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TITLE

EXPLORING PROJECT-BASED APPROACH Through FIRST YEAR SECONDARY SCHOOL TEXT BOOK 'AT THE CROSSROADS ' in the ALGERIAN TEACHING ENVIRONMENT

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In the Name of Allah , the Most Gracious , the Most Merciful

" My Lord! Grant me the power and ability that I may be grateful for your favors which you have bestowed on me and on my parents , and that I may do righteous good deeds that will please You , and admit me by mercy among Your righteous slaves."

An-Naml:Ayah 19

DEDICATION

To my mother and father for their patience

and sacrifice

To my sisters and brothers for their love

and support

Acknowledgements

Abstract

The present work represents an attempt to investigate the implementation of Project- Based Approach in the Algerian Secondary School syllabus and their corresponding textbook, namely:" At the Crossroads". It strives to find whether this text book of the first year secondary school, issued within the framework of the recent reform of the Educational System, favor the integration of the pedagogy of the project into English Language Teaching. To this end, we have first conducted a thorough description of the syllabus with mentioning the principles of the project-based syllabus proposed by Finch (2008), Nunan and others. And Dubin's and Olshtain's framework for the components of the language syllabus that they offered in their book bearing the title:" Course Design: Developing Programmes and Materials for Language Learning" (1986). We are describing the textbook with mentioning Fredricka L. Stoller's model (1997) for the completion of project work in the language classroom. For the sake of collecting more information about the issue addressed in this study, we have adopted a questionnaire as a research tool. Although some drawbacks are noticed, our research findings reveal that the conception of teaching/learning proposed in the textbook and in the syllabus flesh out and give prominence to Project-Based Instruction.

Key Words : project work, Project-Based Learning, project-based syllabus, textbook.

List of abbreviations

CBA : Competency-Based Approach

CBE : Competency-Based Education

CBLT : Competency-Based Language Teaching

EFL : English as a Foreign Language

ELT : English Language Teaching

PBL : Project-Based Learning

SE 1 : Secondary Education, Year One.

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INTRODUCTION

General Introduction

The foreign language teaching enterprise has witnessed a significant change over the last few decades resulting in great emphasis on learners and learning. Indeed, foreign language learners are no longer regarded as empty recipients waiting for linguistic pieces to be poured into their heads so as to be memorized and then reproduced in-vitro. Rather, they are active agents in their language learning process. This view reflects a new conception of teaching/learning which represents a shift in focus away from the teacher, who as 'sage on the stage', is responsible for disseminating knowledge, towards learners, who are at the core of the learning process, seek to create their own understanding of the world of language surrounding them.

Algeria launched a global reform of its educational system in July 2002. This current educational reform grounded in the Competency-Based Approach resulted in designing new syllabuses and textbooks at different educational levels. This learner-oriented approach seeks to develop learners' autonomy and self- development and confidence by laying claim for the necessity to redefine the roles of both learner and teacher.

The new official curricula for the English language in the Secondary School require the implementation of the Competency-Based Approach through the development of the three competencies of interaction, interpretation and production (SE 1 Syllabus, 2005: 7).The development of competencies goes through problem solving situations where the learners are actively involved in thinking about the issue . Problems to be solved lie at the heart of Project-Based Learning. The latter is regarded as the backbone of the approach by competencies, and is viewed by most of its advocates "not as a replacement for other teaching methods", but rather as "an approach to learning which complements mainstream methods and which can be used with almost all levels, ages, and abilities of students" (Haines, 1989: 1 quoted in Richards and Renandya, 2002: 109).

Project-based learning was introduced in the field of second and foreign language education about three decades ago as a way to reflect the principles of learner-centered teaching (Hedge Tricia, 2000). More recently, it has been heralded as an appropriate approach to teaching English as a second or foreign language. Indeed, as the English Language Teaching profession has come to espouse the principles of learner-centeredness, English language teachers have exploited the tradition of project work (ibid).

The present work is designed for the purpose of investigating the implementation of the Project-Based Approach in the first year Secondary School text book which is issued within the framework of the recent Education Reform which recommends the adoption of the Competency-Based Approach. In order to explore such an issue, our study will be conducted with reference to two components of the teaching profession, namely the syllabus and its corresponding textbook 'At the crossroads'. In other words, our main concern is to describe , and explore to what extent Project-Based Learning tenets which inhere in the objectives and goals of the current education reform movement are spelt out in the syllabus and translated in its corresponding textbook namely:" At the Crossroads".

To achieve our aim, we put forward two hypotheses:

1)The first states that the first Secondary School course book under study is project-based. Since the first textbook is assumed to be project-based, and this kind of teaching material implements the contents of the syllabus, our second hypothesis states that:

2) the Algerian Secondary School syllabus of the first year textbook of English set out the tenets of the Project-Based Approach.

Starting from the assumption that the two Algerian Secondary School pedagogical documents which constitute the corpus of this study, i.e. the syllabus and its corresponding textbook spell out and implement the principles of Project-Based Learning, and holding the view that this instructional method "functions as a bridge between using English in class and

using it in real life situations" (Fried-Booth, 1997,quoted in Moss and Van Duzer, 1998: 1) and plays a crucial role in the development of the primary language skills (listening, speaking, reading and writing) .

In order to enquire into the issue of incorporating Project-Based Learning tenets in ELT in the Algerian Secondary School, our study will be carried out in relation to the two pedagogical documents designed for first year Secondary school namely the syllabus and its corresponding textbook 'At the crossroads'. To explore this concern, we shall attempt to conduct a thorough description of both the syllabus and its corresponding textbook namely: 'At the crossroads'.

Describing the implementation of the project work in the first year text book will rely on questionnaire to both teachers and students. This will enable us to confirm or disconfirm the hypotheses we previously put forward and answer the following research questions:

1.Does the conception of teaching / learning proposed in the syllabus favor Project Based Instruction?

 2.If yes, do the first syllabus highlight features that pave the way to the fulfillment of project work?

3.Are the characteristics announced in the first year syllabus reflected in the project section of the first year textbook?

4.Is project work the means through which language is acquired or re-invested? In other words, does this activity constitute the process or the final output of learning?

To compile further data and gain a better understanding of the issue under study, we will have recourse to a questionnaire. This tool will allow us to collect a range of data and help us to provide answers to the aforementioned research questions.

Significance of the Study

Project-Based Learning is growing in popularity and is incorporated in many educational settings including second and foreign language teaching contexts. Our study, then, seeks to make a contribution towards highlighting the overall knowledge base of the pedagogy of project work and probing into its implementation in the first year secondary school textbook ' At the crossroads'. We hope, therefore, that it will empower other students to further the study in our field of investigation. Finally, the research findings would likely point to some pedagogical implications and useful implementations for future research.

Organization of the Dissertation

Our study falls into two main parts. The first part is theoretical in issue, while the second is rather of a practical orientation. Preceded by an overall introduction, the first part, theoretical foundations of project –based approach of relevance to the scope of our investigation. As its title suggests, it provides an overview of the theoretical underpinnings of the Project-Based Approach. As for the second part, Results and Discussion, it displays the findings sorted out from a questionnaire to both teachers and students about the implementation of project work in the syllabus and its corresponding textbook namely ' At the crossroads' which constituting the corpus of our work. Lastly, our dissertation ends with a general conclusion summarizing the main research findings, presenting the limitations of the study, some pedagogical implications and directions for future research.

CHAPTER ONE : PROJECT PEDAGOGY

Introduction

"Tell me and I forget, show me and I remember, involve me and I learn". As this Chinese saying indicates, people learn when being actively involved in constructing meaning. In other terms, successful learning requires individuals' active participation and involvement.

In this first chapter of our work, we shall be concerned with looking at the theoretical underpinnings of project pedagogy. We will provide an overview of PBL including its origins, characteristics, the competency-based approach and project work , and bring to the light the process of project work. The aim of this chapter is to inform the reader about the literature of relevance to the scope of our research work .

I. Theoretical foundations of project-based learning

I.1.Origins of project-based learning

The origins of PBL can be traced back to the progressive Era. Indeed , as Legutke and Thomas (1991) acknowledge , the history of doing projects can find its roots in the late 19th century American Progressive Education tradition advocated by John Dewey. This progressivity stressed the need for a child- centered education and encouraged "learning by doing". He also strove to advocate action-based learning and experience as the forefront of positive learning (ibid).Moreover, Dewey believed that the classroom should be a reflection of society and that learners should be active agents in their learning process rather than receptacles to be filled with information by their teachers. Working on projects, with their participatory and cooperative methodology springs ,then, from Dewey's philosophy of education that favors learning by and through experiences.

Wrigley Heide Spruck (1998) claims that as an educational approach , PBL was discussed by William Heard Kilpatrick in this pamphlet entitled *the project method.* Kilpatrick popularized project work for teachers and brought it into the mainstream

through his 1918 pamphlet (Beckett, 2002). This was , as pointed out by Brubacher (1947), Kilpatrck's reconstruction of Dewey's problem-solving method of teaching (quoted in beckett, 2002). The problem –solving method called for learning from experience and solving real-life problems . It was regarded as an alternative to the traditional teacher-oriented way of teaching/learning (Cremin , 1964). In Kilpatrick's view, the educational project is "a whole –hearted purposeful activity" (1918: 1) . For him , this purposefulness is among the most important components of a meaningful life , he further claims that the whole –hearted purposeful activity should be incorporated in school settings. In his own words , "As the purposeful act is thus the typical unit of the worthy life in a democratic society , so also should it be made the typical unit of school procedure " (ibid:3).

Also laying at the background to PBL, one may mention noteworthy influences like Maria Montessori , Jean Piaget and Lev Vygotsky (Beckett , 2002). In the 1970s, with Cole's translation of Vygotsky's works into English and the emergence of Freire's participatory pedagogy, this instructional strategy gained popularity as an important method of teaching (ibid).

Although the roots of PBL lie in the progressive tradition, the emergence of a method of teaching and learning called PBL is the outcome of two important development over the last twenty five years (Buck Institute for Education , 2000) . First, there has been a revolution in learning theory. Second, the world has changed . Education ,then, must adapt to a changing world by creating new instructional practices which reflect the environment wherein children live and learn (ibid). One of the methods which attempts to create new instructional practices is PBL.

I.2.Project work

Project work may be defined as a learner-oriented activity which can be carried out individually, in pairs or in groups, It can be conducted intensively over a short period of

time or extended over a few weeks , or a semester (Stoller, 1997). The concept has received a variety of definitions.

Legutke and Thomas (1991) view project work as "a theme and task-centered mode of teaching and learning which results from a joint process of negotiation between all participants" (1991:160 quoted in Turnbull, 1999:550). This joint process takes place "within a general framework of a plan which defines goals and procedures" and realizes " a balance between a process and product orientation "(ibid) . They add that "it allows for a wide scope of self-determined action for both the individual and the small group of learners"(ibid). Hedge Tricia(1993), for her part conceives project work as being:

> An extended task which usually integrates language skills work through a number of activities. these activities combine in working towards an agreed goals and may include planning , the gathering of information , through reading, listening, interviewing , ect, discussion of the information ,problem solving , oral or written reporting , and display . (1993:276)

As for Benson Phil (2001) , he defines the concept as "an exercise leading to a finished outcome" (2001:167).

The aforementioned definitions imply that project work involves learners' research and investigations which culminate in an end-product . In other words, project work has both a process and a product orientation.

