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ENGLISH LANGUAGE GUIDELINES FOR SECONDARY SCHOOLS: COMMON CORE, FIRST YEAR, AND SECOND YEAR BACCALAUREATE

All Streams and Sections

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PREFACE

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. The guidelines' main aims are:

- to provide further insights into this approach;
- to outline practical tips to further enhance our teaching;
- to stimulate reflection upon ways of maximizing learning and teaching.

There are five parts to these guidelines. The first part includes an overview of the standards-based approach, outlining the rationale behind its adoption, describing the targeted 5 C's (i.e. communication, culture, comparison, connections and communities), defining the types of standards that are connected with them, and suggesting the features of a standards-based lesson. The second part centres on a series of ways in the teaching of the skills of listening, speaking, reading, writing, and language within this approach. The third part looks at learner training/ learner autonomy and schematizes effective procedures for managing classroom activities. The fourth part considers performance-based assessment. The fifth and final part includes the common core, first year and second year syllabi. The appendices also include valuable documents for teachers of English. The examples of the standards provided throughout these guidelines very often relate to the second year Baccalaureate, due to the importance we try to give to this level.

It is hoped that these guidelines will be a useful reference source to all the parties concerned with the teaching of English as a Foreign Language in Morocco.

Many thanks are due to regional inspector coordinators and all the members of the drafting committee(s).

Central Specialist Coordination of English

PART ONE

Standards-based Approach: An overview

The adoption of the standards-based approach suggested in these guidelines can be justified on the following grounds:

- It 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);
- It addresses communication as being not strictly one skill, but a mixture of the spoken, written, auditory skills;
- It is based on the premise that cultural understanding is essential in language education;
- It connects English with other subjects areas such as history and geography, philosophy, etc;
- It 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;
- It stresses the extension of language learning experiences from the classroom to 'the outside world'
- It is focused on learner learning(i.e. learner-centered);
- It holds all concerned parties accountable for[1] the outcomes of learning;
- It requires performance-based assessment[2].

With these grounds in view, the teaching of English in Level Four should address five areas:

1. **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.
2. **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).
3. **Connections**----Learners will make connections with other subject areas; and acquire information and use through English for their own purposes.
4. **Comparisons**----Learners will gain awareness of cross-cultural similarities and differences (in terms of both language(s) and culture).
5. **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.

'Learner training' for lifelong learning is omnipresent throughout the 5 Cs above. All the curricula and syllabi need to target enabling learners to learn how to learn, and be able to carry on learning by themselves,

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[1] Accountability is an integral part in the approach suggested. All stakeholders are accountable to each other for the expected learning outcomes.

[2] See the Fourth Part of these guidelines.

even when they graduate. The areas above describe implicitly the overall content of teaching/learning at the four levels. Aligned with these areas are the following types of standards:

- ✓ ***Content standards*** – are statements about what learners should know and be able to do with English.
- ✓ ***Performance standards*** –show us how the learners have achieved the standards targeted. They refer to ***how*** **learners** ***are meeting*** **a standard** and show the **learner's progress** towards meeting a standard.
- ✓ ***Proficiency standards*** – these standards tell us ***how well*** learners should perform.

The necessity for having clear, straightforward and well-articulated standards is self-evident. They provide learners with the opportunity to acquire the knowledge, attitudes, skills, and strategies for better English language learning. An effective attainment of these standards requires that teachers should help learners to:

- develop the ability to think through

- Problem-solving;
- informed decision-making;
- systems thinking[3] (focussing on the whole, not the parts, of a particular issue or system);
- critical, creative, and analytical thinking;[4]
- imagining places, times, and situations different from their own;
- developing and testing hypotheses;
- transferring their English language learning competencies to other learning situations.

- develop communication skills

- constructing and defending an argument;
- working effectively in duos/-groups;
- communicating plans and processes for reaching goals;
- receiving and acting on instructions, plans, and models;
- communicating purposefully using the skills acquired.

*- **be tuned to quality work***

- acquiring and making effective use of information;
- coming up with quality performances (e.g. well-executed presentations / projects in class);
- revising their performances for later presentations;
- Drawing up and pursuing positive and rewarding goals.

- foster their connections with their community

- being recognizant of their responsibilities and rights as citizens and acting accordingly;
- being willing to work hard and being long-life learners;
- contributing to the aesthetic and cultural life of their community in any way they can;

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[3] Systems thinking is a way of understanding reality that emphasizes the relationships among the system's parts, rather than the parts themselves.

[4] This is a strategy that fosters the learner's ability to think *methodically*. Learners should be encouraged to think both critically and analytically.

- viewing themselves and their community within the city/town, country and the world at large;
- contributing and adapting to change - be it scientific or technological.

Teaching through standards: A lesson plan

A lesson that addresses a particular standard should include the following features:

- ***Goals and rationale*** of the lesson [Succinctly describe the general rationale for teaching your lesson].
- ***Focus content area*** [Identify the one or two major skills/strategies, language items and knowledge/information which you will target with your lesson].
- ***The* standard(s) *addressed*** [Identify the standards which your lesson addresses. Provide a brief rationale explaining how your lesson addresses these standards].
- ***Teaching procedures*** [Identify the major steps/components of your lesson. Use this step of the lesson to think through and plan the flow of your lesson].
- ***Assessment*** [How will you determine if your lesson achieved its goals? Include performance indicators in your assessment plan. An assessment plan might look like this:

Performance indicators -

Learners e.g:

- listen attentively and recognize when it is appropriate for them to speak/respond.
- take turns speaking and responding to other people's ideas in conversations on familiar themes.
- recognize the kind of interaction appropriate for different circumstances such as pair/group-work and debates.
- use appropriate conversation skills.

Sample tasks -

This is evident, for example, when learners:

- take part in pair/group-work ,debates, etc.;
- invite English-speaking visitors to their school or classroom and respond to their questions;
- use a communication device to greet a classmate or deliver a message to another speaker of English;
- write an e-mail message or a text message to a friend;
- are involved in follow-up activities and tasks (e.g. mini-projects).

PART TWO

THE TEACHING OF THE FOUR SKILLS

Skills within the standards-based framework

The standards-based approach suggested in these guidelines sets relatively high expectations with regard to the teaching of the skills of ***reading***, ***writing***, ***speaking***, and ***listening***. We should work towards creating the conditions necessary for all learners to meet the desired outcomes. For the teaching of these skills to be successful, teachers and textbook designers should have the five standards areas (i.e. communications, cultures, connections, comparisons, and communities) referred to earlier in mind. These skills (i.e. literacy) need to be addressed earlier with a view to helping learners (i) meet the standards set forth for all levels and (ii) help learner gradually develop their communicative competence. This encompasses:

- **Grammatical competence**: the mastery of the language code itself.
- **Socio-cultural competence**: the ability to understand and use utterances appropriately in different sociolinguistic contexts depending on contextual factors/ clues.
- **Discourse competence**: the ability to combine grammatical forms and meanings to achieve a unified or coherent spoken or written text in different genres.
- **Strategic competence**: The ability to make use of verbal and non-verbal communication strategies (a) to make up for breakdowns in communication and (b) to boost the effectiveness of communication[5].

Listening and speaking[6]

Within this standards-based approach, the aim for the teaching of English in our schools goes beyond the learners' ability to know its linguistic components to encompass its authentic real-life uses, as has been mentioned earlier. This aim can only be achieved through prioritizing their listening and speaking competencies. These two skills are tightly interrelated and often function interdependently and/ simultaneously in real life situations. A systematic and principled integration of the two is an asset in fostering effective oral communication. Such integration reflects real-life and purposeful communication. It is advisable that particular focus be laid upon the strategies that are inherent to each of them. The teaching of speaking and listening should aim at training the learners for real life communication through helping them enhance the competencies that are essential to their use of English in different *learning* or '*real'* situations confidently. We should ensure that as learners move along the levels of the English language course, they gradually acquire the necessary language knowledge[7] and competencies that are crucial in effective and purposeful communication. A systematic and reasoned approach to the teaching of listening and speaking

[5] (See Canale and Swain 1980, and Canale, 1982).
[6] Our dealing with these two skills first is of no significance whatsoever. Equal importance is given to the other two skills.
[7] Both declarative knowledge (what to know) and procedural knowledge (know how) are complementary rather than mutually exclusive within this approach.

requires that they should be treated as processes rather than products. Incidental spoken English in the classroom should be exploited as a further valuable input.

The two coming sections will try to focus on the listening and speaking skills in isolation for pedagogical reasons.

Teaching listening

Within the standards-based approach adhered to, the teaching of listening is given priority on the following grounds:

- It is the most frequently-used skill;
- It provides the aural input that serves as a premise and a necessary ingredient for language learning;
- It provides learners with the opportunity to interact in spoken communication;
- Language learning is highly dependent on listening (i.e. listening to teachers, to peers, to recordings, etc.);
- It aims at extracting meanings/messages from spoken texts, which requires an appeal to both *bottom-up* and *top-down* strategies;

The teaching of listening should help learners become *effective listeners.* Learners need to be made aware that although words carry meanings, it is unnecessary to dwell long on them once the message has been captured. Being able to listen *effectively* also lessens pressure that the speaker may have with regard to speaking speed adjustment and language tuning. While teaching listening as a skill in its own right, it is essential that we take account of the fact that it involves the following basic sub-skills[8]:

- Discriminating sounds, recognizing stress patterns, intonation, etc. (phonology and phonetics);
- processing sentences: analyzing their elements, building a structure frame (syntax) ;
- recognizing and understanding of words/ lexical chunks or formulas (semantics);
- recognizing how texts are rhetorically structured(genres);
- recognizing cohesive devices in discourse;
- constructing the literal meaning;
- storing the information in short-term memory;
- identifying speaker's intent and text tone (active listening);
- puzzling out paralinguistic aspects (*body language)*;
- predicting what is to be said;
- deciding on what to say or do to react.

These various sub-skills show that listening is not a passive process. It rather involves an ongoing interaction between both bottom-up and top-down strategies[9]. Effective listening also makes use of linguistic as well as non-linguistic knowledge. These abilities are partly built in what constitutes the core of the standards put forward for the teaching of listening.

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[8] See Appendix C for more details about listening comprehension micro-skills (Brown, D. 1994).

[9] **Top-down** strategies involve listening for the main idea, anticipating, drawing inferences, summarizing, etc. **Bottom-up** strategies involve listening for specific details, identifying collocations or cognates, recognizing pronunciation of individual words, recognizing word order patterns, etc

Listening content standards

The guidelines take the listening content standards as an indication of what all learners at this level should know, understand and be able to do while listening to spoken texts[10]. Below is a list of the listening content standards that are the foci of Level Four, for instance:

- **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

Standards for the teaching of listening in the Second Year Baccalaureate (See syllabi) should be conceived as inter-dependent and be dealt with as one-leading-to-the-other process. The following listening strategies are crucial to the attainment of the above standards (1- 4):

- 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 note-taking.

Helping learners meet the listening standards

There are a lot of tasks[11] that teachers might use to reach the overall aims laid down for the teaching of listening in the upper secondary schools**.** Teachers; for example, can help learners meet the standards for listening if they manage to involve them in *active listening*. Tasks and activities which involve learners in listening actively help them gain confidence and become autonomous, transferring their 'know-how' to real-life situations; e.g. listening to the radio, viewing a film or watching a play in the target language. In order to meet this aim, the following points are in order:

- Much of teacher time needs to be spent on helping learners on the effective development of listening strategies; i.e. top-down and bottom-up strategies;

[10] Characteristics of spoken discourse are dealt with in the speaking section.
[11] A series of listening activities and tasks are in appendix A.

- Learners must be offered opportunities for practice inside and outside the classroom and connect English with other subject matters;
- Integrating listening with other skills ensures that skills reinforce each other; i.e. a listening task might be preceded or followed by an oral or written report (or both);
- Written texts and activities with pictures, maps, authentic videos, recordings, plays; etc. which provide visual support, help learners learn to listen;
- Real-world tasks which require that learners should process information by selecting, categorizing, and analyzing it;
- Using listening to interact culturally with peers and/ other speakers of English (e.g. listening to a conversation, a monologue, a talk, a song, etc);
- Learning listening is spiral in nature; thus, teachers need to allow for an on-going recycling of this language skill;
- Using pre-listening, while-listening and post-listening tasks[12] that tap on cognitive processes should be top on our 'pedagogical list'.

The focus on listening for 'comprehension' and listening for 'acquisition' are *vital* for teachers to make sure learners are developing listening competencies as well as developing their linguistic repertoire; especially because learners hardly, if ever, use English outside the classroom. Teachers are advised to vary their task types to keep learners motivated and on task. Some of the tasks, activities and resources are supplied by textbook(s), while others need to be provided by teachers themselves. Learners' generated spoken texts (talks, conversations, or discussions) can be recorded and used as listening tasks.

Within the framework of learner training advocated by the standards-based approach, special care should be directed towards fostering the learners' ability to make use of *meta-cognitive strategies*: how to plan and listen purposefully, how to tolerate ambiguity, how to monitor their comprehension when using the selected strategy (or strategies)[13] , and how to evaluate their listening as a whole. Teachers prompt learners into deciding on which strategy (or strategies) to use, help them with the means of self-assessment, and guide them through the process of evaluating whether their listening has been successful or not.

[12] A series of pre, while and post-listening activities are in Appendix A

[13] Learners select top-down or bottom-up strategies or use them concurrently, flexibly, and interactively to construct meanings.

Teaching speaking

Promoting learners' speaking skill is one aspect of developing their 'communicative competence'. Many language learners see the ability to speak fluently as a fundamental criterion for the measurement of their communicative competence in its totality (i.e. grammatical, sociolinguistic, discourse, and strategic competences). Competencies related to other skills such as listening, reading, and writing might go unnoticed (or look unimportant) in many social contexts where learners are required to react in spoken discourse. Their success or failure to function orally and effectively in such real-life situations determine the extent to which they are progressing as language learners. Teachers also view the ability to speak effectively as a central skill they have to enhance in their classrooms. They also think that a good proportion of the language curricula should be devoted to teaching speaking. Teaching speaking should be given high priority because of the following reasons:

- It is a complicated skill that embraces all the components of 'communicative competence';
- Language learning is highly dependent on speaking and listening (i.e. speaking to teachers, to peers, to oneself, etc.);
- Real communication requires attending to messages and reacting to them appropriately;
- Teaching speaking gives learners a high level self-confidence, motivation for learning, and an appropriate training for real-life tasks;
- A lot of speaking takes place in real life; this lends credence to the belief that teaching this skill is not just a fad, but it is a necessity;
- Teaching speaking provides learners with the opportunity to grow as effective world citizens; able to transmit, share and compare ideas, information and cultural patterns of different speakers.

