

EVALUATING COMPETENCY-BASED TEACHING IN THE ALGERIAN ENGLISH SECONDARY SCHOOL TEXTBOOKS AND SYLLABUSES

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ABSTRACT

In 2005, the Algerian educational authorities introduced competency-based education to secondary schools to make classes more active. However, these classes are still teacher-run. This study hypothesizes that if competency-based education is not fully applied, the Algerian English language classes will perpetuate the old practices of knowledge transmission. It first, identified the objectives of secondary school syllabuses and surveyed their attainment. Then, it explored the application of the principles of integration pedagogy in the textbooks and syllabuses and examined the congruency of the textbooks with the syllabuses. Finally, the major impediments to the achievement of the objectives of the programme were examined. In so doing, the researcher employed mixed methods for data collection and interpretation. Four research tools (i.e. questionnaire, document analysis, classroom observation, and follow-up interview) were implemented in three secondary schools pertaining to different socio-economic and geographical milieus. The sampled population amounted to 149 students, 15 teachers, and 5 teacher supervisors. The results show that the English secondary school programme does not fulfill the expected standards and the programme users have different representations of the objective compared to those of the programme. Second, while the syllabuses are roughly in line with the pedagogy of integration, the textbooks are less aligned with this active pedagogy; and the textbooks do not faithfully translate the precepts of the syllabuses. Third, among the most problematic hurdles for the application of competency-based education in the Algerian context, the study identified such factors as large class size, heaviness of the syllabuses, and lack of adequate teacher training programmes. On the basis of the above findings, this inquiry suggests using explicit guidance in the syllabuses and the textbooks, identifying precisely the target competencies, employing intervention instruments such as diaries and objective map, fostering teacher education, emerging concepts of integration pedagogy, and slimming down the syllabuses.

Keywords: Competency-Based Education, Integration, Integration Pedagogy.

1. INTRODUCTION

In 2005, the Algerian educational authorities introduced competency-based education (CBE) as a major methodological innovation to reform the old secondary school textbooks and syllabuses. This new model of teaching essentially championed by the French competency-based writers and scholars organizes teaching primarily on the principle of integration. It aims in essence at preparing competent and functionally literate graduates. Learners are taught in the classroom how to use and transfer the skills and knowledge they acquire at school to real world contexts. However, 13 years after its inception, the education authorities themselves have started to question its educational outcomes and its worth.

Relatively recently and on the basis of weak results, CBE in the Algerian context has been harshly criticized not only by lay people but also by educational officials who previously advocated and championed it. Farid Adel (2005), the president of the National Commission for the Programmes (CNP) has described CBE as an apt approach, which teaches how to learn, how to solve problems, how to apply knowledge, and how to bridge the gap between theory and practice (pp. 47-48). Yet, 15 years later, the same author described the same teaching approach as principally based on memorization and rote learning (Algérie Presse Service, 2016, para 2). These conspicuous inconsistencies are untenable. One is led to ask whether CBE has been fully applied.

The researcher's personal experience as a competency teacher in Algerian EFL classes show that the Algerian EFL classes are still functioning in a more tradition fashion; specifically, teachers still teach linguistic competence and learners learn for mastering the formal system of language. In contrast, the syllabus promotes a competency-based discourse and inspectors instruct teachers 'to go' competency when teachers strive helplessly and sometimes ask inspectors to do it themselves. When examining the general objectives for teaching English at Algerian secondary school, the aims are started in the can do model and in functional terms, but the student seems far from being able to achieve them.

Another matter that attracted the researcher's interest stemmed from his readings in the French-speaking competency literature, which presents CBE as a different pedagogy. The preliminary review of the syllabuses shows that the English programme is more aligned with the French model (i.e. integration pedagogy), but the textbooks seem to exhibit different pedagogical innovations. This issue is problematic to any researcher attempting to evaluate the programme in general. Most of the evaluative studies of the Algerian English secondary school programmes have been based on the Anglo-Saxon form of CBE (i.e., Aouine, 2011; Chelli, 2010) rather than on integration pedagogy that is applied in the Algerian context (Boukhentache, 2016). In fact, the pedagogy of integration breaks away from CBE in that it uses specific teaching guidelines and distinct terminology. Consequently, this study attempts to apply the driving principles of integration pedagogy to offer a valid and fair evaluation of the target programme.

The first results from the applications of CBE in various African countries such as Madagascar have shown significant gains in the mastery of school contents. Rajonhson and his colleagues (2005) have claimed in their Madagascan experimental study that CBE has procured significant improvement in equity and effectiveness (p.8). Likewise, Roegiers (2010) has reported that CBE has shown to be effective in other African countries such as Rwanda and the Comorian Islands where attendance rate has increased significantly; additionally, in Morocco, this new teaching paradigm has grabbed students from private schools (p.105). Moreover, disseminations of CBE at national wide school systems in Djibouti and Gabon indicated empirically important increases in success rates and equity of gains among students (Roegiers, 2010, pp.102-103). Furthermore, Didiye et al. (2005) have affirmed in another systematic study that CBE in Mauritania has outdone the old teaching approach in terms of acquisition of knowledge and problem-solving skills (p.11). Has this functional approach that succeeded elsewhere failed in Algeria?

In the light of these anecdotal observations and readings in the expert literature, the current study hypothesizes that if the fundamental precepts of integration pedagogy are not applied in the textbooks and syllabuses, secondary school EFL classes will resume their old teacher-fronted practices of knowledge transmission.

In order to support or refute the above hypothesis, the researcher has asked the following questions:

1. What are the objectives of English language teaching in the Algerian secondary school?
2. Do secondary school Algerian EFL syllabuses and textbooks meet these objectives?
3. To what extent are the existing secondary school English language syllabuses competency-based?
4. To what extent are secondary school textbooks competency-based?
5. How do compare the syllabuses with the textbooks in terms of competency implementation?
6. What are the hurdles that impede a genuine application of the principles of CBE?

2. REVIEW OF THE LITERATURE

2.1. Integration Pedagogy

Integration pedagogy is a realization of the principles of CBE. The latter is a broad approach to education that had grown in the United States in the 1970s, but it gradually spread to many countries round the world. Amongst the well-known versions of CBE is the integration pedagogy. According to a foremost advocate of this pedagogy, Xavier Roegiers, integration pedagogy attempts to make the broad principles of CBE more feasible. (Personal interview, translated from French to English, January 11, 2016). In an attempt to displace the objective-based pedagogy, De Ketele (1980) formulated a terminal task in which the learners could re-invest the learned items (as cited in Roegiers, 2001, p. 84). This new concepts of global integration task specifically devised at the end of the course to reuse meaningfully the learning gains has been gradually operationalized by the BIEF (Bureau d'Ingénierie en Éducation et Formation) team mainly in African countries.

