Micro and Macro Content Analysis of English Textbook Entitled "Mosaic One Listening and Speaking (Student's Book)" In The Light of Communicative Competence

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Abstract

The purpose of this study is to investigate the extent to which the listening and speaking lessons which are presented in textbook entitled "Mosaic One Listening and speaking (Student's Book)" are characterized with appropriateness and meaningfulness in light of communicative competence and meet the Principles and features of communicative language teaching. The content analysis was at micro and macro level in terms of the availability of seven criteria of communicative competence in the textbook under the study and in terms of strength and weakness of the content. The findings indicate that The English textbook entitled "Mosaic One Listening and speaking (Student's Book)" fulfilled 84% of communicative competence's criteria of the good EFL textbook adapted from some experts in the light of communicative competence.

Keywords: Content analysis, communicative competence, Mosaic One

1. Introduction

English language has become the most important language for communication in different fields of life. No one can deny the significance of English language in the recent time as universal language. It is noticed that English language has become more leading approximately all over the world because it is considered the language of modern era and means of communication among communities with different cultures.

Learning English become a necessity nowadays. Through learning the language, learners can communicate with each other, think critically, acquire knowledge and express their ideas correctly in social Situation. That is why EFL teachers should give more attention to motivate students to learn English, to improve the student's ability and enable students communicating more fluently in using the language.

The change in foreign language teaching shifted from focusing on the language elements such as grammar, vocabulary, and pronunciation and its four skills: Reading, writing, speaking and listening to the communicative proficiency i.e., the capability to communicate in the second language in actual life situation. This means that the shift was made from mastery of language structures to language use. A parallel shift was also evident in the field of foreign language assessment. The focus of "language testing moved away from discrete point tests toward measures of actual performance" (Bachman, 2001).

Nowadays teachers and textbooks are required to help learners in acquiring communicative competence. There is necessity for teachers to be equipped with the essential skills, knowledge and perceptions and change their perceptions about the aims of foreign language teaching (Sercu, 2006).

2. Theoretical Framework

2.1 Content Analysis

An English textbook has a crucial role in learning English as a foreign language (EFL) in various levels inside the classrooms.

Content analysis is the technique for analyzing the content of textbooks materials consists of written, spoken, visual, which serve as a medium for communication. Furthermore, the material of content analysis includes textbooks, articles novels, magazine articles, and political speeches etc… Any type of material which used to convey a message or communication can be a subject of analysis.

Content analysis refers to any technique for making inferences by objectively and analytically identifying specific features of materials (Francis, 1995).

Content analysis is an analysis of the written or visual contents of any documented material. Besides, it is a research instrument used to determine the presence of certain words or concept within texts or sets of texts (Wallen and Fraenkel, 2001).

Moreover, Babbie (1989) states that content analysis is the study of recorded human communications, such as book, websites, paintings, and laws. It is one of the methods used in analyzing qualitative data that looks at meanings and relationship such as words and concepts within various forms of data.

According to Wahab (2013:56), there are various reasons of evaluating textbook. Firstly is the need to adopt new textbooks. Secondly, is to determine and recognize particular strengths and weaknesses in textbooks already in use. Furthermore, assessment is generally accepted as vital part of teaching and learning. It is considered as one of the vital elements of any course and has an essential role in shaping what students learn.

According to Wahab (2013: 56) ''*there are three basic processes of evaluating textbooks. The first one is the impressionistic method and it is comprised analysing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb, the contents and then skimming through the book to get a sense of organization, topics, layout, and visual. This method is not adequate in itself. The second method is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time consuming compared to other methods. The third method is the in-depth method, suggests a careful examination or representative features such as the design of one particular unit or chapter, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole''*.

2.2 The importance of Communicative Competence

Communicative competence and its components should be integrated into the foreign language textbooks and classroom practices. If successful integration takes place, the foreign language Learners of English or any other Language will be able to act fluently and accurately within the target language. This fact places a heavy pedagogical responsibility on EFL curricula developers. They need to be careful in their decisions on the selection of the content for English language textbooks.