Drawing on the standards-based approach, the guidelines call for the focus on two types "communicative modes"- the interpersonal and the presentational. These two modes dictate integrating speaking with other skills systematically. In the classroom context, a conversation, for example, might lead to writing. A conversation might also lead to listening, reading or a written report or a short presentation. The aim of skill integration is to enhance more contextualized practice, and thus more learning .In this section, for pedagogical purposes only, the focus is put on the teaching of speaking component in isolation. There will, however, be reference from time to time to the other skills in order to shed more light on the nature and purpose of various tasks and activities.

Speaking Content Standards

Standards for the teaching of speaking in the second year Baccalaureate (See syllabi[14]) ; for instance, should be conceived of as inter-related and hence be approached in a recursive way to ensure adequate attainment.

- **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, to 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

Inherent in the achievement of these standards is a series of processes and strategies learners are to be engaged with to make the speaking act successful:

- 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 and identify 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.

In oral communication, speakers usually choose (i) a topic, (ii) the type of organization required, and (iii) the appropriate language to express ideas, feelings, transmit information, etc. They also choose (iv) the delivery

[14] See Appendix F

techniques appropriate to the audience and the situation[15]. These strategies are often used simultaneously. Therefore, learners should be trained to use them adequately in oral communication.

Helping learners meet the speaking standards

Setting appropriate pedagogy for the teaching of speaking in the Moroccan context requires teachers to be aware of the differences between spoken and written discourse, and then build on them to design purposeful tasks and activities. From the point of view of production, it is self-evident that spoken and written discourse makes somewhat different demands on speakers and writers. The speaker, for instance, functions under the pressure of time, whereas the writer does not need to monitor, repair or modify her/ his output immediately. The speaker may also have access to immediate feedback from the interlocutor(s), while the writer can only imagine the reaction of his audience. The most salient characteristics of spoken/written discourse are outlined in the table below[16].

Spoken Discourse	**Written Discourse**
-media is voice	-media is letter
-casual	-formal
-with ungrammatical forms at times	-complex(longer stretches of language)
-simple (shorter chunks)	-much more accurate and structured
-loosely structured	-highly organized rhetorically
-reduced forms(e.g. I'll)	-complete chunks (e.g. I will)
-audience is known	-audience is usually absent (at the moment of writing)
-adjustable with a great deal of redundancy	-less negotiable, interactional
-extra-linguistic information	-standardized
-more spontaneous back-channelling **(feedback)**	-more of a consensus as what is appropriate
- much use of interjections	-interjections rarely used
-social interactional meaning	-more specific
-more interactive patterns and fillers	-more lasting in space and time
-less densely packed with information	-more densely packed with information
-turn place holders	-durable
-more topic shifting	

Several attempts have been made to reduce the above differences between speech and writing to simplified dichotomies (e.g. contextualized vs. de-contextualized, self-monitored vs. spontaneous, planned vs. unplanned, etc). While teachers have to raise learners' awareness to such differences, they have to conceive of the distinction as a continuum rather than a dichotomy. The more characteristics such as "immediate", "oral", "conversational" are present, the more "spoken" a modality can be said to be. Other 'dis-fluency'

[15] The situation includes participants and their relationship, the place of the speaking act, etc.
[16] For more details and examples, see Gillian Brown and George Yule, 1983.

characteristics of the spoken discourse encompass hesitations, false starts, corrections, repairs, repetitions, pauses, and other aspects of speech execution.

Exposing learners to features of spoken discourse can be possible by integrating speaking and listening and having learners practise orally through dialogues or small conversations. Tasks tapping similarities and differences are also desirable, before putting emphasis on more demanding communicative tasks, e.g. role plays, simulations, debates, etc.

Other spoken discourse features might create difficulties for foreign language learners when they are learning to speak. Therefore, intensive practise that target clustering[17], redundancy, contractions and weak forms, idiomatic expressions, stress, rhythm and intonation, very often results in learners being able to both listen and speak effectively. Teachers should also equip their learners with the necessary strategies to attend to the following factors when speaking:

- The type of *audience* requires the use of different levels of language and thought (s) for communication to be successful and non-offending.
- The *purpose*(s): e.g. to express feeling, inform, persuade, entertain, etc.
- The *setting* and *occasion*: e.g. informal, formal, or ceremonial.

Teachers should also tap on strategies related to how to construct and communicate meanings such as: receiving and interpreting feedback, sending messages, adapting and adjusting messages to audience, avoiding topics, clarifying, questioning, restating, listening, and seeking information, seeking help, evaluating effectiveness, to name only a few[18]. Many of the processes and/ strategies included in the typology may be applied for both speaking and listening. Within the framework of standards-based education, practice is essential for 'acquisition' to take place in the EFL classroom. Therefore, teachers should design tasks and activities whereby learners practise various speaking skills and improve their 'communicative competence'. These tasks include: consciousness-raising activities, information gap, jigsaw activities, debates/ discussions, etc.

Consciousness-raising activities

To help learners meet the series of standards set forth earlier, in both the interpersonal and presentational modes, teachers and textbook designers should devise activities that get learners familiar with the following speaking aspects:

- Delivery;
- Turn-taking;
- Interruption;
- Topic selection and avoidance;
- Negotiation of meaning;
- Interactional speech acts;

[17] Fluent speakers usually organize their speech in phrases/chunks rather than in words.

[18] A typology of the oral communication is suggested for teachers to refer to so as to improve learners' speaking skill in appendix D.

- Different levels of formality;
- accurate use of grammar;
- Stress patterns, rhythm, and intonation;
- Appropriate use of vocabulary
- Appropriate use of idiomatic expressions
- Use of cohesive devices, etc.

Listening to authentic conversations (or presentations), for instance, can be a suitable opportunity for teachers to raise learners' consciousness to the above listed features of spoken discourse. Various tasks might be suggested to create the need for learners to speak, rehearse and put into practice what they notice.

Information gap activities

Real communication involves a high level of uncertainty, surprise and unpredictability. It involves instances of ***information gap***. For instance, a speaker has a piece of information the other person does not. And it is only through "negotiation of meaning" that the information transaction is made possible. Negotiating meaning presupposes speakers to be able to make use of a series of communication strategies: asking for more clarification, paraphrasing, using circumlocutions, etc. Information gap improves learners' questioning strategies. It also helps them organize themselves, work cooperatively to make sense of the dis-connected information presented to them. Activities such as Jigsaws, which also help learners resort to cooperation to resolve problems, create opportunities for speaking among learners.

Role plays and simulations

Learners should be given opportunities to work cooperatively to complete a task, draw up a project, develop a plan, or talk about an issue from different perspectives. They should also be encouraged to play life-like roles. Role-plays and simulations contribute a lot to learners' developing their repertoire of functions and vocabulary[19]. They also expose them to more input on issues of formality/informality, register, culture and many other aspects of communication. They have to use language that is accurate and appropriate to the situation.

Learners generally find role playing enjoyable, but those who lack self-confidence or have a lower level of proficiency may find them inhibiting at first. With the teacher's help, peers' tolerance and care, and with a lot of practice (individually, in pairs or in groups), these learners may develop over time.

Discussions, debates and conversations

Learners work together in groups of four or five on a controversial issue in order to reach a consensus or come to a decision. They may be, for example, provided with a set of CVs and letters of people applying for a job (e.g. a secretary). They have to go through these CVs and letters, talk together about them, and make a decision as who best suits the position. They then have to talk to their peers and defend their choice. Learners may also be asked to discuss a topic or converse on the basis of certain guidelines or questions. Essential is their ability to introduce themselves, agree, disagree on a point, bridge information gaps, etc. These two

[19] Two sections are devoted to the teaching of vocabulary and functions respectively in these guidelines.

activities -and similar ones- help teachers hand over some responsibility to learners; a premise for learner autonomy.

Short presentations and oral reports

These speaking modes might be prepared or unprepared. Learners are asked, individually or in groups, to give an oral presentation on a specific topic (5 to 10 minutes). Learners should be encouraged to speak from their notes. The teacher may help learners with guidelines as to how to start their talk, list facts, express opinions, and close their talk or summarize the most important ideas of the talk. Learners should also be equipped with appropriate strategies for dealing with peers' questions.

Other speaking activities

Some of the activities mentioned above might be provided in the textbook, but others can be designed by teachers themselves to respond to learners' needs and relate these activities to the learners' background knowledge and learning context. Other types of communicative activities might include:

- presentation of projects;
- discussion of fact sheets;
- acting out a scene from daily life, short plays, or sketches;
- discussing or acting out a video - or audio-taped extract;
- picture-cued story telling;
- picture and/ or sound description, interpretation, and extension, and
- games.

Practical tips for teachers

Teachers are advised to take into account the following tips to make of the above mentioned speaking activities a success:

- Prepare carefully.
- Build the speaking activity on previous learning, and provide models (in open pair work as an example[20]).
- Be aware of the purpose of each activity.
- Explain the purpose of the task and offer learners alternatives.
- Prepare learners for the task (e.g. vocabulary, functions, grammar, etc).
- Help learners rehearse to increase their self-assurance.
- Design activities that suit learners' level and pace.
- Play the role of the facilitator, resource, and participant at times.
- Expect emergencies and be ready to improvise as well, etc.
- Encourage fluency and communication strategies and tolerate errors which do not affect the meaning.
- Be positive and encourage self-evaluation.
- Encourage the use of checklists to evaluate their peers.

[20] A section of these guidelines is devoted to classroom management, group work and group work activities.

- Allow learners to act as group monitors or chairpersons gradually.
- Evaluate the task and its effectiveness.
- Design linguistic and topical follow up activities to remedy problems.

Reading and writing[21]

Reading and writing form a strong relationship with each other, as skills, cognitive processes, and ways of learning. They are real tools for learning and for learners to grow autonomous and responsible citizens. They are also means for achieving success in the job market. Learners need ample opportunities to develop a range of reading and writing strategies, study-skills and habits. Development in reading and writing as self-contained skills requires exposing learners to highly challenging reading texts and writing tasks. The integration of these two skills with each other and with listening and speaking allows learners the opportunity to become good readers, writers, listeners and speakers; hence be able to communicate effectively. The reading-writing standards in these guidelines are statements about what learners of English in the second year Baccalaureate should know and be able to do in order to read and write effectively. Each skill will be considered here in turn for the sake of practicality.

Teaching reading

Reading in English gives learners access to information and further deepens their knowledge and learning insights. It also provides learners with the opportunity to know and interact with other cultures and experiences. Reading is essentially given a great deal of importance throughout Level Four, for instance, for the following reasons:

- Reading is essential to learning;
- It is a problem-solving process whereby readers extract personal meanings through analysis; interpretation and evaluation which takes place while reading;
- It is a prerequisite for critical and creative thinking;
- It requires the use of strategies and skills to uncover the writer's message;
- It is essential for information-retrieval and, therefore, information-retrieval skills should be prioritized;
- It provides readers with the opportunity to create a real connection between their own experiences and others';
- It should be taught as a self-contained skill and not as a subservient skill to the other skills;
- Reading different text types boosts the learner's vocabulary which s/he will have recourse to as part of lifelong learning.

[21] Linking reading and writing enhances the acquisition of and proficiency in the two other skills.

- Reading and writing are closely related[22].

Reading is a highly interactive and constructive process in which the reader uses personal and cultural knowledge to interpret the information presented in a text in order to 'create' meanings.

Standards for teaching reading

The standards laid down for the teaching of reading in these guidelines are an extension of those suggested for the teaching of English in the "Common Core" and the First Year Baccalaureate. Teachers are required to work towards (i) developing the learners' ability to think critically and to use *their communication skills*, (ii) helping them "*tune" to quality work*, and (iii) *fostering their connections with their community.* Standards for the teaching of reading in the Second Year Baccalaureate; for example (see the syllabi), should be conceived of as being interrelated and therefore should be dealt with on a one-leading-to-the-other basis. This will necessitate having them in mind throughout the implementation of the syllabuses. The reading content standards are outlined below:

- **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.

Helping learners meet the reading standards[23]

These standards are achieved through the enhancement of both macro-competencies and micro-competencies. Some of them are schematized in the coming table and will be revisited in connection with practical procedures for teaching reading:

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[22] Linking reading and writing enhances the acquisition of and proficiency in the two other skills; namely, listening, speaking.

[23] Reading to study focuses on reading strategies, SQ4R (S = Survey, Q = Question, R = Read, R = Recall, R = Review, R= Reflect). This method can be applied as a method of 'reading' particularly with regard to long texts. Learner readers should be made aware of its transferability in Arabic and French and other subject matters. (See appendix E). Note-taking is also used as a reading 'study skill'. SQ4R contributes to learner autonomy, too.

Macro-competencies	Micro- competencies
- identifying, understanding, and interpreting different text-types. - determining the organization of a text. -- summarizing the content of a text. - recognizing the purpose of a text (invitation, complaint, apology, etc.). - getting acquainted with the various cultural aspects and accepting cultural differences. - active reading (involving underlining, highlighting, taking notes, questioning, outlining, comparing, contrasting, etc.)	- scanning (locating specific information in the text). - understanding information explicitly stated in the text... - inferencing (understanding information implicitly stated in the text). - transcoding information into tabular form: tables, diagrams, time-lines, etc. - distinguishing between main ideas and supporting details. - identifying the topic sentence of each paragraph of the text. - reacting/ evaluating information read in the text. - identifying the cohesive devices and their functions. - inferring word meaning from context. - interpreting pronoun referents.

Learners should be exposed to a variety of challenging texts targeting stimulating issues related to education, the gifts of youth, technology, cultural heritage, brain drain, women issues, and sustainable development. Texts should also relate to their own interest, age, and tap their prior knowledge and experience. Learners need to steadily be led through instruction to achieve a variety of lifelong skills and competencies. Teachers should ensure that learner readers are cognitively involved in the text drawing on their background knowledge (i.e. schemata)[24] to construct their own meaning. The reading strategies[25] below are suggested as paths for learner readers to attain the standards set forward for the teaching of reading:

- Identifying what learner readers know about the text before reading it;
- Locating relevant information to confirm or disconfirm their predictions/guesses;
- Fitting new pieces of information into their prior knowledge repertoire;
- Considering what has been read in order to react to it and express personal ideas or opinions;
- Selecting clues and ideas to demonstrate their understanding (or lack of it!);
- Reconstructing reading texts maintaining the same tone and viewpoint;
- Setting goals and monitoring learners' progress when learning to read.

