THE IMPLEMENTATION OF INTERDISCIPLINARITY: AN ANALYSIS OF ALGERIAN MIDDLE AND SECONDARY SCHOOL CURRICULA AND TEXTBOOKS

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1. Introduction

It is now acknowledged by specialists in education that the emphasis put on the formation of qualified individuals requires a conception of teaching / learning less directed towards the acquisition of knowledge. Thus the new orientation of the Algerian educational system has as main objective learners' openness to the world by empowering them with the capacity to adapt to new situations, and respond to new requests.

What is expected is radically different from the goal set by traditional approaches to language learning, the acquisition of linguistic competence. An alternative to these approaches becomes obvious as the world is marked by an exponential growth of information, constant change, and interdependent problems. The result is   an imperative need for schools to turn out autonomous people. In this respect, there is more than one reason to expect schools to accommodate new orientations in the development of learners' profile: globalisation, information explosion, rapid technological development, and social life complexity. The shift in education objectives imposes itself upon school, not only to provide knowledge, but also socialize learners so that they can construct their identity and   worldview, and be equipped with competencies to help them face a rapidly changing world.

This article analyses two current English curricula and textbooks *Spotlight on English Book three,* (Middle School-ME3) and *Getting Through,* (Secondary School-SE2) to see the extent to which they reflect interdisciplinarity.

The interdisciplinary curriculum is situated within a Learner-Driven Approach and grounded in Integrative Education and Constructivism. Jacobs (1989: 8) defines it as*: "a knowledge view of curriculum approach that consciously applies methodology and language from more than one discipline to examine theme, issue, problem, topic, or experience*". A similar view is expressed by Everett (1994), who sees the interdisciplinary curriculum as an active project that combines several subjects into one and that is presented in the way a subject is encountered in the real world.

Broad areas of learning (Brooks and Brooks, 1993) which are interdisciplinary in nature, constitute the first element of an interdisciplinary curriculum, and reflect various aspects of real life. With the use of broad areas of learning, learners find it easy to make connections

between a diversity of subjects on the one hand, and between school and real life contexts, on the other. Broad areas of learning embrace a large educational scope compared to the traditional vision of education which limits itself to socio-cultural themes, language outcomes, core language skills (listening, speaking, reading, and writing), or communicative outcomes aiming at learners' acquisition of linguistic and/or communicative competence. Learning should be integrative and evolve around complex problems that reflect real life contexts, to permit learners to understand problem-solving situations and make the right connections. Broad areas of learning are being taught within interdisciplinary curricular which are directly related to society and self. A broad area of learning can take various forms: issue, problem, region, time period, institution, idea; in other terms, it should raise a question that is too broad for any discipline alone to answer fully (Newell, 1994).

Broad areas of learning have various advantages. First, time and content are less fragmented as learning is tackled in larger blocks; learners spend more time looking at topics in depth. Second, they promote metacognitive awareness and offer more opportunities for reflection and cognitive linkages. Thus, "wholes" provide the needed patterns and connections for more complex reasoning by engaging knowledge, strategies, and competencies that transcend the boundaries of disciplines.

Cross-curricular competencies should accompany learners' new profile. The best manifestations of these competencies are undoubtedly learners' capacities to meet the challenge of dealing with the complexities of the world. These key competencies are synthesised by the Quebec Education Program (2000: 3) in four major types: (1) intellectual, (2) methodological, (3) personal and social, and (4) communication-related

The **intellectual** cross-curricular competency, which concerns all subjects, relates to information use, solving problems, exercising critical judgment and creativity. The **methodological** competency, which is closely linked to techniques, strategies and tools required in a variety of subjects, helps learners to adopt effective work methods, and use information and communication technologies in their work. The third category, **personal and social** competency, leads to the adoption of appropriate social behaviours and attitudes needed by a learner to enhance his/her potential and cooperate with others. The last competency, is **communication-related** and involves different modes of communication in a variety of contexts; it helps learners to communicate appropriately.

If we accept the principle of individual learning leading to autonomy construction, the disconnection between competencies should be avoided. What is most important in the construction of learner autonomy is essentially classroom practice based on problem solving activities and resulting in guided authentic inquiry.

