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Faculty of Letters and Languages
Department of English**



***Dissertation Submitted in Partial Fulfilment of the Requirements
for the Degree of Magister in English***

**Speciality: English
Option: Didactics**

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Subject:

**Project-Based Learning in the Algerian Secondary School
Syllabuses and Textbooks**

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Academic Year: 2010/2011

To my fiancé, family and friends

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Acknowledgements

First and foremost, I would like to thank my supervisor Pr Bouteldja RICHE for his guidance and valuable comments. I extend my gratitude to the members of the panel of examiners namely, Dr Hamlaoui Naima, Dr Zerar Sabrina and Dr Ameziane Hamid for having accepted to read and examine my dissertation. Last but not least, great thanks are due to my fiancé, family and friends whose unending encouragement and support have never ceased all along the preparation of my work.

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List of Abbreviations

CBA : Competency-Based Approach

CBE : Comptency-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.

SE 2 : Secondary Education, Year Two.

SE 3 : Secondary Education, Year Three.

Abstract

The present work represents an attempt to investigate the implementation of Project-Based Learning in the Algerian Seconadry School syllabuses and their corresponding textbooks, namely At the Crossroads, Getting Through and New Prospects. It strives to find whether these instructional documents, issued within the framework of the recent reform of the Educational System, favour the integration of the pedagogy of the project into English Language Teaching. To this end, we have first conducted a thorough examination of the syllabuses in relation to the principles of the project-based syllabus proposed by Finch (2008), Nunan (2004) 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 have then drawn attention to the textbooks relying on 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 checklist as a research technique. Although some drawbacks are noticed, our research findings reveal that the conception of learning proposed in the textbooks and in the syllabuses they flesh out give prominence to Project-Based Instruction.

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

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. In the words of Mohamed Sadek Fodil, this learner-oriented approach “seeks to develop learners’ autonomy and self-development by laying claim for the necessity to redefine the roles of both learner and teacher, hence the argument for the adoption of a methodology centred on the learner” (2005:38).

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). A methodology of relevance to the development of competencies as sustained by Perrenoud (1996) “goes through problem solving situations where the learners are actively involved in thinking about the issue” (Quoted in Yassine, 2005: 32). Problems to be solved lie at the heart of Project-Based Learning. The latter “stands as the backbone of the approach by competencies” (Ameziane and Guendouzi, 2005:123) 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 into the field of second and foreign language education about three decades ago as a way to reflect the principles of learner-centred 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-centredness, 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 to learning in the Algerian Secondary School 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 syllabuses and textbooks. In other words, our main concern is to find out 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 syllabuses and translated in their corresponding textbooks namely At the Crossroads, Getting Through and New Prospects.

To achieve our aim, we put forward two hypotheses. The first states that the three Secondary School coursebooks under analysis are project-based, i.e. they flesh out the principles of the Project-Based Approach as it is asserted by their designers in the first, second, and third year Secondary School teachers' books (Riche et al., 2005, 2006, 2007). Since the three textbooks are assumed to be project-based, and this kind of teaching materials implements the contents of the syllabuses, our second hypothesis states that the Algerian Secondary School syllabuses 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 investigation , i.e. the syllabuses and textbooks 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), learners are expected to get satisfactory results in their performance in the English language. However, the reality turns out to be quite the opposite. In fact, most learners are unable to bridge the gap existing between the school environment and society and obtain bad marks in the English subject.The latter case can be well noticed in third year learners. Indeed, statistics reveal that the Algerian intermediate learners’ performance at the *Baccalaureate* exam passed in June 2009 is not entirely satisfactory and poor in English. According to the official report of the Ministry of National Education, the rate of success in the discipline (in Tizi-Ouzou) is only 48.76%.

The motive behind examining the implementation of the Project-Based Approach in the teaching of English as a foreign language at the level of the Algerian Secondary School stems, in the main, from the learners’ unsatisfactory results obtained in the English subject. Another compelling reason which propels us to investigate this issue is our desire to take part in the debate resulting from the reform of the educational system.

Research Design

In order to enquire into the issue of incorporating Project-Based Learning tenets in ELT in the Algerian Secondary School, our investigation will be carried out in relation to the two pedagogical documents designed for Secondary Education namely the syllabuses and their corresponding textbooks. To explore this concern, we shall attempt to conduct a thorough examination of the syllabuses by making reference to the main principles of the

project-based syllabus and the framework proposed by Dubin and Olshtain (1986). As regards the three textbooks, we will rely on Stoller's ten-step model of completing project work in the classroom setting.

Our study of the textbooks will be an in-depth evaluation which, in the words of Cunningsworth, is "more penetrating in its approach" (1995:02). Besides, our coursebooks evaluation falls within the category of in-use evaluation as it takes place whilst the materials are in use (ibid). 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 learning proposed in the syllabuses favour Project-Based Instruction?
2. If yes, do the syllabuses highlight guidelines that gradually pave the way to the fulfilment of project work?
3. Are the procedural guidelines announced in the syllabuses reflected in the project section of each 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 investigation, we will have recourse to a qualitative research instrument which is the checklist. This technique will allow us to collect a range of textual data and help us to provide answers to the aforementioned research questions which will serve as guidelines in conducting our study.

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. According to the present state of our knowledge, it seems that there are no studies addressing the field of

our research in Algeria, which, in our view, is a fertile ground for scholarly investigations as it is newly introduced in Algeria within the framework of the recent education reform. 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 Algerian High School. We hope, therefore, that it will empower other students to further the study in our field of investigation, and to consider other aspects this humble work is not concerned with. Finally, the research findings would likely point to some pedagogical implications and useful methodological directions 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, Literature Review and Methodology reviews the literature 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. It also describes the methodology adopted for the study of syllabuses and textbooks as well as the research procedure for analysing them and the data gathering tool. As for the second part, Results and Discussion, it displays the findings sorted out from our examination of the syllabuses and textbooks constituting the corpus of our work and discusses and interprets them. Lastly, our dissertation ends with a general conclusion summarising the main research findings, presenting the limitations of the study, some pedagogical implications and directions for future research.

Part One : Literature Review and Methodology

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. This goes with Williams and Burdens’ view that worthwhile learning does not entail the reception of ready-made facts, but should encourage learners’ involvement in building new personal meanings and understandings (1997).

Stressing the importance of learners’ involvement in their learning process, Coles and Robinson(1991) argue persuasively that “schools should be less concerned with imparting information and more concerned with encouraging the kind of teaching which pays attention to the way children learn” (1991 :91 quoted in Williams and Burden, 1997 :148). To translate this into language learning, language is not learned by means of receiving input to be memorised. 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-centred approaches to learning instead of the traditional teacher-dominated ones.

One of the approaches which reflects the principles of learner-centredness is Project-Based Learning (PBL). Accordingly, this part is designed to present the theoretical premises and the literature which are relevant to our investigation. It comprises two chapters : Project Pedagogy and Methods and Materials.

Chapter One : Project Pedagogy

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, underlying theories of learning and bring to light the key element of the approach namely project work. Besides, we will attempt to highlight the roles of the syllabus and the textbook in language programs and to describe the way they incorporate project work. The aim of this chapter is twofold : to inform the reader about the literature of relevance to the scope of our research work and to draw the analytical models informing our study of the corpus.

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 progressivist stressed the need for a child-centred 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 favours learning by and through experiences.

Wrigley Heide Spruck (1998) claims that as an educational approach, PBL was discussed by William Heard Kilpatrick in his pamphlet entitled *The Project Method*. Kilpatrick popularized project work for teachers and brought it into the mainstream through his 1918

pamphlet (Beckett, 2000). This was, as pointed out by Brubacher(1947), Kilpatrick's reconstruction of Dewey's problem-solving method of teaching (quoted in Beckett, 2000). 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, 2000). 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 developments 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-centred 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 a 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 goal and may include planning, the gathering of information through reading, listening, interviewing, etc., 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 so 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 and 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, etc. 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, theatrical performances, etc. In the context of the Algerian system of education, Riche et al. (2004) argue that performance projects “encourage learners to draw to the same degree on the three competencies spelt out in the syllabus” (2004: 23). 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-centred 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 culminates in an end-product (e.g. an oral presentation, a poster session, a report, or a stage performance).
- It involves language and content learning through planning, researching, analysing and synthesising 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-centred 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,etc (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 of proponents including Montessori, Dewey and Freire. 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 al, 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 (Wood, 1983). In contrast, ill-structured problems may be characterized by the following features: They

- Possess problem elements that are unknown (ibid).
- 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 a 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.

a-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.

b-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 learners' time.

c-Projects involve learners in a constructive investigation: an 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.

d-Projects are student-driven: PBL projects include learner autonomy, choice and responsibility than traditional instruction.

e-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 and Slater, 2006: 4). To say it differently, empirical research on project-based instruction in second and foreign language educational settings has been scarce and scanty. Holding this view, Beckett (2002) argues that in the last three decades, most support for Project-Based Learning has stemmed from teachers’s anecdotal reports on the positive effects of integrating project work into language classrooms. 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 practioners. 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 Slater (2005). 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 Slater (2005) 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 (2008) conducted an exploratory study in a Greek primary school to measure the effects of implementing Project-Based Learning in the teaching of English as a 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.

As far as exploring the implementation of PBL in the Algerian educational setting is concerned, no research is conducted to investigate this issue. Therefore, the present study is intended to address the issue of implementing project work in our country. More specifically, it aims to evaluate the extent to which the Secondary School syllabuses and textbooks of English favour the integration of project pedagogy into ELT.

I.3.3.Theories Underlying Project-Based Learning

The theoretical foundation of PBL is strongly grounded in constructivism. In this regard, Railsback (2002) maintains that “Project-based instructional strategies have their roots in the constructivist approach” (2002: 6). More precisely, PBL borrows its principles from pragmatic constructivism, cognitive constructivism and social constructivism which constitute the main strands of the constructivist learning theory. In other terms, it commonly includes the ideas of Dewey’s philosophy, Piaget’s cognitive theory and Vygotsky’s social constructivist theory. In what follows, we shall be concerned with presenting the theoretical assumptions of constructivism and its three aforementioned strands.

I.3.3.1.Constructivism

Constructivism is a learning theory that offers an explanation of the nature of knowledge and the way individuals learn. In the constructivist point of view, individuals construct their own understandings by actively taking knowledge, connecting it to previously assimilated knowledge and constructing their own interpretation (Cheek, 1992). That is, knowledge is actively constructed instead of being passively received or absorbed.

Within educational contexts, constructivism weighs on the idea that “knowledge cannot be taught but must be constructed by the learner” (Candy, 1991:252 quoted in Benson, 2000:35). This view leads us to say that the constructivist learning theory provides strong support for the contention that learning begins with the learners’ active participation in their learning process. Indeed, instead of receiving knowledge that is “out there”, constructivist learners actively build knowledge “by integrating new information into what they have previously come to understand, revising and reinterpreting old knowledge in order to reconcile it with the new”(Billet, 1996 quoted in Kerka,1997: 1). In this sense, most constructivists support the need to foster interactions between learners’ existing knowledge and new experiences.

Constructivism challenges what Bonds and Bray (1994) characterise as the default mode in education; an approach to teaching and learning which Freire considers to be a “banking” model wherein the teacher fills passive learners with deposits of information (Ismat,1998). In this way, the constructivist teacher doesn’t dictate knowledge to the learners. Rather, she acts as a facilitator who helps to coach them towards understanding. As for learners, they participate in learning activities characterised by active engagement, inquiry, problem solving, and collaboration.

Fox (2001: 24) summarises the claims which are held to define the constructivist views of learning as follows:

1. Learning is an active process;
2. Knowledge is constructed, rather than innate, or passively absorbed;
3. Learning is essentially a process of making sense of the world ;
4. Effective learning requires meaningful, challenging problems for the learner to solve.

As we could deduce from the above account, the principles of constructivism underpin PBL. Indeed, the project-based model regards learning as an active process in which learners, with the guidance of their instructor, work actively to complete their projects which pose problems needed to be solved.

1.3.3.2. The Deweyan Perspective

“No one who is informed in the educational field can doubt for a moment the profound influence of John Dewey on both the theory and the practice of American education” (Kilpatrick, 1938, quoted in Dewey, 1938). Indeed, as Kilpatrick’s quotation indicates, the educational ideas of Dewey have exercised a wide ranging influence on Western theory and practice during the 20th century. His philosophy, as Oxford (1997) points, rejects the idea that the objects of knowledge are passively absorbed by the individual. Put in other words, learning is always active and knowledge is gained when the individual participates in the

learning process.

According to Oxford (1997), this American educator and philosopher developed a pragmatic approach to learning which is neatly captured in ‘learning by doing’. In fact, for Dewey, learning and thereby knowing is an affair of doing. The teacher’s role is then not to stand at the front of the classroom giving out bits of information to be absorbed by passive learners, but to act as a resource or guide for their self-directed efforts (Benson, 2001). In Dewey’s words: “Since learning is something that the pupil has to do himself and for himself, the initiative lies with the learner. The teacher is a guide and director; he steers the boat, but the energy that propels it must come from those who are learning” (1933 :36 quoted in Fishman and McCarthy, 1996 :346). Moreover, Dewey argues that good teachers are those who “give the pupils something to do, not something to learn ; and the doing is of such a nature as to demand thinking ; learning naturally results (1916 : 154, quoted in Hansen, 2002 :277).

Dewey regards learners’ involvement as the immediate aim of teaching (Hansen, 2002). If teachers engage learners in various activities, learning will more likely to be the outcome. As he contends, “Learning is a product and reward of occupation with subject matter” (Dewey, 1916 : 169 quoted in Hansen, 2002 :277). Thus, learning as Dewey maintains in his book Experience and Education (1938) comes about through experience.

1.3.3.3. The Piagetian Perspective

One of the key aspects of Piaget’s development theory has been his influence upon “the constructive nature of the learning process”(Williams and Burden,1997:21). That is, individuals are actively involved right from birth in constructing personal meaning, which is their personal understanding from their experiences. Within educational contexts, unlike the traditional view which sees learning as the accumulation of facts, the Piagetian perspective regards it as the active participation of learners in different activities and experiences.

For Piaget, knowledge and language are gained more readily when being involved in concrete tasks and active learning. In this way, learners for Piaget should be brought into focus by allowing them to experience on their own rather than to listen to their teacher's lecture.

Piaget considers learning to be essentially an individual process in which the interaction of the learner with the contents to be taught is of the utmost relevance (Coyle et.al quoted in Faber et.al, 2002:15). Gruber (1995) points out that in the Piagetian theory, optimal learning environments are those which provide dynamic interaction between instructors and learners and which have sequenced tasks that give opportunities for learners to build a mastery of knowledge and skills through a process of reflective interpretation (quoted in Cholewinski, 2009:286). His theory, then, as Williams and Burden argue is action-based since it is more concerned with the process of learning.

1.3.3.4. The Vygotskian Perspective

Social constructivism which constitutes one of the strands of the constructivist learning theory is associated with the Russian psychologist Lev Vygotsky. As its name suggests, social constructivism puts emphasis on the social construction of knowledge. That is, learning occurs through and during interaction. Indeed, in contrast to the Piagetian thesis which posits an individual conception of learning, Vygotskian theory considers learning as the construction of a newly-built knowledge through the process of social interaction with others. It asserts that learning environments are those wherein a dynamic interaction between teachers, learners and activities provide opportunities for learners to construct their own knowledge. Interaction encourages individuals to deal with cognitive challenges that are above their current levels of ability (Wertsch, 1985 quoted in Wrigley, 1998: 2). Moreover, Vygotsky posits that understanding happens when individuals enter into discussion and meaningful interaction with more capable peers or teachers. These individuals, as Tharpe and Gallimore (1988) point

out, can model problem solving, assist in finding solutions, monitor progress, and evaluate success.

Within the educational sphere, the principle of social interaction which constitutes the basic tenet underlying Vygotsky's theory is established in PBL in the form of negotiation within the Zone of Proximal Development and active involvement. Indeed, by its very nature, the project-based pedagogy requires learners' active participation and interaction, especially with the help of a more capable other, often the instructor. This last reflects Vygotsky's suggestion that learning is most effective when instruction is received in the Zone of Proximal Development. The latter refers to the difference between the learner's capacity to solve problems on his own, and his capacity to solve them with assistance. Vygotsky defines it as

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978 :86 quoted in Faber et al, 2002 :18).

Vygotsky thinks of language as a social event. In his view, language is not the outcome of "isolated" learning. Rather, it requires a social basis (ibid). The Vygotskian assumptions, thus, lead us to conclude that interaction belongs to the very nature of language learning since it is socially based. In this sense, in foreign and second language settings, language is acquired during the resolution of a task or a problem which needs assistance from the teacher or a more competent peer. PBL principles require that language is to be learned in interaction between learners, learning tasks and the teacher (Williams and Burden, 1997:43). In addition to this, social constructivists do not only look at the final products or outcomes of learning per se, but put value on the learning process as well (Oxford, 1997). The idea that process is as important as product constitutes a major feature of project work. As claimed by Ameziane and Guendouzi, the latter constitutes the backbone of the Competency-Based Approach. In what follows, we shall make a short account of this approach.

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 behaviours 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 practise 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.

CBA centres on a conception of learning which is both cognitive and social-constructivist (Riche et al, 2005). Learning is not seen as the transmission 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 a 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 Algeria, CBA is the approach which has been adopted for the teaching of different school subjects including the English language since 2002. The new syllabus 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 (Riche et al, 2005). 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. In short, as Riche et al(2005) maintain, “it is only through carrying out project work that we and our learners can live up to the basic principles of the Competency-Based Approach” (2005:17).

I.5.The Process of 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”

(Papandreou, 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 and then draw the analytical model against which the textbooks will be evaluated.

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 Objective:** 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 practised 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 his 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, etc.

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 analyse 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 a 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.

Throughout our dissertation, Stoller's ten-step framework is taken as a headlight to support our analysis of PBL in the textbooks 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.

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 a 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, 1986). 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. 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 goals 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 broader 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, suggesting procedures, techniques, and materials.
5. How it is to be evaluated, suggesting testing and evaluating mechanisms (1986:28).

In our dissertation, we have the intention to find out whether the Algerian syllabuses designed for Secondary Education meet these requirements.

Sárosdy et al (2006) point out that every syllabus needs to be developed on the basis of certain criteria like learnability, frequency, coverage and usefulness. Learnability 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 teacher 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 device, (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 behaviour of both agents of the learning process. For instance, a statement of learners' and teachers' roles 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 Communication Device

The syllabus can function as a communication 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 foreign language scene knew the emergence of various types of syllabuses. These have been triggered by the different approaches to language teaching based on different

assumptions about acquisition and learning. Before reviewing the project-based syllabus constituting the focus of our dissertation, we find it necessary to touch on the different syllabus types used in language teaching.

Language instructors and syllabus designers can choose from two broad categories of syllabuses: synthetic and analytic. This distinction between the two categories has been advanced by Wilkins (1976) and is reflected in a second classification, White (1988) Type A and Type B syllabuses. In the view of Long and Crookes (1992), the synthetic syllabus segments the target language into discrete linguistic items for presentation, such as lexical items, grammar points, and functions. Design starts with the language segments of various kinds (grammar structures, words, sentence patterns, functions, etc) which are presented to the learner as models one at a time in a sequence determined by many factors like learnability and frequency. As Wilkins (1976) observes

Different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. [...] At any one time the learner is being exposed to a deliberately limited sample of language (Wilkins, 1976: 02 quoted in Long and Crookes, 1992: 28).

In this syllabus type, the role of the learner consists of resynthesizing the discrete pieces of the language into a coherent whole (White, 1988). To quote Wilkins' words, "the learner's task is to re-synthesize the language that has been broken down into a large number of small pieces with the aim of making his [sic] learning task easier" (ibid). Lexical, structural, notional, and functional syllabuses are synthetic (Long and Crookes, 1992).

The analytic syllabus, on the other hand, is noninterventionist and experiential aiming to immerse learners in real-life language use (Beglar and Hunt, 2002 quoted in Richards and Renandya, 2002:96). It offers learners samples of the target language which are organized in terms of the purposes for which they use language (ibid). In addition, language is not divided up into units. Rather, it is used to perform communicative activities which resemble real-life

communication. In this perspective, Wilkins(1976) points out that

prior analysis of the total language system into a set of discrete pieces of language that is a necessary precondition for the adoption of a synthetic approach is largely superfluous [...] Analytic approaches are organised in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes (Wilkins, 1976 :13).

Analytic syllabuses, as observed by White (1988), represent the educational value system espoused by progressivism. The latter is a problem-posing type of education which puts emphasis on dialogue between instructors and learners and learners themselves (Beglar and Hunt, 2002). White (1988) summarizes the most salient features of analytic syllabuses as follows:

- (a) They are primarily concerned with how materials are learned (processes-oriented);
- (b) They emphasize negotiation between teachers and learners;
- (c) The learning situation is far more cooperative than in more traditional teacher-fronted classrooms.

Syllabuses which do not depend on prior analysis of the language belong to this class. According to Nunan (2004), content-based, thematic, text-based, task-based and project-based syllabuses are examples of analytic syllabuses.

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 Breen 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, written report). 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 materials.

II.2.The Textbook

The Foreign/second 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 programme” (Sheldon, 1988:237) and “an almost 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 until it has its relevant textbook” (ibid).

Many EFL settings, like the Algerian one, place a heavy reliance on this instructional material. The latter, as 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. 2.1.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.2.2.The Project-Based Textbook

As said earlier, language textbooks 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 textbooks' 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 elements and to practise 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 contents) of the topic area for the unit. The aim of the beginning step also involves stimulating learners' interests 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). In our research work, we shall investigate whether the CASLT model is reflected in the Algerian Secondary School coursebooks. These will be described together with the syllabuses they flesh out in the next chapter.

Chapter Two: Methods and Materials

This chapter aims to describe the materials which constitute the corpus of our research work, namely the Algerian Secondary School syllabuses and textbooks. It also attempts at presenting the analytic framework followed to undertake our analysis of the selected corpus and describing the data collecting technique, namely the checklist. Before doing so, it would be necessary first to shed light on the current reform of the Algerian Educational System which resulted in new syllabuses and textbooks, among which the corpus constituting the core of our investigation is one of its offsprings.

I. A 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 (in Benrabah, 2006:07). 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-centred 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 willingness 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 cohérent 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). It is worth noting that all the French quotations included in our dissertation are translated into English in the appendix.

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 coursebooks in all school subjects like Arabic, history, Tamazight, 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'Éducation 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-centred 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. These constitute the core of our investigation and will be described in the following section.

II. Description of the Algerian Secondary School Syllabuses and Textbooks

II.1. Description of the Algerian Secondary School Syllabuses

After having examined thoroughly the syllabuses, we come to notice that although slight differences do exist among them, they follow the same organisational pattern in the sense that they are 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 one description which includes the three documents.

■ Introduction

In this introductory section of the syllabuses, 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’, capable to integrate with harmony into the process of globalisation (SE2 Syllabus : 07).

•The General Objectives of Teaching English in the Secondary School

From the goals made explicit in the introduction section of the syllabuses are derived a set of general objectives. Indeed, the Algerian Secondary School syllabuses are centred around principal objectives (four kinds of objectives in the the first year syllabus and three in the second and third year syllabuses) which will consolidate the competencies acquired through listening, speaking, reading and writing. These objectives are worded in the syllabuses 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.
- Learn the rational use of oral and written texts in English in order to prepare the learners for their future professional lives (SE 2 and SE 3 syllabuses).
- Enable the learners to learn and use technological tools like the Internet which are of great relevance to their inquiry (ibid).

•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.
- Favour 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 syllabuses revolves around three headings namely : the teaching approach, the procedure of teaching/learning and evaluation.

The Approach

The authors of the three Secondary School syllabuses claim that nowadays, education should answer learners' needs by creating a climate which favours 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 syllabuses 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 three syllabuses 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. Centred 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 syllabuses 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.2. Description of the Algerian Secondary School Coursebooks

II.2.1. At the Crossroads

At the Crossroads is the textbook of English designed for the Algerian learners in their first year of English study in the Secondary School. It complies with the recommendations issued in the new syllabus for SE1 as laid out by the National Curriculum of the Ministry of National Education in 2005. The overall aim of the textbook as maintained

by its authors is to consolidate and extend the three competencies of interaction, interpretation and production acquired at the level of the Middle School (Teacher's Handbook : 04).

At the Crossroads consists of five didactic units : 'Getting Through', 'Once Upon a Time', 'Our Finding 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 practise 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) since its

aim is double-fold as claimed by the textbook designers : to expand on the social skills and to make the learners aware of problem areas in stress and pronunciation that might hinder communication in the English language.

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 realisation of the project.