Curriculum in general and the English textbook in particular is the best way through which students can learn the communication inside and outside the class, therefore, the curriculum of English should be developed to attain the aims of learning in which textbooks should be related to the learners real atmosphere to motivate students to be socially suitable communicators when they come to the outside atmosphere. This could be attained via developing tasks based on the communicative rules among the learners (Omaggio, 2000).

The concept communicative competence was introduces by Hymes (1972) who believes that utterances should be socially acceptable and appropriate to the setting in which they occur. Later, Savignon (1972:8) defined communicative competence as "the ability to function in a truly communicative setting, that is, in a dynamic exchange in which Linguistic competence must adapt itself to the total informational output, both Linguistic and Paralinguistic, of one or more interlocutors".

Canale and Swain (1980) defined communicative competence as the underlying structure of rules and the required skills to make communication possible i. e., the knowledge of vocabulary and skill in using the sociolinguistic conventions of a given Language. Savignon (1983) introduces four components of theory of communicative competence which are: Grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence is defined as mastery of the Linguistic code. Savignon (1983) states that a person should be able to recognize the lexical, morphological, syntactic and phonological features of a Language and to use these features to form words and sentences. Therefore, a person is grammatically competent if he is able to use a rule, not state it.

Socio Linguistic Competence, according to Canale and Swain (1980) includes both sociocultural rules of use and rules of discourse. Whereas, in Canale in Richards and Schmidt (1983), sociolinguistic and discourse competence are mentioned separately. The sociolinguistic component deals with the social rules of a Language that means a person should understand the "social context" in which Language is used (Savignon, 1983).

Discourse competence according to Savignon (1983) is defined as the connection of chain of statements of utterance to form a meaningful whole. Therefore, a person should be able to integrate ideas. Canale stated in Richards and Schmidt (1983) that the "unity of a text" is achieved through the coherence and cohesion of the form and meaning.

Strategic competence is defined as an individual's ability to use any strategy to compensate for a limited understanding of rules or the interference of such elements such as exhaustion, interruption or inattention (Savignon, 1983).

The term "communicative competence "started in the early 1970s as a theory and Later developed into practice in the mid of 1970s with functional notional syllabuses. These syllabuses are considered alternatives to the structural syllabuses.

Since it is realized that the Language taught in the classroom differs considerably form the one spoken by native speakers in the real life environment. The designers of the syllabus try to bridge the existing gap by making the classroom Language approximate the real – life Language. So it seems that a function notional approach may be a viable alternative to the Language textbooks and syllabuses organized around the structural forms. Widdowson (1978) points out that "It is not very satisfactory to speak of the aims of a Language course in terms of the ability to speak, understand, write and read the words and structures of a Language but in the possibility of using Language for communicative purposes" (p. 15).

3. Method

3.1 Purpose and Questions of the Study

This study aims at investigating the extent to which the listening and speaking lessons which are presented in Mosaic One; are characterized with appropriateness and meaningfulness in light of communicative competence and meet the Principles and features of communicative language teaching. To achieve this aim, the following questions are posed:

1. To what extent are the listening and speaking lessons meet the Principles and features of communicative language teaching?
2. To what extent are the listening and speaking lessons appropriate in light of communicative competence?
3. To what extent are the listening and speaking lessons introduced in a meaningful context in light of communicative competence?

3.2 Criterion of the Study

The criterion of the study will be based on the extent of appropriateness of the listening and speaking lessons and the way they are presented in Mosaic one in light of communicative competence, also the criterion will be based on the extent in which listening and speaking lessons are introduced in a meaningful context. Moreover, whether the lessons were meet the Principles and features of CLT. This will be detected through content analysis the lessons under the study at the micro and macro levels.

3.3 Categories of the Analysis

The categories of the analysis will check the following items in the textbook under the study.

1. Availability of all elements of communicative competence in the textbook.
2. Availability of techniques to engage learners in using language for meaningful purposes.
3. Availability of active modes activities of learning to negotiate meaning.
4. Availability of the components of grammatical competence.
5. Availability of the components of sociolinguistic competence.
6. Availability of the components of discourse competence.
7. Availability of the components of strategic competence.