The creation of the BIEF in 1989 and the association of this team of curricular experts with the organization of UNESCO have rapidly speeded up its spread especially in Francophone African countries. After the pioneering work of De Ketele in Tunisia in the 1990s, many other African countries (such as Algeria, Morocco and Tanzania) embarked in this competency based movement. Thus, the principles of global terminal objective have been operationalized following the principles of CBE.

2.2. Specific Principles of Integration Pedagogy

Integration pedagogy is a competency-based pedagogy that uses distinct curricular guidelines and specifications to conduct the teaching of competencies.

2.2.1. Situations-as-End Points

Roegiers (2007, 2010) has pointed out that integration pedagogy uses situations-as-end points as opposed to situations-as-starting points typical of problem-solving approaches. This model starts with preliminary work on resources such as knowledge, skills, and attitudes before tackling the final target task. Besides, preparatory tasks are scheduled regularly to enable students gradually acquire the necessary skills needed to solve the final task. Conversely, situations-as-starting points begin instruction through the presentation of complex tasks; assumingly, the learner acquires knowledge and skills while conducting the tasks, without any prior preparation. Roegiers (2007) has favoured the latter model especially with regard to the use of intermediary tasks to prepare the learner to do the task successfully, learn integration skills, and acquire other types of knowledge. Moreover, he has claimed that this model is more convenient to the setting in which the learners are not used to problem-solving

tasks and progressive learning; furthermore, it is more appropriate for teachers who are not accustomed to process approaches.

2.2.2. Continual and Regular Skill Integration

Peysers and her colleagues (2006) have argued that there are two main schools of thoughts that approach skills integration in relatively distinct ways, one is the Francophone and the other is the Anglo-Saxon. The former asserts that students could not integrate skills until they have fully acquired all the prerequisites, whereas the latter holds that the learner could learn skills integration gradually before acquiring all the requirements. Unlike the Anglo-Saxon school, the French speaking educational community schedules regular mediating tasks at appropriate moment, say at the end of a sequence of instruction, to gradually accustom learners with the use of integration skills, which are considered the nucleus of learning. Here lies a major difference between integration pedagogy and CBE in the sense that integration pedagogy imparts skills of integration in sequential and gradual manner. Peysers et al. have equally mentioned that integration situations are incorporated at carefully scheduled moments during the learning process. Structuring learning meticulously and practising integration regularly instills in learners the capacity to solve automatically real world problems and makes integration pedagogy more viable than in CBE.

The outline of methodological constraints in competency teaching runs against the founding principles of CBE. There is no methodology atypical of CBE, and such focus on process could frustrate the outcomes. Spady (1977) has stressed the primacy of outcomes over time limits. CBE, in actual fact, promotes time flexibility, allowing learners to work at their own pace. It is arguably impossible to plan regular integration occasions during the learning process since not all students will reach that desired level of adequacy by this time. The tradeoff between practicality and student-centeredness (individualization of learning) wants that time flexibility is sacrificed for doability. After all, maybe this methodological arrangement is more context sensitive for the students whose learning habits are usually more structured. Integration pedagogy could be in this case more approachable for students from less advanced countries.

2.2.3. Maintenance of Objective-Based Approach at Early Stages

Roegiers (2010) has maintained that teachers could use objective-based pedagogy in case they lack the necessary skills to adhere fully to integration work and also when their learners are not accustomed to progressive teaching. Nevertheless, teachers and students are imperatively required to progress in the process of acquiring integration teaching/learning habits, rather than to perpetuate contently the old teaching and learning reflexes. At a more advanced level in the process of change, integration teaching/learning procedures should become a habit and a spirit. Teacher should, for instance, learn to devise their own integration situations. This inclusive pedagogical view is meant to help teachers who lack necessary competency teaching skills especially at the onset of a school reform.

2.2.4. Use of a Class of Situations

The outcomes of teaching in integration pedagogy are framed or substantiated in a form of a set of tasks, pertaining to one single competency (Miled, 2005). This series of tasks represents a class of situations or family of situations. In contrast to CBE, integration pedagogy defines the learner exit profile in terms of diverse tasks that they should manage to do successfully to earn success or recognition. In CBE, the learner is supposed to reconstruct in a bottom up manner a target task, usually a survival or real life skill. Offering multiple opportunities for students to apply integration skills in varied yet related contexts, ensures

transfer of skills from one context to another, and gives valid evidence on the accomplishment or frustration of a competency. In so doing, integration pedagogy has improved in operationalizing the notion of terminal integration objective (TIO) through the use of varied but categorized tasks, while CBE still operates at the level of terminal behaviour objective (Ainsworth, 1977).

3. METHODOLOGY

3.1. Research Instruments and Procedures

The current programme evaluation used a number of research tools to inform the research questions. Document analysis is of primary importance; it was applied to identify the objectives for teaching English in Algerian EFL secondary schools, determining the competency-based extent of secondary school syllabuses and textbooks, and analyzing the BAC test. In order to evaluate the aforementioned purposes, evaluative checklists were designed and applied to the secondary school English language textbooks (see Appendix D), syllabuses (see Appendix E), and BAC test (see Appendix F).

Document analysis was supported through three close-ended questionnaires and classroom observation. The first questionnaire was addressed to 149 students (see Appendix B) at three secondary schools from different socio-economic contexts and geographical locations: Maouche Idris secondary school in Bejaia; Leris private school in Bejaia downtown; and Slimani Slimane secondary school in Djelfa. The second questionnaire concerned 15 teachers (see Appendix A) working in the aforesaid high schools. The third questionnaire was submitted to 5 inspectors (see Appendix C) of English in charge of supervision of teaching in these target districts. These survey questionnaires were basically used to crosscheck the results gathered from document analysis as regards the programme alignment with CBE's principles; they equally endeavoured to determine the achievement of the objectives of the programme and to investigate the potential classroom hurdles to the application of a genuine competency-based pedagogy.

As for classroom observation, its schedule (see Appendix G) was employed to explore how the textbook and syllabus recommendations are interpreted in practice and unveil potential hurdles to their implementations.

Finally, an interview (see Appendix H) was conducted with teachers to elaborate more on the questions raised in the closed-ended questionnaires.

