# Evaluation of the Algerian Secondary School EFL Syllabuses and Textbooks from the Perspectives of Integration Pedagogy

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## Abstract

In 2005, the Algerian educational authorities introduced integration pedagogy as the major pedagogical innovation to make secondary school textbooks and syllabuses more functional. Integration pedagogy is sometimes regarded as synonymous with competency-based education (CBE); nevertheless, it is different from CBE in that it applies specific teaching guidelines. This study examines whether the Algerian secondary school English language syllabuses and textbooks are based on integration pedagogy. In so doing, it has applied a set of criteria relative to this pedagogy to establish whether it is fully applied. The findings show that the syllabuses are more aligned with this instructional approach than the textbooks. The biggest pitfall of the syllabus is the lack of a precise specification of the leaner exit profile in concrete and functional terms. As regards the textbooks, they do not interpret faithfully the guidelines set up in the syllabuses. Finally, this paper suggests, among many other things, identifying the learner exit profile in functional terms, exploiting integration module, and basing summative assessment on demonstrated mastery of competencies.

**Key words:** Competency-Based Education, Family of situations, Integration pedagogy, Integration situations.

## 1. Introduction

Algeria has undertaken the task of school reform since 2002 using a new pedagogical approach commonly known in Algeria as a competency-based approach (CBA henceforth) or competency-based education (CBE henceforth). Despite the relative newness of the term competency, it seems already familiar to almost all Algerian academics, scholars, and teachers. However, the competency model applied in Algerian schools at all levels is simply a composite of CBE, which is called integration pedagogy. The latter retains teaching through competencies, but it rejects many of the competency-based practices (such as approaching educational programmes through interdisciplinary entries) that are typical of the American or Anglo-Saxon CBE.

Integration pedagogy is a Francophone version of CBE that has been developed by a team of educational experts attached to the Catholic University of Louvain-la-Neuve (UCL) in Belgium. The pioneer of this educational movement is Jean-Marie De Ketele (1980) who rejects the pedagogy by objectives (Ròegiers, 2010b, p. 179). Accordingly, the pedagogy by

objectives sub-divides learning objectives into specific objectives without showing to learners how they relate to each other or demonstrating to them in what way they are useful in the long run. In response to this serious shortcoming, De Ketele (1980) suggests a terminal task at the end of the course in which students could relate and combine learning objectives to each other to solve an authentic task, and thereby, perceive how specific objectives relate to each other and how their achievements could help them outside of the school and in their future careers.

This innovative notion of the terminal global objective has been substantiated by the BIEF (Bureau d'Ingénierie en Éducation et Formation) team attached to UCL in Belgium and in African French-speaking countries. Application of this proposal of the terminal objective, notably in Tunisia since the 1990s, has progressively developed a separate CBE approach based chiefly on integration. The intricate teaching situation in African countries particularly with regards to teacher readiness to implement an active pedagogy, lack of teaching materials, and lack of learning pre-requisites has reshaped this competency movement in a more practical way and made it more context-sensitive. For example, Alexia Peyser claims in a personal interview with the researcher that basing CBE on life skills is unpractical for many students, thus it is wiser to base syllabuses on the acquisition of the core content of the discipline which is then embedded in life skills (Personal interview, February 20th, 2018).

Because of these fundamental differences between integration pedagogy and CBE, any educational curriculum that adopts integration pedagogy should obey certain specific methodological teaching guidelines, which are in radical rupture with the CBA. It follows then that the syllabuses that apply integration pedagogy should spell out the driving principles of this instructional approach, rather than those of CBE (i.e., the way CBE is presented in the United States).

The researcher's preliminary readings in the Algerian secondary school English language syllabuses and his experience with their textbooks show that these documents do not state clearly that they are based on integration pedagogy. Consequently, this study, which is a part of a doctoral project, seeks to investigate whether the Algerian secondary school English language syllabuses and their textbooks (the first/second/third-year textbooks At the Crossroads, Getting through, and New Prospects, respectively) apply integration pedagogy or a more general CBE approach. It poses the following general research question:

To what extents do the Algerian secondary school English language textbooks and syllabuses apply the principles of integration pedagogy?

