188.

- The textbook shows how the stress, intonation and rhythm are used

This element is sometimes mentioned in the unit. Some words are shown how to be stressed on page 15.

- **Morphology:** the different parts of speech are introduced in the textbook.

The parts of speech are often tackled. Page 21 presents some parts of speech (verb, adjective and noun). Pages 22, 23, and their related lecture on page 190 introduce one part of speech which is the modal (may, might, could...).

- The different grammatical inflections are tackled in the textbook.

The different grammatical inflections are often used in the first unit. On page 188, a grammatical inflection is explained which is the third person singular 's', and its different spelling 's, es, ies.'. Activity 1p.26 and the lecture 6pp.193-195 tackle two grammatical inflections, which are 'er' of comparative and 'est' of superlative. The lecture 7 p.196 involve grammatical inflection which is 'ing' of present continuous.

- The productive derivational processes are explained in the textbook (adding suffixes and prefixes).

This element is shown sometimes in the unit. Page 21 contains a productive derivational processes (adding suffixes such as, dom, ness). Activity 1 p.26 and the lecture 6 pp.193-195 contain derivational processes (adding suffixes; er, est) to form the comparative and the superlative.

- **Lexical:** the content of the textbook differentiates between the content words (n, v, adv, adj) and function words (pronoun, Determiners, auxiliaries...).

Lexical is not found in the unit.

- **Syntax:** the canonical and the marked words order are shown in the textbook.

Syntax is absent in the unit.

- The forms and the basic types of sentence are presented.

The element above is always found. On pages 188-189-190 that are related to grammar desk of the first unit p.17, the table on page188 introduces some sentence forms (affirmative, interrogative, and negative). The content of the page189 tackles the sentence form using 'going to and will'. Practice 4p.18 involves the sentence form using the semi-model 'used to'. Activity 4 p.29 and its lecture p.96 introduce the forms of the sentence (affirmative, negative, interrogative) in the present continuous.

- Coordination, subordination, and embedding exist within the textbook.

The coordination is often present. The activity p.25 and its related lecture on pages 191-192, activity 6 and 7 p.26 cover the coordination using the relative pronoun (when, where, which/ that, who, whose, whom).

- The textbook contains constituent phrases structure (NP, VP, PP...).

This point is not found.

The linguistic competence is so required because it develops the learner's pronunciation and how to speak with an appropriate intonation. Additionally, it fosters the student's listening skill; they can listen, interpret, and understand the oral messages and discourse with easiness. It enhances the reading skill, as well the students learn how to read with more fluency and at the same time understand what they are reading. Different instructional techniques are used like group work. Furthermore, the learners use these useful elements to build correct sentence structures, thus their writing skill may be enhanced and write an acceptable discourse segment. The home work is used as an instructional technique.

### **Formulaic Competence**

- The routines (fixed phrases like of course, all of student; formulaic chunk like how do you do, I am fine thanks) are shown how to be used.
- Idioms: there are some idioms of the target language and their explanations.
- Collections: the different collections (v-o, adj-adj, adj-n) are exemplified in the textbook

Routines, idioms, and collections are not shown in the unit.

- Lexical frames like I am looking for ...; see you later, next week month... are found in the textbook.

The lexical frames are not well mentioned in the unit. Pages 22-23 involve some lexical frame such as; will probably, it seems to me, I have doubts about.

The activities that tackle these lexical frames are helpful because they make the learners listen, write and work in pair.

The formulaic competence is not mentioned enough even though it can be considered as an essential element in learning any language. It can widen the grammar and the knowledge of the learners and makes them working with new words and expressions. As a result, the



writing skill can be ameliorated. The learners can benefit from this competence when communicating and discussing with others to produce correct sentences and statements.

## **Interactional Competence**

### **1-Actional Competence**

- The textbook shows the way of performing common speech acts.

This competence is not mentioned in the unit. The learners have to learn and know the different ways and vocabulary to form the different speech acts (functions). These functions are heavily used when interacting with others in everyday situations.

## **Strategic Competence**

### **Cognitive**

- The textbook involves some cognitive strategies that require the use of logic; like summarizing, note taking, outlining in order to learn a new language.

This strategy is always used in the unit. The practice 4p22 assigns the students to summarize a dialogue. Activity 3 p.24 makes the students summarize and reorganize the given text. In order to complete a short news paper p.27 the students have to paraphrase the questions into sentences to make the article meaningful. Activity 3 p.29 requires from the students to read, comprehend the text to answer the questions. The rubric “Putting things together” p.30 needs reading and comprehending the information and reorganizes them to form a lifestyle profile. The snake food p.33 assigns the learners to find different meaningful words.

The cognitive strategy has a great value because it promotes listening, reading, and writing skills. The students are also supposed to use all what they learnt during the unit (skills, vocabulary, grammar...) to do a project which is considered as the learner's outcomes. To do

the project, the students search for the information using different instructional techniques, methods, materials and technology.

### **Memory related**

- There are some recall strategies using acronyms, images, sounds and other cues within the textbook.

This element is sometimes presented. Activity 1p.24 presents some pictures of food and make the student recall what each picture represent. Activity4 p.25 gives some cues to the students and let him refresh their memory to give examples to each cue.

This element is sometimes presented. It gives the opportunity to the students to interact and be active inside the classroom. This way the learners are given the opportunity to speak.

### **Meta-cognitive**

- The textbook includes meta-cognitive strategies such as guessing the meaning from the context, evaluating self-progress.

This point is sometimes presented in the unit. Activity 1 p.28 shows a cue and assigns the learners to guess what does each sing of the cues represent. Act2 p.28 allows the students to correct their answers. The checklist p.31 allows the learners to evaluate their development during the unit.

Meta-cognitive strategy gives the learners the opportunity to read and write. In this competence, the students are able to assess their abilities, language skills, and functions that are taught in the unit.

### 3.3.2. The Analysis and Interpretation of unite2: Make Peace

#### Socio-cultural Competence

- The textbook should contains the pragmatic knowledge of the target language (English) like symbols, stories; proverbs food; literature...

The table on (p.43) contains some abbreviations that belong to the target language (English) like, UK, BBC, GB. An information about British society is mentioned on page 198 (people must drive on the left). This element is sometimes mentioned. In this point, there is a link between the classroom and every day real life, so that the learners learn the things they may use later during their social and professional life. The target instruction is also applied. This homework makes the students search for other and new information

- The politeness strategies should be expressed within the textbook

The politeness strategies are not expressed within the second unit. They have a fundamental role so that the learners learn and acquire knowledge about politeness strategies and their vocabulary that can be possibly used when communicating with others in different everyday situations.

