Exploring Project-Based Learning in Algerian School Textbooks: A Pedagogical Analysis of the French Language Textbook for 4th Grade

استكشاف التعلم القائم على المشاريع في الكتب المدرسية الجزائرية: تحليل تربوي لكتاب اللغة الفرنسية للسنة الرابعة متوسط

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Abstract

Project-based pedagogy is an active teaching approach that affords students the opportunity to acquire prior knowledge and experiences. It enriches their oral and written language learning by fostering cognitive competence in writing by accentuating linguistic knowledge and oral skills, thereby developing grammatical forms and semantic content in writing. Its overarching aim is to cultivate cooperative learning and social competence among learners through interpersonal interactions and exchanges between peers, ultimately promoting their integration into groups. In light of the profound impact of this pedagogical practice in the language classroom, specifically French as a Foreign Language (FLE), we interrogate its implementation and positioning in the French language textbook for 4th grade.

Initial findings confirm the inclusion of project-based pedagogy in the 4th grade school textbook. Nevertheless, its effective implementation is hampered by temporal constraints and the prevalent pressure on teachers to complete the prescribed program. Thus, project-based pedagogy is relegated

Keywords: Project-based pedagogy, French as a Foreign Language (FLE) class, 4th-grade school textbook, Pedagogical practice.

ملخص:

التعلم القائم على المشاريع هو نهج تعليمي نشط يتيح للمتعلمين الفرصة لاكتساب المعرفة والخبرات السابقة. ويثري تعلمهم اللغوي الشفوي والمكتوب من خلال تعزيز الكفاءة المعرفية في الكتابة من خلال إبراز المعرفة اللغوية والمهارات الشفوية، وبالتالي تطوير الأشكال النحوية والمحتوى الدلالي في الكتابة. هدفها الشامل هو تنمية التعلم التعاوني والكفاءة الاجتماعية بين المتعلمين من خلال التفاعلات الشخصية والتبادلات بين الأقران، وفي نهاية المطاف تعزيز اندماجهم في المجموعات. وفي ضوء التأثير العميق لهذه الممارسة التربوية في تعليم اللغات، وتحديداً الفرنسية كلغة أجنبية(FLE) ، فإننا نتساءل عن مدى تنفيذ المشاريع التربوية ووضعيتها في كتاب اللغة الفرنسية للصف الرابع. أما من الناحية المنهجية فقد استخدمنا تحليل محتوى كتاب اللغة الفرنسية للصف الرابع متوسط.

بينت النتائج الأولية لهذه الدراسة، أنّ التنفيذ الفعال لبيداغوجية المشروع تعوقه القيود الزمنية والضغوط المهنية السائدة على المعلمين لإكمال البرنامج المحدد. وبالتالي، فإن التدريس القائم على المشاريع يُنزل إلى مرتبة ثانوية، بينما تُعطى الأولوية لطرق التدريس التقليدية التي تؤكد على اكساب المتعلمين المعارف اللغوية.

كلمات مفتاحية: بيداغوجية المشاريع، اللغة الفرنسية كلغة أجنبية (FLE)، وكتاب مدرسي للصف الرابع، ممارسة تربوية.

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1. Introduction

Project-based pedagogy, also referred to as project-based learning, is an active and dynamic teaching approach that effectively enables students to acquire not only prior knowledge but also a wealth of experiences, which in turn enriches their oral and written language learning. In addition, it cultivates the learner's cognitive competence in writing by emphasizing their linguistic knowledge and oral skills, which are fundamental to the development of grammatical forms and semantic content.

The fundamental goal of this teaching and learning process is to promote cooperative learning and the development of social competence among learners through interpersonal interactions and exchanges with their peers. As a result, students are better able to integrate into groups, in line with the educational philosophy of Perrenoud (1999), who regards project-based pedagogy as a trend in active pedagogy. Project-based pedagogy adopts various projects that have already been proposed by Freinet, including "the school of work," "free text," "correspondence," or "cooperative class." Unlike traditional authoritarian schooling, this pedagogy does not focus solely on memorization and application exercises, but rather offers a more holistic approach to learning.

The primary goal of this pedagogical approach is to cultivate learner autonomy through the facilitation of self-awareness and self-evaluation, ultimately resulting in enhanced self-valorization. Moreover, it aims to stimulate and engage students in their learning process while simultaneously promoting interdisciplinary competencies through cooperative teamwork, granting students a degree of independence. Perrenoud (1999) outlines several objectives of this approach, namely:

- Mobilizing and constructing competencies by utilizing previously acquired knowledge and skills.
- Sensitizing and motivating learners by exposing them to new authentic knowledge and enhancing their perception of the significance of academic learning and social practices.
- Encouraging self-evaluation and review to identify both strengths and weaknesses.
- Fostering cooperative work and reinforcing learners' self-confidence and individual and collective identity through their participation in project-based activities.
- Developing autonomy and decision-making abilities by permitting learners to negotiate and manage project-related tasks within the team.