Check your Progress

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

II.2.2. Getting Through

Getting Through is the official textbook issued for the learners in their second year of Secondary Education. It is organised in eight didactic units, turning around a specific topic suggested by the syllabus designers. The units are as follows : ‘Signs of the Time’, ‘Make Peace’, ‘Waste not, Want not’, ‘Budding Scientist’, ‘News and Tales’, ‘No Man is an Island’, ‘Science or Fiction’ and ‘Business is Business’. Every unit comprises five main parts entitled : Discovering Language, Developing Skills, Putting Things Together, Where do we Go from here ? and Exploring Matters further. But before approaching the first part of each unit, the learners consider the section bearing the title Think it Over which aims to introduce them to the topic of the file by exposing them to a list of transcribed words and asking them to brainstorm for making the teacher aware of their knowledge about the theme of each unit.

Discovering Language

This part aims at getting the learners discover the constituents of the English language to be dealt with in each unit including vocabulary, grammar, spelling and pronunciation. It contains :

▪**Before you Read** : this rubric includes pictures related to the topic of the unit and aims to get the learners identify them by exposing their predictions and hypotheses.

▪**As you Read** : the aim of this rubric is to get the learners check their answers to some of the questions asked in the previous rubric.

▪**After Reading** : it is made of a section entitled **Grammar Desk** in the form of a hypertext which includes a set of questions related to the text and aims to help the learners consolidate the grammatical rules learned so far.

▪**Practice** : it offers activities designed to consolidate the grammar, the vocabulary and the pronunciation learned previously.

▪**Say it Aloud and Clear** : it comprises activities aiming to get the learners develop their pronunciation skills.

▪**Working with Words** : it focuses on vocabulary building by exposing the learners to a varied set of learning activities.

Developing Skills

As claimed by the textbook authors, **Developing Skills** is the stage where the learners build the primary language skills as well as intellectual skills (thinking, anticipating, making hypotheses, analysing, synthesising, etc). This enterprise naturally integrates the three competencies described in the syllabus (Getting Through, 2005 :7). This part includes two main sections :

Listening and Speaking : it encompasses a set of activities in which the learners are required to listen to an input from the teacher and do various tasks (listen to take notes, listen and pick out the right answer to questions, etc).

Reading and Writing : it contains reading and writing activities which aim to developing learners' reading and writing skills. It includes :

Tip Box : it provides learners with the opportunity to learn about text construction through

gap-filling activity.

Write it Out : it is meant to emphasise correctness by focussing on grammar at word, sentence and text levels.

Putting Things together

This part is concerned with the final task, the project. It gives the learners the opportunity to combine primary and social skills and thus display their individual findings (ibid).

Where do we Go from here ?

This fourth rubric of the unit is devoted to learners' self-evaluation in that it contains activities requiring the learners to check their progress.

Exploring Matters Further

This last part of the unit includes three to five texts related to each unit's topic and taken from books, newspapers, magazines and many other sources. These will enable the learners to acquire more vocabulary, consolidate their grammar structures and broaden their knowledge. In addition, it offers learners the opportunity to discover different kinds of writing like newspaper articles, poems, letters and advertisements.

II.2.3. New Prospects

New Prospects is the last of a series of the three textbooks designed for intermediate learners. It encompasses six units dealing each with a distinct topic and entitled: 'Exploring the Past', 'Ill-gotten Gains never Prosper', 'Schools : Different and Alike', 'Safety First', 'It's a Giant Leap for Mankind' and 'Keep Cool !'. The textbook has a cyclical design in that all its units are made up of similar sequences which in turn are structured in the same way. Indeed, each unit is composed of two parts containing in the respective order two and five sequences subdivided in their turn into rubrics.

Part One : Language Outcomes

This part is divided into **Listen and Consider** and **Read and Consider**. The focus of

these two sequences is the study of grammatical structures, vocabulary, pronunciation and spelling through the **Around-the-Text** rubric. Both Listen and Consider and Read and Consider end with **Think, Pair, Share** rubric which focuses on individual work, pair work and group work and encourages interaction and negotiation of meaning between group members. Besides, the varied set of activities included in this rubric aims at getting the learners put into practice in speaking or in writing the thematic and linguistic elements learned throughout the two sequences by making use of a particular language function.

The Think, Pair, Share rubric of Read and Consider is followed by Take a Break which rounds off Language Outcomes. As its title suggests, this rubric is devised to invite the learners to relax in order to better start the second part of the textbook.

Part Two : Skills and Strategies Outcomes

Skills and Strategies Outcomes which is the second part of every unit focuses on compositional skills and communication strategies. It is made up of the following sequences :

•Research and Report

This sequence offers the learners the opportunity to re-invest individually, in pairs or in groups what they have learned in the first part of the unit in terms of grammar and vocabulary. In addition, it encourages interaction and negotiation of meaning among learners and provides a training ground for the preparation of the final major task, i.e. the project.

•Listening and Speaking and Reading and Writing

The aim of these two sequences is practising the four primary skills and social skills (responding to problem-solving situations, pair work, etc) inside or outside the classroom. Listening and Speaking contains four main rubrics :

•Before Listening : it consists of pre-listening activities which allow the learners predict content through a set of questions.

•As you Listen : it contains activities which request the learners to listen to their teacher

reading a lecture and check their predictions.

▪**After Listening** : it comprises a varied set of activities permitting the learners to practise the other language skills (speaking, reading, writing).

▪**Saying it in Writing** : it prepares the learners to the fourth sequence since it asks them to produce a piece of writing related to the listening content.

Like Listening and Speaking, Reading and Writing is structured in the same way:

▪**Before Reading** : it includes questions asking the learners to make predictions about the topic by appealing to their pre-existing knowledge.

▪**As you Read** : it focuses on the learners use of their skimming and scanning skills.

▪**After Reading** : it mostly requests the learners to identify the structure of the text in question and includes writing activities which prepares them for the next rubric.

▪**Writing Development** : it enables the learners to express their opinions, present arguments, give reasons, etc when doing the writing tasks it includes.

Project Outcome

It offers guidelines about how to concretise the assigned project and includes useful web sites.

Assessment

It comprises a set of activities aiming at making the learners assess their level of performance.

It is to be observed that before moving on to the next unit, the learners are provided with the opportunity to relax with a song or poem through the rubric entitled **Time for...** The units are followed by the Listening Scripts section containing radio interviews, conversations and debates related to the topic of each unit, Grammar Reference which includes some grammar rules and a Resource Portfolio that contains a selected number of texts corresponding to each unit.

III.Data Gathering Tool

When conducting investigations, researchers can collect information with the aid of different types of data collection procedures. For the sake of collecting further information on the way the pedagogy of the project is formulated in the Algerian Secondary School syllabuses and coursebooks, we have adopted a research technique named a checklist. This qualitative data collection procedure comprises a number of questions aimed at evaluating different components of a material. In Cunningsworth's own words, "the checklist is intended as an instrument, or a useful tool, for evaluating teaching materials" (1984:74).

Our checklist's criterion for objective analysis consists of the methodology followed in the textbooks. In fact, Hutchinson and Waters (1987) suggest criteria for evaluating textbooks such as content, aims, audience and methodology. The checklist adopted in the present work puts focus on the latter since it is concerned with textbook activities.

Our checklist contains thirteen evaluation questions aiming to measure the degree to which the syllabuses and textbooks support the tenets of the Project-Based Approach. It will also help us answer the main research questions of the study. It is made up of two sections; one related to the syllabuses, the other to the textbooks.

The Checklist Questions

A.The Syllabuses

- 1-Do the syllabuses develop project pedagogy?
- 2-Do the syllabuses set out guidelines for carrying out project work? If yes, are they explicitly announced?
- 3-Is project pedagogy granted an important place in the syllabuses?
- 4-Do the syllabuses say what to teach, when and how to teach as well as how to evaluate it?

B.The Textbooks

5-Is project work incorporated in the textbooks under study?

6-If yes, do they propose explicitly practical guidelines for the successful completion of project work?

7-Among the three project categories proposed by Henry (structured projects, semi-structured project, unstructured projects), which one seems to be favoured by the textbooks' designers?

8-Which type of projects (research projects,text projects, correspondence projects,survey projects, encounter projects) is integrated in the three textbooks under analysis? Is any particular type recurrent throughout each textbook?

9-Project work is an activity which may be conducted individually, in pairs or in groups. Do the textbooks' projects require some degree of learner autonomy and independence or provide collaborative opportunities for the learners?

10-Is project work in the textbooks a pedagogical tool or an integrated means of revision?In other words, is it incorporated in the textbooks as an activity like the other sequence of activities and tasks or as a means of reinvesting the language elements acquired so far?

11-Is it regarded as a process or a final product?

12-Do the projects figured in the textbooks focus on real-world subject matter?

13-Do they result in a learner product that has value and use outside the classroom?

The answers to the questions of our checklist will be provided in the next chapter after conducting a thorough examination of the corpus of our research work.

IV. Analytical Framework

After its emergence, the Project-Based Approach gained popularity as an important teaching model and its integration into second and foreign language teaching is growing

around the world. As shown in the first chapter, many theoreticians and language educators like Fried-Booth (1986) and Papandreou (1994) proposed multiple stages that any project requires for successful implementation. In our dissertation, Fredricka L.Stoller’s framework is the model against which the projects figured in the textbooks will be evaluated.

Stoller (1997) advocates a ten-step process which, in her opinion, is effective for maximizing the benefits of project work. The ten stages are illustrated in the following figure:

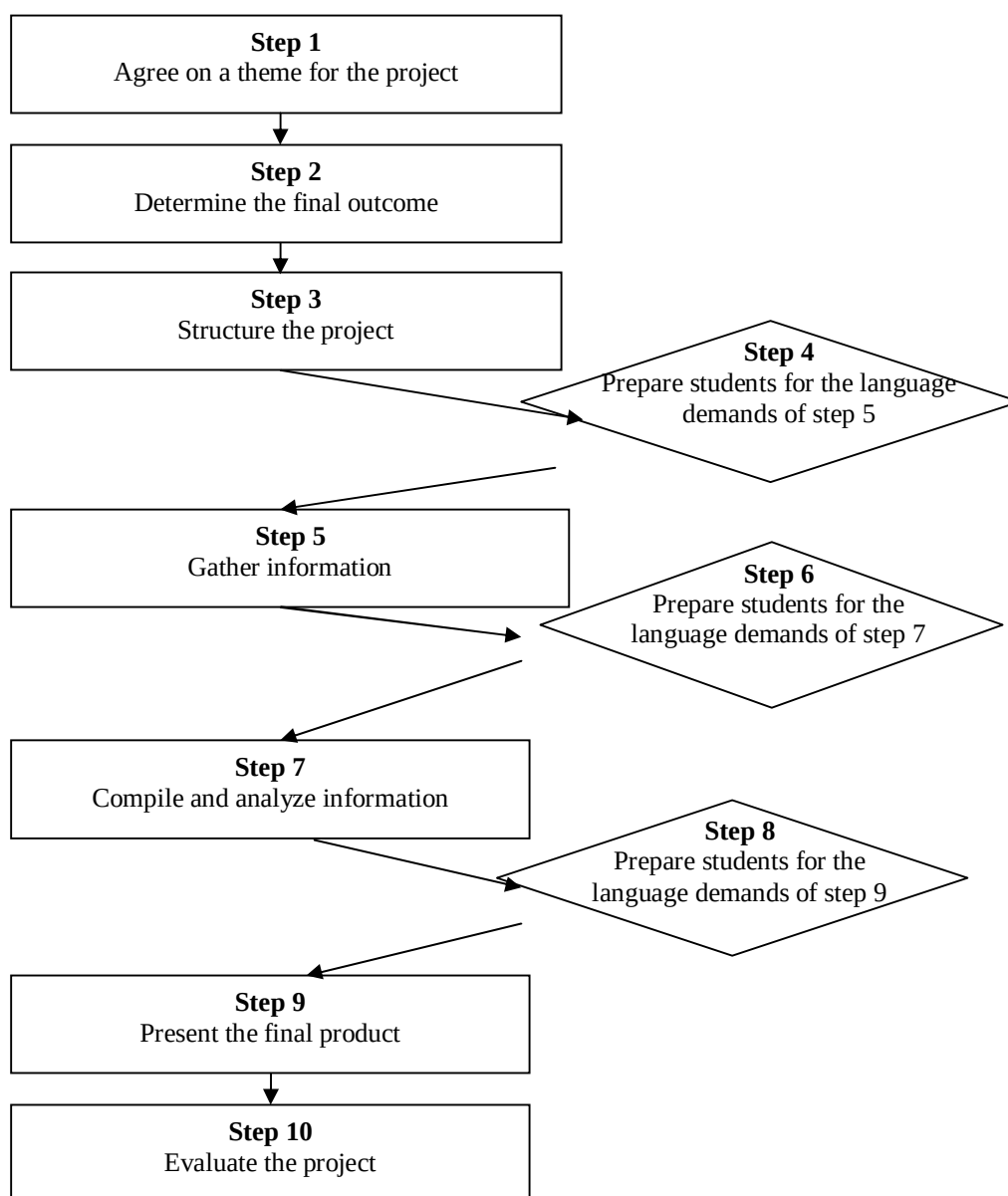


Figure 1: Developing a Project in the Language Classroom
(Stoller, 1997 quoted in Richards and Renandya, 2002:112)

Step 1: Students and Instructor Agree on a Theme for the Project

The learners and their teacher come to an agreement on the project theme. As projects range from structured, semi-structured to unstructured, the instructor should give the learners an opportunity to shape the project and develop some sense of commitment and ownership toward this activity.

Step 2: Students and Instructor Determine the Final Outcome of the Project

While the first step of project work entails establishing a starting point, the second stage involves defining the endpoint, i.e. the final outcome with regards to the nature and objectives of the project in mind. Learners may choose from a varied set of options like a written report, letter, oral presentation, brochure, etc.

Step 3: Students and Instructor Structure the Project

After the starting and end points of the project have been determined, learners and their instructor work out project details that guide the learners from the opening activity to the completion of the project. In this stage, the learners consider their roles and responsibilities. In addition, they agree on the information needed to complete the project, the way that information is to be gathered and reach a consensus on the timing for collecting information.

Step 4: Instructor Prepares Students for the Demands of Information Gathering

In this step, the teacher prepares the learners for the language, skills and strategy demands associated with the collection of information. The teacher can then devise activities to prepare his/her learners for information gathering tasks. If, for instance, learners are expected to write letters, the teacher might review the format and language of letters. If, on the other hand, learners will be using a library to solicit information for their project, the instructor might review steps for finding resources, practising skimming and note taking with sample texts.

Step 5: Students Gather Information

After practising the language, skills and strategies needed to gather data, the learners are ready to collect information using a variety of methods like library researches.

Step 6: Instructor Prepares Students to Compile and Analyze Information

At this stage, the learners are faced with the challenges of compiling, analyzing and synthesizing the information gathered from different sources. The teacher can prepare the learners for the language demands of compiling and analyzing data by setting up tasks that involve, for instance categorizing and making comparisons.

Step 7: Students Compile and Analyse Information

Learners are ready to compile and analyse the gathered information in order to identify data that are appropriate to the project. They weigh the value of the collected data by keeping some and discarding others because of their irrelevance to the project.

Step 8: Instructor Prepares Students for the Language Demands of the Presentation of the Final Product

As in steps four and six, the teacher designs activities to help learners successfully present the final outcome of the project. The activities may focus on skills for successful oral presentations, effective writing revisions and so forth.

Step 9: Students Present the Final Product

By this phase, learners are supposed to be ready to present the outcome of their project work as a culminating activity.

Step 10: Students Evaluate the Project

In this final phase of project work, learners reflect on the language mastered when completing the project, the knowledge they gained about the targeted theme, the skills they acquired, the pathways they followed and the difficulties they encountered when doing their

project work. It is during this stage that instructors provide their learners with feedback on their language and content learning.

This then, is the model against which the project tasks included in the three textbooks conceived for Secondary Education will be evaluated. As shown above, Stoller's framework for implementing project work in the classroom includes a ten-step sequence of activities to be followed by teachers and learners. Since step five and step seven are performed by the learners outside the classroom, they will not be included in the analysis. Accordingly, we shall examine just eight steps: one, two, three, four, six, eight, nine and ten on the ground that they highlight the roles of both teachers and learners inside the classroom. This will enable us to find out whether the design followed in the textbooks for the implementation of project work is in line with Stoller's framework.

Conclusion

This part began the journey by providing an overview of the relevant literature informing the present study. In the first chapter, we highlighted the theoretical sources that drive PBL including its origins, underlying learning theory, benefits in language education and shed light on the different categories and defining features of its nucleus which is project work. Additionally, we provided a general view on the language teaching syllabus including its types and functions. Then, reference was made to the project-based language syllabus and textbook. In Methods and Materials; the second chapter of the work, we offered a detailed description of the pedagogical documents which constitute the corpus of the present study: the syllabuses and textbooks. Besides, the data collection procedure and Stoller's ten-step framework were described. The presentation and discussion of the results of our study are the main concern of the next part.

Part Two: Results and Discussion

Introduction

As its title suggests, this part is designed to display and interpret the findings sorted out from the analysis of the syllabuses and their corresponding textbooks, namely At the Crossroads, Getting Through and New Prospects. It comprises two chapters. In the first chapter entitled Analysis of the Algerian Secondary School Syllabuses and Textbooks, we shall first show and discuss the results obtained from analysing the syllabuses by paying attention to project pedagogy. Then, the project tasks of the three textbooks will be evaluated against the theoretical paradigm suggested by Fredricka L.Stoller. In the second chapter, we shall attempt to present the checklist's results and proceed to their interpretation and discussion. Regarding the checklist's questions related to the syllabuses, we will deal with them in the first section of chapter one. As for the ones concerned with the textbooks, they will be treated in the second chapter of the present part.

Chapter Three: Analysis of the Algerian Secondary School Syllabuses and Textbooks

The overall purpose of this chapter is to conduct a thorough examination of the syllabuses and textbooks. Its main concern is the presentation and discussion of the results reached from the analysis. The chapter is organized into two sections. First, we will consider the place granted to project pedagogy in the syllabuses and how it is incorporated. To achieve our objective, we propose to conduct our analysis relying on the principles of the project-based syllabus and the framework offered by Dubin and Olshtain (1986). Because slight differences are found among these pedagogical documents, our analysis will not deal with each syllabus separately. Rather, it will integrate the three documents with a special emphasis on each one of them where necessary. Second, we will report and interpret the results of the

textbooks analysis gained from the application of Stoller's model which describes the process of project work.

I.Results of the Syllabuses Analysis and Discussion

I.1.The Place of Project Work in the Syllabuses

Relying on the description provided in Methods and Materials, we can state that the syllabuses are well-structured. To be explicit, after setting out the objectives of teaching the English language in Secondary Education, the syllabus designers present the approach which is, in their view, appropriate to reach the defined objectives. It is the Competency-Based Approach. After this, comes the evaluation phase aiming to find how well the objectives have been accomplished.

Having scrutinized the different constituent parts of the syllabuses, we shall focus our attention on the third part Methodological Indications. The reason of putting emphasis on this section of the syllabuses is that it makes an account of project pedagogy; the issue being addressed in our investigation.

The section Methodological Indications is organized around three main headings: the approach, the procedure of teaching/learning, and evaluation (See Methods and Materials for explanations). It is in the procedure of teaching/learning that the syllabus designers draw attention to project work. In this section, it is claimed that the syllabuses centre on communicative intentions. The learners, then, should be placed in situations wherein language allows the attainment of such intentions. When attempting to communicate in the target language, the learner will certainly make mistakes which are unavoidable in second/foreign language learning. In this perspective, the syllabus designers argue that "L'erreur fait partie du processus d'apprentissage et aide l'apprenant à vérifier les hypothèses qu'il émet" (SE1Syllabus, 2005: 8). This reflects the constructivist view that errors are part and parcel of the learning process.

In order to put into practice the selected procedure, project work is adopted. To quote the designers' own words, "Pour la mise en œuvre de cette démarche, le projet, une des tâches la plus appropriée du point du vue pédagogique, a été retenu" (ibid). The syllabuses designers, in our view, favour the incorporation of project work in the foreign language classroom. This means that project pedagogy is granted an important place in the syllabuses. In fact, in SE1 syllabus a whole section is devoted to this learner-centred activity. In this section entitled "*Le Projet*", project work is defined and then some of its major benefits are presented as shown by the following excerpts:

-Un projet est un ensemble de tâches plus ou moins complexes, dans lesquelles l'apprenant s'implique avec ses camarades avec l'aide de son enseignant.

-Le projet pédagogique implique une démarche type qui consiste à :

1. problématiser : que veut-on faire dans ce projet, pourquoi et comment ?

2.s'informer/se documenter,

3.organiser/planifier, 4.réaliser/contrôler.

5. contrôler/critiquer,6.communiquer/rendre compte.

-Il incite l'apprenant à faire des recherches personnelles, à travailler en groupe, à apprendre à communiquer effectivement, à se développer sur le plan social et affectif et à résoudre un problème dans son contexte social (ibid : 9).

As for the two other syllabuses, three sections deal with project work: "*projets communs aux deux filières*", "*description des projets en termes de ressources*", and "*structure des projets et exemples d'activités*".The first suggests a list of themes to be translated into projects as shown in the following table:

Second Year Secondary School Syllabus	Third Year Secondary School Syllabus
1-Citizenship/Rights and responsibilities of a citizen. 2-Peace and conflict resolution. 3-Diversity. 4-Famous people bringing / promoting happiness in the world. 5-Technology and innovation. 6-Poverty and world resources. 7-Disasters and safety. 8-Management and efficiency.	1- Ancient civilisations. 2- Ethics in business. 3- Education in the world: Comparing Educational Systems. 4- Advertising, consumers and safety. 5- Astronomy and the solar system. 6- Feelings and emotions .

Table 1: Project Themes in the Second and Third Year Secondary School Syllabuses

In addition, the section includes a proposition of selecting the projects in accordance with the streams of education. For instance, technology and innovation seem to suit more the streams of mathematics, technology and science. Conversely, education in the world is more relevant to the literary stream. The selection and sequencing of topics in the syllabuses convey to the teachers and learners what the designers find important and in what order the topics will be dealt with (Matejke and Kurke, 1994). However, in the first year syllabus a large number (twenty-two) of themes is suggested like arts and culture, humour and society, dreams and voyages, health and the environment. Unlike the two other syllabuses which propose the themes in sequence and in relation to project work, the first year syllabus provides only a list. That is, the themes are not provided in order and are not suggested in relation to learners' projects. This implies that it is up to the textbook authors to select some themes and find the order in which they are to be presented to the first year learners in their textbook.

Additionally, some of the topics the designers suggest for the first level are the ones proposed for the second and third year levels such as citizenship, technological innovations, famous personalities, and advertising.

The second section explains that the themes and projects proposed in the first one are going to be taught through the following six rubrics or resources: project outcomes, learners' outcomes, language outcomes, skills and strategy outcomes, intercultural outcomes, and technological skills (SE2 syllabus, 2005:10-11). As for the third section, it contains tables dealing with the projects which are suggested. Each table demonstrates the topic of the project as well as a list of outcomes corresponding to each rubric.

The analysis shows that the sections concerned with project work include no guidelines as how to complete this activity in the language classroom. Given the fact that project work assigns both teachers and learners particular roles and that it is newly incorporated within English teaching in the Algerian System of Education, instructions about how to concretise it are needed. Accordingly, we wonder whether learners together with their teachers can take on their roles appropriately especially if no indications for successful project implementation are provided in the textbooks and their corresponding teachers' guides.

However, the accompanying documents of the syllabuses contain a full account of project pedagogy including its characteristics, advantages and the way of its implementation in the language classroom. Indeed, each contains a sub-section bearing the title "*la notion de projet*" wherein we encounter some definitions and characteristics of project work and the phases of its completion as well. The phases of its completion are provided in the rubric "*le déroulement d'un projet*". In the latter, it is argued that every project has three distinct stages: -*La phase de preparation*: during this stage, the teacher clearly defines the project that learners have to carry out. Certain parameters should be considered like the topic, teachers' and learners' roles, the duration of the project and its evaluation.

-La phase de realization: it is the stage where learners collect and analyse information.

-La phase de restitution: during this stage, each group presents its final product to the whole class (Document d'Accompagnement du Programme d'Anglais de la 1ère Année Secondaire, 2005: 6-8). These correspond to the basic phases found in projects including choosing a topic, researching, developing products, and sharing results with others (Wrigley, 1998). Besides, other steps are to be considered after presenting the project. These may include teachers' and learners' feedback (ibid). The section ends with a table which summarises teachers' and learners' roles during project work. In PBL, the teacher-as-facilitator role is central, and the project will succeed "if the teacher can provide the necessary guidance through skillful, astute questions and a receptive, accepting heart and mind" (Janeway, 1977: 7 quoted in Knuston, 2003: 55).

