

Introduction

Undoubtedly, the wealth and prosperity of a country depends on the well being of its education. Education is the foundation stone in the progress of any society. New nations have emerged in the international scene thanks to the success of their educational system and its outcomes. But the most worrying thing is when education becomes unable to provide for the requirements of the development of that society. Just a superficial look at the nature of the problems that our country suffer from would indicate that most of them are extremely related to education such as illiteracy, values deterioration, unemployment, mismatch between the content learnt at schools and the market needs. In Morocco, one of the impediments to change in schools is an absence of a clear vision. Malfunctioning remains the feature of education in general and in languages in particular. In a developing country such as Morocco, education should be considered as the most important strategic sector in its whole policy. It needs to be dedicated much more interest and concern than any other sector because failure in education is a failure to the country and to the future generations. To overcome the several challenges facing education in our country and to guarantee its continuity as an active player in social development, there must be a general reconsideration of the whole educational paradigm, especially its three main elements: the teacher, the learner, and the curriculum. Therefore, we think that it is high time to fulfill our responsibilities and put every aspect of this sector under analysis and investigation in order to identify gaps and work out plausible solutions.

In the area of language education, there is a general dissatisfaction of all stakeholders towards learners' linguistic performances. The unsatisfactory performance of students in languages is something obvious, not only to us as teachers but to all people concerned: students, teachers, administrators, and parents. Unfortunately, the situation is deteriorating year after year. If an average Baccalaureate graduate is asked, for example, to write or produce a simple application letter in Arabic, French or English, which is actually an obvious competence that a student should manipulate, especially in this changing world where competition is very high, the outcome would certainly be worrying.

What is more worrying, unfortunately, about this low linguistic proficiency is that it is not limited to the classroom, it has its accompanying negative effects on the potential for human development in the wider society. This inability to manipulate the linguistic medium affects negatively students' knowledge of other content subjects especially science content subjects which are taught in French at the university level. The situation is really alarming.

Although policymakers do recognize that educational failure and undeveloped human talent constitute permanent drains on society, still there is no real revolution in this sector. In spite of successive reforms since independence, there has been no tangible change on the ground. The problem I am planning to put under investigation and analysis in my research is that though evaluation component is very crucial in the progress of any educational system, especially in relation to material development, it is, however, practically inactivated in Morocco. If the EFL in Morocco, for example, adopted a concrete systematic policy of materials evaluation and if students' needs and interests

were considered in textbooks design, and if teachers were systematically and genuinely consulted on a number of things, we would certainly produce better teaching materials and may be ameliorate students' learning outcomes. We have to be aware of the cost of unsuitable textbook choice; it is a waste of time, money and even professional knowledge; a situation conducive to the malfunction of the system. So, we strongly believe that an evaluation culture needs to be set off in our educational system as a genuine component of the teaching learning operation. Actually, the rational of our research is to prove how crucial and beneficial it is for our educational system to develop a culture of evaluation.

The present thesis is organized into three parts each of which consists of a number of chapters. Part one entitled 'Research Context and the Related Literature' includes three chapters. Chapter one is an introduction surveying the research context. It provides an overview of the research, its motivation and its purpose. The second chapter presents a review of the literature in areas related to this research: evaluation, material evaluation, different methods and types of material evaluation. It also contains a discussion of textbook theory, teaching methodology and a detailed examination of the syllabus and its different types. Chapter three presents a discussion of the importance of needs analysis which is the procedure of collecting information about particular learners' needs.

Part two, entitled 'Syllabus Development in Morocco: Significant Factors', is made up of four chapters. It is an attempt to highlight the issues related to material development in Morocco. Chapter one focuses on language policy and the learning context in Morocco. The impact of language policy on material

development and foreign language teaching and learning is identified and studied. Also a clarification of the difference between ESL and EFL environments and its relevance to the status of English language in Morocco is described. The information presented here is significant to understand the issue of a sound textbook design and development.

In Chapter two, part two, an attempt to understand the crisis of Moroccan educational system is made. We tried to examine the malfunction factors of the system pertaining to ELT in the country and factors responsible for its malfunction. We think these are important issues relative to our Moroccan context and which are essential to be taken into consideration before starting any kind of syllabus development or program design. Chapter three explains in detail the process of textbooks development and approval in Morocco: an investigation upon the effects of the latest new wave of textbooks on teaching English in our region. An investigation is made to highlight some shortcomings that have accompanied the production of this new wave of materials both nationally and regionally. In Chapter four, some light is shed on the methodology embraced by the prescribed textbook designers. An outline of the history of Standard Based Instruction (SBI) will be given; the teaching approach that the Baccalaureate textbook adopts and its impact on the educational scene in Morocco will be discussed; the rationale and the reasons for adopting this new teaching approach will be analyzed.

Part three is entitled 'Data Analysis and Discussion'. It contains three chapters which make the fieldwork where we tried to interpret and understand the opinions of different stakeholders. This practical part is introduced by a short section explaining the research methodology, the target research populations

and the instruments used to collect data. Chapter one describes and analyses the results obtained from the students' questionnaire; it describes and analyzes students' beliefs on different ELT issues. Students' needs are examined on the basis of a questionnaire administered to Baccalaureate students.

In Chapter two, an attempt is made to elicit teachers' perceptions on issues relevant to English language teaching in their place of work and also their perspectives and perceptions on material development and evaluation. 'Interviewing' is used as an instrument of data collection. We attempted to diagnose the needs and tribulations of EFL secondary school teachers through interviewing them. The interview was prearranged to obtain information concerning a number of points and challenges facing English teachers in schools:

1. Linguistic Proficiency Decline
2. Heavy Textbooks Reliance
3. *Insights into English*, the prescribed textbook
4. Need for Textbooks Evaluation
5. Teachers: Non Reflective Practitioners
6. Needed Expertise
7. A Need for an Evaluation Model
8. Baccalaureate Exam Concern
9. Teacher's Guides

Chapter three presents an actual analysis and evaluation of the content and methodology of *Insights into English* textbook. We considered the many factors that go into its design, its curriculum and the methodology employed in it. A closer look at how the textbook is built and structured will help us gain insights into whether it aligns with the framework adopted on the one hand and the

needs of students on the other hand. Our aim is to find out points of weakness and strengths so as to give real recommendations for improvements and innovations.

Chapter four summarizes the study as a whole and discusses the implications of the study both at a practical and theoretical level. Based on the results of the questionnaire and interviews of the present research, useful and effective recommendations are offered to bring about better EFL learning outcomes. The data revealed that students' learning needs and styles supported a dire need for a thorough evaluation of the teaching materials in our Moroccan context. Similarly, teachers' attitudes towards a number of issues relative to ELT reveal the presence of a negative attitude towards the use of the current textbooks and a need for a model for material evaluation.

The result of this study hopefully could offer some suggestions and recommendations of which English language teachers and educators may benefit. This evaluation will certainly present essential data for the material redesign and professional development. Opinions of the teachers and students using the textbook under study would also be useful for both teachers and the textbook designers in Morocco.

Part I: Research Context and Related Literature

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Chapter 1: Research Context

1.1 Research Statement

This research attempts to explore the issue of English language teaching and learning operation from an interdisciplinary point of view, i.e. from a sociolinguistic and an educational perspective. The sociolinguistic perspective focuses on the role of English in the Moroccan context, the language policy in education and the learning context related to Morocco. The educational perspective highlights the status of foreign languages in the light of the National Charter of Education reform; some theoretical foundations of issues such as textbook development, syllabus design, the adopted ELT approach in our Moroccan secondary schools are presented. Also an attempt to explore the relationship between theory and different aspects of language teaching in the Moroccan context is made. The field work research is mainly related to textbook analysis and evaluation whereby we tried to study the approved textbook for ELT Baccalaureate classes, Insights into English. We explored its content, its design and format, its underlying characteristics, its quality, and the extent to which it is appropriate to students' level and consistent with their needs and interests. The study also presents quantitative results of a questionnaire implemented to find out about students' preferences in terms of language teaching and learning approach. We also probed into teachers' perceptions of the need for textbooks' evaluation and suggested some practical pedagogical implications for the EFL teacher.

1.2 Purpose of the Study

The study aims at evaluating the content of *Insights into English* textbook and also the methodology on which it is based. It is hoped that this evaluation study will reveal the areas that need to be revised and improved in that particular EFL textbook. Furthermore, it is hoped that this study will raise the awareness of textbook writers in considering various criteria for the development of future EFL textbooks for Baccalaureate classes in our high schools. The textbook investigation and analysis is an initiative which can have significant impact on improving the quality of language teaching and learning in our region. Hopefully, the present study will compensate for the relatively limited research concerning the low EFL proficiency among Moroccan learners.

1.3 Motivation of the Study

The study is an intrinsically motivated evaluation, which addresses specific concerns as a teacher to improve aspects of the program. It is also an attempt to make available a kind of analysis and investigation as to how teachers actually make use of textbooks in the Moroccan context and explore their interaction with these teaching tools.

The inspiration behind this research comes from a personal concern and uneasiness about our students' low linguistic proficiency; it is this concern to find a solution to this dramatic situation that made me indulge in such evaluation. This is a personally- motivated evaluation conducted by a secondary school teacher researcher. It is professionally conceived, motivated, and designed without any involvement of any bureaucracy.

1.4 Why Formative Evaluation

Our evaluation is formative because it is an on-going one and it has one very specific focus: improvement of the program. As a matter of fact we have been concerned with this project of evaluation for a long time and on a day-to-day basis, collecting data through observation, staff meetings and studying annual class council reports. Formative evaluation in this sense is meant to assist decision-making and to guide implementation. Our role as an evaluator in this model is to produce an "*interpretation of a highly complex system*" (Parlett, 1981, p.421), "*addressing questions raised by participants, and investigating background, culture, politics, aims, hidden curricula, and varying opinions*" (Williams & Burden, 1994, p.23).

In our everyday work, we know as teachers that we cannot do without textbooks. They play an important role in setting a bridge from intentions and plans to classroom activities. To make the most effective use of these tools, however, teachers must decide which textbooks are appropriate for their needs as teachers and their students'. A teacher has to determine the extent to which a textbook is aligned with the set of student learning goals. They must also assess how well a textbook's instructional design effectively supports the attainment of those specified learning goals. The only way to gain this information is through careful evaluations of textbooks and other curriculum materials. As a result, the importance of textbooks evaluation would certainly inform educators, decision makers, and the general public about the degree to which instructional materials are aligned with challenging academic objectives or standards.

Our evaluation is formative because it aims to inform teachers, students, textbook designers and policy makers in ELT of the discrepancies relevant to the existing teaching materials for Baccalaureate classes and shed some light on the whole EFL situation in Morocco. It is an attempt to develop teachers' awareness of their own teaching/learning situation. We should also ensure that *"Careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods, and values of the teaching program."* (Cunningsworth, 1995 p.7).

Our evaluation is formative because it is not an evaluation for accountability but an evaluation for improvement. It addresses specific concerns of teachers and learners to improve aspects of the program. It is not a summative evaluation meant to give or provide evidence of disappointing outcomes of the program or to suggest things such as terminating a certain program or promoting another one. Rather, it is meant to provide busy educators information to make informed choices about which textbooks can help their students improve their knowledge and skills. Hopefully, the data analysis will present relevant factors pertaining to reasons of students' low proficiency in English, their needs, the aim of the English curriculum, language teaching problems in Morocco, and types of activities that are beneficial for students.

Conclusion

In simple terms, it should be noted that evaluation studies are essential in terms of reconsidering the deficient points in the existing materials. Evaluation, as we see it, is analyzing and finding out about an area to see how well and effective it is, or simply to understand it better. Material evaluation is a means to support innovation and development. As Pedler states evaluation makes the institution a learning organization, one which "facilitates the learning of all its members and continuously transforms itself" (Pedler et al. 1991 in Aspinwall et al. 1992, p.229). However, our educational institutions lack such culture of evaluation. The concept of materials evaluation is an inactivated component in Moroccan educational system. For example, in our region, in the field of ELT, no studies are conducted in respect. Hence, our study comes to compensate for this paucity of research and evaluation.

Chapter 2: Review of related Literature

2.1 Material Evaluation.

Introduction

For the last seven academic years, EFL students in Morocco are assigned the same language course books to use in their everyday English courses. Teachers are expected to cover each prescribed course book for a given level at a given allotted time. Irrespective the controversial outcomes and the low achievements of students by the end of each year, the same old story is repeated the following year: the same book with the same activities and outcomes and frustrations. Is it reasonable to go on using the same book for seven years without trying to put it under analysis and investigation? No note for modification; no revisions; no attempts to take students' needs for evaluation or reconsider particular supplementary activities. In the same respect, teachers are rarely consulted about the materials they are using whether they are suitable or not in their context. What happens is that at the beginning of every academic year, class-councils which consist of subject matter teachers are summed up at the school level to discuss problems or issues pertaining to the teaching of the subject matter. And at the end of the meeting a report is written. These opinions and remarks which are compiled every year in class-council-reports are never consulted. Teachers feel their opinions are trivial and insignificant in this process. Their proof is that schools and materials remain unchanged.

It follows, then, the necessity to include evaluation as a crucial component in our educational system. Our research is an analysis and evaluation of the currently used textbook in order to assess its effectiveness and efficiency. So, the need to clarify how evaluation is conceived, introduced and managed becomes pressing. We will look at what we mean by evaluation, material evaluation, different methods and types of material evaluation.

2.1.1 Definitions

Materials evaluation in language teaching is the process of measuring the value and effectiveness of learning materials (Longman Dictionary of Language Teaching and Applied Linguistics, 1985, p.322). Hutchinson and Waters (1987) have defined the term Evaluation in the following way:

Evaluation is a matter of judging the fitness of something for a particular purpose... Evaluation is, then concerned with relative merit. There is no absolute good or bad – only degrees of fitness for the required purpose. (Hutchinson and Waters, 1987, p.96).

“Evaluation is basically matching process: matching needs to available solution.” (Hutchinson and Waters, 1987, p.97).

Van Elis, et. al., (1984) define the term “textbook evaluation” as the

Collection and the description of data and the effects that the textbooks have on the users. Textbook evaluation is concerned with the user’s guide and the adaptability of textbooks (p. 298).

Evaluation is the act of comparing what should (criteria, standards, goals, or objectives) with what is (evidence, data information) for the purpose of ascertaining the worth or value of what is being evaluated.

Hopkins (1989,p.14) as quoted in Rea-Dickins (1994,p.72) points out that “*Educational evaluation is a systematic description of educational objectives and/or an assessment of their merit or worth.*” Lynch (1996) defined evaluation as “*the systematic attempt to gather information in order to make judgments or decisions*” (p. 2). Hutchinson (1987) defines it as a “*matter of judging the fitness of something for a particular purpose*” (p.41). Rea-Dickins and Germaine (1994, p.4) state that “*evaluation is an intrinsic part of teaching and learning*”. Richards, et al. (1992, p.130) define evaluation as: “*The systematic gathering of information for purposes of decision making.*”

In the same respect, Genesee (2009, p.144) states that,

Evaluation is a purposeful, cyclical process of collecting, analyzing and interpreting relevant information in order to make educational decision. Evaluation may focus on the quality, appropriateness, worth or relevance of teacher, student, classroom instruction, instructional materials and activities or whole courses or programs of instruction.

Often evaluation is immediately associated with assessment. Examination of student performance is a powerful indicator of the effectiveness of learning but it is by no means the only one.

Evaluation is concerned at the macro or holistic level of the learning event, taking into account the context of learning and all the factors that go with it, whereas assessment can be seen as the measurement of student learning and is one of the elements that go into an evaluation, the micro level (Crompton, 1999).

Evaluation is the process of providing reliable, valid, relevant and useful information to decision makers about the operation and the effects of social programs or other institutional effects. Evaluation does not aim to replace decision maker's experience and judgment, but rather offers systematic evidence that informs experience and judgment (Alkin,1990).

2.1.2 Materials Evaluation in Language Teaching

Evaluation plays a key role in education and assures the future of the good planning of courses and management of learning tasks. As Rea-Dickins and Germaine (1994, p.4) state that “*evaluation is an intrinsic part of teaching and learning*”. It is indeed. Evaluation should be a fundamental part of planning, designing and implementation of a language program. It has an interdependence relationship with the teaching-learning process. It is an essential procedure to identify the value of the teaching material and to make decisions about it. Textbook evaluation is in fact a useful skill for all teachers, helping them to reflect on their classroom activities and making them aware of

the range of materials available. A careful evaluation becomes important to ensure that the book can meet the needs of learners and teachers.

The evaluation in the educational context works more and more with social sciences. *"Evaluation is the collection, analysis and interpretation of information about any aspect of a program of education or training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have."* (Thorpe, 1998). So it is a means to investigate, learn and make judgments on the actions conduct during a project.

McDonough and Shaw (1993) say that evaluation is *"a useful process in its own right"* (p.65) since it gives teachers insight into the organizational principles of the materials and helps them to keep up with developments in the field

Materials evaluation can and should be a two-way process which enables teachers not just to select a textbook, but also to develop their awareness of their own teaching/learning situation. This can lead on to an evaluation of their curriculum and teaching which would not have been possible with a more direct approach. (McDonough and Shaw, 1995,p.65).

Alexandra Skierso in her article "Textbook Selection and Evaluation" asserts the importance of textbook evaluation. She claims that even though teachers are never completely satisfied with a textbook, most of them still use one in their teaching. Since textbooks are never perfect, teachers need to be able to evaluate the textbook on an everyday basis in order for it to suit his or her students (Skierso, 1991, p. 432). Skierso lists a number of factors that need to be established before the evaluation process can start. Information is needed on the students, the teacher, the institution and so on (Skierso, pp. 432-434). She

also recommends a first-glance evaluation, although she refers to the process as survey, in which it is possible to eliminate the most unsuitable textbooks (Skierso p.435). She then presents a guide to textbook analysis which lists a large number of items to consider in the selection of a textbook (Skierso pp. 435-440).

Tomlinson (2003) on (p. 16) asserts that materials evaluation is a procedure that involves measuring some or all of the following:

- the appeal of the materials;
- the credibility of the materials to learners, teachers, and administrators;
- the validity of the materials;
- the reliability of the materials;
- the ability of the materials to interest the learners and the teachers;
- The ability of the materials to motivate the learners;
- the value of the materials in terms of short-term learning;
- the value of the materials in terms of long-term learning;
- the learners' perceptions of the value of the materials;
- the teachers' perceptions of the value of the materials;
- the assistance given to the teacher in terms of preparation, delivery and assessment;
- the contribution made by the materials to teacher development; (p. 16).

In the same respect, Richards (2009, p.28) argues that textbook evaluation is essential for teachers and others to be able to make judgments about the textbook. He also asserts that in order to evaluate textbook, information is needed on the following issues:

- The role of the textbook in the program,
- The role of the teachers in the program,
- The role of the learners in the program.

Curriculum evaluation might involve examining the impact of the curriculum on student performance, and readjusting the curriculum accordingly. It might also involve assessing the process by which the curriculum was developed, the quality of the product itself. There are many ways to assess the curriculum.

We evaluate the curriculum in order to:

1. Examine its impact—on student results, public satisfaction, employment opportunities, economic development, etc, and to take action accordingly.
2. Update its content and design according to recent social, technological, economic or scientific changes.
3. Update its content and design according to recent advances in educational research and educational paradigms.
4. Re-assess learning objectives, for example to develop professional learning skills.

2.1.3 Types of Evaluation

Ellis (1997) distinguishes two types of materials evaluation, namely, predictive evaluation and retrospective evaluation. A predictive evaluation is designed to make a decision regarding what materials to use. Teachers who are required to carry out a predictive evaluation determine which materials are best suited to their purposes. Once the materials have been used, further evaluation may be conducted to find out whether the materials have worked out for them, and this type of evaluation is called retrospective evaluation. These two types both help teachers to make appropriate judgment concerning the effectiveness of their teaching including the materials they used.

Tomlinson (2003) defines three types of materials evaluation that vary in purpose, in formality, in personnel and in timing. These are pre-use evaluation, whilst-use evaluation and post-use evaluation. "*Pre-use evaluation involves making decisions about the potential value of materials for their users*". (p.23) It can be context-free, content-influenced or context dependent. This type of evaluation is often impressionistic in the sense that it consists of a quick judgment by a teacher or an institution and consequently some mistakes may appear during the actual use of the book. To avoid these mistakes or at least reduce them, Tomlinson (2003) acknowledges making an evaluation criterion-referenced. This can make it more principled, rigorous, systematic and reliable. Whilst-use evaluation "*involves measuring the value of materials whilst using them or whilst observing them as being used*" (p.24). This type of evaluation is more reliable than pre-use evaluation in the sense that it makes measurements rather than prediction. It can measure short-term memory and what is

happening in the learners' brains but cannot measure durable and effective learning. (Tomlinson, 2003, p.24)

Post-use evaluation which is the most valuable as it can measure the actual effect of the materials on the users. He (ibid) states that

In other words it can measure the actual outcome of the use of the materials and thus provide the data on which reliable decisions about the use, adaptation or replacement of the materials can be made (p.25).

This type of evaluation can be used to measure both short-term and long-term effects. It can measure motivation, impact, achievability, instant learning and many other short-term effects. On the other hand, it is useful for measuring long term effect regarding its durable learning and application. The problem is that it is time and effort consuming activity.

Long (1984,p.419) identifies four types of evaluation (summative, product, formative and process) differing in focus, timing, purpose and theoretical motivation, and reflecting different perspectives and goals. Summative approaches to evaluation are used to decide on whether a project has been 'successful', but are unable to comment on: *why* or how, or on *what* should happen next (Cronbach 1976; Parlett 1976; 1981; Williams & Burden 1994,p.22) Formative evaluation is often used by program evaluators in order to increase the likelihood of the project's successful implementation (Breen & Candlin).

2.1.4 Criteria to Textbook Evaluation

It is difficult to assess quality in textbooks if there are no pre-set indicators of material evaluation. This section intends to identify indicators and criteria of quality textbooks through literature and good practices employed internationally in the field; there are different kinds of material evaluation through which criteria are set in order to analyze the suitability and fitness of a textbook used in language teaching context.

Various scholars have suggested different ways to help teachers become more systematic and objective in their approach. Prominent theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and all agree, for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable, but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum. Finally, textbook evaluations should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher and/or institution.

Daoud, Celce - Murcia (1978) in their article titled Selecting and Evaluating a Textbook called for obtaining three data before evaluation takes place: First, getting background information about the students (their age range, proficiency

level in English, sex distribution, level of general education, background languages and reasons for studying English). Second, institutional data which include class size, hours allocated to the study of English, audio visual equipment, preferred dialect of English, institutional or national objectives for English instruction, and nature of examinations. Third, course syllabus (i.e. relative emphasis given to each skill, tasks that each skill needs, emphasis to each language area (grammar, vocabulary, pronunciation and the use to which language material will be put.)

Once this background information is spelled out, Daoud and Celce-Murica recommend that teachers follow three stages: Survey, analysis and judging. In the survey stage, teachers are recommended to find a number of textbooks, and examine their organization, method of presentation, as well as the range and kind of materials that the book includes. Texts that agree with the preliminary requirements should be set aside for further consideration.

The second step requires analyzing the textbook and the teacher's manual. They suggested a checklist which include the following : (1)Subject matter (topics ,contexts) (2) Vocabulary (3) Exercises (4) Illustrations(5) Physical make up (cover , size , binding ...etc) For the teacher's manual they suggested to following criteria : (1)Useful index with references (2) Rational and Objectives for the textbook (3) Answers supplied for all textbook exercises (4) Type and Amount of supplementary exercises (5) Methodological / Pedagogical guidance in the presentation of lessons / exercises and the use of aids (6) Linguistic background (information from contrastive analysis and error analysis) It is clear that the checklist gives importance to the topics that meet the learner's needs, and the various language skills (listening, speaking, reading and

writing) and language features i.e. pronunciation, grammar, vocabulary and the kinds of exercises in relation to the four language skills and features.

One of the most important works in EFL/ESL textbook evaluation is Alan Cunningsworth's book Choosing your Coursebook (1995). He proposes general criteria for textbook evaluation, which include 45 criteria in 8 categories: aims and approaches, design /organization, language content, study skills, topic, methodology, teacher's book, and practical considerations.

These areas are evaluated through a series of questions which try to cover all of their aspects. They appear to be designed in order to fit a variety of contexts and would ultimately need to be adapted to fit specific contexts. The following ideas are selections of some basic points that can help to evaluate textbooks. The evaluation of a textbook maybe performed in terms of physical aspects, the adopted teaching approach, content, organization, administrative characteristics, the teacher's guide and any additional and/or pedagogical resources that accompany the concerned textbook.

The section on the organization of the book listed questions such as:

- What techniques are used for recycling and reinforcement?
- Are there reference sections?
- Is there a list of new vocabulary items?
- Is the material suitable for use in a self-study mode? Does it have a key to exercises?
- How long are the units?

The section on language content investigated the following four sub-categories:

Grammar:

- What grammar items are included?
- Do they correspond to students' language needs?
- Are they presented in small enough units for easy learning?
- How balanced is the treatment of form and use?

Vocabulary:

- Is there any principled basis for selection of vocabulary?
- Is there any distinction between active and passive vocabulary, or classroom vocabulary?
- Are learners sensitized to the structure of the lexicon through vocabulary learning exercises based on semantic relationships, formal relationships, or collocations?

Phonology

- How thoroughly and systematically are the following aspects of the phonological system covered: individual sounds, word stress, sentence stress, intonation?
- Is the pronunciation work built on the other types of work, such as listening, dialogue, practice, etc., or does it stand separately?
- Are there cassettes for pronunciation practice?

Language Skills

- Is there practice in all four skills?
- If so, is it balanced?
- If not, which skills are omitted?
- Does the textbook use authentic reading material at an appropriate level?
- Does the textbook use authentic listening material at an appropriate level?
- How are accuracy and fluency balanced in speaking and writing?
- Are they both controlled in communicative exercises?

Similarly, Methodology involves relevant criteria as outlined below:

Learner needs:

- Does the material discuss and identify areas of student need?
- Is the book sensitive to what students need in order to learn well?

Principles and approaches

- Does the book encourage deductive or inductive approach to learning, or a balance of both?
- Is accuracy balanced with fluency?
- Are learners encouraged to use language creatively?
- What is the attitude towards error?
- What is the attitude towards the use of students' mother tongue?

Visuals:

- Are the visuals in the book used as an integral part of teaching or are they essentially decorative?
- Are they reasonable, well produced and attractive?

Study Skills:

- Is there any reflection on study techniques?
- Is there any advice on study skills development?
- Are students encouraged to take some degree of responsibility for their learning?
- Are there any materials for independent work?

The Teacher's Manual:

- What components does the teacher's book include?
- Is it written so as to be comprehensible enough to less experienced teachers?
- Is it suitable for native and non-native speakers?

- Is the underlying approach of the writers expressed clearly and explicitly?
- Is there cultural explanation to enable teachers unfamiliar with, for example, British life styles to interpret and exploit appropriately the situations portrayed in the textbook?
- Are learning difficulties predicted and appropriate advice given?
- Are keys to exercises and other activities provided?
- Are there regular progress tests?
- Are there guidelines for evaluating how well lessons went?
- Are there any photo-copiable additional materials?

Although there is a range of textbook evaluation checklists in the ELT literature, most researchers use their experience when developing their own checklist by including those categories and sub-categories that they consider important. As Cunningsworth (1995) remarks since "*different criteria will apply in different circumstance*" (p. 2), it is best for teacher to tailor their own checklist for evaluating a coursebook. The only way to gain this information is through careful evaluations of textbooks. This evaluation and analysis will be conducted by performing a content analysis of the format, organization, skills and the content of the textbooks.

Conclusion

In educational institutions, evaluation has the potential to be useful to us teachers as individuals and our schools as institutions and most of all to our students. If we teachers and schools are open towards an evaluation culture and if we accept its use of evaluation, we will certainly get to good results, particularly to support change and development. Using evaluation and helping other people learn to use evaluation is worth developing. Through an evaluation culture, we can take care of our motivation and effectiveness as teachers. It boots trust and confidence among teachers as they face and cope with forces for change and take charge of their own progress.

2.2 Textbooks Theory

This section of the research presents a review of the literature in areas related to my research: textbooks theory; why textbooks are necessary; how important textbooks are in teaching and learning; and different responses to textbook Use.

Introduction

In our country, we know we have problems with education. One straightforward urgent way to solve the problem is to work on the improvement of educational materials and textbooks. Unless we effectively address the textbook factor as an essential requirement for quality teaching and learning, we will not make any progress in solving this problem of low proficiency in education. Unless we put a good quality textbook in all subjects in the hands of every teacher and learner, we will never achieve good quality teaching and learning in this country.

The reason why we decided to give more attention to the textbook in our investigation is that we believe it is the most important component of the teaching learning operation. Mecartty (2006, p.50) explains that EFL teaching is basically organized around a textbook. In Morocco, the textbook is the most important and frequent single resource in the classroom. In fact, it does not only provide the teacher with a topic, texts and a good number of activities, it also provides some important details which are quite difficult to implement without its help. Therefore, it is extremely important to design and organize EFL textbook appropriately and effectively in order to achieve the aims of TEFL.

2.2.1 Defining Textbooks

According to The Collins English Dictionary (1998), “textbook” is a book used as a standard source of information on a particular subject. In many cases the term “materials” is used in place of “textbooks”, which refers to anything that is used by teachers or students to facilitate the learning of a language. The term “textbooks” is still widely used, but its reference has expanded from books to all the materials used around or independent of the books. Textbooks are one of the major teaching and learning resources used in schools. Unlike textbooks in traditional pedagogy, current textbooks have evolved into a great variety of resources used in language classroom such as audio cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks, teacher’s books, photocopied materials, flashcards, and other authentic materials, such as newspaper, photographs, advertisements, radio/TV programs, etc.

Warren's (1981) gives the following definition:

“A textbook is printed instructional material in bound form, the contents of which are properly organized and intended for use in elementary or high school curricula” (p. 43).

Textbooks are one of the major teaching and learning resources used in schools. In fact, Davison (1976) says that

“After the teacher, the next most important factor in the foreign-language classroom is the textbook” (Davison, p. 310).

Textbooks have an enormous influence on what is taught and how it is taught. According to John (2001) "*majority of teachers use textbooks as their principal curriculum guide and source of lessons.*" (p.32).

Tyson (1997) found that

Those new and in-experienced teachers, or those who lack in adequate time for lesson planning, may actually teach from the first page of the textbook to the last, skipping little or nothing (p. 89).

Rivers states (1968, p. 475):

The importance of the textbook cannot be overestimated. It will inevitably determine the major part of the classroom teaching and the students' out-of-class learning.

For us a "textbook" is a book that a school uses for classroom instruction to teach a subject in order to cover the curriculum set for the subject at a particular grade. Textbooks are a key component in most language programs, providing the basis for the content of the lesson and ideas on how to plan and teach it. They supplement the teacher's instruction. For inexperienced teachers, they may serve as a form of teacher training. Considering the position of language materials in Morocco, it should be noted that university teachers prepare their own materials or the department design materials which are consistent with the goals and objectives of the course. However, in public secondary schools, we have ministry-approved textbooks which are expected to be used by teachers in all the schools. For most students in our schools, it has become a common

practice at the beginning of each academic year to go to the book store to buy a number of prescribed textbooks and go to school with a bag full of textbooks.

2.2.2 Textbooks Importance

There seems to exist, in general, three options open to teachers as regards the use or nonuse of a particular textbook in a language classroom: (1) teachers need textbooks, (2) teachers do not need them, (3) teachers select them and supplement some other materials to perfect them. In this respect, Tomlinson (2001) states:

Proponents of the course book argue that it is the most convenient form of presenting materials, it helps to achieve consistency and continuation, it gives learners a sense of system, cohesion and progress and it helps teachers prepare and learners revise. (p.67)

However, opponents argue that

A course book is inevitably superficial and reductionist, in its coverage of language points and in its provision of language experience, it cannot cater for the diverse needs of its users, it imposes the uniformity of syllabus and approach, and it removes initiative and power from teachers. (p.67)

Textbooks have many purposes. A textbook is a “*powerful media for teaching and learning*” (Tanner, 1988, p. 141). It is a “*necessary tool for regular students*” and “*guide for the inexperienced teachers*”. According to Sheldon (1988), the selection of a particular set of textbooks is

“An executive educational decision in which there is considerable professional, financial and even political investment” (237).

Sheldon (1988) believes textbooks are heavily utilized by teachers and he identified three main reasons for this:

- developing their own classroom materials is extremely difficult and an arduous process for teachers;
- teachers have limited time in which developing new materials might not be possible;
- external pressure which restricts many teachers in introducing their own developed materials.

Cunningsworth (1995) states that coursebooks have important multiple roles in ELT. He summarizes these roles as follows:

- a resource for presentation materials (spoken and written)
- a resource of activities for learner practice and communicative interactions
- a reference source for learners on grammar, vocabulary, pronunciation, etc.
- a resource of simulation and ideas for classroom activities
- a syllabus (where they reflect learning objectives which have already been determined)
- a resource for self-directed learning or self-access work

- a support for less experienced teachers who have yet to gain in confidence (Cunningsworth, 1995, p.7).

However, in Richards and Rodgers' words (2001), the role of materials may change according to the different methodologies. In a functional /communicative methodology the leading role of the materials is to activate students' interpretation, negotiation and expression under interactive situations. The idea of practicing grammatical issues in isolation is rejected and the superiority is given to the presentation of meaningful, interesting and motivating language items. A varied choices of the language activities exercises and tasks need to be selected and these selections should be 'presented in different instructional sources/ resources' (p.30).

2.2.3 Different Responses to textbook Use

Textbooks are not perceived by users in the same way. Sheldon (1988,p. 237) states that

ELT course books evoke a range of responses, but are frequently seen by teachers as necessary evils. Feelings fluctuate between the perception that they are valid, labor-saving tools, and the doleful belief that masses of rubbish is skillfully marketed.

2.2.3.1 Advantages

Graves (2000) lists the following as some of the advantages of using a textbook:

- It provides a syllabus for the course
- It provides security for the students because they have a kind of road map of the course
- It provides a set of visual, activities, readings, etc., and so saves the teacher time in finding or developing such materials
- It provides teachers with a basis for assessing students' learning
- It may include supporting materials (e.g., teachers guide, cassettes, worksheets, video)
- It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, it provides consistency between levels (Graves, 2000, p. 174).

Ur (1996) suggests the following advantages:

- a textbook is a framework which regulates and times the programs,
- in the eyes of learners, no textbook means no purpose,
- without a textbook, learners think their learning is not taken seriously,
- in many situations, a textbook can serve as a syllabus,
- a textbook provides ready-made teaching texts and learning tasks,
- a textbook is a cheap way of providing learning materials,
- a learner without a textbook is out of focus and teacher-dependent,
- for novice teachers a textbook means security, guidance, and support. (cf. Ur, 1996, pp. 183-195).

2.2.3.2 Disadvantages

Hutchinson & Torres state that

The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. Unfortunately this is rarely the case (Hutchinson & Torres 1994, p. 315).

More recently, Tomlinson (2008, p. 3) has argued that

Many ELT materials (especially global coursebooks) currently make a significant contribution to the failure of many learners of English as a second, foreign or other language to even acquire basic competence in English and to the failure of most of them to develop the ability to use it successfully. They do so by focusing on the teaching of linguistic items rather than on the provision of opportunities for acquisition and development. And they do this because that's what teachers are expected and required to do by administrators, by parents, by publishers, and by learners too. (Tomlinson, 2008, p. 3)

Williams (1983, p. 251) states:

In situations where there is a shortage of trained teachers, language teaching is very closely tied to the textbook. (...) The textbook can be a tyrant to the teacher who, in his or her preoccupation with covering the syllabus, feels constrained.

Graves (2000) also discusses the disadvantages of using a textbook. He identified a list of eight disadvantages:

- The content or examples may not be relevant or appropriate to the group you are teaching.
- The content may not be at the right level.
- There may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything you want to include.
- There may not be the right mix of activities (too much of x, too little of y).
- The sequence is lockstep.
- The activities, readings, visuals, etc. may be boring.
- The material may go out of date.
- The timetable for completing the textbook or parts of it may be unrealistic.

(Graves, 2000, pp. 174-5)

Ur (1996 pp. 183-195) in his turn suggests the following disadvantages:

- if every group of students has different needs, no one textbook can be a response to all differing needs,
- topics in a textbook may not be relevant for and interesting to all,
- a textbook is confining, i.e., it inhibits teachers' creativity,
- a textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly,
- textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps, teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not (cf. Ur, 1996, pp. 183-195).

2.2.4 Features of Good Textbooks

A general survey of features of “good” textbooks and how they are designed would help in the operation of evaluation. It is believed that good textbooks should have the following features.

Good textbooks should attract the students' curiosity, interest and attention. In order to do this, textbooks should have novelty, variety, attractive layout, appealing content, etc. Of course they should also make sure that learning really takes place when the students use the textbooks. It is not necessarily enough that students enjoy the textbooks.

Textbooks should help students to feel at ease. The layout of presentation, tasks and activities, and texts and illustrations should all look friendly to the students so that they feel relaxed when seeing them.

Textbooks should help students to develop confidence. Good textbooks help to build up students' confidence by providing tasks or activities that students can cope with.

Textbooks should meet students' needs. What is covered in the textbooks should be relevant and useful to what the students need to learn and what they want to learn.

Textbooks should expose the students to language in authentic use. Generally speaking, textbooks written in authentic language are more motivating and challenging.

Textbooks should provide the students with opportunities to use the target language to achieve communicative purposes.

Textbooks should take into account that students differ in learning styles. Tasks and activities should be variable and should cater for a range of learning styles so all students can benefit.

Textbooks should take into account that students differ in affective factors. Good textbooks should accommodate different attitudinal and motivational background as much as possible.

Textbooks should take into account that the positive effects of language teaching are usually delayed. Research into SLA shows that it is a gradual

rather than an instantaneous process and that this is equally true for instructed learning. So it is important for textbooks to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use.

2.3 ELT Methodology

Introduction

This section deals with the concepts related generally to the importance of English in the international arena and the methodology of English language teaching. Knowing about this methodology and different types of syllabuses are a prerequisite for investigating any English language material development.

2.3.1 Importance of English

According to London Teacher Training College (LTTC) TEFL handbook, English is used as an official or semi-official language in over 60 countries, also there are 300 million mother tongue speakers of English in addition to 300 million people who use English as a second language, adding up 100 million people who speak English fluently as a foreign language. It is also quite motivating to know that two thirds of the world's scientists write in English, while 80% of all the information stored electronically around the world is in English. English language is used everywhere whether in books, newspapers, sports, medicine, technology or even music and academic conferences.

Shohamy (2006) has elaborated the rationale behind the growing significance of the English language. He asserts that "*national boundaries are becoming more fluid and less rigid, challenging the concept of 'nation-state'*" (2006: 37). In this state of affairs, most countries desire a more prominent part in global affairs with its prime focus on "*international affairs and world markets*" (ibid). This trend of globalization has produced changes in the language policy

with the world looking towards a common language for use in “*international communication*”. Shohamy (2006) elaborates this important phenomenon:

Nations... demand that their residents require a variety of additional languages that will be useful for... international and global functions and for economic and academic purposes. (2006: 37)

English is the dominant language of the foreign trade, international conferences, air traffic in international airports and sea navigation. Most relations with the world are done in English. As for the Internet, the best use of which requires a proper English proficiency level. It has gained international recognition that through this medium people would enjoy much more global communication. Furthermore, English is the accepted language of scientific inquiry:

English is a requirement for scientific writing and reading: few scientists can make a proper contribution to their field without having access to English... (Cook, 2001,p.165)

No one denies that English is considered as today's most widely used language in the world, and that many countries around the world are improving their English literacy to cope with this globalization era. It is the language of international commerce and communication and often a key to economic opportunities for individuals in developing nations. Proficiency in English language skills is of a great value in the currently competitive global environment; so in order for our students to be progressive and competitive worldwide, it is necessary for them to master the most widely used linguistic medium which is English.

2.3.2 ELT Methodology

There is a variety of textbooks available on the market, each with a different methodology and syllabus. These days almost all textbooks claim to endorse a “communicative” approach; however, there are others which still advocate a more traditional approach with an emphasis on structure and grammar; others may provide meaningful tasks which are goal-oriented; some are centered on vocabulary using a lexical approach and still others claim to use only the real language of native speakers in real situations.

Any discussion about the organization of syllabus content requires a prerequisite knowledge of the area of teaching methodologies and language learning theories. As Rodgers states:

Methods, in terms of language teaching, signify ...the notion of a systematic set of teaching practices based on a particular theory of language and language learning (Rodgers, 2001: webpage).

Our aim is to understand the relation between textbook design and the different methodologies and how the design of textbooks changes according to the particular methodologies they embrace. For example, in audio-lingual oriented materials, we find that most of the time the content is presented in form of dialogues or short texts. In such approach, language learning is seen as habit formation with a focus on manipulation of the target language, memorization of set phrases and over-learning; content and meaning are disregarded. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. However, in the communicative methodology the leading role of the materials is to activate students’ interpretation, negotiation

and expression under interactive situations. The idea of practicing grammatical issues in isolation is rejected and the superiority is given to the presentation of meaningful, interesting and motivating language items.

Teaching methodology has developed significantly over the last century. Our intention in over viewing the English language methodology is to highlight the link between material design and methodology as Dat states *“trends in material design tend to progress in parallel with trends in methodology”* (Dat, 2003, p. 377). In this literature review we will limit ourselves to significant assumptions and issues.

2.3.2.1 Earlier Methods of Teaching

From the nineteenth century till the 1940s Grammar-Translation method was widely used in Europe and North America. According to Richards and Rodgers (2001), the objective of this way of teaching is to learn a language in order to read its literature. Teaching involves focusing on grammar rules followed by application of these rules and translation exercises.

The emphasis is on reading and writing skills with the sentence being the fundamental element of teaching. Accuracy is stressed and the students' first language is the medium of instruction. This method is not based on any theory, but only makes use of the following premise:

It...views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. (2001, p. 5)

The Audio-lingual Methodology emerged in the 1950s. This method is based on the principles of behavior psychology. It is also based on a structural approach which stresses mastering the building blocks of language and learning rules for combining these structures. It is a grammar focused approach that required students to primarily produce grammatically accurate samples of the target language.

It is derived from the behaviouristic theory of learning which propagates the following principles:

- Language learning is habit formation
- Mistakes should be avoided at all costs
- Language learning is more effective if it is provided orally

This methodology emphasizes accuracy in pronunciation and grammar. The key technique is 'oral pattern drill' involving the use of 'substitution tables'

2.3.2.2 Communicative Approach and Related Methods

Communicative Language Teaching (CLT) became the most dominant language teaching approach in the 1980s. In many ways CLT was a reaction against the grammar focused approach that required students to primarily produce grammatically accurate samples of the target language.

In general terms, communicative language teaching (CLT) has been the prevailing methodological approach in the field of language learning since the late 1970s. This approach has its roots in theoretical perspectives on communicative competence posited by Hymes (1972), Munby (1978), Canale and Swain (1980), Canale (1983) and Savignon (1972, 1983, 1997) among others.

