

**ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION IN MOROCCO:**

**AN EVALUATION OF THE FEZ EXPERIENCE**

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## ABSTRACT

The study is an evaluation of the English Language Teaching programme implemented in a University Department of English as a Foreign Language in Morocco.

Using an eclectic-illuminative approach, and a predominantly qualitative methodology, the evaluation includes a description, analysis and tentative interpretation of the three general components of the programme: its purposes, its practices and its effects.

The first part includes a) a background chapter on Higher Education in Morocco, with special reference to E.L.T., b) a conceptual framework which sets out the issues involved in evaluation, more particularly the illuminative style, and c) an account of the methodology adopted for the collection, analysis and interpretation of the data.

Part two is made up of three chapters:

- In Chapter 4, an evaluation is proposed of the purposes of the programme as reflected in the stated or implicit overall aims of Higher Education, the aims of E.L.T., and the more specific objectives of the various courses taught as part of the programme.

- Chapter 5 is an evaluation of the practices of the programme. The institutional context is an important determiner of those practices and is examined as a background to student and teacher evaluation of such areas as course content (syllabuses), teaching, and student learning. The chapter concludes with an account of the participants' perceptions of the assessment system, based on an analysis of the 1984-85 examinations.

- Chapter 6 deals with the long-term effects of the programme as perceived by alumni and as reflected in their description of the impact of their experience of Higher Education.

The action-research dimension of the evaluation is outlined in the synthesis and implications for action and further research which constitute the conclusions to the study.

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## ABBREVIATIONS

The following abbreviations are used in the text:

'Bac'	Baccalaureate
CD	Course Description
C.P.R.	Centre Pédagogique Régional (1st Cycle Teacher Training Centre)
DM	Decision-maker(s)/making
EAQ	Effects Alumni Questionnaire
EAI	Effects Alumni Interview
ECOM	English for communication
ECUL	English for culture
E.L.T.	English Language Teaching
E.N.S.	Ecole Normale Supérieure (2nd Cycle Teacher Training College)
EREA	English for research
ESI	Effects Staff Interview
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ETEA	English for Teaching
FL	Foreign Language
H.E.	Higher Education
IDD	Informal Discussion Data
L2	Second language
LX	Linguistics
OD	Official Document
PUR	Purposes
SEQ	Student Evaluation Questionnaire
TEQ	Teacher Evaluation Questionnaire
TMEQ	Teacher Monograph Evaluation Questionnaire

'Educational systems must undergo a shift of emphasis, the new stress must not be so much on producing an educated person as on producing an educable person who can learn and adapt himself efficiently all through his life to an environment that is ceaselessly changing.

If an educational system itself is not adaptable to changing environmental conditions, how can it expect to produce people who are?'

(Coombe, Philip, 1968  
The World Educational Crisis)

## INTRODUCTION

One of the most important reasons that motivated this study is the author's own experience of the E.L.T. programme in H.E. as implemented in the Fez Faculty of Arts. The opportunity to reflect on such experience and assess its components from the perspective of an 'insider-outsider' had the potential of providing a unique insight into the workings of the programme, and prompting a questioning of the kind of prejudices and misconceptions often formed as a result of one's involvement in, and commitment to practices developed in the process of the experience.

The evaluation is directed by what have proved to be overriding concerns of participants in the programme (decision-makers, staff and students), and attempts to address the three main questions: 1) what is the programme trying to do, 2) how does it go about doing what it is trying to do, and 3) how are the effects of its workings perceived by members of the three groups of participants.

Investigating these three problems raises a number of issues relating to the concerns of members of the three groups of participants as 'providers' (decision-makers), practitioners (teachers) and 'clients' (students). It assumes the adoption of a conceptual framework that will recognise the plurality of these concerns and the value systems that underlie them, if it is to produce findings likely to clarify the issues at stake, and be responsive to what are perceived as the needs and interests of participants. This also entails a systematic description of the programme, and an interpretation that will allow them to test their own understanding of its various components, and consider the potential uses to be made of the information yielded by the evaluation.

As the type of evaluation contemplated is a concept alien to the context in which the programme is functioning, one of its main aims is to develop participants' awareness of the need for an evaluative process to be incorporated as a component of this programme, and enable them to make informed decisions about the kind of changes most likely to improve both the 'effectiveness' and the 'efficiency' of the educational operation they

are involved in.