It is imperative to underscore that the teacher's role in the teaching/learning process is constrained to that of a mediator or tutor. The

teacher facilitates learners' progress at their own pace, invigorates their motivation, and kindles a desire to excel in language practice. The learners, on the other hand, constitute the core of this teaching/learning process. They invest themselves completely in honing their language, cognitive, and social skills by mobilizing and transferring knowledge acquired in various subjects.

Given the paramount importance of this pedagogical practice in a language class, it is incumbent upon us to scrutinize teachers' practices in implementing project-based pedagogy in language classes and its place in the school textbook. Thus, we are interested in examining the French textbook for the 4th year of middle school by addressing the following inquiries:

- What is the significance of project-based pedagogy in the middle school 4th-year French textbook, and what are its pedagogical objectives?
- What pedagogical practices do French language teachers adhere to in the implementation of project-based pedagogy?
- Do teachers in French as a foreign language (FLE) classes accomplish the objectives of this pedagogy?
  Through this investigation, this paper aims to:
- emphasize the importance of project-based pedagogy in the school textbook and its practical implementation in FLE classes.
- explicate the theoretical foundations of project-based pedagogy and its objectives.
- investigate the constraints of implementing project-based pedagogy in FLE classes.
- delineate the requisite pedagogical methodologies and tools for implementing project-based pedagogy in FLE classes.

2. Project-based Pedagogy: Theoretical Framework

The inception of project-based pedagogy can be traced back to the new education movement that emerged in the mid-20th century, and which sought to innovate and theorize teaching practices centered around projects. John Dewey (1938), a distinguished American philosopher and psychologist, was a trailblazer in the adoption of active methods in pedagogy and project-based instruction. Dewey posited that schools could facilitate learners' achievement of high levels of personal growth through the provision of requisite resources. The project-based pedagogy paradigm derives its inspiration from the "learning by doing" doctrine, which demands that learners take proactive steps towards developing projects, carrying out experiments, and skillfully interpreting the outcomes thereof.

Ovide Decroly (1921), a prominent physician and pedagogue, argued that the learner's interest played a critical role in their development. Pedagogy, therefore, aimed to utilize learners' interests to increase motivation and imbue

teaching and learning activities with significance by emphasizing the affective dimension. Decroly further asserted that learners more effectively integrated knowledge when they discovered and experimented with it themselves. Similarly, Célestin Freinet (1956), an educator, believed that fostering active participation in students was essential to creating a system with three dimensions:

- A classroom organized as a cooperative.
- Knowledge development through action or research projects
- The school creating and distributing its own tools, such as the school newspaper.

Jean Piaget, in turn, contributed to the theoretical underpinnings of project-based pedagogy by emphasizing its constructivist perspective. Piaget posited that project-based pedagogy is primarily based on the notion that learning is dependent on the subject's activity. According to Piaget, learners construct knowledge by taking actions on objects (Hubert, 1999).

The cognitive approach has had a salutary impact on the theoretical underpinnings of project-based pedagogy. Specifically, cognitive conflict, which arises from the confrontation between prior conceptions and new knowledge, facilitates the transformation and appropriation of knowledge by the learner. Within the framework of project-based learning, learners are required to probe their surroundings, direct their inquiries, and synthesize new insights with their prior knowledge, altering their initial representations through iterative interactions. This process engenders a clearer and more nuanced understanding of the world. Cognitive pedagogy also accords motivation primacy as a vital ingredient in the acquisition of knowledge. This underscores why learners in project-based pedagogy are intensely motivated to undertake their projects, which they initiate and engage in proactively and voluntarily at every stage of their development.

Bru and Not (1987) postulate that project-based pedagogy fulfills five functions:

- **The economic and production function** requires that the completion of the project considers various constraints such as economic, temporal, material, and human resources.
- **The didactic function** necessitates that the actions involved in realizing the project facilitate the mobilization of acquired knowledge and skills while fostering the development of new competencies and knowledge.
- **The therapeutic function** involves the renewal of students' interest through engagement in meaningful activities that promote learning, social, and professional development.
- **The social and mediational function** of project-based pedagogy encourages learners to expand their horizons and interact with others

and the external environment, sharing competencies, confronting opinions, and exploring different viewpoints within the group.

- **The political function** promotes civic education by fostering active participation in the project, which involves collective life and civic responsibility.

In essence, these five functions of project-based pedagogy offer an inclusive and comprehensive approach to education that integrates economic, social, and political dimensions of learning.

Definition of Concepts
The «Project» in Education

According to the Encyclopedic Dictionary of Education and Training (2000), the term "project" denotes a significant practical activity that serves an educational purpose, aiming to achieve one or more pedagogical objectives and possessing a well-defined conceptualization. Typically, it involves research, problem solving, and the utilization of concrete objects. Such pedagogical activity is structured, and overseen by both students and educators within their natural surroundings.