It is to be noted here that although the concept of the textbook is a component of the concept of syllabus, this study highlights both terms and considers them as crucial stages in the process of curriculum interpretation. Furthermore, syllabus analysis may or may not involve textbook analysis. Therefore, this study specifies these curriculum documents as its major focus.

## 2. Review of the Literature on Integration Pedagogy

Since this concept of integration pedagogy is little known in the Anglo-Saxon literature, it is deemed essential to explain its main features, notably in comparison to competency-based

teaching in general, so that the reader will be able to understand the findings and discussions of this research paper.

## 3. Integration Pedagogy and CBE

CBE is an educational movement that had grown out of objectives pedagogy or systems approach. More specifically, CBE cropped up from Tyler's (1949) approach that first defines educational objectives, then builds up teaching tasks for their achievement, and finally assesses their attainment. This approach to teaching is commonly known as the pedagogy by objectives, that is, teaching through specific and pre-defined objectives instead of basing teaching on the content of the subject matter. However, this methodology of teaching which grew in the world of machinery is defective in that it does not relate the discrete objectives to each other (Peyser, Gerard & Roegiers, 2006). Consequently, CBE has come to the forth to extend this form of instruction by adding the concept of integration and focusing on the teaching of life skills (Boukhentache, 2016).

After gaining respectability and popularity in the U.S, Canada, and Australia, CBE has been reformulated in the Franco-phone countries to become what has come to be known as integration pedagogy. As already mentioned in the introduction, integration pedagogy is a variety of CBE. Given that the principles of CBE are too broad to achieve in certain classrooms where learners are unfamiliar with progressive teaching methodologies, integration pedagogy endevours to make the open principles of CBE more tangible and achievable (Personal interview with Xavier Roegiers, January 11, 2016). Thus, it retains the principle of integration that is intrinsic to CBE and makes its accomplishment gradual and more viable in the classroom through specific syllabus arrangements that will be discussed subsequently.

## 4. Distinctiveness of Integration Pedagogy

Integration pedagogy differs significantly from CBE in the way it organizes the learning of competencies. Its most distinctive features are as follows.

### 4.1. Use of global objective of integration

Complex tasks (such as problem-solving) could be used at intermediate levels for certification. As mentioned earlier, they are called OII. Here is an example of an intermediary integration objective set up for the first year Algerian secondary school English language course:

By the end of 1st-year secondary school and on the basis of an illustrated oral or written message, the learner will produce a communicative passage of 12 lines to report to a third-party events that are narrowly linked to the text listened or read. (SE1 Syllabus, 2005, p. 6, translated from French)

As can be understood from the quote above, the learner should be able to produce a communicative message in relation to a given situation at the end of the year. Moreover, this instruction framework uses integration at a macro-level, that is, at the end of the teaching cycle, say at the end of the secondary school education. This concept,

equally mentioned previously, is labeled in the Francophone literature as OTI. An example of OTI is given below.

By the end of third-year secondary school and on the basis of a text read or listened, the learner will produce a passage of 25 sentences, respecting the aim of the task and its communicative function. (SE1 Syllabus, 2005, p. 5, translated from French)

Again, as can be noticed, this terminal integration work occurs at the end of secondary school stage, and normally as a BAC test.

## 4.2. Family of situations

A family of situations is a set of tasks that are sufficiently distanced from each other, but belonging or representing one single competency. These tasks should not be too close to display the same characteristics and not very distanced to belong to different competencies.

To illustrate this concept of the family of situations concretely, in case of the competency of driving widely cited in the Francophone competency-based literature, driving on a slippery road, driving in a fine weather, driving in a rural area, or driving in a crowded city are all situations belonging to a single competency, namely, competency of car driving. However, identifying the different parts of the car engine could be said to belong to another family of situations.