Given that the E.L.T. programme to be evaluated is operating in the general context of Higher Education, and that the overall organisational framework for studies in Faculties of Arts applies to all institutions within these Faculties, we may assume that a certain degree of generalisation is possible, and that the findings of the evaluation are likely to be relevant to the different situations prevailing in University Departments of English all through the University system. However, the flexibility of the framework, and the various interpretations it lends itself to in terms of implementation (teaching, learning and assessment procedures), points to limitations concerning the generalisability of whatever results are derived from the evaluation of the Fez experience. Factors such as institutional size, organisation of the programme, internal decision-making in the Department, and the 'traditions' developed in each of these institutions, are important determiners of the ways purposes - however common at a national level - may be translated into practices to produce the anticipated outcomes.

For these reasons, a special reference is made to the Fez experience, with an attempt at comparative references where enough evidence exists in the data to justify comparisons. The possibility of making of the evaluation report a 'public document' for discussion by participants in the E.L.T. programme in other universities, is an option for the evaluator, to further assess the relevance of the findings to the concerns of participants in other institutions of H.E. This we believe should foster the kind of debate needed for a clear definition of purposes, a rational decision-making process for programme practices, and a systematic evaluation of both the 'effectiveness' and the 'efficiency' of the E.L.T. programme in H.E.

The various reforms of the organisation of studies in H.E. in general, and Faculties of Arts in particular, attest to the recognition by all concerned of the urgency of a review of practices, and the need for the kind of changes that will bring about improvements in the educational programmes implemented in different university institutions.

The importance of the present evaluation is viewed in the context of the prevailing debate about the future of H.E., the rationale for including an E.L.T. component in the general curriculum of studies in Faculties of Arts, and the perceived relevance of these studies to the intrinsic educational and the more vocational needs and interests of the group of participants most affected by the decisions made for the implementation of the programme, viz. the students.

## CHAPTER ONE

### **BACKGROUND**

#### **1. HIGHER EDUCATION IN MOROCCO: OVERVIEW**

##### 1.1 Emergence of a Moroccan 'modern' University

The history of Higher Education (H.E.) in Morocco seems to fit the general pattern which has been set for the growth of universities in developing countries (for example, see Court, 1980).<sup>1</sup> However, in addition to its specific characteristics which were determined by the very history of the country, the Moroccan University, unlike most universities in developing countries, has had a long tradition with the Qarawyin University which was founded in Fez in the 9th Century, and which is still functioning alongside the more 'modern' University established at the time the country became independent. The 'modern' University was modelled on the French one and was for almost a decade no more than an annexe of Bordeaux University. Except in the Qarawyin, French was the medium of instruction and faculties and other institutions of H.E. adapted or adopted their syllabuses, teaching materials and techniques, and methods of assessment from the French University system.

During the late 1960's and early 1970's, a series of reforms were adopted following the general policy of arabisation and moroccanisation of education in the country. Disciplines such as history and geography, philosophy, sociology ... etc in the Faculty of Arts, and certain components of the programme in the Faculty of Law, which up to then had been taught in French, were arabised. This process emphasised the need for a restructuring of H.E. and the different attempts at reforming the system of studies at University which took place in 1973, 1980, and 1983.

In spite of this emergence of a new Moroccan University in the early 1970's, the remnants are still to be noticed of the eurocentrism which has so much affected aspects of the administrative organisation of the system of H.E. and the academic pattern of structure of departments within the University.

## 1.2 The 'mission' of H.E.

The first 'mission' assigned to the Moroccan University after independence was to meet the immediate national need for trained professionals (teachers, doctors, engineers, etc.) to replace expatriates, mainly French. This was to be the main function of faculties and other institutions of H.E., and in some way explains the development of a highly centralised system in which the definition of the needs of the country in terms of highly trained manpower was the responsibility of administrators in different ministries, but in which the interpretation of the aims of educational programmes to meet those needs was in most cases the responsibility of individual institutions within the University.

The issue of the functions of H.E. is central to the topic of the present study and is taken up in more detail in the section on purposes of the English Language Teaching (E.L.T.) programme in H.E. (Chapter 4 , Section 2.2, pp 98-101).