One of the tenets of this standards-based approach is that learner autonomy is rewarding in terms of language learning[26]. Teachers are supposed to provide learners with opportunities to pause in order to assess their own

[24] Three types of schemata are in order: (i)content schemata: facts, values, and cultural conventions, (ii) language schemata: grammar, spelling and punctuation, vocabulary, and cohesive structures, and (iii) textual schemata: rhetorical structure of different modes of texts---for example, recipes, letters, fairy tales, research paper, etc.
[25] For more details about skills and strategies involved in reading, see appendix C.
[26] For more details, see the section on 'learner autonomy and learner training'.

learning; and thus identify their language learning strengths and areas for improvement. This process includes testing self-comprehension, recognizing misinterpretation, and suggesting strategy revision.

Practical steps for teaching reading

In a reading comprehension lesson, three stages are to be distinguished: pre-reading, while-reading, and post-reading.

1) Pre-reading stage:

The pre-reading stage aims; for instance, at brainstorming the ideas included in the text. The length and time of the activities involved in this stage depend on the task of reading, the learners' and the teacher's objectives. Here, the focus is primarily on determining the extent of the learners' knowledge of and familiarity with the theme under study. Resorting to the following activities / tasks activates learner readers' schemata:

- ***Previewing the title***: The title can be used to trigger the learners' predictive potential about the content of the text.
- ***Semantic mapping***: This technique can be applied to elicit from learners words, word families, concepts and notions, related to the theme under study.
- ***Picture stimulus***: Effective use of pictures, graphs and other available visual aids can kindle the learners' interest and foster their predictive potential. This activity can also be followed by a short discussion of the topic.
- ***Theme discussing***: Prior to reading, the teacher can pair off the learners or get them together in small groups to discuss the theme of the text.
- ***Learner generated questions***: Here, the learners are invited to write a set of questions which they expect the text will respond to. The title, pictures, headings, first sentence of the text, first paragraph, first and last paragraph can be used as a platform to this end.
- ***Vocabulary exploitation***: This activity is based on a number of key words in a text written on the board for the learners to guess the theme of the text. To further explore the theme through non-committal questions, the teacher can brainstorm ideas in connection with it. As a follow-up, learners can be encouraged to write sentences/ texts incorporating the given vocabulary.
- ***Exploiting the text in chunks***: To enable learners to become effective *predictors*, the teacher can either select the opening sentence(s) or a chunk anywhere in the text and have the learners then read and state what has happened before or guess what comes next.

A word of caution! 'Background knowledge' activation is *vital* for reading texts effectively. However, activating that knowledge might not occur automatically, especially when the information activated contains misconceptions that may override the information in the text. If the necessary 'schemata' is not available, the text also remains 'opaque' to learner readers. Some of the teaching or learning strategies cited above might not suit all types of learners, and therefore a variety of tasks is needed with particular focus on learners developing their own reading strategies. Some learner readers' generated questions about the text and their expectations are viewed as critical for improving reading (see SQ4R method).

2) *While-reading stage*

Revisiting the text is an essential component of this stage. The main aim is three-fold: learners are urged (i) to see the extent to which they have predicted, then comprehended the text, (ii) to find out where miscomprehension (or mis-interpretation) has occurred and why, and finally (iii) to train learners to consider and analyze the rhetorical structure of the text, cohesion[27], and coherence. Training learners in text structure recognition improves comprehension, recall and language acquisition, as it improves learners' writing skill. During this stage, many activities[28] can be used to help learners to:

- recognize text-types and structure by looking at word clues (e.g. cause and effect, etc);
- understand relations between parts of a text through lexical cohesion (e.g. thesis, antithesis, etc) or grammatical cohesion (e.g. reference, comparison and contrast, logical connectors, enumeration, classification, time and space relaters, etc);
- interpret the text by going beyond it (e.g. inferring, integrating text information with prior knowledge, etc.);
- recognize indicators in discourse for introducing an idea, developing an idea, establishing transitions, concluding an idea, anticipating an idea, etc.);
- identify main idea and distinguish it from supporting detail(s) (e.g. a process from its stages, fact from opinion, statement from example, etc.);
- recognize the function of the text (the communicative value of the text , e.g. complaint, invitation, apology, etc.) by identifying format and exponents;
- extract the most salient points in a text to summarize it, etc.

3) *Post-reading stage*

To foster both 'comprehension' and 'acquisition' in a reading lesson, teachers need also to help learners revisit the text anew. Post-reading tasks might dictate the following questions that transcend the text. This type of questions has the potential to spark off further discussion of the theme of the text. Learner readers are encouraged to relate the theme of the text to their own experience. In order to do so, many of the tasks mentioned in the before- and during-reading stages can be re-used. The following activities, which range from controlled to less controlled or free activities,[29] might also be used. Learner readers at Level 4 can be asked to:

- scan the text for key vocabulary;
- write a reaction to the information in the text;
- summarize the text (orally or in writing);

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[27] Cohesion holds segments of a text together, giving it a semantic shape (i.e. coherence). The importance of cohesion lies in the continuity it expresses between one part of the text and another. This continuity is necessary for the coherence and interpretation of the text.

[28] For more details, see Munby 1978.

[29] For more details see William Grabe, 1991. Some of the activities suggested may be used for teaching, testing reading, and for self-study.

- report on reading from different frames (e.g. reporter, professional, editor, colleague, etc.);
- integrate new information with information from other texts;
- apply word attack strategies with a special focus on collocations;
- further exploit cultural aspects involved in the text (determining similarities and differences with regard to learners' own culture);
- debate or discuss an issue related to the text;
- be involved in project work related to the theme.

Within the framework of standards-based education and the focus on the "connections" standards area, teachers are encouraged to integrate reading and content-based instruction (CBI). They should lay more emphasis on ***curricular coherence*** and ***interdisciplinarity***, and hence encourage learners to read and learn to learn. Practical tips influenced by the principles of CBI address issues related to promoting autonomous learning in the classrooms (see learner autonomy section). In addition to developing reading competence, learners are also supposed at this level to have learned to write for various purposes and audiences effectively as well.

Teaching writing

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. Yet, it is among the most useful skills learners should learn and master. In the standards-based approach, teaching writing is allotted the importance it deserves because of the various benefits that accrue out of its practice. In addition to the general functions of writing, it should also be emphasized in our schools for at least the following benefits (from the least important to the most important):

- Writing is a practical means for fixing or consolidating various language components (e.g. vocabulary, syntax, etc)
- It is a means of reinforcing other skills. Before and while writing, writers gather data or information by observing, reading, listening, talking to others, analyzing, synthesizing, interpreting, and evaluating.
- If writing is adequately practised in the classroom, it helps a lot with recycling and generating content.
- While writers conceptualize and express ideas, their ability to think logically and solve problems is invigorated.
- Writing is an act of thought and a means of learning. Writers write to think, to explore their environment and the world with language, and to discover and internalize meanings.
- Writing, then, helps a lot with empowering learners and achieving their growth not only as language learners, but also as independent intellectuals.

The theory of writing within the framework of the standards-based approach endorses the ***process approach*** to teaching writing. The underpinning principles of this approach can be summarized as follows: composing is a *non-linear and generative process whereby writers discover and formulate their ideas as they attempt to*

construct meaning. The interest in this approach was first motivated by the results of research on the difference between 'skilled' and 'unskilled' or poor writers. Researchers tried to find out how skilled writers write with the belief that if the processes the latter go through are delimited, they could then be described and made use of in the classroom.

Pedagogically, the EFL classroom can provide a healthy environment for the practice of *process writing*, starting with gathering ideas, pre-writing and planning, working out drafts, and preparing the "final" version. Successful revision can be practised individually with, or without the teacher's feedback, or via the effective use of peer-editing, so can proofreading. Establishing a *collaborative*, *interactive framework* where learners work together in a pressure-free atmosphere with the teacher in the role of a guide, a facilitator and interested reader is necessary. In other words, writing is not a *solitary* activity, but it is rather an *intensively* interactive process involving the learner writer, other learners, and the teacher. Learners' pieces of writing improve as they respond to the feedback and suggestions others provide. The teacher no longer views learners' texts as 'final' fool-proof 'products' to assign a passing or failing grade to. Further, writing is no longer regarded as a simple means for reinforcing other skills, or as a pretext to make learners display their ability to string grammatically correct sentences to the detriment of meaningful communication. The standards for the teaching of writing in these guidelines reflect this new orientation.

Standards for writing

Writing is a *strategic*, *problem-solving*, and a *key skill* of communication. It is also an area where what is linguistic congregate what is cognitive, rhetoric, and cultural. And it is also a learning tool. The content standards for what learners at Level Four, for instance, should know and be able to do while writing captures the following:

- **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 writing tasks.
- **Content standard 3:** learners will be able to recognize and apply the cultural and rhetorical aspects of different text types to write appropriately.
- **Content standard 4:** learners will be able to demonstrate project work skills to complete a variety of tasks effectively, individually or in groups.

Helping learners meet the writing standards

In the dynamic process of writing, a fluent writer resorts to a great deal of sub-skills and strategies simultaneously, in order to make her/his writing effective at the level of rhetorical organization, linguistic variables, purpose, and audience. Viewed in this way, learner writers need to be prepared to learn to write and demonstrate that they have met the standards above. While teachers are advised to use their own activities to suit learner writers' preferences and styles, many of these activities are to be suggested in the textbooks to help

learners boost their writing competencies. Much time needs also to be devoted to writing with a view of helping learners become 'effective writers'. Two types of inter-related considerations are in order: (a) the writing strategies' considerations, and (b) the linguistic and rhetorical considerations of writing.

a) The writing strategies' considerations

This strand of writing features the strategies below. These strategies are not used in a linear way. They are also valuable for learners to be able to (i) meet the standards stated earlier, and (ii) grow as independent writers:

a) generating topics through prewriting activities (e.g., brainstorming, mapping, K-W-L charts[30], discussion, reading/listening notes, etc);
b) making the purpose(s) suit the audience (e.g., to inform, to communicate, etc.);
c) writing a first draft with the necessary components of a specific genre;
d) revising the first draft content (e.g., organization, relevant details, clarity);
e) editing (or peer-editing) revised draft using resources (e.g., dictionary, glossary, grammar reference);
f) proofreading the revised draft individually or in pairs or groups;
g) presenting a "final" copy according to the purpose and topic of the task (e.g. publish, send/mail, or present).

b) The linguistic and rhetoric considerations

The second strand of considerations features the following writing competencies, which are also useful for learners to be able to meet the standards above:

- mastering mechanics and using spelling, punctuation, capitalization and usage to make their writing legible.
- giving the written piece a clear text structure with an effective beginning, middle and ending;
- 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.
- using a variety of sentence structures: compound, complex sentences, the active voice, the passive voice, parallelism, etc.;

While training learners in the process of writing, some further practice at the level of mechanics and accuracy should also be done to contribute in the improvement of the piece of writing. To raise learners' consciousness to how different text structures and genres are organized, a lot of reading, listening, and discussions are needed.

[30] A KWL chart involves the following columns (1) K: what you know, (2) W: what you want to learn, and (3) L: What you have learned.

Training learners to write effectively is a gradual process. Teachers might; for instance, choose to train learners in how to write a paragraph before exposing them to more challenging writing tasks.

Suggested writing types and genres for Level 4

- Formal/informal letters.
- Emails.
- Reports on projects or action plans of projects.
- Film /play / book reviews.
- Narrative, descriptive, expository, and argumentative texts.

The writing tasks must be closely linked with the topics of the textbook.

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Teaching/Learning Language Functions[31]

Within the standards-based approach to teaching English as a foreign language, great emphasis is laid upon helping learners use English in a variety of contexts and for diverse purposes[32]. The emphasis on the 5Cs has deeply influenced syllabus design, and the teaching of functions has become an integral part of many EFL materials and textbooks. The teaching of language functions at Level Four; for instance, receives important consideration in the teaching continuum at least for the following reasons:

1. Learners are placed in situations where they can use English as an instrument for social interaction while learning the communicative functions.
2. Learners are made aware that the same language forms (exponents) may be used to "do different things" and/ or express different meanings[33].
3. Learners are also made conscious of the social meaning of language forms. This includes the learners' ability to vary their speech to suit different social circumstances, and to use generally acceptable and non-offensive forms.
4. Learning social and rhetorical functions entails developing skills and strategies necessary to use language to communicate meanings as effectively as possible in class and in real-life situations.
5. Language functions involve using language to negotiate meanings, to organize and process information, and to interact with different interlocutors and for different purposes.
6. Language functions emphasize 'interpersonal communication' - a prerequisite in the standards-based approach to TEFL- which motivates learners to express basic and universal communicative functions of language.

Teaching a high level of functional competence is sometimes difficult to achieve in situations where English is not used outside the classroom. However, raising learners' consciousness as to the various types of functions and to the relationship that exists between form(s) and function(s) in English, as well as allowing them time for practice and use, would contribute to the development of the learners' overall language competence.

Helping learners learn functions

It advisable to adopt a text-based approach to the teaching/ learning of language functions ; that is, deal with them as they occur naturally in various types of texts. Raising the learners' awareness as to how to exploit grammatical forms

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[31]Language functions are described in the literature as being:

- "ways we can use language to achieve a communicative purpose."
- "what people can do with language."
- "what people want to do with the language. "

[32] The ability to 'use English in a variety of contexts and for diverse purposes permeates' implicitly and explicitly all the 5 standards.

[33]The second conditional if +would is used to express criticism and to make hypotheses, for instance.

for different functional purposes reflects the view that considers 'communicative competence as not so much rule-governed as it is '*rule-referenced'*. Learners' attention should be drawn to the communicative value of what they are learning, not simply its formal aspects[34]. Learning opportunities should be arranged in such a way that they benefit the development of pragmatic competence[35] in English, too. Two types of functions must be present in both speaking and writing tasks; i.e. social and rhetorical functions[36].

Social functions

Social/ communicative functions involve expressing one's thoughts or feelings, expressing agreement and disagreement, apologizing, complaining, asking for information, etc. It is necessary to further focus on the learners developing the ability to use social/communicative functions accurately (correctly) and appropriately (in the right contexts). Social/communicative functions at Level Four involve the following:

1. Making and responding to requests;
2. Responding to good and bad news;
3. Expressing regret;
4. Complaining;
5. Apologising;
6. Asking for and giving advice;
7. Expressing opinion;
8. Agreeing and disagreeing;
9. Expressing certainty and uncertainty;
10. Expressing lack of understanding and asking for clarification, etc.

Social / communicative functions can be focused on through either dialogues or exchanges or conversations. These should fulfill these requirements:

- The interaction between speakers should be as realistic as possible within the assumptions about the interactants and situation ;
- The setting and social relations between the interactants should be indicated ;
- The target function (s) should be naturally-occurring one(s) in that particular context/situation.