This interpretation of "project" in the realm of education is commonly associated with "project-based pedagogy," a pedagogical approach geared towards constructing and carrying out individual or collaborative projects by students, which facilitate the cultivation of novel skills and the assimilation of new knowledge. In this approach, learners must execute tangible tasks and resolve specific problems. Projects that students embark on are frequently arranged through negotiations with teachers, considering learners' needs, interests, and individual experiences. Additionally, the approach emphasizes the significance of cultivating students' autonomy, responsibility, and creativity, which engenders self-evaluation and propels students to reflect on their actions, strategies, and errors. In this educational environment, instructors act as guides and resources, while peer collaboration is paramount for cooperative work that necessitates a collective mindset.

Additionally, Reverdy (2013) underscores the common educational uses of the concept of "project," which pertain to the school project, educational action projects, and learners' personal projects that prepare them for future careers, foster motivation and perseverance in completing their projects, and enable teachers across diverse disciplines to collaborate effectively (Reverdy, 2013, p. 12).

Lebrun (2002) further expounds on the origin of project-based pedagogy, which dates back to the practice of the "new education" advanced by Freinet and Claparède during the 20th century, which challenged the passive learning characteristic of transmissive pedagogy. The fundamental elements of project-based learning, according to Lebrun (2002, pp. 157-158), include:

- motivating learners through meaningful and practical activities, such as producing a journal, organizing an exhibition, or constructing a machine.
- integrating interdisciplinary content to promote diverse perspectives and avoid compartmentalization.
- empowering learners to take responsibility for their learning and foster collective learning dimensions.

Lebrun's conceptualization of the project offers a novel and comprehensive perspective, approached from two distinct angles: as both a means the approach to be taken) and as an end (the object, the product, the model to be created). The former perspective involves projecting oneself or one's actions towards an intended outcome, with the improvisation of necessary steps to realize the desired product. The latter perspective requires the organization and execution of actions to accomplish the final product, known as the programmatic project.

Within the realm of pedagogy, these two perspectives allow for the differentiation of two approaches: project-based pedagogy and pedagogy by project. The former approach encourages learners to undertake and construct their own projects, leading them to emerge from the process with a new or more refined project. On the other hand, pedagogy by project focuses on the acquisition of knowledge and skills to achieve a specific objective, such as new knowledge, a technical product, or a personal creation. The objective of this approach is to equip learners with essential knowledge and abilities to complete their project.

Lebrun contends that this type of pedagogy should provide a set of methodological tools to enable learners to carry out and construct their projects. This approach promotes autonomy and active learning, as learners take ownership of their education. The goal of project-based pedagogy is not limited to knowledge acquisition but also emphasizes the development of creativity, innovation, and critical thinking skills.

The differences between the two pedagogical approaches are minimal, given that both project-based pedagogy and pedagogy by project involve some form of learner production. However, project-based pedagogy is not widely represented in traditional academic contexts, although it is nearly ubiquitous in centers that provide academic assistance or career guidance.

The pedagogy by project that we are discussing is particularly focused on the outcomes of learning and the contemplation of the methodologies utilized to foster them. Moreover, this approach instigates a metacognitive dimension that enables the learner to scrutinize their steps, appraise the methodological approaches employed, consolidate them, and render them more transferable to comparable situations, thereby implicating a process of knowledge transfer, integration, and know-how. The emphasized

metacognition underscores the learner's disposition, encompassing the ability to self-assess, cultivate critical thinking, analyze the conditions of knowledge and skill utilization, and acquire soft skills that facilitate the consolidation of knowledge and know-how (Lebrun, 2002, p. 159).

Within this context, «project-based pedagogy" approach, which first emerged in the 1970s, lies at the core of the competency-based educational approach. As such, according to Bru and Not (1987), it represents a pivotal issue in any pedagogical discourse, given its crucial role in didactic action. In the realm of education, we can distinguish four different types of projects in the broadest sense, as classified by Kilpatrick (1921):

- the first type seeks to transform an abstract idea into a tangible form (e.g., writing a letter);
- the second type focuses on appropriating a lived experience (e.g., listening to a piece of music);
- the third type is centered on problem-solving; and the last type, known as the "learning project," aims to acquire knowledge through an experiential approach. This implies that the notion of a "project" had a much broader meaning in the past than it does in contemporary times.

In a similar vein, Boutinet (2005) identifies four distinct levels of project, which can be approached differently through the project-based pedagogy method, including:

- The educational project, which extends beyond the school framework and aims to foster young people's integration into the adult world, as well as to develop their autonomy.
- The establishment project, which strives to promote the autonomy of educational institutions by coordinating their activities.
- The training project, which aims to train adults and can be established by the trainee, the training organization, or the trainer.
- The pedagogical project, which intervenes in the teacher-student relationship within the school framework; and it is primarily the focus of our study.