## 1.3 Open access and selection

The policy adopted for H.E. at the beginning was designed to achieve two aims. The first one, as stated above, was to train as large a number of nationals as possible to take over positions occupied by French expatriates in different sections of both the public and private sectors. The second aim was to accommodate one of the most important tenets of social justice, as is usually the case with newly independent countries, viz. providing education for all. Thus, a policy of open access was adopted by most institutions, qualified in some instances by the conditional requirement for the candidate to hold a certain type of baccalaureate (Science or Maths in Faculties of Medicine and Science, and Engineering Schools). Faculties of Arts and Law opted for an even more liberal system by making access to their departments open to candidates who did not have the baccalaureate, but who had to take a special examination instead.

Soon however, the pressure of numbers was to be used as an excuse for introducing more stringent selection procedures (for example minimum grades in so-called 'primary' subjects, and a competitive examination) by the

first group of institutions mentioned above. In the Faculties of Arts and Law, the special entrance examination which gave access to non-holders of the baccalaureate was abolished and the baccalaureate made a requirement for all applicants. The result of this development of a dual system was that in the first group of institutions, the student population was kept to reasonable proportions, with a highly favourable teacher-student ratio and quite a rational use of the educational facilities made available. In the second group, student numbers soared, and eventually the Faculties of Arts and Law came to be perceived as institutions designed to absorb the huge numbers of 'letters' and 'economic science' baccalaureate holders. In the last few years during which most posts - especially in teaching in secondary schools - have been filled, the risk is looming of these faculties becoming second-rate institutions, preparing their students for second-rate jobs at best, and unemployment at worst.

A direct result of the open access policy in the Moroccan system of H.E. are the high rates of failure and repeating. As this is one of the most important issues in Departments of English at University, it is discussed in relation to the need for an evaluation of the E.L.T. programme and the proposed analysis of the assessment system (Chapter 5).

#### 1.4 Developmental pattern of institutions of H.E.

As with the general development of education, the growth of institutions of H.E. in Morocco conforms to the pattern noticed for most institutions of the same type in developing countries (Court, op. cit.). For once it was felt that those institutions were managing to perform their function as places for training national future professionals, able to take over from expatriates, they started concerning themselves with their own internal development. This consisted in restructuring the departments by introducing new courses, training and developing their own staff, and promoting the kind of research most likely to contribute both towards the national development and the internal development of the individual institution. The general feeling among 'decision-makers', university administrators, and staff,<sup>2</sup> is that this stage in the development of H.E. establishments is far from having achieved its declared goals.

A related aspect of this internal development was the need for



institutions of H.E. to be less dependent on teaching materials (especially textbooks) produced in Western universities, by developing new syllabuses, more adapted to what are perceived as the needs of Moroccan students, and adopting new methods of assessment which would take into account the specificity of the national educational background. As pointed out earlier, the heavy reliance on foreign programmes, and in some cases what amounted to no more than a duplication of course management and structure in universities of Europe and North America - and to a lesser extent the Middle East - still hamper the efforts of institutions to establish an identity for the Moroccan University. As most of these institutions are relatively young, they have had as a constant preoccupation, not only establishing their independence vis-à-vis foreign modes of practice in H.E., but also developing their own pattern of management of teaching and research in relation to other national institutions having the same vocation. As will be seen in the description of the growth of Departments of English in Faculties of Arts, the interpretation of official documents into teaching syllabuses and assessment practices may be used to exemplify this stage in the development of institutions and departments within universities.

The last few years have seen a drastic reduction in the number of posts in the public sector, especially in education and administration. This type of employment which was implicitly guaranteed to university graduates is less and less available, which seems to justify the need for rethinking the relationship between H.E. and the training of manpower for the national job market. Students and society at large still place relatively high expectations<sup>3</sup> on the University to accommodate two seemingly contradictory purposes. Universities are expected to provide an environment in which students are offered facilities and experiences for self development, unique to H.E., and at the same time equip them with the type of skills they will need in their post-university careers by deliberately referring to the job market in designing courses and implementing them. Equally high expectations are placed on the University to offer more and more places for the thousands of secondary school pupils every year, while establishing and maintaining the sound academic standards needed, if graduates are to stand a chance in the competitive employment market.

