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**THE DEVELOPMENT OF
INTERCULTURAL
COMMUNICATIVE
COMPETENCE IN ELT
TEXTBOOKS: A
PRELIMINARY ANALYSIS OF
PRODUCTION ACTIVITIES**

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Abstract

The primary goal of this study is to examine production activities that foster intercultural communication skills. To accomplish so, extensive study on intercultural communication competence and how textbooks work on this topic is required first. The basic underpinning for this research will be Michael Byram's (2021) model of intercultural communicative ability. For this purpose, a case study will be done in which a complete series of English language teaching textbooks from the four years of secondary school will be evaluated. These books are promoted as being original and communicative. *Think Ahead* (2019) is a title released by Burlington Books. In this research on production activities, a comparison with receiving activities will be done to see which ones are more abundant. Following that, the research will concentrate on the activities of these textbooks' production and how the components of intercultural communicative competence are created, following Byram's (2021) model. Finally, it was discovered that in the development of cultural themes, the production activities outnumber the reception activities and that all of the components of Byram's (2021) model of intercultural communicative competence are developed, but suggestions for improvement are also made, as some aspects are developed more than others.

Keywords: Intercultural communicative competence, EFL textbooks, skills, knowledge, attitudes, production activities.

1. INTRODUCTION

A study will be conducted through this research on how intercultural communicative competence (ICC) is worked out in a sample of production activities to practice English in ELT textbooks for Secondary.

The main goal of this study is to investigate the development of intercultural communicative competence in production activities in textbooks for the four years of secondary education. In this case, the exact goals are as follows:

- To identify the main components of communicative intercultural competence that are developed in the activities.
- To compare how intercultural communicative competence is developed in production activities in the four years of secondary education.
- To identify which aspect of ICC according to Byram's (2021) model is most developed in production activities.
- To check which type of activities are more abundant for the development of the ICC: production or reception activities.

On the other hand, the importance of this research stems from the fact that most of the activities in textbooks that concentrate on cultural issues are receptive, in which listening and reading skills are acquired, whereas production skills are less significant in this regard. Although production skills are required for students to interact successfully and maintain a conversation in a foreign language, they are less present and less useful in ELT textbooks. The following sentence by Alonso and Fernández (2015) perfectly represents the importance of working on cultural issues today "Individuals are expected not only to increase awareness towards cultural differences, but also to gain the skills to perform appropriately in different communication settings" (p. 163). Therefore, the development of ICC can be seen as a requirement in today's pluricultural society.

It should also be recalled that today's society is multicultural, with people of many cultures and nationalities coexisting, therefore addressing cultural concerns in the classroom is essential. Furthermore, because English is the lingua franca through which people who do not speak the same language may communicate, learning about different cultures through English is essential.

As a result, it is critical to examine the creation activities of cultural themes in English textbooks. Furthermore, the study will concentrate on secondary school English textbooks, where pupils are more sensitive to cultural differences. As a result, it is critical to collaborate with them on cultural problems so that they recognize how privileged they are to live in a multicultural society and develop activities and skills of respect for individuals from various cultures.

The current study, on the other hand, starts with chapter one, which is an introduction to the aims, rationale for the research, and organization of the document. Then there is the second point, which is the literature review, in which a thorough search for information on the topic of research will be conducted. This chapter is followed by the third point, which is the methodology, in which the research typology is explained, and data will be collected, and it will be analysed later. It is followed by a chapter on the results and discussion, the study's limitations, future research directions, and the conclusion.

Finally, this research is divided into chapters that highlight the significance of this issue and meet the intended objectives.

2. LITERATURE REVIEW

2.1. Culture in ELT textbooks

Each textbook publisher has its own set of beliefs and ideals, and there is a limitless number of textbooks accessible today. In this scenario, despite their differences, the ELT books all contain material and objectives that are in keeping with the existing curriculum. As a result, the ICC must be created in all of them; some will accomplish it better than others, because, as previously said, they are all extremely distinct. The analysis of ELT textbooks is thus critical. Choose the best ones for the school, which will require some attributes or others based on its location and the level of its students. As a result, we will examine how various major authors characterize ELT textbooks to keep their concepts in mind for the upcoming study.

The following sentence from Kiss (2017) represents the situation of textbooks about cultures and ICC development “Language teaching textbooks are usually heavily criticised for not preparing learners for intercultural communication and offering a rather distorted representation of culture” (p. 82). This is one of the main problems with ELT

textbooks; on the one hand, most cultural activities develop reading and listening skills, and to maintain successful communication, speaking and writing skills are also required; this is one of the main problems with current ELT textbooks, aside from the representation of different cultures.

Moreover, it should be clear that one of the key competencies is “cultural awareness and expressions”, therefore, all ELT textbooks must develop this competence by using diverse cultural content and motivating and innovative activities.

According to Alonso and Fernández (2015), most teachers expose students to the cultural content of the textbook, owing to a shortage of time, showing that it is at the centre of the teacher's team and the primary source of language and cultural input. sympathising with Canagarajah (2003, cited in Chao, 2011), who points out that textbooks have limited the role of teachers, but they must resort to them for practical reasons such as the time and facilities they offer, with most teachers coming to depend on these textbooks. Then, many teachers abuse the use of the textbook, and it must be remembered that textbooks are not perfect and always have something to improve; thus, the use of the textbook requires the support of the teacher, who can adapt the activities to the needs of the students, modify them, or add activities to reinforce some content. Along the same line, Raigón (2015) points out that textbooks are essential in language teaching, but that they can be both some help to teachers and a risk as they cannot meet the specific needs of the classroom.

In addition, according to Yuen (2011, cited in Alonso and Fernández, 2015), the representation of foreign cultures in EFL does not reflect English as an international language, and clichés and stereotypes are frequently encountered, as Cortez (2012, cited in Alonso and Fernández, 2015) points out. Paricio (1996, cited in Raigón, 2015) also comes to the same conclusion indicating that textbooks present a fragmented and stereotyped view of foreign culture, indicating that in most cases they show culture through the view of a tourist.

This study began with the idea that most of the activities for the development of ICC in ELT textbooks are reading and writing activities, coinciding with the idea of Alonso and Fernández (2015), indicated in their practical proposal for the development of ICC in EFL, the most frequent activities to work on culture and develop ICC are reading and writing, highlighting that it has been very difficult to find productive activities that develop ICC.

Moreover, Shin and Crandall (2013, cited in Toledo-Sandoval, 2020) indicate that one should use materials that connect local culture with foreign culture to create cultural awareness in students, thus encouraging cultural interactions. Therefore, if textbooks include activities that relate local culture to foreign culture, this can be a positive point for them, otherwise, this relationship can be established by the teacher. In this case, students would receive a more realistic education and thus achieve meaningful learning, students would become aware of the many or few differences between cultures or countries and learn to respect these cultural differences. So, managing to move away from the above-mentioned clichés and stereotypes.

In the same line, Cortazzi and Jin (1999, cited in Toledo-Sandoval, 2020) indicate that there are three approaches to culture in ELT textbooks, which are as follows “incorporating materials that include the source culture (learners’ local culture), the target culture (where English is the first language), or the international culture (where English is used as an international language).” (p. 3) Then, they agree with the previous authors on the idea of the development of local and foreign cultures. Although McGrath (2016, cited in Toledo-Sandoval, 2020) indicates that in a context where students can visit English-speaking countries, local culture is not very important. This is because when students travel to these countries they unconsciously relate and compare it to the culture of their own country, thus forming cultural awareness. Furthermore, Chao (2011), based on Zacharia’s (2005) study, stresses that it is not only necessary to explore the international cultural content of ELT textbooks, but it is essential to understand the potential impact they can have on students.

In conclusion, the use of ELT textbooks for teaching has its advantages and disadvantages. Moreover, it is necessary to relate the local culture to the foreign culture.

2.2. From intercultural and communicative competence to ICC

Because intercultural communicative competence develops from communicative and intercultural competence, each notion must be understood; Savignon (1972, cited in Mart, 2017) refers to communicative competence as the capacity to be able to participate in a truly communicative context. Communicative competence has several models, the most relevant being the one presented by Canale and Swain (1980, cited in Mart, 2017), which Mart (2017) summarises as follows:

The first comprehensive model of communicative competence was developed by Canale & Swain (1980), who defined the term as knowledge of language and its use in actual and meaningful communication circumstances and posited four components: grammatical competence refers to the knowledge of language system; sociolinguistic competence involves socio-cultural code of language use; discourse competence pertains to combining language structures into cohesive texts; strategic competence is pertinent to communication strategies as a basis for efficiency in communication development. (p. 164)

According to Moreno and Cerezo (2016), Van Ek's communicative competence with sociocultural aspect evolves to Byram's intercultural competence as they quote concerning this competence "integra el ANÁLISIS, la REFLEXIÓN y la COMPRENSIÓN de la otra cultura dejando de ser una competencia meramente descriptiva" [integrates analysis, reflection and understanding of the other culture, which is no longer a merely descriptive competence] (p.5). And Rickheit, Strohner & Vorwerg (2008) indicated that "The notion of 'communicative competence' was introduced by Dell Hymes in the 1960s (1962, 1964, 1972) to emphasize that the knowledge of grammatical rules is not sufficient for speaking a language and for communicating" (p. 15).

Moreover, concerning intercultural competence, Leung and Tan (2014) based on Whaley and Davis (2007, cited in Leung and Tan, 2014) indicate that there is a concurrence that this competence is the individual's capacity to act and perform efficiently through different cultures.

On the other hand, according to Cetinavci (2012), this competence comes from the idea that communication cannot be sufficient in conversation or communication with people from different cultures, even if it is contextualised and linguistically adjusted, unless it has a multidimensional cultural awareness, in that case, communicative intercultural competence is necessary. Moreover, today's society is multicultural, so, even if people communicate with others, communication will not be successful without cultural awareness about the culture of the other individual. Barrett (2012) emphasises the importance intercultural dialogue in today's society:

The Council of Europe's White Paper on Intercultural Dialogue (2008) proposes that intercultural dialogue offers the best approach for managing issues of cultural diversity within contemporary societies. The White Paper defines intercultural dialogue as the open

and respectful exchange of views between individuals and groups from different ethnic, religious, linguistic and national backgrounds on the basis of mutual understanding and respect, and it argues that such dialogue is crucial for promoting tolerance and understanding, preventing conflicts, and enhancing societal cohesion. (p.1)

Along the same line, Schenker (2012) points out that today's globalisation requires people to acquire diverse competencies, making it necessary for the education system to focus on teaching students the skills that are in demand in a changing world. In the same vein, Kiss (2017) emphasizes that it is no longer adequate to focus on other cultures, as teachers must equip their children to converse with everyone in such a global environment. The education system is in charge of preparing students for the future society, which is becoming increasingly multicultural; thus, they must promote materials, elements, and teacher training, all necessary to allow the development of the ICC, in this case, promote public schools with books rich in cultural themes and diverse and innovative activities. Then, Schenker (2012) indicates that to prepare students with the linguistic and cultural skills to communicate successfully with people from abroad, it is necessary to develop intercultural competence.