Another characteristic of these key competencies is that, because they are of a generic nature, they represent prerequisites in all subject areas. Thus, the interdisciplinary feature becomes one of the most penetrating element in a constructivist- oriented educational reform. It is interesting at this point to refer to Piaget (1973:33):

> *The result for education is that an increasingly large place must be reserved for new points of view-interdisciplinary by nature-like those that are being developed today by psycholinguistics, decision theory, economy, psychology, sociology, etc..*

Piaget believes that developing cross-curricular competencies in learners on the basis of "big concepts"/ "broad areas of learning", to help them shift to a new profile of autonomous learners, should be the major goal of any educational policy.

Inquiry learning is another fundamental element in interdisciplinary curricula. The "Document d'Accompagnement du Programme d'Anglais de 2eme Année Secondaire" (Teachers' Support Document) does acknowledge its importance when stating that school subjects should be organised and taught in a project -based manner. It explicitly states that learning is knowledge acquisition and that it is also conducive to the construction of the mind. Interdisciplinary learning favours project work and collaboration, and equips learners with functional knowledge. There are different ways to design and deliver an inquiry syllabus; the Algerian curriculum recommends particularly (1) to insert critical thinking across the curriculum and (2) to use project-based learning as a method of inquiry.

2. The Study: Materials and Methods

For our inquiry into the two curricula and textbooks mentioned above, we have used Brooks and Brooks' (1993) five constructivist principles that teachers should use in the classroom: (1) Pose problems that are or will be relevant to the students; (2) Structure learning around essential concepts; (3) Be aware that students' points of view are windows into their reasoning; (4) Adapt curriculum to address students' suppositions and development; (5) Assess students' learning in the context of teaching. But focus was on content and procedure, we have examined two principles only:

(1) Pose problems that are or will be relevant to the students, and

(2) Structure learning around essential concepts.

These two principles highlight the necessity to design curricula around learners' interests and concerns with a focus on the interdisciplinary aspect of broad areas of learning from which emanate problem-solving situations leading to the construction of competencies.

Thus, the notions to appear in the curricula and textbooks should be chosen on the basis of their relevance to learners to encourage them to make connections between what they learn at school and their everyday realities. Broad areas of learning generate the frame of reference needed by learners to develop both subject area and cross-curricular competencies.

We have also selected the **Interpretation Constructivist Design Model** (ICON) by Black and Mc Clintock, and O'Malley and Chamot's (1990:138) five learning strategies:(1) *Elaboration*, (2) *cooperation*, (3) *questioning for information*, (4) *self-monitoring, and (5) self-evaluation*, to study the intellectual cross-curricular competency in the two textbooks .

How does the ICON model work? Learners start encountering authentic situations in which authentic artefacts are observed for a given purpose. Then they begin to construct their arguments and propose interpretations. To refine their arguments and validate their interpretations, they have access to their experience and a diversity of contextual materials. They are guided and tutored to master the processes of **observation**, **interpretation**, and **contextualisation**, and they need to collaborate in observation, interpretation, and contextualisation phases. By being exposed to **multiple interpretations**, **collaboration**, and **cognitive apprenticeship**, learners gain flexibility. **Multiple manifestations** of the same interpretation allow learners to gain transferability to other contexts and situations.

This model stresses the idea that effective learning necessitates putting learners in a recurrent process of generating hypotheses. Learners are thus immersed in a process of

continuous quest for answers to the hypotheses they make when encountering problem-solving situations. The process of interpretation implies a need to know the premise. Interpreting or inquiring is so not much seeking the right answer but seeking appropriate resolutions to questions and issues. A course based on interpretations or inquiry learning implies emphasis on the development of inquiry skills to enable learners to construct their autonomy and to transfer abilities, attitudes and knowledge to everyday life.

Concerning the five learning strategies, O'Malley and Chamot (1990:138) propose the following definitions:

(1) **Elaboration** is a cognitive strategy that involves "*relating new information to prior knowledge, relating different parts of new information to each other; making meaningful personal associations to information presented*". This strategy is used in the ICON second stage in relation to interpretation construction and "*may be a general category for other strategies such as imagery, summarisations, transfer and deduction*".

(2) **Cooperation** is a social strategy which sets and supports an environment favourable for learners to work "*together with one or more peers to solve a problem, pool information on oral or written performance, check a learning task, model language activity or get a feedback*" (O'Malley and Chamot 1990:139). This strategy is used in the ICON fifth stage in relation to collaboration.