Moreover, the imposition of budgetary restrictions on the University has implications for the quality of the facilities and type of experiences it can provide. As almost all Moroccan students (more than 95%) receive a government grant when they enter University, accountability (both administrative and academic) is already one of the most important issues to which institutions of H.E. have to address themselves.

## **2. ENGLISH LANGUAGE TEACHING IN H.E.**

### **2.1 Status of English**

The only research survey to date on the motivation for foreign language learning among Moroccan secondary school pupils (Guebels, 1976) shows the place of English as the most important foreign language (French being a second language) studied in educational institutions in Morocco. Guebels found that, of the three foreign languages offered for study in secondary schools (English, Spanish and German), English was preferred by an overwhelming majority among the respondents. The growth in numbers of teachers of English and the opening of special English classes ('Préformation') are evidence of the growing impact of English as a component of the school curriculum, especially in the Arts section ('Lettres Modernes').

As will be discussed in detail below, the number of Departments of English in H.E. has gone up from two in the early 1970's (Rabat and Fez) to six in 1984 (Casablanca, Oujda and Marrakesh were opened in 1980 and Meknes in October 1984), and the soaring numbers of students in these Departments (less than 500 in 1973 and over 6,000 in 1984) are also indicators of the importance of E.L.T. at University. With the opening of new Faculties of Arts and the prospect of at least four more Departments of English being added to the list already existing, these numbers are bound to go on increasing.<sup>4</sup>

### **2.2 Teacher Training in the E.L.T. programme**

The first of the two institutions responsible for training Moroccan teachers of English was the C.P.R. (Centre Pédagogique Régional). Its student population was composed of two groups: one of university first and

second year 'drop outs', and the other of students who had opted for training college after the baccalaureate. On completion of a two-year training course, they were recruited as first cycle teachers in secondary schools. A recent innovation has been the setting up of a programme for staff development designed to help first cycle teachers aspire to second cycle status after one year.

Up until 1982-83, university graduates with a B.A. in English Language and Literature followed a one year training programme at what was the E.N.S. (Ecole Normale Supérieure) to become second cycle teachers. Whereas the C.P.R. programme included a language and literature component, that of the English Department of the E.N.S. focused on the methodology of T.E.F.L. (Teaching English as a Foreign Language) with a practical component.

An important consequence of the reform of studies implemented in 1982-83 was the creation of the new Faculty of Education, the long-term goal of which was to set up a graduate programme in the educational sciences. However, the Department of English in this Faculty is still responsible for the professional training of secondary school teachers of English. As all students in this Department are graduates of different faculties of Arts, their perceptions of the effects of the E.L.T. programme they were exposed to at University make up an important part of the body of data analysed in the chapter on Effects. They are at an intermediary stage between their experience as university students and their professional careers, which may greatly affect their reflections on the different aspects of the said programme as it influences both their training and their future activities as teachers of English.

With the reduction in the number of teaching posts, although this is less acute a problem in E.L.T. than in some of the other disciplines taught in Faculties of Arts, a rethinking seems necessary of the 'mission' of Departments of English of which one of the 'unintended' outcomes has been the 'production' of graduates the majority of whom become teachers of English.

Insofar as the training and development of staff for E.L.T. is

concerned, a new programme was set up in October 1982 for training national assistant lecturers for Departments of English in Faculties of Arts. The first laureates of this programme graduated from Rabat and Fez at the end of 1984. No evaluation of this programme exists and, although it is not a focal point in the present study, those who participated, or are participating in the Fez one are among the respondents.

This evaluative study is meant to concentrate on the E.L.T. programme as implemented in the Department of English of the Fez Faculty and, to help contextualise the problem, an overview of the history and growth of E.L.T. all through the system of university education in Morocco is called for.

## 2.3 The institutional context

### 2.3.1 Departments of English

The first established university Department of English was the Rabat one. With a history of over twenty years, it has contributed to the development of the E.L.T. programme in H.E. in Morocco, as Departments of English in other parts of the country all have in one way or another used the Rabat one as a basis for developing their own courses. Prominent members of staff in Rabat have participated in initiating most of the changes implemented as a result of the three reforms of the organisation of studies in Faculties of Arts.