Generally, CLT promotes fluency and meaningful communication. It is based on the principle that *“language teaching should be tailored to students’ real-world communication needs”* (Cook, 2001, p. 12). Hymes (1972) presented the theoretical base to CLT by introducing the term ‘*communicative competence*’, a concept which was further elaborated by Canale and Swain (1980) to include four elements – *grammatical competence (lexis and rules)*, *sociolinguistic competence (appropriateness)*, *discourse competence (cohesion and coherence)*, and *strategic competence (appropriate use of communication strategies)*. Since no pre-requisite set of techniques were set down, communicative approach has been embraced extensively; *“practitioners from different educational traditions can identify with it, and consequently interpret it in different ways”* (Cook, 2001, p. 157).

Fundamental principles of CLT are as follows:

- teacher as facilitator;
- skill integration;
- use of authentic materials;
- use of a real-life context for activities, for example, role play;
- use of pair work;
- use of group work;
- negotiation between teacher and students about the curriculum;
- maximizing student–student interaction;
- maximizing student participation, that is, more talking by students than by teacher, ensuring all students participate;
- use of task-based instruction (TBI);
- tailoring to learner styles or preferences;
- use of a variety of activities to include alternatives to content questions;
- use of information gap activities;
- use of appropriate error correction techniques and other forms of feedback; and
- maximizing use of target language (TL).

Many different approaches and methods (like the ‘Natural Approach’ and ‘Cooperative Language Learning’) have evolved from ‘Communicative Language Teaching’. These approaches are based on the same basic principles, but involve varied techniques. Among these ‘Task-Based Language Teaching’ has received significant consideration by linguists like Prabhu (1987), Nunan (1989), Willis (1996), and Ellis (2003). This methodology is based on the concept of ‘task’ which focuses on ‘meaning’ instead of ‘form’. This notion “*involves real-world processes of language use*” (Ellis, 2003, p.10) like

completing a form; and “*has a clearly defined communicative outcome*” (ibid), like ordering a meal.

H. Douglas Brown (1994) posits that

‘[a] *task-based curriculum . . . specifies what a learner needs to do with . . . language, in terms of target tasks . . .*’ [Brown’s emphasis] (p. 229).

The characteristics of TBI are:

- communication through interaction, for example, problem-solving;
- use of authentic materials;
- learner focus on language and learning process;
- personalization (the learner’s own experiences as critical to the learning process); and
- links between classroom language learning and language use outside of the classroom (Nunan, 1991).

With TBI, learners are asked to use language to do problem-solving within the context of a plausible, present or future, real-world situation/ scenario. For example, students of English find themselves in a scenario in an English-speaking country that requires they solve a problem. To do so, they have to extract critical information from authentic listening and reading materials and report this information to others. They interact with their teachers, who play the roles identified in the scenario, to collect more information. At the end of the activity, the students propose a solution to the problem in question.

2.3.2.3 Post-Methods' Era/ Beyond Methodology

In the 1990s and into the 2000s, a number of language professionals (Larsen-Freeman 1991; Long 1991; Kumaravadivelu 1992, 1994; Brown 1994; Bell 2003) have suggested that the term 'methodology' is not obviously applicable to the reality of today's language classroom where teachers typically apply an eclectic approach, continually selecting from among a range of methodologies or techniques according to learner needs. In this situation, the term "*post-method*" has been taken up by linguists like Kumaravadivelu (1994, 2001). Yet Bell (2003) asserts that post-methods do not imply the "*end*" of methods, rather "*a desire to go beyond the "limitations" of methods (2003,p. 334).*"

The educational field has witnessed a move away from 'generic teaching methods' mainly because these are found to be too rigid and limiting (Richards and Renandya, 2002). Moreover, the communicative model appears to have lost the blind appeal of its earlier years and the subsequent impetus as a guiding approach (Maley, 2003). In fact, in the present times, the focus of linguists appear to be on "*an integrated approach to language pedagogy*" (Brown, 2002, p.11) and "*designing effective tasks and techniques informed by that approach*" (*ibid*).

During the 1990s, a number of language professionals (Savignon 1990; Widdowson 1990; Larsen-Freeman 1990; Celce-Murcia 1991; Schmidt 1991; Legutke and Thomas 1991; Kumaravadivelu 1992, 1993; Scarcella and Oxford 1992; Celce-Murcia, Dörnyei, and Thurrell 1995, 1997) criticized certain aspects of CLT and proposed changes. The majority of the criticism was related to two

main issues: (i) the linguistic content base of CLT, and (ii) the pedagogical treatment of linguistic forms in CLT.

With regard to the former, the scholars pointed to the absence of an in-depth description of the content base of CLT to be used in syllabus design that would go beyond the language functions and language notions of the late 1970s. With regard to the pedagogical treatment of linguistic forms in CLT, the researchers observed that CLT proponents were neglecting the development of linguistic competence in their quest to promote the functional-notional aspects of the language, that is, CLT proponents were not paying the proper attention to grammar instruction. This lack of attention typically translated to teacher avoidance of explicit grammar instruction in the classroom. To remedy the situation, scholars such as Long and Crookes (1992) proposed combining pedagogical tasks with a systematic focus on form, or grammar, as the fundamental organizational units in a communicative syllabus.

In 1997, Celce-Murcia et al. argued that the language-learning field was experiencing a paradigm shift toward a 'principled communicative approach' that incorporates both direct, explicit grammar instruction and TBI into CLT (p. 145).

“ We can conclude that the teaching situation is still fluid with new notions constantly changing one’s perception about language learning as maintained by Brown who asserts that much “still remains – to be questioned and investigated” (2002, p. 11).

2.4 Syllabuses in ELT

Introduction

The concept of syllabus is one of the important issues most relevant to teachers. In this section, relying on some theoretical and experiential knowledge in English language teaching, the most influential types of syllabuses utilized in the domain of ELT will be examined. Accordingly, the essentials and issues central to each syllabus will be dealt with and highlighted.

Before embarking in theoretical specification of syllabus design, it seems important to define the term *syllabus* in order to have a better understanding of what it actually means and to which aspects and dimensions of ELT it is related.

2.4.1 Defining a Syllabus

There are so many definitions of the term Syllabus. For example, Pienemann (1985, p. 23) sees the syllabus as “*the selection and grading of linguistic teaching objectives*”, whilst for Breen (1984, p? 47) it “*is a plan of what is to be achieved through our teaching and our students’ learning*”. Candlin’s summary of a syllabus states that:

Syllabuses are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners. They have, traditionally, the mark of authority. They are concerned with the achievement of ends, often, though not always, associated with the pursuance of particular means.
(Candlin,1984, p.30).

One of the most complete definitions of the term syllabus is Brumfit's (in White, 1988, p.3), encompassing both practical and methodological considerations.

1. A syllabus is the specification of the work of a particular department in a school or college, organised in subsections defining the work of a particular group or class;
2. It is often linked to time, and will specify a starting point and ultimate goal;
3. It will specify some kind of sequence based on a) sequencing intrinsic to a theory of language learning or to the structure of specified material relatable to language acquisition; b) sequencing constrained by administrative needs, e.g. materials;
4. It is a document of administrative convenience and will only partly be justified on theoretical grounds and so is negotiable and adjustable;
5. It can only specify what is taught; it cannot organize what is learnt;
6. It is a public document and an expression of accountability.

According to Stern (1984), 'syllabus' or 'curriculum' are used interchangeably to refer to the content or what we want to teach. For Candlin (1984), the term 'syllabus' or 'curriculum' is widely defined. It is expected to offer information about objectives for learning the target language, type of learners, their needs, their linguistic background. Besides, it provides information about the methodology to be used and the way language learning is to be evaluated.

Contrary to Stern and Candlin, Allen (1984) makes a distinction between syllabus and curriculum:

Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus on the other hand, refers to that sub-part of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter for methodology). (p. 61)

A curriculum is concerned with making general statements about language learning, learning purpose, and experience, and the relationship between teachers and learners. (Nunan, p. 3, 1988). Curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of a group of learners, to determine an appropriate syllabus, course structure, teaching methods and materials, and to carry out an evaluation of the language program.

A syllabus is more localized and is based on the accounts and records of what actually happens at the classroom level as teachers and students apply a curriculum to their situation. (Nunan, p. 3, 1988). A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. (Richards, 2001)

2.4.2 Syllabus Design Approaches

In what follows, some syllabus design approaches, namely product, Process and Proportional are reviewed. Their characteristics, advantages and disadvantages are investigated. We have to keep in mind that syllabi are not totally distinct from each other. In practice, these syllabuses rarely occur independently of each other. Actually language teaching syllabuses are somehow an integrated product of two or more types.

2.4.2.1 Product-oriented syllabus

It is the syllabus that places stress on product dimension, where 'product' implies expected objectives of the course or the behavior to be performed (Dubin and Olshtain, 1986, Finney, 2002).

2.4.2.1.1 The Structural Approach

The Formal, the Structural or the Grammatical syllabus as it is sometimes called, reflects the structural view we have for language and language learning. It is often organized along grammatical lines which give primacy to language form. In this syllabus, the selection and grading of the content is based on the complexity and simplicity of grammatical items. The learner is expected to master each structural step and add it to his/her grammar collection. Since grammar cannot all be presented in one shot, the syllabus designer then has to select some of it that seem appropriate to the learners' age and level. The fundamental criticism to this grammatical syllabus is that it focuses on only one aspect of language, namely grammar.

2.4.2.1.2 Situational syllabus

The main principle of a situational language teaching syllabus is to teach the language that occurs in situations. So, a list of situations which reflects the way every day language and behavior is specified and all related activities are developed on the basis of this list. The situational needs rather than grammatical units are considered in its design. The underlying premise is that language is related to the situational contexts in which it occurs. Thus, by linking structural theory to situations the learner is able to induce the meaning from a relevant context. One advantage of the situational approach is that motivation will be heightened since it is "learner- rather than subject-centered" (Wilkins, 1976, p. 16).

2.4.2.1.3 Notional/functional syllabus

The syllabus input is selected and graded according to the communicative functions that language learners need to perform at the end of the language programme. This syllabus comes to translate the theoretical assumptions, mainly Hymes' (1971) notions of communicative competence and the philosophical concerns with language meaning and language use, particularly the notion of Speech Acts introduced by Searle (1965). The Functional syllabus goes back to the seventies as advocated by Wilkins (1976) or van Ek (1976). This syllabus is based on the communicative purpose and conceptual meaning of language i.e. notions and functions as opposed to grammatical items and situational elements which remain but are relegated to a subsidiary role. The Functional syllabus is concerned with what functions to teach. It focuses upon functions and sometimes notions. Functions can be exemplified by instances

such as inviting, requesting, agreeing, apologizing; and notions embrace age, size, comparison, time, etc. As opposed to the hypothesis of structural and situational syllabuses which lies in the fact that it is most often in search of 'how' or 'when' and 'where' of language (Brumfit and Johnson, 1979, p.84), the functional/notional syllabus seeks for 'what a learner communicates through language'.

The product model also has a number of shortcomings. First of all, the curriculum is presented as a pre-existing plan which has no contributions by the teachers and learners. Moreover, this model requires behavior appraisal; yet it is not possible to assess all kinds of behavior. Furthermore, this process of measurement involves breaking each item into smaller elements resulting in "long lists of... competencies" (Smith, 2000, webpage).

2.4.2.2 Procedural Approaches

This flexible model is based on language learning theories, with emphasis student needs and interests; it centers on tasks and activities. Process-oriented syllabus, or the analytical approach, developed as a result of a sense of failure in product-oriented courses to enhance communicative language skills. The main focus of product-oriented courses was on what is to be taught; Candlin (1984, p.31) rightly states that "syllabuses of this type place a premium on the specification of content". They overlook the teaching and learning processes. To compensate for this limitation, Candlin alternatively suggests Process-oriented syllabi. These do not only plan content, but they go further to outline ways that would enable learners to achieve objectives.

2.4.2.2.1 Task-Based Approach

A task-based syllabus supports using tasks and activities to encourage learners to utilize the language communicatively so as to achieve a purpose. The content of the teaching is a series of multifaceted and focused tasks that the students want or need to perform with the aid of the language they are learning. A task-based approach assumes that speaking a language is a skill best perfected through practice and interaction, and uses tasks and activities to encourage learners to use the language communicatively in order to achieve a purpose. The most important point is that tasks must be relevant to the real world language needs of the learner. It should be a meaningful task so as to enhance learning. Arranging the program around tasks such as information and opinion-gap activities, it was hoped that the learner would perceive the language subconsciously while consciously concentrating on solving the meaning behind the tasks.

2.4.2.2.2 Competency-Based Approach

Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. In this respect, Docking notes that:

CBLT [Competency-Based Language Teaching] is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies and assessment. (Docking, 1994, p. 16)

According to Nunan (2001) competency-based training developed as an alternative to the use of objectives in program planning, despite the many similarities which exist between them. Both approaches exhibit a number of similarities:

1. Focal points on what learners should be able to do at the end of a course,
2. The accomplishment of specified standards rather than with an individual's realization in relation to a group.

The major difference between the two approaches is that Competence-Based Language Teaching is criterion referenced, whereas the Objectives Approach is norm-referenced.

Within this approach (Nunan, *ibid*, p.59), a learner

- *Achieves purpose of exchange and provides all essential information accurately,*
- *Uses appropriate staging, for example, opening and closing strategies,*
- *Provides and requests information as required,*
- *Explains circumstances, causes, consequences, and proposes solutions as required,*
- *Sustains dialogue, for example, using feed-back, turn taking,*
- *Uses grammatical forms and vocabulary appropriate to topic and register;*
- *grammatical errors do not interfere with meaning,*
- *Speaks with pronunciation/stress/intonation that does not impede intelligibility,*
- *Is able to interpret gestures and other paralinguistic features (Adult Migrant Education Service, 1993, cited by Nunan, 2001, p. 59).*

2.4.2.3 A proportional syllabus

The proportional syllabus mainly tries to develop an overall competence. It consists of a number of elements with theme playing a linking role through the units. At first, the form is of essential value, but later the emphasis will turn towards interactional elements. The shift from form to interaction can occur at any time and is not restricted to a particular level of learner ability. The dominant view in designing a proportional syllabus centers around the premise that a syllabus has to indicate explicitly what will be taught, rather than what will be learned. In closing, the rationale behind designing such a syllabus is to develop a type of syllabus that is dynamic with ample opportunity for feedback and flexibility.

2.4.3 Implications

The various syllabi touched upon in this investigation all present valuable insights into creating a language program and course. As White (1988, p. 92) comments:

A complete syllabus specification will include all five aspects: structure, function, situation, topic, skills. The difference between syllabuses will lie in the priority given to each of these aspects. (White ,1988, p.92)

In making practical decisions about syllabus design, one must take into account all the potential factors that may affect the teachability of a specific syllabus. However, eclecticism must be a common feature of teaching course book. As Hutchinson and Waters state:

it is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher. (Hutchinson and Waters, 1987, p.51)

From the range of syllabuses surveyed above, we can say that the appropriate approach that may match our EFL context is an approach through which we can introduce some proportion of lexis, structures, skill, functions, and culture through games, stories, chants and songs, or any other activities which may fit the secondary school setting. The general focus will be on communication, but some basic linguistic elements such as structures, vocabulary, and pronunciation still present the basic needs of our learners. Having decided on content, we may think about methodology. The English language teacher has to introduce the selected items always bearing in mind age, and interests and needs of the learners and should encourage physical as well as verbal interaction.

Socially speaking, an educational approach or method or a particular teaching material is the product of given social conditions and a given societal state. If we take, for example, teaching EFL through the SBA model (the 5Cs approach and the Standards Instruction Approach adopted to teach English) in Moroccan public schools along with its aligned continuous performance assessment approach, we notice that this approach is not genuinely related to our particular environment. What has been done is that it has simply been borrowed and duplicated from American educational field without taking into account students' or teachers' needs and aspirations.

I believe the best method is to adopt an eclectic approach when choosing a method: to accept the good and positive elements of each methodological trend, and to collect together all that is most suitable given the situation and circumstances of our students. If we limit ourselves in an absolute way to a particular method, we run the risk of excluding other elements, of concentrating our efforts on one particular aspect of the language, (spoken or written, vocabulary, grammar etc.) forgetting the other equally important aspects.

Conclusion

The principle of material analysis is to analyze how syllabuses are made and whether the need of syllabus is fulfilled or not, objective of syllabus meets student's needs and interest. Material Development for language teaching aims to provide an opportunity for researchers, teacher and writers to communicate their informed views and suggestion to an audience seeking to gain new insights into principles and procedure which are informing the current variety of language teaching material.

Through this investigation over each syllabus type, we can keep track of the choice or possibility of integration of the different types according to local needs. Through this awareness, one may find principled and practical solutions to the problem of suitability and efficiency in syllabus design and implementation. The investigation on how a syllabus can be designed and implemented opens a new horizon for future research.

Chapter3: Needs Analysis

Introduction

This section is meant to provide some understanding toward “needs analysis” in terms of the purposes of needs analysis, the nature of needs, and its importance in language curriculum development. The discussion, hopefully, will provide us with background knowledge to recognize the importance of “needs analysis” in investigating and improving the curriculum or at least in providing a better and appropriate teaching learning environment that is suitable to the learners’ needs. A sound needs analysis forms a rational basis for all the other components of a language curriculum. It examines the aims, procedures, and applications of needs assessment to create a sound foundation of the curriculum.

In a language class, the teacher constantly makes decisions upon texts, types of exercises, activities or tasks in order to improve a certain skill or sub skill but so as to make sure of the good effective outcomes, the selection of these activities and tasks should be done on the basis of thoughtful intelligent decisions. Consequently, a needs analysis is found to be important and indispensable. It is necessary to know what the learners’ objectives are, what they are expecting from the course, and the characteristics of their learning habits.

3.1 Defining “Needs Analysis”

The concept of ‘needs analysis’ was introduced by Munby (1978), though he primarily focused on the context of learning English for Specific Purposes (ESP). He provided a comprehensive list of the factors relevant to the learning situation. These factors can be classified into different categories – learner’s background, purposes behind language learning, the setting, roles within interaction, medium of communication, mode of communication and channels of interaction.

Hutchinson and Waters (1987) consider Munby’s analysis of needs as a turning point in the history of ‘English for Specific Purposes’, but found his concept of ‘needs’ limiting and inadequate as he solely focused on learning situations. Thus they expanded the definition differentiating between two kinds of ‘needs’: *target needs*” refer to “*what the learner needs to do in the target situation*” (Hutchinson and Waters, 1987, p. 54), while ‘*learning needs*’ signify “*what the learner needs to do in order to learn*” (ibid).

In more formal terms, needs assessment is defined by Richards, Platt, and Weber (1985, p. 189) as

The process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. Needs assessment makes use of both subjective and objective information (e.g., data from questionnaires, tests, interviews, observation).

The needs involved here are those of the learners involved and it is their language requirements that are to be delineated and sequenced on the basis of both subjective and objective information. Brown (1995) defines needs analysis as:

the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (Brown ,1995, p. 36).

Graves (2000) while discussing course design asserts that the main purpose of 'needs analysis' is to find information about the learners which will guide course planners to make decisions about what should be taught. She classifies the needs into those related to the present and those concerned with the future. 'Needs analysis' is now accepted as an essential stage of syllabus/curriculum design (Paradowski, 2002; Bodegas, 2007; Kaewpet, 2009). The results of needs analysis can be utilized by different stakeholders including textbook writers (Richards, 2001).

In general terms, needs analysis (also called needs assessment) refers to the activities involved in gathering information that will serve as the basis for developing a curriculum which will meet the learning needs of a particular group of students. In the case of language programs, those needs will be language related. Once identified, needs can be stated in terms of goals and objectives which, in turn, can serve as the basis for developing materials, teaching

activities, and evaluation strategies. Educationalists assert that assessing needs consists of giving students choice on what they desire from a given content.

Thus needs assessment is an integral part of systematic curriculum building. For example, when a curriculum is being developed from scratch for a completely new language program, the best place to start is with needs assessment. However, even for well-established foreign language programs, there is a need to occasionally re-evaluate its goals.

3.2 Defining 'Needs'?

The notion of '*Needs*' is a varied one. It can refer to student's study or job requirements (a goal-oriented definition of needs (Widdowson, 1981, p.2) or to what the learner needs to do to actually acquire the language (a process-oriented definition of needs (Widdowson, 1981, p.2), or to what the students would like to gain from the language course (Berwick, 1989, p.55). Sometimes '*needs*' can be interpreted as '*lacks*', that is, what the students do not know or cannot do in English.

Richards explains that needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in language and what he/she should be able to do (2002, p. 54). It suggests that needs have objective reality and are simply there waiting to be identified and analyzed. On the other hand, Richards' proposition is slightly different to Porcher's. Porcher (1977, in Brindley 1984, p. 29) as quoted by Richards clarifies that 'need' is a thing that is constructed and dependent on judgment and reflects the interest and values of those making such judgment.

Therefore, the teachers, learners, employers, parents and other stakeholders may have different views as to what needs are.

Practically, in some cases, learners' language needs may be relatively easy to determine, but sometimes it will not be so easy to identify. Learners' language needs will be straightforward to determine if learners need to learn a language which is for very specific purposes, such as for tourism, nursing, hotel industry, and so forth. This specification will guide the curriculum planner to set up appropriate tasks due to their needs immediately. However, for students learning English as a secondary school subject in an EFL context such as our Moroccan context, determination of their needs is relatively complicated since they may not have any immediate perception of needs. Therefore, in this case, the curriculum planners should consult parents, teachers or others to find out what knowledge of English they expect high school graduates to achieve. In short, needs analysis thus includes the study of perceived and present needs as well as potential and unrecognized needs.

It can be concluded that learner's needs cannot be determined alone by institution, teachers, parents, or even society, but it is the learners themselves as the main sources that should be involved in determining their own learning needs, particularly in language learning needs.

3.3 The Purposes of needs analysis

Needs analysis can be used for a range of purposes. It can be helpful in determining whether a program should be implemented by finding out if it matches the goals and objectives of the learners for learning a language. It can also help in evaluating an existing program by defining the kind of change that may match the needs of the learners and simultaneously be acceptable to teachers. On his discussion toward needs analysis, Richards (2002, p.52) says that the first step in conducting a needs analysis is to decide exactly what its purpose is. Basically, needs analysis in language teaching may be used for a number of different purposes, such as:

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student.
- To help determine if an existing course adequately addresses the needs of potential students
- To determine which students from a group are most in need of training in particular language skills
- To identify a change of direction that people in a reference group feel is important
- To collect information about a particular problem learners are experiencing

Needs analysis has an importance in all kinds of language learning and teaching situations whether for specific purposes or general purposes and makes a learning programme more relevant to the real life needs of the learners. Richards (1990, p.2) considers NA as 'fundamental' to the planning of general language courses and in language curriculum planning.

3.4 Methods for Seeking the Information

In order to gather the relevant information for a needs analysis, Robinson (1989, p.396-398) suggests that two important factors must be taken into consideration and concern the learner and his learning environment. The first factor deals with the requirements and objectives that must be attained by the learner during the period of his training. The second concerns the aims and purposes after his training as for instance when the learner applies for a job or occupation, and the way he uses his experience of English for real communicative purposes required in such a job.

There are basically two formal ways of gathering the necessary information: "*by a questionnaire to be completed by the learner or teacher, or by means of a structured interview.*"(Mackay, 1978, p.21) The questionnaire must be elaborated under certain conditions: "*If a questionnaire is to be used, the teacher must determine what kind of information about what he requires and design questions to elicit this information.*" (Mackay, 1978, p. 21). In order to avoid waste of time and energy, Mackay (1978: 22) proposes to run a pilot questionnaire to test the appropriate number of questions and the suitable questions to be asked: "*A pilot run with the first version of the questionnaire is a good idea. Even administrated on a few individuals, it will indicate what*

questions have been poorly or ambiguously phrased and if any important information is missing." (Mackay, 1978, p. 22).

For the structured interview, the formulation and design are similar to those of the questionnaire; and the objectives are the same as for the questionnaire: *"A structured interview is similar in format construction and purpose to a questionnaire."*(Mackay, 1978: 22). The difference appears in the fact that the gatherer of the information asks the questions directly to the interviewee and then records the answers. The structured interview has many advantages, for the questions are not left unanswered as it may happen when completing a questionnaire. Another advantage comes from the fact that the interviewer can explain, clarify and also direct the questions relieving any ambiguity or impreciseness, perhaps Any misunderstanding which may crop up in the interpretation of the questions. Another benefit is that "the gatherer can follow up any avenue of interest which arises during the question and answer session but which had not been foreseen during the designing of the structured interview."(Seliger and Shohamy, 1989, p. 199-201). For both questionnaire and interview, the primary function is to take into consideration the opinions of those who answer the questions.

There is another procedure for seeking the information which can be relevant to a needs analysis. It is direct observation. It is particularly useful for collecting data and samples of written and spoken interaction with different sources, namely the students, the learner's institution, especially the place of work. Direct observation permits the reliability and accuracy of all the information that is gathered and checked.

3.5 Needs Analysis in Language Curriculum Development

A textbook designer or a language teacher should be aware that every decision, every activity in class is meant to achieve a goal or to improve a certain aspect of students' linguistic ability. The inclusion or emphasis of one aspect over another in a certain program is not meaningless. It is meant to boost, recycle or remedy a certain aspect in students' learning. Therefore, it is necessary, before starting any kind of syllabus development or program design, to carry out a needs analysis of the learning environment so as to be able to set real, concrete and achievable objectives for our language classes.

ESL and EFL literature has widely discussed the value and importance of needs analysis in language program development. The necessity and impact of needs analysis in language teaching and learning has been advocated not only for ESP (English for Special Purpose) students (e.g., Robinson, 1980; Swales, 1990; Yalden, 1987; Widdowson, 1981) but also for second/foreign language students in general. The following summarizes the importance of needs analysis for general language courses from various perspectives such as learner-centered curriculum, task-based curriculum, performance assessment, proficiency-oriented curriculum, and motivation:

1. In a learner-centered curriculum, teachers' reconciliation in content selection through extensive consultation with students about their learning needs and interests is critical (Brindley, 1989); needs analysis helps teachers create in-class activities in which the students can utilize learned skills and knowledge as tools to meet their real-life needs in meaningful ways (Nunan, 1988)

2. Needs analysis helps teachers understand “local needs” of students or the needs of a particular group of students and make practical decisions in pedagogy and assessment for improvement (Tarone & Yule, 1989).
3. Needs analysis should be a central component of performance assessments, whose purposes are to test students’ ability to perform tasks in real-world situations (Norris, Brown, Hudson, & Yoshioka, 1998).
4. Needs analysis is an integral component of task-based syllabi; real-life target tasks should be identified by a needs analysis (Long & Crookes, 1992, 1993).
5. In proficiency-oriented instruction/curricula, needs analysis helps teachers understand the potential differences in learning expectations between themselves and their students (Birckbichler & Coral, 1993).
6. Obtaining input from the students about a planned or existing program through a needs analysis is fundamental to the design, implementation, evaluation, and revision of the program (Richards, 1990; Savignon, 1997).
7. A program that attempts to meet students’ perceived needs will be more motivating and successful (Crookes & Schmidt, 1991).

3.6 The user of needs analysis

A needs analysis may be conducted for a variety of different users. For example, the end users may include curriculum officers in the ministry of education, who may wish to use the information to evaluate the adequacy of existing syllabus, curriculum, and materials; teachers who will teach from the new curriculum; learners, who will be taught from the curriculum; writers, who are preparing new textbooks; testing personnel, who are involved in developing end-of-school assessment; and staff of tertiary institutions, who are interested in knowing what the expected level will be of students existing in schools and what problems they face (Richards,2002,p.56).

In our language classrooms, though informally, we teachers have been conducting needs analysis to assess what language points our students need to learn. Indeed, via daily observation and face to face discussions, we try to figure out what and how students need to learn. Information sources for such informal needs analysis might include tests scores, facts gathered from a background questionnaire or data gathered from teacher and students interviews about the students' cognitive and linguistic abilities. Reliable information may also be derived from teachers' and learners' attitudes about a language learning program or the status of students' achievements we teachers write down in the yearly class council reports. The collected information may include the actual program content, the desired outcomes or expectations of the program and the role of assessment.

Needs analysis is a necessary action in course design because it provides validity and relevancy for all subsequent course design activities. Therefore, chapter six will be devoted to a students' needs analysis to find out how far the textbook fulfils the students' needs for studying English in secondary schools in BeniMellal city. Irrespective time and effort constraints, it is very crucial to conduct a needs analysis for our students not only in the Baccalaureate classes but all cycles of education if we really want to produce a somewhat balanced textbook that cares for local needs of our students.

This discussion indicates that needs analysis has a vital role in the process of designing and carrying out any language course and considered as a crucial component of systematic curriculum development. Teachers can and should indeed occasionally refer to students' opinion about their performance, and ask for recommendations in order to create better learning situations. Such analysis of students' views may yield some outstanding results guiding teachers in many ways: material development, presentation, teacher-student interaction, etc.

Conclusion

Actually, an analysis of students' needs in our particular classrooms is badly needed. This study is an attempt to examine these needs and see to what extent the materials match learners' needs and the teaching approach they adhere to and also see how the currently used textbooks do actually line up with the standards and objectives officially suggested. In the process of this evaluation classroom practices will be described, and the relationship between the actual everyday pedagogical practices and the stated language education policies will be examined.

Part II: Syllabus Development in Morocco: Significant Factors

Chapter 1: The Educational Language Policy and the Learning

Context

1.1 Language Policy in Education

Introduction

The issue of language policy in education remains one of the most crucial element in the development of education in general. Our aim is to carry out a reflection on the educational language policy in Morocco and to look at the relation and the impact of the process of changing language policies upon the educational system namely on the choice of the languages used in schools and on the language of instruction and on foreign language learning in Moroccan secondary schools and also on material development. This section presents a review of the literature in areas related to language policy in education.

1.1.1 Defining Language Policy

The language policy in education provides direction for the treatment of language issues in a particular educational context, in order to improve language and literacy competencies. For a clarification of what a language policy is, Corson's (1990) offers this explanation :

It identifies the nation's language needs across the range of communities and cultural groups that it contains; it surveys and examines the resources available; it identifies the role of language in general and individual languages in particular in the life of the nation; it establishes strategies for managing and developing language resources as it relates all

of these to the best interests of the nation through the operation of some suitable planning agency. (p141)

He later summarizes a national language policy as:

A set of nationally agreed principles which enables decision makers to make choices about language issues in a rational, comprehensive and balanced way (p 151).

In fact, language policy of a particular country covers a variety of areas. Among the issues that language policy tries to care for are issues such as the choice of national language, the language of instruction at school, the choices of script for specific languages and the ways of implementing a given language policy from primary education to university.

The goals stated in terms of a national language policy will be directly related to the whole educational setting in which the teaching is to take place (Mc Donough&Shaw, 2003). In our public schools, the overall goals are usually derived from a national language policy. Statement of the goals, related to the language policy leads to the selection of an appropriate type of syllabus content and specification. The materials and methods cannot be seen in isolation, but are embedded within a broader language policy. Language policies decide which languages to select as the second or foreign language, when to begin teaching the second or foreign languages, how much time and effort to devote to these languages, and what to set as appropriate proficiency goals. The main question that is of concern to us in this study is to know the kind of the policy which is controlling English teaching in Moroccan Secondary high schools.

But, before embarking upon Morocco's language policy in education, it is important to shed some light on one important sociolinguistic aspect in Morocco which is multilingualism. This contextualisation on multilingualism will assist our understanding of the language policy in education in Morocco.

1.1.2 Multilingualism in Morocco

Morocco's linguistic landscape is a rich and complex one. The cultural and linguistic context of Morocco is characterized by the presence of a number of languages. Actually, four major languages are used in Morocco: Standard Arabic, Berber, Moroccan Arabic, and French. Each of these languages has specific functions: Standard Arabic is the official language, the language of the government, education and the media. Moroccan Arabic is the language of everyday use. It is the mother tongue besides Tamazight. In fact, Tamazight has recently been constitutionally recognized as a national language in the latest 2011 Constitution. Actually, there are three dialects of Tamazight, namely Tarifit, Tamazight and Tashelhit. They are used as mother tongues in everyday speech by a large Moroccan population. Moroccan Arabic is historically the spoken language and has no political or legal status. Compared to standard Arabic or French, Tamazight and Moroccan Arabic are much more widespread. Moroccan Arabic shares its oral aspect with tamazight; it is the lingua franca of all Moroccans, a strong medium of popular culture. The most widely used languages for institutional purposes are Standard Arabic and French. Constitutionally standard Arabic is the official language of the country. The status of French is still strong because of economic and historic relations with France which is the first economic partner and the ex-colonizer of Morocco. This

reality is strongly enforced by the presence of political and economic Moroccan elite who are influenced by the French culture.

After its independence from the French, Morocco was clear in its language choice: Arabic will be the exclusive official language of the country, and the role of the languages of previous colonization should be minimized. Morocco has followed a language policy of Arabization. Since then, modern Arabic language has been the language of media, administration, government and education. Accordingly, Morocco started gradually an Arabisation policy. By 1980 Morocco had fully Arabised the levels of primary education, while in secondary education 25% to 50% of the subjects were taught only in Arabic. It was not until 1990 that primary and secondary education was totally Arabised.

In primary and secondary education, Moroccan official language of instruction is literary Modern Arabic. Recently and under the pressure of democratization, Berber has been heavily politicized, and as a result, has been codified and started to be taught in some schools since September 2005. Now and constitutionally speaking, Tamazight is considered an official language in Morocco to be used side by side with Arabic. Throughout the secondary cycle, the modern Arabic is the language of instruction. As for French, it is introduced as a foreign language in the third year of primary school and its teaching is continued until the end of high school. As for universities, up to now some studies are bilingual, for instance the studies of law and economics; by contrast, science studies and higher education colleges and institutes still use French.

In Morocco, maintaining the use of standard Arabic language in formal instruction was an official orientation since Independence. Across decades the greatest effort in this respect has been oriented towards the improvement of teaching Arabic, the official language, especially during the eighties through an Arabization policy. Previously, mathematics and science, history and philosophy were taught in French at all levels. But by the end of the eighties, all the subjects were Arabized. Throughout the school years, the standard Arabic is the language of instruction. However, this Arabization process has stopped at the doors of university. In universities of science and technology, Arabic is not the language of instruction; so students of physics, technology and applied sciences are forced to switch the code and study these subjects in French. This is actually one of constraints that hold back many public high school graduates from continuing their studies in science institutions.

1.1.3 Language Policy in the Charter for Education

Due to the rapid change both at the social and economic level, Morocco has witnessed a remarkable change of policy in the educational system. Aware of the challenges posed by education and training challenges related to development, Morocco has undertaken in recent years, a series of reforms both quantitative and qualitative. Actually the country has witnessed two reforms since the year 2000: the first one, the National Charter of Education, in 2000/2009 and the second one known as the Emergency Plan in 2009/2012. The latter was meant to give a boost and rigor to the first one.

There has been a conviction towards recognizing the value and necessity of carrying out a language reform especially within the context of Moroccan society and globalization economy. Among the many aspects dealt with in these reform processes is language policy in education and the status of foreign languages. In Morocco, the main principles of language policy are expressed in the founding provisions of the Moroccan Constitution and the national charter of education, and the white paper. To respond to this question of language policy development, one document proves enough here is the National Charter for Education and Training.

In the introduction of the National Charter of Education, it is stated that the educational system of Morocco is based on the values of Islam, the values of the Moroccan identity, its cultural and ethical principles, the values of citizenship, and the values of human rights and their universal principles. Likewise, one of the main orientations in this Charter is the promotion of multilingualism. This educational reform recognized the value and necessity of Arabic and other languages already present in Morocco. It sets out guidelines for improving the teaching and learning of these languages in addition to foreign languages in Moroccan schools.

In the National Charter of education, the issue of Language is dealt with in lever 9 under Area 3 entitled Improving the Quality of Education and Training, whereas Project 20 is the section highlighting the question of language in the Emergency Plan. According to the emergency plan, all what has been stated in the charter about language is still legitimate. Article 110 in the National Charter of Education and Training advocates the upgrading of national languages and the Mastery of foreign languages. The main orientations in this process are: the

promotion of multilingualism, the advancement of Arabic language and Tamazight in Morocco's education system and maintaining a first and a second foreign language. These are the main aspects of language education policy in morocco

The policy that regulates the teaching of languages in Morocco is clearly stated in Article 110. It states that Morocco will now be adopting a '*clear, coherent and constant language policy within education*' this policy has four major thrusts:

- The reinforcement and improvement of Arabic teaching,
- diversification of languages for teaching science and technology,
- Mastery of languages,
- Openness to Tamazight.

As can be noticed from the above principles, there is a tendency towards an open language policy. It is somehow different from the purely Arabisation-oriented nature of the old policy. For example in teaching sciences and technology the medium of instruction at the beginning stages is Arabic but later at secondary and university level the choice is left between Arabic and a foreign language, the one offering the best scientific performance and the greatest communication flow.

Actually the issue of language was among other things the charter has tried to cater for. The charter prioritizes interest in teaching languages, and has attempted to set up a culture of quality and accountability. Foreign language teaching and learning has been recognised to play an important role in any curriculum reform. As provided in the National Education and Training Charter, classical Arabic is the language of instruction in primary and secondary school and in post-compulsory high school. French as a foreign language is taught from the second year of primary school and there were plans to introduce English as a compulsory subject in primary schools from 2005. French continues to be used in higher education and science faculties. The Charter provides for Amazigh to be gradually introduced in to the education system and the aim is for Amazigh to be taught in all schools by 2010. Now Amazigh is officially recognised as an official language of the country. As can be seen, the issue of Arabisation is addressed in a less controversial manner but rather in a more pragmatic one. The new approach is a more pluralistic one. It is also clear that the features of this language policy are expressed in terms of priorities and choices.

Among the proposals of the National Charter of Education Reform was that French is to be reintroduced into the science curriculum as an alternative high school language instruction besides standard Arabic. The Charter also plans to introduce French in the second year of primary school and also a third language, probably English, around the fifth year of primary school. Currently, however, the teaching of English does not begin until the third year of middle school.

In fact, foreign language teaching has been playing a dominant role in Morocco's curriculum reform, especially in the present globalization of Moroccan society and economy. For many ELT specialists, the status of English in Morocco should undergo changes at all levels: the syllabus, the textbooks contents, the methodology, and teacher training. Debates should focus on such important issues as curriculum specifications, textbook writing, language and culture, syllabus design, language skills, the role of the learner, and teacher training.

1.1.4 Unpromising Results

Although reform efforts have helped to increase school enrollment and the budget allocation for education, yet the Moroccan education system is still inadequate when compared with modern society requirements such as new technologies business and job market needs. Furthermore, Morocco remains below other countries at similar levels of economic development, as shown by a 2008 World Bank report titled "The Road Not Traveled – Education Reform in MENA". This report puts Morocco in 11th place among 14 countries in the MENA region (Tunisia and Algeria ranked 3rd and 8th). This ranking explains how past reforms have failed to provide a good education system for the population since the level of illiteracy among adults is still high and the education facilities are poor.

To enhance a sustainable reform drawn by the National charter of Education, Morocco has set up a Higher Council for Education to provide a platform for wide-ranging consultation and exchange of views and serve as an effective observatory to monitor the educational system in the country, as well as

assessing the national educational and training system and the reform programs submitted by the government. In fact, in 2008, this council released a daring report about the educational situation in Morocco. This is an excerpt from the summary report about the area of language status. It reflects the status of the language proficiency and its effect on the whole educational system. It is a striking indicator of inadequacy of the current educational model.

Nowhere is the inadequacy of pedagogical model is more visible than in teaching languages. Language proficiency is far from assured, even for classical Arabic which effective use is too small to reach a satisfactory level of assimilation, the introduction of the teaching of Tamazight in the national system being still too recent and limited to be evaluated. Foreign languages, yet essential for proper integration into the society and the modern business world, are not more properly appropriate. (p. 5)

It should be mentioned here that the emergency plan was also not that promising too and that huge amounts of money were poured on make-believe teachers' trainings and infrastructure restoration. Even the highest authority in the country, the king, declared in 2013 that the educational system is not in good form and that it is not fulfilling its role.

Conclusion

Any country that wants to catch up with the rest of the developed world needs to invest generously in the improvement of its education. Policies regarding language education and the right to education for all children are important steps in developing an education system accessible to all and fair to all. Undoubtedly, if all Moroccans were literate and educated, the country would more likely prosper regardless of how limited its resources are.

1.2 The Learning Context

Introduction

The environment in which learners experience the language is extremely important, since it may have an effect on all aspects of the learning process. As materials can only be meaningfully evaluated in relation to their intended teaching situation (Richards, 2001, p. 256), the first stage of the evaluation involves assessing the unique situation in which the materials are to be used. An understanding of the status of English as a language and its teaching in Morocco would shed more light on the operation of textbook development and production and would also contribute positively in our evaluation process. Since Morocco is a foreign language environment to English language, it is just useful to start by reviewing the existing literature that relates ELT use in ESL and EFL settings.

Parlett & Hamilton (1975) stress that any evaluation, whatever its parameters, must take into account the "*social- psychological and material environment in which students and teachers work together*", which they call the "*learning milieu*", and which includes legal, administrative, occupational, architectural and financial constraints, operating assumptions, individual teacher's characteristics, and student perspectives and preoccupations.

Taking into consideration that language teaching and learning is greatly affected by the environment in which it occurs it becomes of a paramount importance to describe the situation or context where our particular textbook is used. The following section provides a description of both ESL and EFL environments, and presents aspects of ELT implementation in each one.

According to Kang (1999), “*ESL/EFL learners vary not only in terms of their purposes for learning English, but also in terms of individual differences in learning due to their educational, ethnic, and cultural diversities*” (p. 9).

These differences are extremely important and have been given little attention by authors in the field of language teaching and learning. However, there are some authors that discuss the impact of such differences in language learning (Abbot, 1987; Black, 1997; Deckert, 1987; Ellis, 1996; Ellis, 1996; Gorsuch, 2000; White, 1987).

1.2.1 ESL Environment

Selinker (2000) makes a distinction between FLL (Foreign Language Learning) and SLA (Second Language Acquisition). He phrases it in the following way:

Foreign Language Learning is generally differentiated from second language acquisition in that the former refers to the learning of a nonnative language in the environment of one’s native language, for example, French speakers learning English in France or Spanish speakers learning French in Spain. This is most commonly done within the context of a classroom situation. Second Language Acquisition, on the other hand, generally refers to the learning of a nonnative language in the environment in which that language is spoken, for example, German speakers learning Japanese in Japan. This may or may not take place in classroom settings (p.5).

ESL occurs within the target language environment. Students learning English in the United States, England, and Australia are good examples. Such students in these countries where English is the primary language of interaction and communication are referred to as ESL students. They are learning English in an ESL environment. These students are living and interacting with native speakers and have overwhelming exposure to the target language (Ellis, 1996). Another example is that of Moroccan students learning French in France in case they chose to continue their studies in France. In ESL environments, language learning is not limited to the classroom since students may continue to learn outside the classroom through interactions in their everyday lives. To these students, language learning is more than a curriculum discipline, it is part of survival; they need to learn the language to survive and grow (Ellis, 1996). The case of Moroccans learning Spanish in Spain or Italian in Italy is another clear example. The learning here is very motivated because the target language remains the key to learner's integration within that society. In most cases, students in ESL classrooms usually do not share the same native language as their classmates, so creating friendships and interactions in and outside the classroom depends on the learning and development of the target language. In many cases, the culturally heterogeneous classroom leads to higher motivation and faster adaptation of learning strategies (Ellis, 1996).