Furthermore, Barrett (2012) adds that the skills necessary for intercultural communication must be learned, practised and maintained, and that it is the responsibility of professional educators to develop intercultural competence in their students, as the White Paper points out.

In conclusion, the union of the two competencies and society's need to communicate with people from all over the world has led to the creation of the ICC.

2.3. Defining Communicative intercultural competence

To carry out this research, it is necessary to initially understand and investigate the primary aspect, which is the ICC, according to many studies and writers such as Chen and Starosta (1999, cited in Deardorff, 2006) who define the ICC as the capacity to successfully and adequately carry out communication behaviours that successfully negotiate one's cultural identity in a culturally.

In addition, Wiseman (2002, p. 208, cited in Cetinavci (2012) refers to ICC differently, as "the knowledge, motivation and skills to interact effectively and appropriately with members of different cultures" (p. 3446). Therefore, to develop ICC in students, it is

necessary to motivate them by providing them with innovative activities based on their interests and level, thus promoting students with a diverse knowledge of different cultures and the necessary skills to interact with people from different cultures. In any field of education, student motivation is the key to successful student learning.

In addition, Chun (2011) asserts that if two people from different cultures want to have a successful conversation, the interlocutors need to be aware of each other's socio-cultural backgrounds, and the linguistic practices necessary to express that background, and as each community has different rules of interaction, individuals must know and understand them so that there is no confusion or misunderstanding in the conversation.

As Savicki (2008, cited in Rico 2018) mentions, a true intercultural approach should have as its main objective to prepare students to succeed in their own culture as well as in any foreign culture. Therefore, for students to succeed in a foreign culture it will be necessary for them to develop ICC.

Moreover, Rodrigo (1999) cites six requirements for effective and successful intercultural communication, the first one of which is that there is a common language between the speakers and knowledge of the other's culture but also one's own culture is also required, this can be related to the factor of knowledge of ICC. Another essential requirement is the elimination of prejudices and the ability to empathise, which is closely related to the development of ICC attitudes and maintaining a balanced conversation, for which it is necessary to acquire ICC skills. All this is essential, and to achieve these requirements it is necessary to have developed ICC.

On the other hand, Sercu (2005, cited in Paricio, 2014) points out that the curriculum promotes intercultural objectives that not only affect subjects related to the teaching of language but also affect a wide range of subjects. Furthermore, he points out that teaching a foreign language in a classroom means showing students a culturally different world. Therefore, Sercu assures that it is essential and the duty of teachers to promote the development of ICC. Furthermore, Paricio (2014) points out that despite the importance shown in the curriculum towards intercultural learning, and intercultural communicative competence, there is insufficient attention to the cultural or intercultural dimension in teacher training, resulting in a lack of good practice. Then, teachers must be trained in these fields to be able to develop ICC in their students, in these cases, textbooks with activities that address this competence can be a great support for teachers.

Consequently, all of these writers reach the same conclusion that intercultural communicative skills are essential for effective cross-cultural communication, particularly in today's heterogeneous society.

For his part, Rico (2018) argues that the aim of language teaching is not only to develop communicative competence but also to develop intercultural communicative competence. Leaving aside the importance that has traditionally been given to the mastery of grammar and vocabulary.

The following passages from Moeller & Osborn (2014) demonstrate how different and personalized the process of acquiring and developing ICC is for each learner. Therefore, each learner will have a varied growth of competence depending on his or her experience, knowledge, interests, motivations, and level, even if a group of students participates in the same set of activities that promote ICC.

students' development of ICC does not have a clear starting point and end point that stay constant across learners; instead, each learner brings a unique set of skills, knowledge, and attitudes that impact his or her point of entry as well as growth trajectory. (p. 11)

Then, the development of ICC in foreign language learners is essential as Iswandari and Ardi (2022) point out that students who have a very good ICC can communicate with people from different cultures using the foreign language. The development of ICC facilitates this communicative exchange as the learner better understands his or her own and other people's cultural perspectives.

In conclusion, while many authors have varied ideas on what intercultural competency is, they always associate it with the capacity to have productive conversations with individuals from diverse cultural backgrounds. Furthermore, Byram (2021) and his model of intercultural communicative competence are among the primary proponents of intercultural competency and the one that most writers use as a foundation. This model and the way Byram (2021) provides ICC will be examined in further detail in the upcoming section.

2.4. Analysing the ICC from the Byram (2021) model

First Byram (2021) points out that it is important to distinguish between intercultural competence and intercultural communicative competence. According to this author, the

former occurs when the same language is used, while the ICC takes place when a foreign language is used in communication.

However, it should be highlighted that other disciplines, such as geography, history, or literature, are also responsible for helping students improve their ICC (Byram, 2021). This is in addition to FL's responsibility. Nonetheless, the current study will concentrate on how ICC developed from the FL region. As a result, Byram (2021) provides the following description of the ICC's function in foreign language instruction:

FLT is concerned with intercultural communicative competence, where 'communication' is more than the exchange of information and sending of messages, a view which dominates 'communicative language teaching' (Byram, 1988; Trim, 1983). Even the exchange of information is dependent upon understanding how what one says or writes will be perceived and interpreted by someone from another cultural and linguistic group. It depends on the ability to decenter and take up the perspective of the listener or reader. (p. 6)

Since it will be easier to exchange information if you are familiar with the other person's culture, the field of foreign language is responsible for developing ICC from the standpoint of speaking with someone from a different culture in a foreign language.

The ICC model has three essential features, according to Byram (2021). The first is that the multicultural speaker serves as the model for language learners of other languages, rejecting the notion of the native speaker. Its educational aims stem from its foundation in the acquisition of ICC inside an educational setting, which is another feature. Thus, the model incorporates both the responsibilities of instructors and learners as well as the attributes of learning environments. The three sites where the ICC might be built are therefore justified and given significance by these qualities.

Then, according to Byram (2021), there are three locations where ICC can be developed, namely "the classroom, the pedagogically structured experience outside the classroom and the independent experience" (p. 91). All three locations have one characteristic in common and that is that they allow the individual to increase his or her knowledge, one of the main characteristics of the ICC according to Byram (2021), and the first two allow the individual to interact with other people.

On the other hand, the main factors of Byram's (2021) model are as follows: attitude, knowledge, skills which are of interpretation and stabilising relationships between aspects

of the two cultures, and skills of discovery and interaction. Byram (2021) indicates that the factors that are preconditioned are knowledge and attitudes that can be modified in intercultural communication exchanges. Whereas the nature of communication processes is a function of the skills that the individual contributes to an interaction.

The following diagram, taken from Byram's (2021) book, clearly represents these ICC factors and it shows how Byram (2021) relates the ICC factors to the types of "savoir":

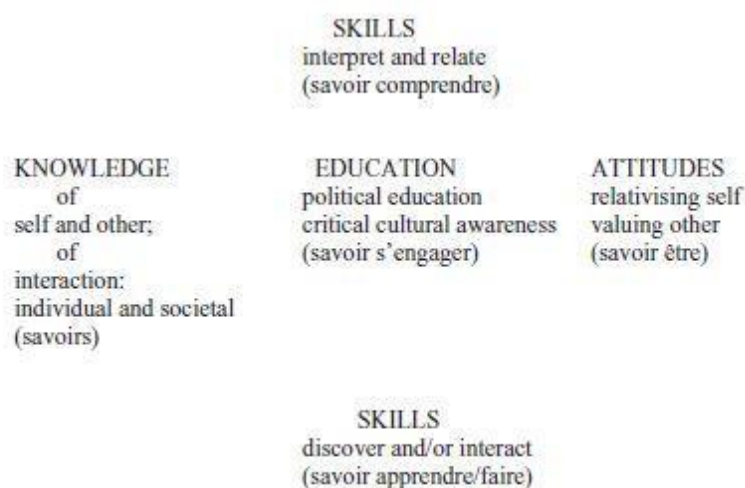


Figure 2.1 Dimensions of intercultural (communicative) competence

Image 1: Diagram of ICC model (p. 44)

Byram (2021) with attitudes refer to the specific attitudes that are shown towards people who are perceived to be different because of their ideals, culture, and behaviours. Therefore, the characteristics of these attitudes highlighted by Byram (2021) are, as he points out as follows:

Attitudes that are the precondition for successful intercultural interaction need to be not simply positive or tolerant since even positive prejudice or tolerance can hinder mutual understanding. They need to be attitudes of curiosity and openness, of readiness to suspend disbelief and judgement concerning others' meanings, beliefs, values and behaviours. There also needs to be a willingness to suspend belief in one's meanings, beliefs, values and behaviours, and to analyse them from the viewpoint of the others with whom one is engaging. (p. 45)

Moreover, attitudes are related to "savoir être", in other words, knowing how to be and act, shows attitudes of curiosity and respect towards people from other cultures. However, Byram (2021), in this importance of attitudes of curiosity, raises the question of whether teachers should address negative prejudices towards other cultures, and how best to do

so. Reducing or eliminating them is complicated, but Byram (2021) indicates that more and more thought is being given to this issue and how to resolve it.

Knowledge is related to the knowledge that an individual brings to an interaction with a foreign person, as Byram (2021) indicates it can be “knowledge about one’s social groups and their cultures and similar knowledge of the interlocutor’s social groups and cultures, on the one hand; and knowledge of the processes of interaction at individual and societal levels, on the other hand.” (p. 46) Moreover, Moeller & Osborn (2014), in their study of ICC and Byram’s model, concludes that knowledge should not be limited to cultural issues, but it should also cover knowledge of the cultural backgrounds that an individual brings to an interaction that is influenced by the individual’s experiences.

Conversely, as previously stated, there are two categories of skills: finding or interacting and interpreting and connecting. The first one was created using knowledge that already existed. Byram (2021) argues that these relating, and interpretation skills are different from the latter in that the individual can decide how much time is needed for interpretation without being influenced by the demands of social interaction because they can be restricted to working with documents and do not require interaction with an interlocutor. The ability to discover may occur in a person’s personal time, but it may also occur in social situations. Furthermore, Byram (2021) claims that the ability to find “It is the skill of building up specific knowledge as well as an understanding of the meanings, beliefs, values and behaviours that are inherent in particular phenomena, whether documents or interactions.” (p. 49). Whereas interaction skills relate to the ability to manage the constraints that may arise in certain circumstances with specific interlocutors.

Furthermore, in a research study conducted by Mallén (2007), on the opinion of English language learners and English language teachers regarding ICC, he indicates that when the participants (students and teachers) were asked which factor of the Byram model of ICC (knowledge, skills, and attitudes) they believe to be most important, the vast majority of them answered that it was attitude. However, one teacher disagreed with this response, stating that teachers could not change attitudes but could broaden students’ knowledge of the culture, so the most relevant factor for him was knowledge. Therefore, in the present research, it will be verified which of the three factors is the main one and so in which more production activities are developed in the textbooks to be analysed.

