



People's Democratic Republic of Algeria  
Ministry Of Higher Education and Scientific Research  
Ibn Khaldoun University – Tiaret  
Department Of Foreign Languages  
Section of English



**The Dissemination of Human Values in EFL Textbook:  
A Case Study of Algerian Third Year of Secondary  
Education Textbook 《 New Prospects 》**

**Submitted by:**

Miss . Ikram Mokhtaria BELHOUT

Miss. Rokhsana CHERIF

**Supervised by:**

Dr. SAHLI Naima

**Board of Examiners**

Chairwoman: Dr. Naima BOUKHLIF M.A.B

Ibn Khaldoun University

Supervisor: Dr Naima SAHLI M.C.B

Ibn Khaldoun University

Examiner: Dr Louiza BELAID M.A.B

Ibn Khaldoun University

**Academic Year: 2020-2021**

**Dedication**

*To my grandparents whose love, like distant stars, continues to shine down on me long after they have gone.*

*To my mother DJAZOULI Hakima and my father BELHOUT Saad.*

*Special dedication to my Husband Zaoui Adnane, who have been there for me every step of the way.*

*To my brother Khaled and my baby sister LALAG Malak.*

*I dedicate this modest work.*

*-Belhout Ikram-*

**Dedication**

*I dedicate this work to my Mom , Dad, my brothers  
,my self and my beloved friends" Imen, Samia,  
Yacine, my partner Ikram"*

*I also dedicate this study to my cousin Aicha.*

*Who always picked me up on time and encourage me to  
go every adventure, especially this one.*

*Thank you for your endless love, prayers, supports and  
advices.*

*- -Cherif Rokhsana-*

## **Acknowledgment**

This thesis could never see the light of day without the help and the tremendous support of numerous people. Our supervisor Sahli Naima, who is appreciated for her help and guidance throughout this process and the past five years in Ibn Khaldoun University.

My sincere thanks go to the jury members Dr. Louiza Belaid and Dr. Naima Boukhlif for their insightful suggestions and criticism.

Special thanks are conveyed to Miss. Aaïda Mhamed and Mr. Rahai Salah my secondary school teachers.

We would like to express our deepest appreciation for Mr. Sofiane Mahi and Miss. Bouchikhi Hadjira and to all those who have contributed and help us with love and patience throughout this research study.

## **Abstract**

A textbook is a classical material in learning, in addition to being the most influential. Thus, its content is important to be analyzed and evaluated from various perspectives. Hence, this study is another piece of writing to analyze the content of the textbook is important to be analyzed in values perspective. Thus, this study aims at identifying the representation of values in Algerian textbooks. Moreover, this paper aims to analyze the dissemination of human values and global values in the Algerian textbook of English language “New Prospects” directed to third year of secondary education students.

For this end, data was gathered using two data collection methods; content analysis was performed using the third year of secondary education textbook of English “New Prospects”. Besides, a questionnaire administered to twenty-four teachers from different secondary schools in Tiaret and Frenda to survey their attitudes towards the suitability of the textbook in-use. The findings revealed that textbook has an impact on students and the progress they achieve in terms of their attitudes towards reading and analyzing human and global values-based content. Besides, a set of suggestions were provided by the high school teachers to update the textbook by integrating more human values content.

**Key words:** Human values, global values, textbook, secondary education.

## Table of Content

<b>General Introduction</b> .....	<b>1</b>
<b>Chapter One: Human and Global Values in EFL Textbook</b>	
Introduction.....	4
<b>1.1. Definition of Values</b> .....	<b>4</b>
<b>1.2. Human Values</b> .....	<b>5</b>
<b>1.3. Types of Human Values</b> .....	<b>5</b>
<b>1.4. Human Values in Education</b> .....	<b>6</b>
<b>1.5. The Integration of Human Values in Classroom</b> .....	<b>7</b>
<b>1.6. Teachers' Role in Integrating Human Values</b> .....	<b>7</b>
<b>1.7. Teaching/Learning Materials</b> .....	<b>8</b>
<b>1.7.1. Curriculum</b> .....	<b>9</b>
<b>1.7.2. Textbook</b> .....	<b>9</b>
<b>1.8. Discourse Analysis</b> .....	<b>11</b>
<b>1.8.1. Ideology</b> .....	<b>12</b>
<b>1.8.2. Visual Analysis Theory (Semiotics)</b> .....	<b>12</b>
<b>1.8.3. Illustrations</b> .....	<b>13</b>
<b>1.9. Secondary Education</b> .....	<b>13</b>
<b>1.9.1. The impact of Secondary Education on Adolescents</b> .....	<b>14</b>
<b>1.9.2. Secondary Education in Algeria</b> .....	<b>14</b>
<b>1.10. Conclusion</b> .....	<b>15</b>
<b>Chapter Two: English Language Status in Algeria</b>	
Introduction.....	16
<b>2.1. English Language Teaching in Algeria</b> .....	<b>16</b>
<b>2.2. English Language Teaching in Secondary Education</b> .....	<b>17</b>
<b>2.3. Textbook Role in English Language Teaching</b> .....	<b>18</b>
<b>2.4. Major Approaches in English Language (Overview)</b> .....	<b>19</b>

2.4.1. Communicative Approach.....	19
2.4.2 Competency Based Approach.....	20
2.4.3. Characteristics of Competency Based Approach.....	21
2.5. Motives Behind Implementing the Competency Based Approach in the Algerian Secondary Schools.....	22
2.6. Teachers' Role in the Competency Based Approach.....	22
2.7. Conclusion.....	24

### **Chapter Three: Data Collection and Analysis**

<b>Introduction</b> .....	<b>25</b>
<b>3.1. Section One: Textbook Evaluation and Analysis</b> .....	<b>25</b>
3.1.1. Material of The Study.....	25
3.2. Method and Procedures of The Study.....	26
3.2.1. Analysis of The Textbook “New Prospects”.....	26
3.2.2. . Analysis of The Unit Two “Ill-Gotten Gains Never Prosper”.....	28
3.3. Analysis and Discussion.....	29
3.3.1. Pictures Analysis.....	29
3.3.2. Analysis of Texts.....	36
3.4. Analysis of The Questionnaire .....	39
3.4.1. Questionnaire Aim.....	39
3.5. Questionnaire Responses : Interpretation and Discussion.....	50
3.6. Conclusion.....	51

### **General Conclusion** **52**

<b>List of References</b> .....	<b>54</b>
---------------------------------	-----------

<b>Appendices</b> .....	<b>57</b>
-------------------------	-----------

## **List of Acronyms**

**CA:** Communicative Approach

**DA:** Discourse Analysis

**DM:** Direct Method

**ELT:** English Language Teaching

**EFL:** English as a Foreign Language

**GTM:** Grammar Translation Method

**UNICEF:** The United Nations Children's Fund

**UNESCO:** United Nations Educational, Scientific and Cultural Organization.



### List of Tables

<b>Table 3.1:</b> The Components of The Textbook "New Prospects" .....	<b>27</b>
<b>Table 3.2:</b> The Existence of Human Values in Textbook .....	<b>48</b>

### List of Figures

<b>Figure 3.1:</b> Under-table Payment.....	<b>30</b>
<b>Figure 3.2:</b> A Cartoon.....	<b>31</b>
<b>Figure 3.3:</b> Business is Business .....	<b>33</b>
<b>Figure 3.4:</b> Child Labour in A Shoe Factory.....	<b>34</b>
<b>Figure 3.5:</b> More Jobs.....	<b>35</b>
<b>Figure 01:</b> Teachers' Gender.....	<b>41</b>
<b>Figure 02:</b> Teachers' Age.....	<b>42</b>
<b>Figure 03:</b> Teachers' Experiences.....	<b>43</b>
<b>Figure 04:</b> Taught Levels.....	<b>44</b>
<b>Figure 05:</b> The Importance of Textbook.....	<b>45</b>
<b>Figure 06:</b> Teachers' Use of Textbook.....	<b>46</b>
<b>Figure 07:</b> The Existence of Human Values in The Textbook "New Prospects".....	<b>47</b>
<b>Figure 08:</b> The influence of Human Values on Algerian Students.....	<b>49</b>

# **General Introduction**

## **General Introduction**

English as a global language is considered as a roadmap of cultures around the world. education and all its disciplines on the other hand are strongly linked with this language.

Today, we live in such a competitive age that it has become imperative to stay ahead of the crowd. However, this cannot be done only by being highly educated.

Young minds are full of open spaces and are willing to grasp new ideas and values. This is the reason why secondary education is extremely important in any country as it can shape the future of the next generations.

It is necessary to have basic human and global values in place that will make adolescents responsible citizens in the future. However, values must be taught well at an early age and schools are the best place to impart knowledge about what is morally acceptable and what is most, how one can lead a good life, things required to sustain in today's competitive world and so on. In order to live a fulfilling life in today's scenario, certain human values are required in life, must be taught in school itself.

Teaching human values in secondary schools has become a crucial element in the process of teaching and learning. So, the ultimate objective of teaching English is no more limited to the development of learner's language skills but also pupils have to be equipped with enough knowledge about human and global values.

In order to disseminate these values, certain materials are required, one of the very trustworthy tools for teaching and learning is the textbook.

However, the fact that textbooks are mainly examined from a prospective approach or the content but not from the perspective of values is the motive of this study, because there are various purposes besides the general aims targeted through the Algerian secondary school's textbooks of English language, human and global values are introduced.

Various aims are targeted through the Algerian secondary school curriculum of teaching of the English language, in addition to the general aims, global and human values are supported to make our schools updated with our values and those of modernity and globalization.

Textbook is a basic tool for teachers in Algerian, texts and pictures are important factors in this information source, since they aim to both directly and indirectly expose students to human values

The aim of the present study is to analyze the Algerian textbook of secondary education "New Prospects", for the purpose of observing how human and global values are disseminated. Therefore, this study also investigates the main visual characteristics that are used in order to expose pupils to human values.

Furthermore, the following research is carried out to answer the following questions raised to frame the current study and pave the way to accomplish the initial goal which investigates the dissemination of human and global values in EFL textbook.

Q1- Are human values embedded at the discourse level of English textbook?

Q2- How human and global values are portrayed in English textbook?

So as to gain prominent data, the current research is conducted into the Algerian high schools from Tiaret and Freneda cities where the informants are high school teachers, the study stresses on two main hypotheses

H1- Human values are well embedded at the discourse level of the English language textbook.

H2- Human values have been portrayed in the textbook in a positive and non-positive view.

The research is meant to reach the following objective:

1. Investigating the human and global values portrayed in the English textbook.

In order to reach the previously mentioned ends and to gain more in-depth information about the topic, primary and secondary data were used to support the study.

Hence, the dissertation is divided into two parts, each one demonstrates a specific aspect. The first part deals with the theoretical background of the main aspects of this study, its first chapter provides definitions of the key concepts such as textbook, human values and more concepts related to the study, these definitions are all based on previous studies in many fields. The second chapter highlights the status of English language in Algeria; specifically focusing on the importance of English within the Algeria secondary schools' syllabus by discussing the objectives of teaching this language as well as the approach of this process. The third chapter is

devoted to the analysis of the illustrations, texts of the textbook "*New Prospects*" as well as the analysis of the teacher's questionnaires in order to get an accurate, useful feedback, and valid results of the study.

# **Chapter One: Human Values in EFL Textbook**

## **Introduction**

The necessity of integrating and understanding what are values and morals and the need of them in every individual's life is another form of developing and leveling up. Hence, this theoretical in nature chapter is going to be dedicated to examine and discuss deeply the relevant literature and provides a framework on various points related to the concept of human and global values.

Values are ideas that people see as worthwhile. They provide standards of conduct by which we measure the quality of human behavior. Value means to prize, to esteem, to appraise and to estimate. It is also an act of cherishing something, holding it dear. Values also represent the act of passing judgment upon the nature and number of values as compared with something else (Dewey, 1948).

Values are also defined as attitudes of every person towards their community, which help a person to choose between what is right and what is wrong. Harmin and Simon (1996, p 28) define values as "*beliefs, attitudes or feelings that an individual is proud of.*" Hence, values are part of every culture no matter what ethnic group or faith followed; the gift of values is given to every human. Beck (1990, p 2) argues that values are "*those things (objects, activities, experiences...) which on balance promote human wellbeing.*" Therefore, it is important to note that values and unethical practices have an impact on the individuals both mental and physical health.

### **1.1. Definition of Values**

Values are an important aspect of culture. Many scholars included values in their researches such as Allport and Vernon (1960) who divided values into 6 categories (theoretical values, economic values, social values, political values, aesthetic values and religious values). Following the same line, other researchers categorized values into Instrumental and terminal such as Barakosta (2014, p 2) who argues that: "values are most commonly divided into instrumental and targeted (terminal)."

Instrumental values such as, ambitiousness, continuousness, and resourcefulness are the core of values, permanent in nature, comprise personal characteristics and character traits and terminal values like social reputation, pleasure, and peace of mind represent the goals to be achieved, according to Bara Kosta (2014, p 22),



"Instrumental values can relate either to morality or authority (validity). An example of morality would be: to be honest, and an example of authority would be logical behavior. Terminal values are considered to be those values that represent desired goals of human existence, respectively goals indicating the purpose of life or universal tendencies of all people...For Instrumental (respectively values- remedies) are considered to be those values that can serve as "remedies" for fulfilling of target (terminal) values"

Thus, terminal values are the aims and goals which we as human beings work towards to achieve during our lifetime by seeing them as most desirable, on the other hand instrumental values are our preferred methods of behavior.

## **1.2. Human Values**

Each individual is influenced by certain type of human values because they are a tool to manage chaotic conditions in life and they are the virtues that guide us to take into account the human element when one interacts with other human beings. They create bonds of humanity between people and thus have value for all of us human beings. According to Narayan (2006, p 8), "values are the scales we use to weight our choices for our actions, whether to move forward or away from something." Thus, values reshape the student's perspective towards life.

Future citizens characters and behaviors are traced by the values learned in their educational institutions, according to Abbas (2010, p 16) "*The human values which a student learns by his curriculum, lead to the certain actions and forms his character.*" Thus, students can manage their future lives with enough experience thought in their secondary schools.

## **1.3. Types of Human Values**

Singh (2009) categories human values into seven aspects

1. Individual values: these are among the most fundamental values for individuals, it is commonly known as self-evaluation, where individual values are his/her interest that needs protection priorities before any other value, it also supports freedom since a person has the right to decide what is good for him/her. This type of human values starts from a young age.