The teaching/learning of functions can follow the pattern below:

- Have the learners discover instances of the target function (its linguistic exponents) ;
- Draw their attention to 'appropriateness'; that is, the language forms related to social parameters in the situation;
- Have them use the exponents in different situations through communicative activities, where the focus is on meaning/communication/ and achieving a communicative goal.

Sample communicative activities/ tasks :

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[34] Exponents whereby a language function is realized can be learnt as 'chunks' of language.
[35] Pragmatic competence which includes sociolinguistic and illocutionary competence is simply the ability of knowing what to say to whom(see, Bachman 1990).
[36] Social/ communicative functions and rhetorical functions do overlap (e.g. expressing degree of certainty). Yet, for pedagogical purposes, we view rhetorical functions as being language functions that are used in academic text, be it spoken or written. In academic texts, it is often necessary to define terms and concepts, for example.

- Information gap tasks ;
- Opinion gap tasks (Learners engage in cooperatively solving a problem);
- Role-play, drama, simulation (Learners freely act out roles and situations using initial cues, often replicating real-life actions and experiences) ;
- Interviews (Learners obtain information from each other on a specific issue);
- Discussion (Learners discuss specified topic/ theme).

Rhetorical functions

Rhetorical functions have been defined as being language functions that are often used in academic spoken or written texts. Rhetorical functions at Level Four include:

- Defining
- Cause and effect
- Purpose
- Addition
- Concessions

As mentioned earlier, it is productive to adopt a text-based approach to the teaching/learning of rhetorical functions; that is, to deal with them as they occur naturally in authentic texts. The teaching/learning of rhetorical functions should follow this pattern:

- **Noticing** : Learners notice the instance of the rhetorical target in text and how it is realized linguistically;
- **Practice**: Learners practise the exponents of the target rhetorical function through a series of exercises;
- **Performance**: Learners use the target rhetorical in performance-based tasks such as projects.

Exposing the learners to authentic texts to *teach* rhetorical functions, followed by noticing tasks based on the texts and communication activities which provide them with the opportunity to use what has been noticed in the texts is conducive the achievement of the standards connected with social/communicative functions and rhetorical functions; namely, to demonstrate the ability to use them appropriately and accurately in a variety of contexts and for diverse purposes.

TEACHING GRAMMAR

Approaches to teaching grammar

Grammar is crucial to the teaching and learning of ESL/ EFL. Learners are often convinced that learning grammar is of value to them, and therefore expect it to be an essential component of their textbooks and language courses. Yet, teaching grammar carries with it various and controversial views as far as the methods to adopt in order to teach it effectively. Some ESL/EFL practitioners associate the word "grammar" with fixed series of rules that govern different linguistic forms. Others; however, see grammar not as meaningless forms or rules, but as a self-sustained system that involves three dimensions of morpho-syntactic (form), semantic (meaning), and pragmatic (use) in nature.

Practitioners who see "grammar" as a set of forms and rules usually tend to teach it explicitly and/ or in an isolated or de-contextualized way. They explain the forms and rules and then contrive situations to drill learners in a mechanical, somehow meaningless and repetition-based way. This follows in exhausted, bored or dissatisfied learners who can produce correctly stringed words and sentences on exercises and tests, but rarely are they able to produce meaningful and appropriate chunks of language.

Other practitioners believe that learners acquire the foreign language in the same way as their first language. They think that learners acquire grammar rules "unreflectingly" when they are involved in highly communicative simulated or real-life contexts (i.e. listening, speaking, reading and writing). This "acquisition-based" view[37] tends to deprive learners from benefiting from their active understanding of what grammar is and how it functions in the foreign language. Much of grammar learning can be achieved through exposing learners to authentic input, a lot of incidental learning occurs even without the teacher's notice, but teaching grammar as meaningful, morpho-syntactic and pragmatic forms might accelerate learning a foreign language as well.

The standards-based approach is based on communicative principles. The adherence of these guidelines to this approach bridges the gap between these above described approaches to the teaching of grammar. One of the tenets of the standards-based approach is that grammar is a vital part of language that needs to be taken care of. The second tenet is that grammar is not a simple accumulation of linguistic entities where mastering the whole bits would mean mastering the language in its totality. The third tenet is that any grammar learning activity should demonstrate means necessary to achieve the 5Cs and learner autonomy referred to earlier in these guidelines. The fourth tenet is that teachers should not hold rigidly to a single approach; i.e. eclecticism is

[37] Krashen, S. 1982. Principles and practice in second language acquisition. Oxford: pergamaon.

needed. Since new trends in language pedagogy are eclectical, *consciousness-raising*[38] has been reappraised to consciously draw the learners' attention to the formal properties of the target language; i.e. how words are formed, assembled and used purposefully. Grammatical rules; however, do not have to be taught in the form of explicit rules, and therefore learners might be led to grammatical insights implicitly (e.g. via. deliberate observation and noticing). The fifth tenet is that learners are very different as far as their learning styles, strategies and preferences; that is, not all learners learn grammar in the same way. Some of them are *communicative*, i.e. learn by listening, talking to friends, using any opportunity available to use the language, etc. Others are *analytical* because they learn by studying grammar and finding out mistakes. Others are referred to as being *authority learners* because they learn through explanations, taking notes, studying grammar, etc. Teachers should, then, adopt a "pragmatic" approach in teaching grammar. They should have learners carry out specific communication tasks and meet specific standards. While grammar explanations and analysis are needed, teaching learners grammatical forms and rules embedded in highly communicative and coherent texts is crucial, too.

Grammar : Content Standards

A balanced view for teaching grammar does not see it as a frozen system of rules, but rather as a rational, dynamic system with three dimensions of form, meaning, and use, as has been argued above. Implicit in this view is the necessity for training learners to play an active role in their learning by consciously and *intentionally* using effective *self-learning strategies*. Within this approach, learners will be expected, as far as grammar is concerned, to demonstrate the ability to:

- recognize correct or incorrect instances of language use;
- generate instances of correct and culturally appropriate usage;
- manifest their knowledge of the language system in the four main language skills (listening, speaking, reading and writing).
- discover the linguistic system by experiencing authentic language discourse ;
- state familiar rules when needed;
- realise the meaning potential of grammar rules to achieve communications.
- Uncover the pragmatic intent of a sentence/statement through its *use*(*s*).

Grammar: performance standards

The performance standards connected to the grammar points specified in the syllabus are as follows:

- Learners demonstrate the ability to recognize, understand and apply rules and their grammatical forms;
- Learners demonstrate competence in using those forms accurately and appropriately.

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[38] Teachers highlight certain grammatical points for the learner to be ready to internalize them as part of his or her language system. Consciousness-raising illuminates learners' path from the known to the unknown (Rutherford, 1988:51-60).

Performance standards show the extent to which learners take advantage of grammar to communicate, express patterns of culture, and operate in real-life or problem-solving situations. The various structures cited in the grammar component of the syllabus must occur naturally in both the written and spoken texts.

Helping learners meet the grammar standards

The discovery approach to the teaching of grammar, which has been implicitly suggested so far, is highly beneficial to grammar learning. This approach is experiential, context-based and problem-driven. It is also well-suited to hypothesis testing and to the competency-based approach. A lot of noticing, hypothesizing, and experiments are needed for effective learning to take place. The focus on discovery learning impacts the learner by leading him or her to gradually become an autonomous constructivist. However, a combination of both inductive and deductive approaches to the teaching of grammar is likely to satisfy learners' needs, styles and preferences.

A Framework for the grammar component

While it is crucial for learners to be able to manipulate language forms and rules, they also need to understand and use the concept(s) expressed and the function(s) performed through a particular grammatical element. The following intertwined and interactive steps and strategies constitute a model for the grammar component:

- ***Noticing and consciousness-raising***
- ***Concept check***
- ***Practice and production***
- ***Contrast strategy***
- ***Free production***
- ***Evaluation***

These steps and strategies make structures which are embedded in their natural environment (discourse) potentially "processible" and comprehensible. Besides, while the communicative context is important, the use of "consciousness-raising" is essential for subsequent processing. "Consciousness-raising" depends on the learners' level or the teachers' expertise and intuition. "Concept checking" is also an integral part of a grammar component and can also be done by asking the learners to notice and extract (e.g. underline) the rule before uncovering its meaning. "Contrast strategy" is equally vital to "enlighten' the learners and help them distinguish between the target rule (unknown) and another one already presented (known). "Noticing", consciousness-raising, practice, and "contrast strategy" are most likely to foster grammar learning when *application* is maximized. "Free production" entails the accurate and appropriate use of the rules both orally and in writing. It further upgrades the learners' interpersonal, interpretive and presentational modes communication.

Examples of tasks for teaching grammar

Countless tasks and activities can be used to help learners achieve the standards set forth for the teaching/learning of grammar at Level Four, for instance. The tasks and activities should be compatible with the

current tendency to focus on communication and learner autonomy. The following sequence of tasks might be of some help to teachers:

- **Listening or reading task** (i.e. learners read/ listen to a text that they process for meaning).
- **"Noticing" task** (i.e. learners read/ listen to the same texts, which is now gapped, and fill in the missing words). Learners might be also asked to notice and underline grammatical aspects in a text or statements.
- **Consciousness-raising task** (i.e. learners are helped to discover how the target grammar structure works by analyzing the "data" provided by the reading/ listening text).
- **Checking task** (i.e. learners complete an activity to check if they have understood how the target structure works).
- **Production task** (i.e. learners are given the opportunity to try out the target structure in their own sentences). The aim of the production task is to encourage learners to experiment with the target structure, not its mastery.
- **Contrast strategy** (i.e. learners are given the opportunity to contrast the newly acquired forms/ rules with the ones met earlier).
- **Free production tasks**: At higher levels, learners might be asked to write, or prepare and present an extended piece of discourse in which the target rule is used accurately, meaningfully and appropriately.

(Adapted from '*On Becoming Grammatical'*, by R. Ellis, 2006)

The learner-teacher feedback should be omnipresent throughout similar tasks and activities. Learners like to receive helpful guidance and support from their teacher, provided that non-threatening correction techniques are used, and the teacher should often restrict correction to the structure in focus[39].

Teachers should design their own checklists to see whether the target grammar standards have been met. A checklist might include rubrics such as morpho-syntactic, semantic and pragmatic elements. Teachers can address the learners' grammatical areas for improvements. Retention enhancement and transfer can be carried out through encouraging learners to continuously apply the rules and assess their performance themselves.

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TEACHING VOCABULARY

A rationale

The plea for more focus on vocabulary building in language education has stemmed from the results of research conducted on successful people not only in the field of education, but also from research in other socio-economic and cultural sectors. Within the standards-based approach adhered to, the teaching of vocabulary for an EFL learner is given priority on the following grounds:

- There is a high correlation between learners' lexicons and measures of intelligence and reading comprehension.
- There is also a correlation between the amount of vocabulary and one's predisposition for being a good communicator or a leader.
- Vocabulary is also so important because ideas and shades of meaning are very often formulated in words, and words are a prerequisite tool for independence.
- Words are also labels for what we know or feel, and as our store of words grows, our knowledge of the world grows as well.
- If a person's word power is limited, she is necessarily a limited thinker, since she can neither receive ideas nor communicate with others except within the confines of her inadequate vocabulary.
- Speakers can better understand grammatically incorrect utterances with accurate vocabulary than those with accurate grammar and inaccurate vocabulary. In other words, without accurate syntax, meaning might be hindered for foreign language speakers, but without vocabulary, meaning is impossible.

Vocabulary knowledge

The teaching of vocabulary is at the forefront of this approach. Teachers need to account for the various issues related to vocabulary and vocabulary knowledge. They also need to be aware that knowing a lexical item is a long and complex process which involves at least the following:

1. knowledge of the frequency of the word in speech and writing.
2. knowledge of its morphology (i.e. knowing how the word is formed (e.g. affixation & word families)).
3. knowledge of its semantics (i.e. knowing its various ranges of meaning; denotations, connotations, obsolete and avant-garde words, etc).
4. knowledge of its boundries that separate it from other words of related meanings (e.g. house, address, dwelling, mansion, bungalow, etc).
5. knowledge of polysemy (e.g. words can have more than one meaning).
6. knowledge of its semantic and syntactic collocation(i.e. knowing that some words fit into only some lexical or grammatical sets (e.g. "exam" collocates with "take", "pass", "mock", etc).

7. knowledge of the register of the word (i.e. class, gender, age, country or place, formality, mode of discourse, etc).
8. knowledge of the grammar of vocabulary; that is focus should be put on learning the rules to build up different forms of the word, or even different words from that same word (e.g. take, took, taken) .
9. knowledge of the equivalent of the word in the first language (translation). However, equivalents in the native language might have a different cultural load.

Vocabulary is no longer conceived of in terms of single words, but rather as a self-contained system including poly-words, collocations, institutionalised utterances, sentence frames and heads, text frames, etc. Furthermore, boosting learners' vocabulary is compatible with the need to develop fluency which depends on access to such store of words learned not in isolation (single words) but as combinations of words (chunks). Helping learners learn words in groups implies enabling them to identify when words form a meaningful pair or group, and when they do not. This multifaceted and highly intricate knowledge of vocabulary requires teachers to help learners go beyond the word itself to discover its form, how it is pronounced, how it relates to other words in the discourse or beyond it, as well as the various cultural meanings it expresses.

Learning EFL vocabulary

Learning vocabulary is a long process. As it requires time, it also requires suitable class activities and tasks to go gradually through at least the following stages:

1. ***Meeting new words/ lexical items***: Teachers help learners encounter vocabulary items for the first time in naturally occurring language. They give learners the opportunity to notice word forms, collocations, idioms, synonyms, etc.
2. ***Establishing previously met vocabulary***: In order to help learners fix the vocabulary items met earlier in naturally occurring language, teachers are required to suggest new contexts where these items are embedded in new tasks and activities.
3. ***Enriching previously met vocabulary***: Teachers devote some time to develop learners' sensitivity to semantic networks or sense relations (e.g. synonyms, antonyms, etc).
4. ***Developing vocabulary strategies*** (i.e. the domain of learner training): Learners should also be helped with efficient techniques for adequately recording and revising vocabulary in context.
5. ***Developing fluency with known vocabulary***: This step entails immersing learners in very interesting and appealing communicative tasks; e.g. role plays, simulations, guest interviewing, picture interpretation, etc.

The stages above suggest that there are many ways to help learners see and retain the vocabulary they meet on a day-to-day basis. Teachers can also help learners with other strategies that aid learning. These involve, for

instance, creating mental linkages, applying images and sounds, reviewing systematically and in a well structured way, etc.

