Communicative English Language Teaching Principles in Action: Moving from Theory to Examples

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Abstract

English as a Foreign Language textbooks are equipped with a plethora of activities that aim at developing the students’ different competences. Fundamentally, communicative competence is the most crucial to be achieved, and yet this latter is only signified by Communicative Language Teaching principles. In view of this, the current study content analyzed the first stage At the Crossroads textbook in the Algerian secondary education by following an analytical descriptive research design in order to determine the extent to which this textbook incorporates CLT principles. Hence, a content analysis checklist encompassed six major principles as categories set for the analysis where the unit of analysis was the activity itself and the criterion of analysis was the inclusion. The findings of the study indicated that authentic tasks, authentic sources, pair work, and picture description were the most frequent ones. The study recommends moderateness in the application of CLT principles in the textbook’s activities.

Keywords: CLT principles, content analysis, Algeria, EFL, secondary education.

Introduction

Learning English as a foreign language is a pivotal means of communication. Ur (1991, 175) stated that “The learning of language content may be the main goal of a course, but language itself is not, ultimately, a goal; it is a means: specifically, a means of communicating messages”. Canale (1983, 4) defined communication as “…the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written modes, and production and comprehension processes”.

Being a system, language does not have only formal and structural properties, but it is also used to perform various social actions in different contexts (Allen, 1975). Therefore, Littlewood (1981) claimed that these two features of language should be combined together to give language a communicative view in order to have a communicative ability which is a major goal that is attributed to Communicative Language Teaching.

In accordance with Communicative Language Teaching (CLT), Richards (2006) stressed that the major goal of CLT is to teach communicative competence. Littlewood (1981) referred to the basic skills
which build up the students’ communicative competence. First of all, the EFL students should have command of the grammatical system and achieve a high degree in linguistic competence in order to use it fluently when delivering messages. Second, students should be aware of the use of this linguistic competence as used in communicative situations. Third, skills and strategies should be developed so as to communicate meaning effectively. Finally, students should be aware of the social meanings of language forms with the use of convenient forms to the context.

In connection with the Algerian context, the educational system in Algeria witnessed a dynamic shift since its reform in 2001 and the competency-based approach is implemented in the EFL textbooks whose aim is to teach English within a communicative nature. English in Algeria is taught for seven years; four years in the middle school, and three years in the secondary school starting from the first grade of the middle school (translated from the Algerian syllabus, 2005)

According to Hamada (2011), the designers of the Algerian EFL textbooks brought a new trend of pedagogy moving from learning phonology and language forms to the teaching of communication functions, skills integration, and ensuring the social-educational development of the learner. Furthermore, the socio-cultural dimension aims at the integration of the students in the social life in which they learn about all what reflects globalization. As a result, the student is exposed to modern communication topics, materials, and achievements and the Algerian textbooks are provided with a cultural content that serves this.

However, it is found that EFL students and more specifically those in developed countries who had formal learning in school for many years, encounter problems in using English language fluently. Thus, their normal communication is characterized by breakdowns whether in the oral or written mode (Widdowson, 1976). This may be reflected likewise in EFL textbooks. Textbooks should have a communicative nature in terms of CLT principles. In this regard, Broughton et al. (1980, 35) pointed out that “as far as the foreign learner is concerned, the history of language teaching shows emphasis on a very limited range of competence which has been called ‘classroom English’ or ‘textbook English’, and has often proved less than useful for any ‘real’ communicative purpose”.

**Statement of the Problem**

The main aim of teaching EFL is to use this language for communication. Thus, it aims to develop the students’ communicative competence. EFL students have been known to lack the ability to use language in contexts in which they cannot use the language whether orally or in written forms. In other words, EFL students learn more the basics of English (i.e. usage). However, when they attempt to use language, they are considered to be weak as Widdowson (1976) confirms.

In the Algerian context, the major goal of teaching English is to make students communicate, maintain discussions, express themselves and their ideas, and get rid of communication breakdowns. However, it is obvious that students are competent only in exams and they fail as competent speakers in real life context (Benmoussat and Benmoussat, 2018). Furthermore, in many Algerian contexts, the major goal of English courses is to develop the students’ “real English” that they need and use in contexts
outside the classroom. However, there are plenty of factors such as large classroom size and shortage of
time that hinder this development. Besides, students learn English for grades rather than the language
learning itself (Mami, 2013)

There are several factors that impede the EFL students from being competent in English such as the
learner himself/herself, the teacher and the teaching methods, or the textbook. This latter provides the
students with knowledge, skills, and competencies that are taught around several topics in form of texts
and activities. Thus, they build their communicative competence. However, sometimes, textbooks cannot
provide students with the desirable communicative competence for the reason that they lack the
characteristics of CLT approach (Ogura 2008, Guilani, Mohd Yasin, and Hua, 2011). Consequently, the
learners end up having weak communicative skills and competence.