The appointment of former members of staff of Departments of English to administrative posts in the hierarchy of university administration - deans especially - has produced changes in the decision-making structure in that proposals of reform concerning the E.L.T. programme in particular have been initiated by individuals working in close contact with those departments. The importance of this lies in the fact that the individuals and groups directly concerned (Department committees - where they exist - and staff) are likely to be consulted and their views taken into consideration, which may enhance a greater participation on their part in the initiation and discussion of proposals put forward, with the aim of improving the working effectiveness of the E.L.T. programme in H.E. in the country.

The second university Department of English was that of the Faculty of Arts in Fez. It was set up in October 1973 as part of the new Annexe to the Rabat Faculty. It started with 145 students and a nucleus of one full-time and three part-time members of staff. Although parts of the content of specific courses were new (set books for reading comprehension and spoken English courses), the general structure of the programme was a duplication of the Rabat one.

Within the following two years, the total number of students increased by more than 300% and the number of teachers went up to fifteen full-time. The institution itself had by then become an autonomous Faculty, which encouraged the staff to take more initiative in designing and implementing their programme. An English section of the Faculty library was set up and a substantial budget devoted to the purchase of books and the installation of a language laboratory. At that time, what used to be sections had become Departments, and the Department of English, with one of the highest intakes in the Faculty, started acquiring a reputation. Some of the consequences of such development were the increase in student numbers, over-crowded classes, an insufficient number of books in the library for students and subsequently, the kind of problems that hamper academic development of institutions of higher learning found way to all aspects of the management of the E.L.T. programme.

In October 1980, three new Faculties of Arts with English Departments were opened as an attempt at decentralising H.E. and relieving the pressure of student numbers from the already existing institutions. The pattern of growth of Departments of English in Oujda, Casablanca and Marrakesh was the same as that for Fez. The teacher-student ratio was far from being favourable during the first two years and, by the time a large enough number of staff had been recruited, the numbers of students had gone up to proportions impossible to manage in a language department. Initially, the teaching programmes were developed from either the Rabat or Fez ones, or from a combination of both. With the recruitment of new teachers with experience in T.E.F.L and the teaching of literature and linguistics, these new departments are in the process of designing their own programmes. The first group of B.A. graduates from Casablanca, Oujda, and Marrakesh took their final fourth year examinations at the end of the academic year 1983-84.

### 2.3.2 Student population

Except for a few individuals, all the students who enrol in Departments of English have followed the secondary school programme in the Arts ('Lettres') section, either 'Préformation', 'Lettres Modernes' or 'Lettres Originelles' (Arabised Baccalaureate). The 'Préformation' group have been through an intensive programme with eight hours of English tuition per week. A competitive examination is usually set up at the end of the Fifth Form to select suitable candidates for this special English class, and in addition, 'Préformation' pupils are required to take a special English paper in the Baccalaureate examination. The second group is made up of students with either a 'Lettres Modernes' or 'Lettres Originelles' baccalaureate. Statistically, there are more 'L.M.' than 'L.O.' candidates for English Departments, although no study has been carried out to investigate the potential differences in aptitude and achievement between members of the two groups.

A large majority of members of these groups are full-time students who, theoretically, are expected to attend regularly as they receive a grant from the Ministry of Education. The term 'part-time' does not accurately define the status of non full-time students as the French and Arabic equivalents seem more appropriate. A 'free' student may be either a repeater in one of the years, who attends classes regularly but doesn't get a grant (students are allowed to repeat only once in each cycle before they lose their grants), or a part-time student with an occupation. 'Free' students who are in full-time employment make up less than 10% of the total student population. (Elaborated comments are made about the composition of the student population in the English Department in Chapter 5, 1.3.1, pp.173-177).

### 2.3.3 Teaching staff

As may be noticed in Table 1.1 below, the specificity of the staff of the Department of English is due not only to its cosmopolitan composition, but also to the variety of backgrounds and experiences of its members. As will be pointed out in the description of the climate of the Department, this melting-pot, both in the range of nationalities and the kind of

training and experience brought by different members of staff, gives the Department of English its specific attributes which distinguish it from other departments in the institution.