The analysis also reveals that they are designed in accordance with the principles of learner-centredness. In other terms, they put the learner at the core of the learning process as demonstrated in the following:

-Perçu comme le premier agent de ses apprentissages l'apprenant devra s'engager dans une démarche de construction de ses savoirs (SE1 syllabus, 2005: 9).

-Le programme sera donc centré sur l'élève et sur la construction de son savoir (SE3 syllabus, 2007: 7).

Putting learners at the centre of learning by encouraging them to learn by doing is a major feature of the project-based syllabus. As Fleming and Walter (2004) point out, "[...] its participants learn from experience as they investigate issues they have identified as of pressing concern and interest to them" (Fleming and Walter, 2004: 66).

Relying on what has been said above and given that project-based syllabuses prioritize learning experiences and emphasize active language learning which takes place when learners are involved in a varied range of activities, we may say that the Algerian Secondary School

syllabuses are project-based. Indeed, these pedagogical specify different types of activities that the learners will complete during the course of instruction. Among them, we can mention project works, matching pair exercises, transformation exercises, problem-solving activities, interviews and questionnaires.

In addition to offering them the opportunity to control their language learning, this syllabus type favours a social and a problem-solving orientation over a view of teaching as the transmission of preselected and predigested knowledge (Long and Crookes,1992). This is in line with the social constructivist view that language learning is an ‘interactive’ process that can be enhanced by interaction with other learners and/or with the teacher. Interaction is at the heart of PBL. The syllabuses, for example, require the learners to be engaged in problem-solving which is a learning process within PBL, make inferences, draw conclusions, engage in group discussions and share thoughts and feelings.

Besides, the syllabuses aim to immerse learners in activities the aim of which is to fulfill communicative intentions. The target language is, therefore, used to complete communicative activities and its samples which are presented to the learners are organized in terms of the purposes for which it will be used. For instance, the past simple of ‘to be’ and the modals ‘should’ and ‘ought to’ are introduced for the aim of narrating and advising respectively. This entails that communicative goals come first and language is a means whereby learners accomplish those goals. This is a core element in analytic syllabuses among which the project-based syllabus is an example.

I.2.Dubin and Olshtain Framework and its Implementation in the Syllabuses

As said earlier, Dubin and Olshtain (1986) define the language syllabus in relation to five criteria (See p.30). In what follows, we shall see whether the syllabuses under study meet these criteria. After scrutinizing thoroughly the three instructional documents, we may state that they describe what the learners are expected to know at the end of the course of study.

That is, they explain the objectives of teaching the English language in the Secondary School. More to the point, the objectives seem to be the same for each level. They are detailed in the table below:

	What Learners are Expected to Know at the End of the Course
Secondary School Syllabuses	-The development of the three competencies of interaction, interpretation and production. -Linguistic objectives (See p.40). -Methodological objectives (See p.40). -Cultural objectives (See p.40). -Socio-professional objectives (See p.40).
SE1 Syllabus	-By the end of the first year of the Secondary School, the learners will be able to write a paragraph, with the help of an oral or written text, which contains twelve sentences (p.6).
SE2 Syllabus	-In a situation of communication, the learners should produce a written production composed approximately of fifteen lines. The production may be descriptive, argumentative, narrative, expository, etc. (p.5).
SE3 Syllabus	-In a situation of communication, the learners should produce a written production of twenty lines (p.9).

Table 2: Objectives of ELT in the Three Secondary School Syllabuses

As displayed in this table, the syllabuses designers present what the learners are expected to know in the form of a list of objectives which are of four kinds: linguistic, methodological, cultural and socio-professional. The three targeted competencies of interaction, interpretation and production will be developed and consolidated when learners

attempt to reach these three different kinds of objectives and “ l’objectif intermédiaire d’intégration” (objectif terminal d’intégration in the third year) corresponding to each year level as well.

According to Deketele et al (1988), an objective of integration is a competency which has the following features:

- It is exercised in a target situation (a situation of integration). The latter is a complex situation wherein the learners make use of the knowledge that they acquired previously.
- It is a complex activity, which necessitates the integration and not just the juxtaposition of “savoirs” and “savoir-faire antérieurs”(Quoted in Gérard and Roegiers, 1999).

In the Algerian syllabuses, as shown in the above paragraph, reference is made to the intermediary objective of integration and the terminal objective of integration. The term intermediary is used to refer to the two first years of the Secondary School. As for the term terminal, it denotes learners’ synthesis of the whole learning cycle (the Secondary School with its three years). For example, the following constitutes the terminal objective of integration that the Algerian English language learners should achieve at the end of their study at the Secondary School:

Dans une situation de communication, et sur la base d’un support oral ou écrit, l’élève doit produire un message écrit d’une vingtaine de lignes, dans un type de discours écrit choisi (descriptif, narratif, argumentatif, expositif, injonctif), correctement et lisiblement (SE 3 syllabus, 2007 :9).

Relying on the description of objectives provided in the table above, we may say that the designers draw on the humanistic educational philosophy. In this framework, great emphasis is placed on learner-centred pedagogy as well as on meaningful communication from the learner’s point of view (Dubin and Olshtain, 1986). Learner-centredness stresses the individual needs of learners, the role of individual experience, and the need to develop self-reflection, critical thinking, and other qualities and skills that are believed to be important for

learners to develop (Richards, 2001). This statement of objectives also reflects that cultural pluralism served as an ideological underpinning of the syllabuses. Such philosophy seeks to raise intercultural awareness, to show respect to otherness, and to help learners appreciate the viewpoints of other cultures and religions (Uhrmacher, 1993 quoted in Richards, 2001). Respecting the self and the other and showing positive attitudes towards the world's different cultures is stressed by the syllabuses authors as clearly stated in the following excerpt:

L'enseignement de l'anglais implique, non seulement l'acquisition de compétences linguistiques et de communication, mais également de compétences transversales d'ordre culturel, social chez l'élève telles que le respect des valeurs universelles basées sur le respect de soi et d'autrui, la tolérance et l'ouverture sur le monde (SE3 syllabus, 2007 : 7).

Being project-based does not mean that the syllabuses should not integrate subject matter (what to talk about). As Tarey (1988) argues, although different types of language teaching syllabuses exist, they “rarely occur independently of each other” in practice (1988: 1). A further examination of the syllabuses enables us to maintain that they identify what will be worked upon by the teacher and learner in terms of content. In other words, they describe what is to be taught or learned (the content) during the course in the form of an inventory of items. Concerning the first year syllabus, it ends with a section bearing the title “*Savoirs*”. The latter lists what learners are expected to learn in relation to syntax, lexis, phonology, types of texts, and topics. If we take syntax and lexis for instance, learners will learn comparatives of superiority, articles, adverbs, relative pronouns, prepositions of time and place, the present simple, the past continuous, and the different modal verbs. These items are more immediately used by the foreign language learners. In addition, a set of skills termed ‘savoir-faire’ and language functions related to the competencies of interaction, interpretation, and production is provided when the designers describe the three targeted competencies. The skills include expressing one's needs and interests, asking questions, identifying the type of text to be produced, asking for help, etc. As far as the language functions are concerned, we

may cite describing, narrating, expressing a point of view, suggesting and arguing. What is to be taught or learned during the course of instruction is presented in details in the content pages (book map) of the textbook based on the first year syllabus labelled At the Crossroads (See Appendix 2).

As regards the two other syllabuses, they describe what is to be taught during the course in the sections “*Des Savoirs/Contenus Linguistiques*” (Language Outcomes), “*Des Savoir-Faire*” (Skills and Strategy Outcomes), and “*Des Savoir-Faire Technologiques*” (Technological and Computer Skills). The language content consists of grammatical structures, vocabulary, pronunciation, intonation, different types of oral and written discourse (conversations, interviews, e-mail, CV, etc.), genres (literary, scientific, etc.), and a varied range of topics (political, economic, scientific, literary, etc.).

Dubin and Olshtain (1986) argue that the main purpose of the inventory of topics is two fold: (a) providing appropriate cultural contextualization for the language material in the syllabus, and (b) motivating interest by using topics that are relevant and appealing to particular group of learners. The various topics suggested in the syllabuses are, in our view, likely to be interesting to the learners and selected according to their needs and age. The same authors add that the use of a variety of text-types both in the oral and written form plays a significant role in developing learners’ communicative proficiency in all language skills. It is, then, probably for the sake of the development of learners’ communicative ability that the designers include a varied set of text-types in the syllabuses under study.

The second inventory, i.e., Skills and Strategy Outcomes includes asking questions, giving advice, making inferences, evaluating information, etc. Regarding technological and linguistic skills, the designers aim to get learners make use of information and communication technologies, send e-mails, etc. The content dimension of the two syllabuses in question that will be presented to the intermediate learners in their second and third years of English study

is made explicit and described in details in the sub-section '*Structure des Projets et Exemples d'Activités*' (See Appendix 1). What learners are expected to learn is also presented in the content pages of the corresponding coursebooks of SE2 and SE3 syllabuses.

The integration of linguistic content, thematic content and skills implies that the designers put focus on both the content/knowledge-oriented approach and the skill-oriented approach. The former specifies content in terms of structures, notions, functions, vocabulary, topics, etc and has been associated with emphasis on accuracy in language courses (Dubin and Olshtain, 1986). The latter defines the outcomes of a course of study in relation to the actual use learners are expected to make of the target language (ibid).

Learning, however, is not just a matter of presenting language items or skills and strategies (Prabhu, 1983 in Hutchinson and Waters, 1987). In other words, it is not only the content to be learned which is important but also the way and the order it is to be presented to the language learners. Explanations on when and how the content is going to be taught are provided in the syllabuses. The designers argue that it will be introduced to the learners in situations of exploration. In fact, a distinction is made between two types of situation in the syllabuses: situation d'apprentissage/situation d'exploration (situation of exploration) and situation d'intégration (target situation/situation of integration). The former is a situation whereby learners acquire skills and new knowledge (SE 1 syllabus, 2005). As for the latter, it is practised after when learners have developed the primary and social skills and have acquired different language forms and functions (ibid). This implies that the target situation is a situation of reinvestment wherein the acquired knowledge is re-used. It is also close to situations that the learners may encounter in real life (Deketele et al, 1988). Since the designers require the introduction of project work in the textbooks as a means of reinvestment, we can say that it offers learners a target situation wherein they integrate their linguistic, cognitive, cultural and methodological competencies.

The selected content requires some kind of organization or format (Dubin and Olshtain, 1986). Although it provides a set of inventories (grammar, phonology, vocabulary, pronunciation, etc) to be learned by first year learners, SE1 syllabus contains no indications concerning the way of its inclusion and presentation in its corresponding textbook. In other words, the format adopted (the linear shape or the cyclical shape) is not made explicit. According to Bosco and DiPietro (1970), in a linearly ordered syllabus “the items are presented one by one in a strictly linear sequence which is maintained throughout the course” (1970:15). More to the point, “each item is discussed in detail, and the aim is to attain complete command of the item before proceeding to the next item” (ibid). In other words, each item is dealt with exhaustively before passing on to the next one. In a cyclically organized syllabus, on the other hand, a point is presented in a way that leads to gradual familiarization by returning to it at different intervals in the course of instruction (ibid). Dubin and Olshtain (1986) add that each time a particular item reappears, it is at a more complex or difficult level.

For the aim of finding whether the syllabus is cyclical or linear in its design, we have resorted to At the Crossroads. After skimming through the textbook’s content pages, we may say that it is cyclical in design. The two other syllabuses adopt the same shape (their cyclical format is made clear in the sub-section ‘*Structure des Projets et Exemples d’Activités*’). Indeed, the same functions, language forms and phonological elements recur in many sequences and units of each textbook. More importantly, the same point is suggested in all the syllabuses and therefore in their corresponding textbooks. For instance, prepositions of time and place that learners will be exposed to in their first year of Secondary Education make appearance in three units of At the Crossroads: unit one, two and three. As another example, “if conditional” is proposed in many units of Getting Through and reappears in the third year of Secondary Education.

Additionally, various types of activities aiming to teach the different elements are suggested. This is an organizing principle of the project-based syllabus. The latter, as said earlier, offers learners ample room to exercise control over their language learning by involving them in the completion of many activities, tasks and projects. As a matter of fact, the project-based syllabus is task-based. The task-based syllabus, as Tarey (1988) points out, specifies a series of tasks that learners will undertake during the course. In SE1 syllabus, the different activities that learners will take part in are proposed in '*Typologie de Tâches et Activités*'. They include matching pair exercises, transformation exercises, guided and free writing, interviews, questionnaires, games (crossword puzzles, word search, jigsaws, etc.), asking questions, problem-solving activities, projects, etc. Problem-solving activities and project works are the main focus of SE2 and SE3 syllabuses. Indeed, our examination shows that both of them aim to immerse learners in activities offering problem-solving situations and to get them complete projects dealing with different topics. Some of the tasks suggested for the three levels have a real-world rationale since they require learners to approximate, in class, the sorts of behaviours people do in the world beyond the classroom (Nunan, 1989). Some others have a pedagogic rationale on the ground that they require learners to do things which are unlikely to be called upon outside the classroom (ibid). Among this varied set of activities, project work is the most complex one cognitively.

Despite the fact that this learner-oriented activity is given a great importance in the syllabuses, the designers do not specify which type of project that learners will undertake. Which project category is to be included in each level? Will a specific type be favoured over others in terms of data collection techniques, presentation of the final product and the degree to which it is determined by the teacher and learners? Will learners encounter the same categories in each year of their English study in the Secondary School? These questions and others will, then, be considered by the textbooks authors as no reference is made to the project

types to include.

Measuring learners' progress through the stages of the language learning continuum is essential. To quote the words of Cumming and Wyatt-Smith, "assessment has always been a significant component of classroom practice" (2009: 1). The syllabuses authors should, therefore, be apt to ask questions about the techniques of evaluation in the target language that will be used to assess course outcomes.

The three syllabuses include information on how the content is to be evaluated. Their designers give it a significant place. In their view, "L'évaluation est un processus intégré à toute forme d'apprentissage" (SE1 syllabus: 9) and enables the learner to determine his/her level of performance in the target language. Two types of assessment are accounted for in SE1 syllabus: formative and summative. Formative assessment is a permanent dialogue between the teacher and the learner. It should put focus on the defined competencies (savoirs, savoir-faire, savoir-être), the process and the learning outcomes (SE syllabus, 2005). In Sarosdy's own words, this type of assessment "is used to monitor the students' progress during a course, to check how much they have learnt of what they should have learnt [...]" (2006: 131). Different tools may be used in formative assessment including for instance reflective journals, interviews, questionnaires, debates and portfolios. Summative assessment is based on the elaboration of tests and exams and is done at the end of a term or a year to assess how much has been achieved by learners.

In addition to these two types of evaluation, SE2 and SE3 syllabuses account for two other approaches to evaluation: diagnostic and "formatrice". The first type allows the teacher to make, as claimed by the designers "un état des lieux des connaissances et compétences des élèves" (SE2 syllabus: 25). It is done at the outset of the learning process through a set of activities and helps the instructor to measure learners' level and find about their strengths and weaknesses in the foreign language. As regards the second, it revolves around co-evaluation

(tutoring), mutual evaluation (peer-assessment) and auto-evaluation (self-assessment) (ibid). By incorporating the latter into classroom learning, Oscarson (1989) argues that learners as well as teachers acknowledge assessment as a mutual responsibility, and not as the sole responsibility of the teacher. Moreover, Huba and Feed (2002) point out that “grâce à la réflexion et à l’autoévaluation, les élèves deviennent conscients de leur manière d’apprendre et ils développent ainsi une meilleure compréhension des stratégies qu’ils peuvent déployer pour améliorer leur approche de l’apprentissage” (2002: 262 quoted in Tardif, 2006 : 252). Although formative assessment and “formatrice” assessment are the same, the designers consider them to be different.

The inclusion of different assessment types in the syllabuses under scrutiny entails that the designers share Bachman’s view that in a learner-centred curriculum, learners are encouraged not only to be test takers, but also to be active participants in the assessment process. Hence giving them more opportunities to measure their level of performance in the target language.

The documents accompanying the syllabuses make reference to the four types of assessment mentioned above. Additionally, they contain various samples of assessment tools. Among the assessment tools which are proposed, we find: samples of evaluation sheets for phonetics and written documents, samples of an assessment tool for reading comprehension and checklists for learner assessment of project work. Such tools will undoubtedly help the teacher during the evaluation stage.

Because assessment is an integral part of the learning cycle, it is maintained both during and at the end of PBL (Solomon, 2003 in Gülbahar and Tinmaz, 2006). Teacher assessment, peer- assessment and self-assessment can be used to assess both the process and the product dimensions of project work.

In the light of our analysis of the official syllabuses conceived for the Algerian Secondary School, we come to the conclusion that these pedagogical documents are likely to be project-based. Indeed, they are experiential favouring the pedagogy of project work and taking learners' active involvement as the point of departure of the learning experience. In this, they contrast with a transmission approach to education in which the learners receive knowledge passively from the instructor. Thus, they are in line with CBA in general and project-based syllabuses in particular which require the inclusion of tasks and projects as part of the learning process and which encourage 'learning by doing'.

The analysis we have conducted so far also leads us to the conclusion that the purpose behind the incorporation of project work is to encourage learners to re-invest and build on what they have already acquired in terms of language content, functions and skills. Since they are project-based, the syllabuses under study should, in our view, specify the types of projects that the Algerian Secondary School learners will complete in their three years of English study. Yet, no information about which categories to implement is included.

PBL requires learners to be active participants in the negotiation of meaning. The analysis of the syllabuses shows that language use is emphasized. The focus is, then, on the use of the target language for communicative purposes. Last but not the least, it is revealed that in terms of the criteria proposed by Dubin and Olshtain in their seminal work Course Design: Developing Programmes and Materials for Language learning, the three syllabuses seem to meet their requirements. That is, they include descriptions of what to teach, when and how to teach it as well as how to evaluate it. Finally, although the language syllabus stands as the basis of textbook design, "it is not a divine writ" (Hutchinson and Waters, 1987: 94). It should be, therefore, used by material writers in a flexible and appropriate way to maximize the learning process.

II. Analysis of the Textbooks according to Stoller's Model

II.1 Results

After analysing the development stages of the projects figured in the textbooks and checking whether they are in line with the analytical model offered by Fredricka L. Stoller (1997), we shall proceed to the presentation of the results reached from our scrutiny of the textbooks activities. To avoid repetition and since the units of each textbook follow the same organizational pattern, just the project incorporated in the first unit of each textbook is taken as a sample to be analysed against Stoller's paradigm. For the sake of clarity, the findings of our analysis will be provided under the form of tables followed by some comments. It is worth to mention that when the results of the analysis are more or less the same, we will not accompany each table with a short comment. Rather, we will give a general comment dealing with the three textbooks after presenting the findings.

II.1.1. At the Crossroads

In At the Crossroads, the projects are put in the section titled *Project Workshop*. The project selected to be studied in the light of Stoller's paradigm is the one suggested in the first file *Getting Through*. The latter assigns the making of a job application booklet as a project (See Appendix 4). Its overall purpose is to design a booklet that teenagers need when seeking jobs.

The *Project Workshop* section requires learners to go through various stages and procedures. They are presented in the following manner:

Task One: Responding to Help Wanted Adverts.

-Circling advertisement on newspaper, making initial phone call and contacting referees.

Task Two: Writing a Letter of Application

-Writing a job description, filling in a résumé and an application form, writing a letter of

reference, confirming appointment for job interview on the phone, and responding to firm offer of position/recruitment.

Task Three: Writing a Reply to a Letter of Application

-Responding to reply through a letter of acceptance and getting ready for interview.

In the following table, we shall see the extent to which the activities included in the first unit of At the Crossroads reflect the steps suggested by Stoller (1997). All the textbooks activities reflecting Stoller's stages of project work will be included in appendix 3.

Activity	Its aim	The step it reflects
-Activity 1, p.4 -Activity 2, p.4	-Among one of the aims of activity one, p.4 and activity two, p.4 of the Anticipate rubric is to stimulate learners in order to generate ideas about the topic of the file which is communication. This corresponds to the starting point of the project: agreeing on a theme.	Step One
Preview (p.3)	-The first unit of the coursebook opens with the rubric bearing the title Preview (p.3), the aim of which is to get learners informed about what they will learn in the unit. In the last part of the preview which is related to project work, the teacher together with the learners agree on the final outcome of the project which is writing a job application booklet. Reference is made to alternative projects like building a difference poster about schools and regular activities.	Step Two

Preview (p.3)	Within the preview, the teacher is advised to let the learners choose their group members and help them consider their roles and responsibilities. This corresponds to step three, the stage where the group of the learners with the help of the teacher attempts to give a shape to their project.	Step Three
-Activity 1, p.6 -Activity 4, p. 10 Activity 1, 3 and 4, p.12	-Activity one, p.6 included in Say it Clear aims to practise the intonation pattern used in requests. This will be useful when learners conduct interviews to collect information for their projects. -Activity four, p.10 in Discover the Language (Reading and Writing): In this activity, the learners will use questions included in a questionnaire put at their disposal in order to conduct an interview about regular activities. These constitute the topic of one of the alternative projects that learners can carry out. This activity helps to prepare them for the demands of collecting information by training them to conduct interviews (when learners build a poster about people's regular activities, they will undoubtedly gather data by means of interviews). -Among the interactions that job seekers involve themselves in, we find holding telephone conversations to get information about the vacancy of the job for instance. This social skill of telephoning is developed in many activities included in Developing Skills (activity one, three, and four, p.12). These activities prepare learners to accomplish the information gathering tasks as labelled by Stoller.	Step Four
-Activity 1, p. 18	-Activity one, p.18 included in Stop and Consider adopts an inductive approach to grammar teaching. Though related to grammar, this activity aims to make learners interpret the contexts in which the introduced sentences can occur and then draw the rules for using the language forms related to the expression of	Step Six

-Activity 2, p.24	purpose. The higher order thinking skill of analysis is targeted here, a skill needed in step 7. -In activity two, p.24, learners are asked to read the letter of application presented to them and then pick out information that a job applicant has to include in his /her letter of application so as to demonstrate his/her suitability for the job. The overall purpose of the activity is to make learners aware that job seekers should include in their applications just the important pieces of information. The identification of data that are particularly relevant to the project is an important task that learners do when compiling and analyzing information. This is well developed in this activity. These activities, then, prepare the learners for the challenges of organizing, interpreting, and synthesizing information.	Step Six
-Activity 4, p.4, activity 3, p.5, activity 4, p.6, activity 1 and 4, p.10 -Activity 4, p.16	-Activity 4, p.4, activity 3, p.5, activity 4, p.6, activity 1 and 4, p.10 may be regarded as language improvement activities since they allow learners to project their voice in the classroom. Voice projection and pronunciation constitute one of the aims of language improvement activities. This corresponds to step eight. Indeed, at this point in the development of the project, teachers can provide learners with activities in order to bring about their successful presentation of the project's final product. These are called by Stoller "language improvement activities" (1997:07). -Activity four, p.16 of the Developing Skills section aims to produce a reply to a letter of enquiry, an activity that learners are required to do in Task three of the project. The edition of letters and written reports is an example of language improvement activities (Stoller, 1997). -Stop and Consider comprises language improvement activities:	Step Eight

Activity 1 and activity 2, p.18 Activity 5,p.21 Activity 6,p.25	-Activity one, p.18 and activity two, p.18 offer learners the opportunity of practising the different language forms related to the expression of purpose. The language function developed in these activities is expressing a purpose, a function that learners will make use of in the writing of their job application booklet. -Activity five, p.21 aims to consolidate the use of definite and indefinite articles. This will be useful for the learners' projects. -Through activity 6, p.25 included in Consolidation and Extension, learners will fill in the résumé/curriculum vitae. Then, they will use the information in their own résumés for writing letters of application. Learners will be faced with the challenges of this task when writing their booklets.	
Activity 5, p.26	Activity 5, p.26 asks the learners to report to the whole class about their partners' regular activities. This task is completed in step nine which is concerned with the learners' presentation of their final product. The manner of presentation largely depends on the final form of the product. It may involve the staging of a debate, the submission of a written product to the teacher, etc. Additionally, oral presentations can accompany written products within the classroom.	Step Nine
Check Your Progress (p.29)	The variety of activities designed in the last section of the unit Check your Progress allow room for learners' self-evaluation. Through these reflective activities, learners realize how much they learned.	Step Ten

Table 3: At the Crossroads' Activities Reflecting the Steps Proposed by Stoller

II.1.2. Getting Through

The project selected to be evaluated against Stoller's framework is the one included in the first unit *Signs of the Time*. As mentioned previously, the textbook's projects are included in the rubric bearing the title *Putting Things Together* which is put nearly at the end of every file. The project is entitled *A Life Styles Profile* (See Appendix 4). It requires learners to divide their life styles profile into three parts: Life Styles in the Past, Life Styles in the Present Time, and Future Life Styles. Each part deals with three main aspects of life, namely clothes, food and entertainment in Algeria and abroad.