Accordingly, the aim of the present study is to analyze the first stage Algerian EFL secondary
textbook At the Crossroads to find out the extent to which this textbook incorporates the principles of the
CLT. In other words, this study aims at answering this question:
- To what extent does the first year “At the Crossroads” textbook include CLT principles?

Significance of the Study

The current study tends to be significant as its results may acknowledge the effectiveness of the
Algerian textbook At the Crossroads as entailing principles of language learning or not. The study is
intended to shed light on the extent to which the textbook meets the principles of the communicative
language teaching in which students acquire knowledge in the four skills, master the language functions,
and express themselves and their ideas fluently. In consequence, students reach the stage where skill
using is focused more than skill-getting; they also use authentic language which will in turn deepen their
social and cultural knowledge. Therefore, this study is hoped to raise teachers’, textbook writers’, and
syllabus designers’ attention of the extent of incorporating communicative activities which would
potentially develop and foster the students’ communicative competence.

Limitations of the Study

The present study is limited to the analysis of the CLT principles in the Algerian secondary textbook
At the Crossroads. This content analysis is limited to the six principles that characterize CLT approach
according to Brown (2001) which are: fluency, interaction, authenticity, functional use of language,
autonomous learning and skills integration. Additionally, the findings of the study will be generalized and
only bound to the Algerian first year secondary textbook At the Crossroads.

Literature Review

Canale (1983) indicated that in the field of second or foreign language, the attention given to
language for communication is considered a paradigm shift from the restricted focus on grammar and
structure. Essentially, EFL learners do not learn English only to master the grammatical rules, but also to
use these rules appropriately in different contexts and communication purposes. Nunan (1989, 12)
asserted that “…language is more than simply a system of rules. Language is now generally seen as a dynamic resource for the creation of meaning”.

Specifically speaking, the notion of communicative competence is defined by Johnson (1995, 160) as “… students’ knowledge of and competence in the structural, functional, social, and interactional norms that govern classroom communication”. In essence, communicative competence is subdivided into four types of competences. First, grammatical competence which is the language user’s acquisition and mastery of the linguistic system in order to establish knowledge in vocabulary, pronunciation and spelling rules, sentence structure, and word formation. Second, sociolinguistic competence that refers to the use of language appropriately by its speakers in various contexts to convey different communicative functions and social actions. Third, discourse competence which is the competence where students reach a high level of proficiency in the cohesion and coherence of texts and ideas for the unity in thought and continuity in a given text. The last type is the strategic competence which refers to the verbal and the nonverbal communicative strategies that students use in order to compensate for their lack of competence when performance and communication breakdowns take place (Canale and Swain, 1980)

Many scholars depicted the CLT approach clarifying its features and principles. For example, Brown (2001) presented a number of characteristics of the CLT approach. First of all, language techniques are designed for functional use of language, and the material used and activities should be authentic for meaningful purposes. Second, fluency and accuracy are taught, but the ultimate goal is fluency. Third, contextualization in which students should be put in new situations to use the language. Besides, autonomous learning is stimulated. Moreover, learners are encouraged to construct meaning through interaction. Finally, skills integration is desirable.

Relating the communicative approach to curriculum, Dubin and Olsbtain (1986) pointed out that the communicative approach is not a substitute for the previous system, but it is an approach that enlarged it and its constituents in terms of language content, course products, and learning processes. It gave language more a comprehensive view where not only structures, situations, themes are involved, but also notion and functions.

For this reason, EFL textbooks can be analyzed in order to check the existence of the communicative approach principles in them. In view of this, Richards (2001) indicated that there are plenty of materials like textbooks and other materials that need to be analyzed and put under scrutiny in order to make judgments according to the various aims of the analysis, so as inferences and conclusions are given for example about their suitability in a given context or not in another.

Sheir (2008) claimed that many teachers feel the necessity to evaluate textbooks despite the fact that they are not confident about how to judge them, make decisions about them, and report the findings of their evaluation. Even students and administrators who are consumers of the textbooks themselves do not know which textbook is considered the good one and which one to select as appropriate. As a result, literature provides many ways to evaluate and select textbooks based on checklists which encompass different methods for assessment based on a number of criteria.
Amongst the most used methods to evaluate textbooks is what is known as content analysis. Holsti (1969, 14) defined content analysis as “any technique for making inferences by objectively and systematically identifying specified characteristics of messages”. Moreover, she described it as a multipurpose research method in which the content of communication is the source to get inferences from, so as to investigate any problem. In other words, content analysis is a method where systematic steps are followed with objectivity identifying the unit, the criteria, and the categories of analysis till the measurements of data, inferences, and generalization are obtained. Krippendork (2004, 18) defined content analysis as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use”. By this, we mean that it is a scientific technique that provides insights about the phenomenon and enlarges the researcher’s comprehension about it.