According to Stoller (1997) , the value of project work does not lie only in the final outcome, but in the process of working towards the end point. Indeed, in PBL focus is put on both the experience of the process and the end-product. Fried-Booth adds that " it is the route to achieving this end-product that makes project work as worthwhile" (1986: 7). Indeed , it allows enough room for learners to exercise and develop their cognitive skills both within and beyond the classroom situation, and results in increasing their sense of responsibility and autonomy in learning . In this regard , Skehan (1998) says that " project

work enables the gradual development of autonomy with progressively greater responsibility being taken by learners"(1998:273).

I.2.1.Types of projects

Projects can be classified into different types or categories . They can differ in relation to the degree to which the instructor and learners decide on the nature and sequencing of project-related activities , as shown by the three types proposed by Henry (1994) :

-Structured projects: they are determined and organized by the teacher in terms of topic , materials , methodology and presentation.

-Unstructured projects: these are defined largely by the learners themselves.

-Semi-structured projects: they are defined and organized by both the teacher and the learners (Henry , 1994 quoted in Stoller , 1997:4)

Projects can also differ in data collection techniques and sources of information as demonstrated by the following five types suggested by Stoller (1997:5) : research projects, text projects , correspondence projects , survey projects an encounter projects. The first type necessitates data collection through library research. The second is carried out through the encounter with "texts" (literature , reports, news, media, video, and audio material , or computer-based information). Correspondence projects require communication with individuals to solicit information by means of letters , faxes , phone calls ,ect . Survey projects entail the creation of a survey and the collection and analysis of data from informants .As for encounter projects , they require face-to-face encounter with individuals outside the classroom in order to gather information .

Projects may also differ in the way information is reported. Stoller (1997) identifies three categories , namely production projects, performance projects and organizational projects , all of which yield different end-products . Production projects involve the

creation of written reports , letters, hand books , brochures and so forth. This entails that the outcome of this type of projects is a written production . Performance projects can be oral presentations , staged debates, theoretical performances , ect. Regarding organizational projects , they entail " the planning and formation of a club , conversation table, or conversation-partner program" (Stoller , 1997:5).

I.2.2.The defining characteristics of project work

Project work has been described by many language educators like Ferragatti and Carminati (1984), Fried-Booth (1986) , Legutke and Thiel (1983), Papandreou (1994) , and Sheppard and Stoller (1995) . Though it has been approached from distinct perspectives as Stoller (1997) claims , project work shares a number of features among which we cite :

-A project moves through three stages : beginning in the classroom , moving out into the world and returning to the classroom (Fried-Booth, 1986).

-It focuses on learners' products , performances and investigations (Fleming ,2000).

- It makes learning experiential (Papandreou , 1994).

-It is learner-centered despite the fact that the teacher plays a crucial role in the process (Stoller, 1997) .

-It is cooperative rather than competitive in that learners can work on their own , in pairs or in small groups to complete the project , sharing resources and ideas along the way (ibid).

-It presents a problem or a question which serves to drive learners to seek for solutions .

-It involves language and content learning through planning , researching , analyzing and synthesizing data, and reflecting on the process and product orally or in writing (Beckett,1999).

I.3.Project-Based Learning

A variety of terms such as project method , project approach , project-oriented approach , project-based learning and project-based instruction are used in general education and in language learning literature , within the framework of our work , these terms are employed interchangeably .

PBL may be viewed as a learner-centered instructional method which is built around project works. There is a profusion of definitions to the Project-Based Approach proposed by a number of authors . It has been described as "a general educational strategy " (Walton and Mathews, 1989), " a way of learning" (Engel, 1997) , and " a model that organizes learning around projects" (Thomas, 2000:1) .As for Moss and Van Duzer (1998), they define PBL as "an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop" (1998:1) . In a similar way , Weinstein (2001) sees it as " an approach in which learners investigate a question , solve a problem , plan an event , or develop a product" (Weinstein , 2001 quoted in Beckett and Miller, 2006:161).

Moss's and Weinstein's definitions imply that PBL provide learners with the opportunity to develop an end-product . The latter can take various forms like the following : handbook, letter, poster, research paper, survey report, scrapbook , ect (Alan and Stoller, 2005) . The two definitions also entail that at the heart of PBL , there is a problem (or problems) to be solved .Indeed, Project-Based Instruction is characterized by the presentation of a problem solving opportunity for which learners should develop a solution. In the view of Blumenfeld et al (1994) , the problem solving learning process constitutes the essence of PBL since it serves to organize and drive activities ; and these activities culminate in a final product that addresses the driving question . Besides, when faced with a problem solving situation , learners become aware of a problem , develop an

idea to solve it , try out a response and confirm or modify their previous knowledge (Fleming and Walter, 2004:60).

Williams and Burden (1997) argue that from Socrates onward , problem solving had had a number proponents including Montessori , Dewey and Friere . The latter stresses the importance of problem posing when criticizing " the banking model" of education ; a model in which learners are empty vessels into which knowledge is poured (Fleming and Walter , 2004). For the potential benefits it offers , von Glaserfeld (1995) writes : "problem solving is undoubtedly a powerful educational tool" (1995:183 quoted in Williams and Burden , 1997:50). More recently , the problem solving process has been extended to mathematics , natural science , social studies classes, language teaching and many other fields (Thomas , 2000) .

Drawing on Barrows (1992), the original problem-based learning model was developed for use with medical students in Canada to help them improve their diagnostic skills through working on ill-structured problems (quoted in Thomas ,2000). In fact , cognitive scientists commonly divide problems into two types : well-structured problems and ill-structured problems (Mergendoller et all,2000). Well-structured problems present all elements of the problem to the learner , and have knowable ,comprehensible solutions where the relationship between decision choices and problems is known or probabilistic. In contrast , ill-structured problems may be characterized by the following features they:

- Possess problem elements that are unknown.

- Possess multiple solutions ,solution paths or no solutions at all (Kitchner ,1983).

- Often require learners to make judgments and express personal opinions or beliefs about the problem (Meacham and Emont ,1989).

What is worth mentioning is that Project-Based Instruction is most effective when built around ill-structured problems.

It is argued that PBL is synonymous with in-depth learning. According to Mergendoller et al (2000), theoretical and empirical work by Newmann, Marks and Gamoran (1996) elaborates the idea of in-depth learning which involves producing rather than reproducing knowledge, striving for in-depth understanding rather than superficial awareness, and expressing one's ideas and findings through elaborated communication . Combining these considerations , the Buck Institute for Education offers the following definition:

> *A systematic teaching method that engages students in learning essential Knowledge and life-enhancing skills through an extended, student-influenced Inquiry process that is structured around complex, authentic questions and Carefully designed products and tasks (2003).*

This diversity of defining features coupled with the lack of universally accepted model of PBL resulted in multiple classroom practices under this instructional method (Thomas , 2000) . For the aim of capturing the uniqueness of PBL , Thomas (2000:3-4) offers five criteria to answer the question "what must a project have to be considered an instance of PBL?" these five criteria are as follows: centrality , driving question , constructive investigations , autonomy , and realism.

1)PBL projects are central , not peripheral to the curriculum . According to this defined feature , the project is the central teaching strategy ; learners encounter and learn the main concepts of a discipline through the project.

2)PBL projects are focused on questions or problems that drive learners to encounter and learn the central concepts and principles of a discipline , when attempting to pursue the questions , activities , products and performances occupy learner's time .

3)Projects involve learners in a constructive investigation is "a goal-directed process that involves inquiry , knowledge building , and resolution "(Thomas,2000:3). The central

activities of the project should involve the transformation and construction of knowledge (new understandings and new skills) on the part of the learner.

4)Projects are realistic , not school-like : projects embody some characteristics that give them the feature of authenticity to the learners . These characteristics may include the topic, the tasks , the roles played by the learners , or the final product.

I.3.1.Rationale for project-based learning

Research in cognitive psychology and learning coupled with the enormous changes the world has experienced gave rise to the impetus for using a project-based strategy for the potential benefits that it offers .As such, the project approach has gained greater foothold in the classroom setting and has been promoted in ELT . Stressing the importance of PBL, Heibert et al (1996) argue that "reform in curriculum and instruction should be based on allowing students to problematize the subject .Rather than mastering skills and applying them, students should be engaged in resolving problems" (1996:12 quoted in Mergendoller et al ,2000:583). In what follows , we shall summarize and consider some of the advantages of this teaching method which has changed the view of education as a training model to an empowerment model. These include:

-work on projects provides learners with continuity, connecting what they already know with what they are learning during the process of completing the task (Dewey,1938).

-It is a valuable means of extending the communicative skills acquired in the classroom by offering language learners opportunities to interact with each other in authentic contexts (Fried-Booth, 1986).

-It usually results in building learners' confidence , improving their language skills and cognitive abilities as well as providing a practicable route towards autonomy which constitutes a major goal of nowadays education systems (Thomas and Legutke, 1991).

-Incorporating projects into the classroom creates a vibrant learning environment which stimulates higher-level thinking skills, gives learners responsibility for their own language learning and requires their involvement (Stoller,1997).

-when integrating projects into the classroom , teachers distance themselves from teacher dominated instruction and move towards creating a learner community (ibid)

-"it promotes the simultaneous acquisition of language, contents and skills"(Beckett and Slater , 2005:108).

-It encourages learners to work cooperatively and productively with their peers (Fleming , 2000).

-It has the potential to provide learners with the opportunity to develop accuracy and fluency (Brumfit , 1984:123).

-It pertains to the development of problem-solving and higher order critical thinking skills (Allen, 2004 quoted in Fragoulis ,2008:114).These skills are of great relevance since they are life-long , transferable skills to out-of-schools settings.

-It encourages motivation and enhances autonomy.

I.3.2.Insights from the literature offering support to project-based learning

Stoller (2006) points out that much of the work on project-based second and foreign language education "is all over a theoretical map "(quoted in Beckett,2006:4).

To say it differently , empirical research on project-based instruction in second and foreign language educational settings has been scare and scanty . Holding this view, Beckett (2002) argues that in the last three decades , most support for Project-Based learning has stemmed from teacher's anecdotal reports on the positive effects of integrating project work into language classroom . In this regard , she says that "research on Project-Based work in language education is rare with most of the available literature consisting of

anecdotal reports of how language teachers organized project work for the purpose of language learning " (2002:58).

Nonetheless, the handful of research studies carried out in this vein offered support for using the Project-Based Approach in the field of language teaching and revealed the endorsement it earned from the part of many language practitioners .Indeed , the results attained from this limited number of works showed the positive effects of Project-Based learning on learners' achievements.

One of the empirical contributions in this area was made by Beckett and (2006). They carried out a study investigating the issue of English Language Learners' use of the project-based model in order to assess their own language learning. The results of the study showed that the project work led to positive language improvement. Beckett and (2006).support this view by claiming that the interviewed learners themselves were impressed with the learning they could achieve through project-based instruction.

More recently, Fragoulis (2009) conducted an exploratory study in a Greek primary school to measure the effects of implementing Project-Based Learning in the teaching of English as foreign language . The study findings indicated that the overarching aims of the integration of project work were achieved .Indeed, at the end of the school term, most learners showed an improvement in all the four language skills , developed their communicative competence with its four components , and gained in-depth understanding of the issues related to the topic of the project .Besides, Fragoulis argues that project work resulted in increasing learners' motivation and autonomy.