1.2.2 EFL Environment

On the contrary, EFL occurs outside the target language environment. This may be represented by students who are learning English in Morocco, Algeria, Tunisia, Senegal or any other country where English is not the primary form of interaction and communication among citizens. In this situation, English is just part of the school curriculum, or part of extracurricular activities in language institutes. Generally, students in these situations have exposure to the target language only during class time, and cannot test and practice strategies as easily (Deckert, 1987; Ellis, 1996). Generally in this situation, foreign language learning for students is a kind of personal hobby or a school requirement, rather than a survival necessity. Often students learn English with the sole purpose of passing university entrance exams (Burnaby & Sun, 1989; Gorsuch, 2000; Li, 1998; Liao, 2000). Another factor is that students share the same native language and the temptation to facilitate conversation with the use of the native language at times is irresistible (Liao, 2000; Oliveira, 2002). Students learning in EFL settings may also have various motivations and will not always share the same interest or dedication to language learning (Altan, 1995; Li, 1998).

As was mentioned before, ESL instruction happens inside an English-speaking country; therefore, the environment is rich in opportunities for the learner to use and test the target language outside of class. In fact, the ESL environment makes language-learning necessary as part of daily survival such as Moroccan students learning English in England or in the States of America. Therefore, the learner can acquire the target language both inside and outside the classroom environment. On the other hand, EFL instruction takes place in non-English speaking countries such as the case of Morocco. In this type of

environment, the learner's only opportunity to interact with the target language is mostly the classroom. The teacher and fellow classmates become the only source of the target language. In this situation, motivation depends on the teacher's initiative and the students' desire to acquire the target language. Thus, providing language experience and using authentic materials becomes more of a challenge for teachers. Ellis (1996) explains:

ESL teaching is primarily designed to develop communicative competence, with little or no curricular demands and pressures of examinations..., [whereas] EFL is part of the school curriculum, and therefore subject to contextual factors such as...teacher's language proficiency, teaching resources, the availability of suitable materials, and may or may not test communicative competence...(p. 215)

It is important to make a clear distinction between ESL and EFL in order to develop an accurate awareness of ELT in our classrooms. In this study and through the perceptions of teachers and students' opinions, we try to report in more detail the aspects of ELT implementation and use in Morocco. We hope to provide useful information to teachers and educational institutions that deal with foreign language teaching.

1.2.3 The status of ELT in Morocco

The dominant context of English language in Morocco is mostly limited to language teaching in the classroom. Academically, English teaching is integrated into Morocco's public education policy. English is established as a foreign language to be studied at different levels. Actually, English language teaching in Morocco has usually been considered an EFL model. In the public sector, it is taught from grade nine at the middle school and continues through the three years at the secondary level; so it is a four year program. However, in many private schools, English has started to be taught right from early elementary levels.

English is not used outside as a language for communication. Officially English is one among other foreign languages to be taught at the secondary level. There is no national English speaking TV channel or national newspapers in English. Only recently with the globalization of satellite TV that people in Morocco started watching English speaking films. People do not interact in English. Unlike French, the language of the ex. colonizer, which is still powerfully used besides Arabic in the administration, on TV and in newspapers and journals and as a language of instruction in universities and private schools, English is simply seen as a school subject, a school requirement. The state of English in Morocco is a Foreign Language.

1.2.3.1 The Presence of English in Morocco

Three foreign international languages are actually present in the Moroccan sociolinguistic scene: French, Spanish and English. French comes first because of many reasons; firstly, France is the first economic partner and the ex-colonizer of Morocco, this fact makes the political and economic Moroccan elite influenced by the French culture along generations. This reality emphasizes the status of French in the Moroccan linguistic landscape. As for Spanish, it still exists in the North. There is a continuous spreading of this language in the media. Both the Spanish TV channels and radio stations still enjoy greatest audience among Moroccans in the North of the country. We may add thousands of Spaniards who are established in Ceuta or Melilla, two northern Moroccan cities still under Spanish occupation ; they trade and circulate in different areas of the country.

As far as foreign languages in Morocco, French and Spanish represent two international languages which derived their power from a history of colonialism and cultural imposition. English, in contrast, is free from that colonial legacy. However, it is gaining recognition because of its utility and importance as an international language. Its presence can be better understood if it is seen as part of a distinctive national multilingual linguistic feature that distinguishes Morocco and also as part of a globalization phenomenon that is affecting all countries of the world among which Morocco. The effect of globalization upon English Language status deserves high consideration. It is becoming increasingly important in all aspects of life, including economy, politics, tourism, education and employment. Actually, English represents a language of future opportunity.

Hence, its teaching is expected to become more specialized, making it more accessible to the users or speakers.

1.2.3.2 English Function in Morocco

The situation of English is unique. English is considered as a foreign language studied right from the third year of the middle school and through the three years of secondary level. Generally, it is treated as such, a subject matter to be studied and prepared so as to get through the Baccalaureate Exam by the end of the year. It is used only within the classroom limit. Even university students lose contact with this language when they graduate and enter the world of work. Unlike French, English is not used in the administration or mass media by Moroccans. Actually English doesn't have that urgent need to be used for communication in students' everyday interaction. Amazingly, even among teachers of English as a staff they rarely communicate in English. Exchanging ideas and information is done in Moroccan Arabic or French. They rarely communicate in English beyond the classroom situation except during in-service meetings that happen to take place once or twice a year at most. As students and even teachers have a common native language which is Moroccan Arabic they resort to it whenever they need to communicate. They feel more confident in doing so.

For many students in Morocco and in Beni-Mellal, for example, the purpose of studying English is not clear. The likeliest use of English after the four year program is to pursue their graduate studies in English. Many of them think they will not need it in their future jobs, except in tourism sector which is economically insignificant for the region of Beni-Mellal and its people. The most urgent need

of secondary high school students here remains passing the Baccalaureate Exam in order to enter university. Even for most motivated students in English the urgent need is to succeed academically. Because of this unclear situation of English, most students lack that intrinsic motivation for a communicative purpose.

As a matter of fact there is no urgent need to use English for communication since the mother tongue is there to do the job. The only area in which English is used naturally for communication is in tourism sector because of the survival motif that urges the staff to keep in touch with the language.

However, it should be noted that in spite of the very heavy presence of French as the first foreign language in Morocco, the use of English in Morocco is spreading quickly due to the needs of communication with other countries, more specifically, England, the United States and with non French-speaking countries. There is an increasing awareness of the importance English; this importance is seen in its utility: the medium of communicating with the world, searching for a job or travelling around the world.

The sociolinguistic function of English in Morocco is still limited to the fields of education. Officially English is one among other foreign languages to be taught at the secondary level. The dominant context of English in Morocco is mostly limited to language teaching and the classroom. English is not used outside as a language for communication.

Chapter 2: Consideration of Malfunction Factors

Introduction

No one ignores that the sector of education suffers a serious crisis at different levels. This is clearly seen in the unemployment rate, and the incompatibility between the skills of university graduates and the needs of the job market. The system suffers an internal inefficiency which is evidenced through high drop-out and repetition rates and low quality programs. Gender and geographical disparities also exist especially in rural areas. But the questions that remain are: Who is accountable for this situation? Who is to blame? How can these problems be worked out?

2.1 Who to blame?

At every new academic year, the public opinion in Morocco engages in debates on the crisis in Moroccan educational system and tries to identify the reasons behind its constant failure. However, in all endeavors to tackle the issue of national education, there is a puzzlement to put the finger on the wrong spots and to put an end to this continuous malfunction of the system. Part of this failure in building a strong educational system is failure to precisely locate the gaps and limits and work for possible solutions.

In Morocco, the popular thing to do vis à vis any crisis is to look for the other to blame: We blame parents; they do not encourage or motivate their children to take education seriously. Sometimes, the blame goes to the socio economic situation at home which does not reinforce or support education. We blame students; it is believed they are not focused; they are not disciplined; they do not

want to work; they lack a work ethic. We blame teachers; they are not suitably qualified or trained; their subject knowledge is insufficient; they stay away, or they don't spend enough time in the classrooms. We blame school principals; they do not have the leadership and management skills to lead and guide and motivate pupils and teachers, or, they do not know how to manage the resources and processes at school. We blame labor unions for endless calls for strikes that interfere and disrupt school activities, or for protecting lazy teachers. We blame curriculum specialists, the examiners, and the people who approve textbooks. We blame the Government and the Ministers of Education for not providing the required political leadership. We blame publishers and textbook writers, for the poor quality of the textbooks. The answer is that we actually face a compilation of problems and that the crisis is due to all these factors together.

2.2 Malfunction Factors

This section is an attempt to understand the factors responsible for the failure educational system in Morocco. The failure of the Moroccan education system may be attributable to a number of factors. Everyone talks about widespread poverty, lack of good infrastructure, language barriers that isolate many students and prevent them from continuing their studies. These are very general factors which are very significant. However, I think there are factors that are related to the everyday teaching learning operation.

It is important that the knowledge and attitudes of teachers regarding centrally driven curriculum innovations are taken into account before, during and after the implementation phase. This means that their opinions need to be

reported and their voices heard, not only by educational policy makers and curriculum designers, but also by the wider language-teaching community.

2.2.1 Low Quality Materials

As a practitioner I see that the most important factor which contributes to the failure of the Moroccan education system is the low quality of the school program. The type of program, the content of the curriculum, the teaching approaches and methods used to implement these programs play an important role in defining the quality of the education system and the quality of the outcomes. Good, effective, up to date programs are very crucial to prepare our students for the world of work and build individuals that adapt to the economic transformations nation-wide and world-wide. Most of the time these curricula and materials are inconsistent with students needs; they are far from being appropriate tools through which we want to prepare successful competent students who can compete in all domains. At the level of material development, we teachers know that education has become a test field which is subject to many experiments without achieving any tangible, real results. Most of the materials are exam oriented.

When we teach, we do follow a given teaching approach in the instructional process. Also the textbook that is used in class follow a particular teaching approach and a particular methodology. Socially speaking, an educational approach or method or a particular teaching material is the product of given social conditions and a given societal state. If we take, for example, teaching EFL through the SBA model (the 5Cs approach and the Standards Instruction Approach adopted to teach English) in Moroccan public schools along with its

aligned continuous performance assessment approach, we notice that this approach switch has not resulted in expected outcomes. What has been done is that it has simply been borrowed and duplicated from American educational field without taking into account students' or teachers' needs and aspirations.

In the education field, it is known that any developed approach or the method is not only related to the educational sector alone, but makes part of the general national and international policy followed by the nation. In other words, when conducting research, the scientists responsible of research process are local specialists who take into consideration all social conditions into account. Therefore, it becomes legitimate to question how an imported approach could apply to a particular nation and an administration which has very different conditions from the ones where the approach or method originated. This would certainly create a gap between the approach and the host country where it is being imported and implemented in.

SBI methodology is outstanding and rewarding in its own environment because the western researchers who produced it have based their innovations on particular social, political and economic needs of their nation and learners. But what is not known is whether this adoption has been based on a preliminary evaluation of our particular context and our special needs. Certainly, the approach has to work over there in America because it is a legitimate outcome of that particular environment. But once the same product is borrowed and enforced in our educational system, which is actually a totally different environment with different needs and aspirations, the outcome will surely be not the same.

2.2.2 Approach Implementation Complexity

Educators recognize that curricular innovation is an extremely complex matter because of the need to take into account and the perceptions of the key stakeholders within specific socio-cultural contexts. Of these stakeholders, teachers play the key role in the success or failure of a planned innovation because they are the executive decision makers in the actual setting in which the intended innovation is to be realized – the classroom. In reforming the English-language curriculum for secondary schools, a ministerial decision was made to adopt a competency and standard based approach to teaching. This has led to the top-down imposition of a renewed curriculum that promotes learner-centered communicative task-based teaching, targeting English communicative competence.

The aim of communicative language teaching, according to Richards and Rodgers (2001), is the acquisition of communicative competence via student engagement in meaningful use of language at discourse level. To achieve this, the teacher facilitates communicative activities by managing the classroom environment, providing resources and acting as a communicator. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing' (Richards and Rodgers 2001: 165). Teachers usually encounter difficulties in implementing this approach because students are still lacking the basics of the language.

One of the most frequently discussed methods within communicative language teaching in recent years is task-based language teaching, an essential feature of which is learner-centeredness. According to Bygate, Skehan and Swain (2004), language is best learned through meaningful and communicative interaction between learners engaged in purposeful tasks. Such tasks provide both the input and output processing, and the motivation, needed for language acquisition. Theoretically all this seem good and promising but actually the situation is not that simple.

There are a number of constraints in implementing this approach in our school system. Our public schools lack adequate facilities and resources to create a good learning environment for communication to take place: no libraries, no IT equipment, and sometimes even no electricity sockets in classrooms. How can teachers indulge in role play and meaningful tasks with large classes of more than forty four students each? Teachers' concern is directed on how to finish the prescribed syllabus, rather than how to organize the class to develop communicative skills. The low English proficiency and a lack of motivation on the part of their students make it meaningless to negotiate tasks with students that think of exams and only exams.

2.2.3 Reality and Expectations: A Big Gap

No one can deny that in our educational scene suffers a number of inadequacies among which the big gap between facts and expectations, between predetermined goals and actual outcomes of our schools and universities and the inconsistency between the expected results and job market requirements. Nowadays, to get a good job, the applicant is required to master

as many languages as possible, to have resourceful intellectual abilities and a fine critical mind, standards which are actually far from being reached by our schools. In reality, the system is producing thousands of incompetent and unskilled graduates with very limited linguistic competences and mostly not well equipped to handle job requirements. This state of art, of course, affects negatively the well being of individuals and the progress of a whole nation.

2.2.4 Top down Policies

Actually, the failure of the current teaching approaches can be related to the top down decision-making orientation adopted by people in charge. Decision makers have always been responsible for approach adoption, beginning from selecting it without any consultation and finally implementing it in syllabuses and real classroom practices without taking into consideration neither students' nor teachers' needs . Unfortunately policy makers perceive teachers as helpless implementers of government educational curricula. Conversely, teachers should be viewed as active, informed partners and agents of any educational change. Teachers in Morocco should enjoy more involvement in the making of any educational reforms. In reality, this is not always the case. Colleagues usually complain about Rabat-based people, those know-it-all experts who pass and impact laws. Many of those people at the ministry level had never been in the classroom. They are individuals who had perhaps received a western education in France or the United States and who have become experts in copying and pasting French or American educational practices.

Our educational system will always be unsatisfactory as long as both the students' and teachers' opinions and suggestions are ignored or rejected. Moroccan teachers and students should be given the chance to participate in the life of education. Policy makers should know that students are an important element in education, and that is why they have to take them into consideration if they want to succeed in their reforms. Decisions should be taken with respect to the needs of students. This means that students should participate in curriculum design and decision making.

Foreign theories implemented in our education system have proved to be pointless because they haven't met students' expectations. They have served neither students nor the employment sector in the country. Hence, policy makers should give more interest to both students and teachers. Students should be respected in terms of their ideas and opinions. Teachers should be the first ones to participate in decision making. Teachers should be the first to participate in curriculum designing simply because they are the ones who know well the needs of their students.

2.2.5 Deficient Training

It is the quality of the teachers themselves and the nature of their commitment to change that determines the quality of teaching and the quality of school improvement. Teachers' development is a precondition of curriculum development, and teachers must play a generative role in the development of better curricula (Macdonald, 1991, p. 3).

It is just unacceptable that the government recruits inexperienced and untrained graduates in a field of education. We cannot expect fruitful results from teachers who lack, for example, skills in ICT (information communication technologies) or pedagogies psychology of teaching. Teachers should be trained well and should be equipped with enough skills that enable them to be good teachers. In Morocco, very few ELT teacher education programs offer specific training in materials evaluation and design. Similarly, the in-service training workshops are nothing in this respect. Many teachers might not have the knowledge of how to carry out the evaluation procedure in a structured way. However, very few ELT teacher education programmers in Morocco offer specific training in materials evaluation and design so as to contribute in their professional development.

Although the emergency plan reform has placed much money into the in service trainings, their actualization and implementation are lacking much insight. To my knowledge, since the publication of this new wave of SBI textbooks in 2007, no thorough evaluation has ever been done neither at the national or regional level. And if it happens that a textbook evaluation is suggested during a training workshop, it is mostly done quickly, superficially and impressionistically by untrained teachers. Most of the trainings were waste of time and money.

2.2.6 Discrepancy

Under the headline Nature of the English curriculum on page 10 in 'Guidelines for the Teaching of English as a Foreign Language in the Middle School , 2009', it is stated that "*The EFL curriculum in Morocco adheres to the competency-based approach*". Whereas in the Preface of "English language guidelines for secondary schools: common core, first year, and second year baccalaureate, 2007' on p.3, the policy makers state that "*the principles subscribe to a standards-based approach to the teaching of English as a foreign language*".

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التأهيلي

There must be confusion in the specification of the approach to be used for teaching EFL in Morocco. Is it a "competency based approach" or "standards-based approach"? Textbook writers are just unsure which the approach to follow. This explains why one doesn't find the specification of the targeted skills in clear terms at the beginning of every unit in the textbook. Different terms such as standards, outcomes, skills, competences and competencies are becoming a source of confusion. The focus should be on what is to be achieved, not on importing "concepts" that distract textbook writers, supervisors and teachers.

Generally, textbook designers in Morocco claim to embrace a CLT approach which promotes fluency and meaningful communication. As Cook states this approach should be based on the principle that "*language teaching should be tailored to students' real-world communication needs*" (Cook, 2001, p. 12).The

question that arises here is “Do we really consider our students needs in designing materials?” frequently, the curriculum does not approach either the students’ needs or the community.

In this context, Finney (2002) takes an innovative approach towards teaching:

Language is communication and ... we must develop in our learners the ability to communicate effectively in a wide range of professional and social contexts. But is it possible to teach a language within the four walls of a classroom? I think not – and so we also need to help our learners to learn how to learn and to keep on learning. (Finney, 2002, p. 69)

2.2.7 EFL Learner Profile

Another constraint facing both textbook writers and teachers alike is the ambiguity in drawing a profile of the Moroccan EFL learner/speaker that we want to have by the time he/she finishes the secondary school. It is not clearly conceptualized. It’s not helpful to specify that profile in broad terms. The EFL learner should be specified in terms of what he/she can actually do with the English language in very clear, manageable and measurable items. Broad terms such as ‘to communicate with the other’ or present oral and written information to various audiences for a variety of purposes are not helpful. Maybe statements such as ‘by the time he/she finishes the baccalaureate level, the Moroccan learner should be able to sustain a conversation to achieve his/her communicative needs’ or “the Moroccan learner should be able to write a simple e-mail to inform the recipient of his/her own personal life, culture, needs and opinion would be more achievable. Samples such as these present a clearer profile of the learner and provide a framework of performance.

These performances should specify what the learner should be *able to do* in all the four language skills.

The effectiveness of textbooks activities is closely related to the type of learner we want to develop. By clearly determining the profile of the language learner we want, we provide the textbook writers with a road map to follow while designing the activities they will include in the textbook. These activities have to target developing specific language skills that contribute to the development of the general profile of the learner (language competencies). Many of the activities in our textbooks have no clear objective.

2.2.8 Large Classes

Another problem is related to classes that are very large. It is difficult for a teacher to manage a class of over forty students and design a teaching strategy which will meet each student's needs. Just this year, my second year baccalaureate classes are beyond 45 students in each class. Through my observation, teachers are not able to cope with so many students on an individual basis due to the time constraints. Therefore, a teaching strategy should be found to enable teachers who have to teach large classes to better meet individual student needs.

2.2.9 Material Unavailability

If we consider Ur definition (1996, p. 183) which reads: "The term 'course book' means, a text book of which the teacher and each student has a copy and which is in principle to be followed systematically as the basis for a language course." From this definition one can get that a course book must be available in

the hand of students and teachers, and used systematically in a course of study. In relation to our every day teaching situation in our classes, we can draw some quick remarks concerning our current textbook. In Beni Mellal high schools not all students possess a copy of the book. In case he/she has one, generally speaking, the book is not a new one. It is a second-hand one. As teachers we know that many students in our area resort to second hand books because they are cheaper and they contain marked answers which are, in students' view, a great relief from the burden of doing tasks and tracking down answers. Others think that having a new copy is a waste of money and useless because it does not make a difference.

2.2.10 Parents' Role

Throughout my teaching experience, I noticed at least in our region, that a large number of parents would not visit their children in schools only when there is a problem. Students' low achievement is an issue requiring immediate parental involvement. Successful social change in education necessitates the involvement of parents in school matters. Parents rarely drop on schools to check on their students' learning and meet the teachers, which would definitely provide students with emotional, parental support.

Conclusion

These realities about education in Morocco have indeed a tremendous impact on the quality of education in the country. In order to seek improvement in a particular area, it requires one to engage in an on-going evaluation of that area and later make use of reflection on the findings to make suggestions about appropriate solution and management.

Contributing to the hoped social change in Moroccan education is not an impossible task. What Morocco needs is placing right people in the right positions based on their merit and academic credentials. Morocco also needs people who have rich experiences in teaching and understand the concerns of parents, teachers, and students. Morocco needs people who feel a sense of belonging to the school community and sincerely care about it. We need an administration that truly values and recognizes the efforts of thousands of teachers who live and work in harsh conditions, and who still believe in their noble mission of enlightening young Moroccan minds and preparing them for a better Morocco.

Chapter 3: Textbooks in Morocco: A Course of Development

This chapter will focus on the measures taken for the production and development of textbooks in Morocco.

3.1 Historic overview

3.1.1 Before 2000

In Morocco, ELT material production went through a number of phases, each one corresponding to a period of time marked by a certain characteristics and a certain approach. During the sixties and seventies, the teaching of English was a copy of the French educational system. The majority of teachers of English were foreigners, mainly French. At that time, English was introduced early in the third year of the middle school, and continuing in the three years of the high school.

The teaching of English was mostly undertaken by means of French. ELT approach in Morocco at that time involved a mixture of Situational and Audio-visual Teaching. The focus on knowledge of grammar rules and exposure to selected texts was the dominating view of language teaching and learning. Most teaching and learning was centred on the study of grammatical rules and their applications in sentence construction and translation into French, and similarly on the study of texts and their translation into French. This situation came as a result of heavy reliance on French administration; the majority of teachers of English were French and the inspectorate of English was run by French

nationals. Actually, I was taught by a French teacher in the late seventies and early eighties. We used to call her "Susan, 'Nehla' " which means in Moroccan Arabic "Susan, the bee." She was a lively, conscientious and hardworking teacher. Later change started to occur side by side with a consistent development of Moroccan human resources, including teachers, inspectors, teacher trainers, and university researchers.

Accordingly, textbooks have consistently experienced reflective changes. During the sixties there was a tendency to leave teachers with a certain freedom to use their own teaching materials, texts and audio materials. The books used at this period included such series as *L'Anglais vivant*, *L'Anglais par l'image*, *l'Anglais par les textes*, and *l'Anglais par l'illustration*. During the same period, *Passport to English*, was introduced. They were mostly French textbooks teaching English. Generally they were relying heavily on audio-visual techniques.

Later, series such as "*Let's learn English*", and later other books such as "*First things first*" appeared. These books appeared with the arrival of 'Peace Corps' teachers mostly Americans who brought with them different views and attitudes towards the nature of the language, its use and its teaching. In terms of method, there was a slow shift from the grammar translation method to an audio-lingual teaching characterised by a focus on habit formation and pattern practice. Underlying these methods is a behaviouristic view of language and language learning.

Audio-lingualism became embodied through habit formation and pattern practice with the introduction of Broughton's Success with English. The same period witnessed the introduction of Alexander's New Concept English including First things First and Practice and Progress. While these books were used with the fifth and sixth forms, English Texts, along with materials produced by teachers, were used with the seventh form, the Baccalaureate classes.

ELT in Morocco witnessed a lot of changes at the level of textbooks, teaching methods, staffing, supervision and teacher training. However, Moroccanisation of staff constituted a prompt and motivation for reviewing practices, methods and materials. The dissatisfaction with the adopted approach as well as with the used textbooks influenced the search for a new ELT policy in Morocco. Thus, at the end of the seventies, a new orientation was embraced with the aim of producing materials which would reflect the Moroccan learners' needs and meet their interests. As a result, a locally produced national textbook came out in 1982 entitled Steps to English.

Steps to English was audio-lingual oriented, but characterised by a mixture of Moroccan culture with the Anglo-Saxon one. Other existing textbooks from the series New Concept English continued to be used with the sixth form, while other materials and texts were used with the seventh form (e.g. English texts, Have a go, Treasure Bound etc...). The period witnessed the recruitment of large numbers of Moroccan teachers of English, as well as Moroccan inspectors and trainers, the late seventies were marked by an enthusiastic involvement in all issues related to ELT. This paved the way for the changes to come.

Mid-eighties and early nineties witnessed the introduction of communicative language teaching. Focussing on the learner, communicative activities and tasks, developing skills, became the new direction of the ELT professionals. These new ideas were introduced in *Further Steps* (1986, 1988), and later in the *English in Life* series. The implementation of Communicative Language Teaching (CLT) in Morocco through a focus on skills and group work took a new orientation in the nineties. New guidelines were regularly produced with the aim, not only to help teachers deal with the textbooks and the syllabus, but also to achieve certain uniformity nationally.

3.1.2 After 2000

During the 1999-2000 school-year, the National Charter for Education and Training was adopted with the aim of restructuring the Moroccan educational system. The National Charter for Education and Training was the reform that may be considered as the most important event at the beginning of the new millennium. It included a series of articles which are related with the future language policy that is to be implemented in the educational system. Among the many areas targeted by the 2000 reform is the area of languages and language teaching and learning as well as the area of instructional materials.

Concerning the ELT area, the outstanding characteristics of these changes are:

- a. The adoption of competency-based approach and standard based instruction in language teaching.

b. The publication of a new wave of textbooks locally designed which are meant to be matching the standard based orientation.

c. The establishment of a performance-based assessment.

From 2002 to 2007, there was a revision of all textbooks in all subjects from primary to secondary level .One salient feature of these new textbooks is that they embraced new teaching methodology; they became oriented towards training learners and providing opportunities to boost up learners' autonomy. Learners are also encouraged to use their language abilities and skills to work on projects of interest to their class, school or community.

New national English textbooks have been designed for all levels and streams in order to accompany and implement the new reform with regard to ELT. They appeared as a response to the switch in methodology and the adopted teaching approach. They are the outcome of a newly adopted teaching strategy known as competency based instruction and Standard-based Instruction.

Indeed the new curriculum, as embodied in the new textbooks is characterised by the following features:

- It is learner-centred,
- It is task-based.
- Assessment is competency-based.
- Knowledge of English, skills, strategies and abilities;
- Future uses of English in both further studies and jobs,
- Organised according to a modular approach,

- Teaching and assessment are not limited to content, but extended to what learners can do with the language.

- It takes into account entering behaviour and specifies terminal behaviour.

All the newly released English textbooks adhere to what is known as the standard approach to education. The emphasis has shifted from an explicit focus on structures and developing learning skills to a more communicative and task based approach aiming at developing communicative competencies. Following the progress of disciplines and to the dissemination of new educational approaches, course books have undergone a number of changes in their content and methods. The content of these textbooks is organized around a combination of the prescribed standards, and a set of topics sensitive to global issues such as citizenship, Cultural issues/values, the gifts of youth. Most language activities are task-based and learner-centred.

	Grade 9 Middle School	Common core (gr.10)	First year Bac. (gr.11)	Second year Bac. (gr.12)
Textbooks – in use in Moroccan public schools	Focus	Visa	Ticket 1	Ticket 2
	Horizons	Outlook	Gateway1	Gateway2
		Window		Insights

The renewal of textbooks in Morocco has been the outcome of the change in the course of ELT worldwide. What we can note in this course of change is that

it marked an influential impact on teaching and on syllabus design in our country. For the Baccalaureate classes, for example, we have three textbooks, namely Insights into English, Gateway to English and Tickets to English. All of them produced locally by Moroccan authors. They do follow the same approach in teaching said to be Competency based Instruction and Standard based Instruction. They do show a similar syllabus: the same topics, the same grammatical structures and the functions. They do differ in the lay out and the organization of the content. Among the three books, teachers in Beni Mellal schools are asked to use Insights into English. Actually teachers have no say in this choice.

Teachers are not let free to choose the most suitable book for them and their students. Schools do not choose textbooks in accordance with their own instruction plan from those approved by the Ministry of Education. The distribution is done at the level of the academy by other operators. Although all private schools, except foreign schools, should use textbooks approved by the Ministry of Education, they may adopt additional subjects and textbooks with the approval of the Ministry. It is taken for granted that no textbook is perfect. However as teachers we know that a “textbook may be suitable in one situation as it meets the situation needs, but in a different situation- it seems to be unsuitable due to the unsuitability of the situation. The situation specifications may play an important role in determining textbook selection.” (Richards, 2001, p. 257). Therefore, any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting (Williams, 1983, p.251).

3.2 The New Wave of Textbooks

3.2.1 Background

Among the measures taken for the improvement of education and development of its various quality factors are those related to curricula, programs and textbooks. English language textbooks were not an exception in this process of change. The English textbook market has become open in Morocco. There are at least three different publishers that provide approved textbooks.

Officially stated, the textbook reform has three objectives:

- improving the educational, artistic and technical quality of textbooks,
- promoting fair competition between developers, designers and publishers,
- maintaining the plurality of textbooks for the same levels and the same subjects.

As far as the production and circulation of textbooks in educational institutions, Morocco is clearly in a transitional phase. In 2003 The Moroccan Ministry of National Education, under the framework of pedagogical reform, proved new textbooks and worked towards privatizing the production of textbooks so as to put an end to the domination of using only one book. Competition in the field of writing textbooks has been opened up; educational academies were given the possibility of choosing textbooks which are best suited for their schools according to criteria that takes into account administrative and organizational pedagogical characteristics.

The Department of Curriculum (Direction des Curricula) in the Ministry of Education is the body in charge of curriculum development along with the Ministry of Education and the Curriculum Committee. Following a discussion among these three organizations, Curriculum is expected to be modified and reorganized about every five years. The Ministry of Education announces an open competitive bid for publication of revised textbooks. The Textbook Evaluation and Certification Committee in the Ministry of Education evaluate the plans submitted by publishers. The winners are entitled to the right to publish textbooks for three years without modifying the content and to supply them for five years.

3.2.2 New Textbooks Specifications

Until recent past, responsibility of the textbook development in Morocco remained with the Textbook boards at the ministry level. Recently, however, we are witnessing private publishers who are developing textbooks inspired by the provision given under the recent National Educational policies of the National Charter of Education or Emergency Plan. The Textbook Boards and the private publishers develop textbooks following the guidelines given in the National Charter of Education.

Before 2002, the rule was that the textbook is unique in each discipline, made by authors selected by the ministry itself. The book trade was regulated by the state, without any competition. Nowadays, book production has been liberalized, the form and content of the book, regardless of the publisher and the author, are subject to a specific specification that reflects some broad guidelines. The Textbook Boards and the private publishers develop textbooks

following the guidelines given in the National Charter of Education. After the book is written, five copies are submitted to the Ministry, which in turn are given to the commission for evaluation and validation composed of inspectors, trainers, teachers, researchers, academics, experts in human rights and citizenship. As for the price of the book it is simply fixed by the Ministry: it varies from 7 to 80 DH, depending on the number of pages and copies produced. From 2002 to 2007, there was a revision of all textbooks in all subjects from primary to secondary level: 375 textbooks and 196 teacher guides, 36 publishers and 1994 authors participated. The quality of the content was of mixed nature; some books were of good quality; others did not meet the specifications.

The authors of the new textbooks have to respect a number of guidelines or specifications: The textbook must be purged of any backward values, or stereotypes. The textbook must avoid any discrimination based on race or ethnicity, or anything that alludes to it. The contents of the textbook should reflect the dynamic relationship between school and society, in its unity and diversity. The course book should respect the Muslim religion, the provisions of the Family Code, the principles and rights of individuals and the community, the international conventions ratified by Morocco. The textbook must respect the fundamental principles of human rights such as tolerance, equality and human dignity. The manual has to follow the progress in scientific, technological and educational.

For the first time, textbooks bear the identity of the author or authors. Also there is more than one textbook for a given subject at a given level. As for layout or format, the curriculum guidelines document does not give any specifications

on format and design of the textbook, nor could any explicit criteria be found within the ministry in this regard.

3.2.3 Plurality of textbooks

The year 2002 was marked as the year of diversifying teaching materials. Tenders (Des appels d'offres) were launched for each subject area that included a unique book in order to establish the principle of plurality of references. From 2002 to 2007, there was a revision of all textbooks in all subjects from primary to secondary level: 375 textbooks and 196 teacher guides, 36 publishers and 1994 authors participated. The administrative procedure that the edition of the textbook is subject to is as follows: the call for application is made, the project is designed which is then submitted to the *National Textbook Review Committee* for evaluation. This committee then accords approval or disapproval. The cost of preparing a draft manual ranges from 60,000 to 100,000 DH.

Started in September 2002/03 and completed in 2007/08, the reform of the textbook has lasted a long six-year period, and was characterized by a rich production, at least quantitatively. All disciplines and languages together (including the Amazigh language) were involved. The Ministry of National Education (MEN) has produced 375 textbooks and 196 teachers' guides. The quantity of book production has increased and diversified: from seven publishers in 2002, it rose to 36 in 2007. And 150 authors who participated in the production of books in 2002, we moved to 1994 in 2007.

However, beyond the numbers and despite the imperfections of the contents of certain books, textbook reform is one area where the charter of education and training has made the most progress. There was initially a major overhaul at the production process of the course book. No more state control over the entire operation, and unique book has no place. The time when the state had its own authors to whom the production of the book is left without any a priori control is over. Now the MEN has liberalized the production of the book by having the operation to publishers who choose their own authors, and produce media in a very precise specifications.

3.2.4 Approval

Textbooks developed for both private and public sector in the light of curriculum guidelines are submitted to the ministry for evaluation and approval. The ministry constitutes committees called *National Textbook Review Committee* for textbook evaluation and then accords approval.

The work of this committee is to sort the best books, those that meet the three criteria set by the specification: 1) linguistic, aesthetic values; 2) respect for fundamental human rights and citizenship based on tolerance and equality; 3) respect for the dignity of the individual.

Has the commission managed to go through this process of control? It is clear that in terms of content, much has been accomplished in this first generation of reform of the book, but shortcomings remain: certain beliefs and values, remarks related to layout and design have to be reconsidered.

3.3 Imperfections still remain

Moroccan educational system is so unique. Every time there is a call for a reform new materials are prescribed and the old ones are discarded. A new methodology would certainly replace the old one without questioning. No evaluation of the old materials is done to benefit from their merits. ELT in Morocco is not an exception. Teachers are the last to be engaged in this process of syllabus design.

The reality the textbook reform is that the whole operation is done without any consultation with the teachers in different academies. A handful of authors develop a large curriculum for the four year program of English language teaching in Morocco. This curriculum is then called National Curriculum and is implemented throughout the country. Other constraints in this respect are related to time allotted for textbooks design, prices and evaluation of the designed textbooks.

3.3.1 Design time too short:

Actually editors have a period of about five months to hand in textbooks projects at the direction of curriculum. The operators feel that this period compared to those of other countries (France: 14 months) is insufficient to provide a textbook-standard which conforms with the terms of books specifications.

As a way out, the editors propose to bring the design within 12 months following the example of what happens in France. If the delay is longer, it would increase participation, improve the design and, therefore, promote outcome.

3.3.2 Validation

Members of the commission for evaluation and validation are specialized teams of 3 to 4 members. Their job is to look at textbooks projects. Within a period of 2 to 3 months, these teams can decide on several levels simultaneously. Generally, validation is subject to the modifications contained in an assessment report submitted by the commission to publishers. For projects not selected, an assessment report prepared by the commission is transmitted to the respective publishers. But the report has neither the signature of members of the commission, nor that of its president. The operators have no right of appeal against decisions of the commission for evaluation and validation of the manuals. The decision of the commission remains sovereign to certify or reject a project. Unsuccessful publishers of textbooks may still sell their books as teaching aids provided they do not contain the word "approved".

It is suggested that the mission and organization of the commission for evaluation and Textbooks projects validation are to be reviewed. It should also clarify how it works.

3.3.3 Fixed prices

As for the prices, there is a committee made up of the curriculum leadership and direction of administrative affairs of the MEN who studies the proposals submitted by publishers / selected printers. The commission negotiates prices with each vendor in alignment with those applied for old books and, for each level and subject. The commission imposes a single price to the publishers for the same level and the same material. This approach calls for several remarks. The investigators point out that before the reform, prices and profit margins of the textbook were fixed by a regulation of the Minister of Economic Affairs after consultation with the interdepartmental commission of price. A procedure that is no longer used since 2002. The price list of textbooks is approved in an annual note from Ministerial Department of Education since 2003. Another observation: since the beginning of the reform, there was no price adjustment.

3.4 Regionally- What is the situation?

Several aspects of textbook reform have not been respected. This is the case for the choice of textbooks that must be done by a committee and not by the inspectors alone. Inspectors impose their choice without going through a commission. This has resulted in books that differ from one district to another though they belong to the same academy. Another violation is that the revision of textbooks after a period of 3 years is simply ignored.

We can conclude that the situation has remained unchanged: a centralized curriculum is still being followed in Morocco. It is also felt that the commercial spirit outweighs the educational quality.

3.4.1 Inspectors impose the books

Ideally a commission-composed of inspectors of the subject matter, directors of schools, subject matter teachers, the president of the association of parents or his representative and director of a private institution are summed to select a textbook from the approved ones. But in actuality what happens is that not all members of the commission are involved. The books chosen by the inspectors are at the end the ones that are imposed on institutions. Thus, in the same academy, the chosen school books may vary from one region to another.

In addition, the validity of a textbook is 3 years after which, an evaluation of textbooks is to be made. But until then, no course book has been revised given that the majority of them have exceeded this period. Unfortunately, the distribution of textbooks is not done in accordance with the provisions of the Circular of the MEN, including defining the criteria for distribution and involving all members of the commission for this purpose. In addition, the absence of the review on time would result in a restriction of competition and a return to the system that existed before the reform.

3.4.2 Deficiency in Textbooks Evaluation

In spite of the extensive use of textbooks in our place of work, the importance given to its evaluation is insignificant both by decision makers or practitioners. Furthermore it is not clear whether English teachers in our context are aware of the importance of evaluating textbooks systemically. In the local situation, textbook evaluation is not regarded highly as an important factor in the improvement of language teaching. Teachers are looked at as mere language practitioners; their role is limited to implementing what is assigned to them to do: teaching.

Conclusion

It should be noted that Materials evaluation is an under used concept in Morocco; many schools might not have the knowledge of how to carry out the evaluation procedure in a structured way. Many teachers believe that their role is to mediate the assigned material to the students, end of story.

It has been a regular practice to consider textbooks as the major source of the teaching learning process in Morocco. Additional materials like teaching aids, supplementary reading materials and school libraries or internet connection are virtually non-existent and if they exist, very few students make use of them. Since textbooks are as such the only available learning material in most schools, this issue has to be carefully cared for. We have to be aware of the cost of an unsuitable textbook choice: it is waste of time, money and even professional knowledge. Textbook choices have very important implications for schools, teachers and students.

Chapter 4: The Adopted ELT Approach in Morocco

Introduction

Since the turn of the new century, education in Morocco has been trying to adjust to the demands of the changing world. Actually the country has witnessed two types of reforms since then: the first one, the National Charter of Education, in 2000 and the second one known as the Emergency Plan in 2009. Among the measures taken for the improvement of education is the adoption of a new teaching approach. Let us examine the implementation of the famous educational standard based movement adopted in teaching English in our secondary schools.

This section summarizes the implementation of the standard based movement in teaching English in our secondary schools and the impact and influence this movement has on our institutions and teachers of English. We will also examine the relationship of standard based approach and the large-scale assessments it carried with it. Why have a standards-based curriculum and what are the implications for the teaching-learning-assessment process?

William Butler Yeats once stated, "Education is not the filling of a pail, but the lighting of a fire" (in Jones, 1999, p. 16). This quote suggests that education ought to foster the love of learning in students rather than support the reiteration of rote memory. Reforms are often deemed as a movement of change away from traditional structures or processes. Therefore, it is legitimate to question any new teaching methodology and presuppose whether it actually aims to light the fire of learning, or it simply aims to fill the pail of knowledge.

4.1 Defining Standards

According to Collins Cobuild Dictionary, “a *standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is*” (p. 1421).

In the field of education, ‘Standards’ are statements about what students should know and be able to do. ‘Standards’ is a term which defines a cumulative body of knowledge and set of competencies. They articulate what all pupils should know and be able to do, but do not dictate pedagogy. In other words, a standard is a term that describes a growing body of knowledge and set of expertise which is the foundation for quality education.

Setting standards is an important and effective learning tool because they express clear expectations of what all pupils should know and be able to do with the language. Clarifying, raising and providing standards are essential to improve achievements. Ravitch (1995, p.25) states:

"Standards can improve achievements by clearly defining what is to be taught and what kind of performance is expected."

Standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Standards in and of themselves are meaningless. They do not state pedagogy. What counts are the steps that educators and others take to help students reach those standards.

Standards-based curriculum is designed to meet the same expectations for all students. Standards articulate what every student must know and be capable to perform, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. As for assessment, it should be integrated with instruction. The subject matter is organized around real world tasks, and the pace of instruction is based on student progress rather than how much content has to be “covered.” There is an emphasis on results and accountability, less use of textbook “end-of-unit” tests and norm-referenced measures, and increased use of alternative assessments that offer varied ways for students to demonstrate their understandings and skills (Lachat,1994).

4.2 Standards-Based Instruction: Place of Origin

The concept of ‘*Standards*’ appeared in USA. Standards-based reform seeks to establish clear attainable standards for the entire student population. This represents a new way of thinking, a paradigm shift—it means high expectations for every student in every school, not just some students in some schools. Education standards are based on the belief that expectations for the majority of American students have been far too low. Therefore, as Darling-Hammond et al state: “Students who have been traditionally allowed to fail must be helped to succeed, and many more must become not just minimally schooled, but highly proficient and inventive” (Darling-Hammond et al., 1993).

This Shifting towards Standards-based learning is founded on the belief that it is in the national interest to educate all children and youth to their full potential. The standards movement aims to improve teaching and learning, and break the cycle of failure experienced by so many students. “*When children are not held to high academic standards, the results can be low achievement and the tragedy of students leaving school without ever having been challenged to fulfill their potential*” (Secretary of Labor’s Commission on Achieving Necessary Skills [SCANS], 1991).

As far as Foreign language learning standards, it all started when the National Standards in Foreign Language Education Project *Standards for Foreign Language Learning preparing for the 21 century* was officially released on November 18, 1995 at the annual meeting of ACTFL (the American Council on the Teaching of Foreign Language), in Anaheim, California. During this meeting, an eleven-member task force: the American Association of Teachers of French, the American Association of Teachers of German, the American Association of Italian, the American Association of Teachers of Spanish & Portuguese, the American Classical League, the American Council of Teachers of Russian, the American Council on the teaching of Foreign Languages, the Chinese Language Association of Secondary-Elementary Schools & Chinese Language Teachers Associations, the National Council of Secondary Teachers of Japanese & Associations of Teachers of Japanese was given the charge to undertake the task of defining content standards that students should know and be able to do in foreign language education (Lafayette, 1996:1-2) and (SFLL, 1996).