In connection with content analysis of CLT principles in unlike textbooks and contexts, Razmjoo (2007) content analyzed the Iranian high school and private institute textbooks in order to find the extent to which the CLT principles are included and compare them in each of the textbooks. Twenty experienced teachers analyzed the textbooks’ content using evaluation schemes which are CLT-based. The results revealed that low presentation of CLT principles was reflected in high school textbooks and high presentation was attributed to the private institute textbooks.

Ogura (2008) evaluated ten senior high school oral communication (OC) textbooks in Japan in order to investigate the extent to which the activities develop communicative competence. The criteria were based on five types of activities continuum: non-communicative learning, pre-communicative language practice, communicative language practice, structured communication, and authentic communication. The results showed that the non-communicative activities and the pre-communicative represent 70% and almost a quarter of the exercises are communicative; the rest was less than 5% for structured communication, and 1% for the authentic activities. Therefore, these textbooks failed to develop the students’ communicative competence.

Fedoul (2010) evaluated the Algerian textbooks at the level of the middle school in light of the implementation of the communicative approach. The evaluation was in terms of communicative methodology, tasks, the four skills, culture, and authenticity. The findings revealed that the syllabuses were communicative and multi-skills, linguistics, cultural, and sociolinguistic competences were found. For methodology, socio-cognitive and cognitive dimensions and autonomous learning are the focus. Besides, the textbooks’ procedure is based on Presentation, Practice, and Produce (3Ps) approach, the weak version of CLT. As for skills, listening and speaking characterized textbooks one and two and integration characterized textbooks three and four. Regarding culture, it was taught as knowledge in the first two textbooks and as language in the third and fourth textbooks. Finally, authenticity was poor within the Algerian textbooks.

Gomez-Rodriguez (2010) analyzed five English textbooks labeled (A, B, C, D, E) in Colombia investigating three units in each textbook in terms of mechanical, meaningful, and communicative competence in order to know the extent to which these tasks are communicative. Hence, the analysis was done at the level of skills, grammar, and vocabulary. The findings indicated that these textbooks did not
give enough space to the communicative competence at the levels of mechanical, meaningful, and communicative competence. Furthermore, and at the level of skills, the textbooks were found to be more grammar-based than skill-based. In terms of format, the textbooks did not focus on using authentic tasks.

Guilani, MohdYasin, and Hua (2011) analyzed three Iranian textbooks of three levels in terms of content and presentation based on Dougill’s (1987) model and reviewed the principles of CLT that enhance real communication, interaction and negotiating meaning, developing fluency and accuracy, linking skills, linking grammar to communicative tasks, linking content with real life, and personalizing learning. The evaluation checklist was given to 30 teachers and some items were given to 200 students. The results indicated that reading texts were not appealing, interaction was absent and no real communication or authentic situations were there. Moreover, pair work and dialogue activities, warm-up activities, pre-listening and pre-reading activities were not found. Besides, teaching grammar was not sequenced, visual aids were not supplemented, objectives were not determined and the activities were de-contextualized.

Al-Ghazo (2013) analyzed the activities of Action Pack Eleven within the communicative approach, and in terms of the use of these activities in varied contexts, authenticity, creativity, integration, functional tasks, accuracy, affective and cultural orientations. The results indicated that contextualization, authenticity, culture, the active role of the learner and the accurate use of the language were given enough importance with high frequency of using language in context and practice of functional tasks and group/pair work. Besides, the activities were varied as more learned grammar and vocabulary were used. Cultural cross activities and activities that addressed the affective and cognitive needs were present but they were fully presented.

Al-Ghazo and Smadi (2013) analyzed the Jordanian student’s textbook Action Pack Eleven to determine the extent to which the reading texts are authentic. The unit of analysis was the reading text in the textbook and the criterion of analysis was the existence of authenticity in those reading texts. The analysis was based on categories which were articles, letters or emails, leaflets, and short stories in the analyzed textbook. The results indicated that articles, short stories, letters/emails and leaflets were authentic especially for articles, short stories, and letters/emails and represented a high percentage of authenticity compared to the non-authentic ones.

Michaud (2015) examined eight Japanese high schools textbooks: four MEXT-approved textbooks created by Japanese and four non-MEXT-approved textbooks created by native speakers in terms of oral communication and Canale and Swain's (1980) model of communicative competence. The first quarter of each textbook’ speaking activities were selected. The analysis revealed that the MEXT-approved textbooks did not provide opportunities to practice the oral communication and develop the students’ communicative competence. On the other hand, the non-MEXT-approved textbooks reflected more the notion of the communicative competence; there were more activities of types of communicative competence, mainly grammatical, sociolinguistic, and strategic.