Activity	Its Aim	The step it reflects
Think it Over (p.15)	<u>Getting Through</u> opens with the rubric entitled "Think it Over" (p.15) aiming to introduce the learners to the topic of the file (and the project) which is life styles. Through this rubric, the instructor helps the learners to brainstorm the topic. Additionally, both agents of the learning process hold discussions to determine the final outcome of the project and give it a shape and structure. Hence, "Think it Over" is the rubric which includes activities corresponding to the first three steps suggested by Stoller.	Step one, step two and step three
Before you Read and As you Read (p.16)	The first part of <u>Getting Through</u> entitled Discovering Language contains activities reflecting the requirements of the step which prepares learners to the fifth stage. In these activities, the problem-solving process; an important learning process in PBL is stimulated: The Before you Read rubric (p.16) asks learners to expose their predictions and hypotheses, the As you Read rubric (p.16) gets them check their hypotheses. By doing these activities, learners will develop their cognitive skills which are of great relevance in data collection when conducting a research.	Step Four

	Besides, the textbook includes other activities which prepare the learners for the demands of step five like the one included in the Listening and Speaking section (p.23) asking learners (in pairs) to make predictions in the future, an element required in the project of the unit. This activity encourages the social skill of working collaboratively, a skill needed to accomplish the information gathering step.	
Grammar Desk (p.17) Activity 2 and activity 3, p.20 Activity 3, p.22 Activity 1, p.28	-Grammar Desk (p.17) helps develop the higher order skill of analysis. Its aim is, as claimed in the teacher's guide, to "make learners observe, analyse and draw the rules for using the semi-modal 'used to' by contrasting it with 'going to'" (2006:14) -The two activities found in Say it Loud and Clear (activity two and three, p.20) target learners' mastery of dictionary use. Dictionary use is indispensable to step seven. -In the third activity, p.22 included in Listening and Speaking, learners are asked to listen to the dialogue read by their teacher and then write a summary of the text. Summarising is a technique that learners need when compiling and analyzing the collected data. -The goal of activity one, p.28 (Reading and Writing) is the interpretation of symbols. The skill targeted then is interpretation. These activities, therefore, target the aims of step six.	Step Six
Words to Say (p.15)	The Words to Say rubric (p.15) aims to revise the pronunciation of some words which are related to the topic of the file. It also introduces the learners to the terminology which, we believe is important for their projects since it is related to the unit's theme.	Step Eight

Grammar Desk(p.17) and Practice (pp.18-19) The activity of Write up rubric (p.23) Activity 5, p.25 Activity 2, p.27	-Grammar Desk (p.17) and Practice (pp.18-19) encompass activities which help prepare learners for the demands of presenting the final outcome of their projects in that they provide practice for using the semi-modal ‘used to’ which is needed for the description of life styles in the past (the second part of the project). -Write it up contains an activity (p.23) the aim of which is to make learners work in pairs to write a short dialogue predicting what might happen in the future in different fields. The language function developed in this activity is predicting, a function required in Future Life Styles; the third part of the project. -Activity five (p.25) included in Reading and Writing aims to get the learners learn how to write definitions by using relative pronouns and their corresponding categories. The language function of describing which is needed in the project is developed in this activity. -Reading and Writing contains many activities among which we find activity two, p.27. The goal of the latter is to learn how to write a paragraph by narrating and comparing. These two language functions need to be mastered for the completion of learners’ project.	Step Eight
The activity of Write it out(p.29)	Write it Out (p. 29) contains an activity which aims to get learners present their written product (dialogue) in front of the class.	Step Nine
Where Do we Go from here?(p.31)	Where Do we Go from Here? offers learners the opportunity to evaluate their own progress. Learners’ assessment of their level of performance in the target language is done in the last step of the project.	Step Ten

Table 4: Getting Through’s Activities Reflecting the Steps Proposed by Stoller

II.1.3.New Prospects

In New Prospects, project work is put in the section bearing the title *Project Outcome*. We have selected one project as a sample from the first unit *Exploring the Past*. The *Project Outcome* section asks learners to make the profile of an ancient civilization as project work (See Appendix 4). To provide help for learners, Greece is given as an example. The profile should include the following:

- Information about the place where and the time when Ancient Greek civilization flourished.
- Information on two Ancient Greek major cities.
- A short account of the life styles, beliefs, customs, myths, and laws of these cities.
- Information on the contributions made by Ancient Egypt and Phoenicia to Ancient Greek civilization.
- A summary of the major achievements of this civilization in science, philosophy, government, etc.
- Information on the civilizations that saved the Greek cultural heritage for mankind.

Besides, *Project Outcome* provides learners with the opportunity of making alternative projects such as making the profile of one civilization of pre-Columbian America and producing a booklet/leaflet/guidebook about the cultural heritage of the learners' own region (monuments, ruins, crafts, etc.)

Activity	Its aim	The Step it reflects
p.14	Before the first section, the first unit includes a page containing pictures (p.14) aimed at serving as an entry to the theme of the unit. Through these pictures which represent different civilizations, the teacher makes the learners think about the project theme. As the project is signalled at the top of the page, they will agree on its final outcome as well as structure it.	Step one, step two and step three

Getting Started (p.15) Research and Report (p.31)	-“Getting Started”, the first rubric of the book contains an activity the purpose of which is to brainstorm the topic of the file and of the project. With the help of the instructor, learners will attempt to give their own ideas on the topic and jot down some words they associate with civilization. -In addition to page 14 in which project work is given a structure, Research and Report (p.31) also reflects this step. The teacher together with his learners divides the class into groups. Accordingly, each group appoints a spokesman who will make the final report to the class at the end of the project. In this stage, learners also agree on the tasks assigned to each of them, and try to give their projects a structure, i.e. they agree on the kind of information needed, the way it is to be collected and the timing for doing so.	Step one, step two and step three
Getting Started (p.15) and Let’s Hear it (p.16) Activities included in As you Read	-Listen and Consider (p.15) sets learners in a problem situation. Thus, the learning process developed is problem solving: Making hypotheses and predictions (Getting Started (p.15)) and checking hypotheses (Let’s Hear it (p.16)). This learning process is of great importance for learners’ inquiry. -The As you Read rubric (pp.37-39) comprises activities aiming to teach learners the reading strategies of skimming and scanning. (See Appendix3.3) These two reading strategies are of paramount importance when learners collect data .	Step Four
Activity 1, p.18	-In this first activity of Vocabulary Explorer (p.18), learners are asked to make use of a monolingual dictionary of English in order to look up the meanings of some words presented in a blue box in the textbook. Its purpose is to get learners master dictionary use; an important research skill that learners will resort to in step seven; the compilation and analysis stage.	Step Six

Activity 2, p.27	Activity two, p.27 included in After Reading requires learners to write a short summary of the text they have already studied. Before involving them in the task, the teacher should review with them what summarizing means, and the techniques that should be used.	Step Six
Activity 1, p.17 and activity 1, p.18 Activities included in Think, Pair, Share (p.20) Pronunciation and Spelling (p.28)	Grammar Explorer 1(p.17) and 2(p.18) contain one language improvement activity each. The first aims to get learners fill in the blanks with the appropriate article. The second asks them to add ‘used to’, ‘was/were able to’ or ‘had to’ to the verbs in brackets. The mastery of such language forms is necessary as they will be useful in learners’ ‘profile of an ancient civilization’. The Think, Pair, Share (p.20) rubric aims to make learners prepare a talk about modern civilization. All of the grammar forms ‘used to’, ‘had to’ and ‘were able to’ are required to be used when writing about : (a) Beliefs, customs, traditions, myths. (b) Life styles like clothing, food, drink, and transport, (c) industry, crafts... The language function developed is narrating which learners will have recourse to in writing their projects. The activities designed in this rubric (activity 1, 2, 4 ,p. 20) are language improvement activities given the fact that they provide effective writing/speaking revisions needed for the successful presentation of the final product. -The activities offered in Pronunciation and Spelling (p.28) give learners the occasion to revise the pronunciation and spelling of some words that might be used in their projects. The purpose of activity two, for instance, is the mastery of the pronunciation of the verb ending “ed”. The past tense will inevitably be used in the	Step Eight

	project when learners use the language function of narration. -Activity 3,p. 29 and the one included in Saying it in Writing (p.34) prepare learners for the demands of step 9 as they focus on skills for writing revisions and editing.	
Activity 4,p.29, activity 1,p.31, activity 5,p.41.	<u>New Prospects</u> offers learners ample room to present their work in the classroom. The activities are the following: activity 4, p. 29, activity 1, p.31 (Research and Report), the activity included in Say it in Writing on page 34 and activity 5,p.41 (See Appendix 3.3). The three first activities involve learners' oral presentation of their written work. As for the last, it asks them to hand the written version of their work to their instructor.	Step Nine
Assessment (p.43)	-The last section of the unit is devoted to assessment.It corresponds to step 10 as it involves activities which give learners the opportunity of self-evaluation.	Step Ten

Table 5: New Prospects' Activities Reflecting the Steps Proposed by Stoller

The findings displayed in the tables above show that the steps included in the analysis are implemented in the three textbooks designed for the Secondary School cycle. Besides, step eight, the preparatory stage for the language demands of step nine, is not implemented by following the order suggested by Stoller. Rather, it is developed gradually from the outset of the unit of each textbook.

II.2.Discussion and Interpretation of the Results

This section is devoted to the discussion and interpretation of the findings sorted out from the analysis of the textbooks' projects against the framework proposed by Fredricka L.Stoller (1997) for the implementation project work in the language classroom. Its key concern is to clarify the way project work is developed in the three textbooks conceived for

intermediate learners by placing focus on the different steps of development and on the textbooks' activities which fulfill the criteria for project work as suggested by Stoller. Given the fact that the textbooks share many features in their procedural design, we shall not interpret the findings of our analysis by dealing with each textbook separately. Rather, we find it preferable to have an overall discussion which includes the three textbooks.

The results reached from our scrutiny of the textbooks' sequences reveal that they comprise activities targeting the goals set in the eight steps (All the activities are presented in Appendix 3). That is, apart from step five and step seven which are not included in our analysis since they are beyond the scope of our modest work (they reflect learners' roles outside the classroom), the remaining steps are developed in the three textbooks under study.

Drawing on Stoller (1997), the three organizational steps of any project consist of agreeing on a theme, determining the final outcome, and structuring the project. The textbooks contain activities which correspond to these steps. In At the Crossroads, however, although the two activities included in the *Anticipate* rubric (activity one and two, p.4) reflect the aims of step one as shown in the Results section, we think that the ideas learners generate are not directly related to the project theme. Rather, the ideas stimulated concern computers. This may be explained by the fact that writing an Internet guide in the form of a poster is suggested as an alternative to the writing of a job application booklet. The latter is the one assigned in the *Project Workshop* section of the textbook. However, when looking closely at the textbook's table of contents (book map), an Internet project poster is proposed.

The selection of the project's theme and the agreement on its final product are determined by the textbooks' designers. This may inhibit learners from taking responsibility for their own learning and developing a sense of ownership towards the project (Alan and Stoller, 2005). Teachers, then, should identify ways in which learners can develop a sense of ownership towards their projects by offering them, for instance, the chance of doing other

projects (related to the main topic of the file). All of the three Secondary School textbooks offer the possibility for the Algerian EFL learners to undertake other projects than the ones suggested in their project sections. Building a difference poster about schools, regular activities, etc and making the profile of one civilization of pre-Columbian America are examples of the alternative projects proposed in At the Crossroads and New Prospects respectively. As for Getting Through, there is no reference to other projects. It is just mentioned in the teacher's guide that teachers are not obliged to assign the same project to their learners.

The assigned project may not raise learners' interest and motivation. The latter is in Cunningsworth's words "one of the most powerful forces for good and effective learning" (1995 :16). If this is the case, learners can choose among the alternative projects suggested in the textbooks or undertake others which are proposed by their instructor "as long as they are well devised and keyed to the skills, functions and language forms covered in the rest of the unit"(Riche et al, 2005: 31).

The coming stage is the one in which the teacher prepares learners for the demands of step five. As displayed in the Results section, the textbooks comprise activities meeting the requirements of the data gathering stage. These aim to get learners conduct interviews and develop the social skill of telephoning in At the Crossroads, and to develop the problem solving process in Getting Through and in New Prospects. In addition, the analysis reveals that unlike the two other textbooks, New Prospects encompasses many activities targeting the teaching of skimming and scanning. The first refers to reading a text quickly in order to find a particular point or to get a gist of the text. As for the second, it means reading for specific pieces of information. These two reading strategies are of paramount importance in any research in that they enable the investigator when collecting information to have an idea of the general meaning of a text for instance, and know whether some elements he/she is looking

for are included in the text. Thus, when being involved in the data gathering stage of project work, the foreign language learners will undoubtedly have recourse to these two strategies.

The sixth step is a preparatory stage for the seventh which is concerned with the compilation and analysis of information. After gathering information, learners need to analyse, synthesise and evaluate it. Our examination of the textbooks' different activities show that most of them prepare learners for the language, skills and strategy demands associated with step seven. Yet, a lack of activities targeting learners' evaluation of the collected data is noticed. In fact, weighing the value of the collected data, i. e, discarding some data for their inappropriacy for the project and keeping the rest for their relevance is an important task learners face in the seventh step. However, our study of the textbooks' different activities allows us to affirm that just one activity targets the development of this skill. It is activity two included in *Write it Out* on page twenty-four (At the Crossroads). As displayed in the above section, the activity asks learners to identify the most important information the job applicant should include in his/her letter of application. The incorporation of this activity in At the Crossroads may be explained by the fact that the textbook designers aim to make learners aware that we do not write for ourselves, but for particular readers in mind. That is, job applicants should include in their application letters information on the basis of which the employer would know whether they are suitable for the job or not. Thus, 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. Added to this, in the context of job hunting, real-life job seekers will inevitably be faced with writing application letters.

Given the fact that project work is not going to the Internet and getting print-outs to be handed to the instructor, it is very necessary to prepare learners to step seven which constitutes a vital stage in project work. In the three textbooks, activities targeting learners'

mastery of dictionary use, teaching the technique of summarizing, and developing all of the skills of interpretation and analysis are integrated. Dictionary use, summarising, interpreting and analysing data are of paramount importance since they will help learners in the compilation and analysis stage.

A well-designed project allows learners to stretch their intellectual muscles in ways traditional learning activities may not (Boss and Krauss, 2007). One way to ensure rigour in a project is to plan for learning actions associated with the higher-order thinking categories of Bloom's Taxonomy of Educational Objectives (ibid). Bloom's levels of cognitive thinking move from lower-order objectives to higher-order ones. The taxonomy contains six major classes : knowledge, comprehension, application, analysis, synthesis and evaluation. In the words of Riche et al (2004), this hierarchical model of cognitive thinking is "[...] the ideal route to the acquisition of a competency called *savoir-agir* " in the syllabuses (2004 :19). Although all have their place, the last three higher-order thinking skills are particularly relevant to PBL (Boss and Krauss, 2007). These are needed in the compilation and analysis stage of project work. As pointed out earlier, many learning activities included in the Secondary School textbooks aim to get learners achieve these higher-order cognitive skills (There is a shortage of activities associated with evaluation).

After going through the seventh step, the teacher prepares learners for the language demands of the culminating activity by bringing in language improvement activities. Relying on the analysis of the first unit of each textbook, we may assert that the manuals contain a variety of activities targeting the goals set in step eight. The latter, unlike the other steps, is developed in a gradual way from the beginning of the unit of each textbook. To be more explicit, we can find language improvement activities before and after developing step four and six. If we take for example the first book, its language improvement activities are on the following pages: six, ten, twelve, sixteen, eighteen, twenty-one, twenty-two, twenty-five and

twenty-seven (the *Project Workshop* section is put on page twenty-eight). More to the point, the language improvement activities incorporated in the textbooks are varied, including for instance those aiming at developing many language functions like describing, expressing a purpose, narrating, comparing and predicting, providing practice for pronunciation and intonation patterns, and helping learners learn many linguistic forms that will be used in the projects. It is worth noting that the designers of New Prospects put an over emphasis on activities which focus on the writing skill. Such a choice may be dictated by the fact that the learners will take at the end of the year the *Baccalaureate* examination which is in the written mode.

The integration of a varied range of language improvement activities all along the units of each textbook may find explanation in the fact that learners should have the necessary knowledge and skills to complete their projects. Sharing this view, Fried-Booth (1986) says “Clearly, if students are to carry out project work, they must have some command of the target language” (1986: 08). Language improvement activities will, then, help learners gain knowledge of the target language (vocabulary, grammar, pronunciation, intonation, etc) and acquire some skills to lead them construct their projects.

The presentation of the end-product is commonly considered as the final stage in the project work process. However, it is worthwhile going a step further by asking learners to reflect on the language, contents, and skills mastered during the completion of the project task. Our scrutiny of the first unit of every textbook shows that sequences related to evaluation are provided : *Check your Progress* in At the Crossroads, *Where Do we Go from Here ?* in Getting Through and *Assessment* in New Prospects. These sequences comprise activities aiming to get learners reflect on their language learning in the unit. Unlike the two other sequences which contain two activities each, *Check your Progress* includes a large number. Thus, giving more chance to the learners to assess their level of performance in the

English language.

In addition, the teacher can use multiple questions to prompt learners' reflection about the project experience. For example, learners can be asked to synthesise what they have learned in terms of content materials and to reflect on their skills development. Edwards (2000) proposes a list of questions that the learners can answer on a reflection piece : What were the project's successes ? What might we do to improve the project ? How well did we meet the learning goals ? What were the skills we used during the project ? etc. (Edwards, 2000 quoted in Railsback, 2002 :21). In the constructivist theory, reflection is acknowledged as being an essential element in learning (Boss and Krauss, 2007).

In the light of the analysis of the first unit of every textbook we have conducted so far, we may say that the three textbooks issued for the Algerian intermediate learners are project-based. In other terms, they incorporate project tasks as well as checklists of procedures for the completion of this learner-oriented activity. Besides, the stages proposed in the textbooks meet Stoller's analytical model for project implementation in the language classroom. Indeed, a large number of the textbooks' activities reflect in their aims the steps of project development suggested by Stoller.

However, the textbook is not the sole factor which guarantees the success of the learning process. Successful learning depends a good deal on the roles played by both teachers and learners. In a project-based learning environment, the instructor serves not as an authoritative figure, but as a facilitator who encourages learners to take responsibility towards their learning and guides them. Indeed, whilst the learner stands at the centre of the learning process, the teacher is committed and provides the necessary guidance for the successful performance of the variety of learning tasks. This is the prerequisite for the final task included at the end of the unit, i.e., the project. We wonder whether the Algerian Secondary School teachers and learners shift from the traditional roles they are accustomed to and show the

ability to cope with this new teaching approach underpinned in the constructivist learning paradigm.

All in all, although project work is a learner-centred activity, it requires both teachers and learners in action. Learners should receive guidance on the language, content and process demands of the project. Most importantly, they should be engaged in all its stages. If this is done appropriately, the benefits of project work will be maximized. As Alan and Stoller (2005) argue, “Finding the proper balance between teacher guidance and student autonomy enhances the advantages of project work in the language classroom” (2005: 11). Teachers and learners should, therefore, fully exploit the opportunities for effective language learning offered by project work.

Chapter Four : Presentation and Discussion of the Checklist’s Results

In this second chapter of the practical part of our work, we have the intention to report and discuss the findings of our data gathering tool : the checklist. It comprises two main sections. The first one displays the findings of the checklist which are sorted out after a detailed examination of the units composing each textbook. The second concerns itself with their discussion and interpretation. It is worth noting that some results will be presented in tables accompanied with comments.

I. Results

5-Is project work incorporated in the textbooks under study ?

6-If yes, do they propose explicitly practical guidelines for its successful completion?

The analysis shows that project work is integrated in the textbooks under study. Indeed, after examining the different sequences of the textbooks’ units, we come to notice that each

file devotes a whole section to this learner-centred activity. In addition, the textbooks propose practical guidelines which will help learners during the completion of their projects. Such result is reached from scrutinizing the section which assigns project work in all the units of every textbook: *Project Workshop* in At the Crossroads, *Putting Things Together* in Getting Through, and *Project Outcome* in New Prospects. These sections, as maintained by the textbooks designers, assign the learners the projects they have to carry out as well as a checklist of instructions to follow for its realization. In addition, guidelines related to the topic, the final product, the methodology, and the the information to include are provided.

7-Among the three project categories proposed by Henry (structured projects, semi-structured projects, unstructured projects), which one seems to be favoured by the textbooks' designers?

Before displaying the results of the analysis of all the projects included in the textbooks in relation to the classes suggested bu Henry, it is worth noting that in order to find out the category favoured by the designers , four elements were observed in the sections offering project work in all the units of the textbooks. These are as follows: topic, materials, methodology, and presentation.

A. At the Crossroads

Textbook Units	Projects
Unit 1 : Getting Through	Project : Making a Job Application Booklet (p.28) Topic : determined Materials : specified: the context of job hunting Methodology : organized: the booklet will comprise four main sections : responding to help wanted adverts, writing a letter of application, writing a reply to a letter of application, and project round-up. Each contains a set of instructions to follow like circling advertisement on newspaper, letters of reference and of application,

	replies, and phone enquiry. Presentation : determined: the final product of the project will take the form of a booklet.
Unit 2 : Once upon a Time	Project : Writing a Book Review (p.59) Topic : determined Materials : specified : a book, its author, its characters, the setting. Methodology : organized: the book review will consist of the following parts: a short biography of the author, a reminder of the context wherein the book was written, a summary, a portrayal of the characters, a description of the setting, and a short appreciation of the learner. Presentation : determined : the book review will be presented in the form of a poster or a wall sheet accompanied with cards and a picture of the book's author.
Unit 3 : Our Findings Show...	Project : Conducting a Survey about : people's newspaper reading habits, TV viewers and TV programmes or the different uses of the computer (p.90) Topic : determined Materials : not specified Methodology : organized : the report will include the following : introduction, method, results, analysis of the results, conclusion, designing a questionnaire, conducting an interview, collecting data and interpreting the results. Presentation : determined : the survey will take the form of a booklet which includes different types of graphic display.
Unit 4 : Eureka !	Project : Making an Invention Profile (p.121) Topic : determined Materials : specified : the evolution of the selected invention, its different models, and the inventors involved in the invention. Methodology : organized : the invention profile will be composed of

	three sections : 1-Writing about the evolution of the invention, 2-making a presentation of the different models of the invention, and 3-writing the biographies of the different inventors. Presentation : determined: the different items of the project will be put in the form of scrapbook or a wall sheet accompanied with pictures of the invention and its inventors.
Unit 5 : Back to Nature	Project : Making a Consumer Guide (p.150) Topic : determined Materials : specified: the various brands of the product, its features (chemical composition), packaging, marketing. Methodology : organized: the guide will include two parts : 1-Information about the brands of the product 2-Analysis of the product from the ecological point of view. Added to this, memos, letters of complaint, averts are required. Presentation : the end-product will take the form of a guide.

Table 6 : Structured, Unstructured and Semi-Structured Projects in At the Crossroads

B. Getting Through

Textbook Units	Projects
Unit 1 : Signs of the Time	Project : Making a Life Styles Profile (p.30) Topic : determined Materials : Specified: clothes, food, entertainment, the use of these grammar points : used to, the present simple tense, when, after, before, until, while, and will, may, might and their negative forms in making predictions. Methodology : organized by the textbook designers : The project is divided into three parts : 1-life styles in the past, 2-Life

	styles in the present time and 3-Future life styles. Presentation : determined: a written production accompanied with pictures for the sake of illustrating the theme.
Unit 2 : Make Peace	Project : Writing a Statement of Achievements (p.51) Topic : determined Materials : specified: a checklist of Nobel Peace Prize winners and their achievements, a list of potential candidates for the Nobel Peace Prize and statements about their achievements, the use of appropriate modal verbs. Methodology : organized : the learners' statement (record) of achievements will include : A checklist of Nobel Peace Prize winners and potential candidates for the prize, biographies, and a written justification. Presentation : determined : the statement of achievement will be presented in the form of a small sketchbook.
Unit 3 : Waste not, Want not	Project : Making a Conservation Plan (p.73) Topic : determined Materials : specified : natural and human resources, the use of sequencers, modals and the present simple passive. Methodology : organized : the conservation plan will include : 1-a fact sheet 2-diagrams 3-a country code and a town code 4-a map of a town Presentation : determined: The conservation plan will be presented in the form of a prospectus.