In 1999, language-specific standards for Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish were released in the Standards for Foreign Language Learning in the 21st Century. Standards for Arabic were published in 2006. A new era for language teaching and learning has started with the publication of this project. The profession now enjoys content standards specifying skills and knowledge that American high school students needed to acquire by graduation. Eleven standards were identified. These 11 standards fall under five goal areas: communication, cultures, connections, comparisons, and communities which are known as the five Cs. The communication standards are based on a framework of three modes (interpersonal, interpretive, and presentational) instead of four separate skill areas (speaking, listening comprehension, reading comprehension, and writing).

4.3 language-specific Standards

The language related standards are eleven in total and fall under five areas. These standards are identified and initially suggested by ACTFL (the American Council on the Teaching of Foreign Language):

1. COMMUNICATION (Communicate in the foreign Language)

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. CULTURES (Gain Knowledge and Understanding of Other Cultures)

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3. CONNECTIONS (Connect with Other Disciplines and Acquire Information)

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4. COMPARISONS (Develop Insight into the Nature of Language and Culture)

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5. COMMUNITIES (Participate in Multilingual Communities at Home & Around the World)

- Standard 5.1: Students use the language both within and beyond the school setting
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>

4.4 Standards-Based Instruction: Principles and Implications

Language is used for communication in real-life situations (what the students do with the language).

- Cultural understanding is an important component of foreign language instruction.
- Learning is generally task-based
- Foreign language instruction must be connected with other subject areas in the curriculum.
- Standards-based instruction (SBI) applies language skills to the world beyond the classroom.
- SBI assists students in making meaningful comparisons among patterns of language systems and cultures.
- SBI integrate content with language learning (the foreign language is used to acquire new knowledge).
- Learners should take responsibility for their own learning.
- Instruction is developed around stated objectives that can be observed (performance-based).
- Formative assessment should be adopted to check students' progress.
- Learning is measured according to how well the learner performs in relation to standards (criterion referenced).

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>

4.5 Assessment in a Standards-Based Curriculum

The focus is on the performances that the learners should expect to attain, not just content to be covered. As a result, this curriculum requires performance assessment. This reflects the views that assume that: Testing should be compatible with Teaching (*Teach as you test and Test as you teach*). Through this type of assessment, the standards areas that should be assessed are: Communication, Cultures, Connections, Comparisons, and Communities.

4.5.1 Defining Performance-based assessment

The standards-based approach to the teaching of English adopted nationally requires performance-based assessment. To have a clearer picture let us first define what Performance-based assessment is:

1. A measure of assessment based on authentic tasks; such tasks that necessitate that learners demonstrate what they can do with English.
2. The representation of a set of strategies for the application of competency (content knowledge and skills) through the performance of tasks that are meaningful and engaging to learners.

The assessment methodology requires performance assessment; that is, the process of measuring the learner's performances. Assessment is no longer seen as testing pupils on an accumulation of isolated facts and skills, but emphasizes the application and use of knowledge. It can occur whenever the teacher or the learner needs information about the adequacy of the learner's present learning state for subsequent instruction. Because of the nature of this curriculum, criterion-referenced standards must be applied when interpreting

test scores. Criterion- referenced standards describe the precise amount of end-of level or end-of –unit or end-of-course competencies the learner is expected to attain. The learner’s achievement determines whether s/he can proceed to the next unit or course of instruction. Tests using these standards provide explicit information about what the learner can or cannot do.

4.5.2 Features of Performance-based Assessment

As we can see, the standards-based approach requires a change in both teaching and assessment. Standards and assessment are intertwined and need to be integral parts of the curriculum and the program of instruction. The distinguishing features of this type of assessment are as follows:

- It makes use of performance-based tasks.
- It measures the learners’ auxiliary and terminal performances during and at the end of any given Level.
- It requires that learners demonstrate specific competencies and apply them in simulated real-life situations to specific standards.
- It is criterion-referenced; that is, scores on criterion-referenced tests provide information on what learners know and can do with English. It does not determine *who* is best. It helps learners *do* their best.
- It involves regular and continuous assessment.

The curriculum sets benchmark levels of pupils' achievement and progress towards meeting the standards by describing what the pupils can do with the language. For example, a commonly used rubric in standards-based assessment systems defines student performance according to four levels: Advanced, Proficient, Basic, and Novice. Marzano and Kendall (1996) distinguish the following performance scales for benchmarks that focus on "declarative knowledge" involving information, concepts, and relationships.

Authentic assessment is the popular issue in standards based curriculum. Roy Killen (2004) stated that authentic assessment is sometimes called performance assessment, performance-based assessment, or direct assessment. Roy Killen further argued that although authentic assessment has many advantages, but there is still another value in using traditional forms of assessment to complement authentic assessment (Killen, 2004). For example, it is often useful to test students' knowledge and understanding in traditional ways before asking them to solve real problems by applying their knowledge and understanding in authentic situations.

In a standards-based curriculum, assessment is viewed not only as a final product (summative), but also as a continual process (formative) that provides pupil performance data to teachers and students regarding their progress towards achieving the standards. While teaching, teacher is assessing the students by directly observing the language tasks. School based curriculum focuses on continuous and ongoing assessment in order to holistically evaluate the students' language performance. The procedures and detailed criteria of its

measure should be formulated in order to get the authentic and objective results. When discussing language teaching and acquisition, it is somehow to be related to time allotment and language environment.

In order to assess if pupils have achieved the different benchmarks, they are expected to demonstrate what they can do with the language by applying what they know about the language to real-life situations. Assessing pupils' performance focuses on their ability to actively use language, which can be accomplished by using performance assessment methods. Teachers need to determine which benchmarks to assess, define the evidence of learning, create a context, decide on an audience, develop a scoring guide and review and revise the task.

4.6 Traditional and Standards-Based Approaches to Schooling

Traditional	Standards-Based
<p>The process of education is emphasized over results. Schooling is organized around time; curriculum is “covered”; instruction is paced by the schedule; and assessment occurs at “unit” intervals.</p> <p>The curriculum is derived from existing content, which is most often determined by textbooks. The curriculum is organized around a sequence of concepts, facts, and units.</p> <p>Learning is organized around a prescribed curriculum delivered in standardized time periods.</p> <p>Credentials are awarded based on “time served,”</p> <p>Assessment is done at the end of instructional units and often focuses on lower level skills that can be assessed through paper-pencil responses, Grades are based on a cumulative averaging of performance over a fixed period of time. There is a reliance on the use of norm-referenced standardized tests.</p>	<p>The emphasis is on results—students demonstrate their achievement of high learning standards. The pace of instruction is based on learning, not how much content has to be “covered.”</p> <p>The curriculum is derived from standards that define what students should know and be able to do. Subject matter is “integrated” around “real-world” tasks that require reasoning, problem-solving, and communication.</p> <p>Learning is organized around what students should know and be able to do. Credentialing is based on student demonstration of proficiency in knowledge and skill areas.</p> <p>Assessment is integrated with instruction and focuses on what students understand and can do. Performance-based assessments are used to assess student progress in developing proficiencies based on content standards over time</p>

(Lachat, 1994)

4.7 Standards for Foreign Language Learning In Morocco

Many educational institutions all over the world have adopted the standards-based approach in their EFL curriculum and have made it the base for teaching EFL. In Morocco the ministry of education in designing the English curriculum for secondary schools has embraced this new trend in foreign language education. Actually, Morocco has adopted standards-based approach instruction as an alternative to the use of objectives to modernize the educational system and ameliorate the level of students and motivate them to learn foreign languages. The EFL Baccalaureate curriculum in Morocco adheres to the standards-based approach which focuses on the outcomes of learning and addresses what the learners are expected to do rather than on what they are expected to learn about i.e. the ultimate goal is to enhance Moroccan students' communication skills.

In the light of the general philosophy and measures suggested in the National Charter for Education and Training (2000) and in the White Paper (2002), the Ministry of National Education has issued new 'Guidelines 2007' concerning EFL in Morocco. In the Preface, page 4, Central Specialist Coordination of English claim:

These guidelines are designed for all the secondary school levels; i.e. the common core, the first year and second year baccalaureate. They have been drawn up in accordance with the principles set forth in the National Charter for Education and Training, and subscribe to a standards-based approach to the teaching of English as a foreign language. (p.4)

These guidelines adopted five standards as EFL goals to be achieved. Broadly conceived, these standards fall under five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. The communication standards are based on a framework of three modes (interpersonal, interpretive, and presentational) instead of four separate skill areas (speaking, listening comprehension, reading comprehension, and writing).

In the introduction of the TG (p7) the authors of *Insights into English* textbook declare that the book is an attempt to apply the standards-based approach as suggested in the official documents

Insights into English adopts a standards-based approach to the teaching of English, an approach which is in accordance with the principles and guidelines laid down in the curriculum for the teaching of English. It adheres to the view that sees the standards-based approach as an integral part within competency-based language education. It also endorses the principles that argues that the five areas: Communication, Cultures, Connections, Comparisons, Communities (The 5Cs) are essential to effective language learning and do not exist independently.

(TG, p.7)

In fact, the national curriculum, the guidelines as well as the newly produced textbooks advocate a standards-based approach. In stating the aim of *Insights into English* textbook the authors clearly state it in TG p8:

The aims of Insights into English are twofold. First, to help students at this level to enhance their communication skills and, by extension, achieve the standards associated with the five Cs. (TG, p.8)

The standards in standards-based reform identify what students should know and be able to do as they progress through school. They are meant to be general objectives, aligning curriculum, instruction, and assessment. Actually, this new vision has impacted the makeup of the Moroccan FL curriculum. Therefore, the teaching of English language in second year Baccalaureate classes and all secondary level should address five areas: Communication, Cultures, Connections, Comparisons and Communities. Ideally, what do these areas exactly mean in our classrooms?

Communication:

Learners will communicate in both oral and written forms, interpret both oral and written messages, show cultural understanding and present oral and written information to various audiences for a variety of purposes. Three modes of communication are involved here: the interpersonal, interpretive, and presentational communication.

Cultures:

Learners will gain deeper understanding of their culture(s) and other cultures in terms of their perspectives (e.g. values, ideas, attitudes, etc.), practices (pattern of social interactions), and products (e.g. books, laws, music, etc).

Connections:

Learners will make connections with other subject areas; and acquire information and use through English for their own purposes.

Comparisons:

Learners will gain awareness of cross-cultural similarities and differences (in terms of both language(s) and culture).

Communities:

Learners will extend their learning experiences from the EFL classroom to the outside world through activities such as the use of the internet .They will therefore be made aware that we live in a global world.

4.8 Content Standards vs. Performance Standards

Let us clarify here the difference between content standards and performance standards. Two types of standards are being developed as the foundation of standards-based reform: content standards and performance standards. *Content standards* which are statements about what learners should know and be able to do with English; Content standards describe the knowledge, skills, and understandings students should have in order to attain proficiency in a subject area. Content standards can serve as starting points for curriculum improvement because they describe what teachers are supposed to teach and what all students are expected to learn in each subject area. As for *Performance standards*, they set specific expectations for various levels of proficiency. Performance standards spell out what students must demonstrate to be considered proficient in the subject matter defined in the content standards. They describe various levels of performance.

The design of content standards requires judging what students should know and be able to do as a result of their study of the world languages. These standards should be in line with what students have in the classroom as well as the pedagogical approaches their teachers employ. Content standards become the basis for the new assessment that will judge students' competences in terms of quality and progress toward high and challenging performance standards.

4.8.1 'Reading Standards' For Baccalaureate Students

To clarify the situation, let us examine the standards prescribed to be attained by students at the area of Reading ability when they finish second year Baccalaureate. The following is an illustration of these standards.

On page 84 in *English Language Guidelines for Secondary Schools*, it is stated that: upon the completion of second year Baccalaureate EFL program learners are expected to perform the following:

- Reading content standard 1-- learners will be able to extract meaning from a variety of materials written in English.
- Reading content standard 2-- learners will be able to analyze and synthesize reading materials.
- Reading content standard 3-- learners will be able to react to reading materials.
- Reading content standard 4-- learners will be able to recognize the author's point of view, attitude, intent, and tone.
- Reading content standard 5-- learners will be able to interpret cultural elements found in reading materials.
- Reading content standard 6-- learners will be able to transfer gained knowledge and strategies to other subject matters and communities.

As for Reading Performance Standards that second year Baccalaureate learners should demonstrate in order to prove they have become good readers, the following are outlined:

- Predict what a text is going to be about;
- Skim a text for general idea;
- Scan a text for specific information;
- Make inferences: informational, explanatory, propositional and pragmatic;
- Infer word meaning from the context;
- Identify referents;
- Identify discourse markers and their functions in the text;
- Distinguish fact from detail;
- Distinguish fact from example;
- Distinguish fact from opinion;
- Distinguish cause from effect;
- Read for the author's attitude;
- Read for the author's intention;
- Make notes from a reading text;
- Re-arrange the ideas or topics discussed in the text.

(Official Guidelines p. 84)

These content and performance standards can be used in different ways to improve the instruction. They can be used by teachers to organize curriculum; also by textbook publishers to develop educational resources for schools, and in teacher pre-service and in-service programs to prepare teachers in what they are expected to teach. They can also be used by test developers to design national assessment systems based on clearly defined standards of learning for

all students. Thus, *Content* and *performance* standards create a concrete vision of academic success for all students.

4.9 National Standards Impact

As the Standards movement is almost reaching a decade of implementation in teaching English in Morocco, it is time to assess its influence and impact on teaching and learning of English, on the curriculum design, on assessment, and on research in general. I would like to state that the Standards movement did indeed influence and instigate change in how English is taught and learned in our country. Maybe the disseminated information will provide some direction for ELT in our country in the future.

4.9.1 at the national level

The Standards have had impact on schools at the national and regional levels. At the national level English curriculum, program standards, materials, and assessment procedures were developed based on the standard movement. The 5 Cs are stated explicitly in the 2007 national English Teaching Guidelines document. The influence of the Five Cs is also clear on the textbooks layout and design. Whether these textbooks are actually in real alignment to the Five Cs is another question. Yet, the evidence of the impact of the Standards as an approach is so strong. In their attempt to construct communication activities textbook designers advance their work around the Interpersonal, Interpretive, and Presentational modes of the framework created in the Standards, thereby enriching and expanding the contexts of communication and the changes this entails for teaching and learning.

4.9.2 at the regional level

During pedagogical meetings which are held regionally or during class-councils' meetings and discussions held in schools, the first impression one gets while informally surveying teachers' opinion about the actual students' language proficiency in English and the efficiency of the current Bacclaireate textbooks used in Beni Mellal's high schools is that there is a certain decline in students' linguistic proficiency. The majority of our students are no more those who are motivated and willing to start from scratch and do their best to learn a new language. Unsurprisingly in the same way both teachers and students would negatively approach the designed materials.

Using standards in teaching and learning English has been the dominating topic in most regional professional development seminars. However, most teachers I asked reported that the standards orientation is still illusive to them. Implementing SBI in real activities in classrooms is still a challenge. Many of them still in need of standards-based workshops to better assimilate this notion. Many teachers in Morocco are constrained by the implementation of standards in ELT. Theoretical lectures are not sufficient to effect change in teaching and learning. Attention must also be paid to the complex process of standards implementation. Standards as stated in the guidelines do not offer guidance on the process of their implementation; therefore, teachers themselves must translate the notions of the standards into instructional practice. This requires that teachers have a good understanding of standards and standards-driven teaching and learning. For many teachers, the attainment of these rigorous academic standards is fully reliant on the presence of high-quality programs, and all of the other resources necessary to meet students learning needs.

One point that most English teachers miss to understand is that within this SBI approach, teachers now have autonomy to decide how they want to teach in order that their pupils achieve the standards. Actually, standards articulate what all pupils should know and be able to do, but do not dictate pedagogy. Teachers are therefore encouraged to become active participants in the development of curriculum materials that follow the principles stated in the curriculum, and that are appropriate for their specific learning populations.

4.9.3. Constraints

When working with standards, the assessment system needs to be congruent with what is being tested and how it is assessed. In standards-based assessment, in addition to assessing pupils' performance as compared to that of other pupils (norm-reference assessment), pupils are assessed against a standard (criterion-referenced assessment). This shift to standards-based assessment helps create 'a culture of success,' (Willis, 1996) where all pupils can achieve an acceptable level (Shanker, 1994). This is in contrast to the variation in pupils learning as expected in the bell-shaped distribution of grades (Wiggins, 1991). As a result, teachers will have to change the way they think about teaching and about how and what pupils learn in a foreign language. As a result, radical changes in teachers' perceptions of how pupils are assessed will have to be considered.

Standards are not congruent with the existing evaluative methods. The four skills of English should be assessed with appropriate assessment tools. Actually many assessment procedures are done in the wrong way. For example, written test is used to investigate the speaking skill of students. Students complete or

formulate particular sentences as a test. How students speak or present oral communication is a test for speaking skill. Therefore, it is necessary to move beyond testing methods which concentrate on memory, and develop those which measure understanding and application (Genesee, et.al., 1998; Winters, 1995).

The standards-based approach to the teaching of English adopted nationally requires performance-based assessment. Programs as well as textbooks have been designed in terms of these standards but the instruction and implementation of this approach has in due course encountered many difficulties. Indeed, though it has been relatively easy to design textbooks in terms of standards, translating these standards into classroom practices and assessment techniques and procedures is still encountering problems difficulties.

As we have mentioned before and because of the nature of this curriculum, a particular type of assessment is required. It is performance-based assessment. Criterion-referenced standards must be applied when interpreting test scores. Criterion-referenced standards describe the precise amount of end-of-course or end-of -unit competencies the learner is expected to attain. Therefore, continuous assessment should be an integral part of teaching and learning. It can occur whenever the teacher or the learner needs information about the adequacy of the learner's present learning state for subsequent instruction. Tests using these standards provide explicit information about what the learner can or cannot do. However, our teaching is totally detached from this assessment philosophy; test scores in our context are there as an administrative requirement; they are not meant to evaluate student progress.

Conclusion

Different stakeholders in the educational field have different conceptions of the approach, not only in terms of theory, but also in terms of practice. It appears then that the application of a standards-based approach to education in Morocco in general, and to ELT in particular is still in need of much effort. The basic reason for this state of affairs resides in the fact that teachers as well as supervisors have not been well trained on this approach.

Part III: Data Analysis and Discussion

Part III: Data Analysis and Discussion

1. Research Methodology

The present research is based on the theory of educational evaluation, namely material evaluation which is related to the field of applied linguistics. The practical component of the research is divided into three chapters. The first one is a needs analysis of Bacculaureate students in our work place. We administered a questionnaire, a quantitative research tool, in order to inquire about students' needs and collect relevant data about a number of issues related to the process of learning English as a foreign language. The second chapter focused on teachers, our second target population. To explore their opinions, we made use of a qualitative research technique: 'interviewing'. The interviews explored the perceptions of English teachers towards textbook evaluation and its use in English language teaching. The third chapter is devoted to textbook analysis and evaluation whereby the approved English language textbook, Insights into English is analyzed, studied and assessed. We made use of a checklist method to analyze and evaluate the content of the textbook under investigation.

1.1 Instruments

1.1.1 Students' Questionnaire

The first instrument used in this study is a questionnaire designed for students. The questionnaire was generated from a review of related literature and insights from informal discussions with teachers (see Appendix A). It is a 12-item questionnaire, adapted from Brindley (1984). It was constructed to

investigate the needs of students learning English as a foreign language in secondary school. Each item in the questionnaire explores a particular language learning issue. It involves a series of questions aiming at measuring students' perceptions of the following: their attitudes towards the EFL curriculum, language and language teaching, classroom practices, their role, and the development of different language skills, the tasks employed in the classroom, and their attitudes towards assessment and examination.

The questionnaire was administered to 276 ELT students who were randomly selected (181 female; 95 male). Their age ranged between 17 - 20 years of age. The participants were distributed among four high schools namely Al Ameria, Ibn Sina, Hassan Second and Mohamed the Fifth high schools, all located in Beni-mellal city. These students are high school students who are preparing to sit for a Baccalaureate national exam where English is one of its components.

The participants in the study were asked about the difficulties they encountered while learning the various skills, and about the reasons underlying them; they were also inquired about the learning strategies which they used to solve some of their linguistic problems. The main data collection instrument for this needs analysis was a questionnaire. Data collected from the questionnaire were analyzed quantitatively by employing descriptive statistics, such as frequencies, percentages.

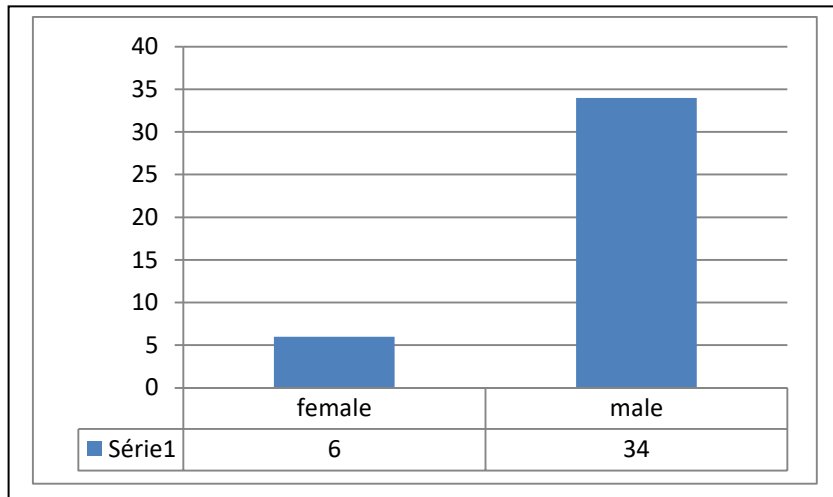
We opted for a simple version of the questionnaire, i.e. closed yes/no questions that targeted clear direct points of view from the respondents. Notice that this instrument has no center or neutral point -- the respondent has to state whether he/she is in agreement or disagreement with the item. This tool is what is known as a forced-choice response scale with an even number of responses and no middle neutral or undecided choice. Throughout the questionnaire, the students' answers are presented in a simple way. A higher percentage shows that more students agreed that they would use English in that particular activity. Likewise, a lower percentage suggests less intention to use English for that particular purpose.

The students' responses from the questionnaires were revealing. After being collected, the information was analyzed in relation to the points under investigation. The data gathered were computed by using Microsoft Office Excel; it was reduced to a numerical form that was analyzed and studied. The information generated from this tool was converted into statistics and displayed in charts and tables in order to facilitate the analysis of the issue.

By conducting a needs analysis of the secondary school students' needs and attitudes, we will gain enough insights concerning ELT teaching and learning in our particular context and subsequently equip ourselves with enough data to develop good materials that correspond to our students needs.

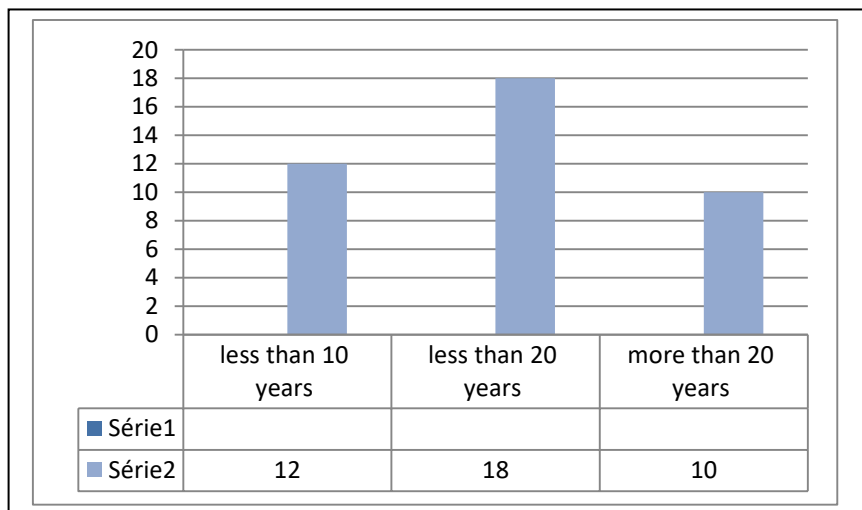
1.1.2 Interviewing

In the study, we involved teachers because they are a key component in any innovation. Participants were secondary school teachers teaching English for Baccalaureate classes and using the same textbook. We interviewed 40 teachers (6 female; 34 male) teaching English in five cities in Morocco.

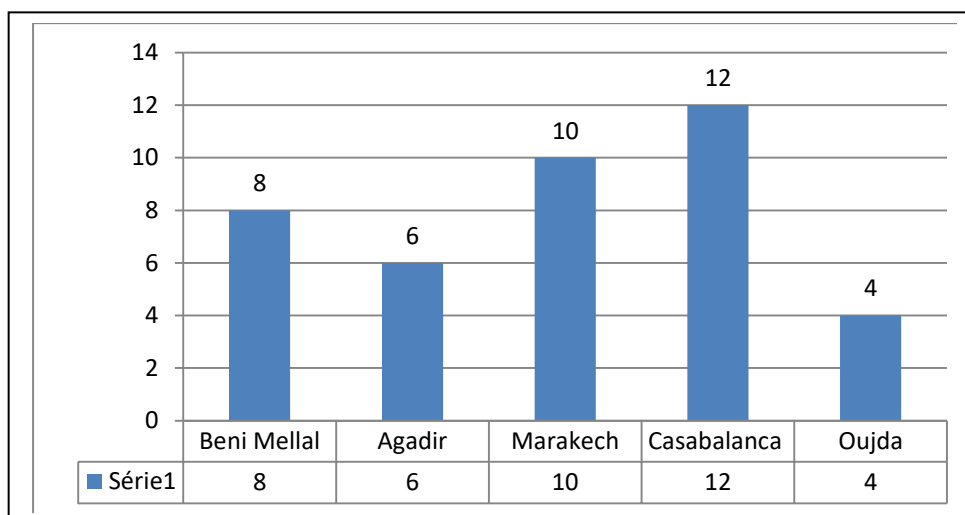


Number of Participants

As far as their teaching experience, twelve of them reported having less than 10 years, while eighteen indicated they had a teaching experience ranging from 10 to 20 years. The rest, ten teachers, have worked more than twenty years. All of them teach at government public schools.



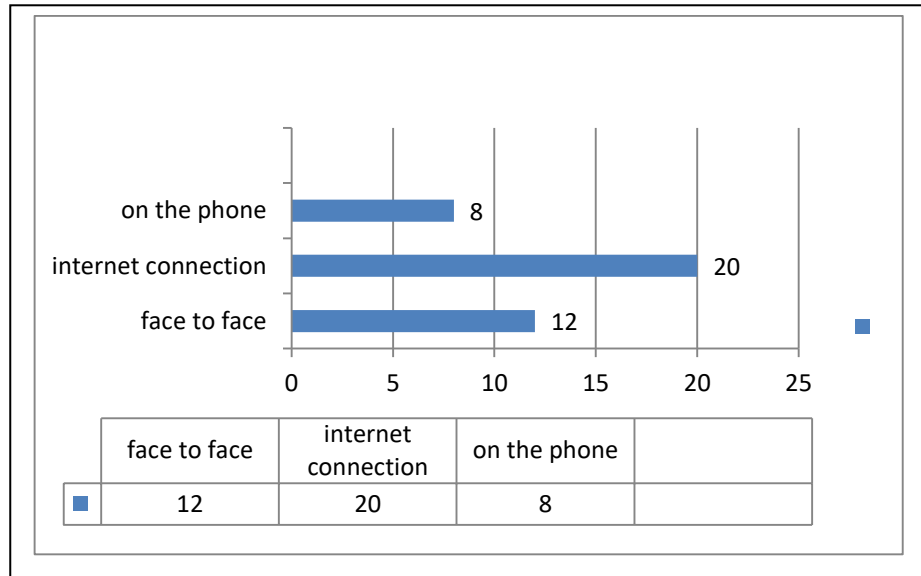
As can be noticed, this population includes both the novice and veteran teachers. Inspired by a need for a change, they willingly participated in the interviews. The participants come from different cities in Morocco: Beni Mellal, Agadir, Marakech, Casabalanca and Oujda.



Participants' Place of work

We wanted to involve more teachers in the research but only forty thankfully accepted to participate. All participants are EFL teachers teaching second year baccalaureate classes in their place of work. Likewise all of them are using or have used *Insights into English*, the textbook under investigation. From the total of forty participants, eight teachers come from Beni Mellal and thirty two from the above mentioned cities. Some of them were ex fellows at the ENS (Teacher Training College) with whom we have kept contact since we graduated. Having teachers from different cities was a good way out to take a broad view of teachers' perceptions and attitudes as the textbook is used throughout Morocco;

Among the forty participants, twelve teachers were interviewed face to face; twenty were interviewed on line using an internet connection; eight were interviewed simply on the phone.



Medium of Communication

Every interview on the phone lasts about half an hour. Before we get connected with the relevant teachers, the questions were e-mailed to them usually one week or two before the interview; we communicated through audio and text exchanges. We set a time for getting connected and we proceeded with the interview. Interviews lasted for approximately twenty to thirty minutes. Any additional questions or comments are left and discussed later either on the phone or sent as short comments to participants' mail boxes. Some teachers sent their answers in written form, which made the task easier because we got into analysis painlessly without having to transcribe them.

To survey teachers' attitudes and opinions, we used 'Interviewing' as a methodology for data collection; a semi-structured interview was prearranged and administered to obtain information concerning a number of points and questions posited in advance. It involves a series of questions aiming at measuring teachers' perceptions of the following:

1. Linguistic Proficiency Decline
2. Heavy Textbooks Reliance
3. *Insights into English: A Self Study Oriented Book?*
4. Need for Textbooks Evaluation
5. Teachers: Non Reflective Practitioners
6. Needed Expertise
7. A Need for an Evaluation Model
8. Baccalaureate Exam Concern
9. Teacher's Guides

The participants were asked to reflect their beliefs and suggestions regarding the above mentioned items. The interviews were structured in a simple way so that they could be conducted without getting lost in details. Interviewees were given the above list of items and questions to reflect on. While interviewing teachers, various other related questions relative to ELT and evaluation process were asked. The questions revolve around the teaching process in general and the low proficiency level of students, elements of an ELT textbook and the evaluation process in their place of work. We focused on teachers' understanding of evaluation and teachers' professional development. The Interview items were submitted to teachers one week before the actual

interview in order to get them prepared and also so that time could be used efficiently. The interviews were then transcribed, analyzed and discussed.

To collect more data, we tried to make use of another internet device to communicate with teachers: blogging. We set up a blog, a forum for teachers to share written communication. We set up a research-generated blog involving secondary school teachers teaching Insights into English. The main question was about the efficiency of the prescribed textbook. Other questions were provided on the blog as a means of guiding and focusing the content and general form of the teachers' responses. But, unfortunately, the feedback was not that rich.

1.1.3 Textbook Content Analysis

In this research, the ELT textbook prescribed for Baccalaureate classes in one third of secondary schools in Morocco Insights into English is evaluated through a checklist method of evaluation. This method of evaluation preset language components and items of the textbook that are to be evaluated with respect to the criteria we set in advance in the form of checklist (see Appendix C). In our textbook analysis, we followed the evaluation model provided by McDonough and Shaw (1993). It provides a flexible two-stage model for the evaluation: an external and an internal evaluation. Various items of language teaching in the textbook are critically examined. The procedural format and flexibility of this model have provided me with a framework to fully assess the strengths and weaknesses of the studied material.

We administered a two-phase evaluation: an external evaluation and an internal one. The content was analyzed following the objectives of the criteria from the checklist. In the external evaluation, we selected various items pertaining to the physical characteristics such as layout, organizational, and logistical characteristics. It also includes criteria which gives an overview of the organizational foundation of the course book, as stated explicitly by the authors through the cover, introduction and table of contents statements. After evaluating a number of external factors in *Insights into English*, we led our investigation to include criteria for an internal evaluation that assess the content, language skills, and vocabulary and grammar presentation. Taking a retrospective approach to the evaluation has actually provided me with insight into the organizational principles of the materials.

1.2 Why Insights into English

The textbook proposed for evaluation is the textbook designed for use in public secondary schools for students all streams in the second year baccalaureate classes in Beni Mellal city and other cities in Morocco. Since this is the final year in secondary school for Moroccan students, it is important for the textbook to be engaging and appealing enough to excite the students' interest, and that it thoroughly present the fundamentals of English in an age appropriate manner to prepare them properly to university. This makes the evaluation of the textbook a matter of high importance.

The significance of this choice is that this textbook, since it has been published, has engendered very controversial issues among teachers and students and evaluating it is an urgent need and of a great value. It is important

that the book should pass through close scrutiny as to its physical appearance, design and illustration, objectives, content, flexibility, teachability, teaching methods and practice and testing. This is the only way that teachers and students will be assured of reliable and good learning.

This evaluation can provide a reference for the subsequent revisions and improvement of certain aspects of this controversial textbook and related material as well. Another reason behind the choice is that this book constitutes the building block for secondary students who are about to enter university and specialize in English. So, this timely evaluation, along with others, may prove to be a valuable input to the Ministry of Education by serving as a possible guide for similar future textbook evaluations. Evaluating it is an educational necessity.

Chapter 1: Needs Analysis of Bacculaureate Students in Beni Mellal City

Introduction

Every learning situation is unique, and therefore it is necessary to carry out needs analysis in order to draw up real objectives for the course in question. Teachers can and should indeed occasionally refer to students' opinions, about their performance, and ask for recommendations in order to create better learning situations. Such analysis of students' views may yield some outstanding results guiding teachers in many ways: material development, presentation and teacher-student interaction.

Learners can significantly contribute to the learning process. So, an analysis of their needs in classrooms is badly needed. If we accept that learners are essential components in the learning process, we have to translate this recognition into real action. We have to survey their opinions and collect as much information about their language experiences, their perceptions of the learning process or processes, and how useful they see textbooks in classrooms.

This section is a needs analysis planned to study the needs of learners in an EFL learning environment. The study is an effort to discover the learning needs of Moroccan secondary schools students and to assess the effectiveness of the teaching material devised for second year Bacculaureate classes. A questionnaire was set as a research tool to understand and report their views about how they see language and the learning process, and about how useful they see textbooks used in classrooms. The purpose is to assemble some general notions of learners' views of language and language learning. The point

of view of the learners, their linguistic needs, objectives, will be identified and specified.

1.1 Prospective Use of English

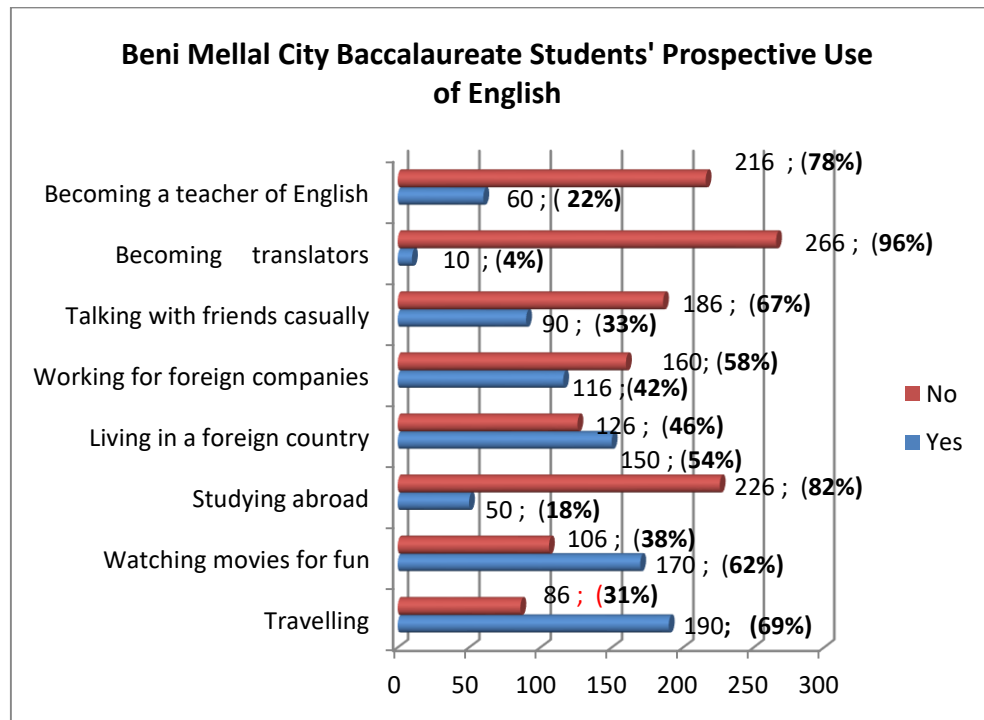
Viewing students' answers on future use of English in table 1, we can learn a great deal about our students' preferences and how they perceive the use of English language in the future.

What would you like to do with English in the Future?				
Options	Yes	%	No	%
Travelling	190	69%	86	31%
Watching movies for fun	170	62%	106	38%
Studying abroad	50	18%	226	82%
Living in a foreign country	150	54%	126	46%
Working for foreign companies	116	42%	160	58%
Talking with friends casually	90	33%	186	67%
Becoming interpreters/translators	10	4%	266	96%
Becoming a teacher of English	60	22%	216	78%

Table 1: students' future use of English

The first question asked about areas in which English is intended to be used. 69% of the respondents put Travelling as the first priority in learning English; 62% would use it for watching films. That means more than half of the learners like to use English in their private life. Using English in their working life is not significant; only 4% of students think of using English as interpreters or

translators. And only 22% learn it to become teachers of English. Only 33% opted for talking with friends casually.



This is a reality in Morocco: Conversational English outside the classroom is rare. If we reflect on these figures, we infer how pragmatic and informed but disappointed our students are. They know that this linguistic medium is not used inside Morocco for communication or a job related career; however, they are quite aware that English is very useful once they decide to travel abroad. About 70% students opted for using English for travelling.

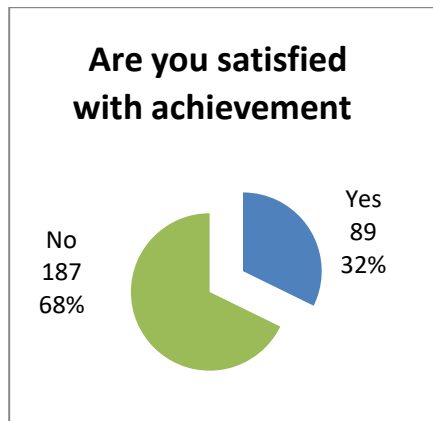
1.2 Satisfaction with Achievement

Presented here are the results for each item, beginning with Item1.

Item 1	Satisfaction with Achievement			
Options	Yes	%	No	%
Are you satisfied with your achievement in English?	89	32%	187	68%

Table 2: Satisfaction with Achievement

Students were asked if they were satisfied with their overall achievement in English: 187 students replied negatively, which represents 68%; only 32% state they are quite satisfied. Actually most students consider themselves below average. This certainly implies that our students actually have problems in English.

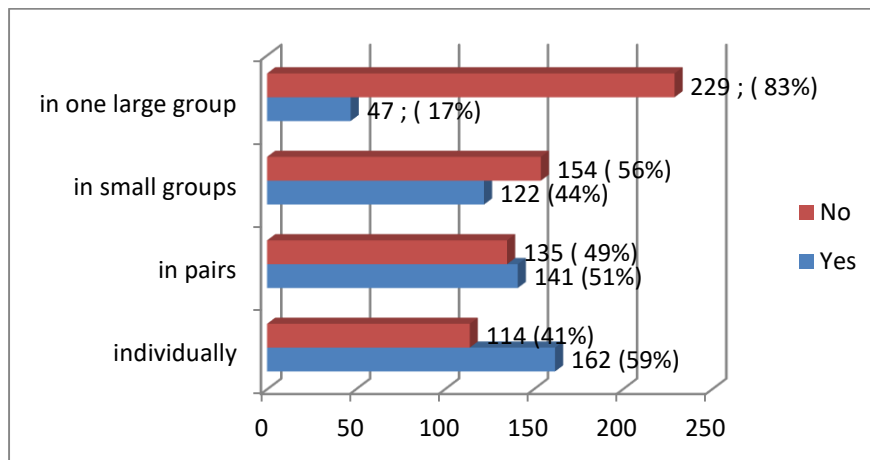


1.3 Students Working Styles

With Item 2, students were asked to express whether they preferred working individually, or in any other way. Results for this item are presented in the table below:

Item 2 Options	Working Styles			
	Yes	%	No	%
(1) individually	162	59	114	41
(2) in pairs	141	51	135	49
(3) in small groups	122	44	154	56
(4) in one large group	47	17	229	83

Table 3: Working Styles



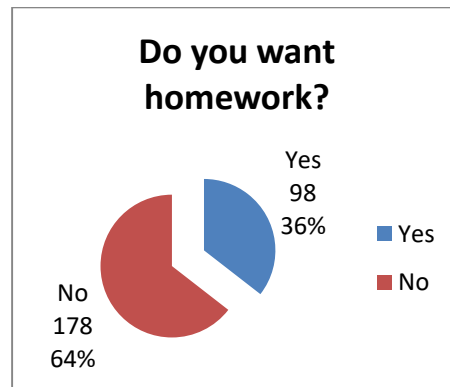
The results relative to the working Style Item is quite revealing and may present an interesting data to teachers and textbook designers. These results suggest that students generally prefer to work either individually, 59%, or in pairs, 51%. Students' unwillingness to work in large groups is not a feature relative to an EFL class but it is a reality in all other content subjects.

1.4 Preference for Homework

With Item 3, we asked learners if they wanted work to be assigned as an outside classroom activity. The results can be observed in the table below:

Options	Yes	No
Do you want homework to be assigned as an outside classroom activity?	98	178

Table 4: Homework



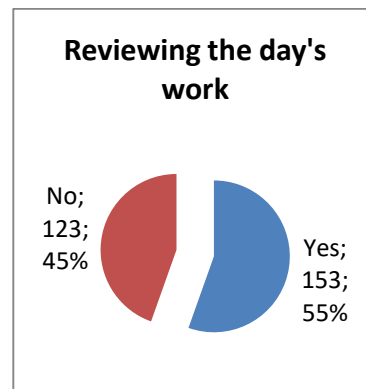
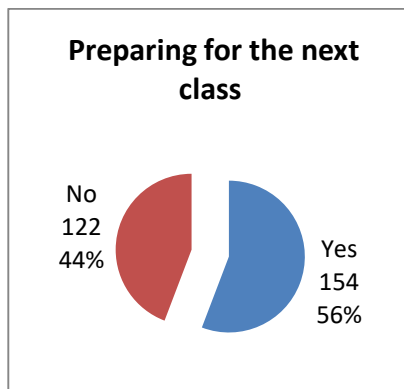
As can be seen, only 36% of the learners believed that some sort of outside classroom activity would be helpful to their learning, while 64% did not hold this belief. This explains why most homework assignments end up undone. Hence teachers need to well prepare and reflect on the type of homework to be assigned so as to make the best of it or just do without.