- The difference in using these strategies between men and women should be clearly expressed within the textbook.

There is no contrast in using these strategies between men and women in the unit. However, it can have a considerable role because it guides the student how to deal with men and women relatively an effective way at different levels of the life (social, professional, emotional level....).

- The major differences of the target language should be mentioned within the textbook (Regional differences, cross cultural awareness).

The page 37, contains different cues and symbols, some of them are universal (UNESCO), others belong to Arab world (AMF) and Africa (OAU). The table on page 43 presents different abbreviation that belong to different countries (FBI belongs to the United States, OPEC belongs to patrol countries). On page 198 that is related to write it up on (p.46), there is information about the Algerian society (people must drive on the right). The page 48 introduces a specific period of the American history and some influential persons during that period. In putting things together on (p.51), several Nobel Peace Prize Winners and candidates from different countries, including Algeria are presented. Two (2) poems of an American singer are written on page 53. The page 55 contains some proverbs of the American author Ralph Waldo Emerson and from Comic series by the French authors Goscinny and Uderzo. Page 56 mentions some children's rights in Algeria. The page 57 introduces American Friends.

This point is often mentioned in this unit, there is a link between the classroom and every day real life. So that the learners learn the things that they may use later during their social, professional... life

- The use of the language taking into consideration the relationship between speaker and the hearer should be well presented within the textbook.

This point is not tackled in the second unit. Although it is so helpful to the students especially when communicating with others from different ages and has different carriers. They learn what to do, when, where, and with whom.

**Discourse Competence** (within sentence, paragraph, and essay).

- **Cohesion:** the textbook should contain the anaphora and cataphora references with explanation.

The references are often used. In the text p.38, the personal pronoun 'it' refers to the League of Nations, 'it' refers to World War II. In the second paragraph, the possessive pronoun 'its' refers to member state. The personal pronoun 'it' refers to UN Security Council. In the third paragraph, 'they' refers to agencies of the United Nations. In the interview p.42 'it' refers to Nobel Peace Prize, 'they' refers to the changes. In the text pp.48-49, 'they' and 'their' refers to Black Americans 'I' and 'this great leader' refers to Martin Luther King, 'where' refers to 'nation', and 'they' and 'their' refers to 'children'. However, the use is not explicitly explained.

- There should be a use of conjunctions with their justification.

In the text on (pp.38-39), there are: but, thus, so far, and, and such as. In the text p.48 there are, and, and when. In the speech on (p.50) there is but as a conjunction. The conjunctions found in the text on (p.54) are (but, so, besides, and, above all). The use is not justified.

- The textbook should tackle the use of substitution, ellipsis, and lexical chains with an explanation.

In the text on (p.38), 'it' substitutes the League of Nations, another use of 'it' substitutes World War II. In the second paragraph, the UN Security Council is substituted by 'it'. In the third paragraph, 'they' substitutes Agencies of the United Nations. There are lexical chains about War (horrors, soldiers, armies, force, Blue Helmets), and Organizations (The League of Nations, United Nations, UN Security Council, agencies of the United Nations, Activity 2 on (p.43) includes lexical chains related to peace and war. In the interview p.42, the personal pronoun substitutes the Nobel Peace Prize. 'The changes' is substituted by 'they'. In the text pp.48-49, 'they' and 'their' substitute 'Black Americans'. 'Great leader' substitutes Martin Luther King. 'they' and 'their' substitute children. There is a lexical chain of racism (black boys and girls, white boys and girls, slaves, the color of the skin. In the text p.54, the lexical

chains of pollution is mentioned (pollute, foul up, water, land, air, cleaning, throwing, and basket). Yet the use is not explained.

- The deixic should be well expressed and used within the textbook (special terms; here/there) (temporal terms: now, after, before) (textual references: following table, sentence, or picture, figure above).

The text on (p.38) contains the temporal terms: today and soon. In the interview on (p.42) there is a temporal term (the next decade). There is a use of a special term 'there' on page 54. The questions of unit two includes some textual references such as, the following questions, questions above, underling sentences, entries below, on the previous page, in the tip box below, in exercise 1 above, newspaper article above.

- **Coherence:** the purposes or intents should be expressed using the appropriate words (content schemata).

The purpose is expressed by using the preposition 'to' in the sentence 'the league of Nations was formed to keep international peace...'

- The generic structures should be well used to identify the type of a discourse segment: whether it is a sermon, conversation, interview, report, narrative...

The type of the text on (p.38) is a report and its generic structures are presenting information about war as it is, using simple tenses (past and present simple). The type of the discourse on (p.42) is an interview and its generic structure is: there are two persons, the first one is a journalist who asks the questions and the responder is the guest El-Baradai. The type of the discourse in the text on (pp.48-49) is a speech, its generic structures are, the personal pronoun 'I' and 'me', the use of spiritual and emotional phrases (free at last, thank God Almighty).The discourse on (p.50) is a speech and its generic structures are, using the personal pronouns 'I' and 'we', using the terms 'ladies' and 'gentlemen', thanking the ladies

and gentlemen for their attention. The text's type is a report, its generic structures are; using simple sentences, using conditional connection (because, when), presenting information about pollution).

- The textbook should explain the way to manage the new and old information.

The information is chronologically ordered in the text on (p.38).

The several points of the discourse competence focus on the basic skills, writing and speaking in the sense that the learners will use the previous points in order to create a meaningful written/oral discourse or message. There are also some texts for the extensive reading through them the students can enhance their reading skill.

### **Linguistic Competence**

- **Phonology:** the differences between vowels, consonants, and syllable types should be well explained in the textbook.

Page 37 gives some abbreviations with their transcriptions that introduce different vowels and consonants. For instance, WHO: /hu: /, IMF: / aiemef/. In the homework 2p.43, learners are supposed to transcribe the words that are related to war and peace.

The difference is sometimes mentioned. This element is helpful for pronunciation and speaking.

- The textbook should show how the stress, intonation and rhythm are used.

The stress, intonation, and rhythm are often explained how to be used. On the same page, the stress is shown how to be in the given abbreviations. On page 42, the arrow going up marks the high intonation, while the arrow going down in the interview marks the low intonation. Activity 5 (p.45) shows how to stress words in the sentence after listening. The

activity 6 p.45 makes the students pay attention to stress and intonation when they act out their summary.

Here the emphasis is on two main skills listening and speaking. The students listen and pay attention to the stress and the intonation of words and sentences during the pronunciation to pronounce and speak correctly when acting out the summary.

- **Morphology:** the different parts of speech should be introduced in the textbook.