Alshumaimeri and Al-zyadi (2015) analyzed the Saudi first year secondary school textbook Flying High to Saudi Arabia in terms of authenticity as an essential aspect of communicative competence in
order to know the extent to which the textbook focuses on authentic content. All the units of the textbooks were analyzed and 112 EFL secondary teachers were chosen as participants in this study. This content analysis focused on three dimensions: objectives, content, and activities. The analysis, first at the level of objectives, showed high scores on practicing authentic language to promote communication. At the level of content, high score goes to the material that develops the listening skills, real life topics and culture, and authentic content as newspapers. At the level of activities, speaking activities were found to expose students to authentic speech and real life writing activities issues and activities that present moderately local and national Saudi events.

Saberirad et al. (2016) investigated students’ willingness to communicate (WTC), communication apprehension (CA), and self-perceived communication competence (SPCC) through Iranian junior high school textbooks in order to determine the textbooks’ effect on them and to find the relationship between these three elements and the age of learners. The data were obtained using the WTC, CA, and SPCC questionnaire developed by McCroskey (1982, 1988, and 1992) through 100 female students. The results showed that the students’ WTC was moderate, their SPCC was low, and had moderate CA. Concerning the correlation between the variables, it was negative between WTC and CA, and CA and SPCC, and positive between WTC and SPCC. Relating the variables to age, age and SPCC had negative correlation: as age increased, SPCC decreased. Therefore, the textbooks were found to enhance the students’ ability to communicate as they were changed to be based on CLT.

Al-Mashaqbah (2017) analyzed the English textbook Mosaic One Listening and Speaking in order to investigate the extent to which the speaking and listening activities are communicative and the existence of grammatical, strategic, discourse, and sociolinguistic competence. The textbook was analyzed at macro and micro levels. The results were as follows: at the macro level, all the units were communicative, discourse and sociolinguistic competence had high scores and strategic competence had the lowest one. Furthermore, grammatical competence, negotiation of meaning and teaching meaningfully were good. At the micro level, the activities were sequenced, suitable to students’ level and interests, aided in meaning negotiation and provided chances for language practice. However, skills integration was absent. On the whole, it was found that the textbooks met the characteristics of the communicative approach.

Firiadi (2018) conducted an in-depth pre-use analysis of revised materials in the Center of English for International Communication (CEIC) to teach level 1 students at an Indonesian language institute. The analysis was for one level out of six in order to analyze the activities types and CLT activities, namely, the speaking activities based on Littlewood (1981) theoretical framework. These speaking activities were classified into functional communication and social interaction activities and the rest were considered pre-communicative, structural, or skill-based activities. The results indicated that functional communication activities were dominant followed by structural and listening activities, and then by social interaction activities. After that, the less dominant activities were vocabulary building activities, pre-communicative activities, and reading activities, respectively. Regarding the CLT activities, functional communication activities were characterized by information-gap activities in terms of sharing information and restricted
cooperation and class surveys were the most dominant. For social interaction, the activities were conversation and discussion followed by dialogue and role play, respectively.

Hamidi and Benaissa (2018) evaluated the third-year Algerian secondary school textbook *New Prospects* in order to investigate the extent of authenticity and the extent to which the textbook builds the students’ communicative competence from teachers’ perceptions. An informal unstructured observation of more than five years of teaching the third-year students and 40 questionnaire copies (only 35 were answered) with teachers at different high schools in Mascara region were the instruments of the study. The results showed that most teachers depended on textbooks in their teaching and most of them had positive attitudes towards them. Concerning the authenticity of tasks, 25 teachers indicated that the tasks lacked authenticity whereas the rest stated that the textbook provided real life examples in dialogues and functions, and the rest were not authentic. Besides, and for the tasks and content contribution in developing the students’ communicative competence, it was found that 20 teachers responded negatively and the rest 15 were positive stating that they pushed students to interact freely and negotiate meaning. Thus, teachers supported the use of audio-visual materials and teacher training which helped them to use authentic materials.

**Method**

This research design is mainly qualitative, thereby adopting an analytical descriptive method in which content analysis was utilized in order to examine the textbook’s activities and explore the extent to which CLT principles are included in the textbook under the study.

**Material**

The material under scrutiny in the present study is the *At the Crossroads* textbook which is to be analyzed based on the categories set for the study. Consequently, each activity in the textbook supposedly reflects CLT principles. Thus, the textbook is depicted as the following:

*At the Crossroads*: is the first students’ textbook designed for students who completed four years in the middle school. It aims at the expansion and consolidation of the students’ acquired competences. It comprises five units which follow the same pattern throughout the whole textbook in order to cover all the content. Thus, each unit is divided into four sequences ending with project workshop and a progress check activity.

**Instrument**

In order to conduct this study and answer the research question, a content analysis data collection instrument was utilized. The content analysis checklist was developed based on Brown’s (2001) principles of the Communicative Language Teaching which are set as the categories for the analysis. The latter are as the following: fluency, interaction, authenticity, functional use of language, autonomous learning, and skills integration. Moreover, the inclusion of those principles and the activity were the criterion of analysis and the unit of analysis, respectively.
Validity of the Instrument

In the current study, the content analysis checklist was examined and validated by experts to provide necessary feedback. The jury experts were university professors and educational supervisors who checked and confirmed whether its content fits with the research questions or not in order to answer them. Therefore, their feedback helped in shaping the final form of the checklist in order to achieve the research purpose.