2. Family values: these values can be maintained through tradition, trust and since the family is the basic unit of society.

3. Professional values: a person gains through his/her career a set of values, as each profession has its own values such as: loyalty and defense.

4. National values: these values aim to grant equality and justice to all citizens, and these values represent the traditions, history of the nation and the experiences of its people since its inception.

5. Global values: the purpose of global values is to create awareness about the importance of living by human values to gain respect, self-confidence, trust, happiness, and wisdom.

6. Moral values: this type of values has to be transmitted from one generation to another through imitation, they constitute the right path for every person to gain love and respect in society. Modeling is one of the moral values, parents or teachers can make an example to children and students.

7. Spiritual / Religious values: these values are related to God, these values include mercy, justice, truth. They are innately implanted in men kind, regardless the religion, culture. Spiritual values unite all people in the world, where feelings of love and compassion exceed all barriers of religion, race and nationality.

#### **1.4. Human Values in Education**

Human values play an important role in the various stages of human life, including education. According to Piyasa "*aims of education are naturally concerned with values.*" The need for education does not involve teaching the students only what is related to language skills, teaching human values is considered as important as teaching any other science from kindergarten to senior high school, however, not all educational institutions give enough importance to human values.

However, human values are not the main objective in systems design, according to Hornung, Piccolo and Arpeti (2014, p 450) who stressed that: "*human values still seem to play a secondary role in systems design, even of systems with great social impact.*" When thinking about giving students a proper education, we must agree that this education will nurture human values in them.

Values are an important component in any proper education system. Halstead and Traylor. (1996, p 11): "values are central in both the theory of education and the practical activities of

schools." As a result, both the school and parents should be aware that making a good individual is as important as making a smart one, since values often strongly influence the student's behavior.

Since adolescents are in a very sensitive age, they need to be well guided by both the educational reforms and among their friends and family. Hence, both teachers and parents believe that teaching students reading, writing and counting is not enough because students should be taught values that can help them form strong, responsible independent personalities (Pinkley, 2012).

### **1.5.The Integration of Human Values in Classrooms**

In school, learners are members of a small society that exerts a tremendous influence on their moral development. The teaching of human values has always been part of education either explicitly or implicitly (Mergle, 2008).

Therefore, human values can be tangible, but also implied in various situations that occur within the school, values also help students manage their lives, solve their problems and express themselves, this leads to better environment in the classroom which make the teaching and learning process more agreeable (Nord and Haynes 200) Thus, human values need to be cultured for the sake of the mind and body in the students.

### **1.6. Teacher's Role in Integrating Global Values in Classrooms**

Global values, as another type of human values, are the most crucial type of values since they are the best way for tackling global issues. Global values begin in the classroom, thus, teaching these values promotes greater self-awareness and awareness among other students.

In this respect, self-awareness enables students to identify with the universalities of the other human experience. This fact increases their identification with follow human beings and their senses of responsibility toward them (UNESCO, 2003)

A global values approach to education help challenge stereotypes and give learning "meaning" by grounding lessons in "real life" scenarios (UNESCO,2007)

Some teachers use several teaching materials in order to facilitate the learning process for their learners since they need meaningful connections to learn, this helps them to be connected with

other students around the world. According to the top 10 finalist of the Global Teacher Prize 2016 (Michael Soskil)

For example, in one project Michael's pupils created videos to teach mathematics to Kenyan children who, in turn taught them Swahili. His students connected with other 70 countries (plus the international Space Station) in one year, and in every year that he has been teacher his school has exceeded state test averages, despite being located in a poor area(BEST KEY NOTE 2017)

### **1.7. Teaching/Learning Materials**

Throughout the years, human beings developed various materials for teachers and learners in order to rely on them as tools for guidance in education. According to Nunan (1988, p 279), "*materials are important components with the curriculum, and are often the most tangible and visible components of pedagogy.*" Thus, teaching and learning without any tools to provide knowledge and facilitate learning is considered an ineffective task.

The most common material in Algeria is textbook. In fact, it is the most accessible resource designed for teachers as well as learners, it is a powerful to access every student's brain and influence their behavior, that is to say that textbooks are not only affordable but also play a fundamental role in disseminating human and global values.

Even though textbook is globally recognized as the basic tool of learning, in Algeria it may be the only tool for most learners since there are many factors that stand as barriers in making other materials accessible.

### **1.7.1. Curriculum**

Curriculum refers specifically to a planned sequence of instruction, or the view of learner's experiences in terms of the teachers or the school's instructional objectives. In this regard, Bodegas (2007, p.276) defines curriculum as "*the educational purpose of the program*". This definition refers to the objectives of the curriculum in education and teaching.

It also tackles the role of curriculum in organizing a program to implement it in teaching as progression year. Curriculum is a set an organized guidelines that provide teaching skills. The school curriculum must cover a combination of the hidden and formal curriculum where students learn and modeled behaviors from their teachers and administrators. In this view, the dimensions of curriculum should include types which are the formal and the hidden curriculum (Wilson, 2005).

One the other hand, hidden curriculum is coined by the Sociologist Philip Jackson (1968). In which he argued that school socialization provides pupils to receive the experience of being in school. Besides, it has a role of critical dimension in which the educational setting offers changes on the social perceptions and the reproduction of values and attitudes (UK, Essays, Para.4). Longstreet and Shane (1993, 6) have offered a commonly accepted definition of this term:

"The "hidden curriculum" which refers to the kinds of learning learners derives from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers and administrators" (UK Essays, 2015, para. 3)

Hence, delivering knowledge and integrating values to students in such critical ages without making those values a part of the institutions' daily routine makes teaching them pointless.

### **1.7.2. Textbook**

Textbook is as ancient as formal schooling, if not older. It has been present in ancient civilizations, such as the earliest known textbook of Latin, which goes back to a period in the 14th century. Designed for students to facilitate learning Latin language (Ellsworth, Hadley, and Baratta, 1994). Mostly based on poetry and the Bible. Other ancient civilizations wrote educational texts for numerous purposes like instruction. However, they were no meant for everyone to use, starting from the 15th century textbooks have become easier to produce and available to a minority of people, this led to mass produce books made for formal schooling.

Therefore, because of its emergence in the last decades, textbook gained an important and stable status among other learning materials.

Textbook is a formal course book used in educational institutions such as schools and colleges all over the globe. It is valuable in each language classroom, as it is quoted by Hutchinson and Torres (1994, p 135), "*textbook is the most universal element of teaching...No teaching-learning situation is complete until it has its relevant textbook.*" It is clear, well organized and simple.

This tool is the main printed source for students, since the information is well structured and presented (Ahour& Ahmadi ,2012, p. 176)

Textbook is as essential for teachers as it is for learners. According to Keisala (2010, p 6): "teaching is often heavily based on the texts and exercises that the textbook offers." it is a foundation in teaching and learning. Keisala (2010, p 6) states that: "*teaching is often based on the texts and exercises that the textbook offers.*" In some countries like Algeria, it is the most trustworthy tool for both teachers and students. Sadker and Zittman ( 2002, p 144) cite that: "students spend eight to ninety five percent of classroom time using textbooks and that teachers make a majority of their instructional decisions based on textbook." even though they are not included in the process of designing textbooks, since textbooks are designed only by syllabus designers and inspectors , besides being cheap enough for every student to buy it, as it is stated by Cromer and Brugeilles ( 2009 , p 15 ) : " still the cheapest of available media, and they are easy to carry and use ."

Textbooks are powerful in shaping student's mindset without the need to be judgmental about the hidden context of texts or images. According to Romanowaski (1996, p 171): "textbooks have power and authority because they are presented in printed and bound textbook with its aura of an authority that is beyond question and criticism... textbook authors select particular language that creates impressions in the mind of students."Hence, this tool is used not just a source of knowledge but also it is a source of designing public policies.

Furthermore, textbook goes beyond being a tool for producing information only, it a mean to disseminate norms and values that shape the student's behavior in society. According to Mollo-Bouvier and Pozo-Medina (1991): "the creation of a textbook therefore amounts to a choice of values, norms and representations in which are based and harmonious relation between people and institutions: school textbooks make up a literature that is consistently full of intentions."Thus, textbook content goes beyond teaching language skills but also forming student's identities.

Hence, one of the purposes behind textbook is that it aims to connect the learners with their community. Since this material is a pedagogical document and its content might influence the mind of the learner, from what the student is exposed to, the information inside the texts and pictures will be transferred as the students' own thinking.(Burstyn& Corrigan, 2011, p:36)

### **1.8. Discourse Analysis (DA)**

Discourse analysis is a field of study that shares common ground with various disciplines such as psychology, sociology and linguistics. Knap and Daly (2000, p 102) state that: "Discourse analysis is a systematic study of naturally occurring (not hypothetical) communication in the broadest sense." Thus, analysis of the discourse is a useful tool for studying meanings that inform written and spoken texts.

Linguists were largely concerned with the analysis of single sentences in the 1950s.

The first waves of studies in the field started with the American structural linguist Zellig Harris (1952) published an article titled "Discourse Analysis ", in which he links between the text and the social situation.

Discourse analysis aims to understand how language is used in real life situations since it is a qualitative research method that studies written and/or spoken language in relation to its social context, according to Zellig "discourse analysis is a method for the analysis of connected speech or writing." However, Harris's paper did not use discourse analysis in the sense that is used nowadays, this was also coupled with the emergence of semiotic and the French structuralism approach to the study of narrative.

Discourse is seen as language and how its use relates to its social, political or historical context in (Brown & Yule 1983; Cook 1989). Thus, discourse analysis is the analysis of language in use (norms, preferences and expectations) that relate language to the context.

Discourse analysis evolved from works in different disciplines, Dell Hymes (1964) provided a sociological perspective with the study of speech, the linguistic philosopher Halliday influenced the linguistic properties of discourse and provided sufficient frameworks for the consideration of the functional approach to language (e.g., Halliday, 1978). H.P. Grice (1975) also provided an influential study on language as a social action (formulation of the conversational maxims, social semiotics) and many others like Sinclair and Coulthard (1975)

who developed a model for the description of teacher-pupil talk which developed to be a major approach to discourse.

### **1.8.1. Ideology**

Van Dijk (1995) reveals that ideologies are typically expressed and reproduced in discourse and communication, including non-verbal semiotics message such as pictures, photographs and movies. Kress (1993) asserts that language and ideology consider as "syntagmatic model" which is an arrangement of units that together bears a sense, this model made up of the assumptions of the interaction of language, thought, ideology and the classification system which consists of "actional" and "reactional".

Van Dijk (2001) states that texts are ideologies embedded in curriculum. He claims that enforcing hegemony and dominance over the community is achieved by "controlling discourse" A key focus, the analysis of texts goes beyond the level of description to the comprehend text.

### **1.8.2. Visual Analysis Theory (Semiotics)**

Visual analysis is typically based on visual semiotic and iconography which is associated with the art of representation of pictures and descriptive images (Van Leeuwen, 2001)

Moreover, the iconographical process of visual analysis developed by art historians like the German art historian Erwin Panofsky (1918) and the American art historian Meyer Schapiro (1950). These processes play a crucial role in simplifying and clarifying meanings presented in images.

Carey and Rumiko (2001) claim that visual analysis introduces a clear method for analyzing the meaning and the element presented in images in relation to people and things. In this way the meaning is described not only for representational purpose, but also for interactional side in order to catch the intention of the viewers to the image. That is to say, the study of image and the description of its social context is not sufficient. So that the semiotic practices is a significant process that influence the students point of view.

### **1.8.3. Illustrations**

Starting from the very ancient civilizations, humans have communicated with visual elements irrespective of their artistic quality (Domin, 2007)



In any language textbook, illustrations occupy a prominent place. Olshansky (2008, p2) claims that *“Pictures [Illustrations] provide a universal language. Pictures are our first language. It offers a language we all intuitively understand.”* In compliance with the needs of the “visual world” of today, illustrations should be able to *“serve a valuable teaching tool, bringing to the eye what otherwise can only be imagined.”* (Evans, Watson & Willows, 1987, p 86). In addition, the fact that illustrations are valuable tools for conveying one’s message is not a new idea.

At early stages of education, textbooks designed for students almost all levels of education incorporated illustrations because without them teaching may not be as effective. According to Kuzu, Akbulut and Sahin (2007, p 8): *“presenting learning materials merely through textual information may not lead to efficient learning demanded by the excessive amount of visual information.”* Furthermore, texts are comprehensive but students cannot understand the content as rapid as they can understand it from pictures.

Pictures p According to Molitor, Ballstaedt and Mandl (1989, p.16): “”

Furthermore, illustrations should be included with texts. Çakir (2015, p.71) argues that: *“in order to create a meaningful learning atmosphere and to offer a comprehensive input, word and pictures need to be presented simultaneously.”* Thus, illustrations can be considered important educational and communicative tools.

### **1.9. Secondary Education**

Education is a basic process of learning and acquisition; it is one of the important human rights for both genders. However, the importance of education goes beyond being just a process of gaining knowledge. *“Education is a priority because it is a human right and a force for development progress. Education saves lives, helps spread global values, delivers hope, builds dignity, prevents extremism, brings about social inclusion and fasters social mobility.”* (UNESCO,2007, p. 23)Thus, education is essential for both the process of gaining knowledge and develop better personalities since students are in their school which makes a small society.

Secondary education emerged for the first time in Europe around the eighteenth century, more specifically in France by an organizer named Turgot as cited by Hardley (1902, p 730): *“Toward the close of the 18th century the French system of education was investigated by that almost miraculous organizer Turgot. He formulated a plan for primary, secondary, and higher schools.*

This stage of education is important in disseminating human values and developing strong personalities because it has a major aim which is developing the intellectual, social and moral qualities which are important for democratic citizenship besides helping them develop better understanding about their future lives and careers (UNESCO,2003 :14)

Educational institutions develop faculties of crucial thinking, abstraction, insight, skills and competence at the higher level, they highlight democratic citizenship, develop capacities to face bigger challenges in life and prepare students for university and future careers.

Education has an impact on students, secondary education in particular is a crucial stage in the educational hierarchy as it prepares the students for higher education where they will be prepared for their lives and also for the life of work in order to have employees who respect the norms and morals of their work (Singh 2009).

#### **1.9.1. The Impact of Secondary Education on Adolescents**

Secondary education is essential in adolescent's lives; hence it prepares them for their future lives and careers in any professional field, it is meant to prepare them to make life choices in order to be engaged in their society. Hence, it helps them understand and decide what life goals they want to achieve, besides preparing them for higher education which also equip them to find employment and live healthy and empowered lives (UNICEF (2020, p 4).