(3) **Questioning for information** is a socio-affective strategy used for eliciting from a teacher or peer additional explanations, rephrasing, examples or verifications. This strategy is used in the ICON fourth and sixth stages in relation to cognitive apprenticeship and multiple interpretations.

(4) **Self-monitoring** is a metacognitive strategy involving checking one's understanding during performance of the activity. It is used when learners access prior experience and a diversity of contextual materials to facilitate interpretation and argumentation. This strategy is used in the ICON third stage in relation to contextualisation.

(5) **Self-evaluations** is a metacognitive strategy which serves for "*checking the outcomes of one's own language learning against a standard after it has been completed*" (ibid). This strategy is used in the ICON fifth stage in relation to collaboration and in the sixth stage to multiple interpretations.

3. Analysis of the Materials of Middle and Secondary School

3.1. Middle School Syllabus (MS3)

The Third Year Middle School syllabus states clearly the underlying philosophy of the methodology: *« La conception cognitiviste et socioconstructiviste qui sous-tend la méthodologie de cet enseignement permet de dégager des objectifs généraux visant à installer chez l'élève des compétences irréversibles »* (MS3 syllabus 2003:5).

Broad Areas of Learning and socio-cultural themes in *Spotlight on English (Book Three)*
This textbook contains four units organised around four major socio-cultural themes: **Communications** (mass media :radio, television internet), **Travel** (planning a visit: Travelling by plane, car, and bus), **Work and play** (life at school, sea life, community life), and **Around the world (**a country profile).These are meant to develop learners' personal and social competencies, particularly those dealing with positive behaviours and attitudes towards people and the environment, while it is also expected that the learner 's construction of his linguistic and communicative competencies will reflect the socio-economic realities of the community at large.

Regarding Brooks and Brook's constructivist orientation specific to posing problems that can be relevant to the students' interests and preoccupations, a good illustration is provided by Unit 3 about community issues such as school life, and social community life . These two societal issues are specific to young people in general and Algerian youth in particular. Algeria is a Mediterranean country where traditions of community life are well established. The designers' choice was certainly motivated by the necessity to help learners to make connections between knowledge and competencies gained at school, and their everyday life and social realities.

Concerning learners' respect of the environment, in the socio-cultural theme relating to sea-life in Unit 3 (pp 94-95) students are called to adopt behaviours and attitudes towards for protecting sea life, animal life and the environment in general. Teaching students how their actions may affect the survival of sea life and the environment through classroom practice, can contribute to raise their awareness .

Community life (school life, school project on the environment, nomadic life in and outside the learners' country,) with a diversity of traditions (through clothing and monuments), beliefs, values and ideologies are also included. Sea-life and community life can be considered as types of broad areas of learning which, in Brooks and Brooks 'view, pose problems that are or will be relevant to students

3.2. Cross-Curricular Intellectual Competency in *Spotlight on English (Book Three)*

It is worth noting that the ICON Model applies to the first three phases only: observation, interpretation construction, and contextualisation. This limitation in the learning process does not provide grounds for transfer to real life contexts. One of the missing phases that could have been of real support is **collaboration.** As regards this phase, "cooperate instructions" which set forth the two fundamental aspects of collaboration, namely "cooperate with others" and "manage interactions", have not been given much consideration in the textbook. The designers do not seem to have used   the constructivist principle of generating and testing hypotheses as a **process**; instead, they have used it within the limits of a **learning strategy.**

The lack of instruction referring to collaborative learning does not facilitate learners' interactions in the use of learning strategies. The designers could have appealed to **collaboration,** a very important aspect of social constructivist learning characteristic of Vygotsky's Zone of Proximal Development. It is now widely known that teamwork contributes to the development of knowledge by creating opportunities to compare views and procedures of negotiating ways of doing things. A constructivist classroom fosters cooperation to face the complexity of tasks which need subject-specific knowledge and cross curricular competencies. Cooperating with others demands establishing work rules, collaborating action, mutual support, and sharing resources and responsibilities. It is, therefore, the school's responsibility to construct learners' socialization which is conducive to the acquisition of a social competency based on values as important as learners' self-affirmation, respectful of specificities and differences, consideration for other people's opinions, openness to diversity, non-violence. In short, the school's responsibility within a constructivist perspective goes beyond the boundaries of the classroom as it has become a powerful agent of socialization. Being itself a community which fights exclusion, a

constructivist school should act as agent of social cohesion by helping learners to learn to live in groups so as to foster a feeling of being a member of a community.