I.4.The Competency-Based Approach and Project Work

Competency-Based Education (CBE) is an educational movement which emerged in the United States in the 1970s .According to Guskey (2005) ,CBE advocates the definition of educational goals in terms of " precise , measurable description of knowledge

skills , and behaviors students should possess at the end of a course of study" (Guskey , 2005 quoted in Ruth Ming Harwong , 2007:180). In simpler terms , CBE focuses on the outputs or outcomes of learning which are explicitly defined.

In Richards's view ,CBA seeks to teach learners the basic skills they need in order to prepare them for situations they commonly encounter in everyday life . Such an approach , as Auerbach (1986) puts it , has come to be accepted as "the state-of-the-art approach to adult ESL by national policymakers and leaders in curriculum development as well" (Auerbach , 1986:411)

Larson and Weninger (1980) argue that there are three essential components in CBA. First, the skills that learners are expected to acquire must be defined with precision. Second, activities which permit learners to practice the clearly defined skills should be provided. Third, learners' ability to perform the skills must be assessed once instruction is completed. Put differently , CBA includes the selection of competencies , instruction targeted to those competencies , and evaluation of learners' performance in those competencies.

The application of the principles of this learner-oriented approach to language teaching is called Competency-Based language teaching (CBLT) . The latter is based on a functional and interactional view on the nature of language (Richards and Rodgers , 2001). As such , the Competency-Based Approach to language teaching aims to teach language by taking into account the social context wherein language is used.

Learning is not seen as the transmition of knowledge from the teacher to the learner. Rather, it is regarded as the active participation of the learner on the one hand , and the creative use of newly-built knowledge through interaction with other learners on the other hand (ibid) .In this perspective, the perception of the role of both the teacher and the learner in the learning process has radically altered. The teacher, as Murdoch(1990)

believes , " is no longer expected to tightly orchestrate and dominate all work in the classroom .(....)his role is defined more in terms of facilitator who sets up conditions and activities that will make it possible for students to operate with language" (quoted in Kral, 1994:48). As for the learner , he "is not simply a passive receptacle into which the teacher pours knowledge " (Champeau de Lopez , 1989 quoted in Kral , 1994:16).Rather, he is placed at the centre of the learning process.

In the Algeria ,CBA is the approach which has been adopted for the teaching of different school subjects including the English language since 2002 . the new syllabues of English advocates the implementation of PBL . One of the key features which makes CBA distinct from the previous approaches is its integration of project work .

The latter, as shown previously , is grounded in the constructivist learning theory which in turn underpins CBA. In fact, project work sets into operation the principles of CBA and makes the attainment of objectives visible . In other words, it is through project work that teachers can see and measure how well learners succeeded in attaining the defined competencies .

I.5.The process f project work

"Every project is the result of coordinated actions and activities undertaken by a group of students, (....;) these activities are organized into a process"(papndreau,1994:41).

As Papandreou's quotation indicates , project work requires certain stages of development to succeed . There exist many models in the literature describing the process of project work. In what follows, we shall be concerned with presenting the frameworks which are recurrent in the literature .

A project , as Fried-Booth (1986) maintains , moves through three stages : beginning in the classroom, moving out into the world , and returning back to the classroom. These three stages correspond respectively to:

1. **Classroom planning:** in collaboration with their teacher, learners discuss the content and the scope of the project.

2. **Carrying out the project:** learners move out of the classroom setting to complete the tasks they planned like conducting interviews and collecting data .

3. **Reviewing and monitoring the work:** it includes discussions and feedback sessions to evaluate the project (ibid:06).

Fried-Booth (1986: 9-10) offers a multiple step process including eight stages of development .These are :

1. **Stimulus:** this initial stage is related to the discussion of the topic to be investigated .

2. **Definition of the project objectives :** it includes the discussion and negotiation of the objective of project work.

3. **Practice of language skills:** this step includes the language that learners need for completing their project . It also introduces many language functions like suggestions and asking for information.

4. **Design of written materials:** it includes for instance writing questionnaires for the sake of gathering data . the reading and writing skills are prominent during this phase.

5. **Group activities :** this stage is designed to collect information. Learners agree on the activities that they will conduct.

6. **Collating information:** it puts emphasis on discussing the collected data.

7. **Organization of materials:** it consists of developing the end-product of the project . The main language skill practiced in this phase is writing.

8. **Final presentation :**the learners present the final product to the whole classroom

Similarly, Katz and Chard (1989) present a description of the steps needed for the project successful completion .However , their framework is not detailed like the model offered by Fried-Booth .Yet, it seems to include the common phases found in most projects

such as selecting a topic , making plans , researching and developing end-products. Katz's and Chard 's framework comprises three main phases:

Phase one : Getting started, is related to the selection of the topic of the project.

Phase two: field work, which is the heart of project work , consists of learners' engagement in researching the topic.

Phase three: culminating and debriefing events, includes the preparation and presentation of the final product (Katz and Chard, 1989:3-4).

Papandreou (1994) , for this part, in his article entitled " *An Application of the projects Approach to EFL"* provides a model describing the process of project work. What is worth mentioning is that Papandreou's framework identifies a new step , namely evaluation which doesn't feature in the two models described above. Papandreou's model is composed of the following six stages:

1. **Preparation:** at the preparation stage, the teacher introduces the topic . Learners have the chance to discuss the subject with their instructor and ask for further information.

2. **Planning:** during this stage , planning starts on the various aspects of the project. These include identifying sources, determining the mode for collecting and analyzing information, assigning individual tasks to team members, ect .

3. **Research:** during this stage, learners individually or in groups gather information from different sources like books , journals , or libraries . Some tools may be used during stage like interviews and questionnaires.

4. **Conclusions:** before reaching this phase , learners analyze the collected data.

5. **Presentation:** once the learners have gone through the previous stages, they are ready to present their final work to the whole class.

6. **Evaluation:** during this final stage , the teacher considers his learners efforts.

A year after Papandreou's proposition of his own framework , Sheppard and Stoller (1995) offered an eight-step sequence of activities for conducting project work. In addition to the six steps constituting Papandreou's model , we come to notice that the framework proposed by Sheppard and Stoller(1995) includes two other steps which are newly identified . Their own model is described as follows:

Step 1: define a theme.

Step 2: determine the final outcome.

Step 3: structure the project.

Step 4: identify language skills and strategies.

Step 5: Gather information .

Step 6: Compile and analyze information.

Step 7: present final product.

Step 8: evaluate the project.

However, this model" has been fine-tuned , after testing it in a variety of language classrooms and teacher training courses" (Stoller , 1997:05) . That is , it has been revised. The revised model by Stoller (1997) is a ten-step sequence . It is presented below:

Step 1: Agree on the theme for the project.

Step 2: determine the final outcome .

Step 3: structure the project.

Step 4: prepare students for the language demands of step 5.

Step 5: gather information .

Step 6: prepare students for the language demands of step 7.

Step 7: compile and analyze information .

Step 8: prepare students for the language demands of step 9.

Step 9: present final product .

Step 10: evaluate the project.

As shown in Stoller's framework , apart from steps 1,2,3,5,7,9 and 10 which are consistent with seven steps of the model suggested by Sheppard and Stoller (1995) , steps 4,6 and 8 are newly identified in that they do not feature in the old model. However, step 4 in Sheppard's and Stoller's framework asks the teacher to prepare the learners for the language demands associated with steps 5,6 and 7 which correspond respectively to gathering information, compiling and analyzing information, and presenting the final product. This leads us to conclude that this step (step 4) amalgamates the three steps : 4,6 and 8 which are newly identified in Stoller's framework.

The difference between the two models lies in the way the language demands associated with each step are taught . Indeed, while in the first model they are taught at the same time (in step 4) , in the revised model they are presented to the learners in a systematic and ordered way. That is , learners are first prepared for the language demands of collecting data . After gathering information ,they are prepared for the language demands of the next step, i.e. compiling and analyzing information . When completing this step, they are prepared for the language demands of presenting the final product . This feature makes the revised model different from the old framework.

Through our dissertation, Stoller's ten-step framework is taken as a headlight to support our description of PBL in the first year secondary school textbook of English conceived for the Algerian Secondary School learners . We opt for this revised model since it is , in our view, more elaborate , more recent and offers both teachers and learners an easy-to-manage structure to project work.

Conclusion

Language is not learned by means of receiving input to be memorized. Rather, language learners are at the centre of the learning process creating their own understanding

of language. This current conception of teaching/learning pictures learners as active agents in their process of learning rather than as empty receptacles to be filled with knowledge. This implies that it encourages the use of learner-centered approaches to learning instead of the traditional teacher-dominated ones.

One of the approaches which reflects the principles of learner-centeredness is Project- Based Learning (PBL).

The teaching learning situation is not simply an intellectual or cognitive process, it is a complex and dynamic system , whereby learners should be encouraged to think, analyze, and make hypothesis to achieve effective and successful learning.

Because, foreign language learners will be in need of support that is not normally offered in the traditional foreign language class , he will be in need of language to express himself , to be able to use his innate competence and to develop basic awareness of what happens in face-to-face interaction.

CHAPTER TWO:

THE SULLABUS AND THE TEXE BOOK

Introduction:

The overall purpose of this chapter is to conduct a thorough description of the syllabus and textbook 'At the crossroads' which constitute the corpus of our research work. We will consider the place granted to project pedagogy in the syllabus of the first year and its corresponding textbook ' At the crossroads' and how it is incorporated. Besides, we will attempt to highlight the roles of the syllabus and the textbook in language programs .

II. Language Programs in Project Pedagogy: the Syllabus and the Textbook

II.1.The language Teaching Syllabus

In EFL educational settings, language programs tend to vary according to whether emphasis is put on language content(the specific matter to be included) , process (the means through which language content is learned) or product (outcomes of learning) (Dubin and Olshtain, 1986). Focus on these three dimensions is of great relevance. However, the changing views on the theory of language and language learning tend to focus on one or another of these dimensions. Accordingly, the language teaching syllabus, the foundations upon which it is written consist of a particular theory of language and theory of learning , reflects these shifts (Dubin and Olshtain, 1996). To put it another way, the language syllabus which presents valuable insights into creating language programs tend to make one or another dimension more prominent. Thus, as language programs are documented by syllabuses ,it is evident that they follow their underlying goals and tend to differ as syllabuses vary in their focus.. This being said, we shall attempt to look at project pedagogy in the language syllabus of the first year text book ' At the crossroads'. To begin with , we find it of great importance to define the term syllabus for the sake of reaching a better understanding of what it actually means.

II.1.1.Syllabus: A Definition

The term syllabus is open to a variety of definitions. It can be broadly defined as "a plan of what is to be achieved through teaching and learning "(Breen , 1984 quoted in Carter and Nunan, 2001:151). It can also be seen at its simplest level as "a statement of what is to be learnt"(Hutchinson and Waters , 1987:80). As for Cunningsworth (1995), he describes the concept as being " a specification of the work to be covered over a period of time, with a starting point and a final goal"(Cunningsworth, 1995:54).

Rabbini (2002) suggests another perspective . A syllabus , in his view, is "an expression of opinion on the nature of language and learning ; it acts as a guide for both instructor and learner by providing some goals to be attained " (2002:01). Indeed, a language syllabus reflects a view of language and language learning .Hutchinson and waters (1987) join this idea when writing that "a syllabus is an implicit statement of views on the nature of language and learning" (1987:84).