Adolescents can gain the skills and knowledge needed to better participate socially and economically in a peaceful society as well as develop the necessary knowledge to avoid inappropriate behavior and lead to healthy life (UNESCO, 2010; World Bank, 2002). Specifically for countries in crisis or post-conflict setting even though the nature of these countries adds unique challenges to restoring and developing an education system.

#### **1.9.2. Secondary Education in Algeria**

Since the independence in the 5<sup>th</sup> July 1962. The Ministry of Education in Algeria had to make several changes in the educational system. In addition, these changes included dividing schools into 3 stages: primary, middle and secondary education.

As far as Algeria is concerned, secondary education is a period of three years. It is divided into general secondary education that consists of five specialties: the science of nature and life, humanities and letters, literature and foreign languages science.

The technical secondary education includes the following specialties: electronics, electrical engineering mechanics, public works and construction, chemistry and accounting techniques.

General secondary and technical secondary education vary in the following specialties: mechanical engineering, electrical engineering, management, and economics. The orientation of pupils in the first year of secondary school towards the technical or general specialties of secondary education is done at the end of the year according to their wishes and their results.

### **Conclusion**

In this chapter, we included multiple information and definitions according to authors and researchers about the basic concepts related to this study including human values, global values, textbook, discourse analysis and secondary education.

Besides giving a full review of the fundamental characteristics of each concept. This chapter also highlighted the various purposes behind the use of textbook in disseminating human and global values. This chapter also provides several factors and the purposes targeted behind supporting values to make schools up-dated with the Algerian society values and those of modernity and globalization.

## **Chapter Two: English Language Status in Algeria**

## **Introduction**

This chapter provides various information about teaching English as a foreign language within the Algerian secondary education syllabus, particularly; this discussion focuses on the objectives settled by the government, the approaches and methods used, and the recent adopted approach.

In this globalized world, English language has become the most used language all around the globe in the last decades. It is taught in more than one hundred countries. In this respect Crystal (1997, p. 127) states that: *"there has never been a language so widely spread or spoken by so many people as English."* It is used as a lingua franca or the universal language namely in the Arab world, in which, now it is taught as the first foreign language in most Arab countries, used for business, and education. Learning English is important and helpful for EFL student in order to understand the values and beliefs of other cultures. According to Al Mutawaa and Kailani (1989, p.3) *"English holds an eminent place in most of the Arab countries owing to the English-speaking world."*

### **2.1. English Language Teaching in Algeria**

Developing the educational system in Algeria has become a priority for the government since education is the tool by which the leaders can form the future generations.

With the Arabisation reform. After the independence (1962), English language was regarded as the second foreign language after French. Starting from 1993, a series of new amendment in the educational system was presented to enhance the teaching of foreign languages at a young age by offering the chance to pupils at primary school to select either French or English as the first mandatory foreign language (Rezig,2011). French language remained in its place, which was no surprise since Algeria was colonized for more than 130 years and the French language was an essential part of the Algerian society.

English as second foreign language is taught starting from the first year of middle school. Thus, English in the Algerian educational system is taught in both of the middle and secondary levels.

Pupils start learning English at the age of eleven where they finish their four years in middle school, then they finish their learning of English in secondary school which lasts for three years.

The English language started to be recognized as essential means of knowledge and progress because all scientific fields are strongly connected and supported by this particular language (Bouhadiba, 2006). The purpose behind teaching English as a foreign language in Algeria is to modernize the next generations who were influenced by the language of mass media, world entertainment and internet, which was not the case for French. According to the Ministry of Foreign Affairs (2002, p 47):

*"English language teaching in our country has to contribute to the development of the Algerian learners in all dimensions. Among what it advocates in the value of openness on the world, with respect to the self and others as well as the tolerance required in a society that tends towards globalization."*

Hence, English language is not regarded as another language used only to communicate or stay up to date, it is an opportunity for learners to be open minded and global citizens.

## **2.2. English Language Teaching in Secondary Education**

The Ministry of Education prescribed a Secondary Education guideline. According to this planning, the time allotted for English teaching is three hours to five hours per week at most according to the streams.

However, the degree of teaching English varies between the branches, foreign languages branch students study English more than other branches.

Cultural and methodological objectives are behind the introduction of English language teaching since it aims to help Algerian society to be updated with the modernity through a fully complete participation within a community of people who use English in all types of interactions, this particular participation is based on sharing and exchanging ideas and experiences. Hence, this participation will help for better understanding (Ministry of Education, 2006: 8)

Other aims of teaching English in secondary schools are:

1. To encourage students to accept other cultures: a student aware of the physical and social changes between cultures is a student who can be a global citizen in the future
2. To disseminate the values of tolerance: a student with tolerance values watered by care and compassion is a student who shares mutual respect through mutual understanding with others. For example: a Muslim student and a Christian one who are friends.

3. Help students utilize other learning materials: to enable students to achieve the level of exploitation English documents in new situation at work
4. Making an autonomous student: To help students promote self-learning
5. Develop other learning skills: to promote learner's intellectual capacities of analyzing, synthesizing and evaluating

### **2.3. Textbook Role in English Language Teaching**

English language teaching is heavily based on textbooks. Course books are designed to achieve certain goals because they are sources of information, develop language skills and critical thinking skills. According to Ansary and Babaii (2002, p.1) the arguments for using textbooks are:

- No textbook / No objective: for learners, no textbook means no purpose, the lesson is a waste of time if the textbook is not present.
- Textbook is a framework that regulates and times the programs which make lessons well organized and simple.
- In the eyes of learners, learning is not taken seriously if there is no textbook
- Textbook is a guide and support for learners who use it beyond the class
- A textbook is a cheap way of providing learning materials

In this regard, Cuning's worth (1995, p.7) states that the role of textbooks in English language teaching can serve as:

- Textbooks can help present the written and spoken material
- Provide activities for learners
- Promote interaction between learners since it conveys knowledge as well as values
- Serve as a reference on vocabulary, grammar and pronunciation in case of students facing any difficulties in classroom
- Serve as a syllabus that guides them to better understand and participate in tasks
- Offer self-access work self-directed learning

## **2.4. Major Approaches in English Language Teaching (Overview)**

Various language teaching methods and approaches emerged over the years in order not to only convey knowledge but also values and social norms. Each method created emerged as a reaction or an alternative to the shortcomings of the preceding one.

The Classical method or The Grammar- Translation Method (**GTM**) is the first method in the teaching and learning field, it goes back to the Latin and Greek languages. Richards and Rodgers (1986) proposed some of the principal characteristics of GTM. Grammar was taught deductively. However, this method did not shed the light on the fact that integration values is a part of teaching any foreign language.

In the mid-and late 19<sup>th</sup> century, there was a marked change of emphasis from concentrating upon the language as a set of structures towards the use of language as a mean of communication which led at first to the rejection of the GTM, and consequently to the emergence of a new way of teaching known as the Direct Method (**DM**).

This method is also known as the Reform Method, it arose towards the end of the 19<sup>th</sup> century as a reaction against the GTM. This method was based on the assumption that second language teaching was in a neutral way as humans learned their mother tongue. Many other approaches emerged afterwards such as the Natural Approach, the aim of this approach was the basic personal communication skills and daily language situations such as conversations and listening to the radio. The teacher's role is to provide comprehensive input and understandable spoken language for learners (Brown,2000).

### **2.4.1. The communicative approach**

The Communicative Approach (**CA**), referred to as the Communicative Language Teaching, was an approach to language teaching that became popular during the 1970s and 1980s as mainly a logical extension of the NA and a reaction to the limitations of the previous methods which put little, if any emphasis on the ability to communicate or interact.

It was also based on the idea that the aim of learning second language was to gain communicative competence. In other words, the CA concentrated on the communicative use of language in realistic ways and focused on enabling learners to become communicatively



competent. Furthermore, Little wood (1981, p.1) states that: *"One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language."* Thus, the CA focuses on the two aspects of language.

Additionally, the CA is normally characterized as a broad approach to teaching, instead of the method, with a plainly characterized set of principles. According to Nunan (1999), five principles of CA are provided:

- Learners learn a language through using it to communicate.
- Authenticity and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different skills.
- Learning is a process of creative construction and involves trial and error.

Finally, the CA took into account the four basic linguistics skills as well as the conversational skill where the social context of utterances plays the significant role.

However, none of these methods and approaches used language as a form of conveying information as well as norms and values.

#### **2.4.2. Competency Based Approach (CBA)**

After the failure of the previous approaches and methods such as Content-based approach and The Objective-based approach, a new teaching approach was introduced in Algerian in 2003 as a result of the educational reforms mentioned above.

Competency based approach aims to make a link between learning carried out at school and the context of use outside the institution (The Algerian Ministry of Education 2005).

A researcher may come across several definitions of CBA, one of these definitions is Richards and Schmidt, for them CBA is one of the current methodologies that can be described as an extension of communicative language teaching movement. As stated by them (2002, p.94

*"An approach to teaching that focuses on teaching  
the skills and behaviors needed to perform COMPETENCES.*

*Competences refer to the student's ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life."*

Thus, this approach put to together all the knowledge, know-how and attitudes required for the solution of real-life problems or situations.

CBA aims at developing communicative, cultural, linguistic and methodological competencies which help the learners acquire the necessary skills to engage in a relationship with their environment and help them communicate orally and in writing taking into consideration their future needs and those of the society in which they live. According to Shuman (1997, p.10): *"Language proficiency is not a unidimensional construct, but a multifaceted modality consisting the various levels"*. The newly designed textbooks and syllabuses in English are based under the framework of competency-based language teaching in order to develop learner's ability to discover, observe and use language skills outside the classroom by performing tasks similar to real life situations

### **2.4.3. Characteristics of CBA**

Auerbach (1986) identifies the eight key features that characterize the Competency based curriculum. These features reflect a tendency towards learner centeredness.

- 1- A focus on successful functions in society: The Competency based curriculum aims to enable learners to function in the society in a proper manner and to fulfill the demands of the modern world.
- 2- A focus on making students skillful in their lives rather than teaching language in isolation: Competency based language teaching teaches language as a function of communication about concrete tasks.
- 3- Task or performance centered orientation: The emphasis is on what students will be able to do with the language (overt behavior) as a result of instruction and not on knowledge about language and skills.

- 4- Modernized instruction: Language learning is broken down into meaningful chunks. That is, objectives are narrowed into sub-objectives. This way, both teachers and learners can get clear sense of progress.
- 5- Outcomes that are made explicit a priori: Learning outcomes are known before the teaching/learning process starts. They are specified in terms of '*behavioural objectives* '. Thus, students know exactly what behaviours are expected of them.
- 6- Continuous and ongoing assessment: Students are pre-tested to determine what skills what skills they lack and pre-tested after instruction on that skill. If they do not achieve the desired level of mastery, they continue to work on the objectives and are retested
- 7- Demonstrated mastery of performance objectives: Rather than the traditional paper and pencil tests, assessment based on the ability to demonstrate pre-specified behaviours
- 8- Individualized, student-centred. In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into consideration in developing curricula. Instruction is not time based; student's progress at their own rates and concentrates on just those areas in which they lack competence.

## **2.5. Motives behind Implementing the Competency Based Approach in the Algerian Secondary Schools**

There are many factors behind the implementation of the CBA in the Algerian educational system. The first motive is making the school acquisition viable and sustainable. The school will be a source for the learners to have knowledge and use it in their real lives. It gives the learners the ability to reinvest their learning outside the school.

The second motive is developing the thinking process of the learners. This factor is considered also as an objective. It comes by creating link between having knowledge and ameliorating thinking processes and using them in different contexts.

The third factor is presenting learning contexts in relation to the needs of learners. Thanks to CBA, the learners will be able for instance to use the language to communicate. They will reach this point because there is amelioration in language skills.

## **2.6. Teacher's Role in the CBA**

The teacher's role under the CBA changes from one of being an information giver to that of facilitator. That is to say, the teacher is no more just a transmitter of information. In addition to imparting knowledge, teachers transmit morality, instil values and prepare trustworthy citizens.

Besides being assigned to the role of a facilitator who engages learners in tasks, and helps them develop learning strategies for an effective learning (Chelli, 2010). Additionally, the teacher is a counsellor in that s/he exemplifies "*an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of Paraphrase, confirmation and feedback.*" (Richards & Rodgers, 2001, p. 78). Furthermore, the teacher has to provide positive and constructive feedback in order to help learners to improve their skills (Harmer, 2001). The teacher is also required to be a researcher and a learner especially in how projects are realized and what requirements need to be met for the accomplishment of those projects (Richards & Rodgers, 2001). Another role of the teacher in CBA is to select learning activities and design syllabus according to the competency the learners are going to acquire (Richards & Rodgers, 2001). In short, the teacher's role under the CBA is a facilitator who helps learners to be responsible for their learning and a role model for his / her students.

## **Conclusion**

This chapter provides an overview about the English language status in Algerian educational systems, more specifically the secondary education system. This Chapter also tackles the CBA which has recently adopted in Algeria to teach all school subjects including English. After giving a general overview about the major methods and approaches used of language teaching and learning which have been changing over the time.

Broadly speaking, the teaching of English at the Algerian secondary school is not only concerned with general aims of teaching but also global, human and national values are promoted, learners are expected to learn how to speak about their country and its cultural values in English, as well as to be open to English, global, and human values which are essential elements of modernity and globalization.

**Chapter Three: Data Collection and Analysis**

## **Introduction**

It is extremely crucial that textbooks designers include human values as an important component since textbook have a virtual role in each classroom. Yet, it is the teachers' responsibility to make learners familiar with them. That is, embedding morals and principles in teaching is massively dependent on textbooks, in addition to the teachers' integration. In accordance with the rationale of the research, this chapter aims wrap at providing the practical side of the analysis of human and global values. It is divided into two sections. The first section is devoted to contextualising the theoretical framework and elucidate the motivation of this study. In this section, the content of EFL textbook is examined and analysed. Thus, the display of qualitative results is obtained from the scrutiny of textbook namely: "New Prospects". For this concern, the texts and pictures from unit two (2) "Ill-Gotten Gains Never Prosper": Ethics in Business: Fighting Fraud and Corruption has been analysed following the theoretical framework explained in the literature review.

### **3.1. Section one: Textbook Evaluation and Results Analysis**

This section is devoted to the process of evaluating the third year of secondary education textbook "New Prospects". Hence, it is the qualitative data material of. This section is also devoted to the results analysis of this study.