1.5 Time Allocation for Homework

With Item 4, we try to see how students utilize the time they assign for homework. Their options are (1) preparing for the next class, or (2) reviewing the day's work. The results received for this item are illustrated in the table below:

Item 4	Time Allocation for Homework				
	Options	Yes	%	No	%
(1) preparing for the next class		154	56%	122	44%
(2) reviewing the day's work		153	55%	123	45%

Table 5: Time Allocation for Homework



56% of students give priority to Option (1) that is, preparing for the next class session. 55% would like to utilize this time reviewing the day's work. What can we understand is that learners are usually inclined to finish a task in the classroom, and spend their outside-classroom time working on new topics. Assignments concerning future topics, with new insights and views seem to appeal more to students. They prefer to prepare for the next lesson to ensure an active participation in class and win teacher's good impression.

1.6 Ways of Learning

With Item 5, we asked whether students liked learning by (1) listening, (2) reading, (3) copying from the board, (4) listening and taking notes, (5) reading and making notes, (6) repeating what they hear and (7) making summaries. The results for this item are displayed in the table below:

Item 5	Baccalaureate Students Ways of Learning			
	Yes	%	No	%
(1) listening	148	54%	128	46%
(2) reading	154	56%	122	44%
(3) copying from the board	97	35%	179	65%
(4) listening and taking notes	197	71%	79	29%
(5) reading and making notes	154	56%	122	44%
(6) repeating what you hear	105	38%	171	62%
(7) making summaries	125	45%	151	55%

Table 6: Baccalaureate Students' Ways of Learning

71% of students prefer learning by listening and taking notes. 29% do not approve this procedure. The result shows that learners do not want to adopt a totally passive role in the learning process, since they could have otherwise focused on the first two options, 'listening' or 'reading'. Low percentages received for two other activities, 'copying from the board' (35%) and 'repeating what they hear' (38%) support students' reluctance to be viewed as passive learners. Making summaries was preferred by 45% of students. What should be noted here is that one-directional instruction, i.e., from teacher to student is not the preferred mode for students.

1.7 Vocabulary Learning

Vocabulary learning is not a simple task. When learning vocabulary, the learner has to perform several tasks such as pronunciation, stress, grammatical class, semantic category, in combination with other semantic and grammatical elements in the sentence, and possible contextual occurrence in various situations. Thus, a language learner, attempting to learn a word, may overlook these characteristics of the word, and remain contented with one or two. With Item 6, we wanted to find out as to how learners would like to learn new vocabulary. The options are: "by using the word in a sentence," "thinking of relationship between known and new," "saying or writing the word several times," "guessing the unknown," and "reading with no dictionary help." Results received for this item can be observed below:

Item 6 Options	Vocabulary Learning			
	Yes	%	No	%
(1) using new words in a sentence	125	45%	151	55%
(2) thinking of relationships between known and new	178	64%	98	36%
(3) saying or writing words several times	81	29%	195	71%
(4) avoiding verbatim translation	87	32%	189	68%
(5) guessing the unknown	163	59%	113	41%
(6) reading without looking up words	100	36%	176	64%

Table 7: Vocabulary Learning

Establishing a semantic relation with other words received the highest percentage, 64%. "Guessing the unknown" is another option which received rather high percentages: 59% our experience with textbooks shows "guessing the unknown" is the most emphasised vocabulary learning strategy in the classroom. Thus, a plausible explanation might be that teachers continuously

motivate students to infer meaning from context rather than heavily rely on dictionary use.

1.8 Error Correction

As in any other field, errors in language teaching, learning, and production are unavoidable. What is important though is coping with them in such a way that they do not frustrate, inhibit or discourage language learners. With Item 7, we asked learners as to how they would prefer to be corrected by their instructors. Results concerning this item are cited in the table below:

Item 7	Error Correction			
Options	Yes	%	No	%
(1) immediately, in front of everyone	91	33%	185	67%
(2) later, at the end of the activity, in front of everyone	91	33%	185	67%
(3) later, in private	136	49%	140	51%

Table 8: Error Correction

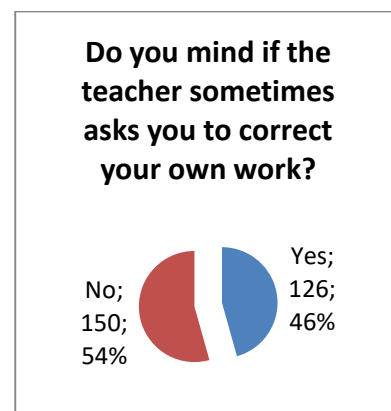
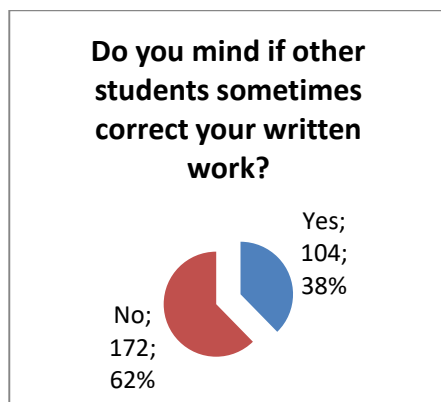
As is shown, 49% of students would like to be corrected by their instructors in private. However, 33% of students do not mind having their instructors correct them publicly. Our belief is that error correction, made immediately, or later, does not have much impact on learners' competence and performance as do manner and attitude of the teacher during the error correction process. In other words, the approach of the teacher is of crucial value here.

1.9 Peer Correction

Item 8 is also related to error correction. Here, students were asked whether (1) they would mind if corrected by other students, or (2) asked to correct themselves. In the table below, we cite the results about this item:

Item 8	Peer Correction				
	Options	Yes	%	No	%
(1) do you mind if other students sometimes correct your written work		104	38%	172	62%
(2) do you mind if the teacher sometimes asks you to correct your own work		126	46%	150	54%

Table 9: Peer Correction



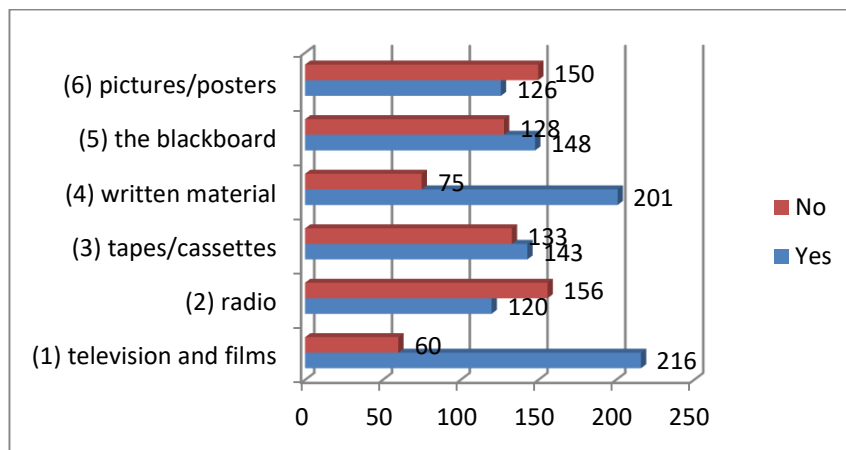
As can be observed here, a significant number of students would not mind having their written work corrected by other students (62%). Regarding correcting their own work, students, by 54%, indicated that they would gladly correct themselves with no external intervention.

1.10 Learning Medium Preference

With Item 9, learners were asked whether they like learning from (1) television and films, (2) radio, (3) tapes/cassettes, (4) written material, (5) the blackboard, or (6) pictures/posters. The results received for this item are given in the table below:

Item 9 Options	Media Preference			
	Yes	%	No	%
(1) television and films	216	78%	60	22%
(2) radio	120	43%	156	57%
(3) tapes/cassettes	143	52%	133	48%
(4) written material	201	73%	75	27%
(5) the blackboard	148	54%	128	46%
(6) pictures/posters	126	46%	150	54%

Table 10: Media Preference



Television and films, being powerful media, receive a high percentage of preference (78%). We can observe that Option 4, 'learning from written material', also received relatively similar percentage of preference: 73%. Herein we can see the importance of the textbook as a written material. Another remark

worth mentioning here is that the Moroccan learner has still an affectionate relationship with the blackboard as an instructional medium.

1.11 Learning Activities

Item 10 throws the light into what learners find very useful in the classroom: (1) role play (2) language games, (3) songs, (4) talking with and listening to other students, (5) memorizing conversations, (6) and learning about culture. Relevant results are illustrated in the table below:

Item 10 Options	Learning Activities			
	Yes	%	No	%
(1) role play	115	42%	161	58%
(2) language games	68	25	208	75%
(3) songs	92	33%	184	67%
(4) talking with and listening to other students	210	76%	66	24%
(5) memorising conversations	66	24%	210	76%
(6) learning about culture	140	51%	136	49%

Table 11: Learning Activities

Learning English through songs and games received low percentages: 33% of the respondents believe songs are useful way to learn English; and only 25% believe in games as an effective instructional procedure. The striking point about these results is that 76% of students believe that student-to-student interaction is most beneficial among the options cited here. 'Learning about culture' also received high percentages. 51% of the students believe that culture and language are embedded, and should be dealt with as such.

1.12 Assessment of Language Performance

With Item 11, we asked about assessments: how would learners like to develop an idea about their language competence and performance. Their choices were: (1) through written tasks set by the teacher, or (2) ability to use the language they have learnt in real-life situations. Results are presented in the table below:

Item 11 Options	Assessment of Language Performance			
	Yes	%	No	%
(1) written tasks set by the teacher	121	44%	155	56%
(2) using the language you have learnt in real-life situations	235	85%	41	15%

Table 12: Assessment of Language Performance

An overwhelming majority (85%) state that they are capable of telling whether they are doing well or badly in authentic communications. More than half of the respondents (56%) still believe in written tasks as a tool for assessing language performance.

Conclusion

Ignorance of the learners' needs has terrible effects on students' motivation and willingness to learn. An effective educational reform becomes meaningful when all the parties concerned in the educational system are involved. In Morocco, policy makers and authorities fail to listen to students. Students should be given authority to share in practice shaping. That is, when decisions are made for students about their future lives, they should not be considered just cases of study, but they should be given the role to act as independent subjects. They need to be given the right to be involved in decision-making. No teaching/learning methodology however innovative or systematic can succeed without a proper consideration of the two main participants, the student and the teacher.

Chapter 2: The analysis of teachers' interviews

Introduction

In this study, we tried to elicit teachers' perceptions of English language teaching in their work place and also their perspectives and perceptions on material development and evaluation. We made use of a qualitative research method: interviewing. We interviewed forty teachers practicing at secondary schools. It is hoped this study will provide useful information to teachers and educational institutions that deal with foreign language teaching in our country.

The interview in our study is a semi-structured one and was prearranged to obtain information concerning a number of points and questions posited in advance:

1. Linguistic Proficiency Decline
2. Heavy Textbooks Reliance
3. *Insights into English: A Self Study Oriented Book?*
4. Need for Textbooks Evaluation
5. Teachers: Non Reflective Practitioners
6. Needed Expertise
7. A Need for an Evaluation Model
8. Baccalaureate Exam Concern
9. Teacher's Guides

This section aimed at understanding teachers' perceptions on a number of items from the teachers' perspective. Content analysis was performed to analyze the interview data. The study was conceived within an interpretive paradigm. This research method was selected on the basis that people's perceptions and issues related to curriculum are more suited to an interpretive approach, which provides deep descriptions of the phenomenon under study and generates theory.. The aim in including a qualitative tool in this study was to collect context-specific information regarding the textbook use. Teachers were provided with an opportunity or a platform to explain their feelings and concerns relative to a number of relevant issues.

2.1 Data Analysis and Discussion

The teachers' perspectives were examined on the basis of number of criteria. The following are the responses of teachers to the series of interviews and discussion points given by the author. The findings are presented as answers to a number of statements and questions.

2.1.1 Linguistic Proficiency Decline: English teachers in your place of work believe that the linguistic proficiency of students in English is declining.

Most answers from the interviews confirmed that most teachers are of the same opinion: after completing a four-year program of English language learning in public schools, most high school graduates leave school with very limited communication skills in English. All teachers agree that Baccalaureate students' low proficiency level is made worse by the fact that these students are

deeply concerned with the obstacle of Baccalaureate exam. Their concern is simply to pass the exam and get a certificate.

This low linguistic proficiency is apparent not only in English considered as the second foreign language but also in French, the first foreign language in the country. One teacher explained: “because of this low proficiency in foreign languages, a large majority of graduates encounter serious difficulties in pursuing their higher studies especially students who opt for a science course.” Most teachers believe that students pay high price for this low linguistic competency because it deters them from getting employed in a number of jobs. Another teacher noted “even after graduation, students encounter problems; many of them fail in job related interviews because of this lack in linguistic foreign language proficiency especially in French.” One knowledgeable teacher asked: “Why don’t they just implement the charter provisions and start teaching English from the fifth grade in elementary schools?”

In relation to teachers’ answers, we raised a number of questions:

Q1: What are the factors responsible for this situation?

Surveying teachers’ answers about factors responsible for this situation, we noted the following remarks. Many teachers acknowledged that their primary concern has become how to finish the prescribed syllabus, rather than how to organize the class or to innovate or to develop communicative skills and competencies. All teachers interviewed mentioned a number of constraints such as large classes and limitedness of resources in their place of work. One teacher ironically said “we only have a half blackboard and an inefficient textbook.” Another teacher stated “You know, our concern is just to cover

everything in the textbook in a linear way without being sure that our teaching could help the pupils to communicate or not.” “We put the pupils in groups, in pairs, but they speak Arabic. It is useless with large classes” one teacher explained. He added that the new textbook did not influence the way he taught. Another teacher stated: “the textbook has a minimal role in changing our way of teaching. Our teaching is still a traditional one”

The majority of interviewees expressed their concern that there were too many tasks to be completed in less than 50-minute lesson because actually more than ten minutes is lost in breaks and classrooms switching. Students’ English is very limited while the prescribed lessons and units are long and somehow above their level. One teacher explained: “We have to push the pupils all the time; otherwise we will have unfinished lesson.” Another one explained “We, as teachers, are obliged to finish the syllabus regardless of the challenges, including strikes, holidays, etc.” Teachers in the present study appeared to be primarily concerned with how to cover the syllabus and finishing the textbook rather than being innovative and creative.

Time was a matter of concern for all the teachers because they were pushed to finish the textbook according to the time allocated. According to the curriculum, the time allocated to English for Baccalaureate classes is three 3 periods per week for Science stream classes and 4 periods a week for Art stream classes. This allotted time is obviously insufficient for students to develop any deep and lasting communicative proficiency. They said that time constraints and the limited English of students prevented them from being more innovative and communicative-oriented. Therefore, what they do is to cover the prescribed content of the lesson as quickly as possible.

Another emerging theme from the interviews which is related to students' linguistic lack of proficiency is the inadequacy of teaching method in our context. Possibly, the adopted approach has approved good and successful elsewhere but once faced with the conditions of our workplace and shortages of resources, it becomes hard to talk of it as an effective approach. Many teachers quite frankly stated that large classes and poor level of English proficiency made it hard to proceed with any communicative tasks. "I find myself pressed to explain many vocabulary items in one task" one respondent stated. Another teacher added: "It happens to me to face questions such as "what is 'have' or 'if' or even 'be'? So how can you proceed with task based-based or communicative activities when the students do not understand very simple concepts?"

Structurally oriented tests do interfere negatively in students' learning. Students conceptualize language learning as grammar mastery. Grammar is resorted to in any lesson because the pupils' level of proficiency is very low and they need to be supported in terms of grammar and vocabulary. A woman teacher says: "the textbook requires the teacher to change her method of teaching and to be more dynamic and communicatively oriented. However, students have great difficulty participating in communicative tasks due to their English deficiency. Therefore, they just pay attention to grammar learning." Another teacher explained: "I present the grammar items they have on the exam on the board through examples, and then I elicit the rules from the students. Students often ask me to do exercises after explaining the rules. Then students write down the rules and the models in their notebooks. That's what they need!"

In the same respect another teacher stated “I try to present grammar in real situations. I try to follow the presentation–practice–production model. However, the learners’ level of proficiency makes it difficult. Most of my students are of limited proficiency, and I usually do not have enough time to give them free practice i.e. production. What I manage to do is just to focus on presentation and practice.”

Another factor that outcropped from interviewing teachers is Lack of motivation to communicate. It is a fact in the classroom. Students appeared to have vague communicative needs and are mainly motivated by the requirement to take English as a compulsory Baccalaureate examination subject. A teacher wondered: “How can we implement innovation if our pupils do not have well-defined goals of learning English; their clear urgent aim is just passing the Baccalaureate examinations.” Another teacher well explained: “The majority of students in my classrooms are not aware of the importance of English. They spend very little or no time learning English at home. They are not aware of the importance of English though they appear to be keen to learn English. They just see English as a compulsory school subject and learn just what is taught in the classroom.” She added “Once they are outside the classroom, they forget everything.”

One teacher pointed out an important issue behind this low proficiency of secondary school students in English. She said: “our students are just victims of this system. Many students pass grade 9 without having studied English for a number of reasons: teachers’ absenteeism, long leaves of maternity, or teachers’ unavailability. Students do not cover the initial syllabus or cover only 10% or 20% of it. This situation really creates a gap between students’ actual

proficiency and the requirements of the syllabus in the next grade. When the gap widens students become unmotivated to learn the subject once for all.”

Among the constraints mentioned by ten interviewees which deter achieving any results is the absence of reliable in-service training. The lack of appropriate professional development has been reported as one of the main obstacles towards genuine quality of education. Actually, teacher education and in-service training are not systematically planned and improved. As one teacher stated: “lack of professional in-service training makes teachers uncertain about any innovation. Teachers continue to avoid implementing innovation however good it may be”. So what is needed is a staff of dedicated well trained supervisors who can fulfill this gap.

Q.2: Is the availability of books responsible for this situation? Do all students possess a copy of textbook?

One teacher responded to this question saying: “For me, having one single textbook at a table is something worthwhile and rewarding.” Another teacher noted: “Convincing students to bring in books is considered an achievement in itself. Having two books at a table is unlikely to occur. It is an exception” Concerning textbooks’ availability, most teachers’ answers reveal that students in Baccalaureate classes have limited access to textbooks. Their answers fluctuate around the following reasons. They say that a good number of students do actually have books but they do not bring them into the classroom because they think they have many books to carry at a time. Other students agree to take turns to bring the textbooks into class. Another group prefers second hand books with answers on them in order to demonstrate their presence in class or

to avoid any kind of embarrassment if asked to supply an answer in front of their peers. Others simply cannot afford to buy books because they are expensive. But, what so serious, according to most interviewed teachers, is that most baccalaureate students do not trust their textbooks as a reliable tool that would prepare them to pass the national Baccalaureate Exam. As a consequence, and in order to overhaul and cope with the situation, the majority of teachers find themselves working with one textbook at a table, or asking students borrowing the textbooks from other students in other classes at the beginning of the session.

All this does not help much in the learning process. Knowing that class work is wholly based on the use of the textbook, all interviewed teachers agreed that the non-availability of textbooks in the classroom is likely to have a negative impact on student learning and hamper any good use of the textbook as a learning resource.

The absence of textbooks in the classroom does affect negatively student achievements. Therefore, the absence of textbooks is seen by teachers to be detrimental to learning and the development of language behavior. It should be noted, however, that the availability of the textbooks in the classroom does not guarantee their effective use.

The next emerging question was:

Q.3: Considering the situation as such what should be done?

One teacher from Marakech said “an urgent way out is to invest on restoring motivation by developing high quality textbooks.” Another teacher explained: “What we actually need is up to the level, attractive materials that can capture students’ motivation.” Teachers were unanimous in saying that students needed to empower their reading skill because the status of English as a foreign language in Morocco necessitates that. Many teachers emphasized the idea of supplementing textbooks with reading materials, short stories and adapted readers. Another teacher confidently declared: “Do not worry with motivation; do not worry about large classes just supply me with a fixed classroom where I can keep my own series of readers and visuals; supply me with a data show projector and good loud speakers and give me a class of forty or fifty, no problem.” Another teacher noted: “I think we should make the program goals more realistic and likely achievable.” One teacher cutely remarked “it is no use to include all grammar in three-year-syllabus.” “Our English syllabus is developed in a linear way. It does not help students to internalize the language.” Most teachers stated that their concern is to help students overcome their weaknesses in English. What can be inferred from teachers’ opinions is that there is a need to restore motivation in students.

Q.4: To what extent do your students in your work place need English?

The teachers interviewed were much clearer in their answers to this question. All stated that if students do not go to university after getting their baccalaureate, few would ever use English in their life. One teacher explained: "Most students would end up being low-level employers or technicians working in public or private sector doing stuff work in Arabic or French." Another teacher stated: "few graduates might go overseas after getting the baccalaureate. This category may find English useful for survival." However, all teachers were confident that students who stay in their home country were likely to forget this language. But those who opt for English as a subject matter for graduate studies at the English departments would need English for studying and for taking tests. Generally, for students who go to other departments to study on the graduate level, English remains a university subject to be taken at the exam.

2.1.2 Heavy Textbooks Reliance: English teachers in secondary schools rely on the use of textbooks to a very large extent and they think that textbooks play a very important role in teaching and learning.

In this study, more than half of the interviewees admit that they rely on the use of textbooks to a very large extent and that they think that textbooks play a very important role in teaching and learning. Teachers' answers have confirmed that most teachers were really dependent on the use textbooks in teaching. One teacher plainly stated: "I use the prescribed textbook almost in every lesson." The majority of the teachers used textbooks in teaching more often than

personally designed materials. One teacher boldly stated: “it would be irrational to ask students to buy copies of textbooks 50 DH the copy and then put it aside or ask them to buy extra photocopied sheets.” Most teachers support the view that textbooks were vital and indispensable in teaching and learning. They believe that textbooks are the most convenient means of resources in teaching.

From the interviews, we inferred that teachers were expected by their supervisors and the administration to follow the textbooks somehow more strictly in order to ensure uniformity and coverage. One teacher explained: “Our preparation books are regularly checked by the school principal to see where we are in coverage of the prescribed material.” Most teachers believe that this heavy reliance on the use of textbooks is actually attributed to the policy related to textbook use in Moroccan schools. In every meeting with inspectors teachers are asked to complete a form showing the already covered units and the remaining ones in the prescribed textbook as a form of accountability of the work being done. Another constraint is the exam system. Tests and examinations are largely based on what is prescribed in the textbooks. Such context tend to force teachers, no matter they liked it or not, to use the textbooks to a very great extent.

The interesting remark in teachers’ answers was the discrepancy between what teachers did in practice and what they actually thought of textbooks. Many teachers thought that it was not a good thing to use textbooks all the time but they were actually doing it owing to the reasons mentioned above. In principle, many teachers did not agree that it was a good thing for teachers to use textbooks every lesson. Around half of the teachers did not think that using textbooks gave them confidence and security. However, these negative feelings

against the use of textbooks failed to explain why teachers are still dependent on the use of textbooks in teaching.

To make the best of teachers' experiences and beliefs regarding the presentation of a number of skills in currently used textbook, its content and methodology, we asked the following question.

Q.1: How do you perceive the prescribed textbook for baccalaureate classes?

What do you think of *Insights into English* as an ELT textbook?

The following is a sample of teachers' opinions about *Insights into English*:

"It makes my teaching tough."

"The units in *Insights into English* are not consistently designed."

"It is totally far from students' needs."

"The vocabulary in *Insights into English* is beyond students' level."

"The book is not that bad yet I prefer *Tickets to English* and students also prefer it."

"In every unit of the textbook there is something I developed all by myself."

"*Insights into English* is not suitable for self study."

"It requires teacher's intervention in almost every activity."

"It does not contribute to develop students' autonomy."

"I wonder how it was given credence in the first place."

What can be clearly inferred is that the book is not that popular among English teachers. Almost all teachers perceived *Insights into English* to be too difficult for most Baccalaureate students. They unanimously claim that this textbook does not contribute much in the development of students' language

proficiency. Most teachers become selective in using language skills from *Insights into English*. One teacher noted: "I use *Insights into English* only to present a new unit, that is, to teach vocabulary and reading comprehension." Surveying teachers' answers, most teachers stated that they are using it because it is the prescribed textbook. What they do is supplementing it with other materials such as self-developed worksheets, tasks from the other two official textbooks and past examination papers. What is noteworthy here is that they did not rely solely on *Insights into English* textbook.

Most teachers in the interviews indicated that the design of the four language skills is not balanced in the current textbook. All the teachers' responses indicate that they felt there are more reading skill practices in their textbook compared to practices on the other three skills. For example, they feel that they have few chances to practice speaking because there are not enough exercises in their textbooks and also because of the large sizes of the classes.

As for writing, teachers pointed out that the writing practices in the textbooks are limited. The writing exercises in current textbook are simply questions requiring students to write on a particular topic without a prior preparation; sentence pattern drills or paragraph writing are missing. One teacher exclaimed: "How can a student produce a 200 words piece of writing without being prepared for it." Teachers expected more sentence-level exercises and paragraph-based writing exercises instead of just asking them to write. In our high schools, each class has more than forty students: a situation which leaves students with limited chances to practice writing during class time. So the outcome is usually unsatisfactory.

Also, considering the design of the speaking skill most teachers emphasized that it should be practical. The learning period is theoretically one hour but actually with breaks, classroom switching, late comers and the unavailability of textbooks what remains is usually less than 45 minutes. Knowing that only 3 to 4 learning periods in a week are allotted to classes according to the class stream, and with more than 40 students in a class, it is almost impossible for every student to have an opportunity to speak English within such a short time.

Topic choices are also a major issue; the textbook provides the students with various topics. From the interviews of the teachers, most of them agreed that topics should not only be relevant to students' lives, but should also be related to current issues. There are indications that the textbook seem to attract students in their appearance and topics: women, brain drain, citizenship, etc. Topics that interest the students the most are those relevant to school life and those about famous people, current issues, drugs, cinema, animals, foreign cultures and foreigners. Students like topics that are related to their lives. However, one remark pointed out by one teacher is: "all topics are important; it all depends on the way they are presented." Another teacher wondered: "Why not include stories, illustrated storied in the textbook; it would be motivating." This implies that the design of learning methods or strategies is the one to be held accountable for the outcome. A number of the teachers suggested that the exercises especially listening and reading to be based on authentic materials.

2.1.3 Insights into English: A Self Study Oriented Book: It is claimed that the book you are using is to some extent a self study oriented book, is it?

The majority of the teachers do not think so. When we interpret the data from a general perspective, all the participant teachers have common opinions on a number of issues. For example, all of them emphasized the importance of arranging the content of the textbook according to the students' level and in terms of students' needs. Most opinions indicate that the book is not apparently suitable for self study. For example, it does not provide the keys to exercises; nor does it contain an imbedded dictionary. "This book is not meant for self-study but only for use in the classroom." One teacher strongly stated, "Even in homework, our intervention is required."

Another teacher stated that it is difficult for students to work by themselves. He reports: "The layout of tasks differs from unit to unit. Even the instructions require help from the teacher. The organization of tasks is not consistent throughout the book; consequently, students face an expected difficulty which is understanding the task itself. If the teacher does not explain the task, students will not get involved".

Ten teachers suggested a glossary of the different words either at the end of the text or at the end of the unit accompanied by a mini dictionary. This would be an excellent way to promote self study techniques because not all students can afford to buy a dictionary.

2.1.4 Need for Textbooks Evaluation: English teachers in secondary schools do not think that there is a need for evaluation of textbooks.

From the results of the study, it was confirmed that teachers actually agreed strongly that there was a need for evaluation of textbooks. The majority of the teachers claimed they are ready to participate or contribute in any evaluation; they regarded evaluation as part of their duty and that they were actually doing it, reflecting on the effectiveness of textbooks when they are teaching.

They agreed that evaluation could help them to select suitable textbooks, enable them to have a sense of control over the use of textbooks, make textbooks useful resources, help them to learn about the effectiveness of their teaching and develop professional knowledge and judgment.

2.1.5 Teachers: Non Reflective Practitioners: English teachers in secondary schools are mere practitioners. They do not have an important role to play in textbook selection or evaluation.

As for the roles that are played by the English teachers, it was found that most English teachers were not involved in the process of textbook selection and evaluation process. Almost all teachers agreed that selection and evaluation should be done by teachers themselves. They agreed that they are helpless because they know that it is a top down process. Actually teachers are annually asked to give comments and suggestions concerning their teaching and the suitability of the textbook, however, they confirm that their ideas and the reports they produce end up in the trash. Their proof is that the current textbook

has remained the prescribed textbook for Baccalaureate classes since 2007 in spite of the controversies it engendered since its publication and in spite of calls for change. In the same respect we raised the following question:

Has any prior evaluation been carried out at your place of work to decide which book fits your schools?

All teachers confirmed that they have never been invited to evaluate the three given textbooks and see which one matches best their students' needs. What actually happens is that inspectors, without any prior evaluation or systematic analysis, impose their choice. The process goes through a kind of distribution far from being educational but based on other factors. This has resulted in books that differ from one region to another though they belong to the same academy. What is surprising is that the most important players in this operation, teachers and students, are not involved; they are simply out of the game. The provision that textbooks should be revised after a period of 3 years is simply unimplemented.

2.1.6 Needed Expertise: English teachers in secondary schools lack relevant knowledge and expertise if asked to evaluate textbooks. What do you think?

It was confirmed in this study that teachers do show a good pedagogical background. Their priority of the criteria was very insightful. When asked to name one or two criteria they see important when developing a textbook, teachers suggested the following ideas:

- appeal to students' interests
- teach grammar in context

- contain a good variety of materials and activities
- be easily used and adapted
- be appropriately sequenced e.g. move from controlled to guided to free practice, and move from easy practice to more difficult
- have authentic tasks
- materials should be presented in a cyclic mode.
- provide good models of language in use.
- teach the four skills and study skills integratively and systematically
- have an adequate coverage of an appropriate range of vocabulary and structures for the level concerned.
- provide enough practice for examination purpose
- incorporate a mini dictionary within textbooks

2.1.7 A Need for an Evaluation Model: English teachers in secondary schools need a model to evaluate their textbooks.

The findings showed that teachers supported the view that there should be some guidelines or samples for textbook evaluation that teachers could follow. Half of the teachers claimed that they already had some guidelines. However, these criteria were not spelt out clearly and different teachers might have different priorities. They agreed that this would help them evaluate textbooks more confidently and effectively. This implied that some effort on working out a commonly accepted set of guidelines was needed as this would be of great help to teachers.

From the interviews with the teachers, it was revealed that textbooks are evaluated through informal discussions during breaks in the staff room rather than in formal meetings with supervisors and field experts. They insisted that guidelines for evaluation are needed. They also generally agreed that the lack of guidelines might lead to different perspectives and judgments of textbooks among the staff.

2.1.8 Baccalaureate Exam Concern: Most teachers are concerned with the final Baccalaureate exam and not developing the communicative competence of their students.

The majority of teachers confirmed that they were largely influenced by the requirements of the Baccalaureate exam. This exam is the most important and competitive exam in the academic career of students, so both the schools and the students put pressure on teachers to let them study materials covered in this exam. Since the exam is reading oriented and concentrated on grammar knowledge, a communicative competence development doesn't meet the needs of students. Ten out of forty participants noted that they favored a more traditional way of teaching, and resisted a change to the new teaching environment required by SBI and CLT activities. Another factor reported in this study deals with language use. Teachers state that students do not use the target language in pair or group activities.

In same respect, another question was raised:

Has the latest innovation of methodology brought about the expected results?

From the interview data, we inferred that teachers actually had a good knowledge and understanding of communicative teaching and task-based language teaching and its requirements, but expressed negative views about implementing it in their classrooms. One teacher stated this clearly: "We face difficulties in explaining the situation or task across to the learners". Another teacher pointed out: "Students have totally different perceptions of what they need." Another teacher assertively said: "group work has not been acquired as a class routine since elementary stages; so how possibly can I make them work in groups?" Teachers noted a mismatch between the tenets of CLT and local cultures of learning. The learning tradition here is still based on rote memory. From early stages of education, the materials do not foster communication, dialogue and negotiation of meaning. Also, most of the interviewees stated that teaching and testing are not in congruence. There is a mismatch between teaching and testing. And when non-communicative testing remains as the norm of assessment, communicative teaching remains abstract.

In this respect, a teacher stated: "Group work and role play activities with a class of forty three become a mess". "They are just useless." The participants also indicated that teachers in their context have different interpretations of typical communicative activities. Although they report using activities such as role play and information gap, brainstorming and problem-solving tasks, grammar explanation, vocabulary explanation, translation and whole-class drills and repetition are commonly observed in their classes. Most interviewees were skeptical about the feasibility of the proposed move from teacher-centered to learner-centered instruction taking into account the physical surroundings, allotted time, and climate in which instruction takes place. From what has been

said, syllabus designers have take into account the level of the course, the characteristics of learners, and the degree of preparation of teachers when choosing a particular approach to syllabus design. In relation to this hypothesis H the following question imposed itself:

Is there a conflict between what SBI demands and what the local EFL situation requires?

According to most interviewed teachers, the educational system presents a discrepancy between the adopted teaching approach and the actual situation. Teachers identified a number of limitations in the course of teaching English in their classrooms. They perceived class size as an obstacle in implementing SBI and CLT. Fourteen of the respondents referred to large classes as one of the principal constraints on their attempts to use CLT. In addition, almost all teachers explained that class size makes it almost impossible to use CLT because of problems with class management, noise, giving individualized attention to students, keeping students on task, and lack of space for teachers and students to move around or get into groups. Most teachers state that they do not find a teacher's chair.

Twelve participants named lack of training as one of the main obstacles they faced in applying CLT. Most of the teachers made comments on the fact that during in-service training sessions, SBI and CLT was taught as knowledge and theory but not as practical experience. It can be suggested that CLT does not meet the needs of all 2nd year baccalaureate students in Morocco though it is feasible in small classes in private sector for example. Even though CLT is widely accepted and appropriate for ESL environments, it may not be the case

for all EFL environments such as the Moroccan one. Students have other languages to communicate with.

2.1.9 Teacher's Guides: Teachers' Attitude towards the teacher's Guides is not positive.

Concerning the question of whether or not teachers in high schools make use of the teacher's guides prior to every lesson, the interview disclosed that half of the teachers state using them on a regular basis, while the rest say they use them from time to time. Two participants among the experienced teachers say they prefer handling lessons their own way without having to get influenced by the teacher's guides. That is, they never make any use of them. Of course those who make use of the TG have positive attitudes. The teachers' positive attitude towards the teacher's guides is due perhaps to the assistance they provide. All participants affirm that the guides are very useful.

As far as the use the accompanying listening CDs and whether they use them or not in their classrooms, the responses are almost negative. The constraints varied from technical constraints, time constraints to class sizes. Teachers' answers are not surprising in view of the fact that they reflect the conditions under which the teachers work. This is a sample of answers:

“Lack of adequate equipment, lack of electricity, absence of sockets and plugs, unavailability of CD players at schools.”

“Overcrowded classes render the task of listening impossible.”

“The listening materials prove too long to hold students’ attention and time consuming.”

“Because of their poor level, most of the students find it difficult to follow and understand what they listen to. Added to this, the pace and intonation of the listening passages are most often difficult and beyond students’ reach.”

“Unauthentic listening conversations and dialogues where people, who are most often not native speakers, seem to be reading rather than conversing.”

“The listening material is not interesting enough. Furthermore, listening skills do not constitute a component of the Baccalaureate exam.”

2.2 Implications

Initially, teachers' feedback was particularly detailed and rather interesting. Conducting interviews was time-consuming as teachers had to be approached individually to obtain clarity concerning their comments and recommendations. For future evaluation studies, I suggest that evaluators hold a workshop including all staff involved in the evaluation so as to ensure that everyone is aware of the importance of their contribution to the process and that they provide the required level of feedback.

The results of this study presented some insight into how Moroccan teachers of English view a number of issues relative to the EFL situation in different cities in Morocco. Based on issues generated from the interview data, our discussion in this section is focused on the most noteworthy implications. After an analysis of the interview data we have drawn the following conclusions.

2.2.1 Linguistic Proficiency Decline.

The inadequacy of instructional time plus the lack of opportunities to use English outside the classroom inhibit the internalization of linguistic input. Students do not have enough time to internalize the linguistic input; they need more learning opportunities because they soon forget most of what they have been taught. When they do not see any progress in learning English, they are unlikely to invest time and energy in improving their language proficiency. So, they forget what they were taught in lower grades and therefore become lazy. Maybe to remedy this limitation teaching materials should be presented in cyclic way not in linear way. As for teachers, the inadequate facilities, resources and learning environments are among the constraints they encounter. They also

need genuine professional in service training supervised by real professional experts. This situation has made the policy goals unrealistic and all but impossible to achieve.

2.2.2 Heavy Textbooks Reliance:

In our study, we sought to confirm whether teachers relied on textbooks to teach literacy skills or simply considered textbooks redundant since they did not help pupils in their examination preparations. We got to a conclusion that the dependence on the use of textbooks is related with the question of the quality of textbooks. If the quality of textbooks is good, reliance on using them may not be a bad thing in the end. But if the quality is poor, such reliance may have detrimental effects on teaching and learning. The responses of the teachers showed that teachers were generally divided in their judgment of the quality of textbooks though a higher proportion of them tended to show dissatisfaction.

Most of the teachers accept to use the textbook flexibly with modification and adaptation to improve the situation, particularly when teaching the 2nd year baccalaureate. This reflected that many teachers had some ways out in making the best use of the textbooks. It depended on individual teacher's initiative, training and experience.

After interviewing all participants, it can be asserted that while Baccalaureate teachers rely on textbooks, they do not necessarily use *Insights into English*. As a result, they tend to use materials from the other two prescribed textbooks; they use materials from different sources such as past exams and personal worksheets.

2.2.3 Insights into English: A Self Study Oriented Book:

One particularly interesting issue discussed with teachers is whether the textbook is useful or not for self-study. The majority of the teachers do not think so. A close look at Insights into English indicates that it is not suitable for self study, for example, it does not provide the keys to exercises; nor does it contain dictionary.

Grammatical structures are not taught explicitly and pair-or group- work activities need to be monitored by the teacher. Although, it has a review of grammatical items at the end of the book and a list of irregular verbs, we might infer that this book is not meant for self-study but only for use in the classroom.

2.2.4 A Paradigm shift

In theory EFL in Morocco has witnessed a shift of paradigm from a structurally oriented methodology to a more communicative approach in teaching. However in reality the situation does not seem that simple.

It can be inferred that using communicative methods with large groups was difficult, especially with the pressures to cover the curriculum effectively in the time allowed. All the teachers expressed that they tried to add variety in the lessons through pair works, group works and role plays and projects. However, because of the large class size and the overloaded program, it was difficult to conduct them frequently. Thus, the instructors pointed out that lecturing was the mostly used method of instruction in their lessons.

2.2.5 Teacher's Guide:

It can also be deduced from the data that most teachers have positive perceptions towards the teacher's guides and that they vary in their use or non-use of them for quite different reasons.

TG is useful when it helps to see more alternatives being provided in terms of activities, procedures, methodology, time allocation for whatever is supposed to be done in class, and especially suggestions as to how to cater for student preferred ways of learning the language, and attend to their linguistic and cognitive abilities.

In Morocco, teachers' guides are worked out in a hurry due to the time allotted by the Moroccan Ministry of Education for textbook designing (less than one school year). TG for *Insights into English* is not well-elaborated; it does not provide sufficient guidance and assistance to the inexperienced teacher through the different lessons that make up each unit.

Conclusion

However time consuming it is, interviewing teachers proved practical, reliable and interesting. We resorted to interviewing, which is one of the research tools that can be supportive, in order to get credible data from the concerned population. The results of this study presented some insight into how Moroccan teachers of English view a number of issues relative to the EFL situation in different cities in Morocco.

The findings are limited in scope to a sample of forty secondary English teachers of Baccaalaureate classes. As a result, no firm generalizations can be made from the findings of this study. Research on a much larger sample of teachers would be needed to substantiate the findings of this study and more exhaustive and qualitative methods such as classroom observations, interviews and diary studies could be employed to obtain richer data. Yet, despite its small scale, we would like to suggest that the findings have provided insights into the ways English teachers of Baccaalaureate classes use their textbooks to teach English in Beni Mellal and other cities. It is also hoped that the findings from this study will provide an area for further research in the area of the EFL curriculum so that the use of textbook, classroom teaching and, in particular, evaluation can be revised further to accommodate the needs of the Baccaalaureate students.

Chapter 3: Content Analysis of *Insights into English*

Introduction

Among us teachers of English, when we discuss the issue of textbooks, our debate usually covers the overview and the impression of the course book. We superficially talk about the external aspects and the distribution of the given units throughout the semesters or the time allotted to the material coverage. But we modestly discuss their design and their consistency with the adopted teaching approach, the extent to which they correspond to students' needs, their effect on changing the behavior of our students. We rarely address these things. We only accept the books as they are prescribed and we start implementing them irrespective the outcomes. This impressionist analysis tends to be concerned to obtain a general impression of the material. What is worrying is that by time, this non reflective-orientation becomes a culture. Teachers become non- reflective practitioners. It is true, we classroom teachers are not involved in the production of textbooks, but we do share a certain responsibility for textbook evaluation, selection and adaptation.

The focus in this section is to analyze and evaluate the book systematically through a checklist method of evaluation. We will try to predict the textbook's effectiveness based on various parameters and criteria. Of course this theory of evaluation involves the elaboration of evaluative criteria for teaching materials. The book will be evaluated according to general guidelines including format and design, the approach and methodology and conformance

to curriculum guidelines. These parameters have been validated by experts in the field of applied linguistics.

In our textbook analysis, we followed the evaluation model provided by McDonough and Shaw (1993). It provides a flexible two-stage model for the evaluation: an external and an internal evaluation. Various items of language teaching in the textbook are critically examined. An eclectic checklist with a number of criteria is employed in this analysis. The selected data is analyzed by matching each criterion for evaluation with the teaching content in the course book. The procedural format and flexibility of this model have provided me with a framework to fully assess the strengths and weaknesses of the studied material.

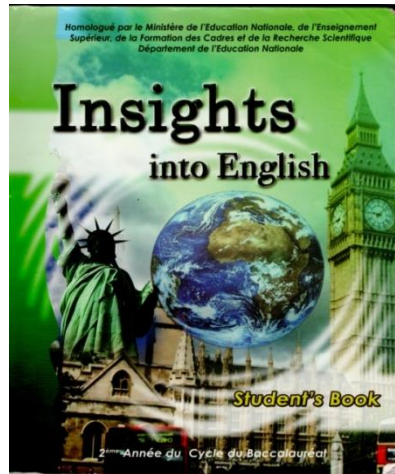
3.1 External Evaluation

The analysis is done descriptively based on the language items of Insights into English. Basing our evaluation on a number of parameters and criteria, it will be easy to assess whether the textbook helps or hinders learners in their efforts to achieve the set of instruction aims. To proceed with our evaluation, a content-analysis is done; the components of the course book package, its appearance, authors, its price and its audience will be analyzed. The main purpose of this evaluation is the prediction of the textbook's effectiveness and teachability, evaluating the quality level of the prescribed textbook for Second year Bacculaureate classes.