It should be noted that some authors use the terms curriculum and syllabus interchangeably. Some others, on the other hand differentiate between the two. Dubin and Olshtain (1986) consider the two as separate entities. For them, a curriculum:

> *Contains a broad description of general goal by Indicating an overall educational- cultural Philosophy which applies across subjects together With a theoretical orientation to language and Language learning with respect to the subject Matter at hand (Dubin and Olshtain, 1986:34-35).*

As regards the syllabus, they describe it as:

> *A more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level(ibid :35).*

This implies that the curriculum is a border concept containing general goals which become the basis for the specification of the language syllabus objectives.

A syllabus might have the title of "plan" ."Course outline" or a set of other names (ibid) . Whatever it is called, Dubin and Olshtain (1986:28) claim that it is a document which describes:

1- What the learners are expected to know at the end of the course, or the course objectives in operational terms.

2- What is to be taught or learned during the course , in the form of an inventory of items.

3- When it is to be taught , and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course.

4- How it is to be taught , suggestions procedures, techniques , and materials.

5- How it is to be evaluated , suggesting testing and evaluating mechanisms(1986:28).

Sarosdy et al (2006) point out that every syllabus needs to be developed on the basis of certain criteria like learn ability, frequency, coverage and usefulness. Learn ability means teaching easier elements first and then increasing the level of difficulty as learners language level improves . Frequency includes items that are more frequent in the language than the ones which are only used occasionally by native speakers. Coverage means the scope for use. Some words and structures have greater coverage than others. Syllabus designers may decide on the basis of coverage whether to introduce a language structure before another one or not. As regards usefulness, it gives the reason why certain words are highly recommended in the classroom though they may not be frequent in real life language use like pen and book. These are frequently used in the classroom situation (ibid).

II.1.2.The functions of a syllabus

Traditionally, the syllabus is useful both to the teachers and the learners as they embark on a course of study (Albers,2003). It can be used as a teaching tool. Matejke and

Kurke (1994) identify four major roles played by the syllabus as a teaching tool. These include (a) serving as a contract,(b) serving as a communication devise,(c) serving as a plan , and (d) serving as a cognitive map.

II.1.2.1.The syllabus as a contract

Parkes and Harris (2002) argue that the first purpose of a syllabus is to serve as a contract or an agreement between learners and their instructor . Like any contract , the syllabus serves to state what is expected during the term of the contract and to guide the behavior of both agents of the learning process. For instance , a statement of learners' and teachers' role and responsibilities including class procedures , attendance and other requirements show the contractual nature of a syllabus (Majetke and Kurke , 1994 quoted in Albers, 2003)

II.1.2.2.The syllabus as a communicative device

The syllabus can function as a communicative device. That is , it communicates with succinctness the expectations and experiences integral to a given course (ibid). It also communicates the overall purposes of the course and the set of strategies that will enable the learners to attain these goals.

II.1.2.3.The syllabus as a plan

As teachers plan a course, they are faced with issues related for instance to content, organization as well as sequencing .For example, the selection and sequencing of topics in the syllabus convey to both the teacher and learners what the syllabus authors find important and in what order the topics will be dealt with . As an outline or a plan of what is to be taught, the syllabus shows the teacher the manner in which the learners will be engaged and the way they can accomplish the learning goals.

II.1.2.4.The syllabus as a Cognitive Map

The syllabus may serve as a cognitive map which helps the learners to locate the final destination for the course and "the markers that will keep them on track" (Albers,2003:61).

Besides, it shows them how the assigned work will lead them to achieve the final goal(ibid).

II.1.3.The Project –Based Syllabus

The project-based syllabus, as Finch (2007) claims, can be seen as a special application of the process syllabus ,exemplifying process and task-based ideas . In fact , the process syllabus is a type of the task- based syllabus (Long and Crookes,1992) and its origins can be found in the work of Breen and Candlin (1984,1987),Breen (1984,1987),and Littlejohn(2000).In this syllabus type ,focus is put on the specification of learning tasks and activities that learners will undertake during the course .In other words , learning experiences are given priority and learning is stimulated by involving the learners in activities of all sorts.

The process syllabus is based on the distinction drawn between product and process and the idea that language teaching should prioritize the route (process) than the product of learning .Hence, the focus is so much on the pedagogic process leading to the language outcome . However, this does not entail that product is not given prominence. Sharing this view, Finch (2007) writes:

> *Project –based syllabi have a strong process dimension , but they are also Notable for the product which emerges from the process (e.g. oral Presentation , drama, writ*ten repo*rt). This product is seen as part of the Process continuum (a means rather than an end). Useful for the feedback (and therefore opportunities for assessment which it gives to the learners concerning their progress (Finch, 2007:03).*

The first person who makes an interpretation of the syllabus is usually the material writer (Hutchinson and Waters , 1987). The textbook constitutes one of the materials which reflects the underlying assumptions of the syllabus and which is at the service of teachers and learners . In what follows, we shall present a short account of this kind of teaching material.

II.2.The textbook

II.2.1General presentation of the textbook

Level of proficiency: 1.A.S (1st year of secondary school) .The course book is basically designed for learners aged 15 to 16, who have already four years/tuition in English at Middle School. Course book is consists of five units. The textbook "At the crossroads" is composed of:

· Contents (p. 2)

· Map of the book (pp 3-7)

· A note to the teacher (pp 8-9)

· A note to the pupil. (pp 10-11)

· Phonetic symbols (pp 12-13)

· 5 Units (pp14 -162)

 .Scripts for listening (pp168-174)

Unit	Titles of the topic
1	Getting through
2	Once upon a time
3	Our findings Show
4	Eureka
5	Back to nature

Table 1: Units in (At the crossroads)

Unit	Project workshop
1	Making a job application booklet
2	Writing a book review
3	Conducting a survey
4	Making an invention profile
5	Making a consumer guide

Table N: 2The Project workshop in "At the crossroads"

The foreign language textbook is a key component in language programs for the dominant role it plays. It is regarded as " the visible heart of any ELT program" (Sheldon , 1988:237) and "an almost universal element of universal element of ELT teaching " (Hutchinson and Torres , 1994:315) . Stressing the importance of this instructional material, Hutchinson and Torres (1994) suggest : " No teaching-learning situation , it seems , is complete unit it has its relevant textbook" (ibid).

Many EFL settings , like the Algerian one , place a heavy reliance on this instructional material .The latter, Has said previously, displays the syllabus content and reflects its predetermined learning objectives and guidelines .This testifies to the important place that instructional syllabi hold in language programs.

II.2.2. The Role of the Textbook

There has been an enormous body of research on the role of the language textbook in ELT. Cunningsworth (1995:07) argues that this instructional material has multiple roles to play and can serve as:

-The basis for much of the language input learners receive ;

-A source of activities for learner practice that occurs in the classroom ;

-A reference source for learners on grammar ,vocabulary ,pronunciation ,etc ;

-A source of stimulation and ideas for classroom language activities ;

-A syllabus (where they reflect learning objectives which have already been determined).

Richards (2001) adds that textbooks help standardize instruction . The use of the same textbook in a language program can ensure that learners in different classes receive similar content and therefore can be tested in the same way .Moreover , they can offer effective language models and input (ibid). To put it differently ,they can provide support for teachers whose first language is not English.

II.2.3.The Project-Based Textbook

As said earlier, language textbook provide a varied set of activities helping learners acquire the target language. Project work , which gained the endorsement of educators in the field for the benefits it offers , is among these activities included in the textbook's different units. The Canadian Association of Second Language Teachers (CASLT) proposed a model for organizing instructional units. This model presents a clearly defined project at the outset of the textbook's didactic units. This project creates the need to know certain language element and to practice certain communicative situations to successfully complete the final project . the activities and tasks of every unit are sequenced in such a way as to lead the learners step-by-step to the final project.

The beginning step of the units is designed to allow learners and teachers to pool their preexisting knowledge (linguistic and content) of the topic area for the unit . The aim of the beginning step also involves stimulating learners' interest and motivation and agreeing on the final project . The last phase of a project-based unit involves learners' presentation of their products and their reflections on their progress and difficulties encountered in the unit (CASLT,1994:9-11,quoted in Turnbull Miles, 1999:550).

II.3.General Overview of the Algerian Educational Reform

Many educational reform efforts have been recently launched in the majority of

countries, among which figures Algeria. In fact, the Algerian authorities have felt the need to reform the system of education, a system which has been described as being 'doomed' by president Bouteflika prior to his election as head of state .Being so, at the turn the millennium, the Ministry of National Education initiated a large scale educational reform program involving the three levels of education namely the primary, the middle and the secondary schools. This vast reform movement undertaken in July 2002 pits a learner-centered approach to learning against a teacher-led model of teaching. This reflects Roegiers' view that the mission of education is to instill such values as 'autonomy' and 'learning to learn' (Roegiers, 2006:03) and pictures learners as actively involved in their learning process.

Intentions vary considerably from one educational system to another. Yet, as Perrenoud (2000) argues, it seems quite obvious that the impetus behind undertaking an educational reform is a willing less to modernize the goals of teaching so as to adjust them to the contemporary reality and to offer an efficient instruction for learners. Holding this view, the Minister of National Education Benbouzid, in his introduction to Xavier Roegiers'L'Approche par Compétence dans l'Ecole Algérienne says : "Une réforme globale visant l'édification d'un système éducatif coherent et performant s'impose donc aujourd'hui pour permettre à la société algérienne de faire face aux multiples défis du 21ème siècle"(in Roegiers,2006:7-8). Moreover, Benbouzid claims that schools should develop the Algerian society in terms of knowledge and know-how. To quote his own words, "[...] elle doit avoir aussi l'ambition de faire progresser cette société dans ses savoirs et ses savoirs-faire" (ibid).

Roegiers (2006) pinpoints that two major challenges condition the reform of the Algerian school: internal challenges (défis d'ordre interne) and external challenges (défis d'ordre externe). In the first category, i.e. internal challenges, we may cite enabling the

Algerian school to vehicle the values of tolerance and dialogue and preparing the learners to exercise their citizenship in a democratic society. In other words, it consists of improving the efficiency of the educational system in accordance with the needs of today's Algeria. Internal factors also include the progressive restoration of the job market (Benbouzid, quoted in Roegiers, 2006:7). As for the second category, it is characterized by the modernization of economy, the development of scientific and technological knowledge as well as the recourse to the new information and communication technologies and learning to use them in different sectors of life (Roegiers, 2006).

The Algerian Educational Reform revolves around three principal axes: teacher training, pedagogical reform and the general reorganization of the educational system. An adequate teacher training course is undoubtedly crucial to implement the educational policy and to familiarize instructors with the innovative methods. Within the perspective of the current reform, it emphasizes the valorization of teachers' status, the enhancement of their competencies and their mastery of the content to be taught. Pedagogical reform takes into consideration many measures, including for instance the introduction of new syllabuses and course books in all school subjects like Arabic, history, philosophy and science. As regards the reorganization of the educational system, it restructures teaching via the generalization of the pre-school, the reduction of the duration of the primary cycle into five years and the prolongation of that of the middle school level into four years (Ministère de l'Educatin Nationale, 2003:5-6).

Following the recommendations set by the National Commission for the Reform of Education, the Algerian Educational System has adopted the Competency-Based Approach to teach all school subjects including foreign languages. Unlike the traditional teacher-oriented teaching paradigms which were directed at pouring knowledge into passive learners, CBA is learner-centered in that it regards learners as being responsible and active

agents in their learning process. This approach reflects a shift from the teacher who is responsible for transmitting knowledge into passive learners towards the learner whose own interests and needs are brought to the fore. In addition, it aims to form autonomous individuals capable of coping with the changing world and to enable them to utilize the skills acquired in the school environment for solving real-life problems.