#### **3.1.1. Material of the study**

The study is concerned with third year EFL Secondary school textbook "New Prospects" "as the basic material of analysis, "New Prospects" contains a great variety of texts which have their sources indicated as well as various illustrations. It is designed by the Ministry of National Education. For the designers of the textbook, it complies with the New English Curriculum objectives for SE3 as laid out by the National Curriculum Committee in March 2006.

### **3.2. Method and Procedures of the Study**

Apparently, the essential tool of collecting data for analysis is the textbook. Hence, this study includes the principal methods of content analysis which are quantitative and qualitative analysis.

Content analysis is a process of summarising and reporting written data, the main contents of data and their messages. Besides, it can be defined as an analysis of the written or visual contents of a document. Since a textbook book is an official document, it needs to be evaluated, examined and analysed from different perspectives. Thus, in this research, content analysis is a method and data collection technique used to summarise and analyse the English textbook entitled “New Prospects”.

Furthermore, not all textbook texts and illustrations are coded, but only unit two since it is a common unit to all branches.

#### **3.2.1. Analysis of “New Prospects” Secondary school year three**

##### **3.2.1.1. Analysis of The Textbook**

“New Prospects” is one of the pedagogical documents presented for third year, secondary school pupils by the National Authority for school publications, which printed nearly eight million copies to all third-year pupils. The designers used both visual and linguistic components in the format of the front cover. The first powerful component that characterizes the textbook is the visual one since it attracts the attention of the pupils first since it includes pictures of researchers working on different scientific fields.

The linguistic component includes the title “New Prospects” Written in bold form, besides the use of colours which is also revealed in the same page.

The back cover is designed in a very simple yet effective way, showing the price of the textbook, the number of legal depot and the year in which the version of this course book was printed.

The textbook comprises 270 pages, the first page represents the title of the textbook and the names of the designers. Pages two and three present the content of the textbook; it includes the foreword and book map that highlights learning units. Followed by pages four, five, six and



seven, which are dedicated to the foreword. Then, pages eight, nine, ten, eleven, twelve and thirteen present the book map that served as a description of the content of the textbook and its objectives, then it includes the main strategies and methods to the users of this textbook.

**Table 3.1. The Components of The Textbook “New Prospects”**

“New Prospects” encompasses six units and its content can be illustrated in the following table:

Contents / Units	Topics	Pages
Content		pp II_III
Foreword		pp IV_VII
Book Map		pp VIII_ XIII
Unit one: Exploring the past	Ancient Civilization	pp 14_44
Unit two: Ill-Gotten gains never prosper	Ethics in Business	pp45_73
Unit three: Schools: Different & Alike	Education in the World	pp74_105

Unit three: Schools: Different & Alike	Education in the World	pp74_105
Unit four: Safety First	Advertising Consumers and Safety	pp106_134
Unit five: It’s a giant leap for mankind	Astronomy and the Solar System	pp135_164
Unit six: Keep cool	Feelings, Emotions and Humour	pp165_195
Listening scripts		pp 196_205
Grammar reference		pp206_ 238

Resource Portfolio		pp239_ 270
Acknowledgments		pp 271_ 272

Table 3.1 displays the topics that are the crucial organising principle, which are related to the themes of the unit.

The textbook is limited to six units that cover several subjects, these topics deal with literary, scientific and technological concerns and interest. In this respect, each stream should study four units according to learners' speciality. For instance, the scientific stream is not concerned with the topic "Ancient Civilisation", whereas the topic "Ethics in Business" exposed in unit two is common with all streams. The learners may be attracted to the topics mentioned in the textbook. For instance, in unit one, they explore the past. In unit two, they have to know the types of corruption. Unit three is devoted to the difference between American and British educational system.

### **3.2.1.2. Analysis of Unit Two "Ill-Gotten Gain Never Prosper"**

The second unit in the textbook is untitled "*Ill-Gotten Gains Never Prosper*" or "*Ethics in Business*". This unit is for both streams scientific and literary, it aims in teaching pupils how to fight corruption in society and the world in general by mentioning all available ways in order to integrate human and global values.

There are several common terms that pupils will be familiar with in this unit such as corruption, ethics in business and more. Corruption is the lack of honesty, integrity and the use of position of trust for dishonest gain. On the other hand, the most common unethical business practices in this unit are bribery, which is a practice of offering something usually money in order to gain an illicit advantage. Money laundering is also another issue tackled in this unit, money laundering is mainly counselling the source of illegally gotten money, the next term is tax evasion which is the deliberate failure to pay taxes by making false reports. The common illegal practice is counterfeit that is turning something original into something fake. The next one is nepotism which is favouritism shown to relatives or closes friends or a specific race or gender by those in power by giving them jobs. Embezzlement is another unethical issue which means the

stealing of appropriation of funds or properties entrusted to someone's care but owned by someone else. Other illegal practices are smuggling in all its forms and child labour which is a rising crime, criminals force small under age children to do paid work in a small industry, factories, household and more

Through this unit, they will be able to tackle business deals, business plans in addition to money making. Moreover, some important business practices are highlighted and more importantly ethics and morals in business.

The first way is appointing honest civil servants who would work for the good of their society and for its prosperity, workers who are responsible, honest, committed and honourable. The second point is transparency and accountability, these work ethics are accomplished only by raising awareness among pupils about the dangerous effects of corruption in society, and this point is mainly about the severe punishment needed of people who are responsible of corruption through enacting strict laws. The last point is educating pupils the values of work and teaches them morals and principles.

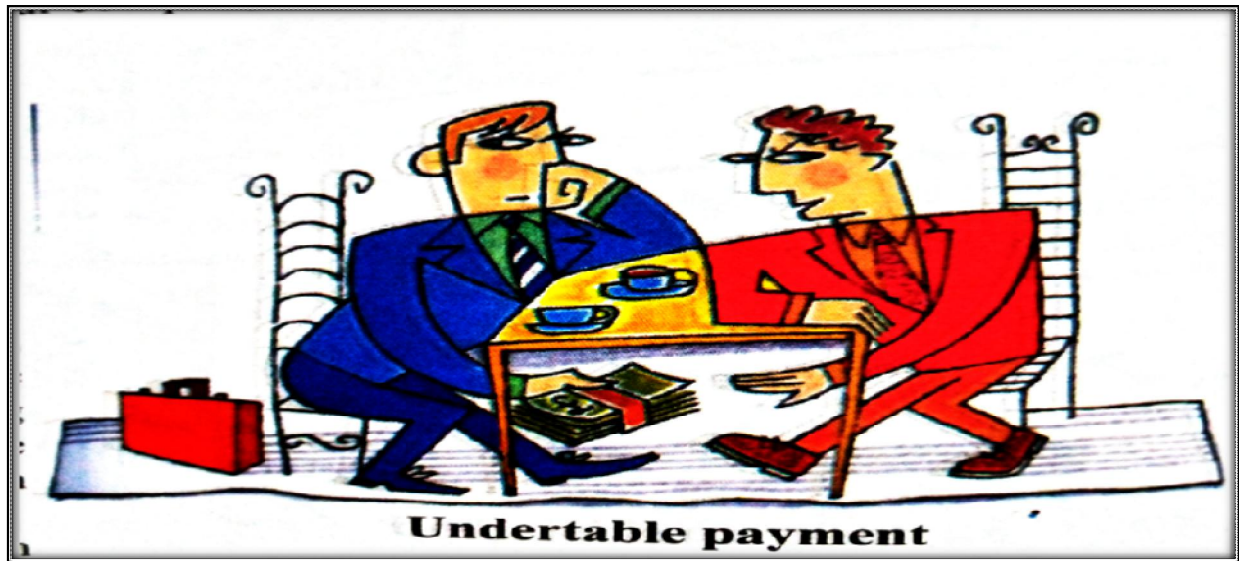
Moreover, all the terms mentioned above are presented in both pictures and texts.

### **3.3. Analysis & Discussion**

#### **3.3.1. Pictures Analysis**

The first primary source of analysis in this textbook is visual analysis. Pictures attract the attention of pupils first and better than the texts. Although the number of images in the unit is limited. However, several types of pictures are portrayed, such as political cartoons, which can be somehow complicated to analyse, besides photographs that are certainly one of the best types of images since in this case English is a foreign language for Algerian pupils.

The following section is dedicated to analysing the images portrayed in the second unit of the textbook. These pictures represent several issues existing in underdeveloped and developed countries. These issues are at the heart of instilling values in future generations.

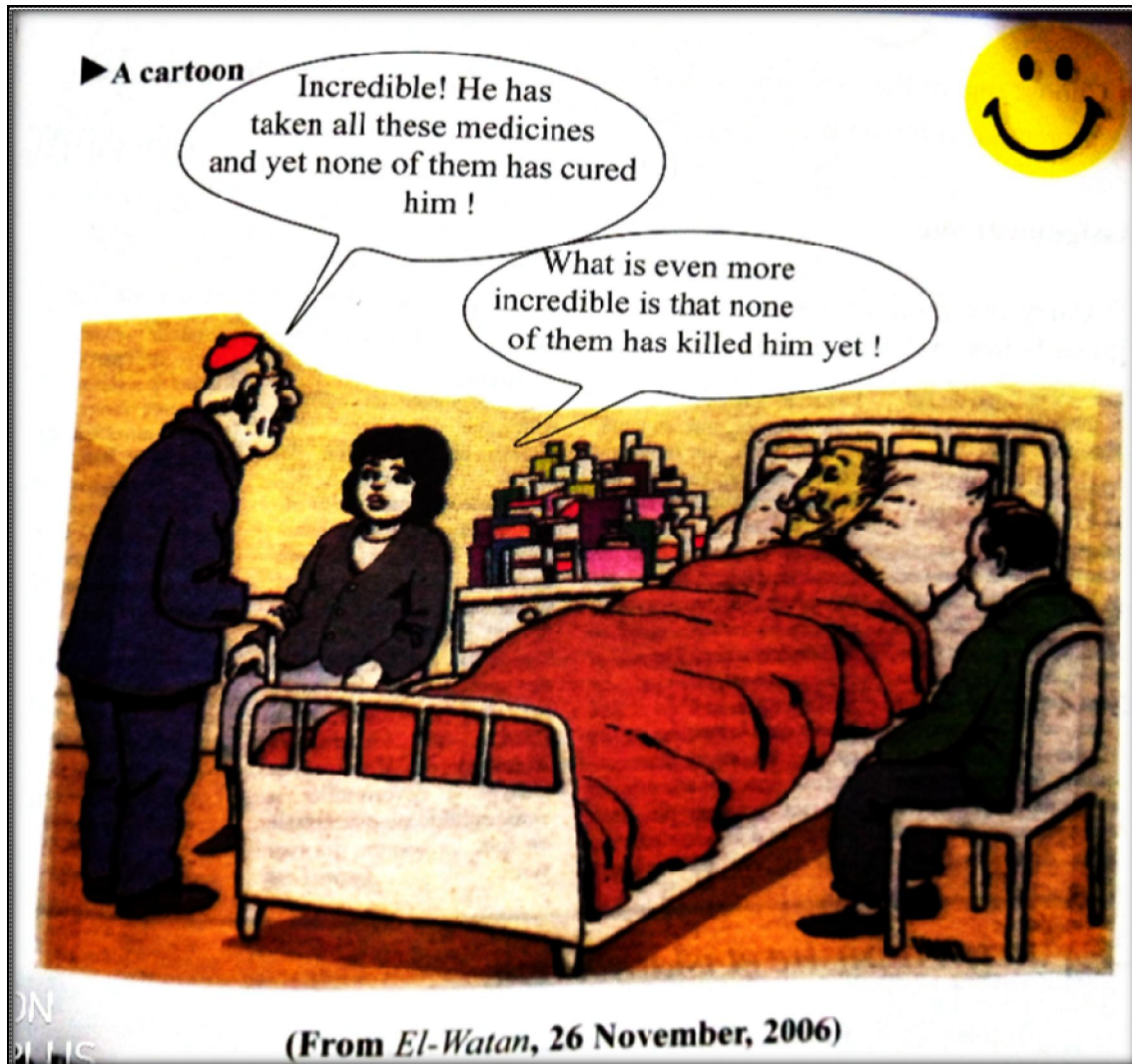


**Figure 3.1: Under-table payment “New Prospects”, p. 46**

The picture shows two men dressed in a very proper way, sitting in a public place, sharing a coffee table. The man wearing a navy-blue suit seems like he is a wealthy man, next to his seat there is a red suitcase which he seems like he took money from to hand it to the other man wearing a red suite. The eye contact between the two indicated that the man in blue and his facial expressions is a corrupt official offering a bribe to another greedy man to do him a favour in an unethical manner.

The above picture shows another unethical behaviour that every country suffers from which is bribery or in other words under-table payment. The aim behind this picture is to know the attitude that students hold about this immoral act. Including such sensitive topic in the textbook and in the curriculum as a whole is very important. It extends the cognitive domains of the students. Hence, this unethical behaviour destroys the economical system and social relationships in the long term because, it gives the opportunity to people who are not worthy of getting something done in a proper and professional way. Besides neglecting others who have both the talent and the experience to manage something in its best form.

Accordingly, students are given many definitions of bribery and they are asked to depict and pick up the right one with justifications.