## 4.3. Resources

The term resource has been introduced by Le Boterf (Roegiers, 2004, p. 59) to refer to knowledge, skills, and attitudes that serve as the storehouse for the accomplishment of a competency. Resources are innumerable and they are perceived in different ways. Basically, they could be divided into the following three categories: knowledge, skills, and attitudes.

- **Knowledge**

This old component of educational curricula refers to content (Roegiers, 2004). In an English foreign language (EFL) syllabus, for instance, the linguistic knowledge of the rules of grammar and lexis, cultural facts, discourse knowledge, communicative strategies, social norms, and pragmatic knowledge are all considered the core content of functional language use. Scallon (2004) defines knowledge as those types of information that a student is asked to return as they have been acquired. This means knowledge involves memorization and remembering; and, consequently, no analysis or novelty is involved in its use.

- **Skills/abilities**

Another essential component of resources is what is called skills/abilities. Basically, skills refer to the actual application of knowledge. De Ketele (2010, pp. 31-32) distinguishes between two types of skills. The first type of skills refers to what could be called school applications; that is, for example, turning sentences from active to passive or reading a text to find out its genre. In Gerard's (2006, p. 86) words, these applications of data are much like the domain of knowledge discussed above. They are little significant, decontextualized, and hardly applicable in the outside world. The second type of skills that De Ketele (2010, p. 32) specified is more related to the tasks that individuals perform outside the school. For example,

the learner could be asked to transform an invitation that is addressed to Paul to both Paul and his sister, Virgine.

- **Attitudes**

A further and no less important component of resources is attitudes. It is an entirely new element of modern educational syllabuses and it is imposed by societal changes and anxieties of modern times. People are getting together in the workplace and the environment is requiring teaching its preservation; hence, positive attitudes of respect, teamwork, tolerance, and collaboration have to find their due place in curriculum design.

## 5. A bottom-up approach to the acquisition of resources

Much like CBE, integration pedagogy uses a bottom-up approach to instruction. It equips the learner with the necessary resources before asking him/her to approach the task of integration. Thus, unlike other integrative and problem-solving pedagogies (such as project- work) that invite learners to tackle tasks at the onset of the course and acquire the resources simultaneously, integration pedagogy makes the learner better prepared for integration work. Roegiers (2007, 2010a) argues that this bottom-up pedagogy is appropriate for the settings where both teachers and students are not accustomed to progressive and active pedagogies.

## 6. Use of the pedagogy by objectives

Integration pedagogy allows the teachers who are not ready to use the problem-solving approach during the implementation of the learning tasks to apply the teacher-centered pedagogy if it accords with their teaching style. What matters more is the use of integration later at different stages. By contrast, CBE does not allow the use of this methodology. For instance, Savage (1993) argues that the enabling skills of a competency should be contextualized and followed by their implementation. From this perspective, the American CBE is more inclined towards the use of problem-solving activities during the learning process than integration pedagogy.

## 7. Basing competencies on the contents of the discipline

Integration pedagogy starts first by identifying the content of the subject-matter in a form of general objectives and then formulates them in competency-based terms (Miled, 2005). After that, it identifies the required resources to achieve those competencies, but this does not exclude the inclusion of certain transversal competencies. This choice of syllabus entry is justified by the fact that framing teaching on interdisciplinary competencies does not make teaching objectives easily manageable for use (Personal Interview with Xavier Roegiers, January 11th, 2016).

## 8. Assessment through complex situations

In integration pedagogy, summative evaluation for certification is fundamentally based on the use of complex situations, which are not so different from the learning situations or integration situations. A competency can be evaluated only through complex tasks or real-world tasks. A complex situation involves a new combination of familiar/mastered resources to solve a given problem, for which there is no specific route in its accomplishment.

## 9. Evaluations of Integration Pedagogy

Although many teaching syllabuses and textbooks contend to apply integration pedagogy, it has been noticed elsewhere that this instructional approach is promoted only at the level of discourse (Roegiers, 2006). For example, Marcellino (2005), Grove (2008), and Hounkpe (2015) studies note that the textbooks and the syllabuses sometimes misguide teachers as they do not represent effectively the principles of this pedagogy and do not show explicitly to their users (i.e., teachers and students) how to make this integrative pedagogy more efficient in the classroom.