On the other hand, Byram and Fleming (2001) also refer to the intercultural speaker as “The “intercultural speaker” is a person who has knowledge of one, or preferably more, cultures and social identities and who enjoys the ability to discover and relate to new people from other backgrounds for which he/she has not been intentionally trained.” (p.16). From this definition, it is shown that the intercultural speaker has the three aspects of ICC, which are the knowledge of one or more cultures, development skills such as relationship skills, and discovery and the attitudes to relate to new people in other environments by showing respect and positive attitudes to the other culture. Moreover, Byram (2021) suggests the following regarding the model of the intercultural speaker for students:

I suggested that the ‘ideal’ of the intercultural speaker is one that can be attained by learners and that it may be reasonable to conceive a ‘threshold’ at which learners become interculturally competent. This implies a minimal element of progression and raises the question as to whether a curriculum should use such a threshold as a point of orientation. The curriculum might be designed to ensure that the threshold is attainable. Still, it might also include elements that take learners beyond the threshold, although not necessarily in a linear or step-by-step fashion. (p. 105)

Thus, this barrier should be taken into account in order to help students become intercultural speakers; ideally, all students should be able to cross it, or, to put it another way, inclusiveness should be promoted. The curriculum and syllabus design must thus take this threshold into consideration and adjust it to the learners' level and needs.

In conclusion, the three main factors of ICC according to Byram (2021) are knowledge, skills, and attitudes. Then, to develop ICC in the classroom are necessary motivating and interesting activities that promote these factors.

3. METHODOLOGY

3.1. Research Design

The sample indicates that this research is a case study. According to Hays (2003), this kind of research examines specific instances that are distinct in their content; in this instance, the *Think Ahead* (2019) ELT textbooks for secondary school are examined. The ICC's manufacturing operations will be the main subject of the study. Our inquiry is interpretive, per method analysis, as productive actions will be examined to ensure that

they create the primary ICC components. Furthermore, because the research will analyse the English textbooks used in the four years of secondary education, it will be practically useful. This makes this research primary as the major information source is the original English textbooks used in secondary schools.

Furthermore, in line with the purpose, this research is deductive. It begins with a broad examination of the *Think Ahead* (2019) ELT textbook and proceeds to specifics step by step until the primary objective (developing ICC competence through production activities) is met.

Finally, a case study will be conducted in order to produce descriptive findings.

3.2. Sample

English textbooks for the first, second, third, and fourth classes of secondary school make up the sample. These books are titled *Think Ahead* (2019); more precisely, they are student books written by Linda Marks and Alice Scott and published by Burlington Books. The most recent edition of these textbooks was released in 2019.

Furthermore, as this is the series of books used at the secondary school in La Campana, a tiny town in Seville (Andalusia), it is the closest series that has been able to get. Furthermore, the books have been chosen for this educational stage, adolescence, which is a critical time for many pupils and during which they are undergoing transformation. Because this is such a crucial period and the pupils are so sensitive, it is imperative that the textbooks utilized are chosen carefully. Additionally, it might be the ideal opportunity for children to see the value of learning about different cultures and to encourage tolerance and goodwill toward those from different backgrounds.

This particular textbook series was chosen for the current study because it is unique compared to others in several ways. One might argue that the textbooks themselves show that the series aligns with the goals, guidelines, and recommendations of the Common European Framework of Reference for Languages. Additionally, they point out that the student books are quite comprehensive because they contain mini-tasks and integrated skills activities together with videos and digital information. as shown in the picture below, which was taken from the textbook for secondary education's fourth year.

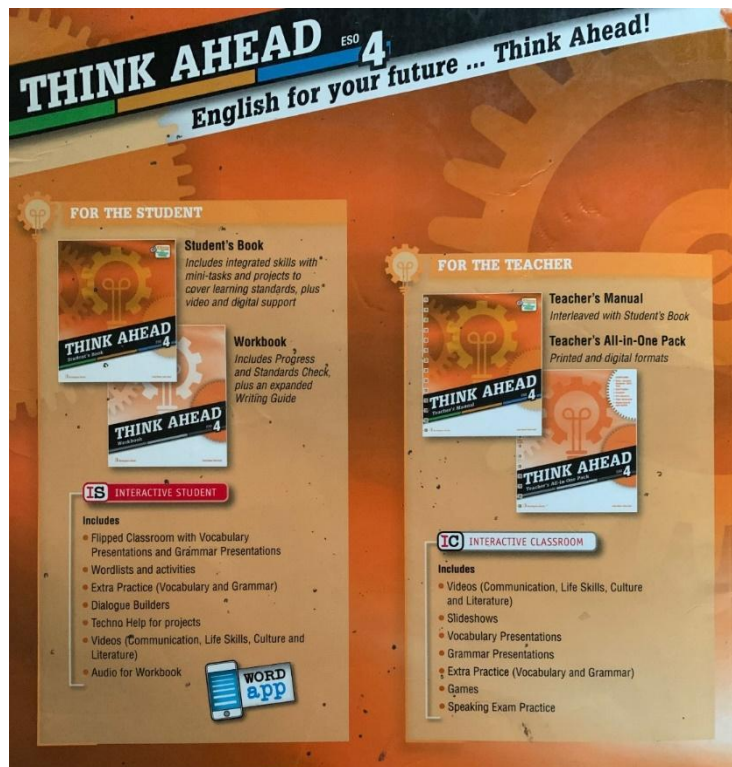


Image 2: *Think Ahead* (2019) textbook for the 4th year of Secondary Education

Burlington Publishers (n.d.) claims that these volumes have a unique format. Instead of being arranged chronologically, these textbooks are broken down into six modules, each of which has three submodules. The table of contents (see Appendix 5) lists the primary skills that are covered in each submodule. Furthermore, each module concludes with a part titled "Collaborative project," the majority of which address cultural challenges. The book concludes with a section titled "Culture magazine," which has six magazines one for each module each of which includes a text on a different aspect of culture along with a variety of exercises.

Moreover, the publisher states that with these textbooks students will be exposed to a wide variety of up-to-date topics, and tasks are structured to allow pupils to express themselves in real situations. This is one of the most important points as many textbooks take the tasks away from real life. *Think Ahead* (2019) combines integrated skills work and productive practical learning competences and life skills.

All this makes *Think Ahead* (2019) the perfect ELT textbook for this research.

3.3. Data collection

In order to gain a comprehensive progression of the process and to be able to make a more concrete and objective comparison, a deductive method of data collection was followed, in which the textbook was analysed from the general to the particular.

Keeping all of this in mind, the method used to get the data from the textbooks will be explained. Initially, a broad analysis of each book will be conducted, along with a typology and explanation of the activities in each section. After that, the operations in each unit will be broken down into production and receiving activities. Each book's overall mean as well as the average reception and production activities for each unit at every level will be computed.

After this study, each textbook will be analysed, selecting the activities that develop the ICC, and dividing them into activities of reception and production. In this case, it will be calculated the mean of each type of activity per unit and textbook, obtaining a clearer picture of how cultural themes are developed in these textbooks.

Finally, it will focus on the production activity that develops the three key elements of Intercultural Communicative Competence cited by Byram (2021) in his model. Dividing the activities according to which each element is developed, calculating the mean number of production activities in which each element of ICC is developed.

3.4. Data selection and description

The actions that will be analysed in the upcoming chapter will be gathered and chosen in this part.

In order to compare the number of activities used to create the ICC more clearly, the data gathering process begins with a basic count of all the activities in each textbook. A whole set of textbooks often has comparable numbers and activities, as Table 1 illustrates. This count covers the activities in the introductory unit, the activities in each module, and the activities in the following sections:

- “Collaborative projects” (see Appendix 2) are group projects, which appear at the end of each module, most of them deal with cultural topics and they are of very typologies in which the students must create something. They always have the

same structure and follow the same steps, read the model, plan the project, look for information and write down each one's part, make the project, and present it.

- “Extra life skills” (see Appendix 3): this section appears at the end of each module. It always has the same structure: two first listening activities and one or two speaking activities, the second one is usually the same, but it indicates that the roles have to be changed.
- Review and the literature sections (see Appendix 4): these two parts follow each other and appear in every two modules, so in each textbook, there are three of these sections. The review part is a set of revision activities from the previous modules, divided into vocabulary activities, and grammar, and the last part is called “Skills check”, which is usually a writing or speaking activity. The literature part is very interesting as few textbooks have a section like this and they work on a famous literary work. A curious fact is that in the first and second years, the same literary work is studied in all the literacy sections, divided into three parts, which are the three sections of the textbooks. In these two courses, they work on *The Adventures of Tom Sawyer* and *Gulliver's Travels*, respectively. The other two upper grades focus on three different literary works in each textbook, such as *Twenty Thousand Leagues Under the Sea* in the third grade and *A Tale of Two Cities* in the fourth grade.
- “Culture magazine” (see Appendix 5): this is one of the most fascinating sections of the book. It is located at the end of the textbook, and it consists of six cultural magazines, one for each module. Each magazine deals with a cultural topic related to the content of the module to which it corresponds. It always has the same structure, first a text to read and listen to, then a comprehension activity, a task which is always a writing task, and ends with an activity of watching a video and answering a question.

The four EFL textbooks for each of the four secondary education levels will next be examined. According to Table 1, each of them has an average of 508.2 total actions.

However, as was already noted, these ELT textbooks are broken down into six modules, each of which is further subdivided into A, B, or C named submodules. Different but related information is worked on in each submodule. The first-year English book's table of contents, which includes the modules' and submodules' organizational structure, is attached as Appendix 1.

		Mean
Total activities per textbook		508.2
Activities per module	1 st course	75.66
	2 nd course	70.5
	3 rd course	72.16
	4 th course	70.5

Table 1: Mean of total activities per textbook and per module in each level.

This first table shows the first general overview of the textbooks. So, the total number of activities per module in each book is between 70 and 75 activities. Taking these numbers into account, the results obtained are presented below.

4. RESULTS

In this section, first, a general analysis of the results will be made, and then more detailed results will be presented with all the data obtained. Therefore, the main objective of this research, which was “to analyse the development of intercultural communicative competence in production activities in textbooks for the four years of Secondary Education” has been achieved by carrying out the following general analysis and the following results have been obtained.

Receptive and productive activities

To enable the research to concentrate on the outbound activities, the next stage is to ascertain the quantity of productive and receptive activities for each of the four books. Consequently, it is imperative to distinguish between these two categories of endeavours, regarding which a succinct examination grounded in significant writers will be conducted.

It is evident that effective communication requires communication skills. These are separated into two categories: speaking and writing are considered productive skills, and reading and listening are considered receptive skills. All four are related and essential as Sreena and Ilankumaran (2018) point out “Without listening, no speaking is possible, without reading no writing is possible. So, the four skills go in pairs.” (p. 670). However, as indicated above, receptive skills are more abundant than productive skills in ELT

textbooks to work on cultural issues. Then, following Sreena and Ilankumaran (2018), in productive skills, students must produce the language to communicate their ideas in spoken or written form, while receptive skills are those that enable learners to listen and understand language.