Proux (2004) posits that project-based pedagogy is an educational approach that strives to promote more effective learning. According to this framework, learners are the primary agents in their own education, with the teacher playing a supportive role in guiding their actions towards specific objectives. The teacher's responsibilities encompass a range of roles, as outlined by Dumas and Leblond (2002). Including acting as a mediator, guide, and companion in facilitating knowledge acquisition, as well as serving as a coach and motivator to foster learners' engagement in various learning activities.

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As a mediator, the teacher is tasked with stimulating cognitive and socio-cognitive conflicts among learners to promote critical thinking and ensure the coherence between the study program content and the project at hand.

Proux (2004), underscores the crucial nature of the teacher's various roles, including the coach's role in making informed decisions and managing the risks and uncertainties inherent in the project. The accompanist's role in supervising all students' activities and attentively addressing their needs, the motivator's role in encouraging and sustaining student motivation throughout all project stages, and the evaluator's role in comprehending and providing feedback on each student's learning during the project.

In conclusion, project-based pedagogy is an educational approach that deliberately engages learners in their own knowledge development. The underlying principle of this pedagogical framework is to instill motivation in learners by involving them in a concrete realization guided by programmed objectives. This approach defines a set of tasks in which all students participate actively, according to their unique abilities and interests. Thus, the project's implementation allows learners to achieve the learning objectives set forth in the language teaching program while also developing knowledge, skills, and attitudes related to project management and learner socialization.

3. The "project" in the 4th Year Middle School Textbook
School textbook Definition

Choppin's (1992, p. 5) assertion that the textbook poses a challenge in its precise definition due to its multifaceted nature and purposes is corroborated by the Petit Robert dictionary (2003), which defines the textbook as a didactic work that presents the fundamental concepts and knowledge required by school curricula in a convenient format. Gerard and Roegiers (2009), in turn, view the textbook as an intentionally structured printed tool that is specifically designed to optimize the learning process and outcomes.

The textbook is essentially a didactic material that caters to the educational needs of students, with its content meticulously crafted by education experts. Composed of texts and images, the textbook is structured in a way that achieves pedagogical objectives and enhances the learning experience for the target audience. In addition to serving as a reference for teachers, the textbook also acts as a source of information for students and parents, facilitating reading and writing activities.

Furthermore, the term "textbook" refers to a didactic work that serves as a pedagogical support for teaching. It presents communication objectives, grammatical structures, themes, and other subject matter. The textbook's organization can be either linear or spiral, and its content is typically divided into lessons, units, sequences, modules, files, and paths. The primary headings

regularly recur throughout the teaching units. (Dictionary of didactics of French as a foreign and second language, 2003, pp. 161-162).

Furthermore, the UNESCO (2005) accords considerable importance to the "school textbook" as an essential medium for learning. A meticulously curated collection of texts and/or images, the textbook is carefully assembled to achieve specific pedagogical goals. It is commonly presented in the form of a printed compendium, which is bound or stapled, containing detailed instructions and guidelines to facilitate the implementation of pedagogical activities.

The textbook is primarily intended to support the learner, serving as their companion from the earliest days of the academic journey. Its fundamental role is to aid in the comprehension of course materials, facilitate the acquisition of practical skills, and encourage self-evaluation. Furthermore, the textbook is a valuable reference resource for teachers, enabling them to achieve their intended pedagogical objectives effectively.

In Algeria, French is considered a foreign language and is taught in all three educational cycles - primary, middle, and high school. Its instruction is aided by didactic means that facilitate the transmission of both linguistic and cultural knowledge through language practice. The teaching of French is arranged in an official printed document, known as the textbook, which serves as a medium for the teaching and dissemination of linguistic knowledge. Our focus is on the school textbook used in the 4th year of middle school, which was approved by the Ministry of National Education and reissued in 2019-2020.

As per Ferhani (2006, p. 11), the teaching of French has undergone significant modifications in direct response to the implementation of the new education system reform. As described by Duplessis (2016), the material commonly used for teaching French comprises a digital textbook, which is accessible to students with computer access, or a printed textbook and a student workbook.

As per Ferhani's (2016) classification, school textbooks are of two types:
- Firstly, the closed or programmed textbook, which is deemed sufficient for teaching as it covers the method, information, learning activities, evaluation, and summaries.
- Secondly, the open textbook, which is considered as a work to be used as a support to be completed or adapted differently, depending on the school context.

An effective school textbook must possess reliable, well-structured, coherent, and legible content. It must be devoid of errors and adhere to recommended methods and official programs stipulated by the Ministry of National Education. Furthermore, it should promote awareness of current events and foster a global perspective. The learning progression should be non-

linear and cater to all types of learners. The school textbook should offer a wealth of activities and documentation, imparting knowledge and embedding social and cultural values within the learners. As it accompanies students from the earliest stages of their academic journey, it holds significant value as a didactic tool.