Apart from the potential weaknesses of textbooks and syllabuses highlighted in the discussion of the above-mentioned studies, the evaluation of integration pedagogy in textbooks and syllabuses is sometimes fractional as it usually focuses on a given aspect of the these documents and on viewpoints of their users. For instance, Marcellino's (2005) and Grove's (2008) studies investigated only the assessment aspect of CBE in the textbooks and syllabuses and relied on the use of questionnaires and interviews. It is this gap in the literature that this inquiry intends to fill by conducting an entire examination of the textbooks and syllabuses and using document analysis as a novel research method.

Moreover, most of the investigations of competency teaching in the Algerian context (e.g., Aouine 2011; Bacher, 2013; Chelli, 2012) have been conducted entirely from the perspectives of CBE, rather than those of integration pedagogy. Consequently, this study intends to use the principles of integration pedagogy in the analysis of the Algerian secondary school EFL syllabuses and textbooks. It relies on document analysis or content analysis, which, according to Bell (1999, p. 110), gives "witting and unwitting" evidence that the authors wanted to communicate or that could be interpreted from the document.

## 10. Research Methodology

This section includes three sub-sections—namely, the type of research, the documents, and the document analysis procedures.

### 10.1. Type of Research

This study is a programme evaluation that focuses on the application of integration pedagogy in the Algerian secondary school EFL textbooks and syllabuses. According to Nunan (1992), programme evaluation determines the appropriate application or effectiveness of a given teaching plan or course. Likewise, Rossi, Lipsey, & Freeman (2003) point out that programme evaluation seeks to examine the alignment of a programme with the objectives of a political organization. Accordingly, the aim of this study is to investigate the alignment of the Algerian English language syllabuses and textbooks with the competency-based discourse promoted in the curriculum and in the school reform (i.e., whether or not the textbooks and syllabuses are congruent with the principles of integration pedagogy). Consequently, this inquiry uses a number of criteria that were derived from the review of the French-speaking

competency-based literature. These standards, which are explained in the review of the literature stated above, are as follows:

- Use of the notion of OTI

- Exploitation of the concept of OII

- Definition of the student exit profile

- Use of the concept of the family of situations

- Use of the concept of resources

- Substantiation of exploration situations

- Use of integration situations

- Application of integration module

- Utilization of formative and summative assessments

## 10.2. Documents

This investigation analyzed three documents (i.e., the Algerian secondary school EFL syllabuses and textbooks and a copy of the latest BAC test). Following the Algerian school reform at secondary schools in 2005, the Algerian Ministry of Education issued three competency-based EFL textbooks and their corresponding syllabuses and accompanying documents. The textbooks, which were written by Algerian educational specialist and university teachers are as follows: The first year textbook, At the Crossroads, authored by

B. Riche, S. A. Arab, H. Hami, H. Ameziane, and K. Louadj; the second year textbook, Getting through, written by B. Riche, H. Ameziane, and H. Hami; and the third year textbook, New Prospects, written by S.A. Arab, B. Riche, and M. Bensemmane. These three textbooks follow the same format and work on each other. They are divided into separate competency-based instructional units, which include project work.

With regards to syllabus documents, they are considered as the reference point for textbook design and teacher use. Each level has its own official syllabus and accompanying documents that explain the methodological approach and the contents of teaching.

Concerning the BAC test sample, it is composed of a support text, questions of comprehension, language practice, and a written production. The most recent copy of the BAC test (i.e., the 2016 sample) was used to look at the ways the final competency assessment is carried out.