This point is not involved in this unit.

- The different grammatical inflections should be tackled in the textbook.

The grammatical inflections are not mentioned in the unit.

- The productive derivational processes should be explained in the textbook (adding suffixes and prefixes).

The productive derivational processes are not explained in the unit.

- **Lexical:** the content of the textbook should differentiate between the content words (n, v, adv, adj) and function words (pronoun, Determiners, auxiliaries...).

This segment is not tackled in the second unit yet it is an essential point for the students when listening and speaking a discourse. Usually the content words are strong while the function words are weakened

- **Syntax:** the canonical and the marked words order should be shown in the textbook.

The grammar desk on page 39 and its lecture on page 197 show the canonical and the marked order.

- The forms and the basic types of sentence should be presented.



This segment is always presented. In grammar Desk p.39 and the lecture p.197 that is related to it show the sentence forms (positive and negative statements, question and negative question), using can, could, and be able to. The activity 2 on (p.42) shows the form of the request's sentence. Activity 1 on (p.45) includes negative and affirmative forms of the sentence using should and should not have. Activity 1 on (p.46) and its lecture on page 198 introduce the sentence forms (positive, negative, interrogative) by using models of obligation and necessity.

- Coordination, subordination, and embedding should exist within the textbook.
- The textbook should contain constituent phrases structure (NP, VP, PP...).

The second unit does not contain constituent phrases.

The other elements provide the grammatical knowledge that is so substantial to create and understand a meaningful written and oral discourse segment.

### **Formulaic Competence**

- The routines (fixed phrases like of course, all of student; formulaic chunk like how do you do, I am fine thanks) should be shown how to be used.

Grammar Desk and its lecture p.197 involve the fixed phrase "be able to". The interview p.42 contains the fixed phrase 'not at all', Formulaic chunks (good morning, certainly, sure, and well,). In the text, p.54 there is a fixed phrase (of course, it is up to, above all, lets).

The routines are used sometimes in this unit. They must be more tackled than they are in the textbook, because they help the learners to speak and communicate effectively and naturally in their real life.

- Idioms: there should be some idioms of the target language and their explanations.

- Collections: the different collections (v-o, adj-adj, adj-n) should be exemplified in the textbook.
- Lexical frames like I am looking for ...; see you later, next week month... should be found in the textbook.

The interview on page 42 includes lexical frames (would you mind, I wonder if, would please).

Idioms, collections, and lexical frames are required aspects in writing and speaking skills since they make a discourse segment more vivid and natural especially idioms which are frequently used in everyday situations. However, the idioms and collections are not mentioned in the textbook.

### **Interactional Competence**

#### **1-Actional Competence**

- The textbook should show the way of performing common speech acts.

The speech acts are often included in this unit. Practice 2 on (p.40), gives some speech acts (permission, warning, suggestion, request, offer) by using the model can and could. The speech act (request) is presented on (p.42) using different structures (will/would, can/could, could you possibly..., would you mind). Activity 1 (p.45) represents speech acts (apologizing). The activity 2 p.48 and write it out p.50 includes the speech act (hope).

The real life is full of these speech acts or functions which are so important when communicating with others at different ages and levels. So this competence prepares the learners to use and apply these functions when dealing with others in the real life situation.

### **Strategic Competence**

#### **-Cognitive**

- The textbook should involve some cognitive strategies that require use of logic like summarizing, note taking, outlining in order to learn a new language.

The activity on page 39 requires the students to read, analyze, and comprehend the text in order to answer the questions. Practice 1p.40, makes the students read and comprehend the sentences in order to put the appropriate model and tense to make the sentence meaningful. In practice 3p.41, students are supposed to complete the dialogues using the appropriate irregular form of can (was able/were able) to make the dialogues meaningful. In order to complete the poem on page 41, the students are required to use the logic. Homework 1 p.43 allows students to use the dictionary to transcribe the abbreviations, take notes and summary from the internet to give the full form of abbreviations and their descriptions. Furthermore, homework 2 paraphrases a description or a definition of the words related to war and peace. Practice 3 and 4 make the students listen to the dialogue, understand and analyze it in order to answer the questions and summarize the dialogue. Activity 2 on (p.46) requires the logic in order to form and create sentences that have a relation to the chosen word (peace, democracy, dialogues...) to write an acrostic. In the activity 3on (p.47), students should logically classify the duties and rights, then complete the class charter and make the necessary changes to make it meaningful. Activity 2 on (p.48) needs to read, understand and analyze the newspaper article in order to form answers about the asked questions. Write it out on (p.50) gets the students outlining the topic; take the previous article as a model then organizing their own speech with the use of the auxiliaries they have learnt in the unit. Putting things together on (p.51) requires outlining, paraphrasing, and organizing information in order to compose a statement of achievement.

The activities that cover this strategy promote the listening/writing skill, so it helps the students to enhance their listening. They also use different instructional techniques; they engage the students in pair work, class work, and homework. Moreover, they focus on learners' outcomes or productions that they get at the end of the unit. They, as well, make the

students search for other information using different technologies (Google, face book groups, YouTube...) to organize the work. Consequently, the writing skill of the learners will be ameliorated. This competence is a fundamental one because it makes the learners to do different things and develop their different skills and abilities.

#### **-Memory related**

- There should be some recall strategies using acronyms, images, sounds and other cues within the textbook.

On page, 38 entitled “Discovering Language”, the picture contains some signs that help learners to remember and answer the questions that are related to the picture. In activity 1 p.48 students are supposed to interpret the image and answer the questions related to it.

This competence is sometimes tackled. Concerning the activities of memory related strategies, they get the students brainstorm particular topics in this way the learners can acquire the knowledge and the vocabulary about the topics and have the chance to speak at the same time.

#### **-Meta-cognitive**

- The textbook should include meta-cognitive strategies such as guessing the meaning from the context, evaluating self-progress.

On page 38, the students should correct their answers of the questions that are related to the picture after reading the given text on the same page. In listening and speaking, activity 1 on (p.44) the students supposed to guess what is going on in the given picture. In The activity 2, the students should check and correct their answers of activity 1 after listening to the dialogue. Activity 2 on (p.49) requires identifying the right meanings that serves the word's context in the given article. ‘Where do we go from here?’ gives the opportunity to the students to evaluate their progress.

The Meta-cognitive strategies are often included. They foster the learners' listening and reading skills. In addition, it gives immediate feedback and assessment to the students since they are asked to read the text to answer the questions and assess their selves.

### **3.3.3. The Analyses and Interpretation of Unit 3: Waste Not, Want Not**

#### **Socio-cultural Competence**

- The textbook contains the pragmatic knowledge of the target language (English) like symbols, stories; proverbs food; literature...