4. Methodological approach

To answer our questions, we carried out a content analysis of the fourth-year medium school French textbook. In addition, we focused on certain studies carried out as part of the evaluation of the project's pedagogy to explain the constraints of its application by teachers.

4.1. Description of the school French textbook for the 4th year of middle school

The textbook used for teaching French as a foreign language (FLE) to 4th year middle school students is a comprehensive guide tailored to learners who have previously studied French for a period of six years. Its republication in 2019 by the National Office of School Publications (ONPS) was made possible through the collaborative efforts of Ms. Madagh Amina, a middle school inspector, and Messrs. Bouzeboudjen Halim and Meraga Chafik, both middle school teachers. The book's layout and design were impeccably executed by Ms. Bentouati Naima.
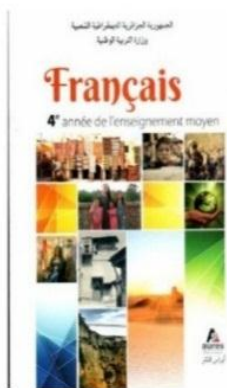

Figure 01: French
**textbook for the 4th
year middle school**

The cover page of the textbook is adorned with images set against a white background that evoke the different themes - namely history, tourism, and environment - which are to be explored in its contents (refer to Table 1).

The overarching pedagogical objective of the textbook is to empower learners to argue effectively in all communication situations. This objective is achieved through three year-long projects, each of which consists of multiple sequences: three in the first project, and two in the second and third projects. These sequences feature a variety of activities, including comprehension exercises, oral and written production, vocabulary acquisition, conjugation practice, and grammar drills, which help learners broaden their knowledge and refine their use of French.

Each sequence within the textbook is composed of an oral exercise accompanied by an audio document for aural comprehension, an image for analysis, and a written exercise with a text intended for study during the

reading comprehension session. Furthermore, a silent and expressive reading exercise is provided during the training-reading session, and vocabulary, grammar, conjugation, and spelling concepts are derived from short texts. A writing workshop is introduced to facilitate students' practice and attainment of optimal production by providing them with model texts and associated activities. Moreover, "Important to Say," a designated area for relaxation reading and the promotion of speech exchanges to enhance knowledge, is available in class. Lastly, a station is marked to enable students to comprehend the various stages of project completion. (School Textbook, 2020, p. 3).

To enable students to fully develop their learning, listening sessions are organized to facilitate discussions on word meanings, comprehension questions, audio document analysis, summarization and expressing opinions. The teaching of oral communication is centered around images to encourage learners to observe, express themselves, and explain. The instruction of reading comprehension emphasizes reading to understand, checking comprehension of the text by students, and the opportunity to explore the author's thesis and arguments. The specific objective of the training-reading session is to enhance understanding of the text, provide a personal perspective, and facilitate self-assessment through voice recording ("Record your voice to listen and correct yourself"). The relaxation reading enables learners to delve into the text to understand and discover the author. (School Textbook, 2020, p.3).

In these language sessions, learners engage in the analysis of short texts, identifying key points, verifying learned concepts, and practicing the articulation of their opinions in concise sentences. A dictation exercise follows the spelling activities, and a writing workshop is facilitated to aid learners in using the "word bank," self-assessing their work, and revising their written pieces as needed. A project roadmap is provided to guide learners in their efforts, serving as a tool to further their French language skills, broaden their general knowledge, and refine their written expression. (School Textbook, 2020,p3).

The structure of the school textbook comprises three sections. The first section is dedicated to the study of the concepts encompassed in the annual curriculum, the second to the assessment of the knowledge acquired, and the third to the resources required to facilitate progress (appendices):

- French sounds ;
- Useful vocabulary for argumentation ;
- Conjugation table ;
- Preparing effectively for the BEM;
- Glossary.

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Table n° (01): Projects in the 4th year middle school French textbook, by
Bouzeboudjen. A, Madagh. H, Meraga.C, (2019,p 10-46, ONPS).

Project 01: "Create a tourism blog." On the occasion of International Tourism Day, I will work with my classmates to create a blog titled "Algeria: the beauty, historical richness, and cultural diversity of a country to discover."	Project 02: At the initiative of Algeria, the United Nations General Assembly adopted on December 8, 2017, resolution 72/130 proclaiming May 16 as the "International Day of Living Together in Peace."	Project 03: For over 100 countries, the United Nations has celebrated the World Environment Day since its inauguration in 1974.
Sequence 01: "Welcome to my region" **Sequence 02:** "Glory to our ancestors" **Sequence 03:** "Yes to culture"	**Sequence 01:** Let's live in harmony! **Sequence 02:** No to violence.	**Sequence 01:** Let's protect nature! **Sequence 02:** Let's act as eco-responsible!