## 10.3. Document Analysis Procedures

The first step in the process of document analysis consisted of identifying the major characteristics of integration pedagogy (such as the use of integration situations and family of situations) that make it distinct from the Anglo-Saxon or American CBE. The aforementioned criteria (please refer to the previous headline) were identified from the literature review and applied systematically to the Algerian secondary school EFL textbooks and the syllabuses. In other words, each of the criteria listed above was used to examine the three secondary school

English language textbooks and syllabuses. For instance, the researcher looked at the contents and activities of the textbooks and the syllabuses under investigation to determine whether or not they incorporate integration situations.

It goes without saying that the standards of evaluation of the textbooks differ slightly from those of the syllabuses in accordance with the nature of the document. Besides the textbook and the syllabus documents, the current study equally analysed a sample of the Algerian BAC test since this test represents the assessment procedures promoted in the syllabuses and the textbooks. More specifically, the analysis of the BAC test was intended to show whether or not this test applies the notion of OTI.

## 10.4. Presentation of the Findings

The analyses of the Algerian secondary school EFL syllabuses, textbooks, and BAC test show the following results. Although the syllabuses and textbooks (At the Crossroads, Getting through, and New Prospects) promote the use of an integrative pedagogy at the level of discourse, they do not seem to fully substantiate this active and competency-oriented pedagogy. For example, they endeavor to clear and emerge the fundamental tenets of integration pedagogy, suggest tools for process assessment, identify benchmarks of success, recommend the use of integration module, identify the basic competencies, exhibit resources for the attainment of competencies, and explain the concepts of integration and exploration situations. Nevertheless, theses official documents (i.e., syllabuses) issued by the Algerian Ministry of Education seem deficient in showing how resources relate to each competency, identifying precisely the student exit profile, and promoting summative assessment.

As regards to the textbooks, they use competing integrative pedagogies. One of these competing pedagogies is the use of competency-based approach in a more general way and the other is the use of project work. Project work could be used to achieve the principles of integration pedagogy, but providing that it obeys to the principles of this instructional approach (Personal Interview with Alexia Peyser, 18 February, 2018). In other words, project work should contribute successfully to the framework of integration outlined in integration pedagogy. Generally speaking, the textbooks attempt to use a broad communicative-competency pedagogy rather than integration pedagogy. There are no clear signs in the secondary school EFL teachers' books or in the learners' textbooks that state that the student course books are based on integration pedagogy. Consequently, amalgams of pedagogies are manifest in the teaching textbooks, namely, project work, competency-based teaching, objective-based pedagogy, socio-constructivism, and problem-solving.

## 10. 5. Discussion of Data

This section attempts to answer the research question posited in the introduction (i.e., the extent to which the Algerian secondary school EFL textbooks and syllabuses apply integration pedagogy) and put the findings in the context of the review of the literature. The discussions are framed around the criteria used in the content analysis and mainly show the existence or absence or the extent to which a given standard of integration pedagogy is used in the textbooks and syllabuses.

## 11. Identification of the Learner Entry and Exit Profiles

As mentioned in the findings section, the Algerian secondary school syllabuses do identify the learner entry and exit profiles for each level; nonetheless, as Roegiers (2006), points out, they lack precision with regards to their realization. Only linking these profiles to concrete situations (tasks) could make the learner profile easily perceptible and administrable for the teachers and the students. In other words, the statement of the learner profile should be accompanied with sample tasks that reflect that profile in a form of integration situations. For instance, the first year student exit profile could be presented in a form of a task in the following way:

Listen to a 3-day national weather forecast bulletin, and then report it verbally to your friend who intends to tour Algeria during those days. Your monologue should include at least 12 sentences (without the use of any script) and convey comprehensible and precise information to your interlocutor. (Author's data)

## 12. Use of the Notion of Global Integration

Integration pedagogy is based on the notion of a terminal task of integration (i.e., a task at the end of a course that allows the learner to use meaningfully the learned items and skills). The Algerian secondary school English language syllabuses identify this notion; nevertheless, it is not accompanied but concrete tasks that could interpret it meaningfully. There are no macro tasks in the textbooks that interpret systematically and combine the terminal competencies either for each school year (i.e., assessment of OII) or for the end of secondary school grade (i.e. assessment of OTI). Therefore, the secondary school textbooks do not seem to attempt to converge their teaching towards a coherent aim or competency to be achieved at the end of the year or grade.