The pragmatic knowledge is not tackled in the unit. The pragmatic knowledge of the target language (English) is very important and helpful to the learners to communicate effectively with the native speakers of English and express the idea correctly within the appropriate context.

- The politeness strategies are expressed within the textbook.

The politeness strategies are not expressed in the unit. This point is important because the learners learn and acquire knowledge about politeness strategies and their vocabulary that can be possibly used when communicating with others in different everyday situations.

- The difference in using these strategies between men and are clearly expressed within the textbook.

There is no mention to this difference in the unit although, it has a considerable role because it may help the students dealing with men and women relatively in an effective way at different levels of the life (social, professional, emotional.... level).

- The major differences of the target language are mentioned within the textbook (Regional differences, cross cultural awareness).

The cross-cultural awareness is sometimes mentioned. Page 59 includes some different stamps of Algeria. Page 60 shows the South America's map and the text within the same page carries information about the Amazon rainforest. Pages 62 and 63 hold information about the Exxon Valdez catastrophe in Alaska.

This point is so important because it allows the students discovering and acquiring new words, expressions, and vocabulary. In addition to this, the students are tied with the real world through exposing them to some facts that happened.

- The use of the language taking into consideration the relationship between speaker and the hearer is well presented within the textbook.

There is no mention of this point in the textbook. Nevertheless, it helps learners to to communicate effectively with others.

**Discourse Competence** (within sentence, paragraph, and essay).

**Cohesion:** the textbook explains the anaphora and cataphora references.

On pages 74-75-76-77, the texts orderly explain the anaphora and cataphora (them refers to bus, train, and car), (them refers to homes and electricity, it refers to U.S), (they refers to workers), (it refers to water and that refers to fresh water).

- There is a use of conjunctions with their justifications.

The conjunctions (when, before, but, and, because, since) are found without justification in the texts pp.74-75-76-77. Page 67 offers some conjunctions and linking words that are used to organize the ideas when speaking for a long time such as to begin, first, second..., next, then, moreover, in short ....

- The textbook tackles the use of substitution, ellipsis, and lexical chains.

The texts pp.74-75-76-77 respectfully include substitutions (them substitutes bus, train, car), (them substitutes homes and electricity, it substitutes U.S), (they substitutes workers), (it substitutes water and that substitutes fresh water)

In the texts pp.74-75-76-77 there are some orderly lexical chains of oil (plastic, fuel, petroleum), energy (power, coal, steam, electricity, gasoline), employment (jobs, workers, services, human), water (oceans, lakes, rivers, stream).

- The deixic are well expressed and used within the textbook (spacial terms; here/there) (temporal terms: now, after, before) (textual references: following table, sentence, or picture, figure above).

The spacial term ‘there’ is used in the texts pp.74-77. They contain also temporal terms (before, today, now, ago). The questions of unit 3 contain textual references for instance, on the previous page, verbs between brackets, dialogue above, text/sentences/notes below.

**Coherence:** the purposes or intents are expressed using the appropriate words (content schemata).

- The generic structures are well used to identify the type of a discourse segment: whether it is a sermon, conversation, interview, report, narrative...

The type of the texts pp.74-75-76-77 is explicative (explanation) because they tackle natural and scientific themes such as, oil, energy, human resources and water, use Present simple, facts, passive voice.

- The textbook explains the way to manage the new and old information.

There is an explanation how to order the ideas and information within a paragraph (topic sentence, supporting, transitional, and concluding sentence) on page 70.

The discourse competence is always present in the textbook. It has an imminent role for the students since it guides them when producing and understanding a coherent, cohesive, and meaningful oral or written message or discourse. Furthermore, the reading skill can be ameliorated through the texts that are devoted for the extensive reading.

### **Linguistic Competence**

**Phonology:** the differences between vowels, consonants, and syllable types are well explained in the textbook.

Phonology is sometimes presented. Page 59 represents some words along with their transcriptions which are composed of different vowels, consonants, diphthong, and one triphthong. Act 2.3p.64 there is a distinction between vowels and consonants.

- The textbook shows how the stress, intonation and rhythm are used.

This element is often mentioned. The page 59 contains stressed words. Practice 2 and 3 p.62, Say it loud and clear 1.2.p.64 focus on pronunciation and intonation. Activity 3p.66 and your turn p.67 involve the pronunciation (intonation and stress).

**Morphology:** the different parts of speech are introduced in the textbook.

Different parts of speech are not introduced enough in the unit. Activity 3p.70 offers some part of speech (noun, verb, adjective).

- The different grammatical inflections are tackled in the unit.
- The productive derivational processes are explained in the textbook (adding suffixes and prefixes).

**Lexical:** the content of the textbook differentiates between the content words (n, v, adv, adj) and function words (pronoun, Determiners, auxiliaries...).



Grammatical inflections, the productive derivational processes, lexical and are absent in the unit.

**Syntax:** the canonical and the marked words order are shown in the textbook.

Syntax is not well presented in the unit. Grammar Desk page 61 and its related lecture on pages 199-200 contains canonical and marked words order.

- The forms and the basic types of sentence are presented.

The form and the basic types of sentence are sometimes presented in the unit. Grammar desk p.61 and its lecture on pages 199-200, the practices 1.2.4 p.62 , and write it right p.63 introduce the forms of the sentence using passive and active voice. Page 67 emphasizes on the forms of the sentence using must and should in the passive and active form.

- Coordination, subordination, and embedding exist within the textbook.
- The textbook contains constituent phrases structure (NP, VP, PP...).

Coordination and constituent phrases structure are not included in the unit.

This competence is so required because it develops the learners' pronunciation and how to speak with an appropriate intonation. Additionally, it fosters the students' listening skill; they become listening, interpreting, and understanding the oral messages and discourses with more easiness. It as well enhances the reading skill, the students learn how to read with more fluency and at the same time understand what they are reading. Different instructional techniques are used like group work. Forward, the learners use these useful elements to build correct sentences structures, thus their writing skill may be enhanced and write an acceptable discourse segment.

**Formulaic Competence:**

- The routines (fixed phrases like of course, all of student; formulaic chunk like how do you do, I am fine thanks) are shown how to be used.
- Idioms: there are some idioms of the target language and their explanations.
- Collections: the different collections (v-o, adj-adj, adj-n) are exemplified in the textbook.
- Lexical frames like I am looking for ...; see you later, next week month... are found in the textbook.