4.2. Organization of teaching in project 01 as an example

In Project 01, a collection of descriptive, narrative, and explanatory texts is curated to specifically foster the development of argumentative reasoning skills in learners. Through carefully crafted teaching and learning sequences, students are able to acquire and master the necessary concepts and skills to effectively argue their points in oral expression.

- **Oral comprehension**

To foster the development of oral skills in learners, it is essential to gradually acquire listening strategies that enable them to comprehend oral statements. The goal is to enhance learners' confidence and autonomy. As part of each teaching sequence, a session of oral comprehension is scheduled, involving listening to audio materials, followed by relevant questions. In Project 01, the topics earmarked for teaching comprise.

- Tourism (page 10).
- Lalla Fatma N'Soummeur (page 28).
- Cultural heritage (page 46).

By engaging with the themes of each sequence, the learner gains a comprehensive understanding of the content, whether it involves narration or description.

- **Oral Expression**

During the second sequence, titled "We analyze an image," the module introduces oral expression, where the learner is expected to scrutinize images displayed in the textbook. The principal aim of the teacher is to prompt the learner to articulate their thoughts verbally in response to queries that accompany the presented visual aids, including:

- The Roman ruins of Tipaza on page 11.
- The Battle of Sidi Brahim by Hocine Ziani on page 29.
- Tin Hinan, also by Hocine Ziani, on page 47.

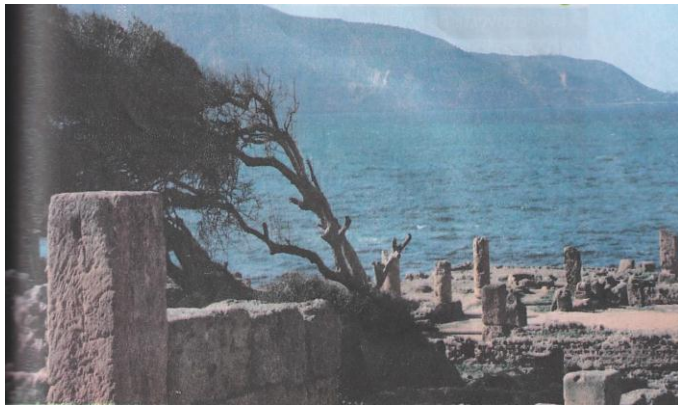Here is the image corresponding to the ruins of Tipaza:

Figure 02 : Fig n°02: Visual aid: The Roman ruins of Tipaza, page 11.

- **Writing Comprehension**

To enhance the learner's writing comprehension, the aim is to stimulate the cognitive processes involved in accessing the meaning of a text, whether it's heard or read. In the third session, "We read to understand," the learner reads and analyzes texts, then responds to activities designed to check their understanding. The texts used in this session are:

- "The Discovery of Algeria," based on "Algeria, Beauty and Diversity" by the Ministry of Tourism and Handicrafts (2019, p. 12).
- "Jugurtha Against Metellus," based on "The War of Jugurtha" by Salluste, published by Les Belles Lettres (2000, p. 30).
- "The Ghardaia Carpet Festival," based on an article from the Algerian Press Agency (March 17, 2018, p. 48).

The specific pedagogical objective of this activity is to enable the learner to acquire new concepts, lexical and grammatical structures that will help them articulate their arguments after reading and understanding a written text.

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- **Vocabulary Teaching**

To foster vocabulary acquisition, the fourth session prompts the learner to analyze a text and then study the corresponding rule, accompanied by application exercises. These exercises introduce argumentation-related vocabulary, as displayed in the following Table tow.

Table n° (02): Content of vocabulary teaching in project 01. The 4th year middle school French textbook, by Bouzeboudjen. A, Madagh. H, Meraga.C, (2019, p 14-50, ONPS).

Lesson	Title of the ressource :	Source	Page
Word families and argumentation vocabulary	ATraveler's Perspective	Based on Aurélien Laine's "A Traveler's Vision", Creative Commons (2006)	14
Argumentation vocabulary	Algeria, a Coveted Land	Based on Said Dahmani, Annaba, Ministry of Information (1973)	32
Meliorative/depreciative vocabulary and argumentation vocabulary	The Ouadda of Sidi Ahmed El Medjdoub.	Brochure from the National Tourism Office (ONT)	50

The vocabulary acquired in each session is used by the learner in the following teaching/learning units.

- **Teaching Grammar:**

The teaching of grammar occurs in the fifth session, where the learner reads and analyzes a written text. The learning of grammatical rules commences with their explanation and memorization, enabling the learner to utilize them in the project's realization.

Table n° (03): Contents of the grammar lessons in project 01. . The 4th year middle school French textbook, by Bouzeboudjen. A, Madagh. H, Meraga.C,(2019,p 16-52, ONPS).