The corpus of analysis is the prescribed textbook: Insights into English. It is published by AL Nasser Edition and written by Mohamed Najib a professor trainer at a teacher training college and El Mostapha El Haddad a university teacher. Since its publication in 2007, Insights into English has been prescribed as the official English textbook in secondary schools in Beni Mellal city and many other cities in Morocco. What makes an EFL textbook adequate or inadequate? What makes for example Insights into English, our currently used textbook for second year Bacculaureate students, a good one or a bad one?

3.1.1 Front Cover

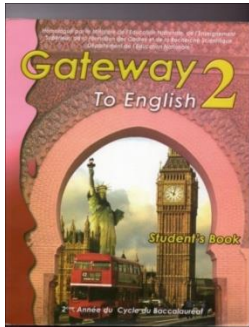
Although this may seem to be a trivial way of judging a book but our students confidence in using the book is much affected by how the book looks. First impressions last. Sometimes lack of color, stock photos that are not closely related to the topic of the unit, cartoons or other line drawings where photos would be better can also be a sign of general slackness on the part of the students and teachers.



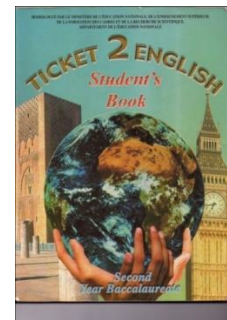
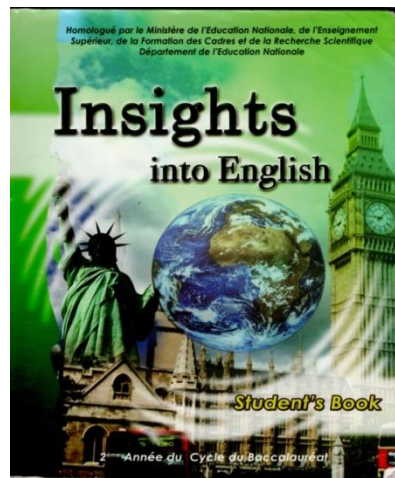
The cover picture shows buildings belonging to English speaking countries: Big Ben, the statue of Liberty, red double deck buses and an overview of the planet Earth set inside a whirlwind or a cloud. The first impression one gets from the cover page is the absence of local identity in the presentation of cover picture. The two main icons symbolizing England and USA are Big Ben and the statue of Liberty are there, placed at the front whereas nothing relative to Morocco is mentioned. Anyone interested in textbook design would agree that as a homemade textbook, made and designed for Moroccan students and written by Moroccan authors, the cover picture should be revealing and balanced. Icons such as Big Ben, the red buses present Great Britain; the Statue of liberty in New York presents USA; the local framework or presence remains inexistent.

To better understand the picture let us match it with two another cover pages of two another prescribed textbooks the design of which shows Morocco clearly, presented by a gate (arc) that is open to the English speaking countries; or Hassan Tour in Rabat set side by side to Big Ben. The user cannot feel shocked because both Moroccan and foreign cultures are presented. Some would argue that the gate in *Insights into English* is there in the picture but I would agree the intention is there but presented in a dim, misty fashion. This confused impression is congruent with

the uncertainty of the results that are supposed to be achieved when the core content is over. The same comment is made on teacher's book.



A Moroccan gate



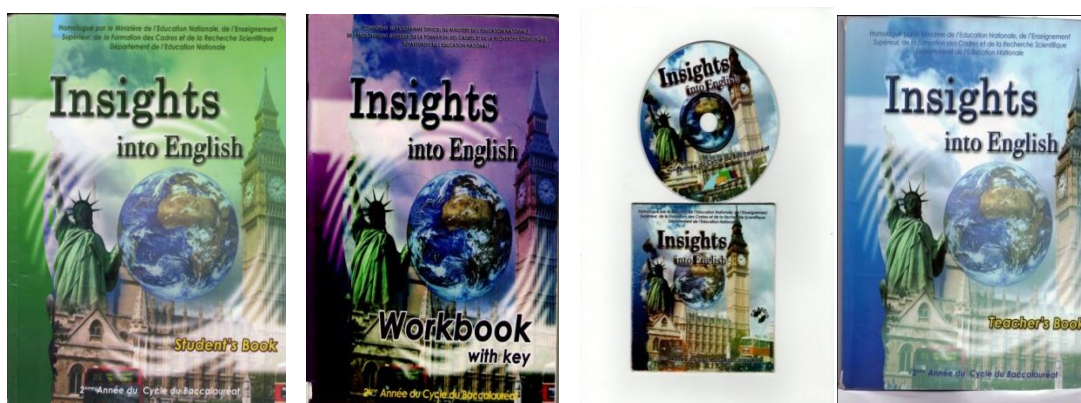
Hassan Tour

All the pages are full. There is not enough white space on pages. Page layout is another factor which affects learning. There is not plenty of white space on the pages. All the pages are full; the font size is small which makes the reading and comprehension somewhat difficult. The page layout is not orderly; it does not follow a regular pattern, which makes it difficult for students to follow. Generally speaking it seems that the organization of *Insights into English* is designed in a hasty and unsystematic way. Most of the teachers using the textbook agree that it does not suit the level of the students.

Layout and organization of textbooks have a great influence on learning of the basic information in the texts. Teaching materials with clear layout and structure have an obvious effect on leaning. Learners' curiosity and attention are attracted when the material is visually attractive and well organized. Likewise, learners feel more comfort with materials with lots of white space and attractive colors.

3.1.2 Package Components

There are many components which make up a textbook package. In every course book, the whole package should consist of, at least, student's book, teacher's book, workbook, cassettes or a compact disk.



Student Book

Workbook

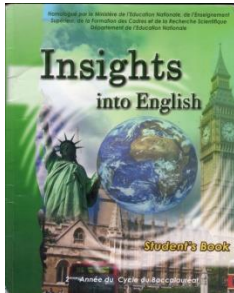
Insights CD

Teacher' Book

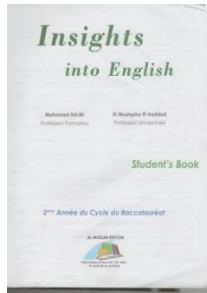
Actually, *Insights into English* has a complete package containing a main course book for students, a workbook and a teacher's guide accompanied by a CD which contains the Listening activities in the Student's Book. The Student's Book is divided into ten units, a supplementary reading section, a grammar reference and a list of irregular verbs and an index. In SB or TB, no blurb appears on the end cover page i.e. no stated claims about the book are given at the end of the book cover. There is no introduction in the student's book though one appears in the TB. Even The Letter to the students on page 2 is of no use as it is generally ignored by both teachers and students.

A table of content appears in both books. It allows the reader to quickly browse through it to discover what the book has to offer in terms of contents and how this is connected. Pages 6 and 7 in SB show an overview of the units, one of the merits of

the book. It is a concise table containing the topics, functions, and the skills covered in each unit. The objectives and standards are clearly stated in this book map. What is most positive about the book is that it is written by local Moroccan authors.



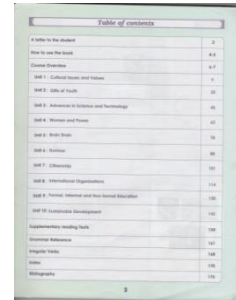
Front page



Page 1

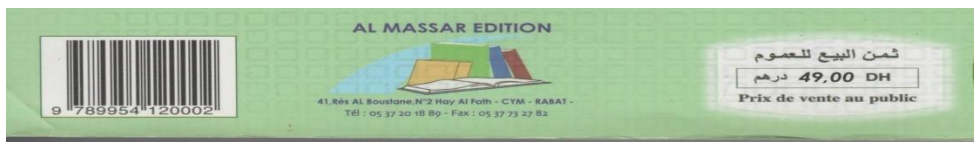


page 2



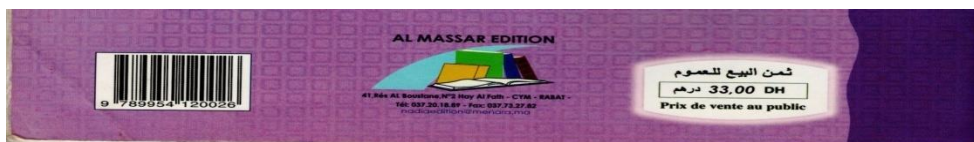
page 3

3.1.3 Price



Student's Book

As you see the Student's book is 49 DH, whereas The Work book is 33 DH, which makes 82 DH in total.



Work Book

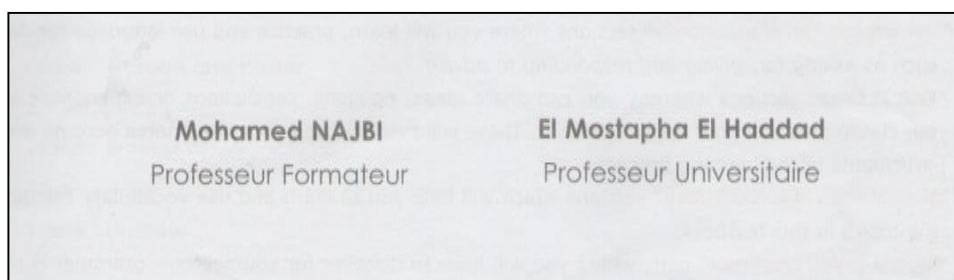
This price is certainly expensive for average students who have to buy many other books; 82 DH for one subject matter is just hard for the student's family to

afford. Think of how a father of three or four children would afford to buy textbooks for all of them. I cannot imagine textbooks of 50dhs (English textbooks), in maths and other science subjects, the price is doubled. I suppose that you all feel the plight of Moroccan families at the beginning of the school year. To escape such demands, poor families have resorted to alternative means to provide books and other school supplies to their sons and daughters: second hand books. As a teacher, I have seen a textbook that is used for more than four or five years by different learners.

Actually, many students resort to second hand books from the retailers at low prices. The used books are usually half the price of new ones but they are harmful. Certainly, they are harmful: they contain already answered tasks and activities. The majority of students have books with exercises already done and this doesn't give an opportunity to the new students to participate actively and depend completely on the solved exercises. This state constrains us teachers to allow one book per table.

While scrutinizing the physical make-up of the book we can effortlessly state that the book is not attractive considering its cover, page design, and binding. It does include blown-up illustrations that only fill pages and increase the cost. Additionally, it should be mentioned that the price of the book is not reasonable.

3.1.4 Authors



The authors of our textbook *Insights into English* are respectively Mohamed Najib a 'Profeseur Formateur', a professor trainer at a training college, and El Mostapha El Haddad, a university teacher. As they stated in The Letter to the Student on p.9 SB it is an experience that it is hoped to be interesting:

We wish you the very best of luck. We hope you will find using *Insights into English* an interesting and profitable experience.

The first remark we get is that the authors are both university teachers designing a textbook for secondary school students. In Morocco, the production of textbooks is still seen as a task for high-profile academics based in universities. These people often wield great influence in their place of work, and are looked on with tremendous respect by many teachers.

During the pre-service training we received as future EFL Moroccan teachers, we were taught that there is a long tradition of textbook development that says: Textbook writers should be practicing teachers in the first place. Most of the successful authors of globally successful course books started out as teachers and their ideas are rooted in classroom practice. But actually, this is not always the case. Secondary school teachers do not produce textbooks. Others do the task for them.

In seminars and class meetings, when asked whether teachers of secondary level have the potential to be involved in producing textbooks, they argue that the operation requires prior experience, cognitive style, creative ability, and many other abilities. These are just reasons justifying their fear of getting involved in the process. It is true in Morocco the Criteria for the selection of authors are kept vague. Similarly, the selection does not follow national advertisement and open competition. However the situation is not as it looks. It is not impossible for many teachers, with their immediate chalk-face experience, to write good materials if they are given chance to get trained and broaden their local base of expertise and capacity in the area of textbook authoring. Secondary school teachers should be the first one to participate in curriculum designing for secondary level in the sense that these teachers know better the needs of their students.

3.1.5 Intended Audience

The age limit of the students is not mentioned explicitly in Insights into English; however, this information is stated implicitly on students' Book:



The book is particularly designed for second year Baccalaureate students. We know that the particular age ranges from 18 to 20 years which means that the textbook is meant for young adults. In Morocco and in Beni mellal city we know the class sizes in public schools ranging from 40 to 45.

Our students do not have common background knowledge because some of them come from rural areas while others are taught in urban areas having access to a lot

of classroom facilities to gain advantage of. While some of the students take advantage of using satellite programs, VCD and video tapes, and go to private language schools, most of the students just have their second hand textbooks as the only source of learning English. Not all students have the same motivation or purpose for learning English. Some of them look at English just as a course that should be covered. These students have low motivation to participate in class, and they simply try to get a passing mark to get rid of the course. Other students attend the classes to learn some special points such as a good grasp of vocabulary, some grammatical points, which they think are sufficient, so these students pay little attention to speaking, listening and writing skills. Only a few students are highly motivated to learn English as a means of communication.

Taking all this for consideration, and in order to satisfy most of the students, our textbook should try to care for these different educational background cultures, and motivation or purpose for language learning. If we take into consideration these factors, and the quantity of functional language, lexical inventory and grammar our students really possess, we can state that the material presented in Insights into English is not appropriate. The book is not suitable for this type of audience. It is beyond their level. It does not lead them in a smooth friendly way to manipulate the language. It is not graded according to the principle from easy to difficult and it is inappropriate according to the level of the students in the second year baccalaureate classes

3.1.6 Aims of the Book

On page nine in the teacher's guide, the authors claim that the principles underlying Insights into English can be summarized as follows:

- The aim of language learning is communicative competence;
- Learners learn a language through using it to communicate;
- Authentic and meaningful communication should be the goal of classroom activities;
- Fluency and accuracy are both important dimension of communication;
- Communication involves the integration of different language skills;
- Learning is a gradual process that involves trial and error.

(TG, p.9)

In their Letter to the Student (p.2 SB) the authors state the objective of Insights into English as:

Insights into English will help you to become a better communicator- to be able to read, write, listen and speak to different audiences, on a variety of themes such as the gifts of the youth, and for many purposes; for example, to persuade your classmates to do something. Be ready to study and use English as often as you can. (SB, p.2)

In TG p8 the authors state that the aim of the course is:

“The aims of Insights into English are twofold. First, to help students at this level to enhance their communication skills and, by extension, achieve the standards associated with the five Cs.” (TG, p.8)

The objectives are important as they provide learners with a clear statement of where they are going and what they can expect to achieve as a result of learning the unit, section or a whole package. So it is essential for learners to be clear about the objectives of the textbook they are using in order to help them to develop responsibility for their own learning. In this context, we should expect teaching materials to be clear in a sense that they are unambiguous, jargon free and concise for the sake of precision.

Considering the standards or objectives for foreign language learning prescribed to be attained by our students by the time they complete the Baccalaureate cycle (the final outcomes of the secondary course of study), most language teachers in pedagogical meetings or informal class meetings or class-council reports agree that there is a big mismatch between the expected situation and the actual one and that syllabus writers and textbooks are rather detached from the actual learners in the classroom.

3.1.7 Methodology

In the light of the general philosophy and measures suggested in the National Charter for Education and Training (2000) and in the White Paper (2002), the Ministry of National Education has issued new 'Guidelines' concerning EFL in Morocco. On the basis of an international benchmarking in the teaching of foreign languages, these guidelines adopt five standards as EFL goals to be achieved.

Insights into English adopts a standards-based approach to the teaching of English, an approach which is in accordance with the principles and guidelines laid down in the curriculum for the teaching of English. It adheres to the view that sees the standards-based approach as an integral part within competency-based language education. It also endorses the principles that argues that the five areas: communication, Cultures, Connections, Comparisons, Communities (The 5Cs) are essential to effective language learning and do not exist independently. (TG, p.7)

The teaching of English in second year Baccalaureate classes and all secondary level should address five areas: Communication, Cultures, Connections, Comparisons and Communities. *“Insights into English” has adopted this new language teaching process as the authors state in teacher’s Guide, page 7: “Insights into English is an attempt to apply the standards-based approach suggested in the official documents.” (TG, p.7)*

The principles underlying *Insights into English* can be summarized as follows:

- The aim of language learning is communicative competence;
- Learners learn a language through using it to communicate;
- Authentic and meaningful communication should be the goal of classroom activities;
- Fluency and accuracy are both important dimension of communication;
- Communication involves the integration of different language skills;
- Learning is a gradual process that involves trial and error.

The book addresses what learners must know and be able to do with English (content standards), and of how close they are to achieving the aims of the course (performance standards). New curriculum specifications and the textbook have made the expected outcomes of foreign language teaching, the competences students should reach at specific points in the education system, more transparent. They are clearly stated; however, there appear to be unrealistic expectations about the levels which can be reached in the time and conditions of language learning in schools.

3.1.8 Textbook's Instructional Design

3.1.8.1 Unit Design

The textbook book is divided into ten units, each organized around a topic. The units cover the four language skills listening, speaking, reading, writing and also focus on vocabulary, functions and grammar building and language use. The book takes on integrated approach, incorporating grammar, vocabulary and a systematic work on listening, speaking, reading and writing.

Every unit is divided into ten activities: Improve your communication skills; Use English Communicatively; Talk It Over; Strengthen Your Vocabulary; Brush Up Your Grammar; Learn How to Learn; Know another Culture; Extend Your Experiences; Compare It; Make Connections. And every activity of these includes a number of tasks which are not distributed in a balanced way. Actually, the distribution and layout of these activities throughout units is felt to be aligned with five areas: Communication, Cultures, Connections, Comparisons and Communities. But this distribution is not done in a smooth, consistent way.

The outstanding remark that can be brought here is the absence of consistency in the presentation of content throughout units. They do not follow a balanced, consistent distribution. For example, units 1, 2,3,4,5 consist respectively of these total page numbers 15, 17,16,14,10. Also the consistency in the design of any textbook is so important as it helps in attaining a certain autonomy in learning. This lack of consistency and uniformity in terms of form and content is exhibited throughout the whole book and within every unit. In his perception of how textbooks should be designed, Senior (2006) insisted on such consistency in design stating

that, “textbooks have clear organizational structure and contain careful balanced and graded grammar, vocabulary, skills work and task. Topics and themes are selected with attention to what is likely to be of interest to the presumed users of the book” (p. 144).

The consistency in the layout of the book guides students to do independent work by themselves. Once students are familiar with the style and design, they will realize that they can approach the texts and deal with exercises on their own. The type of exercises included in the textbooks can play an important role in helping students achieve the aims of the lesson. Tasks which are designed to increase students' involvement, those which are interesting and require active participation of learners enhance the rate of learning. Now, let us go through the different sections that make up units.

Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about culture, stereotypes, national characteristics and values ;
2. give, ask for and respond to advice;
3. define terms;
4. use vocabulary related to the theme and sub- themes of this unit;
5. understand and interpret written and spoken texts about culture, stereotypes, national characteristics and values;
6. write and present a persuasive text on the importance of values using persuasive language;
7. demonstrate an understanding of cultural issues such as stereotypes, national characteristics and values in other cultures;
8. compare proverbs and gift-giving customs in other cultures with ours;
9. gain an understanding of values through proverbs;
10. conduct an opinion poll.

Page One: Expected Learning Outcomes

Every unit has a front page which exhibits the objectives or outcomes or standards to be attained. These objectives are called ELOs. It is worth noting that standards or ELOs are clearly articulated on the map of the book and at the first page of each unit. But the problem is while teaching we are not certain that they are attained because of the absence of consistent assessment techniques and also because of shortage of time. We just teach and we do not know how much real learning has been attained. These ELOs are not assessed (in class or in exams) in a manner that indicates their degree of achievement by students.

3.1.8.2 Unit Sections

Every unit in *Insights into English* consists of a number of activities though their appearance and distribution differ from one unit to another:

1. Improve your communication skills

“Improve your communication skills” is the section where students are supplied with a variety of reading and listening texts. The activities are meant to improve students reading and listening skills and strategies. This section addresses communication as being not strictly one skill, but a mixture of the spoken, written, auditory skills. Students use reading, writing, speaking and speaking about a variety of topics and a variety of purposes.

2. Use English Communicatively.

“Use English Communicatively” section is the section where students practise the given language function. Two types of functions are catered for in this syllabus; i.e. social and rhetoric functions. The book covers Social Functions such as Expressing regret, Complaining and Apologising. It also cares for Rhetorical Functions such as Defining, Cause and effect and Purpose.

3. Talk It Over

“Talk It Over” section is the section whereby students share ideas, opinions, conclusions, and experiences with their classmates. The intention is to make students active participants in the learning process but what happens is that most students find this section unhelpful.

4. Strengthen Your Vocabulary

“Strengthen Your Vocabulary” is said to be the section which helps students learn vocabulary related to the topics in the book.

5. Brush up Your Grammar

“Brush Up Your Grammar” is the section where the grammar items are presented. According to the authors of the book is structured in a way that makes the student discover how grammar is used by himself. It is presented using a “Noticing” procedure, first by explaining and drawing attention to the particular form and then providing students with a task to complete it. In “A letter to the student”, the textbook-designers say that the grammar sections will help Ss to discover for themselves “How grammar is used and for what purposes” (SB p.2).

The grammar component must include a light review of the tenses taught in the previous levels; and the following structures:

- Past perfect;
- Future perfect;
- Conditional 3/Wish, If only (past);
- Reporting commands, statements, and questions in the present and past.
- Modals: present past and past;
- Infinitive vs. Gerund;
- Phrasal verbs with particular focus on the meaning of particles (e.g. up for increasing, down for decreasing);
- Passive voice and its uses;
- Passive with modals and its uses;

- Restrictive and non-restrictive clauses;

- Linking words.

The various structures cited above must occur naturally in both the written and spoken texts.

6. Learn How to Learn

“Learn How to Learn” are statements or tips telling students how to become a more effective learner such as to be self directed and to be equipped by strategies and study skills that help to have access to texts. These tips are meant to be used inside and outside the classroom. Actually, all the curricula and syllabi need to target enabling learners to learn how to learn, and be able to carry on learning by themselves, even when they graduate.

7. Know another Culture

“Know another Culture” is the section whereby students are expected to gain a deeper understanding of other cultures. The assumption is that cultural understanding is essential in language education. The culture area is addressed through raising students consciousness as to cultural similarities and differences with a view to helping them further develop their cross-cultural communication competency.

8. Extend Your Experiences

“Extend Your Experiences” is the section where students are given the opportunity to use English outside the classroom; they are asked to conduct opinion polls and report back their results to the whole class. It stresses the extension of language learning experiences from the classroom to ‘the outside world’

9. Compare It

“Compare It” section is approached through having learners compare and contrast other cultural and linguistic aspects with their own; for example proverbs in other cultures. This “Comparisons” area is based on the view that argues that comparing and contrasting our own languages and culture(s) with other languages and culture(s) leads to better understanding of ours.

10. Make Connections

“Make Connections” invites students to use English as a vehicle for learning a particular area such as philosophy and mathematics. It connects English with other subjects areas such as history and geography, philosophy, etc.

11. Review and Evaluation

Every two units the section “Review and Evaluation” appears. It is meant to evaluate students in groups. The assessment approach on which the book is based requires performance-based assessment. However, in this section, most assessment activities are reading or writing or structure exercises. Unfortunately, the oral component is not assigned any marks in both the mid-term quizzes and the final exam. Therefore, students experience a harmful backwash effect caused by the existing mismatch between the final test format and the course objectives or the teaching itself.

3.1.8.3 Distribution of Sections in Insights into English

Both the language content and the instructions throughout units of Insights into English are problematic for the students because they are not exposed in a simple, systematic, planned and balanced manner. The way the each unit is designed does not help much in the learning process. The design makes the learner uneasy and uncertain to do tasks by himself/herself. The organization of units is not helping much in attaining an important standard which is getting students to reach certain autonomy in their learning. As well as the things mentioned, sensible use of white space on the page is not helpful to make it easy to navigate through sections.

A good or appropriate students' textbook should be well designed, clear, and attractive. It should be easy to use for the teachers as well as for the students. However, the unit sections in Insights into English are not designed in a balanced way. In every unit the layout of its components is done differently. The language content is not laid in a systematic, planned and balanced manner. All teachers agree that the way the units are designed makes the learner uncertain about what to do. Unfortunately, students are negatively affected by this. They lose focus. And this of course affects learning as Cunningsworth (1995, p.28) states:

As a basic principle of learning is to move from the familiar to the new and to relate new items to those already known; recycling of previously taught items can be linked to the first presentation of a new item.

The textbook should be written in a way that encourage students and motivate them to engage in the learning activities, and teachers need to use appropriate methods, techniques and strategies to prepare the students to take part actively in learning situation in order to achieve a certain level of communication. The content of language textbooks is required to be meaningful and interesting to achieve that goal. However, the material in Insights into English is not graded according to the principle from easy to difficult. This makes the job more difficult for students.

3.2 Internal Evaluation

3.2.1 Language Content Analysis

Language content is one aspect of evaluating a course book. In fact, it forms the basic step on deciding the suitability of course book for students from the points of teaching objectives and the needs of the students. Therefore, language content in the course book should reflect and correspond to students' needs and the objective of teaching program. The content of English textbooks influences what teachers teach and learners learn. If the textbook is too advanced or too simple for the students the teacher will inevitably be faced with problems. Local cultural taboos, for example, could force the teacher to leave out certain parts. The content of the textbook might not be of the kind that students can relate to.

In evaluating the course book we focused on a number of components in the language material. The components of language content put under examination are namely grammar, vocabulary, topics and language skills. These actual items of language form the foundation of everything to be taught that contributes to complex process of language teaching. We tried reflect to what extent it can corresponds to learner's and teacher's needs.

3.2.2 Topics

In *Insights into English* we can categorize themes and topics into three main areas: a) *Culture*: Cultural issues and values, humor, education, citizenship. b) *General culture*: sustainable development, youth, women and power, international organizations, and brain drain. c) *Science and technology*: advances in science and technology. The suggested topics in *Insights into English* are:

1. Cultural issues/values
1. The gifts of youth
2. Advances in science and technology
3. Women and power
4. Brain drain
5. Humour
6. International organizations
7. Citizenship
8. Formal, informal and non-formal education
10. Sustainable development

We have to say that the themes and topics in *Insights into English* constitute interesting challenges for both teacher and learner. They are varied and they are deep in scope. The type of texts ranges from narrative, expository, argumentative, and descriptive. We note the existence of different types of register ranging from informal, formal, social functions, scientific discourse. A close look at these themes and topics indicates that they are full of information load about people, places, events, organisations, geographical locations. There is an occurrence of new words, unfamiliar concepts such as headways in biometrics, hybrid vehicles, biotechnology, sustainability etc. This density of vocabulary which occurs in most texts presents a daunting,

overwhelming challenge for students. For teachers, monitoring and measuring appropriate understanding and use of this type of content is not an easy task. It's important in the case of teaching vocabulary. Actually, this textbook is inappropriate according to the real level of the students in the second year baccalaureate classes. Some topics are not within students' concern such as 'Advances in science and technology' and 'International Organizations'.

3.2.3 Vocabulary and Comprehensibility of Content

The primary role of any given language program is to facilitate learning and inculcate the linguistic and study skills in students. Accordingly, the language input must be comprehensive and it needs to match to the abilities of the student.

The vocabulary or lexical level is where the meaning of a language is mostly realized and consolidated. Our opinion concerning the teaching of vocabulary is reflected in the following suggestions:

- New words should not be presented in isolation, but in the context of a complete sentence, and in a meaningful situation. Only in this way will the words acquire meaning, when they appear with a particular definition in a determined context.
- Teaching meaning is not the only aspect of the teaching of vocabulary, although it is certainly one of the most important.

Once the meaning is understood, the new words are practised orally in different phrases, in various contexts and communicative situations, and using all the grammatical structures known to the students. Subsequently, one moves on to reading and writing the new words.

For vocabulary presentation in *Insights into English*, varied activities are used. Key words are introduced through definitions, which is timesaving but not enough. This may be useful with technical concepts, but not with abstract words and culturally loaded ones which require further explanations and illustrations.

If we take vocabulary indicator for consideration we know as teachers that vocabulary load in *Insights into English* is difficult for the students of that particular level and new vocabulary is not sufficiently repeated for reinforcement. The vocabulary explanations and illustrations are sometimes given in meaningful situations and they are not usually enough for a better understanding. In addition to the new elements to be introduced, it is necessary to recycle the most important language and vocabulary components taught in the previous course when appropriate. Cunningsworth (1995, p.28) emphasizes that in the case of vocabulary, items not only need to be met in context and actively practised, they need to be recycled 3,4 or more times before they become stored in the long-term memory. He points out that in this way students learn the form and the sound of a language item through progressive exposure, and by meeting it in a number of different contexts they develop an increasing understanding of its use and meaning. This recycling feature is unfortunately absent in *Insights into English*.

Here are some examples of lexically loaded texts:

A:

Advances in technology have changed the way we live and communicate, but no breakthrough has revolutionized life as much as the advent of the "wireless world". In the 1980s, telephones were stuck to walls, facts were found in books and people had to browse shelves in a record store if they wanted to buy the latest music. Now, access to all of that and more is found by just reaching into our pockets. With new mobile technology and wireless technologies, information has become easily accessible. In the Information Age, having immediate access to data is fundamental to progress. In some cases the advances are serving to overhaul industries at a very fast pace. The Internet has allowed music lovers to change the way music industry does business. Text messaging over cell phones has made written communication more immediate. How many text messages have you sent you today? Having a computer in almost every home was instrumental to this massive technology change. Now, having computer access is available everywhere ~ well, almost everywhere. And just as computer use worldwide is exploding, the brains behind them ~ the processors ~ are getting smaller. Today, a tiny computer chip can hold huge amounts of data. We can now store tons of information in a cell phone or a digital camera and have them at our disposal everywhere. When the Internet age dawned, the World Wide Web looked entirely unproblematic. Today, however, we face online scams and viruses.

Scripting your entertainment experience

Technological advances have also transformed the entertainment industry. Satellite television and radio give us more choices. The development of the remote control allows us to access our preferred channels. Video game technology has made great strides, too.

B:

Looking into the future

Many life-changing innovations have been made in scientific laboratories. Researchers have decoded the genetic makeup of many organisms, which led to advances in biotechnology, the science of manipulating an organism's genetic material. DNA testing and forensic science have made it extremely possible to reunite an unidentified baby with his parents after a natural disaster, for example. Amazing new technologies are changing the way crimes are investigated and solved. Scientists are making headways in biometrics, which is the science of digitizing information such as fingerprints or facial features for accurate identification.

Making advances

Hybrid vehicles ~ those vehicles that use at least two power sources, typically gasoline and electricity will soon be on the market everywhere. The compact fluorescent light bulb is low-tech. Yet, it has revolutionized the quality of life. It is one of the most successful energy ~ saving devices developed to date.

There are advances in everything. From banking to shopping to investing, technology and the Internet are transforming the way we conduct our global banking and financing. Bank customers can see everything from their checking account and savings account to home mortgages and credit cards. Now they can do all of that 24 hours a day, seven days a week from their own homes. Breakthroughs in defense technology changed the face of warfare. Smart bombs are guided to their targets by satellites. Robots are used to disarm bombs. Laser technology is applied in medicine and CD and DVD recording and playback. In space exploration, unmanned spacecraft have landed on Mars. The sky's the limit for new technology industries!!

1. What is another phrase for 'for example'?

(Adapted from an article on www.oxfordjournals.org/)

C:

As you Read

Use SQ5R while reading the article below. Select the steps which best suit your immediate reading purpose.

LAUGH A LITTLE TO HELP RELIEVE STRESS

When did you last have a good laugh? The relief from stress that comes from laughter is thought by many doctors to be both emotional and physical. Some mental-health experts have noted the correlation between optimism in an individual and having a good sense of humour. Dr. William Fry, a psychiatrist and researcher in the area of humour and psychotherapy, notes that laughter may benefit a person's heart and, muscles and lungs because it increases circulation and exercises the heart. If you would like to cultivate the art of laughter, humour and optimism but don't want to change your pattern of behaviour, read on.

Laughter is contagious

Do you spend time with people who like to laugh? If there is a jokester or comedian around, do you gravitate toward him or her or pull away? Laughter is contagious and associating with others who laugh will also tickle your fancy. Humour appropriately injected in conflict situations can aid to shift the focus from anger and destructive communication patterns to a less tense and more creative atmosphere. Humour and laughter is often the flip side of anger and bitterness. Do you ever laugh so much you have to stop yourself from laughing? Don't, unless your laughter occurs in a place where it may be totally unsuitable and offend others. Laugh as long as you can. The benefits of a long laugh are obviously better for you than a short laugh.

Laughter is free

Can you laugh at your own mistakes? Do you remain confident and extremely optimistic, despite a misfortune? Do you enjoy your humanness? Parents should encourage children to develop a healthy sense of humour and serve as a role model for this development. Looking at the lighter side of life certainly can help many families through tense and stressful situations. Maybe laughter and humour are undervalued because they seem relatively unscientific, too simple and obvious when compared to other more complex techniques of stress management. Is it possible that your sense of humour needs to be exercised? If you don't value laughter you may suppress the urge to laugh. Try to make your laughter and a good sense of humour part of your repertoire of alleviating and coping with stress. Like many of the other helpful things in life, laughter is free.

90 (cox news, 1996)

The lexical component In *Insights into English* has become a constraint and a limitation to students who, many of them prefer not to bring it in class because they say it useless. They do not grasp much its content. Even, the instructions are problematic for the students. If learners make sense of the topics and themes in the materials, they are likely to bring in books, to be motivated to indulge in reading texts and to seek meaning from them. Most of the time, however, students are passive towards the book except 2 or 3 in every class who came with a good educational background or who mostly take evening classes and repeat what they have been taught in advance.

Disappointed at the situation, the learner tends to experience anxiety, depression and frustration in mind. These affective factors, conversely, hinders the learner to participate in communicative activities.

3.2.4 Grammar

This textbook includes all the grammatical structures that are cited in the English Language Teaching Guidelines for Second Year Bacculaureate (See Appendix F, English Language Teaching Guidelines for Second Year Bacculaureate (Level Four), October, 2006).

The included grammar items are:

- Past perfect; Future perfect;
- Conditional 3/Wish, If only (past);
- Reporting commands, statements, and questions in the present and past.
- Modals: present past and past;
- Infinitive vs. Gerund;
- Phrasal verbs
- Passive voice and its uses;
- Passive with modals and its uses;
- Restrictive and non-restrictive clauses;
- Linking words.

It is evident that all languages are governed by a set of grammatical norms, and therefore grammar is present in all teaching-learning situations of a foreign language. The problem is the way in which these grammatical elements should be taught: is it through memorizing normative rules which are then applied to exercises? i.e. the deductive way ; or should it be in an inductive way? i.e., using structural exercises or drills which practice a particular structure, but without specific reference to the underlying general rule.

In *Insights into English*, “Brush up your grammar” is the section devoted to grammar. Looking at this title, it gives the reader the impression that the learners have already had some knowledge of the grammatical points somehow at a given time and that all they need is just to brush up their knowledge. However, most of the items are presented to students for the first time and that all items really need to be presented clearly, practiced and produced by students both in a controlled and a meaningful way. The grammar syllabus does not include a light review of the items taught in the previous levels.

In *Insights into English*, most of time this ‘Brush up Your Grammar’ activity is slotted at the end of the units. Whereas it would be better it was incorporated within the unit and was related to other skills. This placement gives the impression that grammar in *Insights into English* is treated deductively. Grammar is seen as an isolated skill. In all units, the activities preceding the ‘Brush up Your Grammar’ under the heading ‘Improve your Communicative Skills’, there is little evidence of the communicative use of the grammatical item under focus. This affirms the hypothesis that grammar items have just been slotted within units. It would be more effective if the target structures were used in coherent texts or coherent conversations. Grammar cannot be taught in isolation from the other language aspects and components.

The focus of the grammatical component in the first unit is the presentation and practice of the past perfect contrasted with the past perfect continuous. In unit 2, students identify the uses of the future perfect and the future perfect continuous. Unit 3 highlights some phrasal verbs. The grammar section in unit 4 is concerned with reporting of statements. In unit 5, the focus is on linking words. Such grammar items are presented to help learners to see general patterns. More revisions are dealt with in the Grammar box supplemented at the end of the textbook. Throughout the grammar section the authors are oriented towards presenting the target structure through a 'Noticing' procedure; then the structure is practiced at the sentence level, a procedure which is actually not very insightful or communicative. The various structures cited above do not occur naturally in both the written and spoken texts.

To have a clear picture of the order of presentation and practice of the grammatical component in *Insights into English*, let us focus on the first and second units. In the first unit, the target rule is the past perfect contrasted with the past perfect continuous. In (SB p.24), the procedure of presentation goes as follows:

1. Noticing eight sentences containing the two perfect tenses.
2. Noticing the use of the past perfect in two short exchanges (A & B as speakers)
3. Questions about the form and use of the tenses.
4. Sentence completion exercise.
5. Description of two pictures to use the tenses.

At the presentation stage, students are asked to read and notice the two target tenses which are contained in the sample sentences. The use of the “noticing” tasks is meant to raise students’ awareness of the form. This technique could be more insightful and effective if the target structures are used in coherent texts or coherent conversations.

In (2007 Guidelines, p. 39) it is stated that “...can make structures which are embedded in the natural environment (discourse) potentially ‘processable’ and ‘comprehensible’.” Though it is claimed that the communicative context is crucially important, *Insights into English* fails to provide such context.

At the practice level, the students are asked to provide the appropriate verbs and put them in the correct form simultaneously. In this task, students are faced by two difficulties at the same time: a thing that does not help to go smoothly through the task. In this section, one can easily notice that there is no free production stage.

In unit 2, the grammatical section is inserted at the end of the unit. This distribution needs reconsideration by textbook designers. In this unit, the target structure is the future perfect and future perfect continuous. The presentation follows this procedure:

1. Noticing of eight sentences with verbs in the future perfect and future perfect continuous.
2. Matching exercises to identify the uses of the future perfect.
3. Gap-filling exercise.
4. Pair work to ask and answer questions. (S.B. P.40)

The absence of a communicative context is again seen here. Students are also asked to notice eight sentences that are not embedded in a coherent spoken or written piece of discourse. Students are not provided with authentic pieces of discourse where people use these structures to communicate naturally in specific contexts. The matching exercise used to guide students to identify the uses of the future perfect and the future perfect continuous are not very helpful. Meaning rules about future perfect tenses can be indirectly expressed by, for example, time markers. In this way, we can avoid that metalinguistic terminology about uses, especially at the presentation stage. In

The structures presented in the book usually do not appear in authentic contexts. The book is not useful enough to be a guide and support for the students to understand the target language by themselves. The structural items in the books are not sufficiently introduced in meaningful situations to facilitate understanding. In "A letter to the student" (SB p.2), the textbook-designers say that the grammar sections will help students to discover for themselves "How grammar is used and for what purposes" (SB p.2). This cannot be attained the way structures are presented and practiced in *Insights into English* .

Generally, Students are insecure about their English grammar and hope to learn more but differently so as to meet the national exam requirement. It should be noted that the texts and tasks in the book are far from appropriate levels for the students. And a good structure presentation with a good structure practice is said to be necessary for students. If we accept that the fundamental purpose of learning a foreign language is to be able to

communicate in that language, then we must try to integrate the teaching of grammar into a communicative framework.

The presentation of linguistic elements such as grammar and vocabulary- are practically never embedded within a connected discourse or a communicative activity of listening, speaking, reading or writing. This is actually one of the inefficiencies of *Insights into English*.

3.2.5 Skills

The four language skills are the foundation of communication. Listening and reading are receptive skills, whereas speaking and writing are productive skills. These skills are different in several aspects, and they are also similar and related in a close way. In real-world situations, language skills are not used in isolation, but in conjunction with each other.

When we are evaluating a textbook, we need to check if the textbook deals adequately with all four skills, taking the level and overall aims into account and if there is a suitable balance between those skills. When we say that the basic skills are integrated, we mean that they are used together; we mean that when we communicate we listen, speak or read and write at the same time. Therefore, for textbook editors, the integration of the use of these four language skills should not be neglected when designing textbooks.

If we look at *Insights into English*, we notice that it provides practice in the four language skills of listening, speaking, reading, and writing. The authors claim that the underlying organizing principle in the syllabus is the development of language skills in general and communicative skills in particular. The book shows a multi layered syllabus, which includes a

grammar and vocabulary, in cooperating systematic work on listening, speaking, reading and writing.

As stated by the authors in (SB, p.2), the objectives of the course are improving reading, listening, speaking and writing:

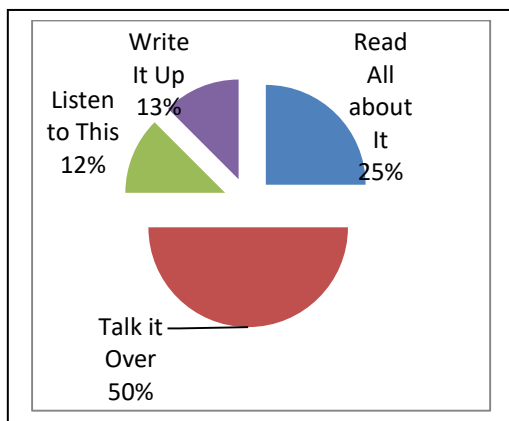
Insights into English will help you to become a better communicator- to be able to read, write, listen and speak to different audiences, on a variety of themes such as the gifts of the youth, and for many purposes; for example, to persuade your classmates to do something. Be ready to study and use English as often as you can.

While reviewing the content of 2nd year Baccalaureate textbook, we notice that these skills are given different weights. The most frequently conducted activities in *Insights into English* are reading comprehension and oral activities. As can be seen from the table below, reading comprehension and speaking are more emphasized. Writing, however, receives less weight. Although different tasks are given to help students to achieve the goals stated by the authors, both teachers and students face a number of constraints. For example, the skill teachers covered the least frequently was the listening activity because of technical constraints and limited allotted time and also students are passive towards listening because they see no reason for it as the exam is mainly reading and writing oriented. Their concern is mainly towards the examination-type questions.

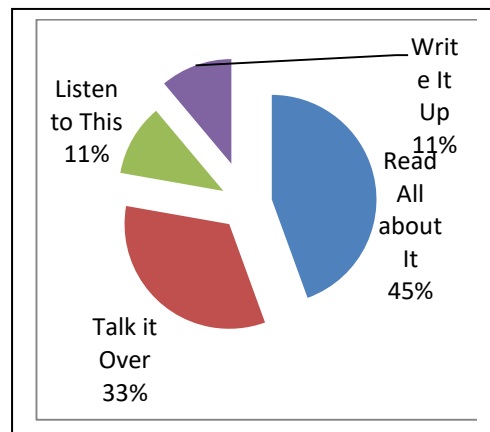
Let's see if these communication skills are distributed evenly and consistently throughout units.