**Figure 3.2: A Cartoon “New Prospects”, p. 49**

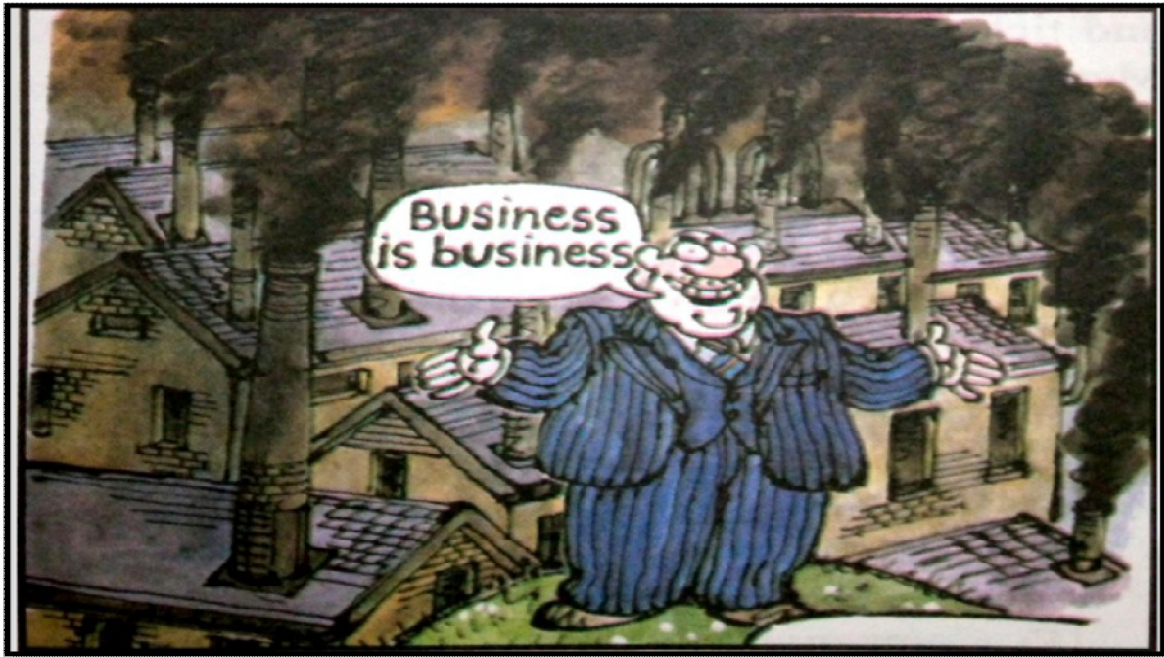
This picture taken from a newspaper (El-Watan) is somehow confusing for most pupils, since two thirds discussed the image as followed:

A sick old man lying in hospital bed next to numerous types of medicines on his right-side suffering from what seems like chronically illness, his face is yellow and a relative that may be a daughter is taking care of him and an old man visiting him, feeling sad about him taking all the medicines without getting better at all. The woman states that even though he took each pill, those pills did not kill him but only made him worse. The picture also shows another man sitting on left side of the sick man and simply feeling and looking at him in a sad way.

The last third of the pupils observe that the woman is wishing him death since she said that none of those medicines has killed him yet.

However, Figure 3.2 demonstrates how the Algerian citizens are treated in the public hospitals. It literally elaborates how poor people are neglected when they get sick and the low level of the health system in Algeria. It shows that poverty is dangerous in Algeria and only rich people are well treated and well taken care of. Hence, the aim of this picture is to make students work in groups and ponder over such pictures and comment on them and make them critical thinkers.





**Figure 3.3: Business is Business “New Prospects”, p.61**

This political cartoon shows a fat bold greedy middle-aged man dressed in a neat navy suit saying proudly and carelessly “Business is business”. Clearly, he owns a private company which has no relation to business regulations and nature protection.

Behind this man, several houses that seem to use this man’s product. This leads to a massive problem which is pollution that destroys the overall planet.

Figure 3.3 represents the unethical behaviour of many corrupt businessmen in every country. It is very crucial and has a very deep meaning. Giving such pictures to the students is very important so that they will be very knowledgeable and aware of how business works in their country.

Hence, the aim of this picture is to evaluate the students’ knowledge about the regulations of business in their country. It also seeks to find out its impact on the economic system of the country. Moreover, students are asked to give their points of view on whether business complies with health, safety and environment regulations or not.



**Figure 3.4: Child labour in a shoe factory “New Prospects”, p.65**

The overall picture represents a child who seems from a poor family working in a shoe factory. The child is under weight, working with a harmful tool without wearing a uniform or protecting any part of his body. Apparently, this child does not get paid enough for all the risks he is putting himself in and the unreasonable hours. In case of an injury this under age worker does not have an insurance. Other employees shown in the photo are older than he is. Besides, they are wearing uniforms and may even have to handle easier tasks than the young boy has to.

This image rises pupils’ awareness about abusing children by making them work certain jobs made for older people. This fact affects the growth and the development of the children in every aspect; physically, socially and mentally. The picture indicates several aspects such as the growth and the spread of this issue almost all around the globe. The same picture shows the dangers of working in sweatshops.





**Figure 3.5: More jobs “New Prospects”, p.70**

The aim behind this picture is to know the reality of most of the politicians in all countries and how they are handed the governmental system but use their power to serve their needs instead of the citizens.

Figure 3.5 shows people protesting against injustice and the poverty they are living in. One of the deepest political cartoons in the unit is this image. An example of poor, severely skinny and jobless people is the minority of America with no bright future, besides the racial bias.

The same cartoon shows two fat men standing on the side, dressing in chic clothes, carrying cigars and complaining about the others demanding for their human rights. They just want those people to be servants of the senators.

Figure 3.5 is very deep and worth being included to the students since it has a great importance and it shows how corrupt are the politicians. It is very crucial that pupils get the ability to comment on such pictures and intervene in political debates and conversations.

### **3.3.2. Analysis of Texts**

#### **Text 1: Anti-Corruption Education. Page, 245**

The text adapted from Bettina Meier, TI International Secretariat, Anti-Corruption Education, November, 2004 states that corruption acts as a barrier to education, either by prohibiting the cost of obtaining an education or by preventing the act of education from taking place in the allotted space. As results, individuals are deprived of their fundamental right to education in the absence of teachers.

Proper education is a must to fight corruption in all its forms, since it cannot be prevented only by using law enforcement, because not in all cases corrupt people are forced to face their choices outcomes.

Several aspects of anti-corruption regimes are mentioned in the text, such as civil society organisations. The author made a clear distinction about anti-corruption education and the need to not only teach children how to fight a bad deed and punish those who break the law, but also to shape their attitudes in their community, in addition to giving the importance to teaching ethics and values.

The author mentioned the numerous examples of schools giving the importance to fighting corruption all around the world. Schools in Macao, Georgia, Colombia and Italy have given special projects to teach children how to stand on their own and fight against corruption.

Anti-corruption education is expected to increase awareness and change society from its roots by making children more desirable to have common-shared human values and morals.

However, this type of education is not tackled only in formal educational institutions, but also outside these schools to fight the “don’t care attitude”.

**Text 02: Threats UK E-Trade. P, 246**

Elizabeth Judge's report, "Threats UK E-Trade" sheds the light on the internet and global common issue of the use of internet in business. Online attacks on businesses are the new path of crime, as surprisingly as it may seem but internet fraud is as common as traditional crime.

According to the author, eventually each company has to develop the safety of its computer systems, even though it costs more money than it used to in the last decade of the century. An example of those companies is the British businesses.

Viruses and hackers are the biggest fear of every growing organisation in UK, in addition, billions of pounds are spent in order to update their internet security systems, however, most of them fail to secure their systems from these threats.

Companies do not take into consideration the profits only, that is to say that money is not the only thing on the line for them, but also their reputations. Since these risks may destroy these reputations, this leads to losing customer's trust.

The author covered the topic from different angles, including politicians who have talked about this phenomenon stating that the web offers incredible opportunities for both workers and users of the internet and that this new type of business is economically important.

Other organisation mentioned in the text is UK online for business, which promote an e-trading that protects the company's programs in the software market industry as well as the hardware. However, this is not completely free but affordable for each organisation.

**Text 03: IT's a Moral Issue. P, 247\_248**

This next text is adapted from David Lodge, *NiceWork*, 1988. The text is a conversation between an angry man named Wilcox and another heavily-build man Terry smoking a pipe and a third man named Robyn Penrose who a young university teacher is attending the management meeting as a part of her training.

The discourse is all about an Asian man from Pakistan or India, none of the employees complaining about this man know which country he is from. The man is named Danny Ram, he was moved to this job when the company was short-handed in 1987, and up-graded from

labourer. Wilcox is trying to fire this foreign man, because for him, he is causing a bottle-neck and that he has been trained but he is making mistakes anyway.

Terry does not have a clue if this man was trained, however he is not interested in firing him, he simply asked Wilcox to train him if he did not have a proper training before being employed.

The same man asked Wilcox to give two warnings to the Pakistani man if he does not do the job right, he can simply fire him on the last warning.

Wilcox rudely said that he is seeing some figures here! Dr Penrose was offended by this man, however she asked him very politely if he sees that it is wrong to trick a man out of his job without giving any importance to justice and truth in this business.

The moral issue highlighted in this text is racism, which Mr Wilcox is making it crystal clear, he wants to fire a man simply because he is from another race.

Gender bias is also a moral issue in this meeting, Mr Wilcox asked Dr Robyn to leave the room only because she is a woman by describing her a shadow, not an inspector.

Business is a human activity; therefore, it should comply with moral standards, the example of this businessman abusing employees is a result of greed that is the basic reason of unfair competition and bias.

#### **Text 04: Bribe-Taking in Wrong. P, 248\_249**

“No Longer at Ease” is a 1960 novel by a famous Nigerian author Chinua Achebe. It is the story of an Igbo man, Obi Okonkwo, who leaves his village for an education in Britain and then a job in the Nigerian colonial civil service, but is conflicted between his African culture and Western lifestyle and ends up taking a bribe then having to face being sentenced to a long-term imprisonment.

Obi accepts the bribe taking, in addition, following things fall apart and Obi’s grandfather struggles against the changes brought by the English.

The clash between European culture and traditional culture has become entrenched during the long period of colonial rule. Obi struggles to balance the demands of his family and village for monetary support while simultaneously keeping up with the materialism of western culture.

Furthermore, when Obi takes a job with the scholarship board and is almost immediately offered a bribe by a man who tries to obtain a scholarship for his sister, Obi rejects both offers of the man and his sister. Many offers came and yet he does not accept any of them. However, when Obi sinks deeper into financial trouble in part due to poor planning of his end in part due to the need to repay for his siblings education.

After the death of his mother and his depression, he begins to accept bribes in reluctant acknowledgment. The bribe mentioned in the text is the last one accepted by Obi. He promises himself not to accept another bribe taking, he finally discovers that this last bribe is a part of a sting operation and he is arrested.

A moral lesson is placed in this text and the novel in general, giving taking and even witnessing these crimes without making effort to punish criminals is a crime itself. The text set up a goal of strengthening pupil's attitudes towards these unethical behaviours and build trust in the government and the public sector.

### **3.4. Questionnaire: Directed to EFL Teachers**

The next section of the practical part is the questionnaire. This designed questionnaire is not the basic data collection tool. However, it is a tool of worthy information. It consists of ten closed and open-ended questions dedicated to teachers of English language. Only third year teachers were kindly asked to help with this data collection tool.

#### **3.4.1. Questionnaire Aim**

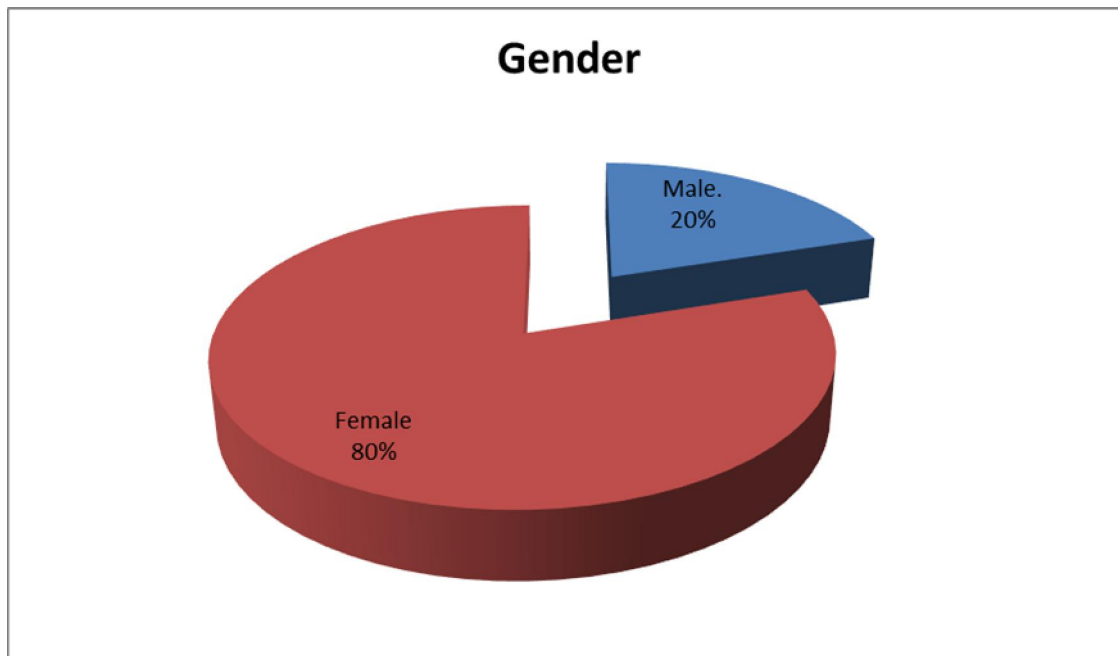
Due to the pandemic, the administration of the teacher's questionnaire was sent via e-mail, twenty-four copies of the questionnaire were sent to teachers from six different secondary schools. They were from Raïd Si-Zoubir, Mohamed Ben Abd Al Krim, Mohammed Dib in Tiaret and Chadli Kada, Tarek Ibn Ziad and Okba Ibn Nafaa in Freneda.

The questionnaires were received one week later, the structure was clear and contained two major sections.

The first section was an overall view towards the teachers personal, professional background and experiences in teaching English as a second foreign language, providing six different questions. The second section aimed to investigate the teacher's perspective towards global and human values embedded in the third-year pupils textbook by giving them three direct questions. The last part of the section was an optional one, it included one question which was actually devoted for teachers to be free and comment about the topic and give suggestions.

## Section one: Personal and Professional Data

### Question 01: Gender

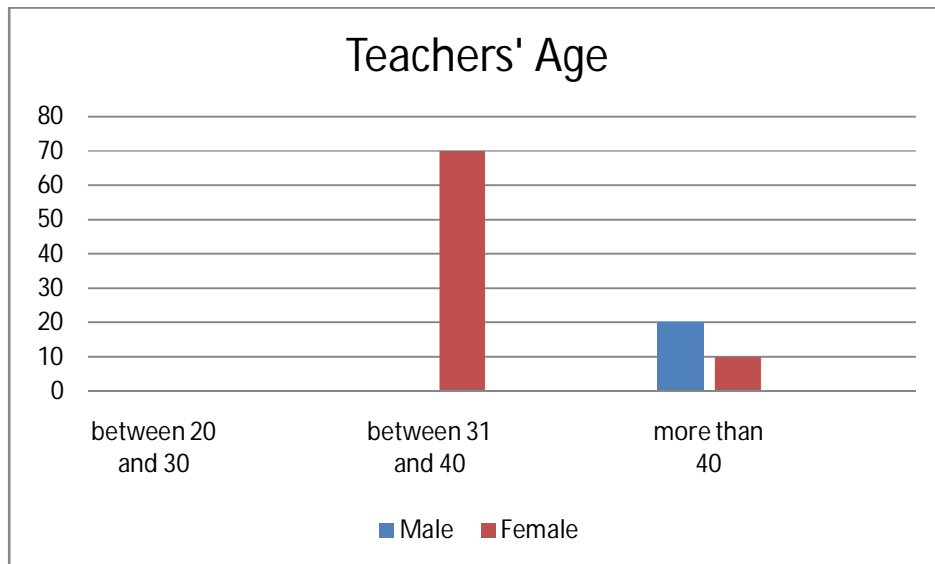


**Figure 01: Teachers' Gender**

The aim of the first question is to identify the whole number of the participants in this questionnaire. The total number of respondents is twenty-four. Fourteen of them are females, which corresponds to a percentage of 80% and 8 males which corresponds to a percentage of 20%.