Moreover, according to Nation (1990, cited in Nan & Mingfang, 2009), the word knowledge is productive and receptive knowledge. Therefore, as Nan & Mingfang (2009) cites “Receptive knowledge is recognizing and understanding the words when listening to a conversation or reading a text, and productive knowledge is using words fluently and appropriately when speaking and writing.” (p. 26) So, receptive knowledge coincides with receptive skills and productive knowledge with productive skills.

Thus, activities that require students to demonstrate their understanding of what they hear or read will be classified as receptive. Activities that require students to use words—either orally or in writing—to communicate or express themselves will be classified as productive. Finally, activities that require students to produce something will be classified as productive.

Next, the following averages were found when activities were generally divided into receptive and productive categories. Table 2 demonstrates one of the main motivations for the research's focus on productive activities: on average, there are many more receptive activities than productive activities in these textbooks.

	Mean of the four textbooks
Receptive activities	274.75
Productive activities	202.25

Table 2: Mean of total receptive and productive activities per textbook.

The next step was to obtain the average of productive and receptive activities per module.

	The mean of activities per module	
Level	Receptive activities	Productive activities
1 st	42.83	32.83
2 nd	41.33	29.16
3 rd	40.83	31.33
4 th	42.5	28

Table 3: Mean of receptive and productive per module.

Table 3 shows that the first-year English textbook has the greatest mean of activities per module in the receptive activities section with 42.83. This figure is fairly comparable to the average in the fourth year, which is 42.5. With a mean of 40.83 receptive actions per unit, the minimum ranks third. As can be seen in Table 3, the productive activities are less valuable than the productive activities across the board. With an average of 32.83 activities, the first year has the highest amount of productive activities per unit, while the fourth year has the lowest average of 28.

After these data in general terms describing these textbooks, this analysis has focused on the activities that develop the ICC.

Activities that develop ICC

	Total activities	Receptive activities	Productive activities
Mean	181.5	88.75	92.75

Table 4: Mean of the total which developed ICC.

Then, from the average of the total number of activities per textbook, which is 508.2 activities mentioned in Table 1, only 181.5 develop ICC.

After this data with the total average number of activities in each book, it is necessary to focus on the average number of activities per module.

Level	The mean of activities per module	
	Receptive activities	Productive activities
1 st	13.66	14
2 nd	10.85	14.33
3 rd	12.83	15.16
4 th	14.83	15.16

Table 5: Mean of receptive and productive activities per module in each level.

In this case, the maximum number of receptive activities is in the fourth year with 14.83 per module, while the minimum is in the second year with 10.85 activities. Concerning productive activities, the third and fourth courses have equal averages, which are also the highest at 15.16 activities per module, while the minimum is the first course with 14 activities per module.

Productive activities following the ICC model.

The next step will be the analysis of intercultural communicative competence in production activities. Therefore, it is necessary to keep in mind the Byram (2021) model explained above. Then, the three fundamental aspects of Byram's (2021) model of intercultural communicative competence are as follows:

- **Attitudes:** they are related to attitudes towards people who are considered different in terms of culture, beliefs, and behaviour. So, following Byram's (2021) attitudes must be openness and curiosity. Below is an example of an activity from the fourth ELT English textbook in which a positive attitude towards a famous person from another country and culture is developed. In this activity, students in pairs have to compare themselves with that person. Then, students will develop positive attitudes toward this person who presents a different way of life to the one they have.

6 Copy and complete some quick facts about a famous young environmentalist. Use the Present Perfect Simple or the Past Simple form of the verbs in brackets.

The Voice of a Generation

- 1 Xiuhtezcatl (pronounced *Shoe-Tez-Cahft*) Martinez was born in 2000. He's young, but he ¹ ... (do) more for the environment than people much older than him. What's more, he's also a hip-hop dancer and singer!
- 2 Xiuhtezcatl ² ... (be) an activist since he was six, when he ³ ... (speak) at a demonstration against global warming.
- 3 When he was nine, he ⁴ ... (work) successfully to ban pesticides in public parks in his city – Boulder, Colorado.
- 4 In 2015, he ⁵ ... (speak) at the United Nations for the third time, calling on world leaders to take action.
- 5 In recent years, he ⁶ ... (travel) all over the world, educating young people about climate change.
- 6 President Obama ⁷ ... (give) him the United States Community Service Award in 2013. He ⁸ ... (receive) many more awards since then.
- 7 In 2017, he ⁹ ... (publish) a book called *We Rise*.
- 8 Since 2015, he ¹⁰ ... (take part) in performances, including a concert with hip-hop legends Jurassic 5.

Xiuhtezcatl Martinez

9 Compare yourself to Xiuhtezcatl. Tell your partner.

I've never performed at a concert.

I've spoken about global warming to my class.

Image 3: Picture from the fourth year of *Think Ahead* (2019, p. 13) English textbook.

- **Knowledge:** is connected to the knowledge that individuals bring to interaction about the knowledge of their own culture and the interlocutor's country. The following activity is an example of where knowledge is developed. Students in pairs have to say as many sentences as they can about different places in Australia, based on the pictures shown.



Image 4: Picture from the first year of *Think Ahead* (2019, p.35) English textbook.

- Skills: There are two types of skills, those of interpretation and relationship and those of discovery and interaction.
 - Interpreting and relationship skills: Students should interpret aspects of other cultures and be able to relate them to their own culture or to other cultures they know. In the following activity in which students develop their speaking skills through conversation, the students have to interpret the picture about the weather in each city and have a conversation with their partner.

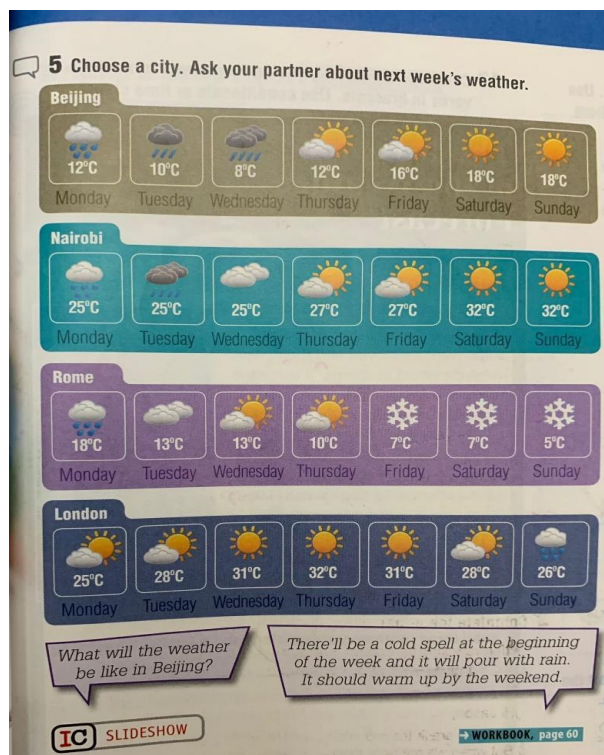


Image 5: Picture from the fourth year of *Think Ahead* (2019, p. 93) English textbook.

- Discover and interact skills: Students discover things about other cultures and their own culture, being able to interact with their peers. In the following writing task, this aspect of intercultural communicative competence is clearly shown, students will have to look for information about these invasive species, in other words, they discover. Afterwards, they will have to present their poster to their classmates, then they will interact with them.

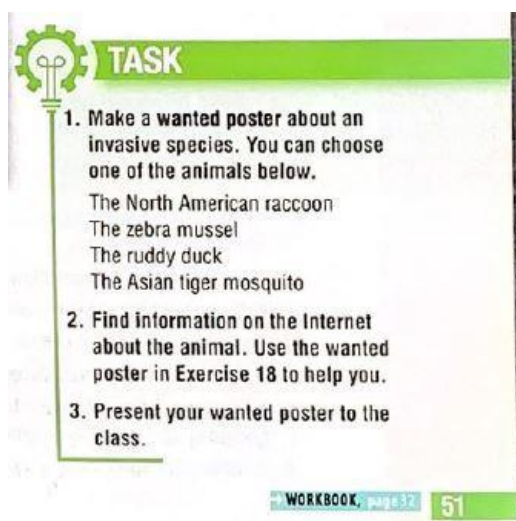


Image 6: Picture from the third year of *Think Ahead* (2019, p. 51) English textbook.

The focus of this research is on the production activities carried out by the ICC, and the average number of activities to be analysed in each aspect is shown below:

	Attitudes	Knowledge	Skills	
			Interpretation & relationship	Discovery & interaction
Mean of total production activities per level	14.25	44.75	16.5	13.25

Table 6: Total number of production activities developing aspects of ICC.

First is the analysis of the total number of activities per level that develop each aspect of the ICC that is described in the Byram (2021) model. As shown, the most developed aspect is knowledge with an average of 44.75 total production activities per textbook.

In addition, it is necessary to check the average number of activities of production that develop each element of ICC per module at each level, to check how ICC evolves at the stage of secondary education.

The mean of production activities per module				
Level	Attitudes	Knowledge	Skills	
			Interpreting & relationship	Discovery interaction
1 st	2.5	6.5	2.85	1.28
2 nd	2.1	6.5	2.14	1.28
3 rd	2.5	7	2.71	2.42
4 th	2	8.1	2.14	2.14

Table 7: Mean of production activities per module which develop ICC.

As can be seen in Table 7, similar results are obtained in each of the aspects. Concerning attitudes, the courses with the highest mean are first and third with the same number of 2.5 activities. On the other hand, in the knowledge aspect, the activities are more numerous, the fourth year being the course with the highest number of activities per

module with a mean of 8.1, while the first and second years are the ones with the lowest number, with the same number of 6.5. Concerning interpreting and relationship skills, the third is the course with the highest number of activities per module with an average of 2.71 while the course with the lowest number of activities is second and fourth with a mean of 2.14. Moreover, the course that develops discovery and interaction skills the most is the third year with an average of 2.42 activities, and the courses with the fewest activities are the first and second years with the same mean of 1.28.

In conclusion, after this summary of the activities selected and the description of the activities to be analysed, will move on to the next chapter in which the results obtained will be presented.

After this general summary of the results obtained, a more detailed analysis of the results obtained will be presented below. To present these results, deductive reasoning will be used again. The following tables show the exact results obtained.

Overall number of activities

It should be noted that all four textbooks have the same structure and similar activities, adapted to the level and course.

Level	Total activities
1 st	536
2 nd	491
3 rd	517
4 th	489

Table 8: Total activities per level.

Therefore, considering all the above, the data presented in Table 8 has been obtained. The book with the most activities is the first yearbook with 536 and the one with the least is the fourth-year textbook with 489.