Recycling Vocabulary

Forgetfulness and language attrition seem to be 'serious' but inevitable processes unless learners constantly revisit the items they have previously learned. Learners should also be helped with efficient techniques for adequately recording and revising vocabulary in a context. "Recycling", then, is necessary for vocabulary building and durability. It is also a surer way for learners to be able to retrieve the right word in the right time and situation. When materials fail to recycle vocabulary, the teacher is advised to keep track of the important vocabulary items presented in previous lessons, and make sure they come again and again in a variety of ways and throughout the year. "Recycling" is not to be mistaken for 'repetition', and it should hence be visualized as a 'snowball' that gives a "second chance" to the vocabulary seen earlier to get fixed, expanded and enriched.

Guessing is not enough for effective reading

The now-widely-known saying that " reading is a psychological guessing game" has contributed to the fact that the goal of the teaching of reading is generally geared towards providing learners with the necessary strategies to read more efficiently; i.e. to guess from the context, to define expectations, make inferences about the text, skim ahead to fill in the context, etc. These strategies are very important for effective reading, but guessing might be impossible or misleading at times. Special attention should be paid to the following issues:

1. *The problem of limited vocabulary*: Good vocabulary resources free readers from the cognitive load of guessing or interpreting the meaning of words.
2. *Text opacity* : Good guesses could be impossible if the clues are not available in the text, if the clue words are not familiar to the reader, if the clues are misleading, or if the reader's schemata is incompatible with the text content.
3. The problem of words the reader thinks he/she knows: Many words lead readers to misinterpret texts. Some of these are: deceptively transparent words[40] , idioms, false friends, words with multiple meanings, and 'Synforms' (similar lexical forms) (e.g. economic/economical, or reduce/deduce/induce).

[40] These words look as if they provided clues, but in fact they don't. For example the word " shortcomings" might induce readers to think it means the sum of its parts(i.e. "short+comings", meaning " short visits"(p.25).

A learner who has been taught how to guess without being equipped with an adequate lexical knowledge might not produce correct guesses. So, a threshold vocabulary is needed for reading strategies to be applied conveniently by the reader.

Practical guidelines for teachers

Interest in vocabulary building has had implications on how teachers practically engage in helping learners with the opportunities and means to learn vocabulary and carry on enlarging it throughout their life. As a result, any practice of the teaching of vocabulary that is not enlightened by theory, or which lacks theoretical foundations, is likely to be unsuccessful, and hence might yield contradictory or useless results. This tendency is reflected in the following guidelines:

- ✓Teachers have to allot specific class time to vocabulary: interaction or communication even in its narrower sense entails an adequate threshold of lexical knowledge.
- ✓They should address new words in a variety of ways using these tips as a guide- *Spoken and written form* (what does the word sound/look like? how is it pronounced, written and spelled?); *Grammatical position* and *collocations*(in what grammatical patterns does it occur and with what does it collocate?); *Frequency and appropriateness* (how common is the word? how often and where should it be used); *Conceptual Meaning and associations* (what does the word mean, what does it make us think of and what other words could we use instead?)
- ✓When teaching new words, the teacher should help learners to revisit/practice them a number of times with increasing space between practices (*Pacing and spacing*). When presenting or recycling vocabulary teachers should vary their techniques to respond to individual differences.
- ✓ Vocabulary met in a meaningful context is more likely to be learnt than vocabulary presented in de-contextualized ways (word lists, flash cards, dictionary usage); therefore the use of a variety of methods provides as much context as possible, and foster learning.
- ✓ Teachers should not stop at the presentation level: in order for learning to take place, meaningful practice is required. Teachers should hence try to give learners chances not only to read and listen to words, but also to use them orally and in written form.
- ✓ Teachers should also engage in "unplanned" vocabulary teaching: learners often ask about what a word means, this is an opportunity not to miss. Learners benefit a lot from these impromptu moments and unplanned activities, and the teacher should encourage

learners to ask such questions, without of course loosing sight of the central focus of the lesson.

- ✓When dealing with the pronunciation of words, teachers might try to have learners practise these in contextualized phrases (sentences) or in isolation. He should also encourage free practice via the use of pair work or group work.
- ✓When selecting new vocabulary to teach, teachers are advised to preferably choose words their learners really need in order to carry out communicative tasks or words they need to use in the contexts they are studying English for (social, academic or professional).
- ✓ Teachers are required to play down the role of bilingual dictionaries: overusing the dictionary may get learners to rely on their definitions instead of the meanings words carry in a communicative context. Rather than isolating words or focusing on dictionary definitions, learners should be encouraged to attend to vocabulary in its communicative context.

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PART THREE

LEARNER AUTONOMY AND LEARNER TRAINING

Autonomous learning has been attracting interest and attention in the Moroccan EFL context since the beginning of the 90s. With the standards-based approach to teaching English as a foreign language in Morocco, many professionals (policy-makers, textbook designers, teachers, etc) started to think it is time to provide opportunities for learners to learn how to learn. In the same vein, the various EFL official guidelines (1994, 2005, 2006) devoted a lot of space to learner training urging teachers to help learners develop the necessary skills to become more successful and independent learners. In this section, we will

- outline the theoretical assumptions behind autonomous learning,
- shed some light on the relationship between autonomous learning and learner training,
- describe roles both learners and teachers are required to play within the framework of learner training, and finally
- suggest practical ways for implementing learner training.

Autonomous learning defined

Defining abstract concepts such as autonomy has very often resulted in confusing and sometimes problematic conclusions. However, in these guidelines, the term *autonomous learning* is used when learners are handed over responsibility and ownership - total or partial-of many processes. Learner autonomy involves …

- learning in which a learner or group of learners study entirely on their own, possibly during a part or parts of a course, without direct(or too much) intervention from a tutor;
- learning in which all or some of the objectives are either determined by learners, or initiated by the teacher;
- learning which involves learners in taking decisions about what they learn(content), how they learn(method), and when they learn;
- learning which leads learners to become more reflective and more concerned with their own self-assessment;
- learning whose capacity and motivation is not necessarily inborn;
- different socio-cultural contexts which dictate different or at times idiosyncratic ways for dealing with the promotion of learner autonomy.

As stated above, part and parcel of the learner's role in autonomous learning is self-assessment. In fact, the ability to take charge of one's own learning includes the ability to assess that learning, both to evaluate its effectiveness and trigger further learning.

ORIGINS OF INTEREST IN THE CONCEPT OF AUTONOMY

The concept of autonomy and independence is not a new one. It is indeed deeply rooted in the various philosophies of the world heritage. It has also been advocated in many educational, social and political sectors as we shall see below:

- Kant's contribution to the issue of autonomy has been noticed in many publications about education. He states, for example, that autonomy is the foundation of human dignity and the source of all morality; and hence should be an essential aim of education.
- All people concerned with learner autonomy quote an old Chinese saying: "If you give a man a fish, you feed him for a day. If you teach him how to fish, you feed him for a lifetime" (Confucius 551-479 BC). Inherent in this proverb is the idea of helping learners to do things themselves and learn for life. That is, instead of spoon-feeding learners we need to aim at their growth as self-reliant and/or divergent learners.
- Relating autonomy to sociology, many voices claim that Man is no longer considered as a "product of his society", but he is "a producer of his society". The learner should accordingly have a say in what to learn, why to learn and how to learn.
- The new definitions and dimensions of a "learned" person have also contributed to interest in autonomy. A learned person is no longer the "know-all" or "fountain of knowledge", but someone who has learned how to learn, and carry on learning even after leaving school and throughout his or her life.
- Many revolutionary education philosophers have contributed to interest in autonomous learning (e.g. Rousseau, Dewey, Rogers, Illich, Vygotsky, etc). All of these have underscored the active role the learner should play when learning.
- Interest in learner autonomy in the field of language education has been the result of the rapid shifts in psychology, linguistics and applied linguistics over the last thirty years or so. Many publications have underlined the position of the language learner as an active partner in the learning operation. From a constructive view, the role of the learner has even been considered as determinant in restructuring and reshaping his or her knowledge and experience.

Learner autonomy conjures up 'independence', 'self-direction' 'awareness', 'development', 'involvement', etc. It also seeks to explicitly recognize the rights of learners in school and de-emphasize their being kept in the dark. Learners; in other words, need to be informed on what is required from them and why. They need to be informed about the method (or methods) to be used in the classroom and the reasons behind that. They particularly need to be aware of the learning standards to achieve once the course is over. In our context, where English is taught as a foreign language, learners need to be initiated and carefully trained to become autonomous. It is unlikely that learners carry out learning on their own without *such training.*

LEARNER TRAINING

Learner training refers to teachers' intervention to help learners make regular use of various language learning strategies in order to learn the language effectively, operate competently in real-life situations, and solve real-life tasks. ***Learner training*** involves

- training in all those (potentially conscious) and self-instructional processes, and strategies which may be used in autonomous learning(or in conventional classroom);
- teaching aimed at…
    - enhancing the learner's awareness of language and the process of language learning.
    - involving learners in the planning of their learning;
    - helping learners to learn how to organize their learning(keeping a log, notebook, portfolio, dictionary, etc);
    - helping learners to think about their learning;
    - training learners in self-assessment.

Learner training is conceived of as a way of equipping learners with learning tools and insights into their learning styles and strategies. It also attempts to increase learners' awareness as what language is, what learning is, and especially what role a learner should play in the learning enterprise. Learner training can only be feasible if we take account of the importance of language learning strategies and styles.

Language Learning Strategies

On the basis of research on the good language learner, many researchers have defined learner strategies in relation to language learning. Many of their definitions are either complementary or have apparent similarities. Strategies are; for instance, defined as specific actions, mental steps, operations or techniques that learners often use deliberately to improve and facilitate the meeting, storage, internalisation, retrieval or use of the new language. Within the communicative language teaching, these strategies are problem-solving, and geared towards improving the learners' communicative competence in its totality: grammatical, sociolinguistic, discourse, and strategic competence. They are also used by learners to regulate their efforts while learning the language.

Language Learning Strategies: what every teacher should know[41]

It is productive to sum up briefly the various language learning strategies (LLS). Oxford (1990), for instance, distinguishes between ***direct language learning strategies*** "which directly involve the subject matter" and

[41] OXFORD, Rebecca. 1990. Language Learning Strategies: What Every Teacher Should Know. New York: Newbury House Publishers.

Indirect LLS, which "do not directly involve the subject matter itself, but are essential to language learning nonetheless." Each of these two broad types of LLS is further divided into LLS groups. Three main types of direct LLS, for example, outlined: (i) ***Memory strategies*** "aid in entering information into long-term memory and retrieving information when needed for communication"; (ii) ***Cognitive LLS*** "are used for forming and revising internal mental models and receiving and producing messages in the target language"; and (iii) ***Compensation LLS*** "are needed to overcome any gaps in knowledge of the language" (p. 71). Oxford (1990a, 1990b) also delineates three types of indirect LLS: (i) ***meta-cognitive strategies*** "help learners exercise 'executive control' through planning, arranging, focusing, and evaluating their own learning"; (ii) ***affective LLS*** "enable learners to control feelings, motivations, and attitudes related to language learning". Finally, (iii) ***social strategies*** "facilitate interaction with others, often in a discourse situation" (Oxford, 1990b, p. 71). A more detailed overview of these six main types of LLS is found in Oxford (1990a, pp. 18-21), where they are further divided into 19 strategy groups and 62 subsets. ***Meta-cognitive strategies***; for instance, include "centering your learning", "arranging and planning your learning", and "evaluating your learning". ***The affective strategies*** involve **,** on the other hand**,** "lowering your anxiety**",** "encouraging yourself**",** and "taking your emotional temperature", while ***social LLS*** include: asking questions, co-operating with others, and empathizing with others (1990a, p. 21). These strategies will be at the heart of any explicit strategy training proceedure.

Practical tips for strategy training

Strategy training should not be a marginal task to use whenever it is necessary or when time allows for it. Learner training can only be achievable if an effective and well-organized instruction is undertaken on a daily basis. There has never been any doubt that the teacher plays an important role in that instruction. One way of organizing strategy training for autonomy might revolve around the following practical steps:

- Evaluate the existing repertoire of strategies learners are aware and make use of. The teacher starts from the familiar zone to move to the new or unfamiliar later;
- Invite learners to perform a task or a series of tasks, and then highlight the benefits of using any of the strategies specified (centering one's learning, inferencing, rehearsing, encouraging oneself, etc);
- Build on a follow-up discussion to introduce an alternative strategy to use in a meaningful context and with a realistic task. Provide reasons for its use, and indicate how learners might benefit from its use;
- Present one or a few alternatives at a time, because overwhelming learners with a lot of strategies might be inhibiting and might run against the goal of teaching;
- Set goals and time-limit for the recognition and practice of these strategies, and consider individual style differences;
- Model these strategies and guide learners throughout the various paths of learning; observation, experimentation, and evaluation;
- Find ways of convincing learners to transfer the learnt strategies to other learning contexts, or other subject-matters (e.g. French, Arabic, history and geography, etc);

- Recycle these strategies in practice and encourage learners to use them in connection with the other known or familiar ones;
- Evaluate the effectiveness and efficiency of the new strategies either in isolation, or in connection with other already known ones, provide constructive feedback, and create opportunities to start the process again so as to reinforce strengths and compensate for weaknesses.

The steps above should cater for the cyclical and recursive nature of strategy training. The learners are exposed to various types of strategies they know and use while learning. Then, they are led by the teacher (or peers) to discover new strategy alternatives. This step might be followed by the observation and evaluation of outcomes. These outcomes lead to newer awareness or discovery of new strategies; this entails resuming a new cycle[42]. ***Once again, opening channels of communication between learners to share ideas and experiences and to experiment with their different strategies is a prerequisite for this endeavor to succeed.***

Accommodating different learning styles

A learner style is a biologically and developmentally inborn set of characteristics that make the same teaching method wonderful for some and terrible for others. Learner styles might be the product of the learner's personality, experience, socio-economic and/or cultural background. Four learning styles are generally outlined:

1. **Communicative learners**: learn by listening, talking to friends, using any opportunity available to use the language, etc
2. **Concrete learners**: learn by getting involved in games, learn through the use of visual aids, use video films or audio cassettes to learn, etc
3. **Authority learners**: learn through teaching explanations, taking notes, reading, studying grammar to learn the language, etc.
4. **Analytical learners**: learn by studying grammar, studying alone, finding out mistakes, etc.

There are fuzzy boundaries between these style types. They may overlap or vary depending on the context, task, or the learner's mood. Within the framework of learner training, successful teachers are those who are willing to forsake their own views of what is best for teaching or learning, and consider learners' approaches and preferences as how to learn best or more effectively. They should initiate interaction between learners of different styles (via interviews or discussion), raising learners' consciousness of the fact that all styles may be successful, but may at the same time show potential problems. An entirely reading-based syllabus, for instance, might not be suitable for communicative learners. So teachers are invited to vary their own materials, techniques and tasks, because variety provides learners with the opportunity not only to learn the way they like, but also to expand their style repertoire by discovering new and perhaps more productive ones.