It is clearly noted that females are the dominant gender in the secondary school teachers. This question was a clear intention to observe the number of the dominant gender in teaching English.

## Question 02: Age



**Figure 02: Teachers' Ages**

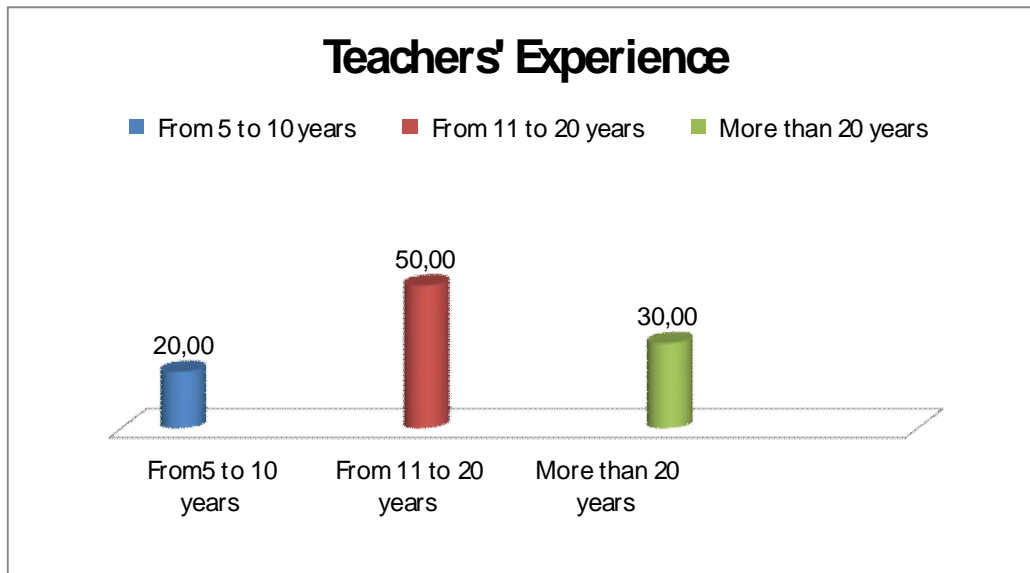
The data about teachers' ages indicate that great majority (70%) are aged between 31 and 40. They are all females. The rest 10% of female participants and 20% of males have an age that exceeds 40.

It is clearly noted that most of the teachers asked in this research work are middle aged. However, this study does not include young teachers.



### Question 03: Teachers Experience in Teaching EFL

- For how long have you been teaching English in secondary education?

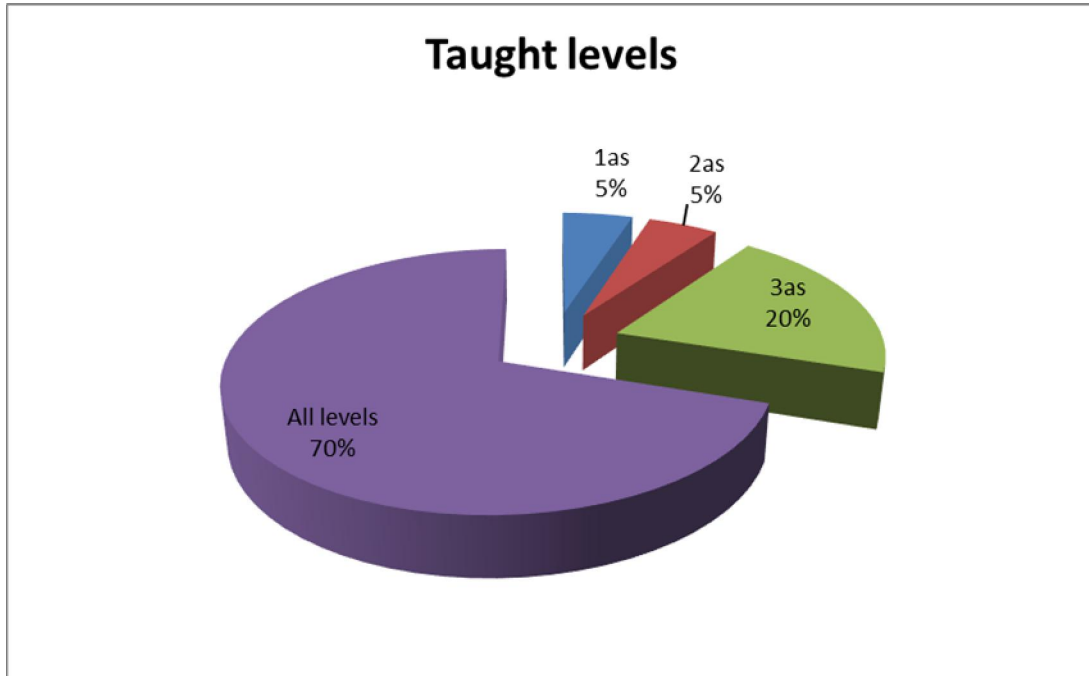


**Figure 03: Teachers' Experience**

As far as the teaching experience is related to this topic, we discern that the largest proportion of the surveyed participants is experienced teachers; 50% of them have an experience between 11 to 20 years. 30% have more than 20 years experience. Therefore, they have been using the textbook "New Prospects" since its application and have used it with both generations. This fact enables them to identify the strengths and drawbacks of the textbook. However, novice teachers with less than 10 years of experience represent only 20 %.

#### Question 4: Levels of Teaching

- What level do you teach?



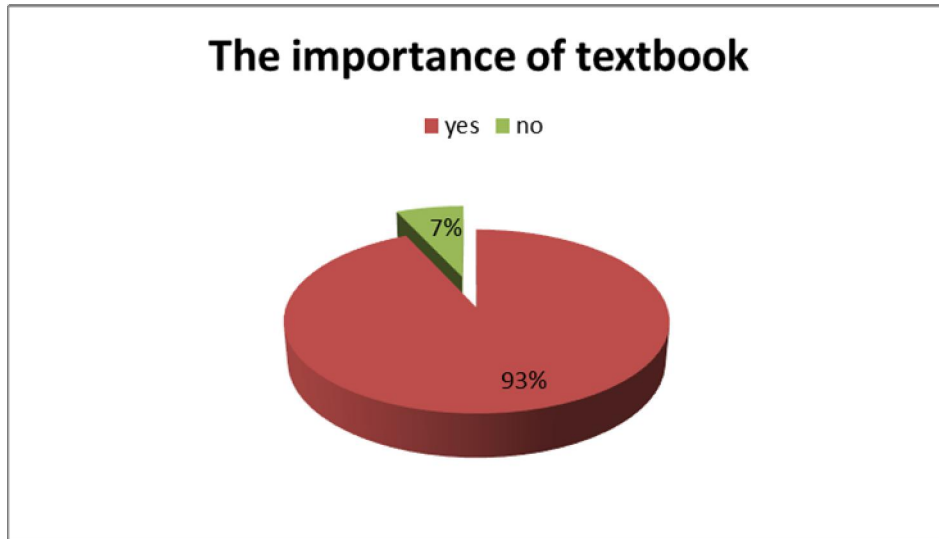
**Figure 04: Taught Levels**

The statistics indicate that the majority of the teachers have different classes. That can be seen as the appropriate way to gain the experience of teaching different educational levels. That is because, if the teacher limits himself to teach one level all his teaching journey, he/ she will not have the experience to teach different levels. Especially since all three years curriculums are connected to one another.

## Section two: Informants' attitudes towards EFL textbook

### Question 05:

- As a teacher, do you find the textbook essential in the teaching and learning process?



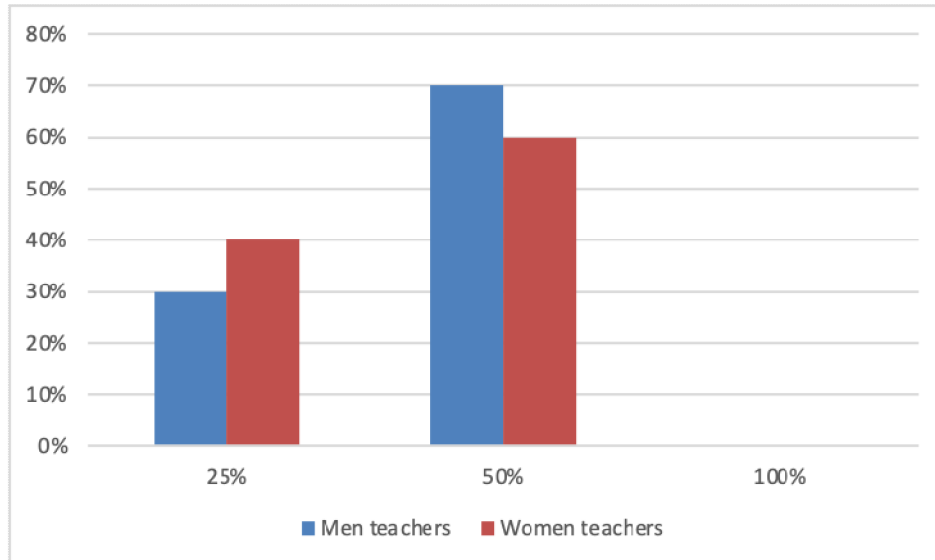
**Figure 05: The importance of textbook.**

The statistics indicate teachers' opinions about the importance of textbook in teaching and learning process. They accounted for 80% of females and 13% of males. However, the rest 7% of males claim the opposite.

The results found in these responses are in complete harmony with the teachers' answers of the previous question. Since the majority of teachers, estimated at 93% state that they rely on textbook in their teaching. This fact explains their view in considering textbooks as a fundamental material. However, for the rest who represent 7% they clearly claim that the textbook is not the only tool that can be used in their teaching/learning process. Other tools may be as efficient or even better than the textbook itself. Some of the teachers mentioned that they use literature by using both long and short stories. They claimed that other tools help more when their students are bored. Thus, these tools help entertain the students as well as achieving the overall aim behind replacing the textbook which is delivering better knowledge in a more enjoyable manner. Some other techniques are used in order to enhance the learning process and create motivation.

**Question 06:**

- Do you rely on the textbook while you teach the lesson?



**Figure 06: Teachers' use of textbook**

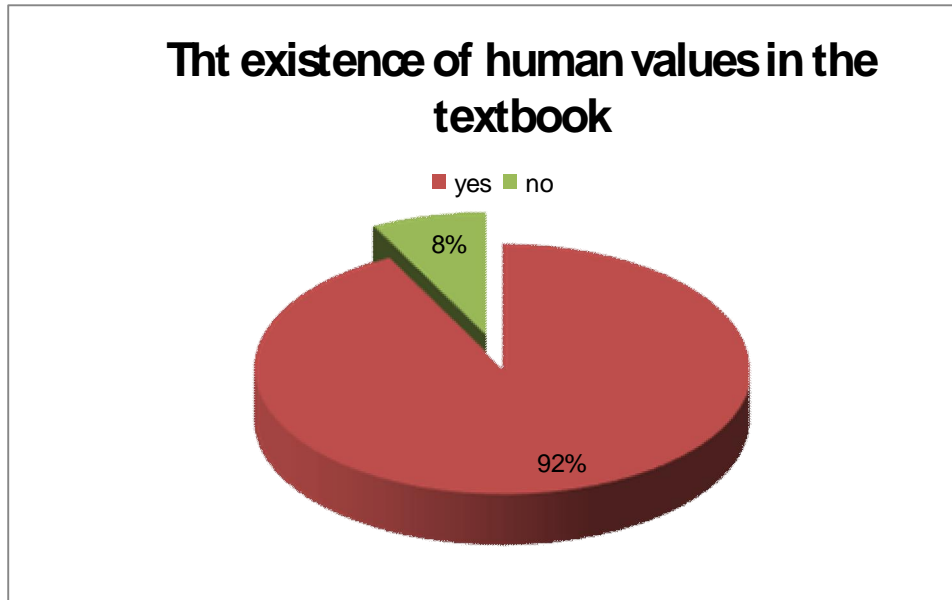
The statistics indicate that the majority of teachers agree on the fact that they rely on textbook in their teaching process. They are 70% of females and 10% of males. However, the rest 10% of females and 10% of males claim the opposite.

The majority affirmed that they use the textbook in their most of teaching time, because it is a pedagogical document and it saves them more time to find other materials to teach their lessons. Apparently, 40% of females choose 5 to 15 as a percentage that approximately determine their use of textbook, 40% of females select 20-50%, however, 20% of males see that 76-100% as the right percentage that represents their time of using textbook.

**Section three: Informant's perspective towards human and global values.**

**Question 07:**

- Are human values embedded at the discourse level of English textbook?



**Figure 07: The existence of human values in the textbook.**

The statistics indicate that the majority of teachers agree that the human and global values are well embedded the discourse level of English textbook “New Prospects”. They account for 82% of females and 10% of males. However, the remaining 2% of females and 6% of males claim the opposite.

As the results, the majority of teachers who represent 92% believe that the English textbook “New Prospects’ contains human values, while the rest of 8%, teachers state that the human values are not embedded in the English textbook.

**Question 08:**

- How human and global values are portrayed in the textbook?