Skills Activity	Unit 1	Unit2	Unit3	Unit4	Unit5	Unit6	Unit7	Unit8	Unit9	Unit10
Read All about It	2	1	4	3	3	1	3	2	4	1
Talk it Over	4	1	3	3	2	2	3	2	2	2
Listen to This	1	1	1	1	Error	1	1	1	NA	1
Write It Up	1	1	1	1	1	1	1	1	2	2

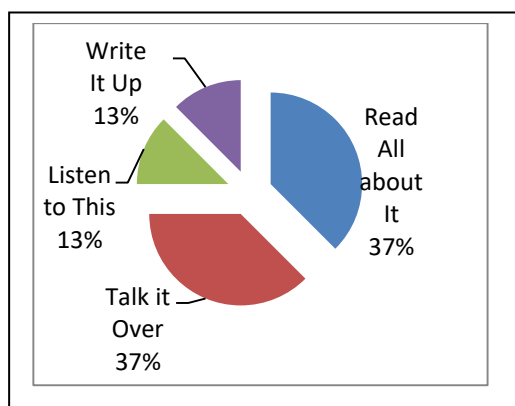
The distribution rate of each activity throughout units



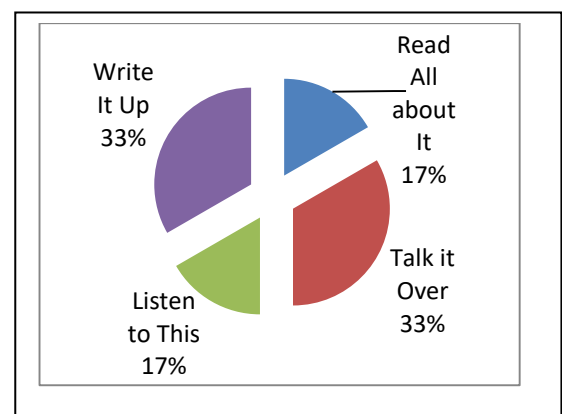
Unit 1



Unit 3

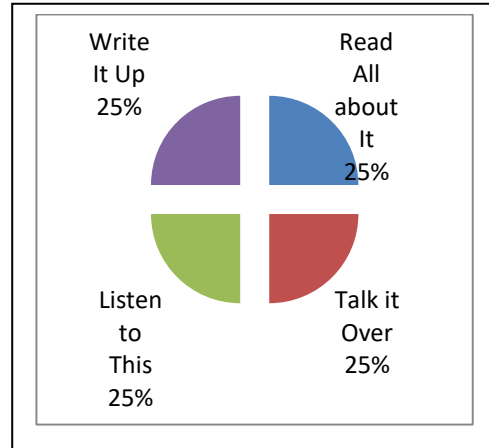


Unit 4



Unit Ten

We notice that most units in the book exhibit a lack of distribution of activities relative to presentation and practice of skills. The only instance in which there is a consistent distribution of activities is in Unit2.



Unit Two

3.2.5.1 Reading: 'Read All about It'

People usually read for one of these two main reasons: for pleasure, as in the case of novels, short stories, poems, etc.; or for information, to find out something (for instance who invented the face book), or to do something with that information (for example, to operate a new household gadget). According to Cunnigsworth:

Reading is the one activity that can be done easily and without any equipment by students outside the classroom. All they need is access to suitable texts and reference material, such a dictionary or wordlist. This can be provided easily by the coursebook and most include reading passages from early on at elementary level. (Cunnigsworth, 1995, p. 73)

In *Insights into English*, the reading component is divided into three stages: 'Before you read'; 'As you read' and 'Post reading'. The reading passages use various types of texts adapted from authentic sources. The readings develop a variety of reading skills, including reading for details, skimming, scanning, and making inferences. And pre-reading and post-reading questions that use the topic of the reading as a springboard to discussion are also included.

"Reading texts can be used for several different purposes, and this is reflected in coursebooks:

- Developing reading skills and strategies
- Presenting/recycling grammar items
- Extending vocabulary
- Providing models for writing
- Giving information of interest to students
- Stimulating oral work" (Cunningsworth, 1995, p. 73)

Through reading, students learn new vocabulary and spelling, recycle grammar and learn how to structure written texts but in *Insights into English*, however, it is felt the reading tasks are aimless. Reading is not linked to other skills work, particularly listening and writing. Some coursebooks have reading texts recorded on cassette and ask learners to listen as they read. Sometimes students use the reading texts as a resource for writing. They write similar paragraphs after they read. But when we look at *Insights into English* we see that reading passages are not presented and accompanied by purposeful activities which help the reading process.

While analyzing *Insights into English*, we see the target language is not presented in a meaningful and interesting context, making learning a pleasurable experience. The texts present a certain lexical difficulty for students. They are simply intended to cover an uncertain amount of vocabulary, including phrases, idioms and fixed expressions. Every single Unit contains, on the average, more than 100 new words. In other words, there are more than 10 to 20 new words on each page of the text, not including phrases, fixed expressions and idioms. The input is obviously against the principle of comprehensibility. The texts are mostly expository or descriptive. They may be interesting, but absolutely not relevant to the learner's needs. With the highbrow language, the teacher can hardly create a communicative climate in the class. As a result, the learner turns to study the text superficially as a subject of knowledge instead of learning it as a skill training.

The reading activity as approached in *Insights into English* state that it is unnecessary for students to understand every word they read. Authors claim that very often tasks only require identifying the main points or the writer's message. Actually, this true; students are expected to draw inferences, combining building previous knowledge and experiences to aid comprehension of the text. But the problem is that our students' background knowledge and experiences are very limited; their lexical inventory is very limited; as a result the guessing and inferring game does not always work and students just get stuck in front of difficult text.

Furthermore, the reading texts are not organized according to the difficulty level. Some texts overwhelm the students with too much textual information so that students lose their enthusiasm for learning. The texts chosen for reading should be not too difficult for the learners, suitable for the teaching goal and usable in the series of activities, lending themselves as a resource of information and ideas.

The reading parts in the textbook have not been organized according to level of difficulty or background knowledge of the learners. The type of activities and exercises included in the comprehension part are not enough to really develop reading skill in the students because for developing this skill all the techniques related to it such as predicting the content of a text, scanning, skimming, intensive reading, extensive reading and guessing the meaning of unknown words can be dealt with.

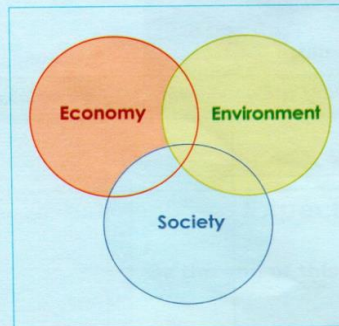
It is believed that to acquire the target language effectively, learners need to engage actively in processing the meanings of whatever they hear and read. A big problem with *Insights into English* is that the tasks included in their textbook do not give them enough practice in the skills they will need. In short, the textbook somehow lack the variety of communication tasks which can motivate and give learners a purpose for doing them.

2. Still in pairs, read the text below and decide in what ways it complements the scheme on page 143.

It must be everyone's concern

Today the world stands at a crossroads. Global problems such as climate change, the damage to the ozone layer and the extinction of wildlife species affect all of us. It can even be argued that they are threats to our very survival. Sustainable development must be each and everyone's concern; otherwise, the way we live today will not be sustained in the future. It's a pretty frightening look at the future. All these problems are clearly related to human activity. They are truly global in scope. True, we all need development to have decent housing, rewarding jobs and to meet other basic needs such as food and health. Yet, we must think about ways that do not overburden natural systems or squander natural resources. In other words, there must be sustainable development so that we can hand a better world to the next generation.

The integration of social, economic and environmental goals are essential to achieving sustainable development as success in one is totally dependent on the others. Good standards of living necessitate a strong economy, a strong economy relies on environmental resources, and environmental conditions are inseparable from our quality of life. The three goals are interdependent and mutually reinforcing. This can be schematized as follows:



No goal must be pursued independently. For instance, there could be no sustainable development without an affordable and secure supply of energy used in an environmentally-friendly way. The question that arises is: what action plans has Morocco produced to take forward sustainable development from a global to a local level? All Moroccans have gone forward together to sustain development. We all play a valuable part in sustainable development. It has been an enormous concern in Morocco. We have been trying to implement ways of balancing needed housing and economic growth with vital preservation of natural resources and quality of life.

How can sustainable development be achieved for all in Morocco?

Achieving sustainable development depends on good governance practices, particularly the effective implementation of national sustainable development strategies which integrate government decision-making in the economic, environmental and social spheres.

(Adapted from various sources, including Encyclopedia Britannica.)

3. Re-read the article and answer these questions.

1. What is meant by 'The world stands at a crossroads'?
2. What do 'they' refer to? (It is underlined in the article).
3. How can we build a better world for the next generation?
4. Why should we address the three dimensions of sustainable development in a balanced way?
5. What should Morocco do to sustain development?
6. What is the writer's intent in this article?

Part A.

Advances in technology have changed the way we live and communicate, but no breakthrough has revolutionized life as much as the advent of the "wireless world". In the 1980s, telephones were stuck to walls, facts were found in books and people had to browse shelves in a record store if they wanted to buy the latest music. Now, access to all of that and more is found by just reaching into our pockets. With new mobile technology and wireless technologies, information has become easily accessible. In the Information Age, having immediate access to data is fundamental to progress. In some cases the advances are serving to overhaul industries at a very fast pace. The Internet has allowed music lovers to change the way music industry does business. Text messaging over cell phones has made written communication more immediate. How many text messages have you sent you today? Having a computer in almost every home was instrumental to this massive technology change. Now, having computer access is available everywhere ~ well, almost everywhere. And just as computer use worldwide is exploding, the brains behind them ~ the processors ~ are getting smaller. Today, a tiny computer chip can hold huge amounts of data. We can now store tons of information in a cell phone or a digital camera and have them at our disposal everywhere. When the Internet age dawned, the World Wide Web looked entirely unproblematic. Today, however, we face online scams and viruses.

Scripting your entertainment experience

Technological advances have also transformed the entertainment industry. Satellite television and radio give us more choices. The development of the remote control allows us to access our preferred channels. Video game technology has made great strides, too.

(Adapted from an article on: www.cnn.com)

1. Which 'breakthrough' is the writer talking about? (line 1)
2. What is another adjective for 'fundamental'? (line 6)
3. Who does 'you' refer to? (line 9)
4. 'brains'. What are they? (line 11)
5. What is an 'online scam'? (line 14)
6. What is another phrase for 'to make strides' (line 18)



Part B.

Looking into the future

Many life-changing innovations have been made in scientific laboratories. Researchers have decoded the genetic makeup of many organisms, which led to advances in biotechnology, the science of manipulating an organism's genetic material. DNA testing and forensic science have made it extremely possible to reunite an unidentified baby with his parents after a natural disaster, for example. Amazing new technologies are changing the way crimes are investigated and solved. Scientists are making headways in biometrics, which is the science of digitizing information such as fingerprints or facial features for accurate identification.

Making advances

Hybrid vehicles ~ those vehicles that use at least two power sources, typically gasoline and electricity will soon be on the market everywhere. The compact fluorescent light bulb is low-tech. Yet, it has revolutionized the quality of life. It is one of the most successful energy ~ saving devices developed to date. There are advances in everything. From banking to shopping to investing, technology and the Internet are transforming the way we conduct our global banking and financing. Bank customers can see everything from their checking account and savings account to home mortgages and credit cards. Now they can do all of that 24 hours a day, seven days a week from their own homes. Breakthroughs in defense technology changed the face of warfare. Smart bombs are guided to their targets by satellites. Robots are used to disarm bombs. Laser technology is applied in medicine and CD and DVD recording and playback. In space exploration, unmanned spacecraft have landed on Mars. The sky's the limit for new technology industries!!

(Adapted from an article on: www.cnn.com)

1. What is another phrase for 'for example'? (line 5)
2. What is another phrase for 'to make headways'? (line 6)
3. What is 'biometrics'? (line 6)
4. What is a 'hybrid vehicle'? (line 9)
5. What does 'it' refer to? (line 10)
6. What is 'a home mortgage'? (line 14)



We can claim that most of the reading texts included in English textbooks are not suitable for their age and do not motivate the students. It has so many new vocabulary items and expressions.

Apart from these problems pertaining to textbook design, the other major problem is due to the procedures and techniques teachers use to achieve the goals they have in mind. Some of them can use their creativity to change the existing materials of the textbook into communication tasks and give their students enough practice in different skills. Others just follow what is prescribed without questioning its validity.

3.2.5.2 Speaking: 'Talk it over'

As we know, the communicative approach has placed the speaking ability as the most important objective in the process of teaching-learning a foreign language. Most students of English want to be able to speak the language as perfectly as possible, in order to communicate with native and non-native speakers of English in their business or holiday contacts with them. Speaking is very important in language learning. If you cannot talk, you cannot show your performance, and your competence is viewed as nothing.

Cunningsworth states that

"Few courses treat speaking as a separate skill in the same way as listening, reading and writing. Speaking practice takes place through the oral presentation and practice of new language items, in dialogue work and in role play" (Cunningsworth, 1995, p.69).

In *Insights into English*, 'Talk it over' is the significant section that promotes speaking. It includes some oral exercises which aim to develop speaking skill. It takes place through the oral presentation and practice of new language items, in dialogue works and projects. It is mostly integrated with reading and listening. Communicative language teaching emphasizes pair and group work in the classroom so that the activities and tasks in the textbook are completed through oral interaction in the classroom. True, these exercises are a central part of the course and allow students to extend and personalize what they have practiced and learnt in each unit but they are constrained by limited time. Completing the tasks in the classroom and the teacher monitoring them and making sure that students have understood the instructions takes a great deal of time. That is why, and although these exercises are meant to be practiced orally in the classroom, they are mostly assigned as homework assignments to be done at home. Some teachers change them to writing exercises. When assigning the tasks to be done as assignments, the teacher cannot ensure that students have completed the tasks themselves.

The acquisition of this skill, however, is very difficult and demanding, and this difficulty is at the root of the discouragement a lot of learners feel after some time of studying the language. Class time should be spent primarily teaching the oral skills or listening and speaking, because most students do not normally have the opportunity to hear or speak English outside the classroom

3.2.5.3 Listening: 'Listen To This'

Understanding what others say is essential for communication: It is impossible to answer or respond to another person if we do not understand what he or she has said. In spite of this, the skill of listening comprehension was usually neglected in the teaching of foreign languages until the spread of the communicative approach which made theoreticians and practitioner teachers aware of the importance of this basic linguistic skill.

Listening activities vary according to preset objectives. Some of them can be listed as follows:

1. to reinforce a particular structure or function,
2. to reinforce vocabulary
3. to get the gist
4. to get specific information
5. to supply input for discussion, role-play, simulation etc.

The listening activities help students to develop listening strategies, to understand spoken discourse, to expand their knowledge and experience the sound, system, rhythm, intonation and stress of English. The procedure for teaching listening activities is usually done in this way:

- pre-listening
- while-listening
- post-listening

The pre-listening activities are conducted as a warm up to the topic; while-listening activities are designed in accordance with the objectives; and post-listening activities lead to other activities which integrate all skills into one another.

'Insights into English' handles listening as oral work that includes dialogues and interviews. Each unit has a 'Listen to This' section in which an interview or a dialogue is to be listened to and practiced. Students firstly listen to the dialogue and then practice it. The teacher's guide is accompanied by a CD. The listening component is divided into three stages: Before you listen, As you listen and Post listening. By doing this, 'Insights into English' trains students to look for certain items of information included in the listening material. Also, by listening and imitating the sounds that they hear, Students improve their pronunciation with very helpful and real models.

As in the case of reading comprehension section, the listening sections are a bit long. They are built on a premise that students do not have to understand every word. Listening sections are designed without much background information to make comprehension easier. Students are supposed to make informed guesses based on practical comprehension.

3.2.5.4 Writing: 'Write It Up'

Learning to write fluently and expressively is the most difficult of the macro-skills for all users regardless whether the target language is a first, second or foreign language. In EFL Classrooms, writing proves very important because it presents many learning benefits. Benefits such as:

- Writing is a practical means for consolidating various language components (e.g. vocabulary, syntax, etc)
- Before writing, writers gather information by observing, reading, listening, talking to others. So, it is a means of reinforcing other skills.
- If writing is adequately practised in the classroom, it helps a lot with recycling and generating content.
- Writing helps a lot with empowering learners and achieving their growth not only as language learners, but also as independent intellectuals.

If we try to address the question of what learners at second year baccalaureate classes must know and be able to do with English as far as writing is concerned, the official guidelines on page (87) clarify the issue. It is stated that learners should attain the following standards:

- Content standard 1: learners will be able to use written language for a variety of purposes and with a variety of audiences.
- Content standard 2: learners will be able to use a range of writing skills and strategies in the writing process to complete a variety of tasks.
- Content standard 3: learners will be able to apply the cultural and rhetorical aspects of different text types to write appropriately.

- Content standard 4: learners will be able to apply skills to complete a variety of tasks effectively, individually or in groups, for example, projects.

By the end of baccalaureate Cycle, it is legitimate to ask ourselves:

- Are students able to demonstrate the writing standards above mentioned?
- To what extent has our textbook been effective in making our students good writers?

The type of language used in formulating those standards/ objectives is very general and broad. I would claim on my responsibility that none of these standards are attained by the majority of our students. As far as writing is concerned the major objectives set by of *Insights into English* are in line with those listed in the guidelines. But on the ground, our students do not exhibit such writing competence exemplified in the above standards. These expectations are too high taking for consideration the actual situation of our schools, the class sizes, and the time allotted to the subject matter, etc. It is possible with the current textbook to meet such mechanics as punctuation, using a variety of sentence structures such as compound and complex sentences or using cohesive devices and transitions to organize content at the level of the sentence or paragraph.

In the teacher' Guide, the authors of *Insights into English* claim that the book adopts a process approach to writing. The theory of writing within the framework of the standards-based approach endorses the 'process approach' to teaching writing.

"Process writing is learning how to write by writing," notes Stone (1995, p. 232). This current emphasis in writing instruction focuses on the process of creating writing rather than the end product (Tompkins, 1990). This approach trains learners to monitor their writing through a process that consist of five integrated stages: pre writing, Writing a rough draft, Revising, Editing, and Writing a final draft.

- **Prewriting** is the planning and idea-gathering stage.
- **Drafting** refers to time spent composing a rough draft.
- **Revising** is the process of improving the draft. Students reread their work and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers.
- **Editing** is the process of correcting mechanical errors.
- **Publishing**, or sharing, is accomplished in a wide variety of ways when the work is in final form. Student of all ages move back and forth among these stages while writing; the stages are not lockstep or sequential (Gardner & Johnson, 1997; Tompkins, 1990).

Let us see how 'Writing' is presented in our currently prescribed textbook and see to what extent the suggested tasks correspond to what is prescribed. Let us see three examples: from Unit 2, 3 and 8.


In Unit Two, students are asked to produce a persuasive piece of writing that should catch the readers' attention: a text on how we can develop young people's assets. Students here are expected to find arguments to persuade and produce a text and at the same time apply the features of the writing genre. But the question that remains is how? The learner is left alone without planning or idea gathering he is asked to find sources, take notes and arrange them and produce an outline and write the advertisement. Contrasting to what is suggested in the process writing procedure; the learner is not well prepared to fulfill the task.

Write It Up

Write an advertisement on how we can further develop young people's assets.

Before you Write

1. Look at these slogans. What do they persuade us to do?
 1. Investing in youth is investing in Morocco's future.
 2. Investing in youth is investing in our future.
2. Follow these steps:
 1. Find sources
 2. Take notes
 3. Arrange your notes
 4. Write an outline



As you Write

Keep these tips in mind as you write.

1. Remind yourself of your objective which is to persuade.
2. Your advertisement should catch the readers' attention. (A good slogan or headline is essential; an illustration can make a good impression on the reader).
3. Your advertisement should have the right message.
4. Proofread your advertisement.

The second example is taken from **Unit Three**

Write It Up

In pairs, design a survey to find out what teachers of English in your school or English-speaking members in your community think about one of the topics (1-4) below.

1. Science literacy.
2. Technological innovations.
3. Society and technology.
4. The Internet.

Before you Write

1. Study this survey questionnaire.

English at school

Who was asked? *First year students*

Number of students asked? *10*

Questions:

Question	Yes	No	Total
1. Is learning English fun?	9	1	10
2. Is English useful for you now?	8	2	10
3. Will English help you understand other cultures better?	10	0	10

2. Below are steps to follow in your opinion poll. Re-arrange them in the right order.

- A. Write down what you think about the results of the survey.
- B. Report the results of your survey to the class.
- C. Analyse the data collected.
- D. Conduct the poll ~ Ask the questions.
- E. Pre-test the questionnaire, to find out if it is practical. Test the questions.
- F. Design your questionnaire ~ What will you ask?
- G. Determine your sample ~ Who will you interview? Choose an appropriate interviewing strategy ~ How will you ask?
- H. Establish the purpose of the opinion poll ~ What do you want to learn?

1	
2	
3	
4	
5	
6	
7	
8	

As you write

As you write, try to follow the suggested procedure.

Here students are asked to look at the questionnaire and notice the list of Do's in the supplied opinion poll. After that, they are asked to design and use an opinion poll questionnaire on one of topics suggested. Students are expected to conduct an opinion poll, come in class and present it. This activity

is exploitation on how to formulate questions. Moreover, I think this activity seems more speaking oriented than writing oriented.

The last example is taken from **unit 8**; the 'Write It Up' activity looks as follows:

Write It Up

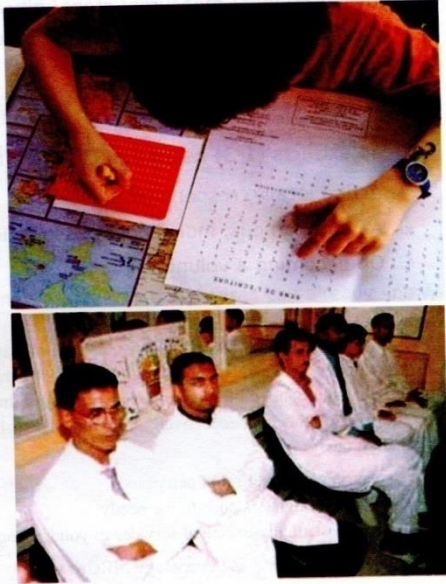
Write, as part of a letter or an e-mail, a brief description of the Alaouite Organization for the Protection of the Blind to one of your English-speaking friends.

Follow this procedure:

- 1. Before you write**
 - Decide how you will get ideas. Will you do the following:
 - a. look through back issues of newspapers and magazines?
 - b. use the internet?
 - c. conduct an interview?
 - Select ideas that you want to include.
- 2. Write, Write and Write.**
 - Don't stop once you begin writing.
- 3. Revise.**

While revising, use the A3R's method.

 - A**dd ideas
 - R**earrange: Are your ideas arranged effectively?
 - R**emove: Is there any unnecessary information?
 - R**eplace: Are there any words to change?
- 4. Edit: Check for spelling, capitalization, punctuation and grammar.**
- 5. Write or word process the final draft.**



Here the students are asked to write as part of a letter or an e-mail a brief description of 'The Alaouite Organization for the Protection of the Blind'. As in most writing questions there is little preparation. While training learners in the process of writing, some further practice at the level of pre writing stage is needed. The prewriting stage which is expected to be teacher led and provide not only ideas but different sentence structures to be practiced with students proves to be just directions: look through the back issues of newspapers; use the Internet; conduct an interview. During the writing stage students are just asked to write, write, write. The writing tasks in *Insights into English* are not

reinforcement or extension to the points covered in the unit. The focus on the preparing and equipping students to write in the pre writing stage is lacking.

The quality of the design of the writing tasks is another aspect of textbook inefficiency. 'Write It Up' does not equip students with enough preparation to do the tasks. Although there is an increase in the amount of reading practices but with the absence of smooth link and transition between reading tasks and writing activities leaves students with little tools to carry out the writing exercises. Materials tended to be rather lecture-based and too theoretical in style and had very few tasks and activities for students to perform. If the textbook were not designed in such a complicated style it might become less boring and ineffective for students' learning. Therefore, it is important for the writers to give attention to the design and distribution of the unit sections.

Implications

To help learners become effective writers,

- Much time is needed to be devoted to writing activity.
- Training learners to write effectively is a gradual process, not a linear process.
- To raise learners' consciousness to how different text structures and genres are organized, a lot of reading, listening, and discussions are needed.
- While training learners in the process of writing, some further practice at the level of pre writing stage is needed.
- More mechanics and accuracy should also be done to contribute in the improvement of the piece of writing.

Before exposing students to more challenging writing such as essays and texts, learners may be trained in how to write a paragraph. Ur (1996) introduces her view about language teaching. She contends that practice is the key for the students' effective learning. Practice is related to exercises and activities. The pre-learning phase is the phase in which learners should have a good preliminary grasp of the language they are required to practice. Students are required to do a practice activity based on something they have not yet begun to learn.

Students can usually deal with a higher level of language in receptive skills than in productive ones; the learners can process and understand language that is above their own level of production, because in the receptive skills they do not need to encode the language into speech or writing, but rather to interact with the text in order to understand the message, which seems possible even where the text contains language the students are not themselves able to produce. But when it comes to productive skills we have to be careful about the type and level of language we are using.

Writing materials raises every issue in language teaching, from questions of language to problems of approach, method and class management. Authors need to develop an understanding of learning styles, of the principles of assessment, and of different ways of dealing with language points and of language pedagogy. We know that it is difficult to assess or evaluate quality in textbooks if there is no awareness of how they are built. There is a close connection between the textbook design and textbook evaluation.

3.2.6 Mistakes found in Insights into English

After a thorough assessment of the content of Insights into English, we located a number of mistakes. These mistakes and errors may be related to printing, design, grammar, spelling, punctuation, etc. The following table outlines these mistakes.

No.	Activity Type	Mistake/ Error Type	Details			
			Page	Line/ Task	Mistake/ Error	Correction
1	Hypothesizing	Spelling	31	Task 2	role	rule
2	As you read	repeated	50	Line 9	Double pronoun 'you'	you
3	Use English communicatively	Spelling	54	Task 3	right	night
4	As you read	lexical	63	Task 1	six	five
5	Brush up your Grammar	Grammatical	72	Task 6	runs	ran
6	As you read	lexical	80	Task 2	money	flight
7	Read all about it	lexical	82	Line 9	bad	bad for
8	Learn how to learn	lexical	83	Task 2 F	Drain	gain
9	Make connection	spelling	87	Ex1	science	science
10	Review and Evaluation	Grammar	99	Q.2	enjoyed	didn't enjoy
11	Use English communicatively	lexical	110	Task5	A tour of	A tour in
12	Learn how to learn	lexical	111	Table headline	suffixes	prefixes
13	Learn how to learn		112	Table subtitle	suffix	prefixes
14	Learn how to learn	lexical	112	Task 3; Ex1;BI 4	Partici.....	Participa.....
15	Learn how to learn	lexical	112	Task3;Ex2 BI 6	Major....	Major(No suffix to be added)
16	As you read		115	Q.3	Line 4	Line 3
17	Before you read		115	Task 1	1992	1996

18	As you read		117	Task 2	Words that go with	Words should be different
19	Talk it Over	Grammar	133	Profile 2	She	He
20	As you read	grammar	157	Q.3	verb	noun
21	Grammar Reference	Grammar	164 and 165	Q.6	No inverted commas	inverted commas are needed
22	Grammar Reference	Grammar	166	Form	If +past participle	If+ had+ past participle
23						

Conclusion

The reason why we decided to give more attention to the textbook in our investigation is that we think that it is the most important part of the material package. Textbooks are the teaching component where both students' and teachers' needs can be incorporated and integrated. So approaching the organizational principles of the materials will equip us with enough background of how textbooks are designed.

It is impossible to ignore the contribution of the evaluation studies as they can be effective in providing innovative thoughts concerning materials development in ELT. These evaluations and analyses are carried out to investigate the elements of ELT textbooks which are designed to meet the basic English needs of the learners.

Chapter 4: Findings and Conclusions

In keeping up with a number of implications already mentioned in the course of analysis, some pedagogical conclusions are offered in this section. The implication concerning the culture of learning, the status of English, Baccalaureate students and the design of textbooks cannot be well conceived unless put within a general research framework involving all parties of the teaching learning operation.

4.1 Stagnant Culture of Learning

Although everyone claims to be involved in the education change in Morocco, although much is said about innovation in the teaching approach, I think education is still viewed more as a process of accumulating knowledge and less as a process of constructing and using knowledge. The focus of teaching is often not in getting students to create, construct or apply knowledge, but in transmitting authoritative knowledge from teacher to students. This view of the learning process and the role between teacher and student is contrary to the ideologies behind SBI, the adopted approach in English language teaching. Such socio-cultural differences need to be carefully recognized and accounted for before trying to implement practices originating from different cultures.

As the culture of learning in Morocco conflicts with the student-centered, collaborative-interactive approach of adopted approaches, policy makers and practitioners alike should take a critical attitude to teaching which recognizes socio-cultural differences. The inferred idea is that transplanting teaching approaches from one context to another would lead to failure. Failure to

recognize these differences may result in what Halliday called 'tissue rejection' (Holliday, 1992). Careful study of the local needs and context is necessary to ensure an appropriate methodology, not simply transferred from one context to another. Within this conception, EFL teachers in Morocco can start with pre-communicative language practice and build progressively towards more meaning-oriented communication. Teachers should also pay heed to adapt their lessons to fit their own abilities, beliefs, and experience; as well as the context and the socio-cultural environment.

4.2 The Status of English

Research findings show that in Morocco, English is taught and learned as a foreign language. The teaching learning of English takes place under the conditions of limited contact with natural English linguistic environment. Students contact with English through a course book and the teacher. Most often these factors are not taken into consideration in the process of teaching and learning. As we know that learning a language is an active process, there is a need to approach our teaching in a particular way to compensate for this shortage of contact with the natural linguistic environment. A course book should offer enough auditory, visual material in addition to reading and writing activities. The material for foreign language acquisition should be presented as a system which is being constantly developed with respect for learners' previously acquired knowledge and skills in order that their general and social competences to be developed.

Because of the status of English in Morocco which is actually neither native nor first or even second language most students lack that intrinsic motivation for a communicative purpose: using of English in everyday life. They have Moroccan Arabic or French for that purpose. The state of English in Morocco is a foreign language studied during a four year program. In our public schools it is treated as such, a subject matter to be studied and prepared so as to get through it in the exam by the end of the year. Most learners end up not using it and consequently they forget even its basis. This language is used only within the classroom limit.

4.3 Textbook

The data revealed that students' learning needs and styles supported a dire need for a thorough evaluation of the teaching materials in our Moroccan context. Teachers' attitudes towards a number of issues relative to ELT reveal the presence of a negative attitude towards the current textbooks.

This evaluation study made an effort to assess the suitability of the designed textbook for Baccalaureate students. Not surprisingly, the discrepancy between the National guidelines of the English Curriculum and students' needs in the Moroccan setting is so clear. One of the tenets of the adopted approach preaches that students are the center of language learning, and textbooks should be helpful for their learning. For a textbook to meet the needs of the students it should address their interests and abilities and it should also be consistent with the teaching style of a teacher. However, the book under study is far from being consistent with students' needs.

Effective language teaching and learning can only be achieved when textbook designers are aware of their learners' needs, capabilities, potentials, and preferences in meeting these needs.

It was found that the general appearance of the material was not satisfactory. It was realized that more care needed to be taken regarding presentation and layout which would make the materials more motivating for students. The material looks visually less professional. It is recommended that better content gradation and white spaces needed to be included in the material in order to make it more appealing and stimulating for students.

The book tended to be rather lecture-based and too theoretical in style and had very few tasks and activities for students to perform independently. It is apparent that more meaningful and challenging components would encourage students to become more involved in the materials. Maybe a shift in emphasis from lecture mode teacher driven lessons to more student-centred task-based teaching and learning is required.

Greater thought needed to be given to text selection as it was noted that some texts were not relevant to student needs and students lacked the background knowledge to tackle them effectively. They were simply too difficult. It was realized that there was a lack of emphasis on language and vocabulary development in the material design. Although the syllabus is task-based data revealed that students were often not equipped with the language required to complete tasks. The quality of the materials may be improved over the time if these considerations are included in the revision process.

4.4 Reconsideration of Students' Needs

The findings obtained from this research provide some significant insights relative to the learning needs of Baccalaureate students in public schools.

- Students' tendency toward working individually or in pairs is well perceived.
- A significant number of students expressed their views in favour of more outside-classroom activities that would help them gain proficiency in English;
- Types of learning that focus merely on receptive skills do not appeal to students; there is a significant tendency among learners towards class content that observes both receptive and productive skills emphasised equally.
- Vocabulary learning for students is not a writing activity. The most significant way of mastering new words is in fact 'thinking of relationships between known and new' and 'guessing the unknown from context'.
- Being corrected by either the teacher or other students does not seem to bother students.
- In classroom sessions, students would like to see more instructive television programs shown to them, rather than extensive use of blackboard or tape recorders.

Among the specific needs of secondary high school students in Morocco is taking the Baccaureate Exam in order to enter university which is the most urgent need for most students in Morocco. It is an urgent need even for most motivated students. In the second year Baccaureate classes, the main focus of our students is on preparing for and going through the Baccaureate Exam. Moreover, as was mentioned before, students do not have many chances to listen or speak English outside the classroom. As a result, some of the activities in the textbook, especially its speaking practices, are not practical. It is not easy for the students to finish practicing an activity in the textbook with their limited class time and the large class size. However, students constantly need to practice reading and writing because they have to prepare for exams which are reading and writing oriented; therefore it is legitimate to wonder whether our textbooks designers are aware enough to take all these factors into consideration.

The Baccaureate exam is reported to have negative backwash effect on Moroccan students who want to improve test taking strategies at the expense of gaining genuine language proficiency. Not surprisingly, the discrepancy between the guidelines of the National Curriculum and the need to prepare students for the national exams is so clear and raises issues about how to use SBI approach in the Moroccan setting.

Research findings show that high school students were reluctant to participate in group work. It is not a secret that most English classes at the high school level in Morocco are usually teacher-fronted and focus on reading comprehension, grammar, and sentence transformation. The students in the study complained about the large number of tasks and the little amount of

time required to complete them. They felt that having the teacher directly teach the language points would be a better use of time. We suggest adapting the current materials so that lessons contain both a student and teacher-centered element, reducing the number of tasks, and allowing enough time for both the students and teachers to do the tasks and to get familiar with the approach.

Taken for granted that the endorsed teaching approach in our EFL programs is the standard-based approach which is actually a communicative learner centered oriented approach, we should remind ourselves about one of its tents relative to materials and syllabus design in this approach. It advocates the involvement of learners in designing the syllabus. Learners should be invited to express their views on their needs for learning the language, their preferred learning styles, their beliefs about language learning or their preferred activity types .These views can actually inform the classroom instruction and design process. In keeping with a learner-centered or communicative approach, its goals are focused on students and their success. Therefore, it becomes necessary when designing English courses for Moroccan students to take into account the learner variables so that what is taught, how it is taught and what is tested matches learners' needs as closely as possible.

4.5 Teachers' Use of Textbooks

The responses of the teachers showed that teachers were generally divided in their judgment of the quality of textbooks though a higher proportion of them tended to show dissatisfaction. We got to a conclusion that the

- Most of the teachers accept to use the textbook flexibly with modification and adaptation to improve the situation, particularly when teaching the 2nd year baccalaureate.
- Dependence on the use of textbooks is related with the question of the quality of textbooks.
- Many teachers depended on individual initiative, training and experience in making the best use of the textbooks.
- Materials should be presented in cyclic way not in linear way.
- Inadequate facilities, resources and learning environments are among the constraints they encounter.
- They also need genuine professional in service training supervised by real professional.

One particularly interesting issue is whether the textbook is useful or not for self-study. The majority of the teachers do not think so. A close look at *Insights into English* indicates that it is not suitable for self study, for example, it does not provide the keys to exercises; nor does it contain glossaries. After interviewing all participants, it can be asserted that while Baccalaureate teachers rely on textbooks, they do not necessarily use *Insights into English*. As a result, they tend to use materials from the other

two prescribed textbooks; they use materials from different sources such as past exams and personal worksheets.

In theory EFL in Morocco has witnessed a shift of paradigm from a structurally oriented methodology to a more communicative approach in teaching. However in reality the situation does not seem that simple. It can be inferred that using communicative methods with large groups was difficult, especially with the pressures to cover the curriculum effectively in the time allowed. All the teachers expressed that they tried to add variety in the lessons through pair works, group works and role plays and projects. However, because of the large class size and the overloaded program, it was difficult to conduct them frequently. Thus, the instructors pointed out that lecturing was the mostly used method of instruction in their lessons.

Conclusion

In Morocco educational goals and standards, design of materials are all decided in a top down manner and constrain a number of elements in the development of education. Part of the solution to improving and bringing about that long-awaited change in the Moroccan education entails more student involvement in the making of school-related public policies. In this study, it is suggested that we should look at learners and teachers as a possible sources of information. Knowing about the learners' views is crucial as it may provide insights into their expectations, feelings, motivation and behaviour and this can supplement views we hold. If the students' voices are not heard and if teachers are kept aside in decision making, the problems will persist.

Taking into consideration all these facts, textbook designers should be careful when designing course books for the particular audience. The context and society needs should be fulfilled by the English textbooks. The design or the selection of a particular course book signals an executive educational decision in which there is considerable professional, financial and even political investment.

This study by no means claims to be a complete analysis of the prescribed textbook for second year baccalaureate classes. However, it is hoped that it would offer significant insights into the problems and shortcomings of our English textbooks and motivate more research works at larger scales.

Although a macro level materials evaluation is difficult and time consuming, it is worthwhile as not only does it ensure the production of quality materials but it also contributes towards team building and the personal development of all parties involved. It is hoped that the results of this study will contribute in improving language curriculum design in our place of work so as to meet learners' needs. I am looking forward to seeing more research on how needs analysis can help bring real changes to language curriculum.

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APPENDIX A: Student's Questionnaire

Name:

Age:

Gender: 1. Male 2 Female

School:

Please put a tick to the answer most appropriate to you.

Item 1: What would you like to do with English in the Future?

Options	Yes	No
Travelling		
Watching movies for fun		
Studying abroad		
Living in a foreign country		
Working for foreign companies		
Talking with friends casually		
Becoming interpreters/translators		
Becoming a teacher of English		

Item 2: Satisfaction with Achievement.

Options	Yes	No
Are you satisfied with your achievement in English?		

Item 3: Students Working Styles

Which learning style do you feel comfortable with?

Options	Yes	No
(1) individually		
(2) in pairs		
(3) in small groups		
(4) in one large group		

Item 4: Preference for Homework

Options	Yes	No
Do you want homework to be assigned as an outside classroom activity?		

Item 5: Time Allocation for Homework

What activities do you devote your homework time to?

Options		
(1) preparing for the next class		
(2) reviewing the day's work		

Item 6: Ways of Learning

Which way of learning do you like best?

Options	Yes	No
(1) listening		
(2) reading		
(3) copying from the board		
(4) listening and taking notes		
(5) reading and making notes		
(6) repeating what you hear		
(7) making summaries		

Item 7: Baccalaureate Students and Vocabulary Learning

Options		
(1) using new words in a sentence		
(2) thinking of relationships between known and new		
(3) saying or writing words several times		
(4) avoiding verbatim translation		
(5) guessing the unknown		
(6) reading without looking up words		

Item 8: Error Correction

How do you like to be corrected?

Options	Yes	No
(1) immediately, in front of everyone		
(2) later, at the end of the activity, in front of everyone		
(3) later, in private		

Item 9: Peer Correction

Options	Yes	No
(1) do you mind if other students sometimes correct your written work		
(2) do you mind if the teacher sometimes asks you to correct your own work		

Item 10: Media Preference

Which teaching aid do you feel more at ease with?

Options	Yes	No
(1) television and films		
(2) radio		
(3) tapes/cassettes		
(4) written material		
(5) the blackboard		
(6) pictures/posters		

Item 11: Learning Activities

Which learning activity do you feel more at ease in?

Options	Yes	No
(1) role play		
(2) language games		
(3) songs		
(4) talking with and listening to other students		
(5) memorising conversations		
(6) learning about culture		

Item 12: Assessment of Language Performance

How do you want to be assessed?

Options		
(1) written tasks set by the teacher		
(2) using the language you have learnt in real-life situations		

APPENDIX B: Student's Questionnaire in Arabic

أعزائي الطلبة و الطالبات :

تندرج هذه الاستمارة الخاصة بطلبة السنة الثانية باكالوريا في إطار بحث تقييمي للعملية التعليمية التعلمية لمادة اللغة الانجليزية كلغة أجنبية في المدارس الثانوية بالمغرب، صممت هذه الاستمارة في إطار بحث أكاديمي ميداني يقوم به الأستاذ الباحث **عبد الرحيم بوخليط** لتقييم الكتاب المدرسي المقرر لمادة اللغة الإنجليزية للسنة الثانية باكالوريا.

يهدف هذا البحث إلى مساءلة الكتاب المدرسي من ناحية البناء و المحتوى و كذلك المقاربة البيداغوجية المعتمدة و كذلك مدى تطابق الكتاب مع حاجيات الطلبة و الطالبات و انتظاراتهم ، ومن خلال هذه الاستمارة سنحاول جمع المعطيات حول حاجيات و انتظارات و آراء الطلبة حول مجموعة من المسائل المتعلقة بالعملية التعليمية التعلمية للدرس اللغوي.

عزيزي الطالب / الطالبة ليس مطلوباً منكم ذكر الاسم على الاستمارة لكن أحرص على أن تكون الأجوبة دقيقة و حقيقية تعكس واقعك و تطلعاتك.