3.4 Unit of Analysis

The unit of analysis is the textbook entitled "*Mosaic One Listening and speaking (Student's Book)* by J. Hanerddy & E. Whalley (2008)".

3.5 Definitions of Terms

Communicative Competence: It refers "to know a language and to be able to put that knowledge to use in communicating with people in a variety of settings and situations". (Hedge, 2000:45).

Appropriateness: It refers to the fact that the lessons of listening and speaking in Mosaic One meet students' levels and interests.

Meaningful context: It refers to the fact that the listening and speaking lessons are presented in meaningful situations which are related to the real life.

3.6 Limitation of the Study

The content analysis is limited to English textbook entitled **Mosaic One - Listening and Speaking** which is being taught in public university in KSA in the academic year 2016/2017.

3.7 Reliability of Content Analysis

The researcher analyzed the check list of listening and speaking lessons that are presented in Mosaic One Listening and speaking (student's book). To ensure the reliability of content analysis, the researcher repeated the analysis after a week from the first analysis using the same unit of analysis. The consistency was (0.95), which indicates high consistency between the two analyses.

4. Review of Related Literature

Holsti (1969) indicated that the uses and aims of content analysis as follow: the first place is to make inferences about communications precedents by using wh questions such as who? and why?. Secondly, describing and making conclusions about the features of communications by using questions such as how?, what? and to whom?. Finally, Making inferences about the outcome of communications by answering the question with what effect?.

Krippendorff (1980,p.51) noted that "much content analysis research is motivated by the search for techniques to infer from symbolic data what would be either too costly, no longer possible, or too obtrusive by the use of other techniques". Moreover, it is a helpful method for permitting us to find out and describe the focus of individual or social attention (Weber, 1990). Whereas theoretically content analysis is not limited to the area of text, in order to permit for replication, the technique can be applied only to data that are durable in nature. He mentioned that six questions which

should be e addressed in each content analysis:

1) What data is analyzed?

2) How are the date defined?

3) What is the population from which they are drawn?

 4) What is the context relative to which the data are analyzed?

5) What are the limits of the analysis?

6) What is the purpose of the inferences?

Abbad (1988) analyzed three English books for Yemen, Teacher Editions, used in the preparatory schools in Yemen Arab Republic. She investigated the features of communicative competence that exist in the types of activities or behaviors suggested in the three books. Seven units in each of the three teacher editions were randomly selected and analyzed for activity types, classroom organization, content, Language skills and materials used. She found that the majority of all activities advocated in the three books focused on form and very few on communicative activities. Language from, rather than function or discourse, received major emphasis. Furthermore, she found that there was no attention given to sociolinguistics. About equal emphasis was given to listening, speaking and reading skills, writing had the least emphasis.

Nunan (1991) reviewed the influence of the communicative task on curriculum development. He began with presenting the main features of communicative task – based Language teaching. He provides an account of the conceptual, curricular and empirical bases. For task-based Language teaching. He suggests the conceptualization of tasks in terms of the curricular goals, the input data, the activities (procedures), the roles for teachers and learners and the setting and conditions under, which the task tasks place.

Al-Afeef (2002) investigates communicative Language Teaching (CLT) in the government school. The population were eighth, ninth and tenth grades in Jerash District from a teacher's perception. He chose 93 teachers (43 males and 50 females) as his sample. The researcher also randomly chose 25 teachers for classroom observation and interviews.   He found that teachers hold favorable attitudes toward (CLT). He also found that there were no significant differences in the teachers' use of the characteristics in the (CLT) due to their sex or qualifications.

Salameh (2004) analyzed the elements of communicative approach in the content of Action pack for the eighth class in Jordan to find out to what extent the students book includes some aspects of the communicative approach. The study was considered descriptive based on the content analysis methods. The finding indicated some positive indications, such as the total number of the exercises, which relate learners to actual life situations However, there were no sufficient number of exercises that combine the four skills of language. The study recommended that further studies is needed to make sure that the content contains activities which employ the elements of the communicative approach.