The analysis of a copy of the 2016 BAC test shows that this exam does not portray the notion of OTI; rather it is more focused on the assessment of resources. This examination indicates that competency assessment occupies only 30 percent of the test items. Roegiers (2005, p. 159) stipulates that the measurement of fragments of knowledge should not exceed 50 % of the content of the test, while Gerard (2006, p. 103) holds that they should not go beyond 25 % of the total sum of test items. In fact, assessment of resources for summative purposes is controversial; while Roegiers (2005) and Gerard (2006) partially accept it, Scallon (2004) completely rules it out. The fact of the matter is that Scallon (2004, p. 223) maintains a more rigorous view, arguing that resources should be assessed separately and before tackling a complex since they constitute prerequisites for the achievement of competencies.

## 12. Use of the Concept of Resources

Resources (i.e., knowledge, skills, and attitudes) are at the service of terminal competencies such as interaction or production (Roegiers, 2006). The Algerian secondary school English syllabuses employ the term resources and identify them clearly, but they do not show how they relate to the target competencies. The resources are stated for each language competency; however, the syllabus designers do not identify how they relate to life tasks or functional tasks.

As far as the textbooks are concerned, they consider resources as the final purpose of learning. Consequently, they are more inclined towards the pedagogy by objectives than integration

pedagogy. In fact, there are ad hoc insertions of resources that do not have firm links with the terminal or intermediate competencies. For example, activity 2 in the second

year textbook Getting through instructs the learners to distinguish the spelling and pronunciation of the French and English cognates (e.g., table, orange, police, and television), though it is inappropriate for the theme of the unit (i.e., making a profile about changes in lifestyles- Riche, Arab, Bensemmane, Ameziane, Hami, 2006, p. 20). Consequently, resources are sometimes considered as the end of learning, and not as activities that build up towards the accomplishment of a final task. In a similar vein, Miliani (n.d.) indicates that the secondary school EFL textbooks are packed with linguistic insertions that have no link with the whole.

## 13. Use of Exploration Activities

Exploration situations are tasks used to introduce new learning. They make provision for the application of collaborative work (Roegiers, 2004) and the implementation of socio-constructivism (i.e., interpersonal knowledge construction-Roegiers, 2006). The analysis of the tasks included in the Algerian secondary school EFL textbooks shows that the exploration tasks are mostly teacher-centered and more oriented towards the use of pair work. Although in integration pedagogy exploration tasks are not necessarily meaningful, they should, if possible, lead students to form hypotheses, confront them, and test them.

The syllabuses under investigation promote the use of exploration situations to install resources (SE1 Syllabus, 2005). This concept is clearly explained, but these syllabuses do not insert samples of these learning situations. For instance, such an example borrowed from Roegiers (2010a, pp. 271-272) could be used in the syllabuses.

| Example of Didactic Situations | Example of Integration Situations |
|---|---|
| Identifying collaboratively the characteristics of an argumentative text | An individual production of a meaningful argumentative text of a given length and on the basis of given support documents. |

**Examples of Situations (Roegiers, 2010a, pp. 271-272)**

## 13. Use of Integration Situations

As far as the textbooks are concerned, they use integration situations particularly at the end of sequences. Nonetheless, some of these integration situations are not meaningful (related to the learner immediate real life needs), thus violating one of the fundamental precepts of this syllabus specification. Another problem has to do with the absence of macro integration situations whether at the end of the school year or the end of the teaching cycle. Still, even at the level of the unit, there are no integration situations, apart from project work that invites the learners to reuse coherently what has been acquired throughout the unit. Consequently, the

textbooks do not exhibit a clear vision of the competencies beyond the level of unit sequences.