Lesson	Title of the resource :	Source : Short texts	Page
The relative subordinate clause	History of Africa	Ibn Khaldun, History of Africa (...), translated By A. Noël Des Vergers(1841 edition)	16
The complement subordinate clause	El Kahina	Gisèle Halimi, "La Kahina," Pocket Editions (2009).	36
Subordinate clauses of cause and consequence	The new wave of Algerian filmmakers	Jordan Elgrably, Middle East Eye du 28 novembre (2017)	52

- **Teaching Conjugation**

Improving the learners' ability to conjugate verbs is crucial for their language acquisition, and it requires regular training and practice. During the sixth session, a support material is used to help the learners recognize the different tenses and apply the corresponding conjugation rules. This practice will enable the learners to apply their knowledge of verb conjugation accurately and efficiently.

Table n° (04): Contents of the conjugation lessons in project 01. . The 4th year middle school French textbook, by Bouzeboudjen. A, Madagh. H, Meraga.C, (2019, p 18-54, ONPS).

Lesson	Titre du support	Source	Page
Imperfect Tense	In the Land of Sands	Isabelle Eberhardt, « Au pays des sables », édition Joëlle Losfeld (2002)	18
The Present Subjunctive	Taqdamt	Waciny Laredj, Djazairess.com	34
Future Simple and Future Perfect	Andalusian music in the spotlight	Brochure from the Opera of Algiers Bualam Bessaih: Algiers, capital of Andalusian music	54

- **Teaching Spelling**

Spelling is taught in the seventh and final session through a short text that covers the use of irregular verbs in the imperfect tense, the present subjunctive of third group verbs, and the use of irregular verbs in the future simple tense. refer to Table No. 5 for more details.

Table n° (05): Content of spelling lessons in Project 01. The 4th year middle school French textbook, by Bouzeboudjen. A, Madagh. H, Meraga.C, (2019, p 20-56, ONPS).

Lesson	Resource title	Source	Page
Irregular verbs in the imperfect tense	The Rhummel Gorges	Charles Ravussin, "Constantine", excerpt from a radio conference (1969)	20
The present subjunctive of third group verbs	Goals of War	The Soummam Summit (1956)	38
Irregular verbs in the simple future tense	Allalou	From a dispatch by APS on July 7, 2017, 56	56

- **Written Expression**

Written expression is scheduled at the end of each teaching sequence. The teacher encourages learners to practice their writing skills by incorporating the taught activities as examples, allowing them to develop the ability to write and comprehend various types of texts (see Table No. 6).

Table n° (06): Topics for written expression in Project 01. . The 4th year middle school French textbook, by Bouzeboudjen. A, Madagh. H, Meraga.C(2019,p 24 -61, ONPS).

Sequence	The Topic of Written Expression
01	Write the introduction and conclusion of an argumentative text
02	Produce arguments to support a thesis
03	Provide examples to illustrate and reinforce arguments.

Towards the end of each teaching sequence, a recreational reading session featuring texts by renowned Algerian authors is meticulously scheduled to instill a profound sense of attachment and pride in the learners

towards their country. Titled "Getting to know the author," this session introduces the literary works of notable authors like

- Slimane Azem (My beautiful country Algeria, pages 24-25).
- Mohammed Dib (The lesson of Mr. Hassan, pages 42-43).
- Azouz Begag (An unexpected encounter, pages 60-61).

Upon completion of all the teaching sessions dedicated to the project, the learners present their collaborative projects, leveraging the necessary linguistic information, concepts, and syntactic structures. This cognitive process enables the learners to effectively integrate and transfer knowledge and information, thereby fostering the development of their French language skills to express themselves and write their projects with precision and clarity.

In order to facilitate a comprehensive review and consolidation of the learned material, a revision session is scheduled towards the conclusion of the project. A proposed exam topic, comprising two activities - one dedicated to comprehension and the other to written expression is intended to prepare the students for the BEM exam. The structure of the project is consistent with the other two initiatives, all of which aim to equip the learners with the necessary knowledge and skills to proficiently express themselves in French.

5. Results

By conducting an analysis of the 4th year middle school textbook, we have demonstrated that French as a foreign language (FLE) instruction in Algeria is characterized by a series of linguistic activities centered on the three pedagogical projects mentioned earlier. This finding affirms the prominence of project-based pedagogy as a key feature of the 4th year middle school curriculum, with all teaching and learning efforts ultimately converging towards project completion.

To gain a more nuanced understanding of the role of project-based pedagogy in the 4th year middle school textbook, we have leveraged the insights gleaned from Nessar's (2020) study of a cohort of middle school teachers. Nessar's findings underscore the textbook's status as a canonical reference point for lesson preparation among teachers in the sample.

It is noteworthy that all activities aimed at facilitating language acquisition and promoting a more profound understanding of Algerian culture and history are anchored in project-based pedagogy. Nevertheless, teachers often encounter obstacles as they must devote additional time and effort to sessions focused on specific linguistic points, which may require modification or supplementation. Additionally, the numerous analysis, explanation, and reinforcement activities scheduled within a one-hour timeframe exert significant pressure on teachers to complete the curriculum (Nessar, 2020, p. 38).