The formulaic competence is not mentioned even though it can be considered as an essential element in learning any language. It can widen the grammar and the knowledge of the learners and makes them working with new words and expressions. As a result, the writing skill can be ameliorated. The learners can benefit from this competence when communicating and discussing with others to produce well sentences and statements.

**Interactional Competence****1-Actional Competence**

- The textbook shows the way of performing common speech acts.

This competence is not mentioned enough. Write it right p.63 involves two parts of speech (apology and promise).

In this competence, the learners have the chance to learn and know the different ways and vocabulary to form the different part of speech (functions). These functions are heavily used when interacting with others in everyday situations.

## **Strategic Competence**

### **Cognitive**

- The textbook involves some cognitive strategies that require the logic and analysis like summarizing, note taking, outlining in order to learn a new language.

The cognitive competence is always tackled in the unit. Write it right p.63 requires outlining and paraphrasing in order to organize a paragraph using the notes and to form another one. Activity 1.4 p.66 give the students the opportunity to use the complete sentences using logic and analysis, and discuss (organizing, paraphrasing) a specific topic orally.

Before you read of discovering language p.60 and Activity p.61 need the logic and analysis to interpret the map and reading the text to answer the questions related to it. Write it up p.68 gets the students to outline and organize a paragraph using the given notes and picture. Activity 1p.71 needs reorganization of sentences to build a coherent discourse. The rubric “Putting things together” p.72 assigns the learners to understand, outline, and organize the information in order to compose a conservation fact sheet a country code, a map of an ideal country, and draw the diagrams.

It has a great value because it promotes listening, reading, and writing skills. The students are also supposed to use all what they learnt during the unit (skills, vocabulary, grammar...) to do a project which is considered as the learners' outcomes. To do the project, the students search for the information using different instructional techniques, methods, materials and technology.

### **Memory related**

- There are some recall strategies using acronyms, images, sounds and other cues within the textbook...

The memory related competence is sometimes used. There are some pictures presented on Page59. It let students remember and think about them.

It gives the opportunity to the students to interact and be active inside the classroom. This way the learners are given the opportunity to speak.

### **Meta-cognitive**

The textbook includes meta-cognitive strategies such as guessing the meaning from the context, evaluating self-progress.

Act 1 p.60 make the students correct and evaluate their work. Page 65 gives some cues to the students and let them guess what these cue represent and mean. Act1p.69 makes the students guess the right word within the context. Act 2p.69 asks the learners to evaluate and correct their answers. Acts 3, 4, and5p.70 make the learners guess and choose the right words, the right title, and sentences; that serve the mentioned definitions and the text content. The list p.73 gives the students the chance to check their progress and development.

The meta-cognitive strategy always exists in the textbook. In this competence, the students are able to assess their abilities, language skills, and functions that are taught in the unit.

### **3.3.4. The Analyses and Interpretation of Unit 4: BUDDING SCIENTIST**

#### **Socio-cultural Competence**

- The textbook should contain the pragmatic knowledge of the target language (English) like symbols, stories; proverbs food; literature...

The unit does not tackle the pragmatic knowledge. The pragmatic knowledge of the target language (English) must be mentioned because it is very important and helpful to the learners to communicate effectively with the native speakers of English and express the idea correctly within the appropriate context.

- The politeness strategies should be expressed within the textbook

Page 87 gives some strategies to politely agree and disagree. The politeness strategies are sometimes expressed in the textbook. They have a fundamental role so that the learners learn and acquire knowledge about politeness strategies and their vocabulary that can be possibly used when communicating with others in different everyday situations.

- The difference in using these strategies between men and women should be clearly expressed within the textbook.

There is no contrast in using these strategies between men and women in the unit. However, it can have a considerable role because it may help the students dealing with men and women relatively in an effective way at different levels of the life (social, professional, emotional.... level).

- The major differences of the target language should be mentioned within the textbook (Regional differences, cross cultural awareness).

The two images on page 79 illustrate the Arab science during the Abbasside's period.

The cross cultural awareness is sometimes illustrated in the unit. This segment is so important because it allows the students to discover and acquire the vocabulary and the information about this period which is a real period in the Arab history.

- The use of the language taking into consideration the relationship between speaker and the hearer should be well presented within the textbook.

This segment is not tackled in the forth unit. Although, it is so helpful to the students especially when communicating with others from different ages and has different careers. They learn what to do, when, where, and with whom.

**Discourse Competence** (within sentence, paragraph, and essay).

- **Cohesion:** The textbook should contain the anaphora and cataphora references with explanation

In the texts (pp.95-96-97) 'it, who, and his' orderly refer to 'arithmetic book, Jabir, Archimedes'. The use of these references is not explained.

- There should be a use of conjunctions with their justification.

Write it right on (p.83) involves three conjunctions which are, if, when and as. The texts on (pp.95-96-97) orderly involve (and, when; also; since, on the other hand), but with no

justification. While, the use of the conjunctions (if, when, and as) on page 83 is explained so that they are used to express the condition.

- The textbook should tackle the use of substitution, ellipsis, and lexical chains with the explanation.

In the texts on (pp.95-96-97), 'they, this field, it' respectfully substitute 'two number games, mathematics, black of iron'. The text p.95 contains ellipsis in the sentences (...subtract the number you started with, and ...any number that friend my think of) so that the pronoun 'it' that refers to the word 'number' is omitted. The lexical chains of arithmetic (numbers, multiply, divide, subtract), science (mathematics, Arithmetic, Algebra, number, astronomy, Alchemy), buoyancy (float, wood, piece of iron, liquid, water, sink) are respectfully found in the texts on (pp.95-96-97). However, the unit gives no explanation.

- The deixic should be well expressed and used within the textbook (special terms; here/there) (temporal terms: now, after, before) (textual references: following table, sentence, or picture, figure above).

Temporal terms such as (this time, before; the ninth century, today; the third century) are mentioned in different texts on different pages. The unit4 includes in its questions some textual references such as, the text above, information/dialogue below, the following points.

- **Coherence:** the purposes or intents should be expressed using the appropriate words (content schemata). The segment is not found in the fourth unit.
- The generic structures should be well used to identify the type of a discourse segment: whether it is a sermon, conversation, interview, report, narrative...

The texts on (pp.95-97) are explicative because of the use of present simple, the use of scientific terms, while the text on (p.96) is a report because it represents information about scientists and their achievements as they were in the past, using the simple tense (past simple).

- The textbook should explain the way how to manage the new and old information.

Page 88 shows the way how to order the information in the letter for giving suggestions and asking for advice. Write out on (p.91) introduces how to manage the information in a letter.