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[42] Mariani, L.1994. Developing Strategic Competence : Towards Autonomy in Oral Interaction. In Perspectives, a Journal of TESOL in Italy. Volume 10/1/June1994. Online; URL: www. the learning paths. (October 26th ,2006).

Training in self-assessment

Within the framework of learner training, testing on its own is unlikely to be enough to check the achievement of the targeted standards. Therefore, empowering learners to undertake their own self-assessment must be the goal of any instruction. Self-assessment is a pre-requisite for autonomous or independent learning, and must accordingly underlie and inspire all the activities undertaken by learners and teachers respectively. Self-assessment is to be practised for at least the following reasons:

- It changes learners' views about themselves as passive beings;
- It gives learners the opportunity to assess their proficiency and progress;
- It raises learners' awareness of language.
- It diagnoses their strengths, and areas for improvement;
- It lets them compare their present level with the standards they wish to achieve;
- It increases learners' motivation and goal orientation in learning;
- It helps them to develop their own criteria for monitoring their progress.

Although learner training in self-assessment is desirable and could be implemented, it is suggested that careful consideration should be made of the learners' reticence in self-assessment. Careful consideration should also be made to the school culture which does not have learner autonomy as its priority. Teachers of English need to act as agents of change and should therefore open channels of communication with teachers of other disciplines. It is argued that learners might not be reliable judges of their own performance. It is also claimed that self-assessment is open to cheating, subjective, and reflective of the learner self-image[43] than actual performance. This attitude should be brushed aside, especially because self-assessment is a skill to be taught by teachers and intentionally learned by learners. For self-assessment to be objective, reliable instruments need to be used. Such instruments should include self-marking scales. Exercises with an answer key are to be provided either in the textbook or by the teacher. Diaries might also uncover indices as how learners learn and progress, but portfolios remain the most suitable instrument for objective self-assessment.

Learner autonomy: A model

Learner autonomy is theoretically well-grounded and could be briefly defined as the freedom and ability to manage one's own affairs, which implies the right to make decisions about what, why and how to learn. Learners therefore need to be trained to be autonomous. While implementing learner autonomy in their classrooms,

[43] For more details, see Richards Watson Tod. 2002. Using self-assessment for evaluation. In English Teaching Forum, Volume40, January.

teachers can use David Nunan's (1997) model[44]. This model which suggests five levels for developing learner autonomy can be schematized as follows:

Level	Learner Action	Content	Process
1	**Awareness**	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/ strategies.
2	**Involvement**	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options.
3	**Intervention**	Learners are involved in modifying and adapting the goals and content of the learning program.	Learners modify / adapt tasks
4	**Creation**	Learners create their own goals and objectives.	Learners create their own tasks.
5	**Transcendence**	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond.	Learners become teachers and researchers.

Learner training: teacher and learner roles

Learner training for learner autonomy suggests a radical shift of the roles both teachers and learners should play in the classroom. While it necessitates some intervention on the part of the teacher, the latter is no longer considered as a purveyor of knowledge or wielder of power. His or her status does not, accordingly, emanate from his hierarchical authority, but from the good relationship with his/her learners. The learners should be active partners in the learning operation. The list of the teacher's roles below reflects a clear partnership (see, table above) approach to the target language learning:

1. Agent of change
2. facilitator of learning
3. Diagnostician
4. Learner trainer
5. Collaborator/coach
6. Coordinator of the learners
7. Classroom researcher
8. Consultant/adviser
9. Language learner

[44] In Andy Morall . Online. URL: http://elc.polyu.edu.hk/cill/staff/andydis1.htm. (October 29th, 2006)

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CLASSROOM MANAGEMENT

Classroom management refers to the multidimensional and varied ways in which learner behaviour, movement, and interaction are organized by the teacher during a lesson to make teaching conducive to effective learning. Classroom management covers a wide range of areas including lesson planning, managing pairs and group work, handling transitions, giving instructions, dealing with disruptive behaviour, etc. Classroom management also includes the management of space, materials and equipment. Within the framework of standards-based education, teachers are committed to their profession, know their subject-matter well, and help learners learn how to learn[45]. They should also be reflective about their teaching and avoid the following misbehaviours[46]:

- lack of preparation;
- Non-calculated improvisations;
- loose management of group forming, etc.;
- lack of diversity and challenge;
- lack of day-to-day revision and recycling;
- careless attitudes towards homework assignments;
- neglect of off-task learners;
- abuse of power and use of violence;
- scarce or lots of anxiety-bond tests, etc.

Teachers are encouraged to praise their learners for the efforts they make, highlight responsible behaviours and budget the time. They need to seek opportunities for learners' self-assessment in order to sort out and remedy their problems. They also need to motivate reticent or shy learners tactfully. Teachers are also responsible for strengthening the learners' relationships and for creating an anxiety-free atmosphere where learners act as partners and work towards achieving a common goal. The management of learning requires a lot efforts and time to be spent on planning units and lessons.

Lesson planning

Planning and classroom management are strongly linked and are often difficult to separate. Even in the presence of a textbook, teachers are required to design lesson plans to implement. The lesson plan might be either brief or detailed. When teachers plan their lessons, they are not just concerned with the goals and content, but they also make crucial decisions about the means and strategies to ensure good classroom management. Such decisions affect classroom management, and by implication the quality of learning. Effective lesson planning; for instance, requires setting timelines to various learning activities as it requires having in mind different learning styles.

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[45] See the section on learner autonomy and learner training in these guidelines.

[46] http://www.intime.uni.edu/mode/teacher/pedagogysummary.html (September 3rd, 2006).

The merits of lesson planning

Lesson planning is considered as a good practice and a sign of professionalism, because improvisation has been proven to be counter-productive, especially when teachers are either novice or lack adequate training. Lesson planning can also contribute to teachers' development. Lesson planning has a great pedagogical value in that it:

- gives both teachers and learners a sense of direction;
- helps learners become aware of goals implicit in the learning tasks they are to perform;
- reduces problems pertaining to classroom management (smoothly running classes with very few breakdowns);
- gives the teacher the opportunity to predict potential problems and therefore consider solutions;
- enhances teacher confidence as he is in control of a great proportion of classroom events;
- enables the teacher to have an in-depth and thorough understanding of the components of the syllabus.

Components of a lesson plan

A lesson plan format and content are usually determined by the features of a particular lesson (grammar, reading, listening, etc). Nonetheless, a standards-based lesson plan would essentially include the following components:

- ***goals and rationale*** of the lesson [Succinctly describe the general rationale for teaching your lesson].
- ***Focus content area*** [Identify the one or two major skills/strategies, language items and knowledge/information which you will target with your lesson].
- ***The* standard (s) *addressed*** [Identify the standards which your lesson addresses. Provide a brief rationale explaining how your lesson addresses these standards].
- ***Teaching procedures*** [Identify the major steps/components of your lesson. Use this step of the lesson to think through and plan the flow of your lesson].
- ***Assessment*** [How will you determine if your lesson achieved its goals? Include performance indicators in your assessment plan].

The elements above can be used as a basis for drawing up a checklist for the evaluation of the outcomes. Teachers are required to abide by two essential principles: variety and flexibility. Though they might design detailed lesson plans, they often need to undertake a set of alterations to suit every class situation. Lesson plans should also make provision for a variety of activities to sustain learners' interest and motivation and to cater for the different learner styles. The teacher should also be able to modify the plan when things go wrong.

Long- term planning

Lesson planning includes not only daily plans (lesson by lesson) but also other types of planning which determine the overall flow for a series of lessons over several days, weeks or months. Unit planning is suitable

for theme-based textbooks. Teachers make decisions about the order and timing of parts of units, emphasizing syllabus continuity and progression in learner's proficiency; however. Unit planning; in other words, helps teachers have a general view of what to teach, when, how, and for how long. Long term planning gives the teacher a privileged position to prepare long in advance any supplementary material, equipment (audio, video…) or tests needed. It also makes it possible to get learners involved by assigning research activities (or project work) before dealing with the theme of the unit.

Managing pair work

Part of classroom management is pair work. In pair work, the teacher divides the whole class into pairs. Every learner works with his or her partner and all the pairs work at the same time. Pair work can be either open or closed. As a working mode, pair work presents a host of merits as it:

- increases the amount of learners' practice and, by the same token, reduces teacher's interventions;
- ensures a high degree of learner involvement;
- allows for cooperative learning;
- increases learners' interaction;
- enhances motivation.

Pair work is usually conducted following this procedure:

- divide the class into pairs;
- explain the task and model it with one or two learners.
- call on a pair of learners to do the task as a further model if necessary;
- set an appropriate time limit;
- make sure learners practice in pairs;
- move around the class and give help when needed;
- volunteer pairs might be called to do the activity in front of the class.

During a closed pair work session, the teacher should move around the class checking that the learners are on task and that the activity is running smoothly. In case of oral fluency work, the teacher should take down notes about the most serious errors to be dealt with immediately after the completion of the task or later in remedial work sessions .A successful pair work usually requires proceeding from open to closed pair work. Suitable activities for pair work include information gap activities, role-plays, structural practice, functional practice, peer editing, etc.

Managing group work

Learners learn best when they are actively involved in the process of learning. Regardless of the content of teaching, learners who collaborate/ cooperate in a competition-free atmosphere learn a lot from each other; they also internalize and practise better. Group work refers to instances when the teacher divides the class into small

groups of four to five learners. Group formation is a key issue in group work activities. The teacher can either resort to mixed ability groups or groups of the same ability. Random grouping is also used (counting off or by seat proximity). Group work is essentially conducted in three distinct phases:

- A *moving-in phase*: in this phase the teacher organizes the groups and seating. She/he also gives instructions and briefs groups or group leaders.

- A *monitoring phase*: here the teacher walks around the class monitoring the work of the groups. She/he doesn't intervene with the group work unless called upon for advice and/ assistance.

- A *moving-out phase*: this includes winding groups down and monitoring the report – back phase.

It is useful to assign roles within the group (e.g. reporter, recorder, timekeeper, monitor, dictionary man, etc.). Group work may be used for a wide range of activities such as preparing for a debate, brainstorming for a writing task, group editing, problem solving, discussions, jigsaw tasks, decision-making tasks, project work, etc. The end of the group work activity is critical to the learning process because learners need to feel that the task has maximized their knowledge, skill, and abilities. The following classroom management domains and features also need to be accounted for seriously by teachers to be effective implementers:

- Keeping suitable pace;
- Limiting teacher talk;
- Giving appropriate feedback and correction;
- Questioning;
- Responding to learner difficulties;
- Using silence and wait time;
- Using gestures and mime;
- Using blackboard and other teaching aids;
- Ensuring learners' audibility to each other;
- Praising learners for their efforts;
- Catering for different ability levels;
- Handling different types of learners;
- Using appropriate classroom language;
- Using suitable turn-taking strategies;
- Handling transitions;
- Handling discipline problems.

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PROJECT WORK

INTRODUCTION

A project is any activity in which learners, as individuals or groups, gather data from a variety of sources, process it in order to achieve a pre-stated objective and finally present it to the whole class. Most projects have an end-product – an oral or written report, a poster, a file, a handbook, an audio or a video cassette or any other form of presentation format. Project work has become a common feature of the Moroccan English language textbooks. So, by the time learners reach the second year baccalaureate, they are expected to have worked on several projects and to have developed a reasonably high skill in carrying out project work. Therefore, the tasks to be undertaken at this level should be linguistically and academically challenging and should aim at addressing, in addition to the four language skills, other dimensions of learning such as knowledge application, communication, collaboration and independent or learning.

A rationale

Language learning requires a lot of effort on the part of the learner. It requires the processing of large amounts of comprehensible input and also comprehensible language output. Among the best means to meet these requirements is project work. The teacher should, therefore, fully exploit the opportunities for effective language learning offered by project work. Within the framework of standards-based education, project work has many other virtues. It opens up new horizons for learners to broaden their experience of the language, establishes a link between language learning and real-life issues puts their learning in context, connect with other disciplines and develop knowledge and skills through pathways other than the traditional ones allowed by class work. By doing all this, project work fosters involvement and motivation, develops the personality of the learners and prepares them for the demands of university studies and life at large. The target abilities consist in:

- taking **responsibility** for their learning, and growing into **independent learners**;
- gaining skill in producing **quality work**; the end –product of the project should feature such key attributes as clarity, relevance, coherence and creativity;
- enhancing their **interpretive skills** by increasing their exposure to authentic materials through extensive reading and listening to gather information;
- acquiring more skill in communicating effectively and improving their **presentational skills** and strategies while presenting their ideas to their classmates or any other audience both orally and in the written mode;
- deepening their involvement in and caring for their **community** and the **world** at large;
- **applying knowledge** through problem solving, synthesising, and using their creative abilities with the information they collect.
- working to deadlines while enhancing their **collaborative skills**.

- acquiring independent thought and **critical thinking** through reflection on the project – both process and product - in order to identify its strong and weak points
- Last but not least, developing curiosity, **interest and enjoyment** in and through the target language.

Topics

Project work involves activities that focus on meaning rather than language per se. It consists of activities that target a theme of interest to learners rather than specific language forms. Project work can be anchored in the syllabus by linking it to the themes covered in the textbook or to themes that emanate from the learning context itself (i.e. classroom or community). Learners may extend their work in any direction they wish to illustrate their understanding of ideas and questions related to these themes. They can research, describe, analyse and compare social, environmental, health or other issues. They can also evaluate and react to effects or impacts and find out about ways to improve the quality of life.

Stages

To ease the learners into project work and highlight the fundamental tasks and procedures involved in its development, a series of steps are usually undertaken. The eight-step process suggested is just an example:

1. Narrow down the scope of the project.

In collaboration with the teacher, learners brainstorm and pool ideas, discuss to identify a topic which inspires them and achieve consensus on it. The theme agreed upon may be broken down into many related topics which deal with the issue from different perspectives thus allowing a depth of treatment. For instance, if we consider "brain drain", it is possible to investigate the following aspects:

- Emigration
- The multi-ethnic nation
- The history of a cosmopolitan society
- Racism
- Tolerance or how to integrate a minority
- The global village
- Types of minorities
- Social /political/cultural conflicts or issues, etc.

2. Determine the final outcome.

The learners and the teacher state the objective(s), and decide on the most appropriate means to culminate the project. They can select one or more techniques of presentation from a variety of options (e.g. report, handbook, journal, leaflet, brochure, video, etc.)