It is thus essential that Algerian schools feel the need to help adolescents to identify themselves with peer groups and affirm themselves through emotional and social development to promote the fundamental values of their identity and democracy. Under such conditions, schools will ensure that young Algerians act like responsible citizens in a manner commensurable with their age.

The examination of the methodology implemented in *Spotlight on English Book Three* has revealed an emphasis put on hypothesis and inference making . These latter are largely exploited in the oral, writing, and grammar skills. The distinction between the original ICON model and the adapted model is that the former is overarched by process whereas the latter is under the banner of **strategy**.

To conclude, by escaping the ICON Model as a whole entity, and by focussing exclusively on the first three phases, the textbook designers have failed to account for the phases relating to multiple interpretations and collaboration. It is not surprising, therefore, that, because they are deprived of the multiple manifestations of the same interpretation phase, learners remain incapable of gaining competencies that lead to knowledge and skills transferability to other contexts and situations. In other terms, they are far from gaining autonomy.

To achieve learner autonomy, the Algerian school must, therefore, help learners to develop the ability to transfer classroom learning to real life contexts and equip them with learning to learn skills throughout their lives. In view of what has been said above, we consider that the development of cross-curricular competencies (more specifically the intellectual competency) is the key to the construction of autonomy. This is the fundamental goal of a constructivist school which integrates the interdisciplinary dimension into its curricula and textbooks.

3.3. Secondary School Syllabus (SE2)

The syllabus for Secondary School Education was issued in 2005 as part of the educational reform in Algeria launched in 2002. Unlike the MS3 syllabus and textbook, the Secondary School Syllabus (SE2) is expressed in competencies and favours "interdisciplinarity" in its objectives and methodology. Regarding its objectives, it clearly encourages learners to relate different areas of knowledge and to look critically at their social and cultural environment: " *Il faut favoriser l'interdisciplinarité en abordant des thèmes étudiés dans d'autres disciplines scolaires en vue de l'intégration de tous les acquis de l'apprenant".* (p.91)

Concerning the method, "Le Document d'Accompagnement du Programme d'Anglais de 2eme Année Secondaire" (Teachers Support Document) states (2005 : 5) : *" Elle (la méthode) réduit l'écart entre la vie scolaire et la vie réelle. Elle permet à l'élève de faire appel à des connaissances pluridisciplinaires, de découvrir ses valeurs et de réfléchir sur ses attitudes. Ce type d'appropriation des savoirs dépasse le cadre fragmentaire des activités scolaires habituelles et ne peut exister que dans un cadre de tache globale".*

3.4. Broad Areas of Learning in *Getting Through*

Getting Through includes a variety of broad areas of learning which are" *intended to encourage students to make connections between what they learn at school, their everyday*

lives, and social realities" (Québec Education Program, Secondary School Education. Cycle One, 2004: 15).

By suggesting different types of broad areas of learning, the textbook designers' intention was to meet the interests of 15-17 years old learners and to offer them opportunities to encounter problem-situations. The different strands in the textbook are: (1) *Signs of the time* which relates to life styles, (2) *Make peace* which relates to peace, conflict resolutions and human rights, (3) *Waste not, want not* which concerns pollution, world resources and sustainable development, (4) *A Budding Scientist* which describes scientific and technological advances, (5) *News and tales* which deals with the impact of mass media and literature, (6) *No man is an island* which concerns charity and solidarity: the role of youth and organisations in disasters, (7) *Science or fiction?* which relates to the world of fiction, and (8) *Business is business* which highlights elements of life in society.

We note from the above that the broad areas of study refer to a diversity of societal concerns. They also provide opportunities for learners to engage as individuals or groups in a diversity of actions for the benefit of others. Areas such as the world of fiction and the impact of mass-media and literature are conducive to critical thought and involvement.

The broad areas of learning that run through Unit 1 entitled "Signs of the time" relate to a diversity of life styles. Regarding the personal and social competency, it aims at developing an attitude of openness to the world through an understanding of the diversity of lifestyles (eating habits, clothes), as well as acquiring an attitude of understanding of the other.

Unit 2, entitled *Make peace*, is related to peace, conflict resolutions and human rights. Learners are taught to be open to negotiation and compromise, and writing a class charter and demonstrating community membership are inseparable.

The main goal of Unit 3 is to construct learners' awareness to their environment and consumer rights and responsibilities.