The discourse competence is always present in the textbook. It has an imminent role for the students since it guides them when producing and understanding a coherent, cohesive, and meaningful oral or written message or discourse. Furthermore, the reading skill can be ameliorated through the texts that are devoted for the extensive reading.

### **Linguistic Competence**

- **Phonology:** The differences between vowels, consonants, and syllable types should be well explained in the textbook.

This segment is sometimes mentioned. Page 79, presents some words with their transcriptions that contain different vowels consonants and diphthongs.

- The textbook should show how the stress, intonation and rhythm are used.

The stress, intonation, and rhythm are often used. The Stress is shown on page 79 in different words. Activities 1-2-3-4 on (p.84) focus on intonation and stress.

- **Morphology:** The different parts of speech should be introduced in the textbook.

Some parts of speech are introduced in the activity 1 on page 85 (verb, Noun, adjective, adverb). Two parts of speech (model and verb) are introduced on page 202 that belong to the fourth unit. The different parts of speech are sometimes introduced. But there are other needed parts of speech are not covered such as preposition, article, and auxiliary.

- The different grammatical inflections should be tackled in the textbook.

The different grammatical inflections are not tackled in the forth unit.

- The productive derivational processes should be explained in the textbook (adding suffixes and prefixes).

The productive derivational processes are sometimes explained in the textbook. The table one p.85 offers suffixes (able, ate, ous, ful, less) that can be added to mark derivational process

- **Lexical:** The content of the textbook should differentiate between the content words (n, v, adv, adj) and function words (pronoun, Determiners, auxiliaries...).

The textbook does not differentiate between the content and function words.

- **Syntax:** The canonical and the marked words order should be shown in the textbook.

The grammar desk on (p.81) and the lecture related to it on pages 201-202 show the canonical and marked words order.

- The forms and the basic types of sentence should be presented.

The forms and basic types of the sentence are often presented. Grammar Desk on (p.81), its lecture on (pp.201-202), page82, and page 83 introduce the forms of the sentence using the four conditional types.

- Coordination, subordination, and embeddings should exist within the textbook.

The coordination is often included. The fourth unit includes coordination using the conjunction 'if'. Wright it up on (p.53) contains some other coordination conjunctions which are when, and as.

- The textbook should contain constituent phrases structure (NP, VP, PP...).

The textbook does not contain phrases structures.

This competence is so required because it develops the learners' pronunciation and how to speak with an appropriate intonation. Additionally, it fosters the students' listening skill; they become listening, interpreting, and understanding the oral messages and discourses with more easiness. It as well enhances the reading skill, the students learn how to read with more fluency and at the same time understand what they are reading. Different instructional techniques are used like group work. Forward, the learners use these useful elements to build



correct sentences structures, thus their writing skill may be enhanced and write an acceptable discourse segment.

### **Formulaic Competence:**

- The routines (fixed phrases like of course, all of student; formulaic chunk like how do you do, I am fine thanks) should be shown how to be used.
- Idioms: there should be some idioms of the target language and their explanations.
- Collections: the different collections (v-o, adj-adj, adj-n) should be exemplified in the textbook.
- The lexical frames like I am looking for ...; see you later, next week month...should be found in the textbook.

The formulaic competence is not mentioned even though it can be considered as an essential element in learning any language. It can widen the grammar and the knowledge of the learners and makes them working with new words and expressions. As a result, the writing skill can be ameliorated. The learners can benefit from this competence when communicating and discussing with others to produce well sentences and statements.

### **Interactional Competence**

#### **1-Actional Competence**

- The textbook should show the way of performing common speech acts.

The speech acts are often included. Activity 2 and 3 on (p.82) include some speech acts (offer, warning, threat, advice, promise). Pages 87-88 explain how to give suggestions and advice, how to ask for advice.

In this competence the learners has the chance to learn and know the different ways and vocabulary to form the different speech acts (functions). These functions are heavily used when interacting with others in everyday situations.

## **Strategic Competence**

### **-Cognitive**

- The textbook should involve some cognitive strategies like summarizing, note taking, outlining in order to learn a new language.

The cognitive competence is always tackled in the textbook. Activity 2 on page 81 requires reading and comprehending the text in order to answer the related questions. Write it right on (p.83) makes the students organize, outline the given information for writing a paragraph. Activity 3 on (p.86) makes the students listen, comprehend for answering the questions. Activity 4 on (p.90) explains how to read, understand and elicit the general idea quickly in the text. Putting things together on (pp.92-93) assign the learners to search for information, read, understand and reorganize them for writing an A B C of dreams and doing an experiment through applying the conditional.

The cognitive competence has a great value because it promotes listening, reading, and writing skills. The students are also supposed to use all what he learnt during the unit (skills, vocabulary, grammar...) to do a project which is considered as the learns' outcomes. To do the project, the students search for the information using different instructional techniques, methods, materials and technology.

### **-Memory related**

- There should be some recall strategies using acronyms, images, sounds and other cues within the textbook.

The memory related competence is sometimes used. Page 79 represents two images with some cues to help the students to recall and remember in order to interpret the images. Activity 2 on (p.85) suggests some cues and let the students recall and reorganize them to get the right words.

The memory related competence gives the opportunity to the students to interact and be active inside the classroom. This way the learners are given the opportunity to speak.

#### **-Meta-cognitive**

- The textbook should include meta-cognitive strategies such as guessing the meaning from the context, evaluating self-progress.

The meta-cognitive strategy always exists in the unit. The figure1 presented on (p.80) makes the students guess and choose the appropriate definition. Activity 1 on the same page lets the students evaluate and correct their work. Activities1-2 on (p.86) let the students guess the meaning and correct their answers after listening to the teacher. Activity 1on (p.89) gives notes to the learners and let them guess to answer the questions. Activities 2and3 on pp.89-90 offer a chance for the learners to check and correct the answers. The checklist p.94 allows the learners to check their progress during the unit.

In this competence, the students are able to assess their abilities, language skills, and functions that are taught in the unit.

### **3.4. The Evaluation of Communicative Competence in the Four (4) Units**

After analyzing and evaluating each unit, the findings show that pragmatic knowledge of the target language is found in units 1, 2, 3 but not in unit 4. Politeness strategies are expressed in units 1 and 4, not expressed in units 2 and 3. The difference in using these strategies between men and women is not mentioned in the four units. The major differences of the target language exist in the four units. Finally, the use of language taking into consideration the relation between the speaker and the hearer is found only in the first unit. The above segments belong to the social cultural competence that raises the cross-cultural awareness and the pragmatic of the target language of the learners. They can learn different expressions and vocabulary about politeness and the way of using the language in communicating with different categories of people in real life. The previously mentioned

segments belong to socio-cultural competence, which is represented in accordance to the CBA principles.