3.2. Criteria of Programme Evaluation

The review of the literature and the preliminary work on the Algerian English language programmes has established the following competency-based decisive factors for the measurement of implementation of CBE in the Algerian context.

- *CBE is an outcome-based system that clearly pre-specifies the types and number of competencies to be covered in a teaching programme.*
- *CBE clearly states learning purposes and specific objectives in behavioural terms, including conditions of execution and the standards of success.*
- *CBE considers resources as a means for the realization of target competencies.*
- *Integration pedagogy specifies both the learner entry and exit profiles.*
- *Integration pedagogy specifies TIO in operationalized terms.*
- *Integration pedagogy incorporates integration situations at intermediary as well as at summative moments in the learning process.*

- *Integration pedagogy promotes collaborative work, but achievement of competencies is exhibited individually.*
- *Integration pedagogy is inclusive, allowing the use of teacher-and learner-centered styles of teaching.*
- *Integration pedagogy instills cognitive and social skills into teaching programmes.*
- *Assessment of resources in integration pedagogy is optional and should be reduced to a minimum.*
- *Integration pedagogy relies on criterion performance-based assessment.*
- *Integration pedagogy promotes the use of ICTs'.*

The above standards were explored and explicated from the literature; then they were tailored to the nature of the documents that were concerned with analysis.

3.3. Research Site

Competency-based teaching has been introduced to the Algerian secondary schools in 2005 as a continuation of the school reform that was initiated in the Algerian primary schools in 2002. Three compulsory and national textbooks were devised by Algerian educational experts with the technical and pedagogical help of the experts of the BIEF and UNESCO. These textbooks are as follows: the first year textbook, *At the Crossroads*; the second year textbook, *Getting Through*; and the third year textbook, *New Prospects*. They are meant for students aged between 15 to 18 years old who have already received four years tuition in English language at the middle school.

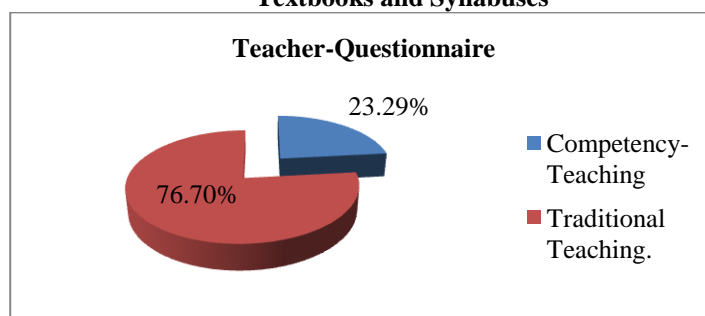
The three school taking part in this study belong to different geographical and socio-economic backgrounds. The first secondary school (i.e., Maouche Idris) is situated in the North of Algeria and socially marked by middle class and lower class students. The second secondary school (Leris) pertains to the same geographical area as the first, but it is a private school where more socio-economically advantaged learners could be found. The third school (i.e. Slimani Slimane) is geographically distant from the other schools as it is situated in the South of Algeria. It is mainly populated by students from lower socio-economic backgrounds. The aim of varying the research settings is to test the applications and effectiveness of competency-based teaching in Algeria in different milieus, thereby ensuring that the problems of applications of CBE are not due to the specificities of a particular setting.

4. RESULTS

4.1. Survey Questionnaires

The questionnaires yielded conclusive results. They showed on the whole that secondary school textbooks fail to show concretely their competency orientation: textbooks are still language focused; learning activities are mainly pedagogical in nature; and assessment procedures are still test-oriented. Consequently, CBE practices leave a great deal to be desired in secondary school teaching realities.

The figures below exposes graphically the competency characteristic of the secondary school English language textbooks and syllabuses. The average of competency orientation of the programmes is counted approximately on the basis of individual questions addressing the competency features of the textbooks and syllabuses. The label 'Traditional-Teaching' refers to the teaching styles employed before the 2005 school reform at secondary schools.

Figure 1: Programme Users' Evaluation of Competency-Based Extent of the Algerian Secondary Textbooks and Syllabuses

The graphic depiction of competency teaching in the Algerian secondary schools clearly indicates that the Algerian secondary school EFL programmes are far from espousing a full CBE pedagogy. The competency percentages do not exceed one third, with the inspectors' rating displaying only 17 %.

Moreover, the survey questionnaires have shown that programme users have mainly linguistic and content oriented objectives for teaching English at secondary school. More specifically, they focus on the formal system of English and neglect the acquisition of instrumental competencies and life-skills outlined in the syllabus.

4.2. Document Analysis

Documentary analysis, in its turn, has shown that the syllabus applies the integration pedagogy and has many positive values such as explanation of the teaching approach (integration pedagogy), clarifications of fundamental concepts of this approach, for example, learning situations, target situations, and the notion of TIO. However, there is a clear gap between the syllabus and the textbook, which seem more oriented towards excessive innovation and ignore the rendering faithfully the guidelines drawn up in the syllabus. Moreover, the BAC test has neither changed in the format nor in content.

Additionally, a comparison between the learning objectives that the students, teachers, and inspectors hold and those outlined in the syllabus show a complete mismatch. While the syllabus exhibits competency orientation in the statement of objectives, these programme users still have traditional (form-focused) intentions for learning/teaching English.

4.3. Classroom Observation

Finally, classroom observation has shown that the competency-based classes are not competency-based in a strict sense. The teachers seem misguided mainly by defective textbooks, which truly lack clear visions for the type of competencies being targeted or how the syllabus specifications could achieve them. Consequently, the teachers rely simply on their intuition to implement the programme; however, these teachers ignore the exploitation of the syllabus which offers invaluable insights especially on assessment practices. It could be said that the teacher's ultimate reference, which is the BAC test, equally affects the way they teach, focusing mainly on training students to carry out successfully the linguistic activities they are expected to solve in the final examination.

5. DISCUSSION

The discussions and interpretations are framed in what follows round the research questions in a form of topics.

5.1. The Learning Objectives of Secondary School English Language Programmes

Although the secondary school English syllabuses suggest a competency-based syllabus, the textbook and the textbook users' have a linguistically driven approach to the teaching of English. These findings correlate with Aouin's (2011) results which have confirmed that the Algerian secondary school textbooks do not focus on the teaching of higher order skills. Roegiers (2011) has insisted that competency programme should equally equip learners with instrumental competencies whose acquisition constitute a real springboard of success. Consequently, a CBE textbook or teachers have to focus on the teaching of interdisciplinary skills such as analysis, problem-solving, and critical thinking.