بعد البطاقة التعريفية إملأ الاستمارة عبر وضع علامة في الخانة المناسبة نعم أو لا

استمارة الطالب

Item 1 : ما هي آفاق استعمالك للغة الانجليزية مستقبلا ؟ : نعم لا

- | | | |
|--------------------------|--------------------------|----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | - السفر |
| <input type="checkbox"/> | <input type="checkbox"/> | - من أجل مشاهدة الأفلام الأجنبية |
| <input type="checkbox"/> | <input type="checkbox"/> | - العيش في بلد أجنبي |
| <input type="checkbox"/> | <input type="checkbox"/> | - العمل في شركات أجنبية |
| <input type="checkbox"/> | <input type="checkbox"/> | - المحادثة مع الأصدقاء |
| <input type="checkbox"/> | <input type="checkbox"/> | - كي أصبح مترجما |
| <input type="checkbox"/> | <input type="checkbox"/> | - كي أصبح أستاذا للغة الإنجليزية |

Item 2 : هل أنت راض بما تحققه كنتائج في اللغة الإنجليزية ؟ : نعم لا

لا

نعم

Item3 : ما هو أسلوب العمل المفضل لديك :

- | | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | - العمل بشكل منفرد |
| <input type="checkbox"/> | <input type="checkbox"/> | - العمل بشكل زوجي |
| <input type="checkbox"/> | <input type="checkbox"/> | - العمل في مجموعات صغيرة |
| <input type="checkbox"/> | <input type="checkbox"/> | - العمل في مجموعات كبيرة |

Item 4 : هل تمنع في انجاز الأعمال كواجبات؟ :

نعم لا

Item 5 : كيف تتعامل مع الواجبات المنزلية :

نعم لا

- للتحضير للدرس المقبل

- لمراجعة عمل اليوم

Item 6 : ما هي الطريقة التعليمية التي تترتاح لها أكثر؟ :

نعم لا

- الإنصات

- القراءة

- إعادة كتابة ما في السبورة

- الإنصات و أخذ النقط

- القراءة و أخذ النقط

- إعادة ما تسمع

- كتابة ملاحظات

Item 7 : كيف تريد تعلم المصطلحات الجديدة ؟ :

نعم لا

- مستعملا الكلمة الجديدة داخل سياق – جملة –

- مستعملا العلاقة بين ما هو معروف و ما هو جديد

- إعادة الكلمة شفويا و كتابيا عدة مرات

- تفادي الترجمة الحرفية

- تخمين الكلمات الغير المعروفة

- القراءة بدون الرجوع للقاموس

Item 8 : ما هي طريقة تصحيح الخطأ التي تراها مناسبة لك : نعم لا

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | - مباشرة بعد الخطأ و أمام الكل |
| <input type="checkbox"/> | <input type="checkbox"/> | - أمام الكل لكن بعد انتهاء النشاط العلمي |
| <input type="checkbox"/> | <input type="checkbox"/> | - من بعد و على انفراد |

Item 9 : هل تمنع ان يتم تصحيحك كالاتي؟ : نعم لا

- | | | |
|--------------------------|--------------------------|---------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | - طلبة آخرون يصححون عملي |
| <input type="checkbox"/> | <input type="checkbox"/> | - الاستاذ يطلب مني أن أصحح عملي بنفسي |

Item 10 : ما هي الوسيلة الأكثر نجاعة بالنسبة لك في الدرس اللغوي؟ : نعم لا

- | | | |
|--------------------------|--------------------------|---------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | - التلفاز و الأفلام |
| <input type="checkbox"/> | <input type="checkbox"/> | - الراديو |
| <input type="checkbox"/> | <input type="checkbox"/> | - الشرائط السمعية |
| <input type="checkbox"/> | <input type="checkbox"/> | - النصوص المكتوبة |
| <input type="checkbox"/> | <input type="checkbox"/> | - السبورة |
| <input type="checkbox"/> | <input type="checkbox"/> | - الصور و الملصقات |

Item 11 : ما هي في نظرك الأنشطة الأكثر فائدة و قابلية في الدرس اللغوي؟: نعم لا

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | - تبادل الأدوار كما في الحوارات اليومية |
| <input type="checkbox"/> | <input type="checkbox"/> | - الألعاب اللغوية |
| <input type="checkbox"/> | <input type="checkbox"/> | - الأغاني |
| <input type="checkbox"/> | <input type="checkbox"/> | - التحدث مع الآخرين و الإستماع إليهم |

- حفظ المحادثات عن ظهر قلب
- تعلم ثقافات اخرى

Item 12 : كيف تريد أن يتم تقييم انجازاتك؟ : نعم لا

- تمارين مكتوبة من طرف الأستاذ
- استعمال اللغة التي تحاكي مواقف لغوية حقيقية

APPENDIX C: CONTENT ANALYSIS CHECKLIST

A. External Evaluation

- Layout and Organization
 - Front Cover
 - Package Components
 - Price
 - Authors
 - Intended Audience
 - Aims of the Book
 - Methodology
 - Underlying Principles

Textbook's Instructional Design

A. Unit Design

B. Unit Sections

B. Internal Evaluation

- Language Content Analysis
- Topics
- Grammar
- Vocabulary and Comprehensibility of Content
- Skills
 - a. Reading: 'Read All about It'
 - b. Speaking: 'Talk it over'
 - c. Listening: 'Listen To This'
 - d. Writing: 'Write It Up'

APPENDIX D: CORRESPONDENCE

بوخليط عبد الرحيم
أ.السلك II درجة ممتازة

مدرس لغة انجليزية
ثانوية العامرية
بني ملال

إلى السيد

مدير الأكاديمية الجهوية للتربية و التكوين جهة تادلة - أزرايل

تحت إشراف السيد :

النائب الإقليمي لوزارة التربية الوطنية و التعليم العالي و تكوين
الأطر و البحث العلمي.

على يد السيد :

مدير ثانوية العامرية التأهيلية بني ملال

الموضوع : طلب الحصول على إحصائيات نتائج الامتحانات النهائي لطلبة السنة الثانية باكوريا -
مادة اللغة الإنجليزية لثلاثة السنوات الأخيرة

في إطار تطوير البرامج و المناهج و كذلك السير قدما في المراجعة و التقييم لبرنامج و مناهج مادة اللغة الإنجليزية، و كذلك لأجل الوقوف على مدى فاعلية هذا المنهاج و الكتب المدرسية المقررة لتدريس المادة و في محاولة جديّة و محلية للبحث عن حلول لمعضلة ضعف النتائج المحصل عليها في هذه المادة، و للتأكد من مدى فاعلية تلك الكتب المدرسية في تحقيق الأهداف و مواصفات التخرج المسطرة لها في هذا السلك، أقوم حاليا بإنجاز بحث تربوي لتقييم الكتاب المدرسي للغة الانجليزية في المدارس الثانوية. هدفي من خلال هذا البحث الميداني هو تحليل و تدقيق لوضعية تعليم اللغة الانجليزية و من خلال تحليل نتائج الطلبة و حاجياتهم و مستوياتهم و ربطها بالكفايات و الأهداف العامة المسطرة لهم، و كذلك في محاولة لتقييم بيداغوجية و طرق تدريس هذه المادة طبقا لمدخل الكفايات سوف أعمل على صياغة أهداف تكميلية و تحليلها بما سيستجيب فعليا لحاجيات الطلبة بهذه المنطقة.

في هذا الإطار وانسجاما مع أهداف مشروع مؤسسة النجاح التي نرغب جميعا لتحقيقها أطرا و فاعلين تربويين، أتقدم بطلبي هذا قصد تقديم لي التسهيلات للحصول على إحصائيات خاصة بالامتحان النهائي للباكوريا لمادة اللغة الانجليزية خلال السنوات الثلاث الأخيرة. و كذلك اذن بالقيام باستبيانات (ملئ استمارات و مقابلات) مع الطلبة و أساتذة اللغة الانجليزية في المؤسسات الثانوية بالمدينة.

أحيطكم علما أنني أدرس مادة اللغة الانجليزية منذ سنة 1986، اشتغلت 13 سنة كأستاذ ملحق بأحد الدول العربية، قضيت السنتين الأخيرتين من اللاحق كمفتش تربوي كما أحيطكم علما أنني حاصل على ماستر في اللغات و الترجمة و الآن مسجل بسلك الدكتوراه تخصص لسانيات تطبيقية بجامعة مولاي سليمان بني ملال.
و أخيرا تقبلوا فائق الاحترام و التقدير ، و ودمتم لخدمة الصالح العام.

APPENDIX E: Authorization

2 مايو 2011 بني ملال في:

المملكة المغربية

وزارة التربية الوطنية والتعليم العالي
وتكوين الاطر والبحث العلمي
كتابة الدولة المكلفة بالتعليم المدرسي
الأكاديمية الجهوية للتربية والتكوين
جهة تادلة - أزيلال
نيابة بني ملال
مصلحة الشؤون التربوية وتنشيط المؤسسات التعليمية
مكتب التسيير التربوي للعمل الثانوي

4226

النائب الإقليمي
إلى
السيد: عبد الرحيم بوخليط
ر.ت: 297 019
أستاذ مادة اللغة الانجليزية
تحت إشراف السيد:
مدير ثانوية العامرية التأهيلية

قائمية تلاميذ تسيير ثانوي
وصل التاريخ: 26/05/2011
تحت رقم: 349/2011

الموضوع: تسهيل مهمة إنجاز بحث أكاديمي
المرجع: طلبكم عدد 2011/246 بتاريخ 2011/05/18

سلام تام بوجود مولانا الإمام المؤيد بالله
وبعد، بناء على طلبكم المشار إليه في المرجع أعلاه، والمتعلق بإجراء بحث أكاديمي ميداني
حول تقويم الكتاب المدرسي المقرر للسنة الثانية بكالوريا في مادة اللغة الإنجليزية، يشرفني إخباركم
أنني لا أرى مانعا في ذلك شريطة التنسيق المسبق مع السادة مديري المؤسسات التعليمية المطلوبة:

- ثا. ابن سينا التأهيلية؛
- ثا. محمد الخامس التقنية؛
- ثا. الحسن الثاني التأهيلية.

وتقبلوا أزراركم والتحيات
والسلام./

النائب الإقليمي
عبد الله اليماني

APPENDIX F: Official Guidelines: The Second Year Baccalaureate Syllabus

A./ SKILLS:

Upon the completion of Level Four (second year Baccalaureate), learners are expected to perform the following in:

Reading content standards

- **Reading content standard 1**--- learners will be able to extract meaning from a variety of materials written in English.
- **Reading content standard 2**--- learners will be able to analyze and synthesize reading materials.
- **Reading content standard 3**--- learners will be able to react to reading materials.
- **Reading content standard 4**--- learners will be able to recognize the author's point of view, attitude, intent, and tone.
- **Reading content standard 5**--- learners will be able to interpret cultural elements found in reading materials.
- **Reading content standard 6**--- learners will be able to transfer gained knowledge and strategies to other subject matters and communities.

Reading Performance Standards

- Predict what a text is going to be about;
- Skim a text for general idea;
- Scan a text for specific information;
- Make inferences: informational, explanatory, propositional and pragmatic;
- Infer word meaning from the context;
- Identify referents;
- Identify discourse markers and their functions in the text;
- Distinguish fact from detail;
- Distinguish fact from example;
- Distinguish fact from opinion;
- Distinguish cause from effect;
- Read for the author's attitude;
- Read for the author's intention;
- Make notes from a reading text;
- Re-arrange the ideas or topics discussed in the text.
- Evaluate ideas expressed in a text (i.e. critical reading)
- Draw conclusions from the text.

Listening Content Standards

- **Listening content standard 1:** learners will be able to demonstrate awareness of the communication process;
- **Listening content standard 2:** learners will be able to listen to various types of texts for a variety of purposes;
- **Listening content standard 3:** learners will be able to use skills and strategies to enhance listening;
- **Listening content standard 4:** learners will be able to identify, analyze and evaluate a variety of spoken texts.

Listening Performance Standards

- being aware of the various components of the process of communication; namely, the message, sender, receiver, shared knowledge, channel, feedback, and inference;
- using high-order skills (selecting, analyzing, organizing, categorizing, evaluating, etc.) to understand spoken texts;
- interacting *communicatively* with spoken discourse to decipher the literal and implied meanings (i.e. implicature);
- using listening skills to identify what is *culturally appropriate* or *inappropriate*;
 - Listening and taking notes.

Speaking Content Standards

- **Speaking content standard 1:** learners will be able to effectively speak in different situations for a variety of purposes and with a variety of audiences ;
- **Speaking content standard 2:** learners will be able to convey messages and make use of a range of skills and strategies to speak effectively, using their current proficiency to the fullest;
- **Speaking content standard 3:** learners will be able to evaluate information by recognizing the interlocutor's purpose, draw conclusions or make informed decisions to interact with the interlocutor effectively;
- **Speaking content standard 4:** learners will be able to speak with their interlocutors in a culturally appropriate way.

Speaking Performance Standards

- Identify and use spoken discourse appropriate to purpose and audience.
- prepare and deliver information by generating topics, organizing ideas, facts or opinions for a variety of speaking purposes and audiences (e.g. relating experiences, telling a story or presenting a report).
- use main ideas (or thesis statements) and supporting details to organize and communicate information.
- participate in group discussions using appropriate language functions; predict, clarify, analyze, interpret, ask and respond to questions.
- plan logical steps and organize resources to carry out a task within a given time frame (e.g. collecting information for a presentation; giving and following multiple-step directions).
- evaluate responses both as interviewers and interviewees.
- Be aware of cross-cultural similarities and differences.
- use effective and appropriate vocabulary and logical connectors to relate or summarize ideas, events and other information.
- Express personal feelings and emotions (anger, happiness, doubt, surprise, etc.)
- Respond to direct questions, instructions, suggestions, offers, visual input, etc.
- Use supra-segmental features (intonation, stress, and rhythm) accurately.

Writing Content Standards

- **Content standard 1:** learners will be able to use written language for a variety of purposes and with a variety of audiences.
- **Content standard 2:** learners will be able to use a range of writing skills and strategies in the writing process to complete a variety of tasks.
- **Content standard 3:** learners will be able to apply the cultural and rhetorical aspects of different text types to write appropriately.
- **Content standard 4:** learners will be able to apply skills to complete a variety of tasks effectively, individually or in groups, for example, projects.

Writing Performance Standards

- using mechanics (spelling, punctuation, capitalization) and applying the appropriate structures and vocabulary to get their message across.
- using a variety of sentence structures: compound, complex sentences, the active voice, the passive voice, parallelism, etc.;
- using an appropriate text structure according to the conventions of the targeted genres ;
- using cohesive devices and transitions to organize content at the level of paragraph(s) and whole text effectively;
- selecting an appropriate style according to their audience.

- Writing multiple drafts, and making use of idea-gathering strategies, peer-editing and proof-reading.

The following genres and modes are highly recommended in the teaching of writing:

- Formal/informal letters.
- Emails.
- Reports on projects or action plans of projects.
- Film /play / book reviews.
- Narrative, descriptive, expository, and argumentative texts.

B: TOPICS, GRAMMAR AND FUNCTIONS

Topics:

1. Cultural issues/values
2. The gifts of youth
3. Advances in science and technology
4. Women and power
5. Brain drain
6. Humour
7. Citizenship
8. International organizations
9. Formal, informal and non-formal education
10. Sustainable development

Grammar:

The grammar component must include a light review of the tenses taught in the previous levels; and the following structures:

- Past perfect;
- Future perfect;
- Conditional 3/Wish, If only (past);
- Reporting commands, statements, and questions in the present and past.
- Modals: present past and past;
- Infinitive vs. Gerund;

-Phrasal verbs with particular focus on the meaning of particles (e.g. up for increasing, down for decreasing);

-Passive voice and its uses;

-Passive with modals and its uses;

-Restrictive and non-restrictive clauses;

-Linking words.

The various structures cited above must occur naturally in both the written and spoken texts.

Vocabulary:

Vocabulary related to each topic;

Collocations, polywords, sense relations;

Idiomatic expressions;

Suffixes, prefixes and their meaning.

Functions

Two types of functions need to be catered for in this syllabus; i.e. social and rhetoric functions.

Social Functions:

- Making and responding to requests
- Responding to good and bad news
- Expressing regret
- Complaining
- Apologising
- Asking for and giving advice
- Expressing opinion
- Agreeing and disagreeing
- Expressing certainty and uncertainty
- Expressing lack of understanding and asking for clarification

Rhetorical Functions:

- Defining
- Cause and effect
- Purpose
- Addition
- Concessions

APPENDIX F:

الوثيقة الإطار لمراجعة المناهج التربوية وبرامج تكوين الأطر

لجنة الاختيارات والتوجهات التربوية

الوثيقة الإطار لمراجعة المناهج التربوية وبرامج تكوين الأطر

استحضرت اللجنة المكلفة بإعداد الوثيقة المحددة للاختيارات والتوجهات التربوية في مجال مراجعة المناهج التربوية وبرامج تكوين الأطر جملة من المقدمات الكبرى التي وجهت عملها، وعينت الخلفية المرجعية الناظمة لكيفيات إنشائها وبنائها للمعطيات المتضمنة في هذه الوثيقة. ومن أبرز هذه المقدمات نشير بإيجاز إلى ما يلي: (1) تثمين أعضاء اللجنة للجهود الإصلاحية السابقة في هذا المجال، حيث يشكل مشروع الإصلاحات المرتقبة في البرامج والمناهج التربوية لبنة جديدة تضاف إلى مسلسل إصلاح وتطوير المجال التربوي في بلادنا؛ (2) الانطلاق من كون عمليات الإصلاح المنتظرة في مجال المناهج التربوية تكون أكثر فاعلية وأكثر نجاعة، عندما تعبر عن مقومات الذات التاريخية والحضارية الإسلامية، بمختلف ثوابتها ومتغيراتها، وتستوعب في الآن نفسه وبصورة تركيبية مبدعة مكاسب الحضارة المعاصرة؛ (3) الإيمان بمبدأ التغيير البيداغوجي المتدرج باعتباره الوسيلة الأنسب للتغلب على مختلف القضايا التربوية السائدة في نظامنا التربوي؛ (4) الاستجابة لمتطلبات المجتمع المعبر عنها في الميثاق الوطني للتربية والتكوين، حيث شكلت النواظم الفكرية البيداغوجية والاختيارات التربوية دور الموجه المساعد على رسم الخطوط العريضة لمحاو ومعطيات هذه الوثيقة؛ (5) بناء تصورات وتوجهات عامة محددة لاختيار بيداغوجي، يرى ضرورة إصلاح مختلف أشكال الخلل الحاصلة في مستوى المناهج التربوية بوسائل وأساليب قريبة من إمكانات الفعل البيداغوجي المجدد والمتجدد، وذلك انطلاقاً من رصيد التجربة التربوية المغربية منذ الاستقلال إلى اليوم.

وقد ترتب عن المبادئ والمقدمات آفة الذكر الاختيارات والتوجهات الكبرى الواردة في هذه الوثيقة.

الاختيارات والتوجهات التربوية العامة

اعتباراً للفلسفة التربوية المتضمنة في الميثاق الوطني للتربية والتكوين، فإن الاختيارات التربوية الموجهة لمراجعة مناهج التربية والتكوين المغربية، تنطلق من

العلاقة التفاعلية بين المدرسة والمجتمع، باعتبار المدرسة محركاً أساسياً للتقدم الاجتماعي وعاملاً من عوامل الإنماء البشري المندمج؛

وضوح الأهداف والمرامي البعيدة من مراجعة مناهج التربية والتكوين، والتي تتجلى أساساً في

- المساهمة في تكوين شخصية مستقلة ومتوازنة ومتفتحة للمتعلم المغربي، تقوم على معرفة ذاته، ولغته وتاريخ وطنه وتطورات مجتمعه؛
- إعداد المتعلم المغربي لتمثل واستيعاب إنتاجات الفكر الإنساني في مختلف مظهراته ومستوياته، ولفهم تحولات الحضارات الإنسانية وتطورها؛
- إعداد المتعلم المغربي للمساهمة في تحقيق نهضة وطنية اقتصادية وعلمية وتقنية تستجيب لحاجات المجتمع المغربي وتطلعاته.

استحضار أهم خلاصات البحث التربوي الحديث في مراجعة مناهج التربية والتكوين باعتماد مقاربة شمولية ومتكاملة تراعي التوازن بين البعد الاجتماعي الوجداني، والبعد المهاري، والبعد المعرفي، وبين البعد التجريبي والتجريدي كما تراعي العلاقة البيداغوجية التفاعلية وتيسير التنشيط الجماعي؛

اعتماد مبدأ التوازن في التربية والتكوين بين مختلف أنواع المعارف، ومختلف أساليب التعبير (فكري، فني، جسدي)، وبين مختلف جوانب التكوين (نظري، تطبيقي عملي)؛

اعتماد مبدأ التنسيق والتكامل في اختيار مضامين المناهج التربوية، لتجاوز سلبيات التراكم الكمي للمعارف و مواد التدريس؛

اعتماد مبدأ التجديد المستمر والملاءمة الدائمة لمناهج التربية والتكوين وفقا لمتطلبات التطور المعرفي والمجتمعي؛

ضرورة مواكبة التكوين الأساسي والمستمر لكافة أطر التربية والتكوين لمتطلبات المراجعة المستمرة للمناهج التربوية؛

اعتبار المدرسة مجالا حقيقيا لترسيخ القيم الأخلاقية وقيم المواطنة وحقوق الإنسان وممارسة الحياة الديمقراطية.

ولتفعيل هذه الاختيارات، فقد تم اعتماد مجالي القيم والكفايات كمدخل بيداغوجي لمراجعة مناهج التربية والتكوين

اختيارات وتوجهات في مجال القيم

إنطلاقا من القيم التي تم إعلانها كمرتكزات ثابتة في الميثاق الوطني للتربية والتكوين، والمتمثلة في

قيم العقيدة الإسلامية السمحة؛ -

قيم الهوية الحضارية ومبادئها الأخلاقية والثقافية؛ -

قيم المواطنة؛ -

قيم حقوق الإنسان ومبادئها الكونية -

وانسجاما مع هذه القيم، يخضع نظام التربية والتكوين للحاجات المتجددة للمجتمع المغربي على المستوى الاقتصادي والاجتماعي والثقافي من جهة، وللحاجات الشخصية للمتعلمين من جهة أخرى

ويتوخى من أجل ذلك الغايات التالية

ترسيخ الهوية المغربية الإسلامية والحضارية والوعي بتنوع وتفاعل وتكامل روافدها؛

التفتح على مكاسب ومنجزات الحضارة الإنسانية المعاصرة؛

تكريس حب الوطن وتعزيز الرغبة في خدمته؛

تكريس حب المعرفة وطلب العلم والبحث والاكتشاف؛

المساهمة في تطوير العلوم والتكنولوجيا الجديدة؛

تنمية الوعي بالواجبات والحقوق؛

التربية على المواطنة وممارسة الديمقراطية؛

التشبع بروح الحوار والتسامح وقبول الاختلاف؛

ترسيخ قيم المعاصرة والحداثة؛

التمكن من التواصل بمختلف أشكاله وأساليبه؛

التفتح على التكوين المهني المستمر؛

تنمية الذوق الجمالي والإنتاج الفني والتكوين الحرفي في مجالات الفنون والتقنيات؛

تنمية القدرة على المشاركة الإيجابية في الشأن المحلي والوطني؛

يعمل نظام التربية والتكوين بمختلف الآليات والوسائل للاستجابة للحاجات الشخصية للمتعلمين المتمثلة فيما يلي

الثقة بالنفس والتفتح على الغير؛

الاستقلالية في التفكير والممارسة؛

التفاعل الإيجابي مع المحيط الاجتماعي على اختلاف مستوياته؛

التحلي بروح المسؤولية والانضباط؛

ممارسة المواطنة والديموقراطية؛

إعمال العقل واعتماد الفكر النقدي؛

الإنتاجية والمردودية؛

تثمين العمل والاجتهاد والمثابرة؛

المبادرة والابتكار والإبداع؛

التنافسية الإيجابية؛

الوعي بالزمن والوقت كقيمة أساسية في المدرسة وفي الحياة؛

احترام البيئة الطبيعية والتعامل الإيجابي مع الثقافة الشعبية والموروث الثقافي والحضاري المغربي

اختيارات وتوجهات في مجال الكفايات

يعتبر مدخل الكفايات، في مراجعة مناهج التربية والتكوين، اختيارا ملائما يناسب التوجهات العامة التي حددها الميثاق الوطني للتربية والتكوين

ولتيسير اكتسابها على الوجه اللائق، يتعين مقاربتها من منظور شمولي لمكوناتها ومراعاة التدرج البيداغوجي في برمجتها ووضع استراتيجيات اكتسابها؛

ومن الكفايات الممكن بناؤها في إطار تنفيذ مناهج التربية والتكوين

- كفايات تنمية الذات، والتي تستهدف تنمية شخصية المتعلم كغاية في ذاته، وكفاعل إيجابي تنتظر منه المساهمة الفاعلة في الارتقاء بمجتمعه في كل المجالات؛
- الكفايات القابلة للاستثمار في التحول الاجتماعي، والتي تجعل نظام التربية والتكوين يستجيب لحاجات التنمية المجتمعية بكل أبعادها الروحية والفكرية والمادية؛
- الكفايات القابلة للتصريف في القطاعات الاقتصادية والاجتماعية، والتي تجعل نظام التربية والتكوين يستجيب لحاجات الاندماج في القطاعات المنتجة ولمتطلبات التنمية الاقتصادية والاجتماعية

ويمكن أن يتمحور ذلك حول: الكفايات الاستراتيجية؛ الكفايات التواصلية؛ الكفايات المنهجية؛ الكفايات الثقافية؛ الكفايات التكنولوجية

تستوجب معالجة الكفايات الاستراتيجية، في مناهج التربية والتكوين، تنمية مجموعة من القدرات عند المتعلمين تتمثل في

معرفة الذات والتعبير عنها؛

التموقع في الزمان والمكان؛

التموقع بالنسبة للآخر وبالنسبة للمؤسسات المجتمعية (الأسرة، المؤسسة التعليمية، المجتمع)، والتكيف معها ومع البيئة بصفة عامة؛

قدرات تتمثل في تعديل المنتظرات والاتجاهات والسلوكيات الفردية وفق ما يفرضه تطور المعرفة والعقليات والمجتمع.

:وحتى تتم معالجة الكفايات التواصلية بشكل شمولي في مناهج التربية والتكوين، ينبغي أن تؤدي إلى

إتقان اللغة العربية، وتخصيص الحيز المناسب للغة الأمازيغية، والتمكن من اللغات الأجنبية؛

التمكن من مختلف أنواع التواصل داخل المؤسسة التعليمية وخارجها في مختلف مجالات تعلم المواد الدراسية؛

التمكن من مختلف أنواع الخطاب (الأدبي، والعلمي، والفني...) المتداولة في المؤسسة التعليمية وفي محيط المجتمع والبيئة

:وتستهدف الكفايات المنهجية من جانبها بالنسبة للمتعلم اكتساب

منهجية للتفكير وتطوير مدارجه العقلية؛

منهجية للعمل في الفصل وخارجه؛

منهجية لتنظيم ذاته وشؤونه ووقته وتدبير تكوينه الذاتي ومشاريعه الشخصية

:ولكي تكون معالجة الكفايات الثقافية، شمولية في مناهج التربية والتكوين، ينبغي أن تشمل

شقها الرمزي المرتبط بتنمية الرصيد الثقافي للمتعلم، وتوسيع دائرة إحساساته وتصوراتهِ ورؤيته للعالم وللحضارة البشرية بتناغم مع نفتح شخصيته بكل مكوناتها، وبتروسيخ هويته كمواطن مغربي وكإنسان منسجم مع ذاته ومع بيئته ومع العالم؛

شقها الموسوعي المرتبط بالمعرفة بصفة عامة -

واعتبارا لكون التكنولوجيا قد أصبحت في ملتقى طرق كل التخصصات، ونظرا لكونها تشكل حقلا خصبا بفضل تنوع وتداخل التقنيات والتطبيقات العلمية المختلفة التي تهدف إلى تحقيق الخير العام والتنمية الاقتصادية المستدامة : وجودة الحياة، فإن تنمية الكفايات التكنولوجية تعتمد أساسا على

القدرة على تصور ورسم وإبداع وإنتاج المنتجات التقنية؛

التمكن من تقنيات التحليل والتقدير والمعايرة والقياس، وتقنيات ومعايير مراقبة الجودة، والتقنيات المرتبطة بالتوقعات والاستشراف؛

التمكن من وسائل العمل اللازمة لتطوير تلك المنتجات وتكييفها مع الحاجيات الجديدة والمتطلبات المتجددة؛

استدماج أخلاقيات المهن والحرف والأخلاقيات المرتبطة بالتطور العلمي والتكنولوجي بارتباط مع منظومة قيم العقيدة الإسلامية السمحة والقيم الحضارية وقيم المواطنة وقيم حقوق الإنسان ومبادئها الكونية

اختيارات وتوجهات في مجال المضامين

ليتمكن نظام التربية والتكوين من القيام بوظائفه على الوجه الأكمل، تقتضي الضرورة اعتماد مضامين معينة وفق اختيارات وتوجهات محددة، وتنظيمها داخل كل سلك ومن سلك لآخر بما يخدم المواصفات المحددة للمتعلم في نهاية كل سلك. وتتمثل هذه الاختيارات والتوجهات فيما يلي:

الانطلاق من اعتبار المعرفة إنتاجاً وموروثاً بشرياً مشتركاً؛

اعتبار المعرفة الخصوصية جزءاً لا يتجزأ من المعرفة الكونية؛

اعتماد مقارنة شمولية عند تناول الانتاجات المعرفية الوطنية، في علاقتها بالانتاجات الكونية مع الحفاظ على ثوابتنا الأساسية؛

اعتبار غنى وتنوع الثقافة الوطنية والثقافات المحلية والشعبية كروافد للمعرفة؛

الاهتمام بالبعد المحلي والبعث الوطني للمضامين وبمختلف التعبيرات الفنية والثقافية؛

اعتماد مبدأ التكامل والتنسيق بين مختلف أنواع المعارف وأشكال التعبير؛

اعتماد مبدأ الاستمرارية والتدرج في عرض المعارف الأساسية عبر الأسلاك التعليمية؛

تجاوز التراكم الكمي للمضامين المعرفية المختلفة عبر المواد التعليمية؛

العمل على استثمار عطاء الفكر الإنساني عامة لخدمة التكامل بين المجالات المعرفية؛

الحرص على توفير حد أدنى من المضامين الأساسية المشتركة لجميع المتعلمين في مختلف الأسلاك والشعب؛

الاهتمام بالمضامين الفنية؛

تنويع المقاربات وطرق تناول المعارف؛

إحداث التوازن بين المعرفة في حد ذاتها والمعرفة الوظيفية.

اختيارات وتوجهات في مجال تنظيم الدراسة

لارتقاء جودة الفعل البيداغوجي في مختلف الأسلاك التعليمية، من خلال الرفع من فعالية التدريس ومن جدوى التعلم ومواءمة الفضاءات التربوية لهما، ينبغي اعتماد مبدأ التدرج في تنظيم الدراسة من سلك إلى آخر بما يضمن:

- في التعليم الابتدائي، المرونة في تنظيم الحصص الدراسية وتكييف مضامينها مع حاجات المتعلمين بالأساس ومع متطلبات البيئة الاجتماعية والثقافية والاقتصادية المباشرة؛

- في التعليم الثانوي، الانتقال من التنظيم الحالي المتمثل في سنوات دراسية إلى تنظيم يقوم على دورات دراسية نصف سنوية من جهة، والانتقال من برامج مبنية على مواد دراسية كلها إجبارية في السلك الإعدادي إلى برامج مبنية على مجزوءات معظمها إجباري وبعضها اختياري من جهة أخرى

:ويستوجب تنظيم الدراسة في مختلف الأسلاك، وفق ما يتطلبه إصلاح نظام التربية والتكوين، ما يلي:

- تنظيم كل سنة دراسية في دورتين من سبعة عشر أسبوعاً على الأقل، أي ما مجموعه اثني عشرة دورة في التعليم الابتدائي، وست دورات في السلك الإعدادي، وست دورات في السلك التأهيلي بما فيها الدورة المخصصة للجدع المشترك؛

- اعتماد حلول تربوية تسمح بالعمل بإيقاعات متفاوتة تناسب مستوى المتعلمين وتيرة التعلم لديهم، بما يفيد في الرفع من المردود الداخلي للمؤسسة، وفي ترشيد استعمال البنيات التحتية والتجهيزات التعليمية والمعينات الديداكتيكية؛

إدراج الغلاف الزمني الخاص بالتقييم التكويني الملازم للتعلم والمرتبط عضويًا بالاستدراك في إطار -
بيداغوجية التمكن ضمن الغلاف الزمني المخصص لكل مادة في التعليم الابتدائي وفي السلك الإعدادي، ولكل
مجزوءة في السلك التأهيلي؛

- تخصيص مجالات زمنية للأنشطة الثقافية والفنية ضمن الحصّة الأسبوعية

:على مستوى التعليم الابتدائي، يتعين أن يراعى في تنظيم الدراسة ما يلي

- الملاءمة مع الخصوصيات المحلية والجهوية للمحيط الاجتماعي والاقتصادي والثقافي؛

- المرونة في تنظيم الحصص الدراسية والعطل؛

- تخصيص حصص للتفتح بخلق فرص التعرف الميداني على المحيط الطبيعي والاجتماعي والاقتصادي؛

- العمل بالدعم البيداغوجي المنتظم الكفيل بترسيخ المكتسبات، والضامن للرفع من نسبة التدفق؛

- الاستجابة لمتطلبات تعلم الأطفال ذوي الحاجات الخاصة

على مستوى التعليم الثانوي، ينبغي أن يراعى في تنظيم الدراسة كون السلك الإعدادي يتبنى مقاربة المنهاج المندمج
مثل التعليم الابتدائي، وكون السلك التأهيلي، الذي يأتي مباشرة قبل التعليم العالي ويهيئ له، يعتمد أساسًا مثل هذا
الأخير على مقاربة المنهاج المبني على المضامين والتخصصات

واعتبارًا لسن تلاميذ السلك التأهيلي، وتوخيا للاستجابة لميولاتهم واتجاهاتهم من خلال تربيتهم على الاختيار، تنظم
الدراسة، بعد الجذع المشترك، في الأقطاب الدراسية التالية

قطب التعليم الأصيل؛

قطب الآداب والانسانيات؛

قطب الفنون؛

قطب العلوم؛

قطب التكنولوجيات

وينظم كل قطب من هذه الأقطاب في مكونين اثنين، ينبغي أن يراعى في تحديد موادها ومجزوءاتها تربية
: المتعلمين على الاختيار وعلى اتخاذ القرار في التوجيه وفي استعمال الجسور بين الشعب

- مكون إجباري تدرج فيه المجزوءات ذات الارتباط العضوي بطبيعة القطب، والمجزوءات المكملّة لها؛

- مكون اختياري تدرج فيه المجزوءات ذات الارتباط بمجزوءات المكون الإجباري، أو التي تساعد المتعلم على
الاستدراك أو على تيسير المرور من قطب إلى آخر عبر الجسور، أو على تهيئ ولوج مؤسسات التعليم العالي

وينبغي إعطاء نفس الأهمية ونفس الغلاف الزمني لكل المجزوءات كيفما كانت المادة الدراسية التي تنتمي إليها، بما
يسمح بإمكانية معادلة مجزوءات المواد المتأخية أثناء الانتقال من قطب إلى آخر وباعتماد المجزوءات التي كانت
موضوع تعلم ذاتي في إطار مشاريع مؤطرة من طرف الأساتذة

اختيارات وتوجهات خاصة بتحديد مواصفات المتعلمين

وحتى يتمكن النظام التربوي المغربي من تزويد المجتمع بمواطنين مؤهلين للبناء المتواصل للوطن على جميع المستويات، تقتضي الضرورة إكساب المتعلمين الكفايات الملائمة وإتاحة الفرص وبنفس الحظوظ، لجميع بنات وأبناء المغرب، وتشجيع المتفوقين منهم دون تمييز. لذا ينبغي أن تصاغ مناهج التربية والتكوين بشكل يجعلها:

- تشتمل مختلف أنواع الكفايات والمجالات الوجدانية والاجتماعية والحسية الحركية والمعرفية لشخصية المتعلم في مختلف الأسلاك التعليمية؛
- تنفذ في فضاءات تربوية متنوعة داخل القسم والمؤسسة التعليمية وخارجها، بواسطة وضعيات ديداكتيكية مناسبة لكل فضاء

كما ينبغي وضع نظام ملائم للاستشارة والتوجيه يعتمد على المؤهلات والميول الحقيقية والموضوعية للمتعلم، وعلى حاجات مختلف قطاعات الشغل ومواصفات ولوج المسالك المختلفة للتعليم العالي.

ففيما يتعلق بالتعليم العالي، يقتضي إعداد المتعلمين أخذ مواصفات ولوج مؤسساته بعين الاعتبار، ومعرفة برامجه والآفاق التي تفتحها ارتباطا بتكوين الأطر المتوسطة والعليا للبلاد في مختلف المجالات الاجتماعية والاقتصادية والثقافية والفنية، ويتطور البحث العلمي في حقوله المتنوعة

أما فيما يتعلق بولوج مؤسسات التكوين المهني وسوق الشغل، فيجب أثناء صياغة مناهج التربية والتكوين في الإعدادي والتأهيلي، مراعاة المواصفات المطلوبة للاتحاق بتلك المؤسسات، وملبية لحاجات ومتطلبات التنمية الاجتماعية والاقتصادية والثقافية. ويجب أن تغطي هذه المواصفات كل المجالات المذكورة، وتوفر الحد الأدنى من الكفايات الضرورية لولوج المهن التقنية المتوسطة والعليا في مختلف القطاعات الصناعية والفلاحية والتجارية والخدماتية.

إن ضرورة التكوين ونوعية مساره تفرضان تحديد الأولويات بالنسبة للكفايات في كل مستوى من المستويات التعليمية.

ففي التعليم الابتدائي يتم التركيز، وبالترتيب، على الكفايات التواصلية (بما فيها المعلوماتية)، والكفايات الاستراتيجية والكفايات المنهجية، والكفايات الثقافية، والكفايات التكنولوجية، وذلك حتى يتسنى بلوغ مستوى التمكن من المكون اللغوي التواصلية في الكفايات التواصلية، ومستوى التمكن من القدرات الأساسية المكونة للكفايات المنهجية والاستراتيجية، والتمكن على مستوى الكفايات الثقافية من رصيد معرفي وثقافي يمكن المتعلم من الاندماج في بيئته. ويدخل ذلك كله في إطار الحفاظ على مكتسبات المتعلم في التعليم الابتدائي وتحسينها، خاصة بالنسبة لمن بلغوا سن نهاية التعليم الإلزامي.

وفي التعليم الإعدادي، يستمر التركيز على الكفايات التواصلية في مستوى متقدم من التمكن، وعلى الكفايات المنهجية والاستراتيجية والكفايات الثقافية. وتعطى الكفايات التكنولوجية أهمية أكثر من ذي قبل للإعداد للتعليم التأهيلي، أو لمؤسسات التكوين المهني، أو لولوج الحياة العامة لمن سينقطعون عن الدراسة من المتعلمين في نهاية التعليم الإعدادي.

أما في التعليم التأهيلي، فيخصص الجذع المشترك لاستكمال مكونات الكفايات التواصلية والمنهجية والثقافية، وتعطى بعد ذلك الأولوية للكفايات الاستراتيجية والكفايات التكنولوجية، مع الاستمرار في تنمية وتطوير الكفايات المنهجية والثقافية والتواصلية بما يفيد في تحقيق مواصفات التخرج من مختلف الأقطاب الدراسية.

وبناء عليه، تتحدد مواصفات المتعلمين في نهاية كل سلك من الأسلاك التعليمية انطلاقاً من

ترتيب الكفايات حسب الأولويات مع اعتبار المرونة والتفاعل بين هذه الكفايات؛ -

- درجات التوفيق والتكامل والتركيب بين عمليات النقل والتفاعل والتحول في مجال القيم الإسلامية والحضارية وقيم المواطنة وحقوق الإنسان؛

- المستوى المناسب لنمو شخصية المتعلم بكل مكوناتها -

وبالنسبة للتعليم الأولي والابتدائي والتعليم الإعدادي، يعتمد في تحديد مواصفات المتعلمين عند نهاية هذه الأسلاك، بالإضافة إلى ما سبق، على الأهداف التي خص بها الميثاق الوطني للتربية والتكوين هذه الأسلاك

أما بالنسبة للتعليم التأهيلي، فإن تحديد مواصفات المتخرج حسب كل قطب من الأقطاب المذكورة سابقاً، يتم بالاعتماد أساساً على

- ترتيب الكفايات حسب الأولوية الخاصة بالسلك والمعتمدة في تحديد المجزوءات الإجمالية بصنفها المذكورين أعلاه؛

- تحقيق مستوى التحول الفعلي المنتظر لدى المتعلم في مجال استدماج القيم، وفي اكتساب مختلف الكفايات؛

- مدى قدرة المتعلم على إعداد مشروعه الشخصي لولوج التعليم العالي، ولاندماج في المجتمع

اختيارات وتوجهات خاصة بتكوين الأطر التربوية

اعتباراً للاختيارات والتوجهات المحددة لمراجعة المناهج التربوية، تتحدد الهيئات المتدخلة بكيفية مباشرة في تدبير هذه المناهج والتمثلة في هيئات التدريس، وهيئات الإشراف البيداغوجي والاستشارة والتوجيه التربوي، والهيئات التقنية المشرفة على المختبرات ومراكز التوثيق والإعلام والمكتبات وقاعات الإعلاميات المتعددة الاستعمالات، والهيئات الإدارية الممثلة في مجالس تدبير المؤسسات التعليمية. لذا، تستوجب مراجعة المناهج التربوية، إعادة النظر في المواصفات المهنية لأطر هذه الهيئات من خلال

- تحديد المستوى الأكاديمي الأدنى اللازم لولوج كل وظيفة من الوظائف المذكورة سلفاً؛ -

- مراجعة برامج التكوين الأساسي المعمول بها حالياً في مؤسسات تكوين الأطر، ووضع برنامج لاستكمال تكوين أطر الهيئات التربوية بكل تخصصاتها أثناء الخدمة لضمان الفعالية التي تستوجبها المناهج التربوية الجديدة؛

- إعداد برامج للتكوين الأساسي لفائدة الهيئات التي تزاو حالياً دون أن تكون قد تلقت تكويناً مهنيًا أساسياً -

ونظراً لما سيعرفه نظام التربية والتكوين من تأرجح بالنسبة لمختلف الهيئات المتدخلة في تنفيذ مناهج التربية والتكوين خلال العشرية الأولى للقرن الجديد، واحتساباً للأهمية القصوى التي يوليها الإصلاح لإجبارية التعليم والتأثير المباشر لها على الحاجات المحتملة لأطر التدريس، فإن التوظيف الأمثل لهذه الأطر يقتضي أن تكون المواصفات المهنية للمدرسين في مختلف الأسلاك متساوية من حيث الحد الأدنى الأكاديمي، ومتقاربة من حيث التكوين البيداغوجي

وحتى يستجيب تكوين أطر التدريس لما تم تحديده من اختيارات وتوجهات لمراجعة المناهج التربوية، أصبح من الضروري الأخذ في تكوينها الأساسي بما يلي

- مبدأ تعدد التخصص في المجالات المتقاربة؛

- مبدأ التكوين بالتناوب حسب خصوصيات الجهات؛

- مبدأ التكوين الذاتي المستمر؛

- تعزيز التكوين الأساسي لكل الأطر التربوية في التخصصات المتقاربة بالتكوين في مجالات التواصل والتكنولوجيات الجديدة والتنشيط والإنتاج الثقافيين.

خاتمة:

تظل المناهج التربوية مفتوحة وقابلة للمراجعة المستمرة حتى تستوعب كل ما يستجد على صعيد المعرفة، تستجيب لمطالبات الواقع بأبعاده الاجتماعية والاقتصادية والثقافية، وتساهم في تطويره

ولكي يتحقق التكامل بين مختلف أسلاك التعليم من الابتدائي إلى التعليم العالي، ضمانا لتكوين منسجم ومتجانس، يتعين الحرص على تنسيق دقيق ومستمر على مستوى العلاقة بين المناهج التربوية وبرامج مختلف مسالك التعليم العالي وتكوين الأطر والبحث العلمي، وذلك بأن يجد كل مسلك من مسالك التعليم الثانوي امتدادا واحدا على الأقل في التعليم العالي، وبأن يجد كل مسلك من مسالك التعليم العالي دعامة له في التعليم الثانوي. ومن شأن هذا التنسيق أن يضمن لتلميذ التعليم الثانوي إعدادا جيدا ييسر له متابعة دراساته العليا و يهيئه للانخراط الإيجابي في الحياة

ولتحقيق هذا التكامل بين مختلف الأسلاك التعليمية ومسالكها، لا بد من إرساء آلية للتنسيق تعمل في اتجاه تحقيق التكامل في مجال المناهج التربوية وبرامج الدراسات الجامعية وتكوين الأطر، انسجاما مع مقتضيات إصلاح نظام التربية والتعليم.