Module Level	1	2	3	4	5	6
1 st	73	74	78	83	74	72
2 nd	68	72	74	72	68	69

3 rd	69	70	74	71	74	75
4 th	72	72	71	69	69	70

Table 9: Total activities per module.

Upon reviewing the total number of activities for each module in each textbook, it is evident that they all offer values that are comparable to those in Table 9, indicating that these volumes already exhibit a pattern.

Receptive and productive activities

Sorting these actions into receptive and productive categories is the next stage of data collecting. Then, true-false exercises, comprehension tests, word searches based on definitions, and other similar activities will be primarily classified as receptive activities as they foster the development of reading and listening abilities. On the other hand, it is considered a production activity, which mainly develops writing and speaking skills. Some of those activities are completing sentences, which require writing, writing sentences from pictures or words, having a conversation, or discussing something with peers, writing a text, and so on.

Receptive activities often occupy more space and are found at the top of the pages; in most submodules, a large text occupies the first two pages. It is also important to draw attention to the locations of the productive and receptive activities. Conversely, productive activities are found at the bottom of the page and use less space. Therefore, they are more receptive than producing actions in the textbooks' structure and aesthetics. This structure is shown in the following picture, which was taken from the English textbook for second-year students.

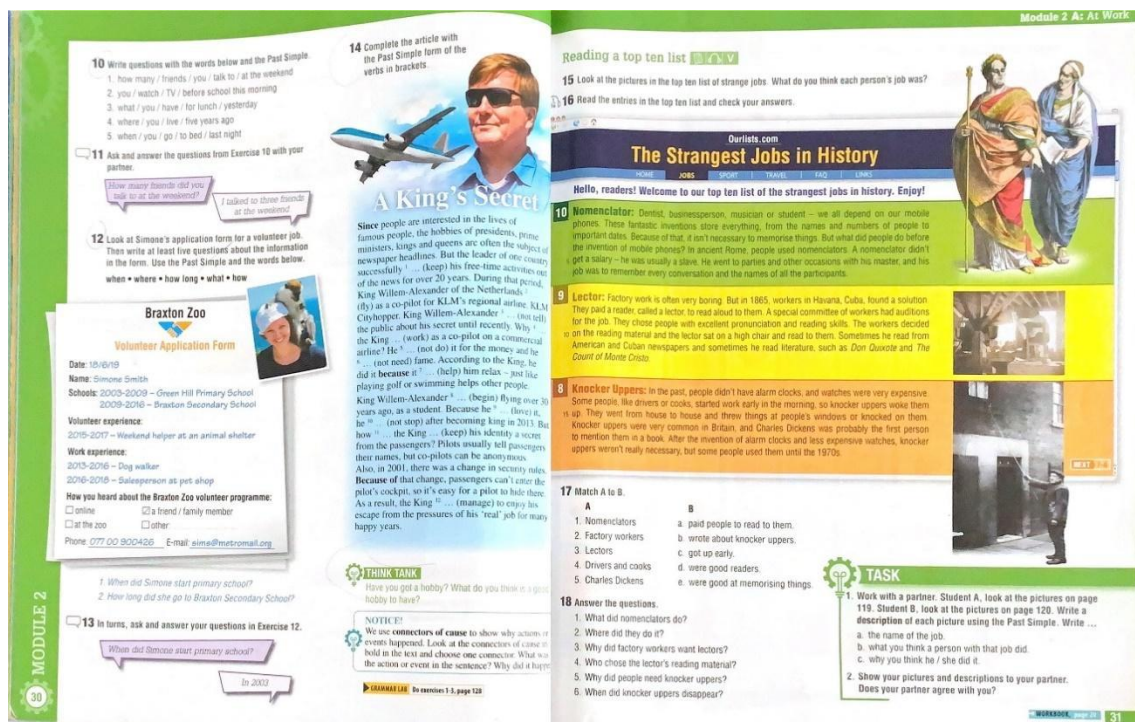


Image 7: Picture from *Think Ahead's* (2019, p. 31) second year of Secondary school English textbook.

After this classification and analysis of receptive and productive activities, the following data are obtained.

Total activities		
Level	Receptive activities	Productive activities
1 st	281	219
2 nd	268	197
3 rd	268	212
4 th	282	181

Table 10: Total receptive and productive activities in each textbook

In general, at all levels, there are more receptive than productive activities. Concerning the receptive activities, it can be seen in Table 10 that the second and third textbooks have the same number of activities, the minimum being 268 activities, while the maximum is 282 activities in the fourth course, with a difference of only one activity compared to the first grade.

On the other hand, it is found that writing skills are developed more than speaking skills. All submodules end with a task in which students must write something, and most of the

production activities are writing sentences from pictures, diagrams, some given words, and so on. While the speaking activities have a clear communicative aim as most of them must discuss something in pairs or play a game. Such as the game of two truths and two lies, describe something and the partner must guess it, discuss it with a partner based on a picture, have a conversation, and so on. A typical activity that appears a lot in the four English textbooks is a role play, in the first activity it introduces who is who, and the students start, and in the next activity it indicates that the roles are changed, as shown in the following picture.

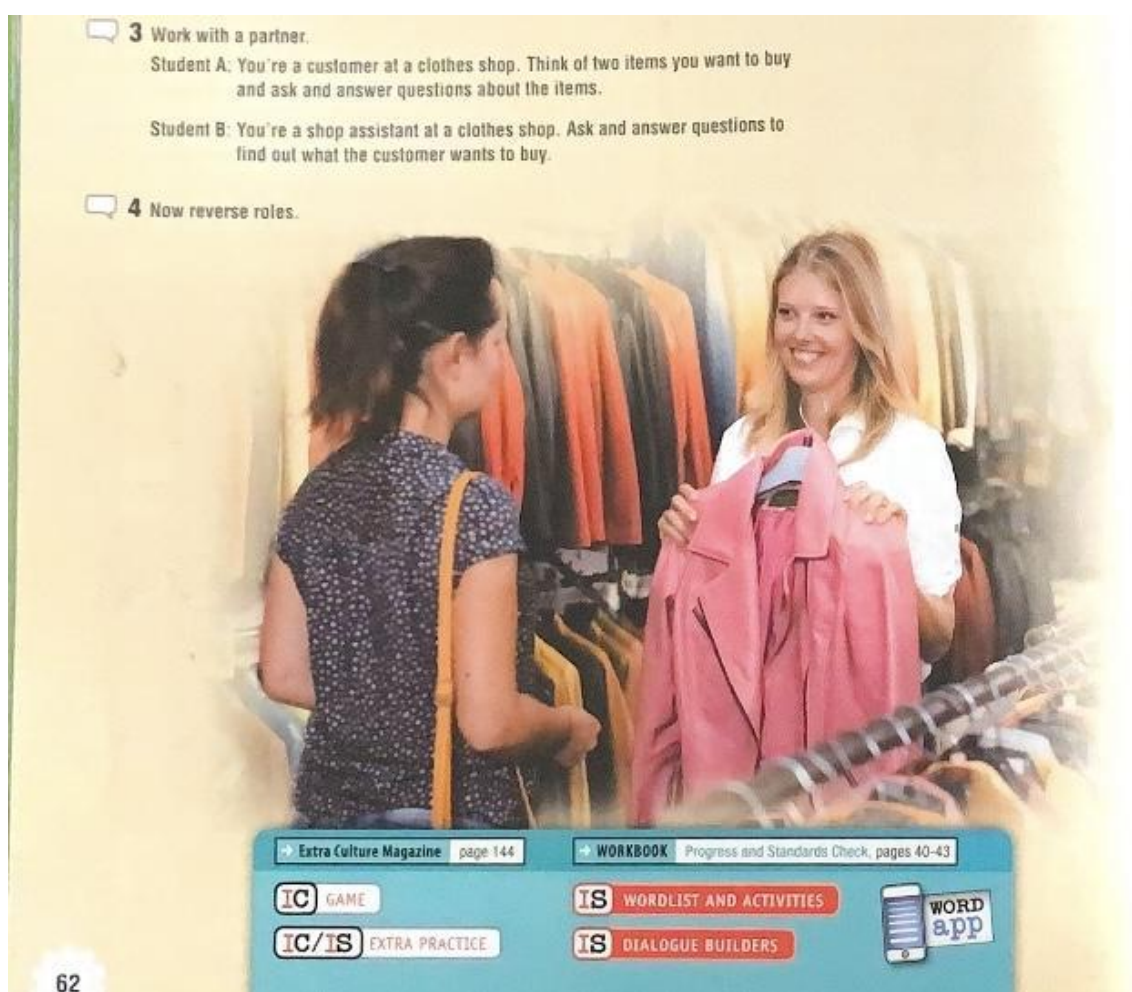


Image 8: Picture from *Think Ahead*'s (2019, p. 62) third year of Secondary school English textbook.

After this total analysis of activities in each book, a more specific and concrete analysis will be carried out, dividing the activities into receptive and productive activities per module in each book. In the following table, receptive activities are indicated by the letter "R" and productive activities by the letter "P".

Level Modules		1	2	3	4
1	R	39	36	38	39
	P	34	32	31	33
2	R	40	44	40	42
	P	34	28	30	30
3	R	44	44	41	44
	P	34	30	33	27
4	R	49	45	43	45
	P	34	27	28	24
5	R	44	38	44	45
	P	30	30	30	24
6	R	41	41	39	40
	P	31	28	36	30
Review section	R	24	20	23	27
	P	22	22	24	13

Table 11: Receptive and productive activities per module.

Activities that develop ICC

The cultural topics are worked on in the textbook in different ways, through a text or video and different types of activities. Also, through the sections of “Collaborative projects”, “Literature” and the “Culture magazine”. It should be clear that these activities are compulsory since, as Sercu Sercu (2005, cited in Paricio, 2014) mentions, the curriculum promotes intercultural objectives. So, the textbooks have to have enough activities to achieve these objectives and with it the development of ICC. Taking everything into account, the following total data for each book emerges.

Level	Total activities	Receptive activities	Productive activities
1 st	176	88	88
2 nd	172	81	91
3 rd	183	86	97
4 th	195	100	95

Table 12: Total activities that develop ICC per level.

In the various categories listed, it was previously observed that there were more activities in the first year than in the fourth, but this is no longer the case. With 195 activities altogether, the fourth-grade textbook has the most activities addressing cultural topics. The third grade has the most producing activities (97), while the receptive activities (100) are the greatest.

Contrary to Table 3, this table presents an interesting fact: in cultural contexts, there are more producing activities than receptive ones. Additionally, a comparison of Tables 1 and 4 reveals that 45.85% of productive activities and 32.30% of all receptive activities build ICC. This achieves one of the specific objectives of checking what type of activities are most abundant in the development of the ICC. It is obtained that in general terms there are more receptive activities than productive ones. But in particular, in the activities that develop the ICC, the productive activities are more abundant than the receptive ones as has been shown before.

Analysing the typical amount of actions that build ICC for each module is the next stage. The essential abilities that grow in each submodule are listed in the index of these textbooks. This study has verified that there are more activities in the modules with the highest level of development of the cultural key skill.