5.2. Attainment of Secondary School English Language Objectives

The big majority of the informants in this study indicated that the secondary school EFL students could not produce by the end of third year a written communicative message of 20 lines. The reasons for this statement are diverse. They are discussed under the following headline.

5.3. Major Hurdles for the Implementation of a Successful Integration Pedagogy

The biggest hurdle is the lack of suitable learning prerequisites for the achievement of secondary school standards, that is, the students arrive to secondary schools with a low level of proficiency in English. In this case, rather than teaching interdisciplinary competencies, it is more advisable first to equip them with the basic language competencies before asking them to learn interdisciplinary matters (Roegiers, 2011).

Another stumbling block for the achievement of the secondary school English learning standards is the problem of class size and noise. This issue was highlighted by most of the informants of this study. The Minister of Education, Nouria Benghebrat has recently declared that the setback of large class is worrying in the Algerian schools and only qualified teachers could solve the problem (Boufassa, 2017). But, even in small classes such as those of Leris secondary school investigated this study, the students do not cope well with the language requirements of the syllabus.

Moreover, the inspectors and the students raised the problem of the teacher competence; likewise, the teachers alluded in the questionnaire to the inspectors' incompetence. In general, both teachers and their supervisors are not ready to deliver a genuine competency-based programme. At the inception of CBE in the Algerian secondary schools, the PARE project (UNESCO's support programme for the educational system) planned a special training in CBE for a group of inspectors who would transmit the required skills for the teachers. 2 inspectors for each discipline were trained to supervise the other inspectors in 48 Wilayas, who would then transmit the skills of CBE to the ultimate practitioners (Tawil, 2006, p. 40). Unfortunately, according to Xavier Roegiers, this training has never come down to the teachers (Personal interview, translated from French to English, January 11, 2016).

Roegiers (2010) has warned that one of the difficulties of application of integration pedagogy is the problem of teacher training (p.178). The inspectors should be well-trained in this pedagogy to supervise its genuine application in schools and the teachers should be well-equipped to devise integrative activities and assess competencies (Roegiers, 2010). Previous studies have equally, raised the problem of teacher preparedness to implement a genuine competency programme in the Algerian context (Ameziane & Guendouzi, 2005; Boudouda & Khelkhal, 2016; Guemide & Benachaiba, 2012).

5.4. Competency-Orientation of Syllabuses and Textbooks

One of the issues that this study seeks to answer is to establish whether the textbooks and syllabuses are competency-driven. The application of the principles of integration pedagogy to the Algerian English language syllabuses and textbooks shows different results. The syllabuses seem to espouse the integration pedagogy, while the textbooks are more communicative than competency-based. This issue is further explicated under the following headings.

5.4.1. Clear Statement of Objectives

Unlike CBE textbooks, the Algerian students' course books do not state the immediate learning objectives at unit opening; the students are just indicated the types of language forms and functions to be dealt with in each unit. Gerard and Roegiers (2009) have argued that stating the objectives of learning creates expectations in the learner which in turn generates intrinsic motivation (p.70). Likewise, Savage (1993) has strongly stated that the competency statement must be stated "in task-based terms" (p. 17). In comparison to other studies in the Algerian context, the findings of this study match with Aouine's (2011) study which has confirmed that the secondary school textbooks do not include the behavioural component of objectives (pp. 128-129); nor do they state the conditions of execution or the standards to be reached.

By contrast, the syllabuses define the target competencies in functional terms and using behavioural actions such as "produce", yet, as Roegiers (2006) has pointed out, the identification of the learner exit profile is still imprecise with respect to what the learner will be able to do with the language (p. 54).

5.4.2. Use of Collaborative Work for the Learning Situations

Learning situations almost do not use group work for making the learners confront and test their learning hypotheses among themselves; rather only pair work activities are inserted every now and then to carry out these activities. Learning situations in integration pedagogy adhere to socio-constructivism (Roegiers, 2006) and the principles of the latter are lived up by means of these learning tasks. The exploration tasks in the secondary school textbooks are mostly teacher-centred and group work is constrained almost to project work, which is considered in the textbook as peripheral and which is ignored by the teachers and the students. Still more, Boukhentache's (2012) study has established that project work does not open avenues for student-student pattern of interaction (p.85).

5.4.3. Use of Correctives and Enrichment Activities

The analysis of the activities incorporated into the end of first year textbook, *At the Crossroads*, shows that they are a product of amateurism; these activities follow the same patterns as the ones submitted for regular teaching, while mastery learning requires the use of different styles of teaching from those used in regular teaching. Aouine (2011) has showed consistently with this study that the activities that follow summative assessment are corrective activities and no enrichment activities are included (p. 67). Thus, these activities are much like the traditional remedial activities found in the objectives pedagogy. From this perspective, *At the Crossroads* adheres to traditional teaching systems and to deviates from the integration pedagogy.

Much like the textbooks, the syllabuses do not claim to apply the principles of mastery learning, except in the explicit statement of the learning targets and the fact that the syllabuses specify assessment tools to appraise the learning process. There is no mention of

mastery learning or Bloom et al.'s (1956) taxonomy of educational objectives in the syllabus documents; however, the first year teacher's book states it overtly that it relies on Bloom et al.'s taxonomy of cognitive educational objectives (SE1 Teacher's Book, 2006). Actually, all the competency-based syllabuses are by definition based on mastery learning; as a matter of fact, they apply the Bloom et al.'s Taxonomic route for the achievement of the cognitive objectives especially in educational programmes.

5.4.4. Provision for Integration Module

Nowadays textbook are organized into units, which are usually sub-divided into sequences and rubrics to provide a framework for the achievement of specific skills before moving on to the next level. The English secondary school textbooks almost follow the same patterns in the segmentation of the sequences of the units of instructions. Usually, they close up sequences through integrative activities, which sum up the contents of the whole sequence. However, although it is claimed in the syllabuses that the programme offers a week of integration after 3 weeks of teaching resources (SE1 Syllabus, 2005), the textbooks do not outline any week for the integration work; rather the teaching is conceptualized in a traditional manner. Roegiers (2006) has insisted that intermediary integration moment should be organized, for example, after 6 weeks of teaching to oblige the learner re-invest his/her learned items (p.63). Without such syllabus specification, neither the students nor the teachers could perceive the value of integration technique in the syllabus framework.