## 14. Use of Integration Module

Even though it is asserted in the Algerian secondary school EFL syllabuses that the teaching course recommends a blocked week of integration after 3 weeks of practice of resources (SE2 Syllabus, 2006), secondary school textbooks do not delineate any week for the integration module; rather, the teaching is organized in a traditional way. Roegiers (2018) maintains that intermediary integration moments should be organized, for example, after 6 weeks of teaching to compel the learner re-use the newly acquired knowledge and skills. Without such syllabus requirement, neither the students nor the teachers could figure out the value of integration technique in the syllabus framework.

## 15. Set up of Syllabuses on Language Functions

The Algerian secondary school EFL syllabuses affirm to base the content of teaching on the functions of the English language. Conversely, their textbooks use language forms to identify the language functions, rather than the other way round. For example, the textbook designers identify the past simple as the target content that is useful for the students. This language form is exploited to express a set of language functions such as storytelling or biography writing. Actually, it is conspicuously stated in the third year teacher's book that the language forms are translated into language functions (Arab, Riche, Bensemmane, 2007, p. 59). In so doing, the textbooks set up instruction on linguistic form rather than on competencies. This remark is equally supported by the fact that the textbooks identify the language contents to be taught rather than the functional language competencies.

## 16. Use of Process and Summative Assessments

The syllabuses in question promote process and summative assessments. They explain and illustrate the alternative assessment methods such as diaries and portfolios and they show how to correct summative written productions through criterion-referenced procedures (i.e., using the notions of criteria and indicators). However, Roegiers (2006) seems less convinced with this assessment framework, stating that process assessment is given more prominence. Accordingly, the syllabuses introduce innovations at the level of process assessment such as the use of portfolios, conferencing, students' diaries, and self-assessment; but they do not identify clearly what and how to assess for certification. Summative assessment is, therefore,

reduced to tests that the teachers devise on their own. More specifically, the teachers are not given indications of the type of content that should be tested and how it should be tested in the view of validating the learning outcomes.

Consequently, most of the tests (such as the BAC) are more focused on the assessment of resources (that is, discrete language elements).The reason behind the neglect of summative assessment is, in Roegiers' (2006) view, due to the fact that the syllabuses do not have a clear vision of why the students are learning, or simply because the learner exit profile is not identified precisely.

Unlike the syllabuses that offer enough help and guidance with regards to process assessment, the textbooks do not substantiate explicitly process assessment. The syllabus accompanying documents explain and provide samples of assessment tools, but the textbooks include only self-assessment grids at the end of the units. There are no samples of peer- assessment grids or diaries in the textbooks. Roegiers (2018) suggests inserting assessment tools right after integration situations, but it seems that this job is left to the teachers who might lack competence in doing it.

## 17. Conclusion and Pedagogical Recommendations

In summary, the Algerian secondary school English language syllabuses and textbooks are not competency-based in a strict sense. Although the syllabuses adhere to integration pedagogy, they are defective in identifying the objectives of the course in functional terms (using real life skills). This is mainly due to the fact that these syllabuses do not identify concretely the learner exit profile. As for the textbooks, they do not interpret the guidelines set up in their syllabuses. The content of learning is presented in a form of discrete items; project work does not coherently adhere to the integration framework; summative assessment through complex situations is overlooked; and integration work does not go beyond the level of the unit sequences.

On the basis of the above findings, this study suggests the following recommendations for textbook authors and syllabus designers to make the Algerian secondary school EFL textbooks and syllabuses more adherent to integration pedagogy.

- **Identifying Concretely the Learner Exit Profile**

The learner exit profile for secondary school EFL grade should look like the following:

By the end of the third year, the student will be able to develop good listening manners and reading skills with respect to descriptive, narrative, expository, or persuasive texts of 20 lines and react verbally and non-verbally to the communicative message imparted in those texts. The student can recall dates and places of the passage, extract its main ideas, tend to its details, question it, reformulate the opinion expressed in it, and form a personal opinion. (Author's data)

This profile exhibits the criteria of the level, conditions, standards, linguistic competencies, cognitive acts, and motor skills.