The discourse competence is found in the four units although; the cataphora and anaphora references and substitution, ellipsis and lexical chains are basically used without explanation. The conjunctions are also used without explanation, only three of them are explained (the conjunction of the contrast, conditional). This competence is a substantial and mentioned in link to the CBA. Because it enhances the learners' writing and speaking skills and allows them to produce and interpret a meaningful written and oral discourse.

Concerning linguistic competence, phonology is mentioned in the four units. Morphology has different segments like parts of speech which are tackled in units 1, 3, 4 while, they are not tackled in unit 2. The different grammatical inflections are mentioned only in the first unit. The productive derivational processes are found in the first and the fourth units and absent in the second and the third. There is no distinction between the content and function words in the four units. The canonical and the marked word order along with the forms and the basic types of sentence are found in the four units. The first and the fourth units include coordination, while the other units do not. Constituent phrases (NP, VP, PP...) are not presented in the four units; there is only a very simple example of an (NP) in the first unit p.25. Communicative competence is so imminent and is represented in relation to the CBA. Because the learners can foster their pronunciation and pronounce with the right rhythm and intonation. Besides, it raises the students 'grammatical knowledge so that they know the grammatical structure and rules. They use these grammatical structures and rules to create different types of discourse.

Formulaic competence is not involved in units 3 and 4, but the unit 1 includes only lexical frames, and the unit 2 contains routines and lexical frames. Formulaic competence is presented in the four units in relation to the CBA characteristics in the sense that it can widen

the grammar and the knowledge of the learners. Furthermore, the students can heavily use this competence to communicate more naturally with the others.

The four (4) units involve the speech acts that belong to Actional competence. This competence is applied taking into consideration the CBA features. Since the everyday life is full of functions, the different speech acts are needed when communicating and dealing with others in different authentic contexts.

The Conversational competence does not exist in the four units of the textbook although its role has a relation to the CBA. The competence is so needed when interacting and talking with others. The learners can use the different points of this competence for an effective communication and discussions.

Non-Verbal or Paralinguistic competence is not explained in the four units, but its role has a relation to the CBA. The non-linguistic competence is also used during the conversations since there are a lot of messages and meaning that can be conveyed without words.

Cognitive, memory related, and meta-cognitive strategies are mentioned in the four units; they belong to strategic competence. These strategies enhance the learners listening and writing skills. They focus on the learners' outcomes. Additionally, they engage students in different instructional techniques (homework, class work, pair work). They raise the vocabulary repertoire and at the same time give the students the opportunity to speak. The students also are allowed to assess their abilities and language skills they learn in the units. On the other hand, the Achievement, Stalling or time gaining, self-monitoring, Interacting, and Social strategies are so valuable and worthy however are not found in the four (4) units. These strategies should be mentioned since they are so used during interacting and communicating effectively with others in the real situations. The social strategy is so substantial; it offers the opportunity to communicate and use the target language in an

authentic context and be more natural. At the end, it can be concluded that the different strategies of strategic competence are linked to the CBA principles.

## **Conclusion**

In the current chapter, the communicative competence of the second year secondary school textbook has been evaluated through the use of the designed checklist based on Celce-Marcia model of communicative competence. Taking into account the major aim of the study, a qualitative analysis of data was adopted to analyze and evaluate the communicative competence in the textbook.

## **Limitations of the Study**

Since the researchers are still learners, they are not qualified enough as teachers to evaluate the textbook. Consequently, some important and relevant aspects may possibly be missed during the textbook evaluation. Furthermore, the evaluation is done with four units (the first half of the textbook), so the competences that are not tackled in those four units may be found in the second half of the textbook. Therefore, the results of this study are not meant for generalization, but are rather descriptive. Classroom observation could have been conducted to reveal classroom practices.

## **Recommendations**

This study focuses on evaluating the different sub-competences of communicative competence in the second year secondary school textbook, and the application of the competency based approach principles in it as well.

-Further research should investigate the teachers' attitude toward the communicative competence of the second year secondary school textbook using questioner or interview.

-Further research should compare between the communicative competence in the textbook and its application at the classroom using classroom observation.

-It is recommended to evaluate the communicative competence of other levels of secondary school.

-It is also recommended to compare the communicative competence in the Algerian textbook with another textbook (of Tunisia, Morocco, France, England ...).

## General Conclusion

The present study attempts to evaluate the representation of communicative competence (CC) in the second year secondary school textbook “Getting Through”. It seeks to investigate the different sub-competences of CC that are well introduced in the textbook and the ones that are well tackled. It tries, as well, to find out whether the CC is represented in relation to the CBA or not. Therefore, the current study puts forwards the following assumption: the good representation of the CC develops the students’ skills and abilities. Thus, this research comprises three (3) chapters. The first two (2) chapters are theoretical while the third one is practical. The first chapter deals with textbook evaluation and Algerian educational system. The second chapter highlights the subject of communicative competence, and the application of CC in the teaching field. The third chapter, which represents the field work, explores the research design of the study, data analysis, and the results.

For the sake of analyzing the four units, one principal research tool is used, which is the check list that is designed in accordance with the Celce-Merci (2007)’s model. This model is considered as the most recent one. The evaluation and analyses is done with the first four (4) units of the textbook “**Getting Through**” that is composed of eight units.

The findings show that the discourse and linguistic competence together with the cognitive and meta-cognitive strategies that belong to strategic competence are well presented in the textbook. While conversational, nonlinguistic competence along with the achievement, time gaining, self monitoring, interacting, and social strategies are not tackled at all. The other elements and competences are sometimes and often mentioned. Moreover, it is affirmed that the communicative competence is represented in relation to the Competency Based Approach principles. In the light of the analysis and the findings, it can be concluded that the assumption of this study is proved.



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THE REPRESENTATION OF COMMUNICATIVE COMPETENCE

*Appendix One:*

*Check List of Communicative Competence Designed Based on Celce-Murcia's Model*

COMPETENCES	FREQUENCIES			
<p><b>*Socio-cultural Competence</b></p> <ul style="list-style-type: none"> <li>-The textbook should contain the pragmatic knowledge of the target language (English) like symbols, stories; proverbs food; literature...</li> <li>-The politeness strategies should be expressed within the textbook</li> <li>-The difference in using these strategies between men and should be clearly expressed within the textbook.</li> <li>-The major differences of the target language should be mentioned within the textbook (Regional differences, cross cultural awareness).</li> <li>- The use of the language taking into consideration the relationship between speaker and the hearer should be well presented within the textbook.</li> </ul> <p><b>*Discourse Competence</b> (within sentence, paragraph, and essay).</p> <ul style="list-style-type: none"> <li>-<b>Cohesion:</b> the textbook should explain the anaphora and cataphora references.</li> <li>- There should be a use of conjunctions with an explanation.</li> <li>-The textbook should tackle the use of substitution, ellipsis, and lexical chains.</li> <li>-The deixic should be well expressed and used within the textbook (special terms; here/there) (temporal terms: now, after, before)</li> </ul>	Always	Often	Sometime	Never

## THE REPRESENTATION OF COMMUNICATIVE COMPETENCE

(textual references: following table, sentence, or picture, figure above).