Hence it is significant for learners not only to learn how to construct grammatical structures correctly but also to find out how to use them meaningfully and correctly, Larsen-Freeman (1995) proposed "the most comprehensive recent conceptualization of grammar", three grammar domains: form, meaning and use. The first domain indicates to a "form" of a language, including phonology, calligraphy, morphology and grammar. The second domain is "meaning" encoded in language, the basic sign of asymmetrical form which can be seen in a dictionary. The third domain is "use", of pragmatic language, which does not refer to "the meaning encoded in language, but what speakers signify by the language they use "Larsen- Freeman (2003) including "social functions (such as promising, inviting, agreeing, disagreeing, and apologizing) and discourse patterns (such as those that contribute to the cohesion of texts)". In other words, grammar is "the study of how syntax (form), semantics (meaning), and pragmatics (use) work together to enable individuals to communicate through language".

5. Analysis and Discussion

5.1 Macro analysis

After doing content analysis of the textbook entitled "*Mosaic One Listening and speaking (Student's Book)*", the table below presents the percentage of the level of fulfilment of textbook toward the seven factors of communicative competence.

Table 1. Overall Fulfilment of Textbook

No.	Factors	Level of Fulfilment
1	Availability all of the elements of communicative competence in the textbook.	100 %
2	Availability of techniques to engage learners in using language for meaningful purposes.	80 %
3	Availability of active modes activities of learning to negotiate meaning.	70%
4	Availability of the components of grammatical competence.	70%
5	Availability of the components of sociolinguistic competence.	100%
6	Availability of the components of discourse competence.	100%
7	Availability of the components of strategic competence.	50%
	Total Score	84%

Table1 shows that the factor no. 1 availability all of the elements of communicative competence in the textbook gained 100%. It means that all units of the textbook entitled "*Mosaic One Listening and speaking (Student's Book)*" concentrate on all the elements of communicative competence and not limited to grammatical or linguistic competence. Therefore, it is categorized as excellent.

"*Mosaic One Listening and speaking (Student's Book)*" gained 80% at level of fulfilment towards the criterion of availability of techniques to engage learners in using language for meaningful purposes. This means that the language learning methods which are designed to connect students in the pragmatic, genuine, practical use of language for meaningful reasons are existing in most of the units of the textbook. Therefore, it is categorized as very good in terms of availability of learning techniques.

In terms of availability of active modes activities of learning to negotiate meaning the textbook entitled "*Mosaic One Listening and speaking (Student's Book)*" gained 70%. This means that most of the units contain dynamic modes tasks of learning like such as pair or team work in solving problems help the learners to negotiate meaning. Therefore, it is categorized as good.

"*Mosaic One Listening and speaking (Student's Book)*" gained 70% at level of fulfilment towards the criterion of availability of the components of grammatical competence. This means that the units contain phonological, syntactic, morphological and lexical characteristics of English language which allows learners to use them to improve his/her grammatical competence. Therefore, it is categorized as good in terms of availability of grammatical competence.

Furthermore, Table1 above shows that the factor no. 5 availability all of the components of sociolinguistic competence in the textbook gained 100%. It means that all units of the textbook entitled "*Mosaic One Listening and speaking (Student's Book)*" contain activities which use language in proper social context for the communication condition which improve the sociolinguistic competence of the learners. Therefore, it is categorized as excellent.

Moreover, In terms of availability of the components of discourse competence, the textbook entitled "*Mosaic One Listening and speaking (Student's Book)*" gained 100%. This means that all the units contain activities on how linguistically we connect ideas and how we connect the meanings of statements or utterances in spoken or written discourse which enhance the discourse competence of the learners. Therefore, it is categorized as excellent.

Finally, "*Mosaic One Listening and speaking (Student's Book)*" gained 50% at level of fulfilment towards the criterion of availability of the components of strategic competence. This means that 50% of the units contain lessons on speaker's capability to get use of their verbal and nonverbal codes to recompense for communication problems such as using synonyms, the use of physical gestures to express the meaning, seeking for clarification, raise the sound in order to be heard, and pretending understanding in order to listen for context evidences. Therefore, it is categorized as acceptable in terms availability of strategic competence.