5.4.5. Meaningfulness of Activities

The findings from this study (teacher and learner questionnaires and document analysis) indicate that the textbooks integrate some meaningful activities, but they mostly focus on pedagogical activities or traditional language exercises. Besides project work, the textbooks incorporate integration situations at the end of sequences, but many of them are insufficiently meaningful. Moreover, the learning situations equally lack authenticity. It is acceptable to use exercises to instill resources to the students, but integration situations have to be meaningful enough and must include the integration component (Roegiers, 2010).

5.4.6. The Status of Resources in the Textbooks and Syllabuses

The textbooks identify the language resources for the achievement of competencies or the topics of the units. These resources are grammar, pronunciation, vocabulary, functions, and skills. Nonetheless, the textbooks as argued throughout this study tend to focus more on the linguistic content in the view of equipping the learners with a good knowledge of the language. There are ad hoc and irrelevant insertions of resources within the framework of competencies. For example, activity 2 (Getting Through, 2006, p. 20) trains the learners to recognize and master the spelling and pronunciation of the French and English cognates (e.g., table, orange, police, and television), though it is irrelevant for the major topic of the unit (i.e., making a profile about changes in lifestyles). Consequently, resources are sometimes considered the end of learning and not activities that build towards the achievement of a terminal task. In a similar vein, Miliani (n.d.) has pointed out that the textbooks are crammed with elements that have no apparent relation with the whole (p.5).

Similarly, the syllabuses state overtly the resources which are considered indispensable means for the achievement of the basic competencies of interpretation, interaction, and production. The resources are identified as knowledge, savoir-faire, and savoir-être. Nevertheless, these resources are considered in a way the ultimate aim of learning because. In Roegiers' (2006) words, they determine the kind of competencies to be taught. Moreover, the

textbook users who responded to the survey questionnaire reported that the acquisition of resources is still considered one of the major aims of learning.

5.4.7. Demonstrated Mastery of Learning Objectives

CBE instruction culminates in “demonstrated mastery of basic and life skills” (U.S. Office of Education, 1978, cited in Savage, 1993, p. 15), and a competency in integration pedagogy, as De Ketele and his colleagues (1988) have argued, is exercised in a complex situation (p.100). The outcome of learning in CBE is then the acquisition of basic life skills and the end of learning in an integrative pedagogy is the application of knowledge and skills in an integration situation. In line with integration pedagogy, the three secondary school textbooks endeavour to equip the learners with knowledge, values, and skills to use them actively in a communicative situation. This competency is exercised in project work since it is the only target or integration situation scheduled for the end of units. This macro-task of project work involves a series of sub-task, but they all measure the written competency. Besides, since project work is defective and dysfunctional (Boukentache, 2012) and considered secondary to the learning process (Aimour, 2011), the students are not truly guided to achieve the intermediary competencies defined for each unit.

The syllabuses argue that the English programmes intend primarily to promote competencies; but when it comes to the final assessment of the attainment of competencies, they completely revert to objective-based pedagogy that they seek to replace. Summative assessment is presented in the syllabus in the following way:

Certification (summative-assessment) is a means to inform the learner and the teacher the degree of attainment of a set of objectives. It is carried out at the end of a term, year, or grade and allows making decisions with respect the ranking and success or failure of the students.

(Translated from French, SE1 Syllabus, 2005, p.10)

Consequently, the link between teaching and assessment is not strong and it is rather destructive. Roegiers (2006) has argued that the Algerian syllabuses do not exhibit a coherent plan for assessment. Accordingly, the syllabus designers introduced many innovations for process assessment (e.g., self-assessment), but they ignored product assessment. Roegiers has added that this is mainly due to the absence of precise learner exit profile and learning experiences that reflect this student profile.

Only few teachers manage to implement performance-based assessment via project work. The observed teacher in the private school managed to lead his students to exhibit the learning targets of the unit portrayed more or less in project work. But, again even project work is not completely representative of the terminal competencies being targeted and the projects do not relate to each other to work towards the achievement of any particular target competency. This is probably why Miliani (n.d.) has stated that the units are not coherent enough and achieving one single aim. Unless the syllabus clearly and precisely define the learner exit profile (Roegiers, 2006) and the terminal competency is interpreted in a form of a complex task, the syllabus designers, textbook writers, teachers, students will not get a clear view of the programme with respect to both teaching and assessment.

5.4.8. Contributions of Project Work to the Promotion of Skill Integration

Project work fulfills a fundamental function in the three secondary school textbooks, yet it is considered as peripheral to the learning process (Aimeur, 2011); actually, it is not considered as a learning situation, but as a target situation. In other words, the learners acquire new concepts and skills through regular textbook activities, and then reuse them in parallel and

different project sub-tasks. This strategy is problematic because if project work is considered a 'dessert', it will leave the student short of knowledge of integration, which is primary to integration pedagogy. It is true that project work usually and falsely occurs at the periphery of the educational landscape (Beckett & Miller, 2006, p.xiii); however, it is less tolerable in the integration pedagogy especially when it is assigned the function of integration. Alexia Peyser has consented to the use of project work in integration pedagogy, but on the condition that it contributes to the whole framework of integration of the course book (Personal Interview, February 20th, 2018).

Miliani (n.d.) has concluded in his study of the methods of teaching in the *At the Crossroads, Getting Through, and New Prospects* that project work is the building block of the books, but it is poorly taken care of (p.5). He has lamented the lack of a clear plan that could guide the teachers who lack competence on this topic to implement effectively this fundamental syllabus arrangement. Similarly, the researcher has previously demonstrated that project work in *At the Crossroads* lacks guidance and a sound plan that would truly guide the teachers to implement it (Boukhentache, 2012, pp. 62-63). Likewise, in the current study the teachers, inspectors, and students indicated that project work lacks clear guidance on its implementation. In the follow-up interview, one teacher complained that the students have wrong beliefs about project work:

Although I try to guide the use of project work in class, most students just bring it ready-made and unprocessed from cybercafés that sells them. If the teachers reject it the students get upset and complaintive. The students pay money collectively to get grades for it.

It seems that the textbook designers simply wanted to embellish the textbooks with innovation and fashionable pedagogies, or they want to show that they do cater for the requirements of the integration pedagogy in the most superficial way.