**TABLE 1.1**

Staff Composition, 1984-85<sup>5</sup>

NATIONALITY	- Moroccan (14) 44%	- British (08) 25%
	- French (06) 19%	- American (02) 06%
	- Other (02) 06%	
COUNTRY OF GRADUATE/ POST-GRADUATE STUDY	- Morocco (02) 06%	- U.K. (15) 47%
	- U.S.A. (04) 12%	- France (08) 25%
	- Other (03) 09%	
HIGHEST DEGREE	Ph.D. (09) 28%; MA/M.Sc/M.Ed (09) 28%	
	'D.E.S.' (02) 06%; 'Agrégation' (06) 19%	
	'D.E.A.'/'C.E.A.' (02) 6%; B.A. (04) 12%	
DISCIPLINE OF GRAD./ POST. GRAD. STUDY	- Literature ..... (13) 40%	
	- Linguistics & Language Teaching... (12) 37.5%	
	- Translation ..... (01) 03%	
	- Other..... (02) 06%	
	- More than one discipline..... (04) 12%	

- 'D.E.S.' = Diplome d'Etudes Supérieures (M.A.)
- 'D.E.A.'/'C.E.A.' = 1st year Postgraduate Diploma
- 'Agrégation' = French degree with no equivalent in the 'Anglo-Saxon' system.

During the first four years in the life of the Department, only two Moroccan teachers were full-time members of staff. This situation illustrates the stage in the internal development of institutions of H.E. during which the main preoccupation was to recruit and develop national staff. This need was made even more urgent by the instability of the expatriate element of the staff at University, considering that the financial incentive which could have attracted them did not exist, as the salaries paid to university lecturers in Morocco are far below those offered by certain countries in the Middle East for example. Foreign members of staff are recruited on short term contracts (two years) and institutions have to create a climate in which job personal satisfaction - as opposed to financial contentment - could make up for the material loss those teachers are likely to incur by opting for less lucrative positions than the ones available elsewhere. This melding of products of different types of training and experience is an invaluable asset in a department in which English is taught as a foreign language, and such a melding has contributed not only to the provision of a wide mixture of experiences in terms of practical teaching, but also in creating a unique climate which could only be of benefit to both the students and the institution at large.

Concerning the teaching experience of members of staff, the figures in Table 1.2 indicate that a large majority among them (90.5%) have been in the Department for a long enough period of time (more than two years) to be familiar with the workings of the programme. Their experience should allow them to contribute effectively to the development of the Department and the Faculty by building on the goals so far accomplished and at the same time considering potential changes likely to foster growth. 46% of the teachers have had some experience of teaching English at secondary school and, although this factor tends to be overlooked, this may imply a better understanding of the value of the students' secondary school background and their perceptions and expectations when they enrol to study English at the University.

Of the seven senior members of staff indicated in Table 1.2, only one is Moroccan. As long as promotion is determined by the degree(s) held by a teacher rather than his/her experience, teaching competence and/or publications, this state of affairs will persist in spite of the teachers' efforts to bring about changes in the system through the National



Union of University Teachers. Considering that the graduate programme recently set up in Faculties of Arts aims at training future university lecturers, staff stability seems to be a prerequisite for both supervision and teaching to be effective.

**TABLE 1.2**

Staff Teaching Experience and Rank 1984-85

Experience of teaching English at secondary school	None = (17) 54% Less than 2 years = (08) 25% 2 - 5 years = (07) 21%
Experience in the Department	Less than 2 years = (03) 09.5% 2 - 5 years = (16) 50% More than 5 years = (13) 40.5%
Rank	P.E.S. = (01); M.C. = (06) 19% M.A. = (14) 44%; Prof.Ag. = (06) 19% Prof. 2e. Cycle = (05) 15.5%

P.E.S. = Professeur de l'Enseignement Supérieur ..... ('Professor')  
M.C. = Maître de Conférences ..... ('Senior lecturer')  
M.A. = Maître Assistant ..... ('Lecturer')  
Prof. Agrégé (Rank with no equivalent in the 'Anglo-Saxon' system)  
Prof. 2e Cycle = Professeur du 2eme Cycle (Secondary school teacher equiv.)