Level Modules		1	2	3	4
1	R	10	12	20	22
	P	12	16	23	19
2	R	15	11	18	12
	P	16	15	17	15
3	R	14	14	9	19
	P	16	14	13	15
4	R	12	14	11	12
	P	12	16	12	13
5	R	20	12	14	13
	P	18	13	14	14
6	R	11	13	5	11
	P	10	12	12	15
	R	6	5	9	11

Review section	P	4	5	6	4
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Table 13: Receptive and productive activities that develop ICC per module.

Next, the study's primary objective the production activities will be examined. The development of intercultural communicative ability and its three primary components will be the subject of the analysis that follows.

Productive activities following the ICC model.

The next step is to focus on the main aim of this research which is the main the productive activities that develop the ICC aspects (attitudes, knowledge, interpreting and relationship skills and discovery and interaction skills) described above, and following Byram's (2021) model:

Total production activities per level				
Level	Attitudes	Knowledge	Skills	
			Interpreting and relationship	Discovery and interaction
1 st	15	40	18	11
2 nd	13	43	14	10
3 rd	15	45	19	17
4 th	14	51	15	15

Table 14: Total number of activities developing aspects of ICC.

As can be seen from the table, all aspects have comparable numbers at every level; however, knowledge is by far the most developed feature, with very high numbers at every level when compared to the other variables. After attitudes, interpretation and connection skills rank second and third, respectively, and discovery and interaction skills rank last.

To be a bit more specific, the next stage will be to analyse how many production activities at each level and for each component of the ICC are developed per unit. As a result, the number of activities that develop each element for each module at each level is shown in the following table.

Level			1	2	3	4
Modules						
1	Skills	Interpreting and relationship	3	3	5	4
		Discovery & interaction	1	2	4	3
	Attitudes		3	2	4	3
	Knowledge		5	9	9	9
2	Skills	Interpreting & relationship	4	2	2	3
		Discovery & interaction	1	1	3	1
	Attitudes		3	4	3	3
	Knowledge		6	5	9	8
3	Skills	Interpreting & relationship	2	1	2	1
		Discovery & interaction	2	1	3	3
	Attitudes		4	2	3	4
	Knowledge		8	6	5	7
4	Skills	Interpreting & relationship	2	3	3	2
		Discovery & interaction	1	1	1	1
	Attitudes		2	2	1	2
	Knowledge		7	6	7	8
5	Skills	Interpreting & relationship	5	2	3	2
		Discovery & interaction	1	2	2	3
	Attitudes		3	3	2	1
	Knowledge		7	6	7	8
6	Skills	Interpreting & relationship	2	3	2	2
		Discovery & interaction	2	2	3	3
	Attitudes		0	0	2	1
	Knowledge		6	7	5	9
Review section	Skills	Interpreting & relationship	2	1	2	1
		Discovery & interaction	1		1	1
	Attitudes					
	Knowledge		1	4	3	2

Table 15: Aspects of ICC in production activities per module.

The table shows the number of activities in each of the four textbooks and in each module, which develop the four aspects of Byram's (2021) ICC, namely interpreting and

relationship skills, discovery and interaction skills, attitudes, and knowledge. Therefore, they are very concrete and specific data, which provide more logical results. In this table, it can be seen at a glance that the textbook follows a pattern with the number of activities as each aspect of Byram's (2021) model has a similar number of activities in each unit of each book. It is also curious that as shown in Table 15, in the review section, there are no activities that develop attitudes at any level, nor are there any activities that develop the skills of disruption and interaction at the second level, but that is because this section is focused on reviewing the content.

On the other hand, some activities can develop several aspects of intercultural communication competence at the same time, although one always stands out above the others. a key section where students can fully develop ICC and all its components is in the "Collaborative project" section (Appendix 1), which, as mentioned above, is found in all four books at the end of each module. Another example of an activity that combines several aspects of ICC is the following picture, in which students develop interaction skills by discussing with their partner, and the skills of interpretation and relationship of the information provided in the book about the American international school to form coherent answers. In addition, students will also develop positive activities as they get to know a different model of school from their own, so they will have to compare it with their school in a respectful and open-minded way.

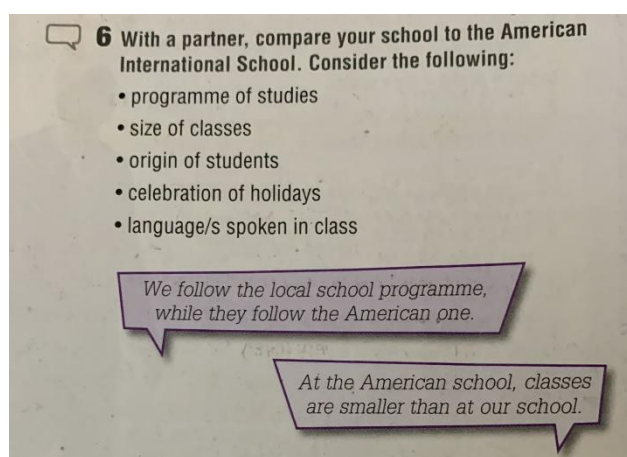


Image 9: Picture from the fourth year of *Think Ahead* (2019, p. 57) English textbook.

On the other hand, about the specific objectives of this research, one of them was "to identify the main components of communicative intercultural competence that are developed in the activities". Therefore, Byram's (2021) model clearly shows the main

components of the ICC, which are as mentioned above attitude, knowledge, interpreting and relationship skills, and discovery and interaction skills. Analysing the activities from this perspective, another of the specific objectives is achieved, which was to check which of the aspects of the ICC of the Byram model is developed in more activities both in the total count per textbook and in the count per module (Tables 14 and 15), the highest mean is knowledge, followed by interpreting and relationship skills. This is expected as knowledge and skills are the easiest to develop in textbooks, but attitudes are more complex, and in most cases, the role of the teacher would be necessary.

Furthermore, another specific objective of this research was “to compare how intercultural communicative competence is developed in production activities in the four years of secondary education”. The result is that in all four courses, there are production activities that develop the four components of the ICC following Byram’s (2021) indications, in addition to the fact that the number of activities for each aspect is very similar in all the courses. However, the aspect that is developed the most is knowledge as mentioned above. Then, this data coincides with the teacher’s perception in Mallén’s (2007) research, which indicates that the main element of ICC is knowledge as it is the one that can best be developed by teachers and in this case textbooks. Therefore, the vast majority of activities develop knowledge as it can be easily expanded in the students. Tables 14 and 15 clearly show how each aspect of ICC is developed in all four years of Secondary Education. In addition, the four textbooks have the same organisation and the same types of activities that are adapted to the complexity of each course and level.

In summary, these textbooks often have a ton of exercises and a few unique portions that set them apart from other publications’ textbooks. Furthermore, while they are not always abundant, the actions required to build the ICC are included in all four volumes in comparable amounts.

5. DISCUSSION

First, results have shown that there are aspects of the ICC that are developed more than others, in the same line, as Moeller & Osborn (2014) quote, each student possesses a unique set of skills, knowledge, and attitudes, which are his or her starting point in the development of ICC. Therefore, each student with these activities will have a different

ICC development and will develop some aspects more than others according to their starting point and their own experiences.

Furthermore, the results show that more ICC activities develop the production skills than reception ones, which is contrary to the idea indicated by Alonso Fernández (2015). It should be noted that their study, as indicated in the quote, was carried out in 2015, and the textbooks analysed are from 2019, which shows an improvement and evolution in the textbooks.

Concerning the approaches to culture in Cortazzi and Jin (1999, cited in Toledo-Sandoval, 2020) ELT textbooks, in these textbooks and as shown in the examples, the activities include the local culture of the students, for example in Image 9, the students have to compare their school with the American school. There are also activities with a focus on foreign culture with English as the first language, such as the activity in Image 4, where students have to write sentences from pictures of Australia which they then discuss with their classmates, and the first language of Australia is English.

On the other hand, several authors mentioned above such as Shin and Crandall (2013, cited in Toledo-Sandoval, 2020) or Cortazzi and Jin (1999, cited in Toledo-Sandoval, 2020) indicate that it is essential to connect one's own culture with the foreign culture. It is necessary to highlight that in most speaking and writing activities, it is requested to make a comparison between the culture of the students and the foreign culture being worked on in the activity. Therefore, both cultures are connected, and students can better understand the differences and similarities between their cultures with foreign ones. By learning to respect them and developing their ICC, then they can develop their critical cultural awareness.

It is necessary to bear in mind that the main element in the functioning and development of the classroom is the teacher, although as Alonso and Fernández (2015) point out in many cases the textbook is seen as “the heart of the teacher's team” and according to Canagarajah (2003, cited in Chao, 2011), the textbooks limit the role of the teacher. Therefore, before using a textbook, the teacher should analyse it, to know its positive and negative points to improve. Moreover, taking into account the textbook is not the only material to which they have access, due to the advance of technology. Therefore, the textbook can be the basis, but it can also be completed with extra material from the internet if the teacher does not have time (one of the causes of the use of textbooks

mentioned above). Otherwise, if you have time, you can create and design your material, adapt it to the needs of your pupils, and complement the work in the textbook.

About the main characteristic that Byram (2021) indicates of the ICC model, it is that the model of the foreign language learner is the intercultural speaker. Therefore, the teacher, who is the main model of the learner, not only has to be competent in speaking the foreign language but also must fulfil the role of the intercultural speaker, for which teachers should be trained, as not all teachers fulfil this characteristic. Another feature he cites is that the delivery of ICC is basically in an educational context, in other words, in the school. Therefore, combining the work of an intercultural teacher, the educational context, and the textbook, with motivating and innovative activities, can provide the perfect environment for students to acquire ICC.

On the other hand, it is also important to keep in mind the ideal of the intercultural speaker that learners can achieve, since the goal is for learners to become native speakers. The teacher, following the syllabus and curriculum, and with the help of the ELT textbook for ICC development, has to ensure that this threshold is accessible to all students, although due to the diversity of the classroom, some may go beyond this threshold. As the teacher is the one who knows his or her students best, in developing and promoting ICC, (s)he will have to design an intercultural speaker threshold accessible to all students.

Therefore, it is up to the teacher how (s)he wants to use the textbook. In the best case, the teacher should consider the textbook as a complement, modifying, adding, or deleting activities considering the needs, level, and interests of the students. This is why Raigón (2015) refers to textbooks as an aid to the teacher, but they are also a risk as they do not cater to the diversity of the classroom. For example Table 7, it shows that the aspect of ICC with the least number of activities per module are discovery and interaction skills with 1.28 activities in the first and second, taking into account that the total number of activities per module of these courses is 75.66 in the first and 70.5 in second (Table 1), then they are too few, in this case, the teacher could modify or add some more activities to develop this skill better.