Unit 4 : Budding Scientist	Project 1 : The A B C of Dreams (p.92) (Literary Streams only) Topic : determined Materials : specified : dreams, their significance Methodology : organized : a sample of an A B C of Dreams is provided so as to serve as a model to be followed by the learners. Presentation : determined, The A B C of Dreams will be written in the form of a poster with illustrations. Project 2: Report on Scientific Experiments (p.93) (Scientific streams only) Topic : determined Materials : specified : the use of the appropriate if-conditional. Methodology : organized : making careful observations, recording the results, the experiments can be carried inside or outside school, experiment with water or air is preferable (electricity and mixing chemical products should be avoided). Presentation : determined : a written report about 300 to 400 words accompanied with charts and diagrams.
Unit 5 : News and Tales	Project : Writing a Collection of Stories (p.112) Topic : determined Materials : not specified Methodology : determined : the collection should include a foreword/preface, a biography in the appendix, and a blurb to be put on the back cover. Presentation : determined : writing stories illustrated with pictures.
Unit 6 : No Man Is an Island	Project : Making a Survey (p.132) Topic : determined Materials : specified : a set of safety instructions about the disaster surveyed, the use of the past simple and present perfect Methodology : organized :

	Methodology : organized : -A short questionnaire of eight to ten questions to a sample of informants. - A short interview to one of the informants. -Data collection questions and results. -A report with a graph. -A reminder. Presentation : determined : the survey will be presented in the form of a booklet accompanied with pictures and slogans.
Unit 7 : Science or Fiction ?	Project 1 : Writing Miscellanies (p.152) Topic : determined Materials : specified : fantasies, wishful changes, world affairs, advice, and the use of if-conditional type two. Methodology : organized : the project will contain : -A what-if section answering two questions (the questions are given by the textbook designers), a short list of fantasies, a section about wishful changes, world affairs and advice. Presentation : determined : the learners' miscellanies will take the form of a journal accompanied with cartoons. Project 2 : Making a Repertory of Inventions and Discoveries (p.153) Topic : not determined : although the repertory will be about inventions and discoveries, learners given the opportunity to choose the field of research. Materials : specified : the importance of human achievements, expressing regret about the misuse of the invention or discovery, the use of if-conditional type three and "if only". Methodology : organized : a model of a repertory is provided, titles to the repertory are suggested. Presentation: determined: the repertory will be presented in the form of a wall sheet or a magazine feature accompanied with illustrations.

Unit 8 : Business is Business	Project : Compiling a Business Portfolio (p.174) Topic : determined Materials : specified : business situations, a business company/firm, the achievements of a firm, famous economists. Methodology : organized : the business portfolio will include : -business letters, telegrams, fax, telex messages, other business documents (examples are given), a report, a balance sheet, and two or three short biographies about famous economists. Presentation : determined : a portfolio accompanied with graphs and charts.
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Table 7 : Structured, Unstructured and Semi-Structured Projects in Getting Through

C.New Prospects

Textbook Units	Projects
Unit 1 : Exploring the Past	Project : Making the Profile of an Ancient Civilization (p.42) Topic : determined Materials : Specified : information on the setting (place and time) where the chosen civilization flourished, two major cities of the civilization, life styles, customs, beliefs, myths, the achievements of this civilization in science, philosophy, and government. Methodology : not organized. Presentation : determined : a profile accompanied with maps and pictures of monuments
Unit 2 : Ill-Gotten Gains never Prosper	Project : Writing a Charter of Ethics (p.71) Topic : determined Materials : specified : social, economic, and moral prejudices that the neglect of ethics might have on professions (many professions are listed, the learner has to select three among them) and on their clients, the

	importance of ethics in the professions, unethical behaviours and moral rules for each of the selected profession. Methodology : organized : a reminder, a short interview, a short article and a code of ethics. Presentation : writing a charter.
Unit 3 : Schools : Different and Alike	Project : Designing and Educational Prospectus (p.103) Topic : determined Materials:specified: the organisation, curriculum, school year/holidays, and the types of exams and qualifications of the Algerian and British educational systems. Methodology : not organized Presentation : determined : the project will be presented in the form of a prospectus accompanied with diagrams for illustrating the information.
Unit 4 : Safety First	Project : Making a Survey on the Impact of Advertising (p.132) Topic : determined Materials : not specified Methodology : organized : the report will include the following : an introduction, a description of the questionnaire and the expected audience, a discussion of the findings, and a conclusion which summarises the survey. Presentation : writing a report accompanied with tables, charts, etc.
Unit 5 : It's a Giant Leap for Mankind	Project : Designing an Astronomy Booklet (p.162) Topic : determined Materials : specified : planets, moons, the history of astronomy and space travel, space stations currently in orbit, the effect of space travel and astronomy on the human being. Methodology : organized : ID cards, a dialogue, and a checklist. Presentation : determined : a booklet accompanied with pictures / drawings of astronomers/pieces of equipment used in astronomy.

Unit 6 : Keep Cool !	Project : Writing a Booklet of Tips for Coping with Strong Emotions (p.193) Topic : determined Materials : specified : advice on how to deal with strong feelings/ emotions, the importance of emotions, the way they are expressed in different cultures. Methodology : not organized Presentation : determined : a booklet of tips accompanied with cartoons.
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Table 8: Structured, Unstructured and Semi-Structured Projects in New Prospects

The three textbooks designed for the Secondary School include together a total of twenty-one projects (five projects in At the Crossroads, ten in Getting Through (one project is specified for the Literary Streams and another for the Scientific Streams), and six in New Prospects). All these projects will be incorporated in appendix 4. The above tables show that nearly all the projects included in the textbooks fall within the first type proposed by Henry: the structured project. Our examination of the sections assigning project work in all the textbooks' units permit us to say that the topic, materials, methodology, and presentation are determined by the designers.

However, although the general topics of the projects are determined by the authors, in many projects learners are given the opportunity to choose a theme related to the general topic. The tables also show that in three projects namely Conducting a Survey, Writing a Collection of Stories, and Making a Survey on the Impact of Advertising included in At the Crossroads, Getting Through and New Prospects respectively, the material or the content to be included is not specified. In addition to this, no hints about methodology are given in three other projects incorporated in New Prospects. Another point deserves attention here. Getting Through is the sole coursebook which requires the use of grammar elements in the projects.

8-Which type of projects (research projects, text projects, correspondence projects, survey projects, encounter projects) is integrated in the three textbooks under analysis? Is any particular type recurrent throughout each textbook?

A.At the Crossroads

Textbook Projects	Their Type in terms of Data Collection
Making a Job Application Booklet	Correspondence project: it requires communication with individuals to solicit information.
Writing a Book Review	Research and text project: it necessitates data collection through library research and encounter with texts.
Conducting a Survey	Survey project: it involves the creation of a survey and the analysis of data from informants.
Making an Invention Profile	Text project: it requires the collection of information from texts (computer-based information)
Making a Cosumer Guide	Text project: learners use different types of texts to collect information about the chosen product.

Table 9: Project Types in At the Crossroads

As can be observed in the table above, out of the five projects included in the first year Secondary Education textbook, three fall within the category of text projects, one shows the characteristics of a survey project, and the remaining other is a correspondence project. The table also suggests that in addition to being a text project, Writing a Book Review is a research project. Besides, the fifth type of projects: encounter project does not feature in the textbook.

B. Getting Through

Textbook Projects	Their Type in terms of Data Collection
Writing a life Styles Profile	Text project : it involves learners' encounter with texts to gather information.
Writing a Statement of achievement	Text project : it involves learners' encounter with texts to gather information.
Making a Conservation Plan	Text project : it involves learners' encounter with texts to gather information.
Writing an ABC of Dreams	Encounter project : learners collect data through contact with individuals outside the classroom.
Writing Reports on Scientific Experiments	Text project : it involves learners' encounter with texts to gather information
Writing a Collection of Stories	Research and text project: it necessitates data collection through library research and encounter with texts
Making a Survey	Survey project : it involves the creation of a survey and the analysis of data from informants.
Writing Miscellanies	Text project : it involves learners' encounter with texts to gather information
Making a Repertory of Inventions and Discoveries	Research and text project: it necessitates data collection through library research and encounter with texts
Compiling a Business Portfolio	Text project : it involves learners' encounter with texts to gather information

Table 10: Project Types in Getting Through

The table above shows that apart from the fourth project which is an encounter project and the seventh which belongs to the category of survey projects, the remaining ones are text projects. Among these, Writing a Collection of Stories is also a research project as it may

involve library research. The project category which is not incorporated in the textbook is correspondence projects which involve communication with individuals to solicit information via letters, faxes, phone calls, or electronic mail.

C.New Prospects

Textbook Projects	Their Type in terms of Data Collection
Making the Profile of an Ancient Civilization	Text project : it involves learners' encounter with texts to gather information
Writing a Charter of Ethics	Text project : it involves learners' encounter with texts to gather information
Designing an Educational Prospectus	Text project : it involves learners' encounter with texts to gather information
Making a Survey on the Impact of Advertising	Survey project : it involves the creation of a survey and the analysis of data from informants
Designing an Astronomy Booklet	Text project : it involves learners' encounter with texts to gather information
Writing a Booklet of tips for Coping with Strong Emotions	Text project : it involves learners' encounter with texts to gather information

Table 11: Project Types in New Prospects

Table 6 reveals that with the exception of Making a Survey on the Impact of Advertising which is a survey project as its title indicates, the other projects included in New Prospects are text projects. Text projects are, therefore, recurrent in the textbook. Research, correspondence, and encounter projects are not included.

9-Project work is an activity which may be conducted individually, in pairs or in groups. Do the textbooks' projects require some degree of learner autonomy and independence or provide collaborative opportunities for the learners?

The section which assigns project work in the textbooks includes no indications about whether learners will carry out their projects individually, in pairs or in groups. However, by studying the variety of activities leading gradually to the building of the project, we come to notice that individual, pair and group works are encouraged. Indeed, the textbooks offer a wide range of activities encouraging the learners to work individually and with one or many partners so as to build new knowledge either inside or outside the school setting. Amongst these activities, the ones which correspond in their aims to the steps of project implementation proposed by Stoller. Individual work is mainly encouraged via language-improvement activities and when the aim is to get learners work out solutions by themselves. As for pair work and group work, they are encouraged in most of the steps which compose the analytic framework informing our study of project work in the textbooks.

10-Is project work in the textbooks a pedagogical tool or an integrated means of revision? In other words, is it incorporated in the textbooks as an activity like the other sequence of activities or as a means of reinvesting the language elements acquired so far?

11-Is it regarded as a process or a final product?

As it has already been said, the Secondary School textbooks assign project work on a unit-by-unit basis. Relying on our detailed examination of all the units, we may say that project work is not integrated in the textbooks as an activity through which learners acquire the target language. Instead, it is included for the aim of revising the language elements learned throughout the sequences and sections of the unit. To put it differently, this learner-oriented activity is not used as a central instructional strategy but rather as an opportunity to apply and demonstrate what has been already learned in the teaching unit.

In fact, a varied set of tasks whereby learners receive and learn the target language input compose every unit. Project work is not among these activities in that it is signalled just

at the top of the first page of all the units of the textbooks (in At the Crossroads, it is not presented on the first page of the unit) and presented in a more detailed way towards the end of the unit in the section which assigns this learner-centred activity. Accordingly, after developing the primary and social skills as well as the language forms and functions via the different activities, learners will reinvest them when carrying out their projects. Project work, therefore, does not constitute the process. Rather, it is considered as a final product in that the activities elaborated within the textbooks lead gradually to the construction of this final major task put at the end of the unit. It is through this activity that teachers will be aware of the extent to which learners master the skills and knowledge learned in the course of instruction.

12-Do the projects figured in the textbooks focus on real-world subject matter?

13-Do they result in a learner product that has value and use outside the classroom?

The analysis of the section which offers project work in all the units composing the three textbooks under study shows that the projects are concerned with real-world content such as advertising, products that people use or consume, business, disasters, natural and human resources, and life styles (clothes, food, and entertainment). Added to this, nearly all the projects contain real-world tasks requiring learners to do sorts of behaviours that people do in the world outside the school environment. These include for instance conducting interviews, telephoning, writing job application letters, making surveys, and collecting data.

Besides, a further study of the guidelines proposed in the section assigning project work allows us to say that nearly all the projects result in a final product that has value and use outside the classroom such as a consumer guide, a job application booklet, a conservation plan, and a charter of ethics. Learners may have recourse to these end-products in their daily lives since they reflect real-world issues.

II. Discussion and Interpretation of the Results

This section of our dissertation discusses the checklist's results provided previously. As displayed in the Results section, project work is incorporated in all the Secondary School textbooks. In each file, a section (one page) is allocated to the learners' projects (See appendix 4). It is worth noting that the sections assigning project work namely *Project Workshop*, *Putting Things Together*, and *Project Outcome* in At the Crossroads, Getting Through and New Prospects respectively are put nearly at the end of the unit, before the last section devoted to assessment. The project section has the form of a hypertext in the second and third textbook. Besides, apart from At the Crossroads, in the two remaining textbooks project work is signalled both at the top of the first page of each unit and presented in an elaborate and detailed way at the end of the unit in the section which assigns it. This corresponds to the CASLT model for organizing instructional units. An important point attracted our attention in New Prospects. In addition to being signalled at the top of the first page and in *Project Outcome* towards the end of the unit, project work is signalled five times throughout the unit: Brainstorming, Fact Finding, Organising, Writing up and Assessing. These are “flash-points designed to chart learners' progress in giving shape to their project and should take the form of monitoring sessions” (Riche et al., 2007:69).

Brainstorming is the first of such sessions aiming to get the learners brainstorm the topic, agree on the tasks involved as well as the format and content of the end-product (ibid). In New Prospects, *Brainstorming* is put at the top of the second page of each unit in the first section *Listen and Consider*. It is represented by the following symbol:



BRAINSTORMING

In the *Fact Finding* stage, most of the activities take place outside the classroom. The learners agree about the way the information they need is going to be collected (where and

how) (ibid). At this step, they may also enquire about the equipment they may want to use and the places they may have to visit as well. *Fact Finding* is signalled in *Read and Consider* by the following sign:



FACT FINDING

The third monitoring session *Organising* is the stage where the class is divided into groups (five learners per group to the maximum). It appears at the top of the page devoted to *Research and Report* under the following form



ORGANISING

The coming stage is *Writing up* which involves writing, editing (how much space to devote to illustrations, what colours to use, etc) and negotiating. The role of the teacher during this stage consists of soft monitoring and giving advice whenever necessary (ibid). Writing up is indicated in *Listening and Speaking* by this symbol



WRITING UP

As for the last stage, the spokesman of each group reports to the whole class the work done. Then, each work is assessed by a board of assessors including the teacher and one learner from each group (ibid). *Assessing* makes appearance in *Reading and Writing* and is represented by the following sign



ASSESSING

Brainstorming, fact finding, organizing, writing up and assessing correspond to the stages of project work.

The findings reached from the examination of the section assigning project work in all the units of the three Secondary School textbooks under investigation in relation to the topic, materials, methodology, and presentation reveal that the authors seem to favour the first type of projects proposed by Henry: the structured project. The latter, as mentioned earlier is determined, specified and organized by the teacher in terms of topic, materials, methodology and presentation. In fact, the section which assigns project work in each textbook includes a list of instructions to be followed by the learners when completing their work. These guidelines contain information on the project topic, the materials to include (what to talk about), the methodology to follow (the way the work is to be organized and structured) and the presentation of the final product. In addition, useful web sites are included in order to help the learners research the topic of the project. Our analysis of the project section in all the textbooks' units shows that these four elements on the basis of which one may specify whether a project is structured, semi-structured or unstructured are defined by the designers. Therefore, the first category is given prominence since the twenty-one projects we analysed may be classified as being structured projects. Learners, thus, are given guidance on the content and process demands of project work.

By its very nature, as Fried-Booth (1986) argues, project work places the responsibility on the learners both as individuals and as members of a cooperative learning group. However, this does not mean that they do not need assistance in order to complete their research work. In this regard, Alan and Stoller's (2005) claim that learners' need for support at the different stages in the project should not be ignored. It is probably for this reason that the textbooks' authors include guidelines on the topic, materials, methodology, and the presentation of the project.

In some units of the textbooks, learners receive no instructions on the materials and methodology of the project. That is, the content and methodology of the project are not specified. As such, they will be free to immerse themselves in their project tasks. Sheppard and Stoller (1995) argue that giving learners freedom to engage themselves in the multiple steps of project work can lead to motivated and independent learners.

The project's topic should be broad enough to allow learners to make choices within the topic area and have room to investigate their own interests (Alan and Stoller, 2005). Nearly in all the projects figured in the textbooks, the general topic agreed upon may be broken down into many related topics which deal with the issue from different perspectives. In other words, learners may select a theme close to their interests. For instance, in "Making the Profile of an Ancient Civilization", learners can work on the civilization which raises their interest. In some others, some suggestions are proposed as is the case with "Making a Repertory of Inventions and Discoveries" wherein learners can write about human achievements in various fields suggested by the designers like medicine, technology, and astronomy.

According to Alan and Stoller (2005), project work topics fall into a wide range of categories like sociopolitical and local issues, vocational topics, and global issues. Although they are essentially limitless, the key to effective project work is the selection and definition of topics that will sustain learners' interests and engagement for the duration of the project (ibid). The projects' topics proposed in the textbooks under study are, we believe, likely to capture learners' attention and interest. Among them, we may cite journalism, science and technology, the environment, peace and conflict resolution, education in the world, and famous people.

While acknowledging the role of coursebooks in promoting learners' motivation, Cunningsworth (1995) claims that "Course material which fails to include relevant and

interesting topics is in danger of losing the attention of its users” (1995: 88). It is important to mention that the topics dealt with in the textbooks are the ones suggested in the syllabuses on which they are based.

Regarding the final presentation of learners’ works, the analysis points that it is determined in the three textbooks. Indeed, the final outcome of each project is specified by the designers including for instance profiles, guides, handbooks, journals, posters, booklets, letters and wall sheets. Such end-products may be similar to the ones produced by adults in the community or workplace. More importantly, they are written productions and are among the final outcomes suggested by Fried-Booth (1986), Stoller (1997), and Alan and Stoller (2005).

By implication, all the projects figured in the textbooks are production projects, i.e., projects the outcome of which is a written production. The designers’ aim from focusing on production projects may be the preparation of learners to the *Baccalaureate* exam which is in the written mode. The two other project categories (performance and organizational projects) are then neglected by the textbooks’ authors. These two missing types provide learners with the opportunity to interact orally in the English language. In other words, they allow them to put into practice the competency of interaction targeted in the syllabuses. Their absence, however, does not prevent learners from presenting orally the end-products of their projects to the whole class.

Actually, teachers may add the dimension of performance to the textbooks’ projects (Riche et al, 2005) by having learners give their projects the shape of staged debates, oral presentations or theatrical performances for instance. The advantage of performance projects in the Algerian teaching context as pointed out by Riche et.al, is that “they encourage learners to draw to the same degree on the three competencies specified in the syllabus during their presentation of the projects” (2005: 33).

The analysis also reveals that across the twenty-one projects we examined, sixteen are text projects (three in At the Crossroads, eight in Getting Through, and five in New Prospects). Survey projects feature once in all the textbooks. As for correspondence and encounter projects, they appear once in At the Crossroads and Getting Through respectively. The designers, therefore, put emphasis on text projects in that they are the recurrent type in the textbooks. As mentioned before, text projects require learners to encounter texts gained from different sources like the Internet. The mastery of the use of this technological tool is one of the methodological objectives stated in the Secondary School syllabuses.

Correspondence, encounter and survey projects which, we think, are neglected encourage learners to interact orally in English, and interpret and produce oral texts. These three categories should be given importance since they allow learners enough elbow room to draw on the competencies of oral interaction, interpretation of oral messages and production of oral messages when eliciting data from informants.

In the language classroom, learners should be given the opportunity of working both individually and with one or many other partners. This may be achieved by project work. In fact, the latter can be conducted individually, in pairs or in groups. Yet, the textbooks do not contain information showing to the teachers together with their learners which way to follow in order to complete this activity. It is, therefore, up to the instructor to choose one of the three options and inform the learners about whether they conduct their research work alone, with one, or with many peers.

Many activities fostering individual work and providing collaborative opportunities for the language learners are elaborated within each textbook. Individual work is encouraged mainly when the aim is learning and consolidating the use of specific language components like grammar, vocabulary and pronunciation, and producing pieces of writing. The following are examples of activities that learners carry out individually in the three textbooks

respectively:

•Listen to your teacher and read each of the sentences below and mark the intonation at the end with an appropriate arrow (↑↓).

- a. Could you speak more slowly please?
- b. Can you speak louder please?
- c. Can you say that more clearly please?
- d. Could you go less quickly please? (p.6)

•Read the report below and put the verbs between brackets into the simple past passive.

The Exxon Valdez (wreck) just off the coast of Alaska in 1986. It was carrying a huge cargo of oil. The oil spilled out, and it (wash) onto the beach by the wind. The water (pollute). The beach (damage). The fishing industry (ruin). Hotels and restaurants (close). (p.62)

•Prepare a short historical account of the development of Western civilization using the timelines on the next page. Before writing and giving your account to the class, list, select and organize the major events in a timeline of your own. (p.34)

Since language use and language learning are social activities, “they occur best in situations which encourage negotiation of meaning and learner collaboration with others” (Wilhelm, 1999). Our examination of the textbooks’ different learning tasks suggests that learners are given room to work collaboratively with their peers both in pairs and in groups. In At the Crossroads and Getting Through, pair work activities aim to get learners practise the writing and speaking skills. Indeed, they are first asked to produce short pieces of writing in the form of dialogues, conversations, interviews, etc and then act them in the classroom as shown in the two following activities:

•Pair work: Use the tactics summary on the next page to make telephone conversations. Play them out once you’re ready.

Situation 1: You are at home and a friend of yours phones you to suggest going out for a football match. Accept or refuse the invitation.

Situation 2: You are a company secretary. The person the caller wants to talk to is not there. Take the caller’s name and phone number and any message.

Situation 3: You phone a friend of yours, but s/he is not there at the time you’re calling. Leave a message for him/her

(At the Crossroads:12)

•Pair work. Write a short dialogue predicting what might happen in the future in different fields. Then act the dialogue in front of the class.

(Getting Through: 23)

As regards the pair work activities incorporated in New Prospects, their aim is practising the writing skill by involving learners in making written productions of different kinds. Furthermore, they provide ample opportunities for learners to interact in the classroom and negotiate meaning by using the target language. The emphasis on the writing skill may be due to the fact that the *Baccalaureate* exam that third year learners will undertake at the end of the year is exclusively in the written mode.

Unlike At the Crossroads, the two other textbooks enable learners to work with many partners via a variety of activities like the following:

▪**Work in groups and write a short tale following the guidelines below.**

- Begin the story like this: Once upon a time...
- Describe the characters (physical appearance and personality)
- Describe the setting (where and when)
- Give a dramatic turn to the story (Something unexpected happened.)
- Imagine the rest of the story.
- Conclude with a happy or unhappy ending. ‘And they all lived happily ever after.’

(Getting Through: 108)

▪**Work in groups. Discuss the meaning of the sayings below. Then find their equivalents in your language.**

1. Money talks. 2. The love of money is the root of all evil. 3. Every man has his price.
4. Look after the pennies and the pounds will look after themselves.
5. Money can't buy you love. 6. Money doesn't grow on trees. 7. Business is business.

(New Prospects: 59)

Through group work, learners use language in a practical way, participate actively in discussions, agree and disagree with each other and share opinions (Carmona et al., 1991). They also share their strengths and weaknesses and have more opportunities to develop many social skills. Moreover, group-cooperative procedures are held by many researchers like Johnson and Johnson (1975) to reduce anxiety, increase awareness of possible solutions to problems, and increase commitment to learning (Brumfit, 1984). Most of the activities encouraging learners to work individually and in collaboration with peers are the ones which reflect the aims of the different steps offered by Stoller.

Although project work is given a significant place in the syllabuses, the designers require its incorporation in the textbooks as a means of reinvestment. This entails that it does not form the centrepiece of the curriculum since it is not used as a central instructional strategy whereby primary and social skills are acquired. Rather, it is peripheral to the curriculum in the sense that it is introduced to offer pupils the opportunity of applying and demonstrating what they have already learned in terms of language structures, functions, notions, strategies and skills. These, as claimed by the textbooks' designers are developed in situations of exploration in the different sequences of the unit. They are going to be re-used in target situations offered by project work. In fact, the latter provides a target situation wherein "the learners mobilize and integrate the primary and social skills as well as the corresponding functions, strategies and language forms" (Riche et al, 2005: 30). PBL, then, is "the dessert, not the main course" (Berger, 2000 quoted in Mergendoller et al., 2000: 588). This is why the project section is put at the end of the file.