Reliability of the Instrument

In order to establish the reliability of the content analysis, the researchers analyzed the activities according to the categories of the analysis and for intra-reliability, the researcher analyzed the *At the Crossroads* textbook’s activities and after three weeks, she repeated the analysis and calculated the reliability co-efficient between the two analyses using Holsti’ equation: agreement coefficient= \( \frac{2(AM)}{A1+M1} \) and a level of 0.97 was obtained from the analysis, which is considered high and accepted.

For inter-reliability, another analyst was asked to analyze the textbook using the same unit of analysis and categories; he was a male PhD holder at the department of Curriculum and Instruction at Yarmouk University. He had studied Content Analysis course and had an experience in this area. The co-efficient was calculated and a level of 0.94 was obtained, which is considered high and accepted.

Data Collection and Analysis

Following the steps of content analysis, and the categories established for the analysis, the researcher content analyzed systematically all the activities found in the *At the Crossroads* textbook in order to find the extent to which this material incorporates the CLT principles throughout its content. In accordance with the analysis, the data were reflected in form of frequencies and percentages showing the existing and non-existing principles, expounding the results and supplying them with concrete instances and extracts from the textbook’s content.

Findings and Discussion

Following the analysis of the textbook entitled *At the Crossroads*, Table 1 below summarizes the frequencies and percentages of the inclusion of the CLT principles in the textbook’s activities where the activities meet many of the criteria taking into consideration the fact that some activities reflect more than one criterion.

**Table 1: Frequencies and Percentages of CLT Principles in *At the Crossroads***

<table>
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<tr>
<th>Criteria</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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<td>0.84</td>
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<td>1</td>
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<td>Draw and speak</td>
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Based on these findings, it is clear that there is a variety of CLT principles involved in *At the Crossroads* textbook. However, it is revealed that high percentages go to the authentic tasks, authentic sources under authenticity principle, pair work under interaction, and picture description under fluency. The rest of elements differ in having moderate existence, low existence, and non-existent elements.

As teaching English is teaching students for life, authentic activities provide students with a chance to use language in real life situations and live experiences that they may encounter in the future. It is apparent that authentic tasks (oral or written) where wider themes relevant to real life take the highest percentage which is 23.20% with 55 frequencies under the authenticity principle. The tasks are varied and concrete examples are found. In unit one and related to the issue of technology, students in activity 3 page 19, show each other how to create an e-mail account, and in activity 4, page 24, students act out telephone conversations in different authentic situations between friends, at work, and so on. Furthermore, and on page 36, activity 5, students write their curriculum vitae and a letter of application in response to an advertisement. In Unit 2, on page 68, activity 1 is about sayings and their equivalents in the students’ own language.

In unit 4, on page 113 in “Say it in Writing”, the students write biographies about a famous scientist or inventor and his/her invention. Besides, in activity 4 on page 119, students write a business letter for product specifications. In unit 5, in activities 2 and 3, page 140, students discuss the issue of natural disasters in Algeria and world climate. On page 143, in “Say it in Writing”, students write a SOS message about oil spilling. In addition, all the projects carried out throughout the textbook are considered authentic. For instance, in unit 1, students make a job application booklet and an internet users’ guide, and in unit 3, students conduct surveys about newspapers reading habits, TV programs and viewers, or uses of computer. In unit 5, students design a consumer guide.

Authentic sources also, and under the same category represented 9.70%. This element assists in formulating the students’ knowledge about the different authentic sources and input from literary works, cultural issues, media, technology, food and so on. Examples of authentic sources and input are in unit 1, on page 21, and under “Read and Check”, the text presents an email. On page 33, activity 5, the text reflects an advertisement. Besides, on page 35, activity 2 presents a letter of application. In unit 2, on page 69, the text presents a poem. In unit 3, activities 1 and 2 on page 78 are pictures which present famous newspapers. Furthermore, activity 2 on page 90 presents a poem. Moreover, in activity 1 page 91, the text presents an advice column in a newspaper. In unit 4, activity 1 on page 113 presents pictures of famous inventors. In unit 5, activity 1 on page 160 reflects a memo. On page 164, weather words and their proverbs are presented.

Subsequently, and referring to pair work under the principle of interaction, a principle which Brown (2001) calls the heart of communication, it is considered a process in which students participate actively to express themselves and exchange knowledge and ideas in oral or written form. Pair work activities had 9.28% and were present in form of discussions, role plays, dialogues and interview, and so on as the activities in this textbook refer to more than one criterion. Examples of pair work activities are demonstrated in unit 1, in activity 4 on page 22, where students in pairs interview each other using a
questionnaire. In activity 2 on page 37, students in pairs act out a dialogue about phone problems. Moreover, in unit 3, activity 1 page 84, students interview each other about computer uses. In unit 5, on page 143, under “It’s Your Turn”, the students perform a dialogue about pollution and deforestation.