Unit 4 focuses on scientific and technological achievements. Its purpose is to develop an attitude of critical appreciation and curiosity in matters of scientific and technological progress, towards self, family, and community at large.

Unit 5, which deals with "*News and tales",* shows the impact of mass media and literature on people's lives.

Unit 6 aims to equip learners with an attitude of empathy. It deals with the role of youth and organizations in periods of disasters and urgent needs. Therefore, notions of charity and solidarity are evident in the texts inserted in the unit.

Unit 7 entitled "*Science or fiction?"* is about having a positive attitude towards technological knowledge, products and processes, and the impact of science and technology on the natural world. This broad area of learning can lead to a better understanding of the advances, limitations, and risks of science and technology.

The last significant "whole" which is given prominence is life in society. Entitled "*Business is business*", Unit 8 focuses on citizenship and community life, the development of an attitude of openness to the world and ethical competence as well as respect for diversity

Thus, broad areas of learning such as "disasters and solidarity" and "Peace and conflict resolution", affected the Algerian youth several times: the floods of Bab el Oued in Algiers and in Ghardaia, and the 2003 earthquake of Boumerdes, to name just a few. These disasters which left pains and casualties revealed a great solidarity among the Algerian people. Through classroom practice around these specific areas of learning, the learners shared with

the Algerian community its sufferings and how they provided relief and hope. Thus, by building a bridge between school learning and society, the textbook designers responded to the constructivist orientation that broad areas of learning can lead to classroom practice.

Other strands such as life styles and fashion, eating habits, modern ways of communication (mobile phones, internet) also meet the interest of learners as their life concerns are taken in charge by the school curricula and textbooks. These areas of learning are meant to ensure that students develop a sense of responsibility by adopting a good way of life with respect to health, safety and effectiveness, and by being aware of the impact of their choices on their health and well-being. The second type of overarching areas of learning involves controversial issues which entail diverse perceptions and opinions. In this perspective, "pollution" (Unit 3 p.54), "rights of children (Unit 2 p.56), "conservation of water and energy" (Unit 3 p. 68), seek to raise the critical awareness of learners through problem-solution processing. As regards "pollution" and "conservation of water and energy" students should be aware of the interdependence between the environment and human activity which can endanger biodiversity, and of the use of technology by adopting habits and attitudes that ensure the protection of the environment. By setting the interdependence between school and society, curricula and textbooks respond to the constructivist trend whose objective is to foster a responsible citizen.

A broad area of learning associates a diversity of disciplines and can therefore be tackled differently by teachers and students alike. In the unit "*Waste not want not*" for example, the textbook designers appeal to geography (p.60) to underscore the necessity of protecting the Amazon forest in South America, a forest in danger of extinction.

These issues, if tackled with a constructivist vision of education, will encourage learners to face controversy and make judgements when dealing with contrary to fact opinions. Unlike themes, broad areas of learning entail diverse perceptions and opinions on the part of learners. They seek to increase their understanding, tolerance, and raise their critical awareness.

It is worth noting that in addition to competencies acquisition in the core disciplines, (here, English as a subject area), an interdisciplinary unit encourages complex reasoning by engaging students in knowledge acquisition from a variety of disciplines, as well as   higher-order skills construction. Through a broad area of learning like mass media and art, the educational aim of Unit 5 for example, is to enable students to master the different modes of communication employed by the various media, helping them to develop the critical judgement necessary to benefit fully from what   they offer and recognize their potential negative effects . In short, the main goal is the use of media-related materials and communication codes, on the one hand, and the exercise of critical judgment, on the other hand.

What is also essential is the need to design activities that appeal to learners' personal experiences and skills of inquiry. Silberman (1972) explicates the process by setting down two characteristics of inquiry: first, gathering and processing information, testing hypotheses and building theory and testing it empirically. Second, the inquiry process is under the control of the learner through integration which can be based on themes, knowledge, or learners' initiation.

To conclude, the use of broad areas of learning in the textbook was meant to provide students with opportunities to take a critical view on their environment and surroundings, and to adjust their behaviour accordingly.

3.5. Intellectual Cross-Curricular Competency in *Getting Through*

The textbook designers made it clear from the start, through   guidance and gradation of language practice, that they conform to the 'big' constructivist version of the ICON Model. Based on the premise that learners need to possess pre-requisites before being autonomized, they targeted   linguistic and communicative competencies as necessary conditions for learning to learn.