**TABLE 1.3**

Staff Characteristics: Age & Sex 1984-85 (see note 5)

AGE	25 - 30	=	(07)	22%
	30 - 40	=	(22)	69%
	Over 40	=	(03)	09%
SEX	Male	=	(23)	72%
	Female	=	(09)	28%

Only three out of the 14 Moroccan members of staff are female (21.5%). As suggested in Chapter 4 (1.3.2, p.178), the reasons for this phenomenon remain to be investigated, although the social pressure exerted on female students to take up a job as soon as they graduate from the University is a possible factor. Less female students than male have enrolled in the new graduate programme or opted for further studies abroad and as this is the only way they can obtain teaching posts at the University, at least for graduates of English, this situation is likely to go on prevailing in the future.

The age distribution on the other hand exhibits a pattern which reflects the very nature of the Department as a relatively young institution of H.E. Further comments about this characteristic of teachers are made later, using the students' responses to an item included in the questionnaire on purposes of the programme, and more specifically their perception of the importance of the age and sex of their teachers.<sup>6</sup>

#### 2.3.4 Facilities

In addition to the usual lecture rooms, four small rooms were allocated to the Department and used for small-group teaching (Spoken English, 1st and 2nd years and 4th year seminar groups). The application for the use of these rooms was a tactical move for two reasons: 1) easing the pressure on the use of class-rooms in time-tabling, and 2) achieving the hidden purpose of imposing the idea of small-group teaching as the administration - at the time responsible for time-tabling - always insisted on making full use of the large rooms, especially amphitheatres which had cost the Faculty a lot of money, whatever the consequences on the effectiveness of teaching.

#### Language laboratories

They were acquired and made operational during the second year of the Department (1974-75). In spite of the usual problems of maintenance, maximum use has always been made of them. More detailed information about their use and the evaluation of the laboratory sessions are provided in the

section on teaching and learning (Chapter 5, 1.2.1.2, p.p. 162-163).

### The library

As the English section of the library was almost nonexistent compared to other sections in 1973, a special effort was made to set up a nucleus, and the most important reference books and certain textbooks were acquired. Lists of these were submitted by the staff, and soon an embryo of what could be called a library was constituted. However, the complex indexing system in use and the general organisation resulted in a state of affairs still prevailing at present: books purchased and indexed but never read by any of the students, much needed books borrowed and never returned, and such seemingly insoluble problems which are far from being an incentive for students to enjoy any kind of reading inside or outside the syllabus. A Department library with reference books and some specialised works was set aside for 4th year students with quite a strict system of reserved borrowing. This not only helped the students to have direct access to the shelves but also compelled them to do the required reading in a minimum time. (Alumni assessment of this experiment is reported in Chapter 6, 2.2.3.2, p. 268).

## 2.4 Organisational structure

### 2.4.1 Departments of English within the system of H.E.

Departments of English started as sections within Faculties of Arts. Until the 1978 Reform was actually implemented, their decision-making power was limited to aspects of the programme such as content, teaching methods, and the academic organisation and administration of final year examinations. The administrative organisation of the Department (enrolment of students, time-tabling, staff recruitment and administrative organisation of examinations) was the responsibility - although less in Rabat than in Fez - of the administration (Dean, Vice-Dean, Secretary-General and clerical staff). This pattern reflects the highly centralised character of the system of H.E., especially as the general structure of the programme relating to the number and nature of courses, the weekly time allocated to each type (oral or written), and the number of examinations as well as regulations, were stipulated in a ministerial decree. Their

acquisition of the full status of departments has meant a relative sharing in decision-making concerning the general administrative organisation and an advisory role in matters relating to the management of the E.L.T. programme in H.E. As a consequence, sections about E.L.T. in the 1983 Reform were the negotiated result of drafts of proposals made by the two departments existing at the time the text was finalised (Rabat and Fez).

The most important however, is that individual departments have exercised initiative in interpreting the terms of the Reform, while at the same time keeping the general framework provided in the official documents. The result of the varying interpretations made by different departments of English is a difference in course content and modes of assessment, which members of staff in the respective institutions of H.E. generally consider as positive, in that it reflects 'variety within uniformity' and helps preserve national standards with the implementation of relatively autonomous programmes. To demonstrate the importance of such autonomy, the practices component of the proposed evaluation includes an element of comparison between the different interpretations of the E.L.T. programme as defined in the 1983 Reform, and its administration in departments of English in the country as reflected in course descriptions and assessment methods.