5.4.9. Emergence of the Fundamental Concepts of Integrative Pedagogy

It is fundamental to identify clearly the roles of each concept inherent to integrative pedagogy in the syllabus documents (Roegiers, 2006). Many of the concepts of integration pedagogy are translated and explained in the syllabus. For example, the syllabus explains what is meant by learning/integrative situations, the notions of TIO, student exit profile, and transversal competencies. Actually their meanings are explained and they are shown ways in which they constitute the realities of the programme. Nevertheless, the syllabuses are required to give more precisions on their applications. For instance, the various resources be them disciplinary, transversal, or academic should be shown how they relate to terminal competencies. Roegiers has proposed disassociating transversal competencies from the other disciplinary competencies and showing how they relate to a group of disciplines. Still, he has reiterated that transversal competencies should be stated in task-based terms, not in academic terms.

Conspicuously absent from the syllabus is the notion of the family of situations, which reflects concretely the student exit profile. This is because, as argued earlier, the programme does not clearly identify the terminal competency in basic life tasks and probably because the syllabus employs the assessment of specific objectives separately.

5.4.10. Incorporation of ICTs into the Textbooks and Syllabuses

Learners need to acquire special ICTs' competencies that are daily routines to any literate individual. Gerard and Roegiers (2009) specify, for instance, the use of general software such as word processing, excel, and PowerPoint; optimal exploitation of the web documents; use of copy and paste function for the personal documents; and learning how to apply research

functions on the web (p. 113). These are the real competencies that the students need to further promote their studies or to exploit in their daily life activities. Unfortunately, the textbooks under investigation do not include the teaching of these extra syllabus competencies. The students have already learned in the first year how to perform the basics on the computer, thus it belongs to each discipline to further develop the groundwork started in the first year module of computing.

As for the syllabuses, they specify openly the use of technological knowledge in class. The second year syllabus, for example, states that these instrumental and cross disciplinary competencies could be used to research information on the internet, present the products of the projects through data-show, interact with e-pals, and create web pages (SE2 syllabus, 2006, p. 10). Besides, the syllabuses provide internet addresses for expanding and getting more information on the topics of project to facilitate their implementation. When the teachers were asked in the follow-up interview whether the students exploit these technological means, they all answered negatively and they explained that the students do not have the required proficiency level to exploit such topics which are, in their view, too complicated and difficult for the students.

Likewise, classroom practices confirmed that the use of ICTs is completely ignored in spite of their availability. As an illustration, the three observations concerning project presentation did not use data-show or any other technological means. Thus, despite the alignment of the syllabus with the requirement of the use of ICTs, their integration in everyday Algerian teaching/learning classes is left to be desired.

5.4.11. Availability of Integration Situation Samples

The syllabuses and textbooks do not showcase sufficiently integrations situations, as a matter of fact that, only the first year syllabus included 5 samples of situations. Roegiers (2006) has argued that the Algerian syllabuses should provide samples of both integrative and exploratory leaning situations in the syllabus documents. All these are new to teachers, so typical examples of situations illustrated in the syllabus and the textbooks would help them better understand these concepts.

5.4.12. Identification of Entry and Exit Profiles

As equally confirmed through the teacher and the inspector questionnaires, the three secondary school English syllabuses do identify the learner's entry and exit profiles. However, these profiles lack precisions of conditions of execution and clear standards. These statements of the final outcome of teaching is not open to assessment since it does not precise the criteria of success (Roegiers, 2006).

5.4.14. Assessment

Documentary analysis shows that the textbooks use self-assessment grid for the assessment of language acquisition and mastery of skills. Although the syllabus makes hints and recommends the use of criterion-based assessment for the appraisal of the process of teaching, the secondary school textbooks predetermine no other assessment method than the self-assessment schedule positioned at the end of each unit. The teachers should be provided with peer-assessment samples in the textbooks or at least in the teacher's books. Similarly, Aouine's (2011) has demonstrated the lack of alternative assessment techniques in the secondary school textbooks.

When compared to the syllabuses, the textbooks do not interpret faithfully the assessment principles that the syllabuses adhere to or maybe they are naively left to the teacher who lack competencies. As Grove (2008) has pointed out elsewhere, the textbook disentanglement from the task of assessment affects the application of the principles of CBE. Only one teacher in the observed sessions used criteria for the assessment of project presentations. All outcome-based syllabuses are criterion-based since the criteria of assessment are defined in advance and constitute the reference point for the design of teaching experiences. Thus, assessment should tell what elements of a competency are attained and what parts need more investment.

5.5. Rationale for the Design of Competency-Based Syllabuses and Textbooks in the Algerian Context

Based on the findings derived from this study and supported by previous research studies, the following pedagogical recommendations are proposed to make secondary school textbooks and syllabuses more competency-oriented.

- Stating publicly the objectives of the programme in terms of life skills
- Lowering the bar of standards
- Focusing on the basics
- Fostering teacher training
- Slimming down of the Syllabus
- Adapting CBE to the local socio-cultural context
- Fostering pair work
- Providing explicit guidance in the syllabus and the textbook
- Integrating adequately project work into the integration framework
- Incorporating integration module into the programme
- Employing meaningful activities for integrations moments
- Supplying banks of integration situations in the syllabus
- Supplying target situation in the textbooks and syllabuses
- Using heterogeneous teaching materials
- Integrating ICTs into learning and integration situations
- Integrating performance-based assessment into the BAC Test
- Including peer-assessment grids in the textbook
- Encouraging both the teachers and the inspectors to read the syllabus
- Specifying precisely the student exit profile

CONCLUSION

The secondary school English language syllabuses have very ambitious learning objectives including linguistic, social, cognitive, and economic purposes; yet, the programme users seem to have rather more tradition representations of English language teaching/learning, ignoring the role that transversal and instrumental competencies play in the current textbooks and syllabuses. This mismatch in learning objectives naturally affects, as demonstrated through classroom observation, questionnaires, and interviews, the successful attainment of the required learning standards. The fact of the matter is that the students are incapable of achieving the learning targets specified in the student third year exit profile. This finding holds true to different Algerian socio-cultural contexts, be them privileged or underprivileged schools.

As regards to the competency composite applied in the textbooks and syllabuses of secondary school, the syllabuses seem to be more oriented towards the integration pedagogy as they exhibit numerous of its fundamental concepts such as the concepts of TIO and situations of integration; and it is explicitly stated in these syllabus documents that the methodological approach applied for the programme is the methodology of integration. With regards to the textbooks, they seem less adherent to the French version of competency, and thereby incorporating parallel integrative pedagogies. The syllabuses seem more competency-based than the textbooks, and consequently, the latter do not interpret authentically the recommendations set up in the syllabus.

Apart from the syllabus and textbook limitations, this study has equally thrown light on the major hurdles that impede genuine applications of an active integrative pedagogy in the Algerian classes. Amongst these hurdles are the problems of large classes, heavy syllabuses, lack of adequate teacher and inspector professional training, and the learners' weak learning prerequisites.