The solution, according to us, is to combine the series of exercises and activities with the *questioning for information* strategy to pave the way to interaction with peers and the teacher for the purpose of getting additional assistance to construct arguments. Under these conditions, the "*Discovering Language*" section would show characteristics of the **cognitive apprenticeship** element of the ICON Model.

But the choice made by the textbook designers is radically different inasmuch as the collaboration phase was completely ignored. The textbook shows features of a structural situational model of teaching with language practice deprived of the communicative dimension and cooperative learning. The textbook designers used the ICON Model for eliciting answers to questions of comprehension and grammar. They used it as a paradigm for the acquisition of linguistic and communicative competencies exclusively.

Known as a model which embraces inquiry learning and propositions about problem-solving situations and issues, in other words "big concepts", rather than discrete points of grammar, this model should drive towards the construction of autonomous learning. The P*ractice* section also defeats the spirit of the ICON Model. It does not serve as cognitive apprenticeship that can help learners to *question for information*. The procedure applied in the *practice* section espouses the structural-situational approach whose objective is to teach grammar in context in order to add meaning to the grammatical items. The main objective of the designers is obviously to open opportunities for learners to acquire both linguistic and the communicative competences seen as prerequisites for the construction of broader competencies such as intellectual competencies.

The choice of such a model by the Algerian textbook designers can be explained by the specificity of the Algerian educational system which has been long immersed in the structural trend and later, in the weak version of communicative language teaching. Fostered by the need to accompany both learners and teachers in their shift to constructivist learning, the textbook designers opted for a transitional phase. Out of necessity, they allowed teachers' large backing for the purpose of making a smooth change and giving time for teachers to shift from teacher-centered teaching to learner-centered learning.

The decision was therefore to choose the 'big' version of the ICON Model with some modifications: to use hypothesis making as a strategy more than once in a unit, and to use cognitive apprenticeship and contextualisation for linguistic and communicative practice only. The point to emphasize is that cognitive apprenticeship and contextualisation are more profitable if combined with **collaboration** and the *cooperation* strategy.

But important questions are still left unanswered such as the transfer of skills and thinking process from school to real life environments via metacognition and reflection, i.e.

via critical thinking. As already noted, critical thinking was restricted to hypothesis making and checking via inference, deduction, and prediction strategies used more than once in the unit. Accordingly, the aim of the *Discovering Language* section, which represents one fifth of the unit, and which includes *Discovering Language*, *Developing skills, Putting Things Together, Where Do We Go From Here? a*nd *Exploring Matters Further,* was limited to hypothesis making and linguistic competence acquisition.

As noted earlier, the combination of structural, communicative, and critical learning seems to be imposed by the Algerian educational system still anchored in a transmissional teaching model. The present teacher profile is still in line with the traditional teacher-centered approach, and building a new constructivist teacher profile should be the goal of a teacher development policy.

In sum, by restricting the ICON Model to a strategy, the textbook designers missed two important stages of the ICONModel namely, the **multiple interpretations**, and the **multiple manifestations** which should take the lion share of the process of transferability to real life contexts.

4. Conclusion

With regard to the interdisciplinary dimension of the content and procedure of the Algerian English Language curricula and textbooks we note a diversity of broad areas of learning designed in line with the constuctivist orientation. We also note that, with regard to the use of Black and MacClintock's ICON (Interpretation Constructivist Design Model), the designers have adapted this model and restricted its use to "generating and testing hypotheses"; in other terms, they have reduced it to what Peirce calls 'retroduction'. It was used as a learning strategy rather than as a learning process.

This pedagogical option in the Algerian textbooks can be explained by the difficult shift from a traditional subject-specific curriculum in use in the Algerian Schools for a long time, to an integrated curriculum. Lake (1994) shares this view when she states: *"Rather than move from a traditional, subject-specific curriculum to an integrated curriculum in one sudden sweep, schools find more success when they make gradual changes, making sure that everyone involved feels a sense of ownship of and commitment to the change".* When adopting such a view, learners and teachers prevent themselves from following unproductive paths

Finally, both textbooks adapted the ICON Model for the sake of equipping learners with linguistic competence only, neglecting critical thinking attitudes which construct autonomy. Besides, the textbooks activities were not purposive of questioning for information and cooperation ,and the stages of multiple interpretations and manifestations were rarely attained, leaving little opportunity for knowledge transfer to real life contexts.

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