As regards picture description under the fluency principle, it took 8.01%. It was found a lot in various activities where students describe given pictures like in unit 2, in activity 1 on page 52, in unit 3 in activity 1 on page 88, in unit 4 in activity 5 on page 121, and in unit 5, activity 1 on page 140. This type of activities paves the way to students to speak fluently as they find themselves in a task where they should produce language from their own. They are also activities that build the students’ schemata where students use their previous knowledge and build new one.

After that, group work under interaction, writing progress under integration principle and free writing under fluency principle were fairly represented with 6.32%, 5.48% and 5.06%, respectively. For group work, it was found in unit 1, activity 1 page 31, students in a group write about school rules. In unit 2, activity 1 on page 68, students discuss saying and proverbs. In unit 3, activity 4 on page 86, students in group write a questionnaire’s report. In unit 5, in activity 3 on page 157, students work together to solve a problem in Algeria. In addition to the projects that are found at the end of each unit which are group work projects.

Concerning writing progress under the integration principle which is a post reading writing where students always write after reading a text and their writing is related to that text. For in instance, in unit 1, in activity 5 on page 33, the students read the advertisement and write a note to a friend based on it. In unit 4, in activity 6 on page 121, students write a letter of disagreement after they read a passage. As for free writing under fluency, it was found throughout the textbooks: in unit 1, activity 4 on page 26, students write invitations and thank-you notes. Then on the same page, in activity 5, they write a letter of apology. In unit 2, on page 67, students write a short note or e-mail to a friend to give him/her directions for meeting. In unit 5, in activity 3 on page 160, students imagine that they are environment inspectors and they write a memo about pollution danger.

Conversely, the lowest percentages were found with dialogues and ranking tasks under functional use principle and discussion about text, summarizing texts under the integration principle with a low percentage as 1.26%. For example, dialogues to practice functions had only three occurrences. For instance, in unit 3, activity 3 on page 91, the dialogue was to give advice. The ranking tasks were also few. An example is in activity 1 on page 17 where students rank sentences to describe the process of e-mail accessing. Regarding discussion about text, it was found, for example in activity 2 on page 35 where students read a letter of application then have a discussion about it. Finally, for summarizing texts, examples are in unit 4, activity 8 on page 127, and unit 3, activity 2 on page 90 to summarize a text and a poem, respectively.

Furthermore, reviewing books under integration principle like on page 51 under the activity “Say it in Writing”, games under autonomous learning like in activity 1 on page 38, and diary/journal writing under fluency principle as in activity 4 on page 91 reflected another low percentage of 0.84%. Moreover, and occurring only once each, information-gap activities were found in activity 1 on page 37, problem
solving in activity 3 on page 157, oral speech telling stories in activity 5, page 49, and posters in the project on page 131. They all took the least percentage 0.42%.

Several elements under several criteria were moderately present in the textbook. They are found mostly under the fluency principle in terms of oral presentation/report, dialogue/interview, discuss and debate, and role play representing 4.64%, 4.21%, 3.79%, 3.79%, respectively. They provide students with the opportunity to speak more and express themselves and enhance their self-esteem and self-confidence especially presenting orally in front of their classmates or performing role plays. In addition, making connections and chats both had 2.53%. At the end, 2.10% is attributed to projects.

Oral presentation/reports were mostly found in all projects in all the units as they are presented orally, and in other different activities like in unit 3, activity 5 on page 98, where the students, like a British dietician, make an oral presentation about food. In unit 4, in activity 4 on page 111, students make an oral presentation about an invention. Interview or dialogues under fluency were present in different activities: in unit 1, in activity 4 on page 22, students interview each other in pairs using a form of questionnaire. In unit 2, in activity 1 on page 61, students have a dialogue about their friends’ activities. In unit 5, in activity 1 on page 143, students have a dialogue about deforestation.

For discussion and debate, all the projects in the textbook were characterized by discussion and debate about them with their teacher and classmates. Moreover, in other activities like in unit 2, activity 1 on page 68, students have a discussion about proverbs and sayings and their meaning and equivalents in their L1. In unit 5, in activity 4 on page 149, students discuss in a form of meeting a problem in their country related to Algeria. For role plays, in unit 1, activity 1 on page 24; students act out a telephone conversation in many situations. Moreover, in unit 2, in activity 3 on page 62, students act out a dialogue as friends talking about their daily activities. In unit 3 activity 3 on page 91, students act out a dialogue about a psychologist’s advice to a friend.

Regarding chats, making connections, the following activities illustrate their existence. For making connections, examples are found in unit 1, in activity 9 on page 23, where students write sentences making connection to given adjectives. In unit 2, on page 63, students are given pictures and are asked to write complex sentences related to them. For chats, where students work in groups to write something, as in unit, in 1 activity 1 on page 31; students in group write rules for school and class under different subjects. In unit 3, activity 4, on page 86, students in a group write a report about their questionnaires results. In this case, students’ writings are considered better when written by students together where they share knowledge and skills.