<b>Materials</b>	Pictures	Texts	Others
<b>Number</b>	12	5	3
<b>Percentage%</b>	45%	28%	27%

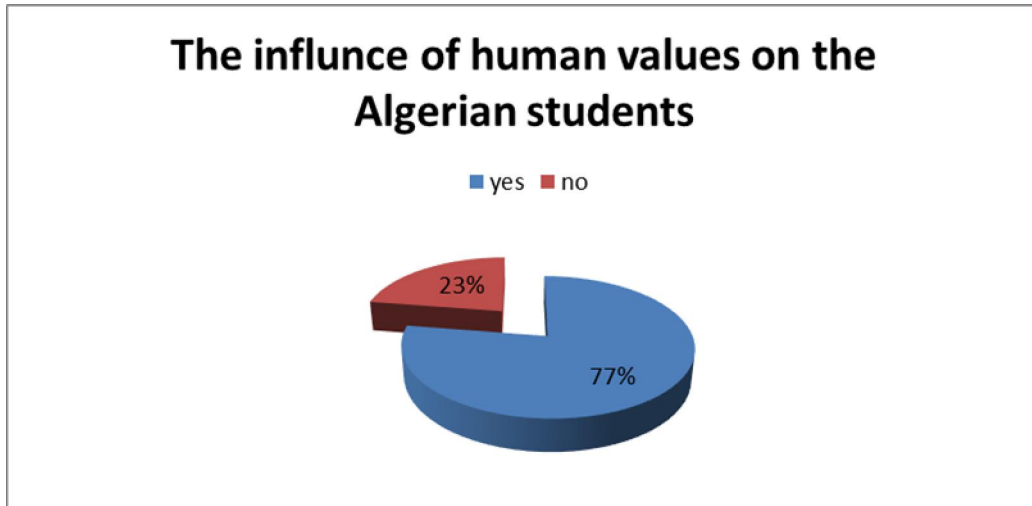
**Table 01: The existence of human values in the textbook.**

In order to determine how the human and global values are portrayed in the English textbook “New Prospects”, teachers’ views were examined. As it is clear in the previous Table 3.2 pictures represent 45% of the total numbers, whereas only 28% in the percentage of texts.

The rest 27% represent the other materials. Some of the teachers mention that they use several materials not only the textbook such as: audio-visual materials and they even bring other books, which help learners to understand the ambiguity that the textbook may convey.

**Question 09:**

- Do you think that your learners are influenced by the values presented in the course book?



**Figure 08: The influence of human values on the Algerian students.**

The statistics show the opinion of the teachers' attitudes toward their students and whether they are influenced by the values presented in the textbook "New Prospects". The majority of teachers agree that the values portrayed in the textbook have an impact on students since they are present in several ways and cover most aspects of the issues made by humans.

They account for 60% of females and 17% of males. However, the remaining 4% of females and 19% of males, on the other hand claim the opposite.

**Section four: Informants' opinions**

The unexpected result is that the comments and suggestions in this space was blanked from the majority of the teachers, who were estimated to number 21 out of 24 teachers.

It demonstrates teachers' lack of understanding of this study. As a result, previous findings indicating that teachers are not paying attention to this phenomenon and that such topics have not been discussed are supported.

On other hand, the rest 3 of teacher's state that:

It is one of the most important topics that should be treated seriously in the Algerian school.

\_Human values are essential in human life, but the question is how to deal with them and to implement them in the Algerian educational school to make a good influence on learners.

\_The textbook should be revised and restructured again because it is not more updated.

### **Questionnaire responses: Interpretation and discussion**

The aim of the survey was to investigate the different aspects of disseminating values in the textbook and how those effects learners identity, life goals and desires since they are teenagers in a sensitive age, finishing their last year in secondary school and passing their Baccalaureate exam then university.

Following the distribution of a questionnaire to teacher in order to collect data for this study, it is necessary to clarify some of its findings. It should be noted that the teachers' responses contain a sense of contradiction that may have different interpretations. The participant teachers in the designed questionnaire declare that the human values are embedded at the discourse level of Algerian textbooks. Teachers believe that the learners attention is more observed when they see pictures, a few of them assimilate messages transmitted in a form of text.



## **Conclusion**

The analysis of the textbook from the value perspective and the outcome of the teachers questionnaire made a clear distinction between the combined analysis in which they are closely integrated.

Firstly, the analysis of the textbook in general and the second unit particularly visualized human values by conducting a qualitative method; that is by the importance of using this material in observing lessons, in addition to the use of the listening language skill.

The various unethical behaviours appearing in the second unit “Ill-gotten Gains Never Prosper” of the textbook “New Prospects” are the secondary motive behind this study.

Their influence on third year learners of secondary education was the major motive behind this study. It conducted with the findings that the human rights and morals are carefully selected.

The questionnaire on the other hand indicates that most teachers are not very helpful in terms of teaching values, simply because the textbook has become habitable for them. Few teachers give a significant amount of time and experience to transmit the message to their learners via the textbook by not just teaching them the language skills but to also try as hard as they can to help making better future leaders.

## **General Conclusion**

## **General Conclusion**

The importance of human values and global values requires devoting studies to investigate whether human and global values are portrayed in the level of teaching and learning process dedicated to the next generations and how they are portrayed in the formal course books.

For the foregoing, this research study is another study devoted for the importance of disseminating human and global values in the Algerian textbook of secondary education designed for third year pupils. It was meant to investigate

To obtain valuable data, three methods of data collection method were adopted in the process. The qualitative data collection aimed at highlighting the human and global values disseminated in the textbook of secondary education directed to third year students “New Prospects”. In order to determine the representation of these two types of values, the texts and pictures of unit two “Ill-gotten Gains Never Prosper” were analysed, and a questionnaire directed to secondary school’s teachers is the third and the quantitative method of the research.

The pictures were the first part of the content analysis under the qualitative method in chapter three, followed by second part which is the analysis of the texts.

In order to determine the existence of the human and global values in the textbook, a questionnaire was designed for teachers to find out the types of human and global values represented in the textbook, how these values are portrayed and the affect of them on the learners.

The data gathered from the textbook and the findings collected from the teacher’s questionnaire in the study confirmed the hypothesis about the existence of human and global values in the textbook of English “New Prospects”. The values are represented in different forms.

The designers of “New Prospects” designed the textbook in a neat and effective manner to enhance the pupils understanding to the presented values. The results revealed that using pictures in EFL textbooks are more effective than texts and play a great role instilling human and global values among students.

In short, the aim of this study is to find out what are the human and the global values portrayed in the textbook “New Prospects”, how they are presented, and their affect on secondary school students.

The major aim of this study is to investigate the impact of using textbook in secondary schools classrooms, how this material is used to achieve the effective learning environment and its role in instilling human and global values among high school students.

To sum up, textbooks are a fundamental material and play the basis role in disseminating human and global values among students in the classroom, this helps with shaping their characters to face life challenges in the future. Besides providing an educational outcome, the textbook offers a unique help to students since it provides activities and opportunities to help them distinguishes between what is right and wrong,

## **List of References**

## List of References

- Abbas, Q. (2010). Human Values in Textbook: A Case Study of General Zia and Post-2010 Democratic Regimes. International Islamic University Islamabad
- Acedo, C. (ED). (2002). Case Studies in Secondary Education Reform. Washington, D. C.: Improving Educational Quality (IEQ) Project and USAID.
- Al Mutawaa, N. & Kailani, T. (1989). Methods of teaching English to Arab students. UK: longman Group.
- Ansary, H. & Babaii, E. (2002). Universal Characteristics of EFL/ESL Textbooks: A Step Towards Systematic Textbook Evaluation. The Internet TESL Journal, (8) 2. Available at: <http://itslj.org/Articles/Ansary-Textbooks/>
- Allport, G. W., Vernon, P. E., & Lindzey, G. (1960). Study of values: Manual and test
- Barakosta, A. (2014). The role of education in the formation of values and value orientations among adolescents, Dec,04, 2014, Vol. 2, No.2.
- Beck, C. (1990). Better schools: a value perspective.
- Bodegas, I. N. (2007). From Curriculum to Syllabus Design: The different Stages to Design a Program. Fonael Journal (online), Vol.13, No.3. Retrieved from <http://www.fonael.org>
- booklet (3rd ed.). Boston: Houghton Mifflin.
- Brown, G., & Yule, G. Discourse Analysis. Cambridge university press.
- Brugailles, C., & Cromer, S. Analyzing gender representation in school textbooks.
- Bukhari, N.H., & Xiaoyang, D. W (2013). Critical Discourse Analysis and Educational Research. Beijing, China: IOSR Journal of Research & Method in Education (IOSR-JRME), Institute of Education Tsinghua University.
- Çakir, I. (2015). Instructional Materials Commonly Employed by Foreign Language Teachers at Elementary Schools. International Election Journal of Elementary Education, 8(1), 69-82.
- Crystal, D. (1997) ... English as global language. New York: Cambridge university press.
- Cunningsworth, A. (1995). Choosing Your Coursebook. London. Heinemann.
- Dewey, John: Democracy and Education, New York, The mac Millan Co. 1946
- Djik, T.A. (2015, January 16). 22 Critical Discourse Analysis. P. 467

Domin, E. A. (2007). On application of visual in teaching English: Selected Issues. Retrieved from <http://mail.publikacje.edu.pl/pdf/8385.pdf>

Ellsworth, N.J., Hedley, C.N, & Baratta, Literacy: A redefinition. Philadelphia: Lawrence Erlbraun Associates.

Evans, M. A., Watson, C., & Willows, D. M. (1987). A naturalistic inquiry into illustrations in instructional textbooks. In H.A. Houghton & D.M. Willows (Eds.) The psychology of illustration. Vol.2: Instructional issues (pp. 86-115). New York.

Foreign language). In the Collins Dictionary. Retrieved from

Hadley, T. A. The school review: A journal of secondary education, Dec 1902, Vol 9, Issue 10.

Halstead, J.M.(1996). Values in education and education in values.

Hardley, A. (1902). The School Review: A Journal of Secondary Education. Volume X. Num 10.

Harmin, M., & Simon, S, B. (1966). Values and teaching.

<http://www.collinsdictionary.com>

Hutchinson, T., & Torres, E. (1994). ELT journal. Oxford press.

Hymes, D.H. (1962). The ethnography of speaking. In T. Gladwin & W. Sturtevant (Eds.), Anthropology and Human Behavior (pp. 13-53). Washington, DC: Anthropological Society of Washington.

International Publishers, New Age International(P) Ltd, New Delhi, 2006.

Knapp, M., & Daly, J. (2000) Handbook of interpersonal communication (3<sup>rd</sup> ed). Newbury Park

Kuzo, A., Akbulut, Y., & Sahin, M. C. (2007). Application of Multimedia Design Principles to Visuals Used in Course-Books: An Evaluation Tool.

Lehtonen, S. (2007, June 14-17). Feminist Critical Discourse Analysis and Children's Fantasy Fiction. Pp. 4-5.

Molitor, S., Ballstaedt, S. P., & Mandl, H. (1989). Problems in Knowledge Acquisition from Text and Pictures. In Mandl, H. & Levin, J. R. (Eds). Knowledge Acquisition from Text and Pictures, 3-35. North Hollani: Amsterdam, New York, Tokyo.

Narayan, R.S., A Text Book on Professional Ethics and Human Values, New Age

Olshamsky, B. (2008). The Power of Pictures: Creating Pathways to Literacy through Art. San Francisco: Jossey-Bass.

Richards, J. C., & Schmidt, R. (Eds). (2002). Longman Dictionary of Language Teaching and Applied Linguistics. (3<sup>rd</sup> ed.). New York

Shuman, K, (1997). Factors to Consider. English Teaching Forum, 35(3),10-19.

Singh, A. (2009, November 30). Six Types of Human Values.

Tannen, D. (2015). The Handbook of Discourse Analysis, Second Edition. (pp. 466-467).

UNESCO. (1999, June). Reforming Secondary Education Consortium. [ On-Line]. Available: [www.unesco.org](http://www.unesco.org) .

UNESCO. (2003). Education for All Global Monitoring Report. Gender for All: the leap to Equality. Paris

UNESCO. (2017). UNESCO and Education. Paris

UNICEF. (2020). Secondary Education Guidance: Multiple and Flexible Pathways. Education Section Program Division 3. United Nations Plaza. New York.

Vanleeuwen, T., Jewitt, C (2001). Handbook of visual analysis, (1<sup>st</sup> edition), content analysis of visual images, semiotics and iconography. 10-150

Wodak, R., & Meyer, M. (2008). Critical Discourse Analysis: History Agenda. Theory, and Methodology. Chapter one (pp.1-32).

World Bank. (2002). Secondary Education in Africa: Strategies for renewal. Washington, D.C: The World Bank.



# **Appendices**

This questionnaire is a part of our MA dissertation to collect data about the dissemination of human and global values in the Algerian textbook of English language, the study is concerned with the third year book of secondary education, it aims to investigate and analyze human and global values portrayed in the English textbook, also enabling students to understand about values in the textbook to raise the awareness about them, you are kindly asked to be a part of this survey. Please tick the box (es) you think is the most appropriate.

### **Section one: personal and professional information**

#### **1-Gender:**

a-male  b - female

#### **2- Age:**

a- 25-30

b- 30-40

c- More than 40

#### **3- Experience in the field**

For how long have you been teaching English in secondary education?

a- From 5 years to 10 years

b- From 11 years to 20 years

c- More than 20 years

#### **4- What level do you teach?**

a- 1AS

b- 2AS

c- 3AS

d- All of above

### **Section two: Teachers and textbooks**

5- As a teacher, do you find textbook essential in the teaching and learning process?

a-YES  b- NO

6- Do you rely on the textbook during the lesson?

a-YES  b- NO

If yes, to what extent do you use the textbook?

a-25%

b-50%

c-100%

If no, why?

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

**Section three: Informant's perspective towards human and global values.**

7- Are human values embedded at the discourse level of English textbook?

a- YES  b- NO

8- How human and global values are portrayed in the textbook?