Table 1 above also shows that the English textbook entitled "*Mosaic One Listening and speaking (Student's Book)"* fulfilled 84% of communicative competence's criteria.

5.1 Micro analysis

To analyze the content from a macro point of view the researcher analyzes the listening and speaking lessons, to detect the strengths and the weakness in the materials which are within the scope of the analysis.

The researcher finds the following strengths and weakness.

5.1.1 Strengths

a. Materials meet students' level and interests

The materials focus on introducing interesting materials, simple language structures in the form of short sentences and questions. All the materials presented in the lessons in all units meet the interests and needs of students.

b. Materials are appropriate in sequence

The materials are easy to absorb, language structures are also characterized with straightforwardness logical sequence. For instance, students have to listen to make predictions then to compare predictions and finally to make predictions.

It seems that the materials have been sequenced according to the difficulty, preliminary from less-complex to more challenging ones. It can be inferred that such an appropriate arrangement and understandable in that the students are asked first to listen and compare then speak.

c. Materials are full with practice and production classroom activities

There are concentrated activities and invention classroom tasks, from controlled activities to free ones. Furthermore, the elements of learning are required to be learned are dealt in most part of each lesson, that provide a lot of opportunities for learners to address them, to treat, and then to practice and produce them.

d. Materials meet the Principles and features of communicative language teaching

Most of the topics in the textbook entitled "*Mosaic One Listening and speaking (Student's Book)*" contain of authentic texts which cover real-life environments.

e. Encouraging negotiation of meaning

All units contain activities which encourage the negotiation of meaning and connecting learning English language in the classroom with using language outside the class.

5.1.2 Weakness

a. Lack of the components of strategic competence

Only 50 % of the units in *"Mosaic One Listening and speaking (Student's Book)"* contain lessons on speaker's capability to get use of their verbal and nonverbal codes to recompense for communication problems such as using synonyms, the use of physical gestures to express the meaning, seeking for clarification, raise the sound in order to be heard, and pretending understanding in order to listen for context evidences.

b. There is less stress on integration between the four skills

Not all the four skills are emphasized in the materials which are included in the lessons. For instance, reading and writing are not practiced in some activities where students have to listen and speak, and then students are not asked to write about the pictures. Reading and writing are not practiced in most of the lessons.

6. Conclusion

The English textbook entitled "*Mosaic One Listening and speaking (Student's Book)*" fulfilled 84% of communicative competence's criteria of the good EFL textbook adapted from some experts in the light of communicative competence. According to the percentage of fulfilment, it can be concluded that the textbook was categorized as a *very good* in fulfilling the requirements of good EFL textbook criteria in the light of communicative competence covering the availability all of the components of communicative competence in the textbook, availability of techniques to engage learners in using language for meaningful purposes, availability of dynamic modes activities of learning to negotiate meaning, availability of the components of grammatical competence, availability of the components of sociolinguistic competence, availability of the components of discourse competence, availability of the components of strategic competence.

However, from the above-mentioned percentage of fulfilment, there are still 16 % of the criteria that is unfulfilled by the textbook especially in term of strategic competence. Finally, the researcher concludes that The English textbook entitled "*Mosaic One Listening and speaking (Student's Book)*" has a high degree of suitability for level one students of at graduation level. Cunnings worth (1984) argues that any textbook should present special features of language as methodically as possible and taking into account the need to provide new language materials, to the students in small units where in every unit related to what went before.

As for the textbook, it adopts task-based approach with functional language practice, and the focus is more on the usage of language structures with concentrated exercise and invention of activities, to assist learners set a firm foundation in English so that they can use the language they have learnt correctly and confidently in actual life. Even though it is unsatisfactory in some activities, for example, the listening and speaking lessons was not presented in meaningful context, in most of the activities. From above analysis we can say that the listening and speaking lessons are well organized and successful in reaching their goals.

7. Recommendation for further research

The researcher suggests that more research is needed in the area of content analysis in order to identify the suitable books to the English students in Saudi Arabia in the light of communicative competence.

Moreover, the researcher suggests that more research is needed in other language skills included in the series of Mosaic one.

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