For projects, they are present at the end of each unit; they are a space where students exploit all what they learned before in the whole unit. Thus, students take responsibility to work on their projects in groups away from the teacher; they search for information alone, interviewing others or making questionnaires, using technology, using libraries and different sources. The projects are varied: making a job application booklet and making an internet user’s guide for beginners in unit 1, writing a book review
in unit 2, conducting a survey in unit 3, making a profile of invention in unit 4, and making a consumer guide in unit 5.

It is also found that some elements did not exist at all in the textbook under the study. These are: poems, picture differences, and draw and speak under the fluency category and jigsaw, field trips, and reports under autonomous learning. Actually, the fact of the usefulness and importance of these elements cannot be denied in being of a communicative nature and in developing the students’ communicative competence. For instance, jigsaw activities are interactive activities where participation using English is high. Field trips are a space for autonomous learning where students develop their capacities in English outside the classroom.

Conclusion and Recommendations

The study content analyzed the EFL textbook *At the Crossroads* in light of the CLT principles. The analysis revealed that high incorporation was attributed to authentic tasks, authentic sources under authenticity, pair work under interaction, and picture description under fluency. The rest of the elements under the different principles varied: some had moderate existence, others low existence, and non-existent elements. Therefore, the textbook’s activities were authentic as the students were given ample opportunities to acquire different real life skills and social skills that they may have in their environment and they were exposed to varied topics and issues related to their home culture and the target culture. Moreover, and for interaction, pair work activities pave the way to students to interact and use language. Similarly, picture description activities lead to the students’ fluency development.

The findings of the study agree with Alshumaimeri and Al-zyadi (2015) who analyzed the Saudi first year secondary textbook *Flying High to Saudi Arabia* in terms of authenticity where the textbook’s objectives, content and activities were authentic. Moreover, Al-Ghazo (2013) analyzed the activities of *Action Pack Eleven* that enhance the meaningful communication in light of the communicative approach in the Jordanian context and the results indicated that authenticity was high in the textbook’s activities, pair and group work activities, and meaningful learning.

Additionally, Al-Ghazo and Smadi (2013) analyzed *Action Pack Eleven* in terms of texts’ authenticity and the findings indicated high authentic texts in terms of articles, short stories, and letters/emails compared to non-authentic ones. The findings also go with Al-Mashaqbah (2017) analysis of the speaking and listening activities. Such analysis was checked against the availability of four types of communicative competence in the Saudi Arabian context in order to decide whether this textbook is communicative or not. It is found that the textbook is communicative; nevertheless, skills integration is absent from the textbook.

However, the results of the study do not go with Gomez-Rodriguez (2010) who analyzed five English textbooks labeled (A, B, C, D, E) in Colombia and the results indicated that the textbooks are restrained and far from being communicative and the textbooks’ tasks lack authenticity. Similarly, the results do not go with Hamidi and Benaissa (2018) who evaluated the third-year Algerian secondary school textbook *New Prospects* in order to investigate the extent to which the tasks are authentic and the
extent to which the textbook builds the students’ communicative competence; the results indicated that the tasks were not adequately authentic and did not build the students’ communicative competence.

Accordingly, textbook designers should not focus on some principles at the expense of others and the textbooks should be properly equipped with varied communicative principles that should be adequately presented in the activities. More attention should be given to functional use of language, autonomous learning, and skills integration which are found less covered in comparison to authenticity, interaction, and fluency principles.

Communicative English Language Teaching Principles in Action: Moving from Theory to Examples

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الملخص

تحتوي كتب اللغة الإنجليزية، لغة أجنبية، على عدد كبير من الأنشطة الهدفية إلى تطوير الكفاءات المختلفة لدى الطلبة في استخدام اللغة الإنجليزية، ومن ضمن هذه الكفاءات الكفاءة التواصلية، إذ تعد أبرزها على الإطلاق وتقدم في كتاب اللغة الإنجليزية على شكل مجموعة من مبادئ تدريس اللغة التواصلية. وقد هدفت هذه الدراسة إلى تحليل محتوى كتاب اللغة الإنجليزية للمرحلة الأولى من التعليم الثانوي في الجزائر، وتحقيق هذا الهدف، استخدمت الدراسة النهج الوظيفي القائم على الأساليب التحليلية، من أجل الكشف عن درجة تضمين مبادئ تدريس اللغة التواصلية، وقام الباحثون بتطوير أداة تحليل محتوى شملت ستة مبادئ لتدريس اللغة التواصلية كفئات للتحليل، واعتمد النشاط وحدة للتحليل، ودرجة تضمين المبادئ معياراً للتحليل. وقد خصصت الدراسة إلى أن الأنشطة الأصلية، واستخدام الموارد الأصلية، والعامل الزوجي، ووصف الصورة، كانت الأكثر تكراراً ودرجة كبيرة في الكتاب. وقد أوصيت الدراسة بضرورة التوازن بين مبادئ تدريس اللغة التواصلية في أنشطة الكتاب المدرسي.