On the basis of the above findings, the researcher has suggested a number of recommendations which constitute a tentative rationale for making the Algerian programmes more competency-based. Most of the recommendations revolve round making the programmes more aligned with the integration pedagogy. Intervention instruments such as peer-assessment grids and learning diaries are suggested to provide explicit guidance on the matters of applications, resources, and objectives. The additional guidance is meant to bridge the gap of the deficiency of teacher education and to raise the student awareness towards the overall aims of competency-based syllabuses.

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Appendix: A Teacher's Questionnaire

Dear colleagues,

We would like to learn about your experience of teaching through the English language competency-based programmes currently in use in the Algerian secondary schools. Your answers and personal opinions will be treated anonymously and confidentially. So, would you, please, tick or give the answer that best corresponds to your position. Thank you in advance for your cooperation.

I- Personal Information

1. Indicate your gender

Male Female

2. Please indicate your highest degree.

a) Licence in English

- b) Licence in English language teaching (ENS)
- c) Licence in interpretation/ translation
- d) Master in English
- e) Other (please, specify).....

3. Have you received any training on the implementation of competency-based language teaching?

Yes No

4. If yes, please specify your answer in the table below.

Subjects of Training in CBE	Name of Institution	Trainer

II. Attainment of Learning Objectives

5. Do you think that by the end third year most of your student could produce a written message of 20 lines with few language errors in response to a text they have heard or read?

Yes No

6. If your answer to question 5 above is no, please specify below why?

III. Evaluation of the Textbook and Classroom Practices

7. What is the ultimate objective for teaching English in secondary school? Tick just one answer.

- a). Learning knowledge (grammar, lexis)
- b). Learning how to behave with people
- c). Learning to solve language tasks outside school
- d) Other(s), please specify.....

8. Do you specify for your students the objectives for learning English for each level?

Yes No

9. Do you tell your students the objectives of each lesson?

Yes No

10. How do your students implement learning activities?

- Individually
- In Pairs
- In Small Groups

11. Do you teach your students, for instance, how to analyze texts critically?

Yes No

12. Do you apply the extra activities provided at the end of units?

Yes No

13. Are these activities more suitable for ...?

Less Able Students More Able Students Both I Don't Know

14. How do you assess your students' progress?

- a) Through Diaries
- b) Portfolios
- c) Self-Assessment Grids
- d) Peer-Assessment
- e) Tests
- f) Performance Tasks

15. Who does most of the work in the classroom?

a) The Teacher The Students

16. Do you provide your students with a series of integration situations to solve at the end of a sequence or unit?

Yes No

17. Do secondary school textbooks focus on ...?

a) Language learning

b) Or integration (solving real life activities)

c) I don't know

18. Do you design integration situations of your own?

Yes No

19. If no, why?

.....

20. Do you think that the activities of a whole unit work towards the achievement of one task at the end of the unit?

Yes No I don't know

21. Do you learn in class how to search and store information through the use of media such as internet and computers?

Yes No

22. Do you think that the activities proposed in the textbook are helpful for doing things outside school?

Yes No I don't know

23. Are the teacher's books helpful for facilitating teaching?

Yes No I don't know

IV) Evaluation of the syllabus

24. Have you read the syllabus? If yes, please answer questions 26-31.

Yes No

25. Do you find it facilitative and helpful for improving teaching through competency-based approach?

Yes No

26. Do the syllabuses specify the target competencies for each level?

Yes No don't know

27. Do the syllabuses spell out how to carry out projects?

Yes No don't know

28. Do the syllabuses explain how to implement the teaching of competencies?

Yes No I don't know

29. Do the syllabuses explain how to evaluate competencies?

Yes No I don't know

30. What do you suggest to upgrade the textbooks and the syllabuses?

Thank you, again, for the thought, time, and effort you have put into completing this questionnaire.

Appendix B

Students' Questionnaire

Dear students,

We would like to lean about your experience of learning through the English language competency-based textbooks currently in use in the Algerian secondary schools. Your answers and personal opinions will be treated anonymously and confidentially. So, would you, please, tick or give the answer that best corresponds to your position. Thank you in advance for your cooperation.

I- Personal Information

1. Indicate your gender

Male Female

2. Are you studying now in a private or public school?

Public Private

3. Do you receive any extra training on English language outside the classroom?

Yes No

4. If yes, please specify where?

.....

5. Please, indicate your level.

First year Second year Third year

II. Attainment of Learning Objectives

6. Do you think that by the end first year/second year/third year you could produce a written message of 12/15/20 lines with few language errors in response to a text you have heard or read?

Yes No

7. If your answer to question 6 above is no, please specify below why?

.....

II. Evaluation of the Textbook and Classroom Practices

8. Could you specify your main objective for learning English in first/second/third year?

.....

9. Does the teacher tell you the aims of learning at the beginning of the lesson?

Yes No

10. How do you usually carry out the classroom activities...?

Individually In Pairs In Groups

11. Do you learn in first/second/third English language course, for instance, how to analyze texts critically?

Yes No

12. How do you assess your progress?

- a) Through Diaries
- b) Portfolios
- c) Self-Assessment Grids
- d) Peer-Assessment
- e) Tests

13. Who does most of the work in the classroom?

- a) The Teacher
- b) The Students

14. Does your teacher provide you with a series of tasks to solve at the end of a sequence or unit?

Yes No

15. Do you learn in class how to search and store information through the use of media such as internet and computers?

Yes No

16. Do you think that the activities you do in the classroom are helpful for doing things outside school?

Yes No

17. What do you suggest to make secondary school English classes more communicative?

.....

.

Thank you, again, for the thought, time, and effort you have put into completing this questionnaire.

Appendix C

Inspector Questionnaire

Dear colleagues,

We would like to learn on your experience of teaching through the English language competency-based textbooks and syllabuses currently in use in the Algerian secondary schools. Your answers and personal opinions will be treated anonymously and confidentially. So, would you, please, tick or give the answer that best corresponds to your opinion.

I- Personal Information

1. Please indicate your highest degree.

- a) Licence in English
- b) Licence in English language teaching (ENS)
- c) Licence in interpretation/ translation
- d) Master in English

2. How long have you been working as an inspector?

- 1-5 years 6-10 11-15

3. As an inspector, have you received any training on the implementation of competency-based language teaching?

- Yes No

4. If yes, please specify your answer in the table below.

Subjects of In-Service Training	Name of Institution	Trainer	Place	Date

5. Have you organized district seminars on competency-based language teaching?

- Yes No

6. If yes, please specify the topics in the table below:

1.....	6.....
2.....	7.....
3.....	8.....
4.....	9.....
5.....	10.....