3. Structure the project. Collectively outline the steps to be followed in developing the project, identify sources of information and the mode of collection (e.g. library research, letters, interviews, surveys, web search,

viewing of videos …). Teachers consider the authentic materials that learners can consult to document their project. And finally make a detailed timetable for the project.

4. Identify language skills and strategies. Practise the language skills and functions to be used for data collection (if for example the means used is a questionnaire or a survey, the teacher should provide practice in question formation.) Teachers need, for instance, to ….

- design the written material needed for the initial stage (interview, questionnaire, survey).
- provide practice in the different types of writing tasks required by the project such as letter and report writing, book review, etc.

5. Gather Information. Learners move out of the classroom to carry out the planned tasks to collect relevant information, e.g. gathering printed and visual material, administering questionnaires, conducting surveys, and making recordings.

6. Compile and analyse information. Learners weigh the value of the collected data to select the most appropriate for the project and discard the rest.

7. Learners present the final product. Since one of the major concerns of project work is to promote cooperation in learning, members of the same group can work together on the planning of the project, and the gathering of the necessary material. However, they may be required to accomplish different but complementary tasks and produce individual outcomes in order to discourage each team member from relying on the others. For example, each one can perform one of the following tasks:

- Write a final essay or report about the project.
- Keep a process journal in which all the activities related to the project are recorded (who does what, when and how?)
- Give an oral presentation.
- Prepare classroom information (posters, wall displays).
- Correspond with individuals by means of letters, faxes, and e-mails to obtain information.

To achieve success at this stage might entails, for learners, getting practice in giving presentations and talks, receiving feedback on voice projection, pronunciation, and eye contact; or revising and editing written work.

8. Learners evaluate the project. The presentation of the end-product is commonly considered as the final stage in the project work process. However, it is worthwhile going a step further by asking learners to reflect on the experience they went through, the knowledge they gained, the skills they acquired, the pathways they followed to complete the project and the difficulties they encountered. They may suggest alternative procedures to improve future project work endeavours.

The role of the teacher

The teacher's role is paramount in the success of project work. First, the teacher needs to be clear about its aims and objectives, be aware if its wide scope and the numerous benefits learners may gain from it, but also the challenges it may pose. Then he or she should have the capacity – through knowledge and experience - to pursue

and achieve the objectives set for project work, help learners identify relevant issues and assist them to define the step by step procedure that will enable them to complete their project and achieve their goals. The teacher's intervention may go along the following lines:

- To help learners select a topic and define a method of execution
- To help learners structure their work, assign tasks and set deadlines
- To supervise the project by providing guidance and support throughout its stages
- To give learners formative feedback on both process and product
- To equip learners with the necessary language tools to achieve the project tasks.
- To encourage learners to develop their own ideas, and to be creative.
- To foster engagement and positive attitude through encouragement and empathy.
- To ensure that learners meet deadlines.
- To deal with unforeseen difficulties.
- To discourage plagiarism and challenge learners to accept responsibility for their work.

Project assessment criteria

These criteria may be adopted and or adapted by the teacher to assess learners' achievement.

- Planning and development: does the project have a clear focus? Does the learner follow a coherent outline? Has the learner given each stage of the project due attention?
- Collection of information/ resources: has the learner demonstrated the ability to collect relevant data from a variety of sources? Has he used the appropriate tools? Has he selected sufficient information to substantiate his arguments or to support his ideas?
- Analysis/ creativity: Does the learner demonstrate depth of reflection? Does he have a clear vision or does he bring a personal response to the issues being considered?
- Message: how comprehensive, clear and effective is the message? How appropriate are the information to the task?

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PART FOUR

PERFORMANCE BASED ASSESSMENT

The standards-based approach to the teaching of English suggested in these guidelines requires performance-based assessment. This reflects the views that surmise that:

- teaching needs to drive testing rather than the reverse;
- testing should be compatible with teaching (*Teach as you test and Test as you teach).* The standards areas: ***Communication***, **Cultures**, ***Connections***, ***Comparisons***, and ***Communities*** are assessed through this type of assessment.

Performance-based assessment: Definitions

Performance-based assessment has been defined in the literature as:

1. a measure of assessment based on authentic tasks[47]; 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.

3. a measure of how learners activate their knowledge and skills to solve problems.

Performance-based assessment: Nature

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[48] during and at the end of Level Four.
- 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 testees know and can do with English. It does not determine *who* is best. It helps learners *do* their best, though.
- It involves regular and *continuous assessment*[49]. Therefore, it can occur whenever the teacher needs information about the adequacy of the learner's present learning for subsequent teaching.
- It is more valid than conventional assessment in that it is (i) *authentic*; it replicates situations that the testees may encounter in real life. The testees must complete tasks using methods similar to those used in the "real world." and (ii) *relevant*; the testees must demonstrate the ability to *successfully complete* realistic real-world tasks.

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[47] We adhere to the view that argues that it is hard to imagine an authentic task that is not performance-based.

[48] Auxiliary performances are behaviors which must be acquired through a set of units/modules. Terminal performances refer to the end products of the teaching/learning process.

[49] Continuous assessment is mainly applied for motivational, diagnosis, intrinsic/extrinsic feedback purposes.

Performance-based assessment: Skills

Performance-based assessment of the skills of reading, writing, listening, and speaking[50] should be aligned with the standards focused upon during each level.

1. Performance-based assessment: Reading

The features of reading tests are:

a. Building the reading assessment within a framework that views reading as being a dynamic, interactive, and constructive process; thus, isolated skills are not measured.
b. Using authentic texts (e.g. newspaper article, a brochure, etc).
c. Assessing learners' competence in reading a variety of text types/genres for a variety of purposes;
d. Asking learners to respond to open-ended questions that allow for a variety of interpretations.

Process

Here's the process testers can follow:

- Select a text which is representative of a particular genre (for example, an argumentative text)
- Provide prompts/questions
- Work with scoring rubrics

Select a Text

The performance-based assessment for reading comprehension requires a reading and writing task for the entire class. The first step is to select an unfamiliar text to learners — a text with a significant theme appropriate for Level Four, a clearly identifiable genre, and of high interest for testees.

Provide prompts/questions

Once the text has been selected, design a prompt — or writing task[51] — to which testees can respond in writing. Here are some sample writing prompts:

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[50] Communication modes : interpersonal, interpretive, and presentational modes.

[51] . Testees may be assigned other types of tasks such as the following as they read, interpret, and analyze information:
- record and organize facts;
- make simple notes, often using predetermined formats such as webs and charts;
- create visual representations (e.g., posters, illustrations);
- participate in class and small-group discussions, write or present simple reports based on information from one or two texts/ sources.

1. Think about how you would tell a friend the content of the text. Use an outline to help you remember all the important parts of a text.

2. Write about an important problem in the text. Tell why it is important and how it was solved. First, make notes. Then, once you've organized your thoughts, write about the text.

3. What do you think of the text? Evaluate it the light of your reading purpose. Give reasons for your evaluation.

Similar writing prompts are conducive to valid assessment of communicative competence in reading through tapping the four dimensions of communicative competence; namely, grammatical competence, sociolinguistic competence, discourse competence, strategic competence .

Use Scoring Rubrics

To evaluate testees' performance-based assessments, you need to rely on a rubric — a table with numerical ratings and explanations of the characteristics of each number on the rating scale (See the rubric below).

Sample Rubric

Notice that the rubric focuses on three important features you can modify to evaluate a wide variety of written responses. Whatever rubric you develop, be sure to explain the criteria to the testees before they begin to write. Testees should know the tester's expectations in advance. This will help them produce better work.

3 — The written response is complete. It indicates a very good understanding of the text and provides accurate and relevant details, information, and supportive reasoning.

2 — The response is partial and indicates a fairly good understanding of the text. Although the information selected includes mostly accurate details and ideas, some may be irrelevant or unrelated to the main idea(s) and supporting details incorporated in the text.

1 — The response is fragmentary and indicates only minimal understanding of the content of the text. It includes mainly random details and irrelevant information.

0 — There is little or no response. Inaccurate and irrelevant details and ideas indicate a serious misunderstanding of the text.

2. Performance-based assessment : Writing

Purpose: an assessment of writing provides an indication of how well learners communicate in the written language. Testers can determine learners' progress in writing through real-life tasks.

Design: to construct a writing sample, the following steps are recommended:

Step One

Choose writing prompts that are developmentally appropriate. Use prompts that will elicit writing from learners on topics that are familiar and appealing to them and that reflect writing genres focused upon in the currently – used textbooks.

Step Two

Provide a choice of topics. By giving options, you increase the possibility that learners will be interested in and able enough to choose one of the topics and write on it. Nonetheless, because the scoring of writing samples may differ in accordance with the genre, the topics set forth in a single assessment should be restricted to one particular genre, preferably one that learners have already been exposed to. Below are writing samples[52]:

Write an ***argumentative essay*** on *one* of the following statements:

1. We need education to acquire knowledge, attitudes, values, and skills.
2. Education should be related to job market.

Step Two

Ensure that the topics are not culturally biased. Writing prompts can address relatively neutral themes, such as asking learners to describe a local monument. Alternatively, they may include more controversial topics designed to have learners to take a stand, such as learners' attitudes toward televised sit-coms in Morocco.

Administration

Give clear, straightforward directions. Testees should know the amount of writing required, how much time they have to write, and how their writing will be scored. Decide whether learners should be allowed to use dictionaries or other references during the writing process and apply this rule consistently.

Scoring

Scoring writing samples of learners in the laid-down levels means developing criteria to apply to different levels and determining what scores mean with regard to learners' progress. Three categories should be established within each level of English language proficiency as regards writing ability: low, intermediate, and high levels of

[52] . These writing samples are limited to one particular genre; e.g. argumentation, and testees have a choice over the topics to write in.

writing. For example, a common core learner might be a high level writer at an intermediate level of proficiency for this particular grade.

To score a writing sample, use holistic scoring criteria which focus on the communicative nature of the writing (see Table 1 below). Other options include assigning relative weights to overall fluency, organization, mechanics, and grammar. Depending on the goals of teaching, teachers may want to assign lower weights to language conventions (e.g., mechanics and spelling) and higher weights to expression (coherence, effective writing strategies) with a view to encouraging learners to communicate freely through writing.

Sample Holistic Criteria

Rating	Criteria
5	• Organization is appropriate to writing assignment and contains clear introduction, development of ideas, and conclusion • Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing • Meaning is conveyed effectively • Vocabulary is precise, varied, and vivid • very few mechanical errors but do not impede communication
4	• Events are organized logically, but some part of the sample may not be fully developed • Some transition of ideas is evident • Meaning is conveyed with no breakdowns • Vocabulary is adequate • Mechanical errors are present but do not disrupt communication
3	• Events are organized logically, but some part of the sample may not be fully developed • Some transition of ideas is evident • Meaning is conveyed but breaks down at times • Vocabulary is adequate • Mechanical errors but do not impede communication
2	• Vocabulary is limited and repetitious • Sample is comprised of only a few disjointed sentences • No transitional markers • Meaning is unclear • Vocabulary is limited • Mechanical errors impede communication
1	• Responds with a few isolated words • Incomplete sentences
0	• No response

Table 1

Performance-based assessment: Speaking

The performance-based assessment for speaking skills can be carried out through two approaches: (i) the observational approach and (ii) the structured approach. Through the observational approach, you will observe and assess the learner's behavior unobtrusively. Through the structured approach, on the other hand, you set one or more specific oral communication tasks for the learner to perform. Here, you evaluate the learner's performance on the task. You can administer the task in a one-on-one setting – you, yourself, and one learner-- or in a group or class setting. In either setting, learners should be conscious of their communicating meaningful content to a real audience. Tasks should be related to topics that all learners are familiar with. In case, you decide to set tasks that focus on topics they are not familiar with, learners should be allowed the time necessary to collect information on these topics.

While applying either approach, you can use a variety of rating systems. A holistic rating captures a general impression of the learner's performance. A primary trait score assesses the learner's ability to achieve a specific communication purpose -- for example, to persuade the listener to endorse a certain viewpoint on a particular issue. Analytic scales capture the learner's performance on various aspects of communication, such as delivery, organization, content, and language. These are implicitly embedded in the holistic rubric below:

0	Unable to sustain conversations.
1	Seems confused by questions and respond inappropriately or illogically.
2	Unable to clarify questions successfully. S/he responds to questions immediately, but their responses do not correspond to the task or topic appropriately.
3	Able to ask for clarification of misunderstandings. S/he responds appropriately to most questions.
4	Able to communicate on a variety of topics and respond to questions with clear, appropriate answers.

Performance-based assessment: Listening

Listening tests are typically identical to reading comprehension tests except that the learner listens to a text instead of reading it. The learner then answers questions or carries out tasks that tap various levels of literal and inferential comprehension.

The listening text should represent typical spoken language. The text should be representative of the language that learners might typically be expected to hear in the classroom, in various media, or in conversations/talks. Because listening performance is strongly influenced by motivation and memory, the text should be appealing and relatively short. To ensure fairness, topics should be grounded in experience common to all learners. Tasks, on the other hand, should also be grounded in the exercise typology common to all learners.

Performance-based assessment: Vocabulary, functions and structures

Assessment of the overall performance is holistic and summative in nature. Learners need to use appropriate structures, functions and vocabulary to successfully complete a particular performance task. Therefore, they are assessed on such appropriateness. However, if formative feedback is the goal, you can go 'analytic' and design tests that tap their use of the already- focused upon structures, language functions and vocabulary.

Alternative forms of assessment

Alternative forms of assessment such as the journal, portfolio, projects, self-assessment, and peer-assessment are integral parts within performance-based assessment.

1. **Journal assessment** : This is a learner's own ongoing record of expressions, experiences and reflections on a given topic.
2. **Portfolio Assessment:** This is a "purposeful" collection of work that helps to define the learner's efforts and achievements in specified area(s) throughout the course.
3. **Project Assessment**: This assessment measures the learner's ability in "real life" tasks and situations
4. **Self-Assessment**: A fundamental component of autonomous learning[53] is the ability to assess one's own progress and areas that need improvement. Learner self-assessment should be incorporated into every evaluation process. Learners should be allowed to examine and evaluate their own English language learning. Below are some tips on how to have learners carry out self-assessment:

1. Have learners self-correct some of the assignments themselves. You may want to randomly collect these and check for language accuracy.
2. Share the specific evaluation criteria (or rubric) learners should use in assessing various tasks or assignments. Provide them with criteria checklists that specify what constitutes a good assignment.
3. Provide models of successful products, answers, or performances.
4. Schedule one-on- one sessions to discuss a learner's progress. Help the learner evaluate his or her own performance. Encourage learners to apply specific criteria throughout the self-assessment[54].