As mentioned above, textbooks are not perfect, and as Kiss (2017) cites, ELT textbooks are often criticised for not training students in intercultural communication. In this case, the ELT textbooks analysed could have more receptive as well as productive activities that develop ICC. Especially more productive activities that allow for more realistic oral

communication, as well as depicting more variety of cultures from a realistic perspective without stereotypes. In addition, the activities that develop the aspects of ICC should be more equalitarian, not that there are too few activities of one aspect such as discovery and interaction skills and too much knowledge. This shows how the textbooks develop the aspects that are easier for them such as knowledge in the activities following the perception of the teachers in Mallén's (2007) research. Then, it is necessary to create more production activities that develop aspects of the ICC such as attitude or skills, these books have them but to a lesser extent, so it is necessary to be more innovative and create more add more communicative activities on these aspects.

In conclusion, through this study and analysis, all the objectives proposed at the beginning of the research have been achieved, and it has also been possible to verify and analyse aspects of various authors studied in the literature review chapter.

6. CONCLUSIONS, LIMITATIONS OF THE STUDY AND LINES FOR FUTURE RESEARCH

The primary drawback of this study is that it does not have access to more recent ELT textbooks or ELT textbooks from other publishers with differing structures and values that would enable a comparison of the various textbooks. However, comparing two sets of ELT textbooks from two different publishers would be one avenue of future research to examine how ICC is built in each of them. The study may compare the development of the production activities that create ICC with an emphasis on ELT textbooks for primary education.

Future study might also utilize this information to suggest ways to enhance the ICC-developing activities. One way to achieve this would be to take instructors' opinions into account at the textbook level.

Thus, the elements of ICC that Byram (2021) outlines in his model have been examined in this deductive analysis of ELT textbooks for secondary school, with an emphasis on these fruitful actions. This study concluded that knowledge is most developed, whereas interaction and discovery abilities are the least. It should be mentioned that the instructor's role can change all of this. The teacher can add, subtract, modify, or adapt the exercises, increasing parts, that considers are important and having in mind the students' level.

Furthermore, while the examined textbooks foster ICC, they may benefit from including more activities that foster ICC and equally build knowledge, skills, and attitudes. Since communication is the primary goal of learning a foreign language, as Sreena and Ilankumaran (2018) point out, the four skills are interdependent and necessary for it. As such, the book's aesthetics could also be improved, and the production activities could take up a similar amount of space to the reception activities.

In conclusion, while it is possible to develop the components of ICC equally, this textbook series builds ICC through a variety of production activities. As a result, they need to improve in a number of the previously listed areas.

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APPENDIX

Appendix 1: Outline of third year English textbooks

Contents				SKILLS	
	Sections	Vocabulary V	Grammar Gr	Reading R	Listening L
Introduction Page 6		Colours, School items, School subjects, The calendar, Numbers and time, Prepositions of place, Family, Parts of the body	Subject pronouns Possessive adjectives Possessive pronouns Saxon genitive <i>this, that, these, those</i> Wh- questions		
MODULE 1: My Life Page 11	A: My Friends and Family	Adjectives of description	<i>to be / have got</i>		Descriptions of people
	B: My Day	Routines	Present Simple affirmative	School ... but Different! A magazine article Slideshow: Schools Around the World	A presentation about a typical day
	C: My Activities	Activities	Present Simple negative and interrogative	TeenWorld Forum A forum	A conversation about a survey
MODULE 2: Fun and Games Page 27	A: Games	The home Slideshow: Unusual Homes	<i>There is / There are</i> Articles and quantifiers		An advert for a place
	B: Fun Around Town	Places around town	Present Continuous	Ella's Place A blog post	An interview for a podcast
	C: At the Cinema	Film genres	Present Simple / Present Continuous	Fantastic Beasts An article	A conversation about films
Review 1 Page 43	Vocabulary Review		Grammar Review		

These symbols appear in the modules to indicate in each section which language competences you are practising: V Vocabulary R Reading S Speaking Gr Grammar L Listening W Writing					
Speaking 	Writing Tasks 	Collaborative Project	Life Skills	Culture Magazine	Key Competences*
Greetings and Introductions Classroom language	Capital letters Punctuation Word order				1 2 3 4 5 6
Describing people Contractions	A fact file about a friend or family member				1 2 3 4 5 6
Talking about routines /s/, /z/, /ʒ/	A pie chart about your day	A Poster of a Celebrity	Describing People Video: On the Phone	No Mobile Phones! Video: Mobile Phones	1 2 3 4 5 7
Talking about activities Intonation: questions Video: A School Survey	A description of teen life Word order with adjectives Prepositions of time 1				1 2 3 4 5 6
Describing rooms /l/, /d/	Clues for a treasure hunt				1 2 3 4 5 6 7
Giving information -ing endings Video: Time for Lunch	A photo album page	A What's On Page	Giving Directions Video: Getting There	Dangerous Roads Video: The Rules of The Road	1 2 3 4 5 7
Talking about a film	A film review Linking words: and, but, because Adverbs of degree 1				1 2 3 4 5 6 7
Skills Check Literature: <i>The Adventures of Tom Sawyer</i> Video: <i>Aunt Polly Is Angry</i>					

Image 10: Screenshot from *Think Ahead's* (2019, p. 2-3) third year of Secondary school English textbook.

Appendix 2: Collaborative project

Collaborative Project: A Culture Calendar

STEP 1:
Read the Model
Read the calendar page for March and find the information below for each of the special days.

1. the name of the celebration or holiday
2. where it is celebrated
3. what people do and why

Pancake Day
On Pancake Day, or Shrove Tuesday, pancake races are held in towns all over England. It's customary for women to run down the street, throwing a hot pancake in the air and catching it in a pan! Making pancakes is a good way to finish all the eggs and fat in the house before Lent, the period before Easter, when these foods are traditionally not eaten.

St Patrick's Day
Saint Patrick's Day honours Saint Patrick, the patron saint of Ireland. In Ireland the festivities last all week, with over a million people coming to Dublin to join the fun, see the annual St Patrick's Day parade and enjoy activities. But this day isn't celebrated only in Ireland – parades are held all over the world, from Asia to the USA. It was made an official holiday in Ireland in 1903.

Holi
Holi is the Spring festival, celebrated in India and Nepal. On the evening before Holi, prayers are said and fires are lit to symbolise the burning of bad spirits. The next day, the atmosphere changes as people run around in the street, throwing coloured powders and water at each other. Soon everyone is covered with bright and beautiful colours! In the evening, people visit friends and family and exchange gifts of sweets.

STEP 2:
Plan Your Project

- 1 In groups, decide on a month and find out which special days are celebrated that month.
- 2 Decide which day each member is responsible for.

STEP 3:
Research and Write

- 1 Use the Internet to find information about the day you have chosen. Include the following information for each one:
 - the name of the celebration, festival or holiday
 - where it is celebrated
 - what people do and why
- 2 Write a description of the festival or holiday.
- 3 Find suitable pictures.

STEP 4:
Do Your Project

- 1 Look at the descriptions of each day. Discuss and edit them.
- 2 Use the descriptions and the pictures to make a culture calendar.

Techno option
Create an online culture calendar.
For help see: **19 TECHNICAL HELP**

STEP 5:
Present the Project

- 1 Decide how you want to present the calendar.
- 2 Complete a cue card. Use the model cue card to help you.

Useful Vocabulary

Family and relationships	
allow	keep in touch
blame	look up to
bother	only child
bring up	row
deal with	sibling
forgive	spoiled
get along	support
get in touch	take responsibility
give up	twist
jealous	

Customs and traditions	
all day long	hold
appropriate	join the crowds
atmosphere	meaningful
belief	parade
customary	prayers
daily life	respectful
display	rooms
fireworks	way of life

Across cultures	
adapt	get to know
aware (of)	have in common
background	lifestyle
border	lonely
expand (your) horizons	settle down
expat	stressful
experience	take advantage of
fluent	temporary
foreign language	

Cue card

Our calendar is for the month of March.
 The holidays we chose are Pancake Day, St Patrick's Day and Holi.
 The first holiday is Pancake Day, which is celebrated in England.
 On that day, people have pancake races.
 They do this because they want to finish all their eggs and fat before Lent.

Image 11: Screenshot from *Think Ahead*'s (2019, p. 60-61) fourth year of Secondary school English textbook.

Life Skills Extra: Making Plans

IC/IS VIDEO: LET'S MEET

- 1 Watch the video. What do the friends decide to do before the concert?
- 2 Match A to B to form sentences.

A

 1. Are you
 2. I'm sorry, Tuesday
 3. How about
 4. Let's
 5. Sure. I can

B

 - a. isn't good for me.
 - b. meeting at the café?
 - c. make it then.
 - d. go and see a film.
 - e. free tomorrow night?
- 3 Copy and complete the mini-dialogues with expressions from Exercise 2. Make any necessary changes. Then practise the dialogues with your partner.

A

Tom: ¹... go and see the fireworks display on Saturday night.

Holly: I'm sorry Tom, Saturday night ²...

Tom: What about Thursday night? There's a Guy Fawkes party at the youth club.

Holly: Yes, alright. I ³...

Tom: Great. I'll meet you outside the club at 8 o'clock.

B

Jack: ⁴... on Saturday afternoon?

Luke: No way! There's a good match on at the local club.

Jack: I know that. ⁵... going together?

Luke: Yeah, OK. ⁶... ask Paul if he wants to go, too.

Jack: Good idea. Maybe his brother will take us all in his new car.
- 4 Look at the entertainment guide below. With your partner, make plans to go to one of the events below. Use as many expressions from Exercises 2 and 3 as you can.



This weekend in Cherton

Saturday

10:00: Join the crowds and watch the colourful parade in honour of the Cherton Arts Festival.

18:30-21:00: Highlights of today's top football league games will be screened in the town square. Free entrance.

20:00: K-Pop Party! The music craze from Korea is here. All your favourite hits!

20:30: Traditional fireworks display – don't miss it!

→ Extra Culture Magazine page 144
→ Workbook Progress and Standards Check, pages 40-43

IC GAME

IS WORDLIST AND ACTIVITIES

IC/IS EXTRA PRACTICE

IS DIALOGUE BUILDERS


WORD app

Image 12: Screenshot from *Think Ahead*'s (2019, p. 62) fourth year of Secondary school English textbook.

Review 1

Vocabulary

1 Copy and complete the chart with the words below.

passenger • office block • champion • block of flats
pitch • referee • swimming pool • track • flight
high-rise • goalkeeper • concrete • court • steel
brick • skyscraper • passport

Buildings in a city	People in sport	Places to do sport
block of flats, skyscraper, high-rise	referee, goalkeeper, champion	swimming pool, track, court
Building materials	Transport and travel	
office block, concrete, brick, steel	passenger, flight, passport	

2 Match the words in A to the words in B to make phrases.

A	B
1. bring back	a. your bag
2. common	b. a break
3. global	c. to life
4. make the	d. sense
5. pack	e. warming
6. renewable	f. energy
7. standard	g. most of
8. take	h. believed
9. take for	i. granted
10. widely	j. of living

3 Copy and complete the sentences with phrases you formed in Exercise 2. Make any necessary changes.

- ... is changing the Earth's climate. *global warming*
- Let's ... and go on holiday for a few days. *take a break*
- Use your ... to make a decision. *common sense*
- The sun and the wind are types of ... *renewable energy*
- We enjoy a high ... in our country.
- When you ..., don't forget your toothbrush.
- Let's relax and ... our visit.
- It is ... that learning a language is good for your brain.
- The plants look terrible. A little water will ...
- Your parents do a lot for you. Don't ...