Exploring Project-Based Learning in Algerian School Textbooks:
A Pedagogical Analysis of the French Language Textbook for 4th Grade

Whilst project-based learning is generally characterized by a high degree of structure, Reverdy's (2013) work brings attention to the significant challenges encountered by educators in managing time during implementation. Such challenges stem from teachers' perception of projects as being overly time-consuming relative to the official time allocation, as well as the complexity and interconnectedness of concepts addressed in the projects, which differ from the compartmentalized knowledge typically taught in objective-based education. Consequently, this paradigm shift can prove bewildering for teachers and cause feelings of anxiety, as they grapple with the risk of failing to cover the curriculum and adequately prepare learners for exams.

Benzerroug's (2019) study of secondary school teachers further elucidates this issue, revealing that 28.26% of participants struggle to grasp the notion of project-based pedagogy, with 27.17% regarding it as simply a collective implementation of learning and others mistaking it for the thematic unit approach. The study also highlights the significant obstacles faced by educators undertaking project-based pedagogy, such as the heavy demands of the curriculum, reduced class time, and overcrowded classrooms.

In addition, Regbi's (2018, p. 87) study conducted a detailed examination of the school textbook for the second year of middle school and revealed that its designers presented three pedagogical projects to students and gave teachers eleven examples directly, without specifying how or when to implement them. This raises concerns among teachers regarding project implementation timelines and methodology. They perceive the allocated time as inadequate and the methodological approach as unclear. As Séguin (1989, p. 32) suggests, the contents of the textbook and the methodology must be well-defined for effective pedagogy.

Furthermore, Chaib-Taleb's (2018, p. 12) analysis of new primary school textbooks demonstrated that a competency-based approach that is centered on project-based pedagogy necessitates implementing numerous pedagogical activities. This approach ensures learner engagement and encourages voluntary participation in constructing their knowledge, skills, and attitudes. As Chaib-Taleb (2018, p. 241) notes from a pedagogical perspective, the internal organization of each project, with its cyclical nature, facilitates the implementation of pedagogical activities towards completing the project.

Belhadj (2020) underscores the significance of school textbooks as a crucial pedagogical and didactic instrument in the process of teaching French as a foreign language (FLE). The content must be lucid, legible, and coherent for teachers to adhere to a specific set of pedagogical and methodological recommendations for accomplishing the assigned pedagogical objectives.

Project-based learning methodology situates students in problem-solving and action research circumstances. The learner acquires knowledge by

deploying skills that result in the realization of a social object predicated on motivation, interest, the learners' means, and their active engagement in constructing their projects (Bensalem, 2010, p. 79).

In essence, the project approach empowers learners to construct their own language and comprehend its workings. To accomplish this, activities such as observation, discovery, application, control, and integration are undertaken, culminating in the execution of tasks that contribute to the development of the project. This approach strives to surmount obstacles in foreign language learning among learners who lack motivation and to imbue their learning with significance.

Project-based pedagogy allows learners not only to enhance their disciplinary skills but also to build cognitive models, enhance their individual performance via cooperative learning informed by socio-constructivist theories, and promote autonomy by entrusting them with the responsibility of executing tasks related to project implementation. Genest and Pellaton's (2012) study affirms that project-based pedagogy spurs student motivation. Similarly, Habita's (2014) study on project-based pedagogy in teaching French in Algeria at the 4th-year middle school level at the Oued El-Allenda El-Jadida college in El-Oued emphasizes that the organization of spaces dedicated to project realization and the allocation of suitable time to each project surmount the obstacles impeding the implementation of this pedagogical approach.

6. Conclusion

In conclusion, it is evident that project-based pedagogy occupies a pivotal position in the instruction of French as a foreign language in the fourth year of middle school, wherein all instructional activities revolve around project-based endeavors. The aim is to impart to students the requisite linguistic notions and knowledge to effectively accomplish their projects.

Notwithstanding the undeniable significance of the project-based approach in facilitating the acquisition of language proficiency among learners, as corroborated by the extant literature, educators still encounter impediments in its implementation. The limited timeframe allocated to fulfill all the programmed activities continues to pose a persistent challenge, while the specter of being unable to cover the curriculum looms large, especially given that the fourth year of middle school is an examination year. Therefore, project-based pedagogy is frequently overlooked in favor of traditional instructional practices that prioritize disconnected teaching and learning activities to which teachers have become accustomed.

It is hoped that project-based pedagogy will eventually become integrated into the repertoire of French teachers, given that it permits students to thrive and maximize their language learning experience. However, realizing this goal will require significant efforts on the part of trainers and inspectors to

popularize, explicate, and persuade teachers of the legitimacy and efficacy of this didactic approach.

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