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

9- Do you think that your learners are influenced by the values presented in the course book?

a- YES  b – NO

**Section four: informant's opinions**

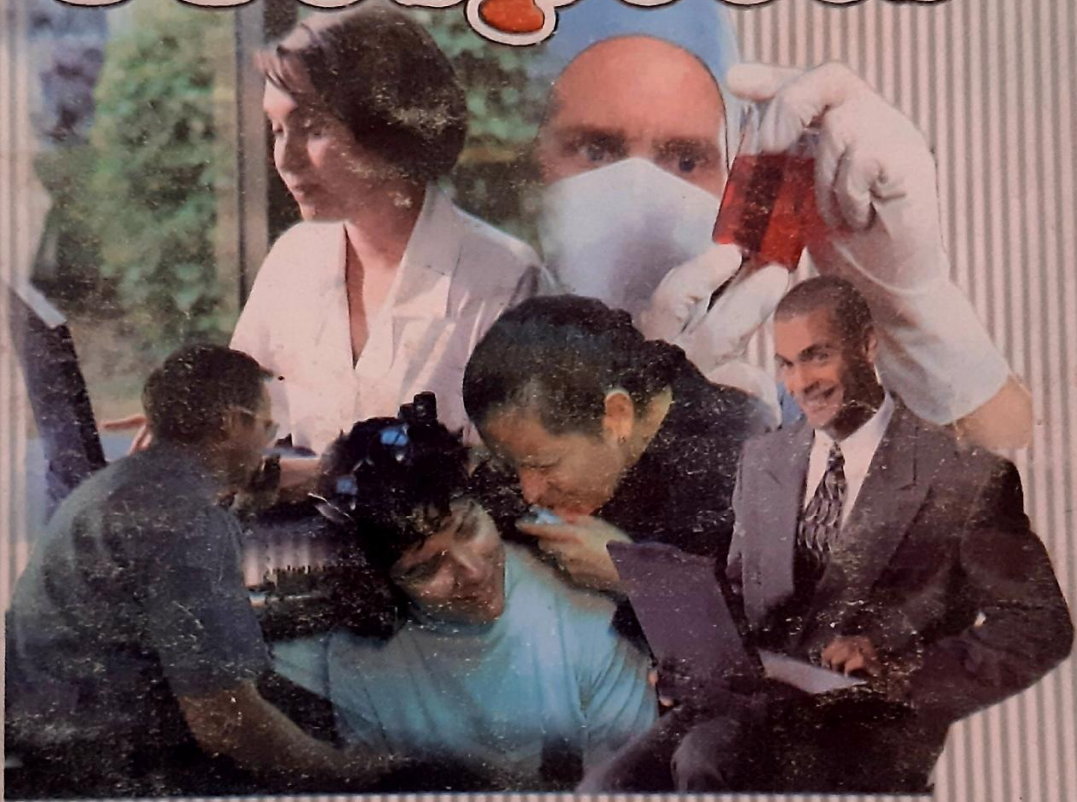
We would be thrilled to read any suggestion or comment concerning the topic.

Please be free to share your thoughts in this section. Thank you for your participation and most importantly thank you for your time.

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

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

# New Prospects



السنة الثالثة من التعليم الثانوي  
SECONDARY EDUCATION, YEAR THREE



ISBN: 978-9947 20 512 9  
Dépot légal: 110 2007  
MS: 1302/07  
سعر البيع: 250.00 دج



2016 - 2017

متصلاق عليه من طرق لجنة الاعتماد والمصادقة للمعهد  
الوطني للبحث في الزيتية (وزارة الزيتية الوطنية) طبقا  
للمشروع رقم: 1849 / مرع / 2008 للمؤرخ  
في 22 أكتوبر 2008.



## ILL-GOTTEN GAINS NEVER PROSPER.

### Text 1

#### Anti-Corruption Education

Education is central to preventing corruption. Even clear laws and regulations and well-designed institutions will not be able to prevent corruption, unless citizens actively demand accountability from government and institutions.

The attitudes and expectations of citizens are crucial in building a responsive public administration. Therefore, fostering attitudes that do not tolerate corruption is at the core of Transparency International's (TI) work. Ethics education for young people can help break the cycle of corruption, as today's youth will be the potential leaders of tomorrow.

However, anti-corruption education does not work in isolation. The environment in which children grow up plays a decisive role in shaping their attitudes. Ethics education must be part of a broader effort to improve governance and reduce corruption. Within this framework, children must have an appropriate and conducive learning environment that values integrity.

Thus, in order to be credible, anti-corruption teaching must relate to the daily lives of the students and address real life dilemmas, conflicts of interests and corruption cases. Several civil society organisations around the world have played an important role in making anti-corruption education a reality. Though they have approached the topic from different angles, including moral or value education, human rights and civic education, they all have set up a common goal: strengthening young people's attitudes and demands for accountability, and ultimately, to build trust in government and the public sector.

Thousands and thousands of schools worldwide have also set themselves the goal of fighting corruption a reality by involving their students in anti-corruption projects. For example, in Macao, a primary school puppet show highlights the problems caused by corrupt behaviour, and encourages children to act against it. In Georgia, the project focuses on secondary school students who wrote about their experiences with corruption in a national essay context. In Columbia, an inter-university programme targets college students, instilling values in the country's future leaders. Finally, in Italy, students are given extra-credits for participating in anti-corruption school debates.

In conclusion, whether anti-corruption education takes place inside or outside the formal educational system, it remains the most efficient way of fighting the growth of a **don't-care-attitude** towards a global phenomenon, which can ultimately lead to the destruction of our modern civilization.

(Adapted from Bettina Meier, TI International Secretariat, *Anti-Corruption Education*, November, 2004)

## ILL-GOTTEN GAINS NEVER PROSPER.

Text 2

### Threats on UK E-Trade

(by Elizabeth Judge)

The opportunities offered by the Internet are lost on some businesses. Getting online gives the world a path to your door, however small it may be. But as enthusiasm for online trading grows, so too do opportunities for cybercriminals ready to exploit every faultline in your system. Last year more than 44 per cent of businesses suffered at least one online attack, according to figures from **Tarlo Lyons**, the commercial law firm. That figure was double the number of incidents two years ago and levels of Internet fraud now match more traditional crime.

However, fewer than one third of British businesses dedicate time and resources to making their computer systems safe.

“The growing reliance on the Internet is opening a door for computer viruses and hackers,” a spokesman for **Tarlo Lyons** says. “Internet security incidents cost UK business several billion pounds in 2000, and yet most organisations are failing to take even the most basic precautions.”

It is not just money that is at stake. If a company is tricked by cybercriminals its reputation is also at risk and potential customers, already unhappy about providing their bank account numbers over the Internet, may decide to stay well away.

The government, conscious that the perception of security risks is affecting the adoption of online transactions by both consumers and businesses is urging employers to defend themselves. Douglas Alexander, the Minister for E-commerce says: “There needs not be a reason to neglect the incredible opportunities that the Web offers. They are simply challenges that have to be dealt with as efficiently and economically as possible.”

“The technology to prevent hackers and other criminals is not as complicated as it seems and it is vital today to protect your business,” says Roger Horam, an adviser for UK online for business, the Government organisation that promotes e-trading ([www.ukonlineforbusiness.gov.uk](http://www.ukonlineforbusiness.gov.uk)).

Encryption techniques, which jumble up confidential information so that it is unreadable to prying eyes, and firewalls, pieces of hardware or software that prevent access to information can be installed cheaply by specialist companies for as little as £20.

(From *The Times*, May 28, 2002)



## ILL-GOTTEN GAINS NEVER PROSPER.

### Text 3

#### It's a Moral Issue.

They were discussing a machine that was continually breaking down. "It's the operative's fault," one of the managers was saying. "He's just not up to the job. He doesn't set the indexes properly, so it keeps jamming."

"What's his name?" Wilcox demanded.

"Ram. He's a Paki (=Pakistani)," said one.

"No, he is not, he's Indian," said another.

"Well, whatever. Who can tell the difference? They call him Danny. Danny Ram. He was moved on to the job when we were short-handed last winter, and up-graded from labourer."

"Let's get rid of him, then," said Wilcox. "He's causing a bottle-neck. Terry, see to it, will you?"

Terry, a heavily-built man smoking a pipe, took it out of his mouth and said,

"We haven't got a basis to fire him."

"Rubbish. He's been trained, hasn't he?"

"I'm not sure."

"Check it out. If he hasn't, train him, even if he can't grasp. Are you with me?"

Terry nodded.

"Then each time he fails to set the machine properly, you give him a proper warning. On the third warning, he's fired. It shouldn't take more than a fortnight. All right?"

"Right," said Terry, putting his pipe back between his teeth.

"The next question," said Wilcox, "is quality control in the machine shop. Now I've got some figures here."

"Excuse me," said Robyn. (Robyn Penrose is a young university teacher attending the management meeting as part of her training).

"Yes, what is it?" said Wilcox, looking up impatiently from his spreadsheet.

"Do I understand that you are proposing to pressure a man into making mistakes so that you can sack him?"

"Wilcox stared at Robyn. There was a long silence, such as falls over a saloon bar in a Western at moments of confrontation.

"I don't think it's any of your business, Dr Penrose," said Wilcox at last.

"Oh but it is," said Robyn hotly. "It's the business of anyone who cares for truth and justice. Don't you see how wrong it is, to trick this man out of his job?"



## ILL-GOTTEN GAINS NEVER PROSPER.

she said, looking round the table. "How can you you sit there, and say nothing?" The men fiddled uneasily with their cigarettes and calculators and avoided meeting her eye.

"It's a management matter in which you have no competence," said Wilcox.

"It's not a management matter, it's a moral issue," said Robyn.

Wilcox was now pale with anger. "Doctor Penrose," he said, "I think you've got the wrong idea about your position here. You're a shadow, not an inspector. You're not an inspector. You're here to learn, not to interfere. I must ask you to keep quiet, or leave the meeting."

"Very well, I'll leave," said Robyn. She gathered up her belongings in a strained silence, and left the room.

(From David Lodge, *Nice Work*, 1988)

### Text 4

#### Bribe-Taking is Wrong

*Obi, a young Nigerian civil servant, has just been sentenced to a long-term imprisonment for bribe-taking. Sitting in the court-room, he remembers how it all started.*

He remembered that it all started during that 'season of scholarship ... when a new model Chevrolet pulled up outside (his flat). He saw it clearly from his writing desk. Who could it be? It looked like one of those prosperous Lagos business-men. Whom could he want? All the other occupants of the flat were unimportant Europeans on the lower rungs of the Civil Service.

The man knocked on Obi's door, and Obi jumped up to open it for him. He probably wanted to ask him for the way to somewhere else. Non-residents of Ikoyi always got lost among its identical cats.

'Good afternoon,' he said.

'Good afternoon. Are you Mr Okonkwo?'

Obi said yes. The man came in and introduced himself. He wore a very expensive *agbada* suit.

'Please have a seat.'

'Thank you,' He brought out a little towel somewhere in the folds of his flowing gown and mopped his face. 'I don't want to waste your time,' he said, mopping one forearm and then the other under the wide sleeves of his *agbada*. 'My son is going to England in September. I want him to get a scholarship. If you can do it for me here are fifty pounds.' He brought out a wad of notes from the front pocket of his *agbada*.

### ILL-GOTTEN GAINS NEVER PROSPER.

Obi told him it was not possible. 'In the first place I don't give scholarships. All I can do is go through the applications and recommend those who satisfy the requirements of the Scholarship Board.'

'That's all I want you to do,' said the man. 'Just recommend him.'

'But the board may not select him.'

'Don't worry about that. Just do your own...'

Obi was silent. He remembered the boy's name. He was already on the short list. 'Why don't you pay for him? You have money. The scholarship is for poor people.'

The man laughed. 'No man has enough money in this world.' He rose to his feet, placed the wad of notes on the table before Obi. 'This just a small kola (= coffee),' he said. 'We will make good friends. Don't forget the name. We will see again.(...)

The wad of notes lay where he had placed it for the rest of the day and all night. Obi placed a newspaper over it and secured the door. 'This is terrible!' he murmured. 'Terrible!' he said aloud. He woke up with a start in the middle of the night and he did not go to sleep again for a long time afterwards.

Others came.( ...) Then one day someone brought twenty pounds. As the man left, Obi realized that he could stand it no more. People say that one gets used to these things, but he had not found it like that at all. Every incident had been a hundred times worse than the one before it. The money lay on the table. He would have preferred not to look in its direction, but he seemed to have no choice. He just sat looking at it, paralysed by his thoughts.

There was a knock at the door. He sprang to his feet, grabbed the money and ran towards his bedroom. A second knock caught him almost at the door for the bedroom and transfixed him there. Then he saw on the floor for the first time the hat which his visitor had forgotten, and he breathed a sigh of relief. He thrust the money into his pocket and went to the door and opened it. Two people entered - One was his recent visitor, the other a complete stranger.

'Are you Mr Okonkwo?' asked the stranger. Obi said yes in a voice he could hardly have recognized. The room began to swim round and round. The stranger was saying something, but it sounded distant - as things sound to a man in a fever. He then searched Obi and found the marked notes. He began to say some more things.[...] Meanwhile the other man used the telephone outside Obi's door to summon a police van.

( Adapted from Chinua Achebe's *No Longer at Ease*, London, Heinemann, pp.1-154)

### ملخص باللغة العربية

إن نشر القيم الإنسانية والعالمية بين الأجيال القادمة أمر بالغ الأهمية. ومع ذلك ، فهي ليست مهمة سهلة ، رغم أنها تفتح آفاقاً جديدة لتلاميذ التعليم الثانوي. الكتاب المدرسي هو أحد وسائل نشر القيم .

يهدف هذا البحث إلى تحليل محتوى كتاب اللغة الإنجليزية "آفاق جديدة" المصمم لتلاميذ السنة الثالثة ثانوي. تم اعتماد طريقتين للبيانات: تحليل محتوى الوحدة الثانية "مكتسبات سيئة لا تزدهر أبداً" باستخدام النصوص والصور. بالإضافة إلى استبيان موجه لمعلمي المدارس الثانوية لمعرفة مواقفهم تجاه نشر القيم الإنسانية والعالمية في الكتاب المدرسي.

### Summary in English

The dissemination of human and global values among the next generations is extremely important. However, it is not an easy task, even though it opens up new horizons to secondary education students. One of the material to disseminate values is the textbook.

The research aims at analyzing the content of the English language textbook "New Prospects" designed for third year students of secondary schools . Two data methods were adopted: content analysis of the second unit "Ill-Gotten Gains Never Prosper" using texts and pictures. Besides, a questionnaire directed to secondary schools teachers in order to know what their attitudes are towards the dissemination of human and global values in the textbook.

### Résumé en français

Malgré l'importance de diffuser les valeurs humaines et universelles auprès des générations futures, c'est une tâche difficile à imposer. Bien qu'il ouvre de nouveaux horizons pour les apprenants du secondaire. L'un des supports pour faciliter la diffusion des valeurs de toutes sortes est le manuel. Le but de cette recherche est d'analyser le contenu du manuel de langue anglaise « New Prospects » destiné aux apprenants de troisième année du secondaire, en se basant sur deux méthodes de recherche, à savoir : l'analyse du contenu des textes de la deuxième unité « Ill-Gotten Gains Never Prosper » ainsi que des images, en plus d'un questionnaire adressé aux enseignants de l'enseignement secondaire afin de connaître leur point de vue sur la diffusion des valeurs humaines et universelles à travers le manuel .