4 How many words can you match to each definition? There are more words than you need.

put up a tent • bright • selfish • cheerful • fossil fuels
gifted • cough • build a campfire • sneeze • wildlife
pleasant • oil spill • get worse • sore throat
raise money • drilling • shoulder • proud
spend the night • play a role

- Something you do or have when you're ill.
- It describes a person who is fun to be with.
- Things that are bad for the environment
- It describes a talented person.
- Things that you do when you go camping

5 Choose TWO correct answers.

- A dictator might **pull down** / **rule** / **take control of** a country.
- A country can have **a government** / **a load** / **an army**.
- Most people would like to have **freedom** / **property** / **destruction**.
- If you're curious, you can **find out** / **check out** / **turn into** what's happening.
- If something is harmful, you should **remove** / **reach** / **ban** it.

6 Complete the text with the words below. There are more words than you need.

figure out • contain • threat • major • ended up
came up with • attempting • led to • operate
taking place • successful • surrounding • taking action

A Bad Idea

In the 1990s, John Sylvan ¹ ... an idea that revolutionised the way people start their mornings. It was the K-cup, a tiny plastic capsule that allows people to prepare excellent coffee using an inexpensive, easy-to-² ... coffee machine. The idea was so ³ ... that it ⁴ ... the creation of a multi-billion-dollar industry. However, Sylvan ⁵ ... regretting his invention. K-cups may be convenient, but they are not biodegradable, making them a ⁶ ... source of waste. Since they ⁷ ... more than one material, they're also very difficult to recycle. Now environmentalists are ⁸ They say K-cups are a ⁹ ... to the planet and they are ¹⁰ ... to convince the public to stop using them. Coffee manufacturers are trying to ¹¹ ... a way to make the cups easier to recycle. Meanwhile, Sylvan himself has decided not to use them!



Image 13: Screenshot from *Think Ahead's* (2019, p. 43) fourth year of Secondary school English textbook.

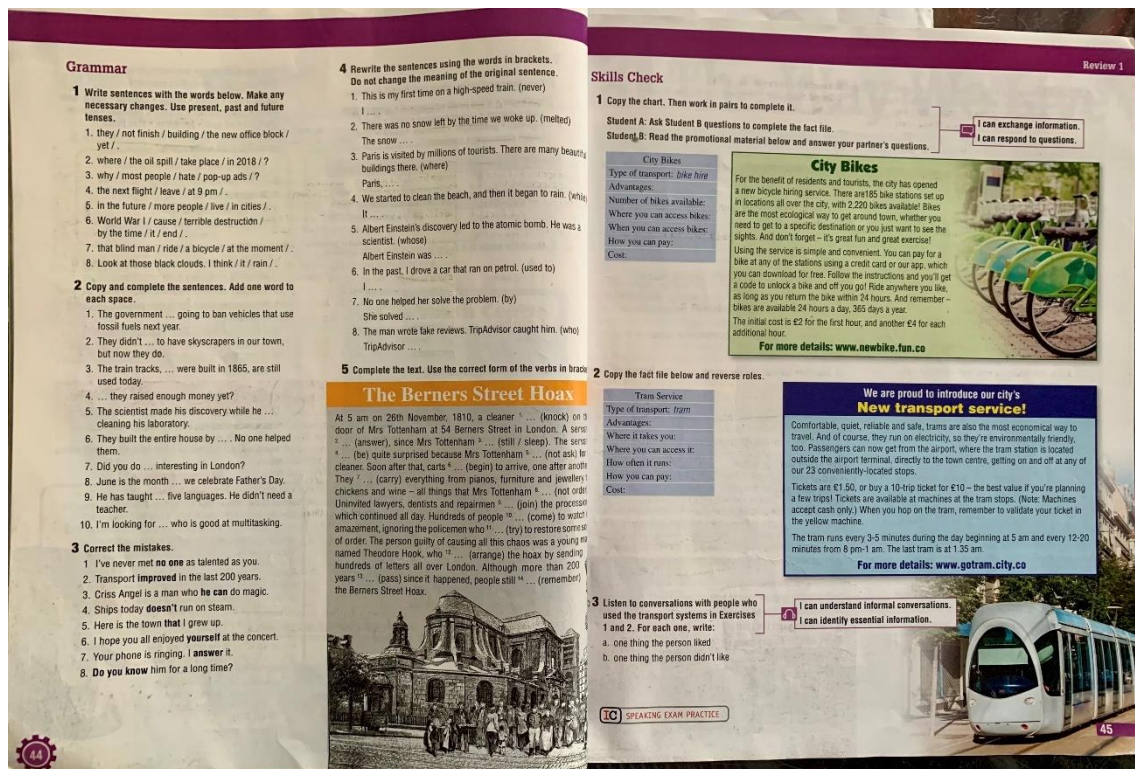


Image 14: Screenshot from *Think Ahead's* (2019, p. 44-45) fourth year of Secondary school English textbook.

Literature: A Tale of Two Cities

- 1 Read a summary of *A Tale of Two Cities*, a historical novel in three books by Charles Dickens. Why does Darnay return to France?

A Tale of Two Cities

Book 1: Recalled to Life

Dr Manette has just been released after 18 years in the terrible Bastille prison in Paris, France. His 17-year-old daughter, Lucie, has come to take him home to London. At first, Dr Manette cannot remember who he is but slowly, he begins to remember his past life.

Book 2: The Golden Thread

The story continues five years later. Charles Darnay is a French aristocrat who, wishing to cut all ties to the aristocracy, has changed his name and started a new life in England. Darnay is wrongly accused of spying for France, and is put on trial. The situation looks hopeless for Darnay until his lawyer, Mr Stryver, points out that his legal assistant, Mr Carton, looks exactly like Darnay. Unable to positively identify Darnay as the person passing secrets, the court acquits him.

After the trial, Darnay, Stryver, and Carton begin spending time at the Manette home, and all of them fall in love with the kind and lovely Lucie. Carton, a drunkard, knows that he is not worthy of Lucie, but vows that he would gladly give his life to save the life of someone she loves. Darnay, unaware that his father and uncle were responsible for Dr Manette's imprisonment in the Bastille,



receives Dr Manette's permission to marry his daughter, and he and Lucie are married.

Meanwhile, the situation in France is getting worse. The common people are increasingly oppressed by the aristocracy, and the French Revolution begins. By 1792, the revolutionaries have taken control of France and are imprisoning and killing anyone they view as an enemy of the state. Darnay's cruel and arrogant uncle is murdered in his bed after killing a child in an accident. His uncle's faithful servant, who has been captured and fears for his life, begs Darnay to come to France and save him. Feeling a sense of duty to the servant and not fully understanding the danger, Darnay departs for France.

Book 3: The Track of a Storm

Darnay arrives in Paris. He is recognised as a member of the French aristocracy, and is arrested for the crimes of his family and thrown into prison. Dr Manette and Lucie rush to Paris, but Darnay is sentenced to death. It seems that all is lost, but Carton, true to his word, switches places with Darnay, sacrificing his life so that Lucie can be reunited with her husband. He goes to his death on the guillotine, while Lucie, Darnay and Dr Manette return safely to England.

2 Answer the questions.

1. Why does Darnay change his name?
2. Why is Darnay put on trial?
3. Why did the French Revolution begin?
4. Why is Darnay's uncle murdered?
5. Why does Carton switch places with Darnay?

3 Copy and complete the sentences.

1. Dr Manette is taken home to London ...
2. Mr Carton and Charles Darnay ...
3. Carton promises Lucy that ...
4. The revolutionaries kill anyone that ...
5. The revolutionaries arrest Darnay because ...



THINK TANK

Why do you think Charles Darnay wanted to cut all ties with the aristocracy?



Image 15: Screenshot from *Think Ahead's* (2019, p. 46) fourth year of Secondary school English textbook.

Appendix 5: Culture magazine.



Image 16: Screenshot from *Think Ahead*'s (2019, p. 141) fourth year of Secondary school English textbook.

VOLUNTEERING

What do hospitals, surfing and history all have in common? They all offer opportunities to volunteer! Read about some young volunteers' experiences – they've got some good tips, too.



MERCY SHIPS: For the last three summers, I have volunteered on the *Africa Mercy*, the world's largest non-governmental hospital ship. Every year, the ship travels to different African countries including Benin, Cameroon and Guinea to provide medical and social care to thousands of people. Doctors, nurses, hairdressers and drivers are some of the 400 volunteers that work on the *Africa Mercy*. I'm a baker and we bake bread daily for the volunteer crew and patients, who travel long distances to receive medical treatment. It's great to do something that I love and help people at the same time.

TIP: English is essential! French is useful too because many of the patients speak French at home.



POPPIES IN THE TOWER OF LONDON: In 2014, 100 years after World War I, I was one of 18,000 volunteers that planted 888,246 ceramic poppies (red flowers) as a memorial at the Tower of London. Each poppy represented a soldier who had died during the war. The last poppy was planted on 11th November, which is national Remembrance Day. We didn't only plant the ceramic poppies, we helped make them, too. I loved working as part of a team that helped remember the thousands of people who fought and died for Britain.

TIP: Find a volunteer project that you are interested in. Your enthusiasm will help to make the project successful.



SURF OUTREACH: I heard about Surf Outreach in South Africa from a counsellor at my school. It's a surfing programme in Muizenberg, South Africa for 9-15-year-old disadvantaged kids. Many of these children come from dangerous neighbourhoods, so Surf Outreach gives them something enjoyable to do after school. I volunteer here every afternoon and work with a team teaching the children how to surf. We also teach them different beach games and important things about healthy living. This is an amazing opportunity to give kids a fun experience through sport.

TIP: Be prepared to learn new skills. Some volunteers don't know how to surf before they join the programme.



Answer the questions.

1. What does the *Africa Mercy* provide for people?
2. Why do they need volunteer bakers?
3. Why were thousands of poppies planted in 2014 in London?
4. What helps make volunteer projects successful?
5. How does the Surf Outreach Programme help disadvantaged children?
6. What else do the kids learn at Surf Outreach?



TASK

Go online and find a volunteer project that you are interested in. Write a paragraph describing the opportunity and explain why you are interested in this particular project.



IC/IS

VIDEO: GREEN VOLUNTEERS

Watch the video and find out about different volunteer projects. What is the aim of the volunteer project in Costa Rica?

Image 17: Screenshot from *Think Ahead's* (2019, p. 143) fourth year of Secondary school English textbook.