Regarding English, it is granted more prominence in that it is introduced in the first year of the Middle School level. As said previously, the recent reform resulted in designing new syllabuses and textbooks in all the disciplines including foreign languages such as the English language. Amongst the EFL syllabuses and textbooks, we find the ones conceived for Secondary Education 'At the crossroads'. These constitute the core of our investigation and will be described in the following section.

II.4.Description of the Algerian Secondary School Syllabus and Textbook

II.4.1.Description of the Algerian Secondary School Syllabus

the syllabus follow an organizational pattern in the sense that it is structured around four main headings : Introduction, The General Objectives of Teaching English in the Secondary School, Methodological Indications and Learning Proper to the Discipline. Accordingly, we shall provide description.

■Introduction

In this introductory section of the syllabus , the designers stress the importance of the English language and justify the aim behind its introduction in secondary education. They claim that English is the language of science and technology and the objective of its teaching is to help the Algerian society to integrate harmoniously into modernity by fully taking part in the linguistic community which makes use of it for all types of interaction. This participation, based on the exchange of ideas and experiences, would allow the Algerian learners to have a better knowledge of themselves and of the other.

In addition, ELT implies, as claimed by the syllabus designers, not only the acquisition of linguistic and communicative competences, but equally transversal competencies like critical thinking, tolerance, openness to the world, and the respect of the self and of the other (SE1 Syllabus : 1). In sum, the mastery of the English language will give the learners a vision of the world enabling them to share knowledge, have access to science, technology and universal culture and become 'citoyens de demain' .

■**The General Objectives of Teaching English in the Secondary School**

From the goals made explicit in the introduction section of the syllabus is derived a set of general objectives. Indeed, the Algerian Secondary School syllabus is centered around principal objectives (four kinds of objectives in the first year syllabus) which will consolidate the competencies acquired through listening, speaking, reading and writing. These objectives are worded in the syllabus as follows:

•**Linguistic Objectives**

➢ Provide the learners with the necessary linguistic tools (grammar, vocabulary, syntax, and pronunciation) which allow them follow with success studies in English at university or in a professional milieu.

➢ Allow the learners to understand the English language and use it in different communicative situations.

•**Methodological Objectives**

➢ Develop learners' intellectual and mental abilities like analysis, synthesis and evaluation through a series of exercises.

➢ Promote learners' strategies of learning and of self-evaluation to enable them expand and deepen their knowledge.

•Cultural Objectives

  ➢ Raise the learners' intercultural awareness through their exposure to a varied set of cultures.

  ➢ Encourage the learners to explore different cultural aspects of other linguistic communities and thus better understand their own culture.

  ➢ Favor positive attitudes towards 'otherness'.

  ➢ Stimulate learners' curiosity and contribute to their open mindedness by exposing them to a varied set of cultures (ibid).

•Socioprofessional Objectives (SE 1 syllabus)

  ➢ Allow the learners to benefit from different documents (literary, technical, scientific, economic, cultural, etc) that they might encounter in their professional careers.

■Methodological Indications

This section of the syllabus revolves around three headings namely : the teaching approach, the procedure of teaching/learning and evaluation.

The Approach

The author of the first Secondary School syllabus claim that nowadays, education should answer learners' needs by creating a climate which favors autonomy and responsibility for their learning. In order to reach these aims and the aforementioned general objectives, CBA should be adopted. Indeed, CBA is, in the designers' view, appropriate to attain the targeted objectives. This learner-oriented approach centers on a conception of learning which is both socioconstructivist and cognitivist in that it regards learning as a creative construction of knowledge through social interaction with other learners and offers ways which permit the attainment of cognitive objectives. Besides, the

syllabus require the implementation of this approach for the consolidation of the competencies acquired in the previous years of English study. These broad competencies are worded as follows : interacting orally in English, interpreting oral and written texts, and producing oral and written texts.

The Procedure of Teaching/Learning

The designers argue that the first syllabus of Secondary Education revolve around communicative intentions. It becomes, therefore, necessary to put learners in situations requiring communication. The recommended procedure proposes a moment of observation, discovery, understanding and application. In order to implement this teaching/learning procedure, project work is adopted.

Evaluation

Evaluation is an integral part of the learning process. Centered on learners, it is a permanent dialogue between teachers and learners which allows both agents to monitor progress and assess the extent to which objectives have been successfully accomplished.

■Learning Proper to the Discipline(English)

This section of the syllabus concerns itself with the three targeted competencies namely : interaction, interpretation and production. It begins with a general definition of the term competency being a concept which combines 'savoir' (content),'savoir-faire' (know- how) and 'savoir-être' (attitudes and experiences). Then, an account of each competency is provided separately. Each account describes the objectives lying behind the learning of the competency being dealt with, the context of its development (contexte de réalisation), its evaluation criteria and includes a list of'savoir-faire' and 'savoir-être' linked to it.

II.4.2.Description of the Algerian Secondary School Course book

'At the Crossroads' is the textbook of English designed for the Algerian learners in

their first year of English study in the Secondary School. The overall aim of the textbook is to consolidate and extend the three competencies of interaction, interpretation and production.

At the Crossroads consists of five didactic units : 'Getting Through', 'Once Upon a Time', 'Our Findings Show', 'Eureka' and 'Back to Nature'. Each unit turns around a distinct theme and includes in addition to four sequences, three sections. The four sequences are entitled respectively : Listening and Speaking, Reading and Writing, Developing Skills and Consolidation and Extension. As for the three sections, they are as follows : Stop and Consider, Project Workshop and Check your Progress.

Sequence One : Listening and Speaking

This sequence comprises a varied set of activities aiming to get the learners develop their listening and speaking skills. It is made up of four rubrics :

■**Anticipate** : this rubric encompasses tasks which invite the learners to look at pictures, answer questions related to the general topic of the unit and make predictions before listening.

■**Listen and Check** : this rubric aims at making the learners listen to their teacher reading the Listening Script and check whether the answers they provided in Anticipate are right or wrong. This will improve their listening comprehension and their ability to recognize the sounds of the English language.

■**Say it Clear :** it focuses attention on intonation, stress patterns and spelling by exposing the learners to different types of activities.

■**Your Turn** : it comprises tasks offering speaking practice that the learners do in pairs, in groups or individually. The tasks in this rubric represent "the culminating point in the building of the speaking skill " (ibid : 08).

Sequence Two : Reading and Writing

Throughout this sequence, the learners share ideas by talking and writing about issues in areas of communication, arts, journalism, science and pollution. Like sequence one, Reading and Writing follows the same pattern :

■**Anticipate** : this early stage of the sequence encourages the learners to make predictions.

■**Read and Check** : it provides the learners with the opportunity to test their hypotheses through reading comprehension tasks.

■**Discover the Language** : it consists of activities in which the learners practice the language structure (sentence and paragraph structure) they have come in across the texts.

■**Write it Right** : composed of writing tasks, this rubric aims at getting the learners produce a limited but meaningful piece of writing by drawing upon what they have discovered about the functioning of written language in the sequence.

Sequence Three : Developing Skills

As its title indicates, the aim of this sequence is to further develop in the learners the four primary skills namely listening, speaking, reading and writing. It proposes a variety of activities in which the learners are faced with problem situations like telephoning, writing a letter of application and conducting a meeting.

Stop and Consider

The Stop and Consider section constitutes 'a grammar review' (Teacher's Handbook: 11). Indeed, it invites the learners to look at the rules supplied in its sole rubric entitled Reminder and apply them in the various activities it offers.

Sequence Four : Consolidation and Extension

This sequence is subdivided into two rubrics : Write it out and Work it out.

■**Write it out** : it proposes different types of activities which aim to make the learners

consolidate the four primary skills particularly writing.

■**Work it out** : it comprises activities which place the learners in problem situations related to learning English (e.g. pronunciation) and everyday life (e.g. telephoning problems) .

Project Workshop

This section assigns the learners projects in which they are expected to re-invest the functions and skills acquired throughout the unit. It also provides them with a sample project and with a checklist of instructions to observe for the realization of the project.

Check your Progress

It offers a series of activities in order for the learners to evaluate their attainments.

Conclusion

Through this chapter we attempt to describe the material which constitute the corpus of our research work, namely the Algerian Secondary School syllabus and textbook: 'At the crossroads' . it would be necessary to shed light on the current reform of the Algerian Educational System which resulted in new syllabus and textbook 'At the crossroads'. We provide a general view on the language teaching syllabus including its functions then project-based language syllabus and textbook ,and how the conception of teaching/learning proposed in the textbook and in the syllabus give prominence to project-based instruction.

CHAPTER THREE: FIELD WORK

Analysis of the teachers' and learners' questionnaires

Introduction

This chapter aims to investigate the teachers' view on the course book 'At the crossroads' in terms of the implementation of the project work in the course book . the questionnaire will ,therefore, help to find out whether the course book is really contains the project approach. The aim of the questionnaire for students is to investigate their views on the existing course book and the use of the project work on it . A total of 100 pupils and 20 teachers from the secondary school ' Jaber Ben Hayen' responded to the designed survey . most of the questions involved simple choices of opinion , expressed by ticking boxes; and other questions invited comment on whether the course book contains project work . the questionnaire aimed to survey learner's views on their particular course book whether it contains project work or not from the stand points of:

-the learner's personal information

-the topics they are interested

-their preferred activities

-their opinions on the use of the project work on the course book.

The analysis of the questionnaire for teachers

Section one/ general information

Q1: class: which level have you been teaching?

All teachers mentioned that in addition to teach second and third year , they have also taught first year learners. This information indicates that they are well acquainted with the first year school program , the syllabus , the learners and objectives and hence , the methods (the project work).

Q2: Gender: please specify?

☐ Male   ☐ Female

Fourteen respondents of the questionnaire were female and six were male . we find that in Algeria , generally speaking, the number of female teachers is higher that of male.

Q3: Age: please specify ?

☐ Under 30   ☐ 30-50

☐ 51 and above.

The majority of teachers were between 30-50 according to the results obtained , we can say that they have at least spent an important number of years in the field of teaching.

Q4: Teaching experience : how long have you been teaching?

☐ Less than 5 years   ☐ between 5 and 10 years

☐ Between 10 and 15 years ☐ more than 15 years .

Number of years	Number of teachers
Less than 5 years	2
Between 5 and 10 years	4
Between 10 and 15 years	5
More than 15 years	9
total	20

Table N3: teaching experience

As far as the teaching experience is concerned , almost the majority of the teachers have more than 15 years teaching experience (9) . this shows that they were familiar with 1st year learners' program . therefore , they were able to talk about the implementation of the project work in the course book ' At the crossroads' and how it works.

Course book

Q5: Is project work incorporated in the text book under study?

☐ Yes ☐ No

The results show that project work is integrated in the text book under study(13 respondents said yes) . As the teachers said each file devotes a whole section to this learner –centered activity.

Q6: Is project work in the text book a pedagogical tool or an integrated means of revision?

☐ Pedagogical tool ☐ Means of revision

Most of the teachers (12) said means of revision. According to them ,the project work is not integrated in the textbook as an activity through which learners acquire the target language . Instead , it is included for the aim of revising the language elements learned through the sequences and sections of the unit. It is considered as a final product in that the activities elaborated within the final major task put at the end of the unit.

Q7: Do the projects figured in the text book focus on real world subject matter?