**-Coherence:** The purposes or intents should be expressed using the appropriate words (content schemata).

- The generic structures should be well used to identify the type of a discourse segment: whether it is a sermon, conversation, interview, report, narrative.....

- The textbook should explain the way how to manage the new and old information.

### \*Linguistic Competence

**-Phonology:** The differences between vowels, consonants, and syllable types should be well explained in the textbook.

- The textbook should show how the stress, intonation and rhythm are used.

**-Morphology:** The different parts of speech should be introduced in the textbook.

- The different grammatical inflections should be tackled in the textbook.

-The productive derivational processes should be explained in the textbook (adding suffixes and prefixes).

**-Lexical:** The content of the textbook should differentiate between the content words (n, v, adv, adj) and unction words (pronoun, Determiners, auxiliaries...).

**-Syntax:** The canonical and the marked words order should be shown in the textbook.

-The forms and the basic types of sentence should be presented.

- Coordination, subordination, and embedding should exist within the textbook.

- The textbook should contain constituent phrases structure (NP, VP, PP...).

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## THE REPRESENTATION OF COMMUNICATIVE COMPETENCE

### \*Formulaic Competence

-The routines should be shown how to be used.

**-Idioms:** There should be some idioms of the target language and their explanations.

**-Collections:** The different collections (v-o, adj-adj, adj-n) should be exemplified in the textbook.

**-Lexical Frames:** The lexical frames should be found in the textbook.

### \*Interactional Competence

#### 1-Actional Competence

-The textbook should show the way of performing common speech acts.

#### 2-Conversational Competence

- The textbook should contain strategies of opening and closing a conversation.

- The textbook should contain strategies of establishing and changing a topic.

- The textbook should contain strategies of interpreting and turn-taking.

#### 3-Non Verbal or Paralinguistic Competence

- The textbook should explain the meaning of non-linguistic language and how to use it.

- The textbook should contain some common non linguistic utterances and their meaning like (oh! ahhhhh, ammm...).

### \*Strategic Competence

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## THE REPRESENTATION OF COMMUNICATIVE COMPETENCE

### **-Cognitive**

-The textbook should involve some cognitive strategies like summarizing, note taking, outlining in order to learn a new language.

### **-Memory related**

-There should be some recall strategies using acronyms, images, sounds and other cues within the textbook.

### **-Meta-cognitive**

-The textbook should include meta-cognitive strategies such as guessing the meaning from the context, evaluating self-progress.

### **-Achievement strategies**

-The textbook should contain some achievement strategies such as code-switching, miming, circumlocution, approximation.

### **-Stalling or time gaining:**

-The textbook should involve some time gaining strategies like where was I, could you repeat that.

### **-Self monitoring:**

-Self monitoring strategies and phrases that allow for self repair should be mentioned within the textbook like I mean.....

### **-Interacting**

-The strategies of comprehension, confirmation, and clarification should be tackled within the textbook like could you explain more, so you mean ....., you said .....

**-Social** :-The textbook should give the opportunity to use and practice the target language with native speakers.

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## Résumé

La notion de compétence communicative a été un thème principal dans de nombreuses études visant à évaluer la représentation de la compétence communicative dans le manuel du deuxième lycée intitulé 'Getting through'. À quel point, l'étude présentée vise à évaluer les différentes sous-compétences de la compétence communicative et leurs relations avec l'approche basée sur les compétences dans le manuel de deuxième année du secondaire «Getting through». Il est supposé que la bonne représentation de la compétence communicative dans le manuel améliorerait les capacités des étudiants et développerait leurs compétences communicatives. Les données sont collectées dans la liste de contrôle en tant qu'instrument de recherche, qui repose sur le modèle de compétence communicative de Celce-Murcia (2007). Les résultats montrent que les compétences abordées dans le manuel sont le discours et la compétence linguistique avec les stratégies cognitives et métacognitive qui relèvent de la compétence conversationnelle et non linguistique, ainsi que la réussite, ne soient pas abordées du tout. Les éléments gagnants du temps de repos, l'auto surveillance, l'interaction et les stratégies sociales sont parfois et souvent mentionnés. En outre, selon les résultats, la compétence communicative est représentée par rapport à l'approche basée sur la compétence.

## ملخص الدراسة

لطالما كان مفهوم الكفاءة التواصلية موضوعاً رئيسياً في العديد من الدراسات والأبحاث. تهدف هذه الدراسة إلى تقييم تمثيل الكفاءة التواصلية في الكتاب المدرسي للسنة الثانية ثانوي الحامل لعنوان "Getting Through". تسعى الدراسة إلى معرفة إلى أي مدى مختلف أنواع الكفاءة التواصلية متداولة في الكتاب المدرسي وما إذا كانت الكفاءة التواصلية ذات صلة بخصائص المقاربة بالكفاءات. من المرجح أن العرض الجيد للكفاءة التواصلية في الكتاب المدرسي يساهم في تطوير مهارات الطلاب و تحسين قدراتهم التواصلية. يتم جمع البيانات باستخدام قائمة المراجعة كأداة بحث، والتي صممت بناءً على نموذج الكفاءة التواصلية الخاص بـ (Celce-Murcia (2007. تظهر النتائج أن الكفاءات التي يتم تناولها بشكل ملحوظ في الكتاب المدرسي هي الخطاب والكفاءة اللغوية بالإضافة إلى الاستراتيجيات الإدراكية وفوق الإدراكية اللتين تنتميان إلى الكفاءة الإستراتيجية. في حين لا يتم التعامل على الإطلاق مع الكفاءة التحادثية، وغير اللغوية إلى جانب استراتيجيات الإنجاز واكتساب الوقت والمراقبة الذاتية والتفاعل والاستراتيجيات الاجتماعية. فيما يتم أحياناً وغالباً ذكر العناصر والكفاءات الأخرى. علاوة على ذلك يتم تمثيل الكفاءة التواصلية بشكل مترابط مع المقاربة بالكفاءات.