الكلمات المفتاحية: مبادئ تدريس اللغة التواصلية، تحليل المحتوى، الجزائر، اللغة الإنجليزية كلغة أجنبية، المرحلة الثانوية.
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Appendix

Authentic Tasks

1. Pair work: Use the tactics summary on the next page to prepare a telephone conversation. Act it out once you are ready.

   **Situation 1:** You are at home and a friend of yours phones you to suggest that you go out for a football match. Accept or refuse the invitation.

   **Situation 2:** You are a company secretary. The person the caller wants to talk to is not there. Take the caller’s name and phone number and the message.

   **Situation 3:** You phone a friend of yours, but s/he is not there at the time you are calling. Leave a message for him/her.

2. Make your own résumé/curriculum vitae. Then write a letter of application in response to the advert on the previous page. Use Joy Parfit’s letter of application as a model.

3. Read the definitions of the natural disasters below and say which ones are most likely to affect your country. Justify your answer.

   - blizzard = violent and heavy snowstorm
   - drought = long period of dry weather
   - earthquake = sudden movement of the earth surface
   - flood = inundation caused by overflowing of water
   - hurricane = violent wind storm
   - sandstorm = violent wind carrying sand
   - tsunami = huge tide caused by shock waves following an earthquake

4. Do you think the world climate is changing? Justify your answer.
Authentic Sources

Discover the Tower of London and experience some of the most extraordinary aspects of Britain’s history. Admire the breathtaking Jewels of the Crown, stand on the execution site of queens and knights!

**Opening Times**
- Until 31 Oct: Tues-Sat 09.00-18.00, Mon & Sun 10.00-18.00
- From 1 Nov: Tues-Sat 09.00-17.00, Mon & Sun 10.00-17.00
(last admission 1 hour before closing)

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**Letter of Application**

May 20, 2005

Mr. Michael Armstrong
Woodson Bay Summer Camp
2182 Mountain Drive
S. Wausau, Wisconsin 54406

Mr. Armstrong,

I have seen your advertisement for camp leaders in USA TODAY, and would like to apply for the job.

I am a junior at Thomas Jefferson High School with good marks in arts and photography. I am a member of the photography club, and I enjoy meeting people. I often volunteer to work at infant hospital wards. I think that I am suitable for the job.

I was born in California and I am sixteen years old. I will turn seventeen next January. I have lived at the address where I was born for the past ten years. I often help my brothers and sisters when my mother and father are at work. I think that I have quite a good experience in dealing with children.

I am ready to start work at the end of June, when the school summer vacation begins. I have asked two of my teachers, Mr. John Hyde and Mrs. Emma Johnson, to send you two letters of reference for me.

Yours sincerely,

[Signature]

May 20, 2005
Question: Can you help me? At the end of every term at school, we have a thorough examination in every subject. I always revise my lessons for these tests, but on the day of the exam I feel really anxious, and I get into panic when I see the test. I never manage to score well. Please tell me what I should do. (Meriem)

Answer: Don’t worry. It’s quite natural and normal to be nervous when you take your exams. You should tell yourself that your classmates feel the same as you do, and that anxiety can be positive.

But you are right to think that panic is a big problem. Many pupils fail their exams because they lose self-control. There are three main reasons for this. Firstly, they take the exam just for the scores. Secondly, they are not positive. They don’t say, “We can do it”. And thirdly, they usually adopt the wrong approach.

So what should you do? You should start to think positively about your exams. Don’t think you are a total failure just because of lack of success in previous exams. You should also keep in mind that you don’t take exams only for the scores. You ought to look at them as an opportunity to show to yourself what you can really do. Finally, make sure you don’t start answering the exam questions as soon as the teacher hands them to you.

Pair Work

Pair work: Imagine you are one of the 60 informants interviewed about computer use. Take turns to interview each other.
**Picture description**

**Anticipate**

1. Look at the picture of the book cover below and answer these questions. A. Which side of the book cover does the picture show? The front side or the back side? Justify your answer.  
B. Who is the author of the book?  
C. Which country is he from?  
D. The text is called a blurb. Why do you think it is included?  

*Nigerian author Chinua Achebe is among the most powerful and original writers in English fiction today.*  

"... The story is the tragedy of Okonkwo, an important man in the Igbo tribe in the days when white men were first appearing on the scene. Mr Achebe's very simple but excellent novel *Things Fall Apart* tells of a series of dramatic events which turn around the central hero Okonkwo. Its setting is wonderful. Each description adds a different kind of magic to the traditional life in the hero's village Umuofia before the arrival of the white colonists."  

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