5. Peer-assessment

Peer-assessment, formative and summative, is beneficial to learning both for the teacher and the testees. It encourages learner autonomy. Its drawbacks can be minimized with anonymity, multiple assessors, and tutor moderation.

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[53] . See the part on autonomous learning/learning to learn in these guidelines.
[54] . It has been argued that learners are most likely to become independent, creative and self-reliant through self-criticism and self-evaluation.

Fundamental Considerations in performance-based assessment

The adoption of performance-based assessment requires that we take account of the following fundamental considerations:

1. Relate language testing to language testing and language use.
2. Design tests so as to encourage and enable test-takers to perform at their highest level.
3. Build considerations of fairness into test design.
4. Humanize the testing process; seek ways to involve test-takers more directly into the testing process; treat test-takers as responsible individuals; provide them with as complete information about the entire testing procedure as possible.
5. Demand accountability for language use; hold yourself, as well as any others who use you test, accountable for the way your test is used.
6. Recognize that the decisions based on test scored are fraught with dilemmas, and there are no universal answers to these.
7.

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PART FIVE : Syllabi

Common Core Syllabus

At the end of the common core (or level 2), students are expected to perform the following:

A- listening:

1- identify the topic of a text.
2- Identify the participants and their roles.
3- Identify the setting of a text
4- Identify the main idea of a text.
5- Respond to referential questions based on aural texts
6- Identify core vocabulary

B- Speaking:

1- articulate sounds in isolated word forms.
2- Articulate sounds in connected speech.
3- Produce basic intonation patterns.
4- Recite songs and rhymes individually and chorally.
5- Talk about self, family, immediate environment, or issues of interest.
6- Describe a sequence of events.
7- Describe a process.
8- Express likes, dislikes, interests, dreams, apology and gratitude.
9- Make a rehearsed oral presentation about a familiar topic.
10- Respond verbally to direct questions, instructions, suggestions, offers and visual inputs.
11- Give directions and instructions.
12- Ask questions about different matters.

C- Reading:

1- make predictions about a reading text.
2- Identify the main idea of a text.
3- Answer factual questions.
4- make inferences about a reading text.
5- Scan text for specific information.
6- Skim for the gist or general impression.
7- Deduce the meaning of unfamiliar words from the context.
8- Recognize reference

D- Writing:

1- copy a short text accurately.
2- Spell frequently used words correctly.
3- Arrange scrambled words into sentences.
4- Arrange scrambled sentences into paragraphs.
5- Complete sentences by supplying the missing word or group of words.
6- Construct sentences following a model.
7- Produce a short text following a model.
8- Combine sentences using connectors.
9- Write short messages to friends or relatives;
10- Use capitalisation and punctuation correctly
11- Review, edit and rewrite own work.

Themes and topics

1. Personal relations
2. Education

3. Food
4. Shopping
5. the arts
6. science and technology
7. recreation
8. health and welfare
9. environment and ecology
10. economy

Functions

1. Introducing oneself & others / Greeting people
2. Giving and eliciting information / Exchanging personal information
3. Expressing preferences
4. Expressing opinions / Agreeing & disagreeing
5. Expressing likes & dislikes
6. Requesting & offering
7. Expressing abilities
8. Describing past events
9. Expressing possibility
10. Inviting
11. Talking about quantities & amounts
12. Requesting & offering help
13. Making suggestions
14. Asking for permission

Structural content

Tenses: simple present / present progressive(expressing an action in progress and expressing future) simple past/ present perfect + already, yet, ever, never/ future

Modals: Can = may (be allowed to) Can (be able to)
May = could (possibility)
Must / mustn't /don't have to

Questions: Yes/ no.
Wh questions: where, who, how, what, how many, how much how old, what time, when,why, whose etc…
Question tags
Answers: short (subject- auxiliary/modal) + long answers
Pronouns: all: personal, objective, demonstrative reflexive, possessive
Comparative and superlative forms
Conjunctions
Prepositions (place and time)
Determiners
Intensifiers and quantifiers
Regular and some irregular plurals
Genitive ('s)

The First Year Baccalaureate Syllabus

By the end of the first year Baccalaureate course, the students are expected to perform the following:

Speaking

Engage in conversations effectively, using suitable conversation management skills and appropriate communication strategies

Express personal feelings and emotions (anger, happiness, doubt etc…)

Respond to direct questions, instructions, suggestions, offers, visual input etc…

Respond to factual, referential and inferential questions

Make predictions about a reading or listening material.

Make a prepared oral presentation about a topic of general and/or personal interest

React to classmates' talks and/or presentations

Report other people's talks (or conversations) effectively.

Listening

Identify the topic of an aural text

Identify the main ideas

Distinguish the main idea from supporting details

Respond to referential questions based on an aural text

Respond to inferential questions based on an aural text

Distinguish implicit information from explicit information

Deduce the meaning of words from the context of an aural text

Transfer information to complete forms, tables, graphs etc…

Reading

Make predictions about a reading text using the title, captions, pictures, first or last sentence of a paragraph etc…

Identify the main idea of paragraphs or the whole text

Deduce the meaning of unfamiliar words

Scan for specific information

Skim for gist or general impression

Make inferences: informational, explanatory, prepositional and pragmatic

Recognize referents

Generate questions about a text

Interpret information presented in diagrammatic form

Writing

Build paragraphs using a topic sentence and supporting details

Develop a text using an outline

Use the appropriate cohesive devices where necessary

write coherent texts

Organize short essays to support or reject o point of view (an idea, an attitude etc…)

Extract and synthesize information from several sources and present it in a coherent text using the appropriate organization, discourse markers and transitions

Trans-code information from a diagram, chart, map, etc. into written text

Use capital letters and punctuation correctly

Revise, edit and rewrite own work

Suggested writing tasks

Informal, formal letters (requesting information, applying for a job, complaining, etc. and writing e-mails, CVs, ads, memos

Brief biographical texts chronologically ordered

Explanations of processes (e.g.: recycling waste paper, making films…)

Film reviews

Short essays on a variety of interesting/relevant topics related to the textbook content

Topics

Our cultural heritage

Society and social problems

Education

Travel

Health/ welfare

Media

Ecology

Leisure/entertainment

Celebrations

Human rights

Grammar

Present perfect (simple and continuous)

Passive voice (simple present, present continuous, simple past, past continuous)

Simple past

Past continuous

Prepositions (time, place)

Conditionals 0, 1, 2

Modal auxiliaries

Future: will/going to

Articles

Reported speech

Used to

Relative clauses

Enough-too

Reflexive pronouns

Phrasal verbs

Functions

Expressing belief or opinion

Seeking and giving advice

Asking for and expressing feelings, emotions and attitude

Expressing promises

Expressing hopes and wishes

Expressing surprise

Expressing interest

Expressing apologies

Expressing suggestions

Expressing possibility

complaining

In addition to the new elements to be introduced, it is necessary to recycle the most important language points taught in the previous course.

- Please note that the topics in the list are in **no** specific order

The Second Year Baccalaureate Syllabus

Upon the completion of Level Four (second year Baccalaureate), learners are expected to perform the following in:

Reading content standards

- **Reading content standard1**--- 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.

The SQ4R is a recommended method to reading long texts such as those suggested as supplementary reading texts for the 'Arts' stream:

-Survey

-Question

-Read

-Recall

-Review

-Reflect

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.

The writing tasks must be closely linked with the topics.

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

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.

التوزيع السنوي لمادة اللغة الإنجليزية بالسنة الثانية
من سلك البكالوريا
شعبة الآداب والعلوم الإنسانية ـ مسلك آداب

Themes	Recommendations
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	1. ***Programme coverage*** All learners must cover the **10 units (5 each semester) + the four supplementary reading texts which are supplied in the textbook**. These reading texts and tasks should be related to the themes below : a. Cultural issues/values. b. The gifts of youth. c. Women and power. d. Sustainable development. ***2. Continuous assessment :*** Teachers assess learners' performance either holistically or analytically. Quizzes and tests should tap: • The 5 Cs (i.e. skills) • Language: grammar, vocabulary, functions, etc. ***3. Continuous assessment modes:*** a) **3** quizzes (15 to 20 minutes) per semester. b) **2** summative tests per semester.

التوزيع السنوي لمادة اللغة الإنجليزية بالسنة الثانية من سلك البكالوريا
شعبة الآداب والعلوم الإنسانية ـ مسلك العلوم الإنسانية

Themes	Recommendations
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	**1. Programme coverage** All learners must cover the **10 units (5 each semester) + two of the four supplementary reading texts which are supplied in the textbook**. These reading texts and tasks should be related to the themes below : a. Women and power. b. Sustainable development. ***2. Continuous assessment :*** Teachers assess learners' performance either holistically or analytically. Quizzes and tests should tap: • The 5 Cs (i.e. skills) • Language : grammar, vocabulary, functions, etc. ***3. Continuous assessment modes:*** c) **3** quizzes (15 to 20 minutes) per semester. d) **2** summative tests per semester.

التوزيع السنوي لمادة اللغة الإنجليزية بالسنة الثانية من سلك البكالوريا
شعبة التعليم الأصيل
جميع الشعب العلمية والتكنولوجية
مسلك الفنون التطبيقية

Topics	Recommendations
1. Cultural issues/values 2. The gifts of youth 3. Advances in science and technology 4. Women and power 5. Brain drain 6. The world of humour 7. Citizenship 8. International organizations 9. Formal, informal and non-formal education 10. Sustainable development	**1. Programme coverage** All learners must cover the 10 units; 5 each semester. ***2. Continuous assessment :*** Teachers assess learners' performance either holistically or analytically. Quizzes and tests should tap: • The 5 Cs (i.e. skills) • Language : grammar, vocabulary, functions, etc. ***3. Continuous assessment modes:*** e) **3** quizzes (15 to 20 minutes) per semester. f) **2** summative tests per semester.

APPENDICES

Appendix A

Speaking and listening skills and competencies

Learners will gradually acquire the knowledge and competencies necessary to engage in effective communication. The list below involves a lot of listening competencies.

- *Recognize* and reproduce English sounds and phrases easily and correctly,
- *Understand* and develop the right intonation and stress.
- *Extract; gather and organize* information from spoken materials effectively;
- *Listen, understand and* sustain communicative exchanges,
- *Make* informed *guesses* and supplement or negotiate meaning to succeed the exchange,
- Speak clearly and effectively, and exchange information, opinions, experiences,
- *Understand* and respond appropriately to others inside & outside school,
- *Realize,* acquire and use various types of discourse (scientific, artistic, literary,)
- Develop necessary study skills to improve one's communicative skills on their own,
- Manage mini-projects efficiently: a short talk / presentation; an intervention in a debate, a short play,)
- Develop ease of delivery, and reasoning skills ,
- *Listen* , *take notes and speak* from notes
- Use the knowledge of the language creatively and imaginatively in speaking or listening,
- *Value* cooperation ,caring , sharing and respect for others,
- Work effectively in groups
- *Be aware* of own self and be able to express it,
- Modify one's expectations & behaviour according to attitudes and situations, to harmonize with his environment,
- Convey and *understand* cultural concerns based on heritage and national identity,
- *Appreciate* values and attitudes of other cultures, and *be aware* of different perspectives reflected in language.

Appendix B

Micro-skills for listening comprehension (from Brown, D.1994, 241-242)

1. Retain chunks of language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed or unstressed positions, rhythmic structure, intonational contours, and their role in signalling information.
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and significance.
6. Process speech at different rates of delivery.
7. Process speech containing pauses, errors, corrections, and other performance variables.
8. Recognize grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, and pluralization), pattern, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.
11. Recognize cohesive devices in spoken discourse.
12. Recognize the communicative functions of utterances, according to situations, participants, goals.
13. Infer situation, participants, and goals using real world knowledge.
14. From events, ideas, etc.., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Distinguish between literal and implied meanings.
16. Use factual, kinesic, "body language," and other non-verbal clues to decipher meanings.
17. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signalling comprehension or lack thereof.

Appendix C

Listening activities and tasks

- Obeying commands and following directions;
- Drawing the items being described or picture sending;
- Listening and ticking items on lists/ application forms;
- Listening and responding to questions;
- Matching items, definitions, or phrases;
- Locating items, events…. on maps, diagrams, etc,
- Identifying the item(s), person/or picture being described;
- Completing sentences, tables, filling gaps in texts, phrases or words (songs-dialogues - cloze exercises) through listening;
- Taking notes to be used later for production;
- Identifying the topic / the main ideas / the details / specific data);
- Identifying the tones and attitudes of speakers;
- Recognizing cultural elements, and comparing them to one's own culture(s);
- Recognizing the ways exchanges/ conversations are rhetorically structured (conversational moves, genres);
- Recognizing and internalising the strategies used in oral communication;
- Being aware of the value of cooperation to succeed in any communicative act;
- Recognizing the listener's responsibility and active involvement in making oral communication effective and sustained for some reasonable time.

Appendix D

Micro-skills for oral communication (from Brown, D.1994, 241-242)

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed or unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc...), systems (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents—in appropriate phrases, pause groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Appropriately accomplish communicative functions according to situations', participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, "body language" and other non-verbal cues along with verbal language in order to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well is your interlocutor is understanding you.

Appendix E

SQ4R metnod

Survey the text	• Read the title, headings, and subheadings. • Look at pictures, captions under pictures, charts, graphs or maps. • Skim any questions at the end. • Read the introductory and concluding paragraphs. • Read summary or abstract. • Anticipate or predict.
Question while you are surveying	• Turn the title, headings, and/or subheadings into questions. • Ask yourself, "What do I already know about this subject?" • Read questions at the end of the chapters or after each subheading. • Ask yourself, "How can I answer the questions under the text?".
When you begin to Read	• Look for answers to the questions you first raised. • Answer questions at the beginning or end of chapters or study guides. • Reread captions under pictures, graphs, etc. • Note all the underlined, italicized, bold printed words or phrases. • Reduce your speed for difficult passages. • Stop and reread parts which are not clear. • Read only a section at a time and recite after each section.
Recall after you've read a section:	• Orally ask yourself questions about what you have just read and/or summarize, in your own words, what you read. • Take notes from the text but write the information in your own words. • Underline/highlight important points you've just read. • Use the method of recitation which best suits your particular learning style. • Remember to look for answers as you read and to recite or take notes before moving on. • Recall/try remembering key terms and concepts. • Tell your peer what the text is about.
Review with your peer	• Share ideas with your peer. Refer to the text. • When you study a text, try to link new facts, terms, and concepts with information you already know.
Reflect about your reading	• Read your notes and check your memory by reciting and quizzing yourself again. • Seek to explain why you have / have not been able to read effectively. • Think of ways to improve your reading Adapted from www.wwup.ed/academics/learning_center/sq4r_reading_method.html