II. Attainment of Learning Objectives

7. Do you think that by the end third year the students could produce a written message of 20 lines with few language errors in response to a text they have heard or read?

- Yes No

8. If your answer to question 7 above is no, please specify below why?

.....

III. Evaluation of the Textbook and Classroom Practices

9. Could you specify the main goals for teaching English in secondary school?

.....

10. Do your observed teachers often tell their students the objectives of each lesson?

- Yes No

11. What is the classroom technique do your teachers mostly use to apply classroom activities?

- Individual work Pair work Group work

12. Do the observed teachers sometimes teach, for instance, how to analyze texts critically?

- Yes No

13. How do usually the observed teachers assess the students' progress?

- a) Diaries
- b) Portfolios

- c) Self-Assessment Grids
- d) Peer-Assessment
- e) Tests
- f) Performance Tasks
- g) Other(s).....

14. Who does most of the work in the observed classrooms?

- a) The Teacher b) The Students

15. Do your teachers usually provide the students a series of tasks to solve at the end of a unit?

- Yes No I don't Know

16. Do secondary school textbooks focus on ...?

- a) Language Learning b) Integration Situations I Don't Know

17. Do you design integration situations in workshops with teachers?

- Yes No

18. If no, why?

.....

19. Do you think that the activities of the whole unit work towards the achievement of one task at the end of the unit?

- Yes No I Don't Know

20. Do the observed teachers train their students to research through the use of the computer and the internet?

- Yes No I Don't Know

21. Do you think that the activities proposed in the textbook are typically helpful for doing things outside school?

- Yes No

22. Are the teacher books helpful for facilitating teaching?

- Yes No

IV) Evaluation of the Syllabus

23. Have you read the syllabus?

- Yes No

24. If yes, do you find it very facilitative and helpful for conducting teaching through competency-based approach?

- Yes No

25. Do the syllabuses specify the target competencies for each level?

- Yes No I Don't Know

26. Do the syllabuses spell out how to carry out projects?

- Yes No I Don't Know

27. Do the syllabuses explain how to implement the teaching of competencies?

- Yes No I Don't Know

28. Do the syllabuses explain how to evaluate competencies?

- Yes No I Don't Know

29. What do you suggest to upgrade the textbook and the syllabuses?

.....

Thank you again for taking time to complete this questionnaire.

Appendix D

Textbook Analysis Scheme

1. What are the objectives of English language teaching outlined the textbook?
2. Do the textbooks state the learning objectives explicitly?
3. Do the textbooks adopt the principles of mastery learning?
4. Do the textbooks use the principles of criterion-referenced assessment?

5. Do the textbooks adopt a functional view of language?
6. Is the teaching in the textbook organized into units, sequences and sequences working towards one aim?
7. Do the textbooks promote the principles of socio-constructivism?
8. Do the textbooks propose a class of integration situations at the end of units and the end of the book?
9. Do the textbooks promote the teaching of social and cognitive skills?
10. Do the textbooks regard linguistic competences as a tool for achieving real life competencies?
11. Do the textbooks promote meaningful learning?
12. Do the textbooks promote demonstrated mastery of learning outcomes?

Appendix E

Syllabus Analysis Schedule

- 1) What are the objectives of English language teaching outlined the syllabus?
- 2) Do the syllabuses state the learning objectives in behavioural terms?
- 3) Do the syllabuses promote the principles of mastery leaning?
- 4) Do the syllabuses use the principles of criterion assessment?
- 5) Do the syllabuses adopt a functional view?
- 6) Do the Syllabuses promote the principles o socio-constructivism?
- 7) Do the syllabuses clear the concepts of target situations, learning situation, and integration situations?
- 8) Do the syllabuses include a bank of integration situations?
- 9) Do the syllabuses identify integration situations for each class?
- 10) Do the syllabuses precisely define the learner entry and exit profiles?
- 11) Do the syllabuses explain the module of integration?
- 12) Do the syllabuses promote meaningful learning?
- 13) Do the syllabuses promote ongoing assessment?
- 14) Do the syllabuses promote demonstrated mastery of learning outcomes?

Appendix F

BAC Test Analysis Scheme

- 1- Measurement of both resources and competencies
- 2- Application of the rule of two thirds for the testing tasks
- 3- Use of the rule of three out of four
- 4- Multifaceted format of the assessment tasks
- 5- Meaningfulness of assessment tasks
- 6- Integration (complexity)

Appendix G

Observation Schedule

Question/item	Frequency	
	Yes	No
1. Does teaching target any particular competency?		
2. Does the teacher explain the objective of the lesson at the onset?		
3. Do the activities incorporate social skills?		
4. Do the activities promote professional skills?		
5. Do the activities promote collaboration?		
6. Do the activities target higher order skills?		
7. Do the activities converge to the attainment of a competency		
8. Does the teacher use progressive pedagogy?		
9. Are the activities proposed meaningful?		
10. Do the students use methods of process assessment		

11. Is there student-student interaction?		
12. Is there teacher-student interaction?		
13. Do students demonstrate their mastery of objectives through performance tasks (situations of integration)		
14. Do the activities incorporate the use of ICTs?		
15. Do the activities work towards the achievement of project work?		
16. Others.....		

Appendix H

Teacher's Interview

1. Many students stated in the questionnaire that they cannot produce a correct message of 10-20 lines in response to an oral or written text. In your view, why can't they do so?
2. Almost all the students stated in the questionnaire that they are not familiar with the ultimate aims of learning English at secondary school, do you inform them on this matter?
3. What other aims except the teaching grammar and lexis do you think important in implementing secondary school English language programmes?
4. What is, in your view, the ultimate aim of each instructional unit?
5. How do your students evaluate their progress?
6. Could you cite any particular competency taught at secondary school if you do remember?
7. Why, in your view, do students seem demotivated?
8. Do you use ICTs for research or projects?
9. Do you find the syllabus helpful for implementing CBE?
10. Is guidance on project work in the textbook/syllabuses helpful enough?
11. Some teachers use self-assessment as a learning activity, why do they do so?
12. Do you think it is important to include the oral component in the BAC test?
13. Do you think you have enough time to cover the whole syllabus?
14. Why many teachers are unwilling to use group work for carrying out tasks collaboratively?
15. Are your students ready to implement genuinely a project?