The purpose behind the incorporation of substantial project work in the textbooks under analysis has to do with the fact that it is via its completion that the outcomes of learning are really made visible and measurable (Riche et al, 2005). As a matter of fact, CBA aims to make the attainment of objectives related to competencies visible. Objectives attainment will be concrete through the realization of projects (ibid). The designers add that "it is the visible and assessable manifestation of the students' competencies, i.e., the end result of their command of the language and of the skills and strategies they have acquired throughout the unit" (ibid: 27). Therefore, it is thanks to project work that learners together with their teachers can see and measure the extent to which the objectives have been achieved. It is worth mentioning that after presenting their projects, learners are given the opportunity to assess their progress. They will do assessment tasks and complete checklists as well. On this basis, teachers will decide whether remedial work is needed or not.

The integration of project work as a tool of revision and reinvestment does not mean that learners do not take advantage of it. When doing their projects, learners use their higher order thinking skills, voice their own opinions, work collaboratively, and use language creatively. Hence, developing their cognitive competencies, increasing their social and communication skills and learning new content knowledge as well.

The analysis also shows that project work can be regarded as a final product. In other words, it constitutes the final output of the instructional units composing the Secondary School textbooks. The activities and tasks of each unit of the textbooks are sequenced in such a way so as to lead the learners step-by-step to this culminating final event. Being a final product, project work requires the preparation of learners to its language demands. Put differently, learners should know certain language elements and practise certain communicative situations in order to complete it successfully. For example, the first project of Getting Through recommends the use of the semi-modal 'used to' and the language functions of describing and narrating. These are catered for in the sequences of the unit. This brings us to conclude that in each textbook, there is a whole process leading to the final major task which is the project. Let us illustrate the way this process is implemented in the three textbooks.

▪The Process Leading to Project Work

A. At the Crossroads

As it is claimed in the teacher's guide accompanying At the Crossroads, "the language demand for carrying out project work is catered for in the sequences and sections of the unit" (Riche et al., 2005: 27). That is to say, the first year Algerian Secondary School learners are prepared for the language requisites of the project before being engaged in its different tasks. For the sake of highlighting the process which paves the way to the building of the project, one unit (unit one) is taken as a sample to serve as an illustration.

As has been already mentioned, unit one *Getting Through* assigns the making of a job application booklet as a project. The latter requires learners to be engaged in three main tasks. Task one asks them to respond to a recruitment advertisement by circling one or two adverts on newspaper, making phone calls and contacting referees. Task two is about writing a letter of application, a job description, a letter of reference, and filling in a résumé. As for task three, its purpose is writing a reply to a letter of application.

After circling the advertisement to which they respond, learners hold telephone conversations. This social skill has been covered in the unit. Indeed, many activities included in the third sequence *Developing Skills* target its development as shown in the following:

•What would you expect interlocutors on the phone to say in the following situations? Circle the letter of the correct answer.

A.The person at the receiving end says the number called.

a. zero twenty-seven thousand three hundred and twenty-two **b.** zero - two - seven-three - two-two **c.** zero two seventy-three twenty-two.

B.The caller forgets to announce his/her identity; the person at the receiving end asks:

a.What's your name? **b.**Who's calling please? **c.** Who are you?

C.The person at the receiving end asks the caller to wait for a moment in order to get connected to the person wanted.

a. Don't go away! **b.** Wait please! **c.** Could you hold on please?

D.The person at the receiving end answers that the person wanted is not there.

a.Well, you can't talk to him.He isn't here. **b.** I'm afraid he isn't here at the moment. **c.**Call after.

•Exchange your phone numbers. In case you don't want to reveal your phone number, or you don't have one, just invent one for the occasion.

Example: **A:** I've bought a mobile phone.

B: Congratulations! What's your number then?

A: It's.....

B: Say it more slowly, I want to type it on my repertory.

•Pair work: Use the tactics summary on the next page to make telephone conversations. Play them out once you're ready.

Situation 1: You are at home and a friend of yours phones you to suggest to go out for a football match. Accept or refuse the invitation.

Situation 2: You are a company secretary. The person the caller wants to talk to is not there.Take the caller's name and phone number and any message.

Situation 3: You phone a friend of yours, but s/he is not there at the time you're calling. Leave a message for him/her.

(At the Crossroads:12)

Next, they contact referees via a written request in the form of a letter. Despite the fact that the textbook contains no activities helping the learners to learn how to request for letters of reference, the teacher's guide includes a model of a written request for a person to act as a referee. Teachers, then, may aid their learners by putting at their disposal the letter sample and providing them with polite expressions used in written requests. Examples of polite expressions are given in the guide on page 93.

Writing a letter of application, filling in a résumé, and writing a job description and a letter of reference constitute the coming task. The *Write it out* rubric included in the fourth sequence *Consolidation and Extension* helps develop in the learners the ability of writing the letter of application and the résumé through the following activities:

▪**Now, identify the most important pieces of information that the applicant includes in the application below to show that she is suitable for the job.**

▪**Copy and fill in this résumé (curriculum vitae) with information from Joy's letter of application.**

▪**Fill in your own résumé form as above. Then write a letter of application using information from the advert on the previous page.**

(*At the Crossroads*, pp.24-25)

As for the job description and the letter of reference, learners are not shown how to write them and are not introduced to their appropriate language forms and functions as well. Yet, a typical job description outline and a sample letter of reference are included in the teacher's guide. In the latter, the instructor is asked to use the tips of the outline and the sample to show learners how to write a job description and a letter of reference.

As far as the last task is concerned, the fourth activity of *Developing Skills* may show to the learners the way of writing letters of reply. It asks them to:

▪**Make the best use of the information above and the sentences below to write a reply to Meriem Djoual's letter of enquiry. Begin and close the letter correctly.**

-Please find enclosed here our latest information prospectus, which we hope will be of interest to you.

-We're permanent, we're professional, we can offer you a warm welcome here at our school.

-Thank you for your enquiry about our summer courses. (p.16)

Although the aim of the task is the production of a reply to a letter of enquiry not to a letter of application, learners can use the model to carry out the third task of their project. The demands of the project are, then, catered for in the unit through many language tasks which are, in the view of Legutke and Thomas (1991), ‘the building bricks’ for the larger ‘target task’ which is the project. Drawing on the two authors, these language tasks may be described as ‘pre-tasks’ forming a pyramid which builds up to the big task (Legutke and Thomas, 1991 quoted in Fleming and Walter, 2004).

B. Getting Through

Like At the Crossroads, Getting Through also prepares learners to have the necessary knowledge and skills to do the different project tasks. The following quotation from the teacher’s guide of the textbook sustains this claim: “we have devised a variety of tasks and activities leading gradually to the building of the project” (Riche et al., 2006: 4).

Signs of the Time suggests making a life styles profile as a project. The latter requires the use of the semi-modal ‘used to’ when describing life styles in the past, the present simple tense when dealing with them in the present time and ‘will/may/might’ and their negatives in making predictions about future life styles. The coursebook contains a wide range of activities which provide practice of these language forms and their corresponding functions like the following:

▪ **Complete the sentences below with the positive, negative or interrogative forms of the semi-modal ‘used to’. An example is given.**

- a. Samira doesn’t like reading now, but she **used to** read a lot.
- b. I know that Nassima is living in a small village now, but _____?
- c. Now, there are four libraries in our town, but _____ only one.
- d. When I was a child I _____ a burnous, but now I wear one.
- e. I know that she doesn’t work in a bank now, but _____?

(Getting Through: 18)

▪ **Predict what may happen in the field of medicine. Use will if you’re sure and may be/perhaps if you are not totally sure about your predictions.**

Example

Who knows? May be/perhaps scientists will invent a cure for cancer.

- Cure for cancer?
- Vaccine against diabetes?
- Cure for palsy? (p.22)

▪**Pair work. Write a short dialogue predicting what might happen in the future in different fields. Then act out the dialogue in front of the class.** (p.23)

We also notice that learners have the opportunity to learn the vocabulary related to food and clothes; two main aspects of life they have to include in their profile and that the designers put an emphasis on the semi-modal ‘used to’ as there are many activities dealing with it. In addition, the three language forms namely ‘used to’, the present and ‘will/may/might’ are taught in the order in which *Putting Things Together* requires their use in the project which is, in its designers’ view, “an outcome of the constituents of the language and of the skills acquired in each unit” (Getting Through, 2006: VII). The textbook’s sequences, therefore, give learners a good preparatory language grounding for their projects.

C.New Prospects

As said in the forward to the coursebook, “the project designing procedure runs in parallel to the unfolding of the unit” (New Prospects, 2007: VI). In simpler terms, the textbook caters for the project requirements before involving learners in its different tasks. Let’s show how this is done.

In the first unit, the *Project Outcome* section presents to the learners the project they have to carry out: making the profile of an ancient civilization. The profile should comprise information about: the place and time of the rise, the flourishing and the collapse of the chosen civilization and two of its major cities, a summary of its major achievements in different fields, and a short account of its life styles, beliefs, customs, etc.

Vocabulary Explorer contains activities which may help learners to do their project tasks like the following:

1. Look up in the dictionary the meanings of the words in the blue box. Then place them on the curved line representing the rise and fall of civilizations.

The words are: emerge, flourish, evolve, develop, collapse, rise, originate, decline, spread, fall to decay/to ruins, vanish, mature, disappear, start, begin, bloom, and expand.

2. Fill in the blanks in the text on the next page with appropriate words from the curved line in task 1 above. Use the right tense. There are some irrelevant words.

(New Prospects:18)

The aim of the two activities is to get learners know the meaning of some verbs expressing the rise, flourishing and decline of civilizations. This terminology needs to be mastered since learners will make use of it in their project when writing about the time and place of the emergence, the flourishing and the decline of the selected civilization. Using the right tense is required in the second activity.

The *Research and Report* section (p.31) is a good preparation for the project. It “is a training ground for the students’ designing of the project proper” (New prospects: VI). It asks learners to:

•Carry out a research to fill in the spidergram below with relevant information. Then present your findings to the class.

•Enliven your spidergram by including pictures of achievements in Islamic civilization.

Its aim is to get learners work on the Islamic civilization by including information on its rise, flourishing, decline and its achievements in various fields such as literature, medicine, music, philosophy, theology and agriculture. Such information is among the one learners should include in their civilization profiles.

When writing their profiles, learners should present their information in a pattern which follows a chronological order. *After Listening* (p.34) contains a ‘coping box’ which gives explanations which should be taken into consideration when producing a piece of writing. The ‘coping box’ informs the learners that when giving a historical account, it is very necessary to resort to an organizational pattern based on chronology by using past tenses, sequencers which express the beginning of a list (first, to begin with, etc), the continuation of a list (next,

then, etc) and its end (at last, finally, etc), and conjunctions of time like when, while and as soon as. These forms will undoubtedly be used by learners in their projects. The textbooks, therefore, comprise a series of language tasks that are directly related to the completion of the final project; each activity prepares the learners to complete the project at the end of the unit. Some of them focus principally on meaning while some others require learners to focus on language forms so that they could use these forms to carry out their project.

The analysis of the project section in all the files of the textbooks also shows that learners are provided with the opportunity to engage themselves in authentic tasks. The latter replicate real-world tasks, i.e., tasks which are likely to be performed in the real-world outside the classroom. Among the projects's authentic activities, we may cite holding telephone conversations, writing a letter of application and conducting interviews in the first textbook, making a profile about life styles, making a survey and writing letters in the second, designing a questionnaire and giving advice on how to deal with strong emotions in the third one. Such tasks are authentic since they correspond to the ones that people can undertake in real-life situations. Being so, they require authentic language use which is possible during the different phases of the project. The latter engages learners in purposeful communication and enables them to participate in meaningful activities and use the target language in a relatively natural context (Haines, 1989).

The projects elaborated within the textbooks also enable learners to make use of authentic materials/texts; materials which “are not written for teaching purposes, but for real-life communicative purpose” (Lee, 1995 quoted in Ketabi et al., 2007:04). Examples of materials produced for non-instructional purposes may include newspaper articles, books and internet sources. These provide meaningful exposure to language as it is typically used by its native speakers. Moreover, the analysis reveals that the projects offer learners the opportunity to produce something that has value and meaning to them beyond the school

setting. In other words, the tangible end-product of many projects, not to say all of them, may be useful in the real-world outside the classroom such as the job application booklet, the consumer guide, the statement of achievements and the invention profile. Learners may have recourse to such end-products in their daily life experiences. What is worth mentioning is that the projects' final outcomes which are specified by the textbooks designers correspond to the ones proposed by Fried-Booth (1986), Stoller (1997) and Alan and Stoller (2005).

Besides, most of the projects focus on real-world subject matter. We notice that learners are exposed to a varied set of realistic themes which are likely to catch their interest and stimulate their active involvement in the classroom. Among them, we can mention civilization, education, the environment, advertising, consumers and safety, feelings, peace in the world and corruption. Such topics which are explored in relation to functions, language forms and skills are the ones translated into projects from different perspectives and each may fall into one of the following categories suggested by Alan and Stoller (2005): sociopolitical issues, general human interest topics, local issues, and global issues.

So far in this section of our dissertation, an attempt has been made to present and discuss the checklist's findings yielded from our scrutiny of the three Secondary School coursebooks in relation to project work. It was revealed that the latter is given prominence by the designers in that it is incorporated in all the units composing each textbook. The learners will undertake twenty projects in their study of English in the High School: five in the first year, nine in the second (one project is specified for the literary streams and another for the scientific streams), and six in the third. Yet, this learner-oriented activity does not constitute the centerpiece of the curriculum on the grounds that it is not conceived as the main teaching strategy whereby the target language learning is achieved. Rather, it is introduced into ELT at the level of Secondary Education for the sake of reinvesting what has been learned in every didactic unit. Thus, it is regarded as the final outcome of the learning process. This does not

go with Perrenoud's view that project work "n'est pas une fin en soi, c'est un détour pour confronter les élèves à des obstacles et provoquer des situations d'apprentissage" (Perrenoud, 1998: 1). Since it is considered as the final outcome of learning, the textbooks contain a variety of tasks which gradually pave the way to the construction of this big task.

Though project work can take on various configurations, the textbooks designers put focus more or less on the same category. In terms of the degree to which the instructor and learners take decisions on the nature and sequencing of project-related activities, the results indicated that the structured project is favoured over the semi-unstructured and the unstructured types. And in relation to the sources of data collection and presentation of the final product, text and production projects are given importance. Correspondence, survey, encounter, performance and organizational projects which necessitate oral communication on the part of the learner are then not attached importance.

The investigation also suggested that the Algerian Secondary School textbooks offer learners ample room to work in collaboration with their peers. Pair work is encouraged in the three textbooks. With the exception of At the Crossroads wherein group work activities are missing, the two other textbooks enable learners to work with many partners. Thus, allowing them to go beyond the information given to them and to move on to the Zone of Proximal Development.

Finally, the ensuing discussion showed that nearly all the projects figured in the textbooks allow learners to produce something that has value or meaning to them beyond the school setting and that some of the learning tasks in which learners engage themselves to complete their projects display the feature of authenticity. In conclusion, we can say that although some shortcomings were noticed, the three Secondary School textbooks 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.

General Conclusion

This study was designed to probe into the implementation of project pedagogy in the Algerian textbooks of English conceived for intermediate learners and the syllabuses they flesh out. It aimed to investigate the following four questions: 1. Does the conception of learning proposed in the syllabuses favour Project-Based Instruction? 2. If yes, do they highlight guidelines that gradually pave the way to the fulfilment of project work? 3. Are the procedural guidelines announced in the syllabuses reflected in the project section of each 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?

In order to address this issue and answer our research questions, we relied on the following: a. Principles of the project-based syllabus suggested in the literature by authors like Finch (2008), Long and Crookes (1992) and Nunan (2004), 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 checklist comprising a set of questions intended to evaluate the implementation of project work in the syllabuses and their corresponding textbooks.

Before summarising the research findings and offering pedagogical implications as well as directions for further research works, some limitations of the present study might be noted. Despite the fact that our investigation was illuminative, it was confined to the analysis of the Secondary School syllabuses and textbooks of English. The results we reported can, therefore, be regarded as being exploratory and illuminative, and their generalizability and validity to other areas are restricted.

The resulting data indicated that the conception of learning suggested in the syllabuses favour the integration of project work into English teaching in the Secondary School. It was revealed that these pedagogical documents are likely to be described as being project-based

placing learners at the core of learning, encouraging learning by doing, and emphasising both process and product. In addition, they are proved to fit Dubin's and Olshtain's plan. Put in other terms, they encompass detailed descriptions of what to teach, when and how to teach it, and how to evaluate it. Nevertheless, some weaknesses have been spotted. Though they are project-based, no guidelines about the fulfilment of project work in the classroom are highlighted nor information regarding the different project types to incorporate in the textbooks is conveyed.

Our study has also offered some insights into the implementation of the pedagogy of the project in the three Secondary School textbooks. It has allowed us to establish that the design followed in these teaching materials for implementing project work meets Stoller's analytical framework. With the exception of step eight which prepares learners for the demands of the presentation of the final outcome of the project, the other steps included in the analysis are more or less developed in the order proposed by Stoller. Yet, some shortcomings have been noticed. In At the Crossroads, there is a shortage of activities targeting learners' discussion of the value of the collected data. In the two remaining textbooks, however, they are completely missing. Besides, unlike At the Crossroads and Getting Through wherein the language improvement activities which are designed to meet the aims of step eight target both the speaking and writing skills, in New Prospects they focus to a great extent on learners' construction of written productions. The designers' purpose behind their focus on the writing skill is, we believe, to prepare the third year learners to the *Baccalaureate* exam which is exclusively in the written mode.

Project work in ELT at the level of the Algerian 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 designers' choice of integrating 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-centred learning paradigm to the approach by competencies adopted recently within the banner of the Algerian educational reform. In fact, transition from teacher-centredness to learner-centredness, 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 textbooks designers. 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. More importantly, the designers place an over emphasis on three project types: structured, text and production projects. The incorporation of the same project categories in the three years of Secondary Education and the neglect of others constitute one of the weaknesses of the textbooks. In the analysis, we have provided some reasons which may lie behind the designers focus on these types like offering learners guidance on the different stages of their project tasks and helping them to achieve 'l'objectif intermédiaire d'intégration' in the two first years of Secondary Education and 'l'objectif terminal d'intégration' in the third year.

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.

▪Pedagogical Implications and Suggestions for Further Research

Based on our research findings, the present study offers some pedagogical implications for language teachers and materials writers as well as suggestions for future research.

▪Pedagogical Implications

- The number of project works designed for ELT in the Secondary School should be reduced. In fact, completing five projects in the first year, eight in the second and six in the third 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 Tamazight, Arabic, French and many other subjects. The textbooks designers, we believe, might have taken this point into consideration when they were involved in writing their materials. 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).
- Some of the projects figured in the textbooks need to be 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 integrated in 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.
- The textbooks need to be supplemented with learning activities which prepare learners for the demands of step five and seven.
- We propose reducing the number of units composing Getting Through textbook.

▪**Suggestions for Further Research**

Our dissertation addressed the issue of implementing PBL in the Algerian Secondary School syllabuses and textbooks 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 behaviour 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. With respect to the ethnographic interviewing technique, it would be useful for investigating teachers' and learners' views and attitudes towards project work.

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Appendices

Appendix 1 : The Content Dimension of SE2 and SE3 Syllabuses

Appendix 1. 1. SE2 Syllabus

Project 1

Language Outcomes	Functions : obligation, prohibition, advising, persuading, defining, describing, expressing polite requests/thanking. Grammatical Structures : must/have to/should/ought to, mustn't+verb, relative clause with who, will you please/ would you mind/I wonder if, you could please+verb. Vocabulary Building : form adj. With suffix (trustful), form noun with suffix (fairness), form opposite with prefix (unfair), form nationality words, work with a monolingual dictionary. Pronunciation/Spelling : stress shift : responsible/responsibility, silent letters : know, knife, reduced forms : have/av/, rising/falling intonation, perception of diphthongs as in : town/care/beard/boil/bone
Skills and Strategy Outcomes	cooperative leaning, sharing thoughts and feelings, taking turns, comparing/contrasting, inferring, synthesising information, reading reports, writing charters/telegrams/faxes/business letters
Technological and Computer Skills	-read examples of charters/bills of rights at : www.citizenship-global.org/learning/links.htm

Project 2

Language Outcomes	Functions : suggesting, asking for and giving opinion Grammatical Structures : must/have to/should/ought to/could/may/can/might, had better/it's preferable, if conditional, why don't you ?, I think, use+omission of the, by+verb+ing, I personally think/in my opinion Vocabulary Building : form adj with suffix (peaceful), form noun with suffix (freedom), suffixes : less/able/ful/ship, prefixes : dis/un/ir/il, work with a dictionary. Pronunciation/Spelling : sentence stress (questions), reduced forms of had better, emphatic stress practise contrast in pairs : worse/verse, west/vest, rowing/roving
Skills and Strategy Outcomes	recognise bias and prejudice, speak confidently to groups, present an argument, express thoughts and feelings, make decisions through consensus, manage conflict/understand democratic principles, make inferences, draw conclusions, provide feedback to others, take turns
Technological and Computer Skills	Websearch/use search engines for poems/songs that favour peace in the world, send e-mails to people in conflict.