☐ Yes ☐ No

The majority of teachers said yes ,so The results show that the course book is concerned with the real situation such as advertising , products that are people used or assume , business……ect.

Q8: Does the course book teach your pupils the language they use in real situation ?

☐ Sometimes ☐ often ☐ Never

As the teachers claimed ,to teach the learners the language they use in real situation can be achieved through the use of authentic materials such as : to expose them to the language of the real world , and help them acquire an effective learning in the target language . the advantage of using authentic materials in the classroom is highly beneficial

to the learning process and to the learner him/ herself who feels that he or she is learning the 'real' language as it is used by the community which speaks it .

Most of the teachers (12) said ' sometimes ' and (7) said ' often' . According to the teachers ,the language functions required to fulfill daily activities. for example , introduce the learners to the following functions:

- Express their opinion;

- Express agreement and disagreement ;

- Describe a place , a person;

- Express likes , dislikes , and preferences;

- Ask for and give direction ;

- Locate a place ;

- Express condition and result;

- Narrate , …..ect.

Q9: Are the topics up-to-date for your pupils ?

[   ] Yes [   ] No

According to the teachers, a good topic is one to which the learners can relate using ideas from their own experience and knowledge and which is up-to-date . the vast majority found the topics interesting (17).

The teachers said that the course book' topics are interesting . In unit 1 , for example, the learners will be taught how to write an e-mail for exchanging or contacting individuals through the internet. Undoubtedly , e-mails can increase the learners' English development and enhance simulation . In unit 5 there are some serious environmental issues about pollution and natural disasters which will encourage them to generate their ideas , think critically and creatively.

Q10: Do the topics of the course book provoke personal responses , and encourage the pupils to express their own views and talk about themselves?

☐ Yes ☐ No

Most of the teachers (17) affirmed that many topics are quite interesting ,according to them, the learners need topics which allow The pupils to participate more , personalize as well as share their experiences with their peers . controversial topics that provoke their personal thinking should therefore be included to provoke personal responses , stimulation interest and encourage the learners to express their own views and talk about themselves .

Q11: I f yes, which topics ?

The answers provided by the teachers were approximately similar :

Teacher 1- the new approach (the competency-based approach) urges the learners to write and express their points of view as in task 6 page 57 where the learners are acquired to write a poem about their country.

Teacher2-unit 1 'Getting through ' provides an opportunity to the learners to get in touch with real and new pen-pals and to win their interests .

Asking for and giving personal information in relation with e-mail and electronic address is a very important social skill in the contemporary world .

Teacher 3-the topics involve the learners' concerns and reflect their interest ,and communicative needs such as computers , story , telling , pollution …ect.

Teacher 4-the learners find the new inventions in technology where the pupils are asked to give their point of view about technological progress and modern life advantages.

Teacher 5-there are topics describing countries and family matters which are relevant to the learners and encourage them to give their own views.

Teacher 6-most of the topics carry out motivating activities especially unit 1 'Getting through' unit 2'once upon time ' unit 3 ' our findings show' and unit 5 'back to nature'.

Q12: Is the course book learner-centered as it claims, i.e. does it encourage the learners to learn by interaction and cooperation/ collaboration?

☐ Yes   ☐ No

As the teachers claimed ,to encourage the learners to learn by interaction and cooperation , the course book should cover a variety of interesting and useful learning activities such as information –gap tasks, role plays, pair, group and whole class activities. Concerning this point , two opposing views were noticed : eleven teachers said yes. However , eight teachers answered by no.

Q13: Do you find exercises important enough to help learners communicate?

☐ Yes   ☐ No

As teachers said, communicative activities such as group work , discussion with peers should be introduced to encourage the learners to communicate effectively and confidently with their classmates and faster their interaction.

Fourteen teachers admitted that the exercises were significant enough , though six said that they were not .

Analysis of the questionnaire for students:

Section one / personal information:

Q1: Gender   ☐ Male   ☐ Female

Among the one hundred respondents , thirty seven are male and sixty three are female . This indicates that the number of girls is higher compared to that the boys .

Q2: Age: the questionnaire reveals that the learners are ages 15 to 16 , and have already four years 'tuition in English at middle school level ' .

Q3: Class: the informants were basically following the literary stream first year learners at the secondary school , 'Jaber Ben Hayen'.
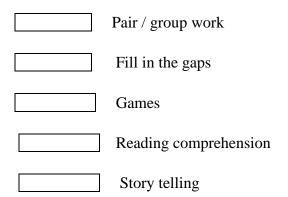
Course book

Q4: Are the topics in the text book ' At the crossroads ' incorporated activities which are individual , in pairs or in groups ?

[ ] Individual [ ] In pairs or groups

A majority of respondents (55) said in pairs and groups, while (31) said individual.

Q5: What kind of activities do you like in the course book ?

[ ] Pair / group work

[ ] Fill in the gaps

[ ] Games

[ ] Reading comprehension

[ ] Story telling

A substantial majority (88 students anticipated that the types of activities they prefer are pair / group work , games and storytelling . for the pair of the group work , this would indicate that the learners are aware of the fact that by working together cooperatively , and they are active not passive , they will practice the language conveniently and gain confidence . Besides , some learners are shy and will never participate in whole class discussion .

Language games such as crosswords, puzzles, vocabulary games and also beneficial because they attract the learners 'attention , encourage them to communicate and foster unity and familiarity among them.

The learners are also found of telling stories which is simple and rich source of foreign language input notably for young learners.

Q6: Does the course book meet your aim/objective?

☐ Yes   ☐ No

Yes	No
69	31
69%	31%

Table N4: the course book and the aims of the learners

There was a very clear statement that the course book meets with the learners approval : 69 students responded that the course book meets their aims /objectives and 31 felt it did not.

Q7: Do you enjoy the activities in class?

☐ Yes ☐ No

The vast majority (83 students) opted for yes and found that they enable them to communicate with their peers , exchange ideas and opinions .

Q8: If yes, which activities do you like ?

The following preferred activities were mentioned :

- Pair /group work

- Dialogues writing

- Role-play

- Speaking activities

From here , we gather that the learners prefer activities that allow them to think , generate their ideas and participate actively . they prefer the activities such as pair work , group work , because they can learn better through working with friends , exchanging or

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discussing their ideas . student from the schools said . ' we like group work because we like to share our ideas with our friends'.

Q9: If no please explain why you do not enjoy the activities in the class ?

 According to 23 learners , the activities are difficult to be carried out because they have not enough vocabulary and they cannot express themselves accurately and confidently.

Q10: What kinds of exercises are attractive to you ?

 First come the pair and the group work (according to 90 students) . In the second position, comes the role-play (according to 83 students) . In the third position , comes reading comprehension (45 students) .

Q11: Does the course book teach you the language you can use in real situations?

| | Often | | Sometimes | | Never

63 students said 'often' .26 'sometimes', 10'never'. There was a very clear statement that the textbook teach the learners the language that they can use in real situations

Often	Sometimes	Never
63	26	10
63%	26%	10%

Table 5 : the course book and real life situations

(from the learners point of view).

Q12: Do you always contribute to and play an active role in the classroom?

| | Yes | | No

53 respondents said 'Yes' and 30   said 'No'

Q13: If no, why?

Among the reasons provided by the learners who said No are the following:

- I'm shy

- I always have the right answer but I'm afraid of saying it

- It depends on the situation

- I don't like English

- Sometimes I don't have the words

- I'm afraid of giving wrong answer

- I prefer writing to speaking

- Because of fear and shyness

- I'm only good at writing

Many learners did not provide any justification .

Q14: Does the project work ask you to do something you are unfamiliar with ?

☐ Yes   ☐ No

87 students said 'No' , against 13 'Yes'

Speaking about the project work, acquainting learners with the important pieces of information to include in their letters of application is necessary since they will be confronted with the challenges of this task when completing their projects. Given the fact that project work is not going to the Internet and getting print- outs to be handed to the instruction.

Conclusion

The data we have collected from the questionnaires administered to first year secondary school teachers and their students; let us to investigate the implementation of project work in the first year text book. Thus . we can say that the results in both teachers' and learners' questionnaire are in the direction of our hypothesis. The questionnaires were conducted focusing on the following main points : teachers and learners personal information , the

topics they are interested , their preferred activities , and their opinion on the use of the project work on the course book . An attempt has been made to present and discuss the questionnaires finding yielded from our description of the first year text book in relation to project work .First, the results indicate that project work is introduced into ELT at the level of first year secondary school text book for the sake of reinvesting what has been learned in every didactic unit. Second, both of teachers and learners prefer collaborative /cooperative activities, and both of them confirm that the project work is incorporated in the textbook under study. Third , the learners play an active role in the classroom which means that they participate actively and communicatively in the class. Fourth ,the topics are quite interesting because they enable the pupils to have the opportunity to express their own ideas ;in addition, the teachers ensure that the course book teach the pupils the language they use in real situation. All in all, questionnaire was revealed that project work is given prominence by the textbook in that it is incorporates in all the units composing the text book (five units and five projects in the first text book). Project work is regarded as the final outcome of the learning process. In conclusion, we can say that although some shortcomings were noticed , the first year secondary school text book constitute an essential component to English language instruction in the Algerian classroom and that their integration of project work encourages learners to step into the real-world .

CONCLUSION

General Conclusion

This study was designed to probe into the implementation of project pedagogy in the Algerian textbook 'At the crossroads' of English conceived for intermediate learners and the syllabus they flesh out. It aimed to investigate the following four questions: 1.Does the conception of learning / teaching proposed in the syllabus favor Project-Based instruction? 2. If yes, does the syllabus of the first year text book highlight features that gradually pave the way to the fulfillment of project work? 3. Are the characteristics announced in the first year syllabus reflected in the project section of first year textbook?4. .Is project work the means through which language is acquired or re-invested?

In order to address this issue and answer our research questions, we mention the following: a. Principles of the project-based syllabus suggested in the literature by authors like Finch (2008), Long and Crookes (1992) and Nunan ,b. Dubin's and Olshtain's framework for the components of the language teaching syllabus (1986), c. Fredricka L. Stoller's model for completing project work in the language classroom, d. a questionnaire to describe the implementation of project work in the syllabus and their corresponding textbook.

Before summarizing the research findings and offering pedagogical implications as well as directions for further research works, some limitations of the present study might be noted.

The resulting data indicated that the conception of teaching/ learning suggested in the syllabus of the first year secondary school favor the integration of project work into English teaching in the Secondary School. It was revealed that these pedagogical document is likely to be described as being project-based placing learners at the core of learning, encouraging learning by doing, and emphasizing both process and product.

Project work in ELT at the level of the first year Secondary School is a natural

extension of what is already taking place in the classroom. In other terms, it is not the main teaching strategy which exposes learners for the challenges of learning language forms, functions and skills. Moreover, it is conceived as the final output of each instructional unit which gives learners good preparatory language and skill grounding for the completion of this learner-oriented activity.

In our view, the integration of project work as a tool of reinvestment and a culminating final event rather than as a central instructional strategy would likely help both instructors and learners to shift smoothly from the previously adopted teacher-centered learning paradigm to the approach by competencies adopted recently within the banner of the Algerian educational reform. In fact, transition from teacher-centeredness to learner- centeredness, from the use of drills and exercises to the adoption of project work as the central learning task through which learners learn the target language is not an easy process, especially in a system of education where spoon-feeding is a common teaching strategy.

Project pedagogy is given prominence by the first year secondary school textbook. Indeed, at the end of each didactic unit, learners are required to conduct a project in which they build on what they have already learned.