- **Specifying the Target Language Competencies**

Instead of stating terminal competencies in terms of academic mastery, the syllabuses and the textbooks must state OTI in terms of basic life tasks (such as making a phone call) that the students are required to do at the end of the course of study. Rather than specifying that 'the student will be able to produce a written text of 20 lines', it is more convenient to state it in the following way:

The learners will be able to interpret simple daily spoken English messages in face-to-face interaction or on phone and respond intelligibly, and will be able to respond in writing to friendship and business letters (e.g., emails, invitations, and applications) not involving specialized language. (Author's data)

The notion of OTI is specified in the above statement in terms of daily life skills, rather than in terms of language realizations.

- **Inserting Integration Situations in Textbooks and Syllabuses**

The Algerian secondary school EFL textbooks and the syllabuses should include samples of integration situations. This is because they constitute the key element of integration pedagogy and they could be hard to devise by the teachers. An example is supplied below.

Situation: You want to make an appointment for a checkup at the dentist. Your father is away from home and you don't know the location of the dentist.

- Write the first a dialogue in which you call your dad to inform him about your plan.

- Write the second dialogue in which you call your friend who knows the location of the dentist in your town.

- Write a third dialogue in which you call your father to inform him about the location of the dentist in the town. (Author's data)

#### – Involving Project Work in the General Integration Framework

Project workshops should constitute intermediary integration situations (concrete tasks to be implemented at the end of each unit). Moreover, the theme of the project should be tied harmoniously to the content of the units. The knowledge, skills, and attitudes that are necessary for the project realization should be included and spelled out clearly in the units of instruction.

#### – Using Competency-Related Resources

Only the knowledge, skills, and attitudes that are required to achieve the target competencies should be incorporated into the units of instructions. For example, for the competency of telephoning, we could include the following sample resources.

| Knowledge | Skills | Attitudes |
|---|---|---|
| - Words and phrases related to telephoning<br>- Phone formal and informal language<br>- Numbers | - Starting a phone call<br>- Leaving and taking a phone message<br>- Reading phone numbers in a correct format | - Give a welcoming greeting<br>- Ask the caller if he/she needs anything else<br>- Speaking with a polite tone |

**Sample Resources for the Competency of Telephoning (author's data)**

#### – Fostering Group Work through Exploration Situations

Learning or exploration situations should provide pupils with opportunities to share and construct knowledge collaboratively. The example of exploration situations provided in the data discussion section (please, refer to the table of situations) shows that the students have to work collaboratively to work out the characteristics of an argumentative essay.

#### – Using the Integration Module

The integration module has to be made a concrete reality as specified in the syllabuses. After mastering reasonably the essential resources of a competency, the learners should be given a whole week specifically devoted to integration work.

#### – Supplying Formative Assessment Tools in the Textbooks

The textbooks should be supplied with samples of assessment tools such as peer- assessment grids and diaries. This is because many teachers, let alone the pupils, might not be very well-familiar with them. For instance, the following diary could be used to encourage the learners to document their gains in terms of competencies.

| Competency | Interpretation | Interaction | Production |
|---|---|---|---|
| e.g.: Making a phone call | - Reading phone numbers <br> - ………….. | - Holding a phone conversation <br> - ………………. | - Writing a telephone user's guide <br> - …………… |

**Sample Competency Diary (author's data)**

 – **Using of Performance-Based Assessment**

Summative assessment, be it regular tests or BAC test, should at least be partially devoted to the mastery of the target competencies, rather than the measurement of resources. The larger part of the test should be granted to demonstrated mastery of competence. For example, for the BAC test, the examinees could be asked to produce a written composition on a topical issue, in which they might display the mastery of the formal system of language, discourse knowledge, critical thinking, and pertinence.

 – **Using Family of Situations**

The final objectives of learning have to be presented in a form of series of tasks, pertaining to a single family of situations. For example, if learners deal with the competency of letter writing. The assessment tasks should include enquiry letters, application letters, invitation letters, and so on.

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