Project 3

Language Outcomes	Functions : Comparing, expressing similarities and differences, asking for and giving information about cultural differences Grammatical Structures : Used to.Comparat. of superior. With short, long, irregular adjectives, on the contrary /in contrast, as+adjective+as ; the same as/different from/less than/Not as+adjective+as/not, so as+adj+as. Vocabulary Building : Form adj with ive/ous/ful/able/ic (hospitable/sympathetic/generous), work with an English-French –English dictionary Pronunciation/Spelling : Shift of stress from noun to adjective : courage/ courageous, compare French and English phonics and spelling : question/table (Use pronouncing dictionary.), reduced forms of not..as..as/used to, contrast short and long vowels
Skills and Strategy Outcomes	make inferences/draw conclusions, be engaged in cooperative learning, analyse information, evaluate information, ask questions about others' work
Technological and Computer Skills	locate on the web different ways of living, make a mapping/poster with these data

Project 4

Language Outcomes	Functions : Narrating, describing, expressing purpose, asking for and giving information about famous people Grammatical Structures : Past simple with regular and irregular verbs in statements, questions + negations, prepositions of time+date: in, on, at, from...till, ago, during, past perfect with after/before/when/as soon as, past continuous, present perfect with since+for, sequence: first/next/after that/finally, express purpose: in order to/so that/ so as to Vocabulary Building : Form adj with ous/able/y/ed/ful (dedicated/tenacious/active), form compounds: adv+past participle (well-known), recognise and use homophones in context, use dictionary to expand vocabulary Pronunciation/Spelling : reduced final 'ed' in regular and irregular verbs (rules) : /t/ ;/d/ ;/id/, compare Arabic/e//i/ and English /ε/, double letters spelling: begin/beginning ; stop/stopped, practise primary and secondary stress in connected speech(<u>He's</u> going home/ He's <u>going</u> home /He's going <u>home</u>), practise reading aloud paying attention to stress patterns, use dictionary to confirm pronunciation
Skills and Strategy Outcomes	use a table to organize data, assume roles while working in a group, take turns, use a graphic organiser

Technological and Computer Skills	read biographies at: www.biography.com , or at: http://www.Kyoto-sw-ae-j.p/information/famous , make a biography using the “biography maker” at: www.bham.wednet.edu/bio/biomaker.htm
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Project 5

Language Outcomes	Functions : Describing, predicting, expressing purpose Grammatical Structures : Present simple, can/is able to, relative which/that, passive voice, present continuous, predicting (future), conjunctions: yet/ however/still/on/of/from/in/for, compounds in order to/so as to Vocabulary Building: Form noun with suffix(treatment/appearance/discovery), form opposites with prefix(disadvantage),form adjective with suffix, compound nouns, spelling rules for present simple, recognise and use homonyms in context Pronunciation/Spelling : Pronounce ‘s’as /z/ (serves/advances), stress shift from adjective to noun: electric/Electrical/Electricity, contrast vowels in : lock/look ; cod/could, dictation to practise listening+spelling
Skills and Strategy Outcomes	solve problems, recognise effects of inventions, explain famous individual contributions, explain the impact of technology, make inferences/ draw conclusions, analyse/synthesise, evaluate information
Technological and Computer Skills	get informed about the greatest inventions in the history of mankind at: www.ideafinder.com www.enchantedlearning.com www.edge.org/documents/invention1.html

Project 6

Language Outcomes	Functions : Describing, suggesting, predicting, Grammatical Structures : Present and past simple, passive (present+past), could/may/might/should/ought to (in active and passive), future tenses : will/be going to Vocabulary Building: Form nouns (poor/poverty) hungry/scarse/homeless, the (before collective nouns (the poor), work with a monolingual dictionary Pronunciation/Spelling : Final’s’as /s/ (helps/meets), final’ed’as id/(studied/wanted), pronounce abbreviations /acronyms correctly (UNESCO/UNICEF/OPEC/IMF), St=street, Ave=avenue, VA=state of Virginia (USA), peer-practice of sound contrast between 2 words/ 2 phrases/ 2 sentences
Skills and Strategy Outcomes	engage in group discussion, find solutions through brain storming, share thoughts and feelings, analyse and evaluate information

Technological and Computer Skills	locate on the web countries where natural resources have decreased for the last twenty years www.ulb.ac.be/ceese/meta/susvl.html www.learnsd.org
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Project 7

Language Outcomes	Functions : Describing, narrating, suggesting and advising Grammatical Structures : Past simple +continuous, past perfect, passive voice, modals: could/must/should/ought Vocabulary Building: Form compounds: plane-crash/life-boat/safety-belt/oil-spills, work with a monolingual dictionary Pronunciation/Spelling : Syllable stress, practise glide:boat/bite/life, contrast chose/shows, identify sounds in: litter/letter/uncle ankle, pronounce: said/rain, friend/chief
Skills and Strategy Outcomes	collect information individually and share it with peers, develop ability in drawing graphs, diagrams, etc, take turns, take notes and write reports, summarise and synthesise
Technological and Computer Skills	Search on the web how to deal with prevention at: www.planetark.org www.disasternews.net www.disasterrecoveryandsurvival.com

Project 8

Language Outcomes	Functions : Persuading, convincing, suggesting, advising, agreeing/disagreeing, reporting, making decisions, making provisions, instructing, negotiating Grammatical Structures : Why don't you? if I were you..., you'd better..., it would help if..., the best way to...is, I don't think..., I can't agree with you on this point, you're right, but I think..., I'm sorry to disagree with you but..., passive: the meeting will be held..., the point was discussed..., past and future tenses, imperatives: do this/do that/ I want this to be done by.../ I want that to be done today, Be capable of, Have confidence in Vocabulary Building: Forming words with suffixes:-ship:partnership-ment: management/improvement/investment/,-ism : absenteeism/liberalism, ence: excellence/presence/experience,-ic: specific-ive: attractive, -ous: ambitious, -ed: devoted, -y: efficiency,-ity: rapidity/respectability, -ate: accurate, -ance: endurance/performance/assistance, -er: worker, -ee: trainee/employee/absentee, form words with prefixes: re: reorganise/rewrite, -in: inefficient/inappropriate/inconvenient, al and ic: economical/economic Pronunciation/Spelling : Practise intonation for questions and requests,
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	syllable stress: primary and secondary, use of fillers: a kind of/ a sort of..., silent h: honest, silent k: know, plural: secretary-secretaries /iz/
Skills and Strategy Outcomes	practise brainstorming, assume roles while working in a group, take turns, practise negotiation, discussion and problem-solving, convincing, organise data make inferences, draft/redraft/compare/contrast, draw conclusions, make decisions through consensus, collaborative learning
Technological and Computer Skills	Locate on the web sites for advertising, launching products, sales techniques at: www.businessculture.com www.executiveplanet.com

Appendix 1. 2. SE3 Syllabus

Project 1

Language Outcomes	Functions: narrating, informing and comparing Grammatical Structures : Past simple of ‘to be’ (was/were), with ordinary verbs (in statements +questions), with ago, past perfect (with when, as soon as, until, after, before), used to, although/though, in spite of the fact that/ despite the..., was/ were able to, had to, articles : use +omission, quantifiers : few/little, not as many as :fewer than, not as much as/less than, comparatives/superlatives (the most/ the least) Vocabulary Building: Prepositions: adj +preposition (good at/ interested in). verb + preposition (contribute to/rely on), adverb+noun +ed (well-mannered), -ed: prefix ‘dis’ to form opposites (disappear), form adjective with -al:practical/cultural, devoted, dedicated, -able : hospitable, form nouns with : ment:achievement/enrichment, -tion: invention/civilisation, -ic:optimistic/ ealistic, y: honesty/responsibility Pronunciation/Spelling : Reduced forms : was /waz/were /we/, stress in compound words, pronunciation of final ‘ed’, shift of stress: noun-verb, syllable stress: civilisation/civilised, spelling rules: doubling consonants (stop/stopped ; begin/beginning), transforms : try/tried but enjoy/enjoyed, architecture: ch=k but church : ch=tch
Skills and Strategy Outcomes	Pupils will: report on what was read/ observed, show/use a sequence of events, make hypotheses, represent findings on a chart, use illustrations to tell stories, recognise cultural similarities and differences, recognise the contributions of civilisations to the growth of man
Technological and Computer Skills	www.cin.org/themes/ancient.html , www.world-mysteries.com www.myteriousplaces.com , www.encarta.com

Project 2

Language Outcomes	Functions: Describing, advising, expressing obligation, expressing cause, expressing result, making hypotheses, expressing opinion, expressing wishes and regrets Grammatical Structures : Present simple, present continuous, passive should/ought to/could/had better +infinitive, must/have to, musn't, due to /for/as/since, so+adj+that, such+adj+that, so/as a result/consequently/ thus, as long as/provided that, if type 2 conditional, statements I think/ I believe/for me/in my opinion+statement Vocabulary Building: Form nouns: honest/honesty, responsible/responsibility, form opposites (verbs): approve/ disapprove, agree/disagree, form opposites (adj): legal/ illegal, honest/ dishonest, observe nouns ending in " ics": politics, ethics, physics, linguistics Pronunciation/Spelling : Shift of stress, syllable stress
Skills and Strategy Outcomes	Pupils will: understand and seize the importance of fighting fraud, money laundering and corruption at national and international levels, be made aware of international cooperation against fraud
Technological and Computer Skills	www.web-miner.com/busethics.html www.enterweb.org

Project 3

Language Outcomes	Functions : Describing, expressing wish and desire, comparing, expressing purpose, expressing result Grammatical Structures : Present simple, passive, must/mustn't/have to, should/ought to, I wish I had, would +have/+be (my ideal school would have/be...), "if" unreal conditional statements (if type2), quantifiers: most/all/ few/as many as/as much as/a great deal of, comparatives, contrast connectors (while/whereas/unlike/in contrast to), so that/in order to, so/thus/consequently Vocabulary Building: Form adj with al (educational), with ive (reflexive/ innovative), form nouns: verb+ing (teaching/learning/training), form nouns with tion Pronunciation/Spelling : pronounce final "s"correctly, weak forms:would=wd, should=shd, ought to=ote, syllable stress: 'educate/edu'cation, spelling rules forcomparatives: adjective+er: happy/happier, funny/funnier, more+adjective+than: more expensive than, more difficult...
Skills and Strategy Outcomes	Pupils will: identify the characteristics of different educational systems, take notes/compare/synthesise/draw conclusions/evaluate, use critical judgement

Technological and Computer Skills	www.unesco.org/education www.nexi.org/resources/educationalsystems.htm www.unesco.org/iav/onlinebases/index.html www.nafsa.org/publication
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Project 4

Language Outcomes	Functions : Describing, expressing cause and effect, expressing probability, expressing possibility, expressing hypothesis and deducing, expressing concession, expressing quantity Grammatical Structures : Present simple, gerund, because/because of/due to/owing to/through/ as/for/so/as a result/that's why/consequently, may, could, can, /be able to, if conditional statements (type1), although, though, much, many, a lot of, a great deal of, too much/too many, no...at all, a large amount of, a large number of, enough+noun Vocabulary Building: Count +uncount nouns, form nouns: consumer/consumption, advertise/advertisement, use verb+preposition: accused X of Y/complain about X to Y/protect X from Y/provide X with Y/suffer from X/Look for X, noun+"y": greed/greedy, speed/speedy Pronunciation/Spelling : Reduced forms: might have: might, could have: could, word stress and sentence stress
Skills and Strategy Outcomes	Pupils will: listen for a purpose/ take notes, watch attentively/ develop interest, be exposed to a variety of authentic materials, analyse/ synthesise/ evaluate information, compare/ use critical judgement, use appropriate expressions, initiate discussion regarding audience profile
Technological and Computer Skills	www.advertopedia.com www.speedtv.com/speed/advertising

Project 5

Language Outcomes	Functions : Describing, comparing, contrasting, making hypotheses, making suppositions, reading figures, questioning Grammatical Structures : Present simple with non conclusive verbs: believe, know, suppose, comparatives of superiority with short and long Words, Less + adjective+than, as +adjective+as, while, whereas, like, unlike, in contrast to, used to/used for +verb+ing: satellites are used to transmit/used for transmitting, if conditional (type 2), may+stem, might+stem, diameters: in kms, speed in orbit: in km/h, distance from earth to sun: in kms, temperature Vocabulary Building: Form plural nouns: galaxy/galaxies, theory/theories, hypothesis/hypotheses, form nouns from nouns: science/scientist, astronomy/astronomer, form nouns from verbs and adjectives: weigh/weight, hot/heat, form singular and plural nouns from
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	verbs: prove/proof/ proofs, believe/ belief/ beliefs Pronunciation/Spelling : Pronounce final “s”as /z/ /s/ or /iz/, shift of stress, stress in two-syllable words: begin/believe/reduce/occur
Skills and Strategy Outcomes	Pupils will: be involved in organisational skills: collecting data/ organising data/representing findings, make inferences/ predict/ draw conclusions/ use logic/ critical thinking, write reports
Technological and Computer Skills	www.educationplanet.com www.education-world.com/science/elem/space www.lburkhart.com/middle/astro.htm www.earthgoogle.com

Project 6

Language Outcomes	Functions : Describing, advising, expressing likes and dislikes, expressing feelings Grammatical Structures : Present simple, past simple, articles: omission before abstract nouns (love, friendship, faithfulness, generosity, humour) should/ought to, must/ have to, quantifiers: a lot of/ a great deal of/ few/all/little/much/almost no/nearly all/ some/some of us/ all of us, like/prefer/enjoy, gerund, I’d rather do X, It’s better to do X than Y Vocabulary Building: Form nouns with ship:friendship/ partnership, form nouns with“ty”: loyalty, novelty, form verbs with “en”: tighten/ deepen/ strengthen, form adjective with “ous:humour/humorous, generosity/generous, form adjective with “ful”: help/helpful, faith/faithful, peace/peaceful, form adj with “ic”:egoistic/pessimistic, form adjective with self: selfcentred/self-satisfied, form nouns with “ness”Happy/happiness Kind/kindnessGentle/gentleness Pronunciation/Spelling : Pronounce final “ed”as /t/ or /d/ or /id/ (committed/loved/liked), pronounce initial “h”: humour/happiness/horrible pronounce“strengthen” as“strenthen”, weak form: proud of:proudev, made of: meidev
Skills and Strategy Outcomes	Pupils will: compare/ make inferences/ draw conclusions/ convince, demonstrate critical thinking and judgement, identify characteristics of people, countries, compare behaviours, initiate discussion, seek support and feedback
Technological and Computer Skills	www.friendship.com www.humour.com

MAP OF THE BOOK

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 Expressing purpose	The imperative Need to, have to ... Comparatives of superiority/inferiority with adverbs: less/more quickly than... In order to/so as to	Intonation in polite 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 Expressing obligation Inviting/Accepting and Refusing invitation Apologising	Frequency adverbs: rarely/seldom... Degree adverbs: very ... Reflexive pronouns: myself... Modals: have to/had to Prepositions of time and place: in /in the north.../on /at	
Sequence Three	Listening and responding to telephone messages Reading and responding to short written messages Writing a letter of enquiry		Link words: to/in order to... Neither ...nor / either...or Definite and indefinite articles - have to / had to... - from...to / until...	
Stop and Consider		Expressing obligation Describing		Problem consonants /t/, /d/, /s/, /z/, /f/, /v/
Sequence Four	Reading and responding to a advert Filling a form and writing a letter of application			Primary stress in

PROJECT : INTERNET PROJECT POSTER

UNIT: 3	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY	PROJECT : MAKING A SURVEY
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 / 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			Direct/reported speech transformations Adverbs of manner Suffixes '-ful'/'-less	Pronunciation of suffixes '-ful' and '-less' - problem letters: silent /w/, /n/...	
Sequence Four	Reading health alerts Writing an article to report about an accident Writing a memo to report about health problems	Making suggestions/recommendations Narrating Expressing a point of view	Punctuation and capitalisation Adverbs of manner	- pronunciation of final '-s' and '-es'	

UNIT: 2	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY	PROJECT : WRITING A BOOK REVIEW
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 ... - What was he/she like? -What did he/she look like?	- corrective stress	
Sequence Three	Reading : - a street map - literary extracts (setting and plot) Writing a personal narrative	Asking for and giving directions Locating places Comparing Narrating	- prepositions of place: in ,on, beside, next to... - look like/similar to... - past simple/continuous - past simple/continous + while/when/as - who/whom/which - beside/besides		
Sequence Four	Reading and writing a short biography Using a street map Reading a poem / folktale Writing a folktale	Asking for and giving directions Expressing point of view/opinion	- time markers: at first/later... - lexical and grammatical cohesive ties - punctuation/ capitalisation	falling/rising intonation	

UNIT: 5	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY	PROJECT : MAKING A CONSUMER GUIDE
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' '-ssion'	
Sequence Two	Reading and responding to a magazine article Categorizing	Expressing cause and effect Describing	Link words: as a result, consequently Sequencers: firstly, secondly...	Intonation in yes/no questions	
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			Conditional type: 0/1/2 Suffixes: -able/-al... Quantifiers: all...		
Sequence Four	Reading articles about recycling and renewable energies Writing a letter of complaint Writing a memo	Describing Suggesting Arguing	pre-fixes: il-/ir-/dis-	Stress in words starting with prefixes Problem consonants: /f/, /k/ and /tʃ/	
Unit: 4	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY	PROJECT : MAKING AN INVENTION PROFILE
Sequence One	Listening to a presentation of an invention Note taking Speaking from notes	Describing an object Questioning	Have you got any idea.../ Can you tell me who...?	Intonation in indirect questions	
Sequence Two	Reading an article about the evolution of telecommunications Writing from a flow chart	Narrating Expressing concession	link words: however, though, even though	Stress shift (noun → adjective)	
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...? prepositions: in/with articles: the/a/an... so+adjective+that future perfect relative pronoun: whom		
Stop and Consider					
Sequence Four	Drawing /writing a conclusion Summarising Reading a warning notice Taking sides in a debate	Narrating Expressing opinion and reporting facts Giving advice	Imperative Modal auxiliaries	problem consonants /n/ /ŋ/	

Appendix 3 : The Textbooks Activities Reflecting the Steps Proposed by Stoller

Appendix 3. 1. At the Crossroads

Act.1, p.4 : Listen to your teacher read the words in the box and pronounce them. Then label the parts of the computer in the picture below.

screen	floppy disks	central unit (console)	keyboard	monitor
mouse	printer	floppy disk drive	speaker	

Act. 2, p. 4 : Find other words related to computers and write them on your copybook.

Act. 4, p. 4 : Pair work : Take turns to give your e-mail address to your partner. If you don't have one, invent it.

Act. 3, p.5 : Pair work : Listen again to the dialogue and play it out using these sequencers : first, then, next, after that, finally.

Act. 1. P. 6 : Listen to your teacher read each of the sentences below and mark the intonation at the end with an appropriate arrow.

- a. Could you speak more slowly please ? c. Can you speak louder please ?
b. Can you say that more clearly please ? d. Could you go less quickly please ?

Act. 4, p. 6 : Listen to your teacher and check your answers to exercise 3. Then pronounce the words correctly.

Act. 1, p. 10 : Listen to your teacher read the frequency adverbs below and learn to pronounce them.

Act. 4. P, 10 : Pair work : Take turns to interview each other using the questionnaire below.

Act. 1, p. 12 : What would you expect interlocutors on the phone to say in the following situations ? Circle the letter of the correct answer.

A. The person at the receiving end says the number called.

- a. Zero twenty-seven thousand three hundred and twenty-two b. zero – two –seven-three - two-two. c.zero two seventy-three twenty-two.

B.The caller forgets to announce his/her identity ; the person at the receiving end asks :

- a. What's your name ? b. Who's calling please ? c. Who are you ?

C.The person at the receiving end asks the caller to wait for a moment in order to get connected to the person wanted.

- a. Don't go away ! b. Wait please ! c. Could you hold on please ?

D. The person at the receiving end answers that the person wanted is not there.

- a. Well, you can't talk to him. He isn't here. b. I'm afraid he isn't here at the moment. c. Call after.

Act. 3, p.12 : Exchange your phone numbers. In case you don't want to reveal your phone number, or you don't have one, just invent one for the occasion.

Act. 4, p. 12 : Pair work : Use the tactics summary on the next page to make telephone conversations. Play them out once you're ready.....

Situation 1 : You are at home and a friend of yours phones you to suggest to go out for a football match. Accept or refuse the invitation.

Situation 2 : You are a company secretary. The person the caller wants to talk to is not there. Take the caller's name and phone number and any message.

Situation 3 : You phone a friend of yours, but s/he is not there at the time you're calling. Leave a message for him/her.

Act. 4, p. 16 : Make the best use of the information above and the sentences below to write a reply to Meriem Djoual's letter of enquiry. Begin and close the letter correctly.

Act. 1, p.18 : Study the sentences below. Then answer the questions and check your answers with the Reminder below.

- A. I am writing **to** inform you that we are pleased to offer you the job of Computer Operator at a starting salary of £ 2,000 a month. **In order** for us **to** process your personal file, please fill in the job application form enclosed here and send it back to us as soon as possible.
- B. This is just a reminder. **In order not to** lose the forthcoming game, you have to attend regularly all training sessions.
- C. She has taken the bus **so as to** arrive at school earlier than usual.
- D. **So as not to** repeat the year, we advise all students to work harder than they have done so far.

Questions

- a. Underline the parts of the sentences which express purpose.
- b. Spot the position of the bold words in the sentences. What conclusions can you draw ?
- c. What are the negative forms of 'in order' and 'so as to' ? What conclusion can you draw ?

Act. 2, p.18 : Fill in the blanks in the message below with 'to', 'in order to', 'so as to', or their negatives. Several choices are sometimes possible.

- a. We are writing____(1) congratulate you for your success in the competition.
- b. ____ (2) complete your registration, you have to pay the fees before September 12.
- c. I will go to university____ (3) study Mathematics, but____ (4) study literature.
- d. Read your message silently____ (5) disturb other internet users.

Act. 5, p.21 : Fill in the blanks with an articles (a, an or the). If you don't need an article, mark the space with a zero article (Ø).

Hello,

I'm writing to say I'm happy to know that you want to be my keypal. Thank you for__ photo. It's really very beautiful. It's my turn to inform you about myself, my country and my family.

My name's __Amel. In__Arabic, it means ' __hope'. I'm 16, and I go to__Secondary School. __Subjects I like best are__Physics and __English. I'm average height, and I have__fair hair and__blue eyes.

I live in__Northeast of__Algeria. __Algeria is situated in__North Africa. Its capital is__Algiers.

We're a family of four. My father is__engineer and my mother is__housewife. I have__ younger brother and__ older sister. They're__students, too.

I look forward to hearing from you soon. Take care of yourself.

Best regards,
Amel

P.S You'll find my photo in attachment.

Act.2, p. 24 : Now, identify the most important pieces of information that the applicant includes in the application below to show that she is suitable for the job.

Act. 6, p.25 : Fill in your own résumé form as above. Then write a letter of application using information from the advert on the previous page.

Act.5, p.26 : Report to the class about your partner's regular activities.

Appendix 3.2. Getting Through

Before you Read (p.16) : There are three sectors of economy : the primary, the secondary and the tertiary. Look at the picture and identify them. Then say in which sector your father and/or your mother work (s).

As you Read (p.16) : Read and check some of your answers to the exercise above.

Grammar Desk (p.17) : Read these sentences from the text and answer the questions below.

1. Uncle Hassan used to be a farmer.
2. Today, he works in a tomato paste factory.
3. He usually wakes up at 6 in the morning.

4. He didn't use to go shopping in town very often.
5. "I'm going to retire if my boss refuses my transfer".

- a. Which of the sentences expresses a habit in the past and which one expresses a habit in the present ?
- b. What does the author use to express a habit in the past and what does s/he use to express habit in the present ?
- c. Used to behaves like a regular verb. Ask and answer two or three questions about Uncle Hassan referring to sentences 1 and 4.
- d. Which sentence expresses a future intention ? How does Uncle Hassan express intention ?

Act. 1, p.18 : Complete the sentences below with the positive, negative or interrogative forms of the semi-modal 'used to'. An example is given.

- a. Samira doesn't like reading now, but she **used to** read a lot.
- b. I know that Nassima is living in a small village now, but _____ ?
- c. Now, there are four libraries in our town, but _____ only one.
- d. When I was a child, I _____ a burnous, but now I wear one.
- e. I know that she doesn't work in a bank now, but _____ ?

Act. 2, p.18 : Your teacher will read the completed sentences you have obtained in exercise 1. Pay attention as s/he reads them and note how the letter d of 'used to' is pronounced.

Act. 1, p. 19 : The author of the paragraph below writes about his memories, but he uses the wrong tense. Correct the paragraph using the semi-modal used to each time you think it is appropriate.

Act.3, p. 20 : Look up the word homophone in a dictionary. Then correct the misspellings in bold type by replacing them by their homophones.

When **eye** I was young, I used **too** go **two** the **seeside**. At the time, **their** were **know** restaurants serving holidaymakers on the beach. **Sew** I used to take **bred** with me. All the **buoys** of my age used to **meat ate** 7 **ate** the bus station, bags **fool** of food. **Sum** of them were poor. We used to **by** tickets to them so that they could come with us...

Act 4, p. 20 : Look up the word homonym in a dictionary. Then find the various definitions of the word can in the tongue twister below.

A canner exceedingly canny, One morning remarked to his granny, 'A canner can can Anything that he can But a canner can't can a can, can he.'

Act.3, p. 22 : Listen again and answer the following questions.

- a. What are the speakers talking about ?
- b. Who among them is the least optimistic about the future ? Why ?
- c. Summarize the dialogue in your own words.

Write it up (p.23) : Pair work : write a short dialogue predicting what might happen in the future in different fields.

Your Turn (p.23) : Pair work : Make predictions about the future using the clues in the blue box. Your partner will express certainty or doubts about what you say.

Act. 5, p. 25 : Write 4 definitions using the information in the box.

A/ Nouns	B/ Categories	C/Relative Pronouns
A restaurant	place	When
A waiter	person	Where
Beef	meat	Which/that
Ramadan	month	Who
A widow	woman	Whose
This (is)	man	whom

Act. 2, p.27 : Complete the blanks in the short newspaper article below. Get help from the questions in italics.

Climate, tradition, and history affect the way people dress themselves. For example, in Northern European countries, _____ (*What is the weather like ?*). Consequently, people _____ (*What types of clothes do they wear ?*). By contrast, in Northern Africa _____ (*What is the weather like ?*). As a result, _____ (*What types of clothes do North Africans wear ?*) _____ (§ 1)

Differences in tradition also influence the types of clothes people wear. For instance, in Muslim countries, _____ (*What types of clothes do people wear when going to a feast ?*), in contrast to America where _____ (*What types of clothes do people wear when going to ceremonial occasions?*) _____ (§ 2)

Contrary to what some people think, history is no less important when it comes to clothes. In olden days, young people in Algeria _____ (*What types of clothes did they use to wear ?*) whereas/ in contrast today they _____. In olden days, they _____, but nowadays, they _____ (§ 3)

The most important factor that determines dressing styles today is _____. So in most of the world, people like to wear _____. However, there are still some countries which keep to their _____ in spite of globalisation. (§ 4)

Act. 1, p.28 : Look at the picture and discuss the following points.

- What does the key represent ?
- What do the circles stand for ?
- What do you call **twin towns** in your language ?
- Why do towns belonging to different countries twin ?

Write it out (p.29) : Act out the dialogue in front of the class.

Appendix 3. 3. New Prospects

Getting Started (p. 15) : Look at the map below and answer the questions that follow.

1. What ancient civilizations are represented in the map ?
2. Which civilization, do you think, is the oldest ?
3. Why do you think these civilizations first flourished in these areas ?
4. What's your definition of civilization ? What do you associate with it ?