Finally, we would like to say that the implementation of the Project-Based Approach may be challenging at first on the grounds that the learners and teachers were accustomed to the traditional teacher-oriented instruction. However, if teachers attend workshops and training sessions and encourage their learners to take on their roles appropriately in the different stages of project work, the project approach can be successful and rewarding for both agents of the learning process. Hence, gaining a stimulating and an authentic learning experience for teachers and learners alike, developing learners' social and cognitive skills, improving their language and content knowledge and increasing their

sense of autonomy in learning as well; through using language in real life situation.

■Pedagogical Implications and Suggestions for Further Research

Based on our research findings, the present study offers some pedagogical implications as well as suggestions for future research.

■Pedagogical Implications

➢ Completing five projects in the first year is time consuming and requires a lot of efforts on the part of the learners. Add to this, English is not the only subject in which learners realize projects at the end of each file of the textbook. Project work is also introduced into the teaching of Arabic, French and many other subjects. Since PBL is not getting a printout of texts downloaded from the Internet to be handed to the teacher, learners should be given enough time to complete the various project tasks. We suggest limiting the number of projects to three or four projects per year (it would be better if learners undertake one project work at the end of two files or during each trimester).

➢ We should give more important to projects that are semi-structured and others unstructured so as to give the learners a voice in the designation of their project outcomes and allow them to take decisions on the methodology to follow and the materials to include. This would enable teachers to ensure that their learners develop a sense of ownership and pride in project engagement.

➢ Activities fostering group work should be more integrated in the textbook namely: 'At the Crossroads' in order to develop a classroom atmosphere where cooperation and collaboration among learners reigns and get them accustomed to this way of learning which plays a major role in the successful completion of each stage of the big task: project work.

➢ Quizzes, language games, and crosswords are preferred activities according to the

pupils , so we suggest and propose that the projects integrate more activities.

➢ We suggest that the projects should integrate more controversial topics which enable the learners to express their own views , think , interpret, and talk about themselves. In addition, projects should include more purposeful activities.

■**Suggestions for Further Research**

Our dissertation addressed the issue of implementing PBL in the Algerian Secondary School syllabus and textbook 'At the crossroads' of English. Due to the limited corpus of the study and its restriction to the High school, further research on PBL implementation in other settings like ELT at the level of the Middle School can be conducted. This would enable us to find if the generalizability of the outcomes sorted out from our work is possible.

In addition, follow-up studies can be carried out using observational research methods and interviews. Observing actual classroom behavior would provide insights into the roles played by both teachers and learners and would afford the researcher the opportunity to see whether the two agents in the learning process assume new roles and responsibilities under Project-Based Instruction.

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APPENDICES

Appendix I

Questionnaire for teachers

This questionnaire is part of research work , it aims at describing the implementation of project work in the text book 'At the crossroads' that you are using or have already used .

You are kindly requested to answer the following questionnaire please tick the appropriate box ( ) or make full statement when necessary . thank you very much for your cooperation.

Hassina Hamrit

Personal information

1- Class : which level you are (have been) teaching

◻ 1st year

◻ 2nd year

◻ 3rd year

2- Gender: please specify

◻ Male

◻ Female

3- Age : please specify your age.

◻ Under 30

◻ Between 30-50

◻ 51and above.

4- Teaching experience : how long have been teaching ?

◻ Less than 5 years

◻ Between 5 and 10 years

◻ Between 10 and 15 years

◻ More than 15 years

Course book

5- Is project work incorporated in the text book under study?

Yes   No

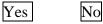6- Is project work in the text book a pedagogical tool or an integrated means of revision?

Yes   No

7- Do the projects figured in the textbook focus on real world subject matter ?

Yes   No

8- Does the course book teach your pupils the language they use in real situation?

[   ] Sometimes [   ] Never [   ] Often

9- Are the topics up-to-date for pupils?

Yes   No

10- Do the topics of the course book provoke personal responses and encourage the pupils

to express their own views and talk about themselves?

Yes   No

11- If yes which topics?

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………………………….

12- Is the course leaner –centered as it claims, i.e. dose it encourage the learners to learn

by interaction and cooperation /collaboration?

Yes   No

13- Do you find exercises important enough to help learners communicate?

Yes   No

Appendix II

Questionnaire for students

This questionnaire is part of research work, it aims at describing the implementation of project work in the text book 'At the crossroads' that you are using or have already used.

You are kindly requested to answer the following questionnaire please tick the appropriate box ( ) or make full statement when necessary. thank you very much for your cooperation.

Hassina Hamrit

Personal information

1- Gender: [____] Male   [____] Female

2- Age: ……..……….

3- Class: ………………

Course book

4- Are the topics in the textbook 'At the crossroads ' incorporated activities which are individual , in pairs or in groups ?

[____] Individual   [_____] in pairs or groups

5- What kind of activities do you like in the course book ?

[_____]   Pair / group work

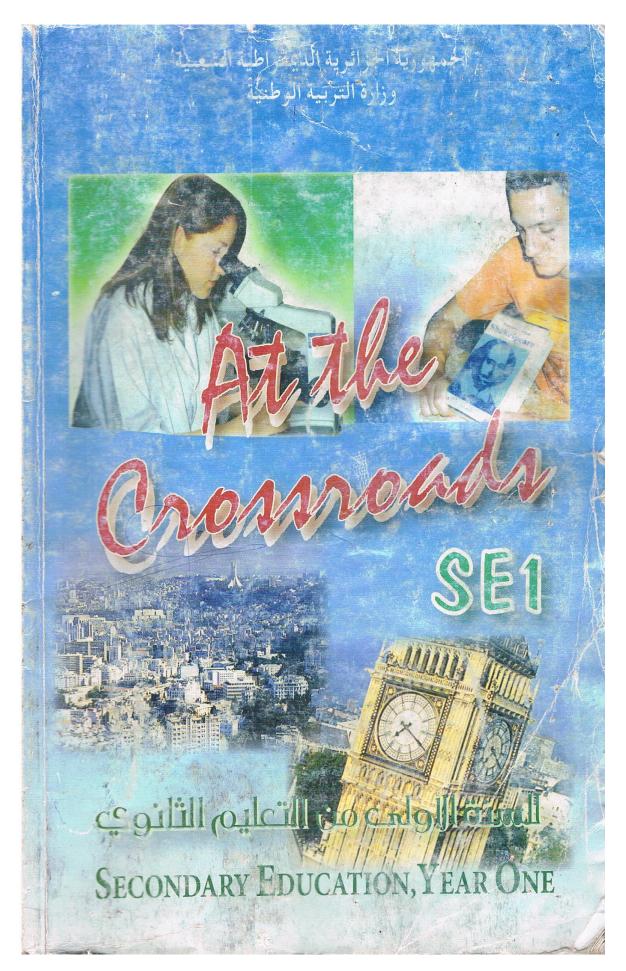[_____]   fill in the gaps

[_____]   Games

[_____]   Reading comprehension

[_____]   Story telling

6- Does the course book meet your aim /objective?

[Yes]   [No]

7- Do you enjoy activities in class?

Yes   No

8- If yes , which activities do you like?

………………………………………………………………………………………………………

……………………………………………………………………..

9- If no, please explain why you do not enjoy the activities in the class?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

……………………………………………

10- What kinds of exercises are attractive to you?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

…………………………………………………………………………………………………..

11- Does the course book teach you the language you can use in real situation ?

         Sometimes   Often   Never

12- Do you always contribute to and play an attractive role in the classroom?

Yes   No

13- If no, why?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

…………………………………………

14- Does the project work ask you to do something you are unfamiliar with?

Yes   No

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

At the Crossroads

SE1

السنة الأولى من التعليم الثانوي

SECONDARY EDUCATION, YEAR ONE

Appendix IV : the contents and the units in (At the crossroads)

CONTENTS

BOOK MAP

		PROJECT : MAKING A JOB APPLICATION BOOKLET MAKING AN INTERNET USER'S GUIDE FOR BEGINNERS		
UNIT: 1	**SKILLS**	**FUNCTIONS**	**LANGUAGE FORMS**	**PHONOLOGY**
Sequence One	Listening to instructions and confirming understanding Stating point of view and justifying it	Instructing Comparing Expressing preferences Describing a process Expressing purpose	The imperative Sequencers: first, next, etc. Comparatives of adjectives and adverbs prefer something to something else, etc. in order to/so as to, etc.	Intonation in formal and informal requests Stress in two -syllable words
Sequence Two	Reading and interpreting an e-mail message Writing an e-mail message	Describing people's regular activities Describing a place	Frequency adverbs: rarely/seldom... Degree adverbs: very, quite,etc. Reflexive pronouns: myself...	
Sequence Three	Listening and responding to telephone messages Reading and responding to short written messages Writing a letter of enquiry	Expressing obligation Inviting/Accepting and Refusing invitation Apologising	Modals: have to/had to Prepositions of time and place : in /in the north.../on /at	
Stop and Consider			Link words: to/in order to... Neither ...nor / either..or Definite and indefinte articles have to / had to... from...to / until...	
Sequence Four	Reading and responding to a an advert Filling a form and writing a letter of application Dealing with telephone conversation problems	Expressing obligation		

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PROJECT : WRITING A BOOK REVIEW

UNIT: 2	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY
Sequence One	Listening and responding to a tale	Expressing literary preferences	Past simple tense keen on... fond of... Adjectives	Stress in three-syllable words Pronunciation of final '-ed'
Sequence Two	Reading and responding to an extract from a novel Writing a portrait	Describing people's physical appearance and personality features	Prepositions: with, in, etc. What was he/she like? What did he/she look like?	
Sequence Three	Reading : - literary extracts (setting and plot) - Writing a personal narrative	Locating places Comparing Narrating	Look like/similar to... past simple/continuous Time expressions and Adverbs: last week, ago, etc. Past simple/continous + while/when/as Who/whom/which Beside and besides	
Stop and Consider	Reading and writing a short biography	Asking for and giving directions	Time markers: at first/later...	
Sequence Four	Using a street map Writing a folktale	Expressing point of view/opinion	Lexical and grammatical cohesive ties Punctuation/ capitalisation	Falling and rising intonation

PROJECT : CONDUCTING A SURVEY

UNIT: 3	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY
Sequence One	Listening and responding to an interview Reporting orally what the horoscope says	Expressing likes and dislikes Expressing a point of view/opinion	Adjectives ending in '-ly' Degree adverbs: quite/absolutely ...	Stress in compound words Stress shift (noun/adjective)
Sequence Two	Reading a graph / report Interpreting survey results writing a report	Reporting questions Asking for and giving information	Direct/reported speech: S/he asked if/where/when/what/where...	Pronunciation of /h/ in stressed and unstressed syllables
Sequence Three	Filling a questionnaire Conducting an interview/ Interpreting survey results Writing a report/diary	Giving advice Inviting Expressing orders, requests , advice and suggestions	Quotation marks Reporting verbs: suggested /ordered... Direct/reported speech: orders/requests...	Problem consonants: silent letters and pronunciation of final 's' in words.
Stop and Consider	Writing an article to report about an accident Writing a memo to report about health problems		Direct/reported speech transformations Adverbs of manner	Pronunciation of suffixes '-ful' and '-less'
Sequence Four		Making suggestions/ recommendations Narrating Expressing a point of view	Suffixes '-ful'/-'less Punctuation and capitalisation Adverbs of manner	Pronunciation of final '-s' and '-es'

PROJECT : MAKING THE PROFILE OF AN INVENTION

Unit: 4	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY
Sequence One	Listening to a presentation of an invention Note taking Speaking from notes	Describing an object Questioning	Have you got any idea who... ?/ Can you tell me who...?	Intonation in indirect questions Stress shift (noun → adjective)
Sequence Two	Reading an article about the evolution of telecommunications Writing from a flow chart	Narrating Expressing concession	Link words: however, though, even though, etc.	
Sequence Three	Listening to and making a product presentation Writing a business letter from product specifications	Describing an object Comparing Contrasting Expressing opinion	What is its height/ width..? How wide/deep is...?	
Stop and Consider			Prepositions: in, with... articles: the, a, an, etc. So+adjective+that future perfect	
Sequence Four	Drawing /writing a conclusion Summarising Reading a warning notice Taking sides in a debate	Narrating Expressing opinion and reporting facts Asking for and giving advice	Relative pronoun: who, whom and which The imperative Modal auxilliaries: should, shouldn't, etc.	Problem consonants: /n/, /ŋ/, etc.

PROJECT : DESIGNING A CONSUMER'S GUIDE				
UNIT: 5	**SKILLS**	**FUNCTIONS**	**LANGUAGE FORMS**	**PHONOLOGY**
Sequence One	Listening to a radio interview about pollution Writing an SOS about pollution	Expressing opinion Expressing feelings Expressing condition	- If- conditional (1)	Intonation in yes/no questions and complex sentences Stress in words ending in '-tion'
Sequence Two	Reading and responding to a magazine article Categorizing	Expressing cause and effect Describing	Link words: as a result, consequently Sequencers: firstly, secondly...	
Sequence Three	Conducting a meeting Writing minutes of a meeting Reading and interpreting an advert Writing an advert	Expressing suggestions Expressing opinions Agreeing and disagreeing Arguing for and against Polite requests/ interruptions	I think... I agree/I disagree... You're right... In my opinion, Could/can I ...?	
Stop and Consider				
Sequence Four	Reading articles about recycling and renewable energies Writing a letter of complaint Writing a memo	Describing Suggesting Arguing	Conditional: types 0,1 and 2 Suffixes: -able/-al... Quantifiers: all, some, a few, etc. Prefixes: il- , ir-,dis, etc.	Stress in words starting with prefixes

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PROJECT WORKSHOP

I- Making a job application booklet

Overall purpose: Designing a booklet intended for teenage job seekers

Your booklet should include the following items:
- adverts with job descriptions,
- phone enquiries about job vacancies,
- résumés or C.V.s,
- letters of reference,
- letters of application,
- replies (positive, negative) from administration/company,
- letters of acceptance.

PROJECT ROUND-UP (I)

- Correct your mistakes. Then exchange booklets with other groups for further error checking.
- Display your booklets.

II- Making an Internet user's guide for beginners

Overall purpose: Designing an Internet user's guide for beginners.
Your Internet User's Guide should include the following items:

- Description of a workstation / PC = (Personal Computer),
- A set of instructions for using a PC (opening an e-mail account/ homepage, etc.),
- Maintenance tips (eg. no smoking, protection from dust, etc.),
- Tips for solving problems when PC goes wrong,
- Manners to be observed when using the Internet.

PROJECT ROUND-UP (II)

- Correct your mistakes. Then exchange booklets with other groups for further error checking.
- Display your Internet User's Guide.

PROJECT WORKSHOP

WRITING A BOOK REVIEW

TASK ONE: **Select your book**

Check what books of fiction are available in your school library and decide which one you will read for your review. It does not matter whether the books are in English or not. What is important is that all of the group members like the author and her or his book(s).
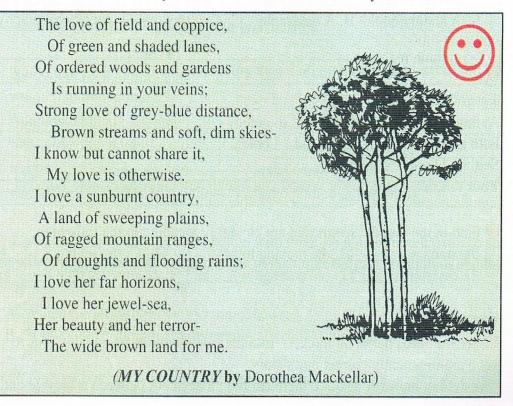
TASK TWO: **Allocate the tasks among yourselves**.

The review will consist of the following parts. Allocate them, but all of you must read the book.

> **A**. A short biography of the author.
> **B**. A short reminder of the context in which the author wrote his book.
> **C**. A short summary of the book.
> **D**. A short portrayal of the characters, especially that of the hero or heroine.
> **E**. A short description of the setting (place and time).
> **F**. A short appreciation (why you like the story and what lessons it teaches you).

PROJECT ROUND-UP

● Correct your book review. Exchange drafts with the other groups for further error checking.

● Write a new version of your book review and hand it to your teacher.

The love of field and coppice,
  Of green and shaded lanes,
Of ordered woods and gardens
  Is running in your veins;
Strong love of grey-blue distance,
  Brown streams and soft, dim skies-
I know but cannot share it,
  My love is otherwise.
I love a sunburnt country,
  A land of sweeping plains,
Of ragged mountain ranges,
  Of droughts and flooding rains;
I love her far horizons,
  I love her jewel-sea,
Her beauty and her terror-
  The wide brown land for me.

(MY COUNTRY by Dorothea Mackellar)

PROJECT WORKSHOP

CONDUCTING A SURVEY ABOUT:

- people's newspaper reading habits,
- TV viewers and TV programmes,
- or the different uses of the computer...

Task One: Designing the questionnaire

- Decide which aspects of newspapers and their readers you would like to investigate.
- Decide who will be your informants (age group, sex, etc.).
- Fix a reasonable number of informants (20 is a good number to aim for).
- Write a first draft of your questionnaire and distribute it to your informants.

Task Two: Conducting the interview

- Prepare your interview and rehearse it with group members.
- Start interviewing your informants once you are ready.

Task Three: Collecting data and interpreting the results

- Ask yourselves questions such as: Do your informants like reading newspapers? If yes, why?
- Give statistics using different types of graphic displays.

Task Four: Writing the report

Your report should include the following:

- Introduction,
- Method,
- Results,
- Analysis of the results,
- Conclusion. Our findings show... Therefore, we suggest / recommend ...

PROJECT ROUND-UP

- Put the different parts of your survey together (questionnaire, interviews, graphs, report, etc.) in the form of a booklet.

- Correct your project and submit it to the other class groups for further error checking.

- Present your booklet to the rest of the class.

PROJECT WORKSHOP
MAKING A PROFILE OF AN INVENTION

❶ Selecting an invention

Look around you and choose an invention. The checklist below may help you.

bicycle	car	plane	train
electric iron	hairdryer	cooker	sewing machine
computer	typewriter	telephone	TV set

❷ Writing about the evolution of the invention

Get as much information as possible about the invention.

- Background to the initial invention

- Problems with the initial model

- Subsequent improvements on the initial model

❸ Making a presentation of the different models of the invention

State   - what each model is made of.

- what it is composed of.

- what its dimensions are.

- how it works.

- what the specifications of the recent models are.

❹ Write a timeline of all the inventors involved in the invention.

- Choose the two most important inventors and write their biographies.

- Do not forget to state in what ways they contributed to the improvement

of the invention.

PROJECT ROUND-UP

- Put the different items of your project in the form of a scrapbook or a wall sheet.

- Include pictures of both the inventors and the models of the invention.

- Correct the mistakes in your project. Then exchange projects with other groups for further error checking.

- Bring the final touch to your your scrapbook or wall sheet on. Then present it to the class.

PROJECT WORKSHOP

MAKING A CONSUMER GUIDE

Task 1: **Selecting products**

Select products that people consume or use daily:

- toiletries (soap, shampoo, etc.),
- detergents and cleaning products,
- paper and paper products,
- car or machine maintenance products,
- plant and gardening products , etc.

Task 2: **Gathering information about the various brands of the product**

Collect :

- adverts,
- labels, leaflets on the products, etc.

Task 3: **Analysing the product from an ecological point of view**

Pay attention to:

- Features (chemical composition of the brands),
- Packaging,
- Marketing.

Project Round-up

Your guide will include :

- adverts, labels,
- consummer association memos about the various brands of the same product addressed to consumers,
- a rubbish-collection guide,
- letters of complaint (reminders) addressed to the companies which do not produce 'clean' products.

● Correct your mistakes. Then submit your project to the other groups for further error checking.

● Make the necessary corrections. Then present your guide to the class.

Appendix IV

Résumé

Le présent travail constitue une tentative d'explorer la mise en œuvre de la pédagogie du projet dans le programme et le manuel scolaire Algérien du cycle secondaire. Il s'efforce de trouver si ce livre émi dans le cadre de la récente réforme du système éducatif favorisent la pédagogie du projet dans l'enseignement de l'Anglais. À cette fin, nous avons d'abord effectué une étude approfondie du programme et en citant les principes du 'project-based syllabus' proposés par Finch (2008), Nunan et d'autres et le cadre théorique de composante du programme de langue offert par Dubin and Olshtain dans leur livre portant le titre : 'Course Design: Developing Programmes and Materials for Language Learning '(1986).Par la suite, on a abordé l'étude du manuel scolaire et en citant le modèle de Fredricka L. Stoller (1997) pour la mise en œuvre du projet en classe de langue Anglaise. Par souci de recueillir plus d'informations sur la question abordée dans cette étude, nous avons adopté le questionnaire comme outil de recherche. Bien que certains inconvénients soient constatés, nos résultats de recherche révèlent que la conception de l'apprentissage proposée dans le manuel scolaire et dans le programme sur lesquels il est basé donne de l'importance à la pédagogie du projet.

Mots clés : projet, pédagogie du projet, programme basé sur le projet, manuel scolaire

الملخص:

تمثل هذه الرسالة محاولة لاستكشاف تنفيذ التعلم القائم على المشروع في المنهاج و الكتاب المدرسي المخصص لتدريس اللغة الإنجليزية في الطور الأول الثانوي الجزائري . تسعي جاهدة لمعرفة ما إذا كان هذا الكتاب المدرسي المخصص للسنة الأولى ثانوي الصادر في إطار عملية الإصلاح الأخيرة للنظام التربوي في صالح المشروع . و لهذه الغاية أجرينا أولا دراسة للمنهاج و قمنا بذكر مبادئ المنهج القائم على المشروع المقترحة من طرف finch (2008 , Nunan و غيرهم . و إطار olshtain و dubin المتعلق بمكونات منهج اللغة الذي عرض في كتابهما الذي يحمل عنوان course design : ' developing programmes and materials for language learning'(1986) .ثم شرعنا في وصف الكتاب المدرسي مع ذكر نموذج لتنفيذ المشروع في الفصل الدراسي المقترح من طرف L.stoller Fredricka (1997) . من أجل مزيد من المعلومات حول معالجة القضية المطروحة في هذه الدراسة قمنا باستخدام الاستبيان لمعرفة ما إذا كان الكتاب المدرسي يهتم بالتعلم القائم على المشروع، على الرغم من ملاحظة بعض العيوب , تكشف النتائج التي توصلنا إليها أن مفهوم التعلم المقترح في الكتاب و المنهاج المدرسي يعطى أهمية للتعلم القائم على المشروع .