Grammar Explorer 1 (p. 17) : Fill in each of the blanks below with a zero article, a definite, or an indefinite article. Then explain why you have used each of them.

For me, __ civilization is synonymous with __ refinement, __ refinement in architecture, in __ law, and in __ life styles. __ culture and __ literature of __ society also contribute to __ flourishing of its civilization.

Grammar Explorer 2 (p. 18) : Add used to, was/were able to or had to the verbs in brackets to make the text below meaningful.

Today, most native Americans live in reservations, and nearly 97% of them west of the Mississippi. But centuries ago, their ancestors (live) all across America. They (hunt) the buffalo in the prairies. They also (farm) maize, manioc, potatoes, peanuts, cacao and pepper. But after 1830, most of them (migrate) westward to reservations because of the US government's policy of forced migration. Though the living conditions in the reservations were difficult, the Indians (survive) and (contribute) to what is called American civilization today.

Act. 1, p. 18 : Look up in the dictionary the meanings of the words in the blue box. Then place them on the curved line representing the rise and fall of civilizations.

Emerge, flourish, evolve, develop, collapse, rise, decline, originate, spread, fall to decay/to ruin, vanish, mature, disappear, start, begin, bloom, expand

Think, Pair, Share (p. 20): Prepare a short talk about the following topic : *Modern civilization has kept changing at a fast pace.* Follow this procedure :

1. List what people used to/had to/were able to do a century ago in the following areas :
 - a. beliefs/customs/traditions/myths
 - b. lifestyles (clothing, food and drink, transport)
 - c. industry, crafts...
2. Select the most relevant ideas and write down your talk in three short paragraphs. Use appropriate link words from sentence to sentence and from a paragraph to another.
3. Write a revised version of your talk and read it aloud to your classmates.

Act.1, p. 28 : The words in bold type in the text below contain spelling mistakes. Correct them.

Act. 2, p. 28 : Compare your answers to task 1 above with those of your partner. Then pick out the verb ending in **-ed** and classify them in the tables below.

/d/	/t/	/id/

Act. 3, p. 29 : Write a first draft essay using the structure provided above.

Act. 4, p. 29 : Write a revised version and share your ideas with the class.

Research and Report (p. 31) : Carry out a research to fill in the spidergram below with relevant information. Then present your findings to the class.

Saying it in Writing (p.34) : Prepare a short historical account of the development of Western civilization using the timelines in the next page. Before writing and giving your account to the class, list, select and organise the major events in a timeline of your own.

As you Read (pp. 37-39) :

Act. 1, p. 37 : Skim through the introduction and the conclusion of the text below and pick out four to six key words.

Act. 3, p. 39 : Now, skim through the whole text and match ideas A-G below with their corresponding paragraphs. One of the ideas is irrelevant. Write the numbers of the paragraphs in the boxes.

Act. 4, p. 39 : Scan the text and answer the following questions.

Act. 2, p. 40 : Write a short summary of the text (about one-fifth of it) you have studied. Your teacher will tell you about the strategies for making a summary.

Act. 5, p. 41 : Hand your revised version to your teacher.

Making a job application booklet

Overall purpose: Designing a booklet intended for teenage job seekers to help them go through the various stages and procedures.

TASK 1: Responding to help wanted adverts

- circling advertisement on newspaper
- making initial phone call
- contacting referees

TASK 2: Writing letter of application

Writing a job description

Filling in a résumé and an application form (+ photo)

Writing a letter of reference

Confirming appointment for job interview on the phone

Responding to firm offer of position/recruitment

TASK 3: Writing a reply to a letter of application

Responding to reply through letter of acceptance

Getting ready for interview

PROJECT ROUND-UP

- Writing up a summary tactics about a job application procedure in poster form
- Making a portfolio that includes all document models/samples:
 - adverts with job descriptions
 - phone enquiry about vacancy of jobs advertised
 - résumés or C.V.s
 - letters of reference
 - letters of application
 - replies (positive, negative) from administration/company
 - job seekers' letters of acceptance
 - Phone confirmation for job interview
- Displaying poster/portfolio contents for other groups to see, correct, appreciate
- Typing and printing the final version in the form of a booklet

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. (What is the story about?)
- 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).

You probably know how to write a book report in Arabic and/or French. So do not hesitate to use your experience to write your report in English. Always use the present simple tense.

TASK THREE:

As you read the book make notes about aspects **d** and **e** above. Use cards. Record page numbers. Remember: when you make notes, it is best to paraphrase (say in your own words) what the author says.

TASK FOUR:

Meet regularly to exchange information and check how the project progresses. Submit your first draft for revision to the other group members and get feedback on form and content.

Attach a picture of the author to your review to make it attractive.

PROJECT ROUND-UP:

The group submits its book review to the other class groups for evaluation. Revise your book review for the last time and present it to your classmates, preferably in the form of a poster or a wall sheet.

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 display.

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 (questionnaire, interviews, graphs, report...) in the form of a booklet.
- Submit it to the other class groups for evaluation.
- If you have made any mistakes, correct them.
- Present your booklet and discuss which survey is the best and why.

1. Selecting an invention

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

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

2. 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

3. 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 model are.

4. Writing the biographies of the different inventors

- 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 circumstances they contributed to the beginning and the evolution 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 the different forms of the invention and of the inventors.
- Submit it to the other class groups for evaluation.
- If you have made any mistakes, correct them.
- Put your scrapbook or wall sheet on display.

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 ...

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

Collect :

- adverts
- labels/leaflets or any other literature on the products

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

Pay attention to:

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

Project Round-up

Your guide will include :

- adverts, labels
- consumer 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.

Submit your project to the other groups for evaluation.

Consider your classmates' comments.

Rewrite your draft bringing all improvements.

Present it to the class.

PUTTING THINGS TOGETHER

A LIFE STYLES PROFILE

Your life styles profile will be divided into three parts and will deal with three main aspects of life: **clothes**, **food**, and **entertainment** in Algeria and abroad. Include pictures to illustrate your theme.

Part I . Life styles in the past



Note: Use **used to** when you write/talk about these life-styles.

Part II Life styles in the present time.

Note: Use the **present simple** tense with link words **when/after/before/ until/while**.

Part III Future life styles

Note: Use **will/may/might** and their negatives in making your predictions.

A STATEMENT OF ACHIEVEMENTS

Your statement (record) of achievements will be about Nobel Peace Prize winners and will be presented in the form of a small sketchbook.

It will include:

- A checklist of the Nobel Peace Prize winners over the past ten years
- Two or three short biographies about two Nobel Peace Prize winners with two or three short statements of their achievements.

e.g., The Dalai Lama, Yasser Arafat, Medecins Sans Frontières/ Doctors Without Borders, Nelson Mandela ...

- A list of potential candidates for the Nobel Peace Prize from Algeria and abroad for next year.
- Two or three short biographies and statements about their achievements.
- A written justification for your nominees. (In what ways can their winning of the Nobel Prize contribute to a further advancement of peace in the world?)

Use as many appropriate modals as you possibly can.

A CONSERVATION PLAN

Your conservation plan will be presented in the form of a prospectus. It will include:

A. a fact sheet synthesizing the main conservation measures that have already been taken by the Algerian government;

Conservation Fact Sheet

Natural resources:

- a. Soil : e.g., A «green» dam was built to stop desertification in ...
- b. Water: _____
- c. Wild life and open spaces (e.g, forests, animals...): _____
- d. Mineral Resources: _____
- e. Monuments: _____

Human resources

- a. Health: _____
- b. Education: _____
- c. Culture: _____
- d. Economy: _____



B. diagrams with presentations of how the public amenities and waste disposal systems work in your town. (Use sequencers and the present simple passive) ;

C. a country code and a town code (Use modals with the passive);

The Town Code

e.g., Energy saving resources must be used.

D. a map of an ideal (future) town with symbols and a small presentation.
e.g., My ideal town will be built

THE A B C OF DREAMS (Literary Streams only)

Make a search into how people of your locality interpret their dreams and write an *A B C of Dreams* in the form of a poster with illustrations.

You can use the sample of the *A B C of Dreams* below written by an English high school student as a model.

For thousands of years people have believed that dreams can tell us what will happen in the future. They were seen as 'divine messages'. Some people still believe that dreams foretell the future. Here are some of the most common dreams and their meanings.

Animals. If you dream of a pet, you **will** be happy. But wild animals, like lions and tigers, mean you **will** have many enemies.

Ball. If you are playing with a ball in your sleep, you **will** receive some very good news.

Coffee. Drinking coffee shows that you **will** soon move house.

Drums. If you hear drums, you **will** quarrel with your family. If you see them, a quarrel **will** end.

Eating. This is an unlucky dream. It often means the end of a marriage or relationship.

Fish. One fish means you will get money. More than one fish means your friends will help you.



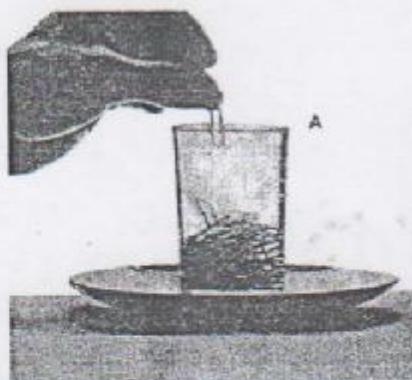
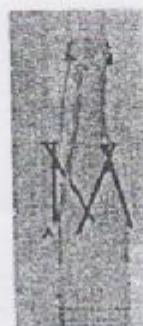
Grass: To dream of grass means that something wrong **will** happen to you **if** you don't leave the countryside. You must live in the city.

Hungry. Don't worry if you dream of being hungry. You **will** never be hungry in your life.

PUTTING THINGS TOGETHER

REPORT ON SCIENTIFIC EXPERIMENTS (Scientific Streams only)

- Your report should be about 300 words and not longer than 400.
- As you carry out the experiments, make careful observations and keep a record of the results using the appropriate if-conditional.
- Give the details of your work as far as possible in charts, diagrams ...
- The experiments can be carried outside or inside school (school laboratory). Seek the help of your teachers if necessary.
- Please don't try to experiment with things that may cause you harm. e.g., electricity, mixing chemicals together in a haphazard way.
- It's preferable to choose experiments with water or air. Draw inspiration from these pictures.



WRITING A COLLECTION OF STORIES

Your collection of stories will include the various types of story you can think of. (e.g., a disaster story, a love story, a folktale, a news story, a fantasy story ...).

- a. Each group member will write a story.
- b. The group will write a foreword/ preface to the collection of stories
- c. Each group members of the group will give his/her short biography in the appendix.
- d. Write a blurb to be put on the back cover.
- e. Illustrate your stories with pictures if you can.

On-line Writing School
FREE

Email workshops,
Telling Tales, Rhyme & Reason
and
Novel Beginnings

WriteBytes

www.writebytes.co.uk



MAKING A SURVEY

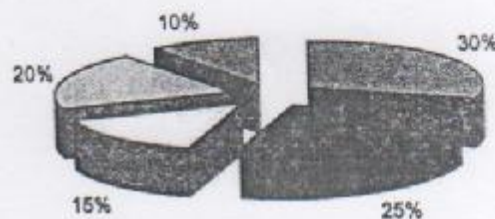
Your survey will deal with people's readiness to face natural and man-made disasters (floods, fires, droughts, earthquakes, home/road accidents ...)

It will be presented in the form of a booklet and will include the following:

- a short questionnaire (of 8 to 9 questions) addressed to a sample of informants; (Use questions containing the past simple and present perfect.)
- a short interview of one of the informants,
- data collection questions and results;

(Cf. model in SE1 Book
At the Crossroads pp.
72-73)

- a report with a graph;
- a set of safety instructions about the disaster (s) you've surveyed;
- and a reminder of how people abroad deal with such disasters.
- Include pictures and slogans against carelessness and precautions to take.



WRITING MISCELLANIES

Your miscellanies will be presented in the form of a journal. They will include the following:

a what-if section answering these questions

- Suppose you could meet very famous people, who would they be? Why? And what would you say to them?
- Suppose you could live in another place and time in history, what would they be?

a shortlist of fantasies

- If cows could fly _____
- If time travel was possible _____

a section about wishful changes

- If I had money, _____
- If I didn't have to go to school _____

a world affairs section

- If I were Kofi Anan, _____
- If I were Prime Minister, _____

an advice section

- If I were you, _____.

Note

- Include cartoons in your miscellanies.
- Use if-conditional type two.

MAKING A REPERTORY OF INVENTIONS AND DISCOVERIES

Your repertory will be about human achievements. e.g., inventions or discoveries in various fields: medicine, technology, astronomy ...

It will be presented in the form of a wall sheet or a magazine feature, and should include as many illustrations as possible.

Make sure you

- use **if-conditional type three** to underline the importance of the achievements;
- use **if only** to express regret about the bad use (or misuse) of the invention or discovery.
- give a title to your repertory. e.g. *My Seven, My Eight ... if you make seven or eight choices of history-making discoveries/inventions ...*

Draw inspiration from the following:

My Seven: Medicines that Changed the World



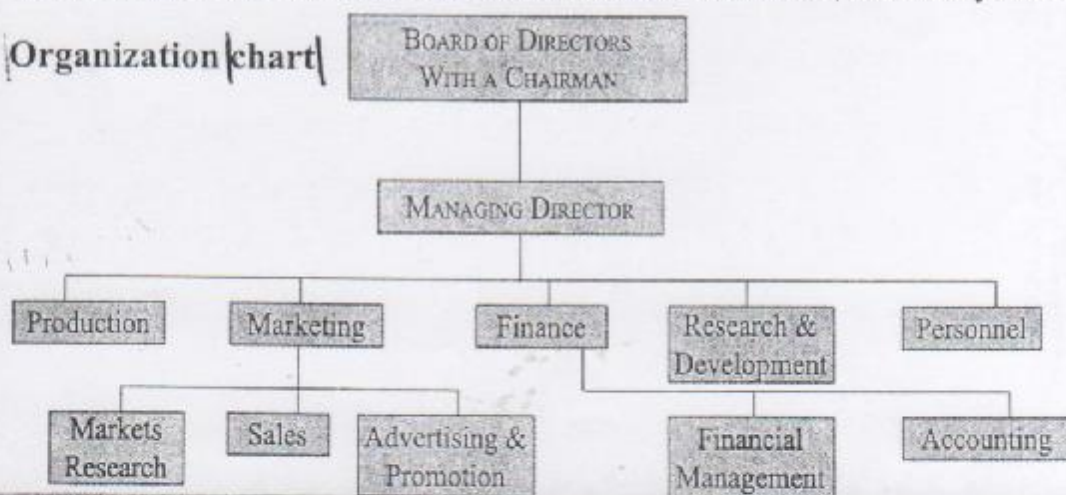
All medicines are important to someone, but seven of them have completely changed the world: penicillin __. If __

COMPILING A BUSINESS PORTFOLIO

Your business portfolio will include:

- A. letters/telegrams/fax and telex messages on business situations;
e.g. , an order form , a letter of enquiry, a thank-you letter , an advice of dispatch, an acknowledgement letter, a letter of complaint, a letter in reply to a complaint about poor service ...
- B. letters on social situations related to business;
e.g., invitations, thanks for hospitality, condolences, congratulations, New Year wishes
- C. other business documents such as
 - a business/company organization chart, with a short description of how the company functions; (*See the model of the organization chart below.*)
 - an annual report for the achievements of a firm (include graphs)
 - a balance sheet
 - a report on employees ...
- D. two or three short biographies about famous economists.
e.g., Frederick Taylor, John Galbraith, Milton Freedman, John Keynes...

Organization chart



Project Outcome

Making the profile of an ancient civilization (E.g. Greece)

Your profile should include the following :

- ☐ Information about the place where and the time when Ancient Greek civilization flourished
- ☐ Information on two Ancient Greek major cities (E.g. Athens, Sparta)
- ☐ A short account of the life styles, beliefs, customs, myths, and laws of these cities
- ☐ Information on the contributions made by Ancient Egypt and Phoenicia to ancient Greek civilization
- ☐ A summary of the major achievements of this civilization in science, philosophy, government, etc.
- ☐ Information on the civilizations that saved the Greek cultural heritage for mankind.

N.B. Illustrate your profile with maps, pictures of monuments, etc.

Alternative projects

- A booklet/leaflet/guidebook about the cultural heritage of your region (monuments, ruins, crafts ...)
- Making a timeline from the most ancient civilizations (Chinese, Egyptian, Aztec , etc.)to the most modern ones, highlighting their most important contributions to mankind
- Drawing the wheel of civilization
- Making the profile of one civilization of pre-Columbian America

Web sites

www.civilization.ca	www.kidadoweb.com	www.historyforkids.org
www.jeuxvideopc.com	www.samizdata.net	www.skyminds.net

Project outcome

Writing a charter of ethics

Ethical standards are an important dimension in all of the professions listed below.

- Accountancy • Law • Architecture • Medicine
- Banking • Plastic surgery • Business • Teaching
- Journalism • Sports • Agriculture • Scientific research

Write a charter of ethics in relation to three of the above professions. Your charter of ethics should include :

- A. a reminder of the social, economic, moral prejudices that the neglect of ethics might have on the professions and their clients. Give data/statistics.
- B. a short interview about the importance of ethics in the professions with representatives of professional associations.
- C. a short article that reports unethical behaviour in the professions and how the law deals with it.
- D. a code of ethics, i.e. a set of moral rules, for each of the selected professions.

Alternative projects

- A report about Internet Piracy/Cybercriminality.
- A report about counterfeits currently marketed in your country.

Web sites

www.kindbook.com www.thehappinessclub.com www.joeant.com
www.saferchild.com www.carolynjabs.com
www.careersandoccupations.com www.theworldchallenge.co.uk

Project outcome

Designing an educational prospectus

- ① Carry out a research into the British and the Algerian educational systems. Choose a level (preferably Secondary Education or Higher Education) and find information about such aspects as:
 - organisation
 - curriculum
 - school year/holidays
 - types of exams and qualifications
- ② Compare the two educational systems.
Get help from the web sites of the Ministries of National Education and of Higher Education. www.meducation.edu.dz www.mesres.dz
 - State education in Britain www.dfes.gov.uk
 - Private education in Britain www.isis.org.uk
- ③ Draw diagrams (E.g. statistics) to illustrate the information.
- ④ Synthesize the information in a prospectus and give an oral presentation of 3 to 4 minutes comparing and contrasting the two systems.

Alternative project outcomes

- A leaflet for University Open Day
- A portfolio of academic correspondence (university registration forms, advertising leaflets, college regulations, school charters, school reports...)
- A short educational guidebook for foreign students

Web sites

www.unesco.com	www.wallacefoundation.org
www.developmentgateway.org	www.koubida.fr
www.espacefr-education.com	www.informat.net

Project outcome

Designing an astronomy booklet

Your booklet should include the following :

- ☐ ID cards about two major planets in our solar system
- ☐ ID cards about two major moons in our solar system
- ☐ A short presentation of the history of astronomy
- ☐ A short presentation of the history of space travel
- ☐ A description of one of the space stations currently in orbit
- ☐ A short imaginary dialogue with a famous astronomer/space traveller
- ☐ A checklist of the effect of space travel and astronomy on human life (technology, change of mentality ...)
- ☐ Pictures/drawings of astronomers/pieces of equipment used in astronomy

Alternative projects

- A wallsheet about the solar system and astronomy
- A poster about the evolution of astronomy throughout the ages
- A short sketchbook about major astronomers/astronauts
- A short guidebook for amateur astronomers (How to use a telescope, how to observe the constellations ...)

Web sites

www.nasa.com

www.educationplanet.com

www.kidsastronomy.com

www.seti.org

www.techno-science.net

www.lburkhart.com/middle/astro.html

www.earthgoogle.com

www.geocities.com

www.earth.satellite.map

www.googlepages.com

Project outcome

Writing a booklet of tips for coping with strong emotions

- ☐ Your booklet of tips will give advice on how to deal with strong feelings/ emotions : love, hate, anger, jealousy, etc.
- ☐ Your booklet should deal with at least three types of emotions.
- ☐ Before giving the tips, give a short description/ explanation of each of the emotions you have chosen to write about.
- ☐ Write a short comparison about how these emotions are expressed in different cultures. (E.g. in Algerian and English/American cultures)
- ☐ Illustrate the importance of these feelings by including a news item or a summary of a film/drama/novel that deals with them.
- ☐ Include proverbs, sayings and cartoons.

Alternative projects

- Writing a love poem or short story
- Writing a short collection of jokes based on strong emotions
- Making a sketchbook about major characters in love stories (E.g. Romeo and Juliet, Antar and Abla, Samson and Delilah, etc.)
- Adapting and acting out a scene or an act from a well-known play

Web sites

www.friendship.com www.kidsemotions.net www.humour.com
www.servingourworld www.cast.org www.healthscotland.com
www.strawberrynet.com

Appendix 5

Quotation 1 on page 37: “A global reform aiming at forming a good educational system imposes itself to enable the Algerian society to face the challenges of the 21st century”.

Quotation 2 on page 38 : “it should have the ambition of developing this society in terms of knowledge and know how ”.

Quotation 3 on page 58 : “Errors are part of the learning process and help the learners to check the hypotheses they put forward”.

Quotation 4 on page 59 : “In order to implement this procedure, project work, one of the learning tasks the most appropriate from a pedagogical point of view, is adopted ”

Quotation 5 on page 59 :

-A project is a set of tasks more or less complex, in which the learners get involved with the help of their teacher.

-Project work implies a procedure which consists of :

1. To ask questions : what do we want to do in this project, why and how ?
2. To collect information. 3. To plan/to organize. 4. To communicate/to evaluate.

-It encourages the learners to undertake research, to work in groups, to learn to communicate effectively, and to solve a problem in their social context.

Quotation 6 on page 62 :

-Perceived as the first agent of his learning, the learner should be involved in the construction of his knowledge.

-The syllabus will be then centred on the learner and the construction of his knowledge.

Quotation 7 on page 65:

“English Language Teaching implies, not only the acquisition of linguistic competence and communicative competence, but equally crosscurricular competencies like respecting universal values which are based on the respect of the self and the other, tolerance and openness to the world”.

Quotation 8 on page 70: “Assessment is an integral part of the learning process”.

Quotation 9 on page 71:

“Thanks to reflection and self-assessment, the learners will be aware of the way they learn. Thus, they will understand the strategies they may use in order to improve their learning process”.

Quotation 10 on page 123:

“ it is not an end in itself, it is an indirect route which exposes learners to different problems and stimulates learning situations”.



Résumé

Le présent travail constitue une tentative d'explorer la mise en œuvre de la pédagogie du projet dans les programmes et les manuels scolaires Algériens du cycle secondaire. Il s'efforce de trouver si ces documents pédagogiques émis 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 des programmes en relation avec les principes du 'project-based syllabus' proposés par Finch (2008), Nunan (2004) et d'autres et le cadre théorique des composantes 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). Ensuite, on a abordé l'étude des manuels scolaires en s'appuyant sur le modèle de Fredricka L. Stoller (1997) pour la mise en œuvre du projet en classe de langue. Par souci de recueillir plus d'informations sur la question abordée dans cette étude, nous avons adopté une technique de recherche comprenant de nombreuses questions d'évaluation. Bien que certains inconvénients soient constatés, nos résultats de recherche révèlent que la conception de l'apprentissage proposée dans les manuels scolaires et dans les programmes sur lesquels ils sont basés donne de l'importance à la pédagogie du projet.

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

ملخص

تمثل هذه الرسالة محاولة لاستكشاف تنفيذ التعلم القائم على المشروع في المناهج والكتب المدرسية المخصصة لتدريس اللغة الإنجليزية في الطور الثانوي الجزائري. تسعى جاهدة لمعرفة ما إذا كانت هذه الوثائق البيداغوجية الصادرة في إطار عملية الإصلاح الأخيرة للنظام التربوي في صالح المشروع. ولهذه الغاية، أجرينا أولاً دراسة شاملة للمناهج فيما يتعلق بمبادئ المنهج القائم على المشروع المقترحة من طرف Finch (2008)، Nunan (2004) وغيرهم، وإطار 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 دراسة الكتب المدرسية بالاعتماد على نموذج لتنفيذ المشروع في الفصل الدراسي المقترح من طرف L. Stoller Fredricka (1997). من أجل جمع مزيد من المعلومات حول معالجة القضية المطروحة في هذه الدراسة قمنا باستخدام تقنية تتألف من العديد من الأسئلة الهادفة إلى تقييم الكتب والمناهج المدرسية. على الرغم من ملاحظة بعض العيوب، تكشف النتائج التي توصلنا إليها أن مفهوم التعلم المقترح في الكتب والمناهج المدرسية يعطي أهمية للتعليم القائم على المشروع.