#### 2.4.2 Specific characteristics of the Department of English within the Faculty of Arts

The distinguishing characteristics of the Department of English are due not only to the climate engendered by the discipline itself (E.F.L.) but also by the composition and make up of the teaching staff, and one could even venture to say by its student population. As pointed out earlier, the different nationalities and the background, both academic and pedagogic, of members of staff make of the Department a unique context within the institution. This also may help to understand some of the aspects of the culture that prevails among individuals and groups participating in the programme. The disciplines taught and staff characteristics have contributed to the development of a relatively democratic process of decision-making and system of personal relationships within the Department.<sup>7</sup>

Insofar as objectives, content, and assessment of the different components of the programme are concerned, actual decision-making is to a certain extent the prerogative of individuals and groups responsible for each component. Academic freedom is reflected in the fact that members of staff make what they think are appropriate decisions about course objectives and content, and adopt the teaching strategies they perceive as relevant. As no formal system of inspection exists in H.E., teachers are free and theoretically accountable only to other colleagues teaching the same course. This accountability is made necessary by the need for coordination in planning and teaching, at least for the purposes of final assessment. Tenure is granted to Moroccan members of staff after a probationary period of two years upon recommendation by the Dean of the Faculty and is theoretically based on the applicant's demonstrated abilities in teaching and research. To date, at least as far as our institution is concerned, no case of failure to obtain tenure has been registered.

Another factor which adds to the uniqueness of the educational context we are concerned with, is the very nature of the foreign language as the only medium of instruction used. Except for the Arabic, Islamic Studies, and second language components, all the teaching is done in English and it has been noted that quite often, students speak the foreign language even outside the learning context of the classroom. This is the main reason why student interviews for the evaluation were conducted mainly in English to ensure that they are taken seriously by respondents. An impression derived from personal experience is that the classroom atmosphere is relaxed enough for the desired type of interaction to take place and generally speaking, relationships between students and members of staff are less impersonal than the ones imposed by the purely traditional lecturing system of H.E. Student evaluation of teaching and the effects component of the evaluation should contain data to assess these impressions which have been developed as a result of the evaluator's experience in the Department.<sup>8</sup>

### **3. ON THE NEED FOR AN EVALUATION OF THE E.L.T. PROGRAMME**

#### **3.1 The 'social service' view and attrition rates**

As demonstrated by the open access policy followed during the initial

stages, H.E. in Morocco had as one of its most salient characteristics, a largely 'social service' oriented goal at the beginning. Until the late 1960's and early 1970's, most institutions of H.E. tended to adhere to a general national policy which made a certain type of baccalaureate the only requirement for entry.

However, with the growth in student numbers which resulted in very high rates of attrition, the only faculties with no selective requirements at present are those of Arts and Law. The situation in Departments of English is illustrative of this state of affairs and, although efforts have been made to 'reorient' applicants, the growth of the student population has reached such proportions that even the most liberal and democratically-minded individuals in the Department have come to accept the institution of some kind of selection system as the only solution, whatever the injustice and drawbacks.

As indicated in Appendix I.1 (p.319 ) the increase in the number of new students in 1st year has been constant since the opening of the Department. In 1980-81, the creation of a new University in Oujda with an English Department, temporarily eased the pressure of numbers on Fez. A second decrease was noticed in 1982-83 (-7.5%) when new regulations concerning enrolment were introduced whereby 'part-time' students were required to submit a special authorisation from their employers (for most of them the Ministry of Education). A consequence brought about by this change is that since 1982-83, the number of 'part-time' students has been kept down to a minimum (less than 5%), especially in faculties of Arts where the majority of applicants are employed by the Ministry of Education. A comparison of the rates of 1st year intake and completion rates (see Appendix I.2, p. 319 ) shows the degree of wastage that has characterised the results obtained in the Department, which is also a characteristic of all other English Departments in the country.

Failure rates in H.E. in general have come to be considered as a useful means of controlling numbers and at the same time upholding the quality of academic standards. As already pointed out, the seriousness of the system is quite often measured by the number of students who 'don't make it'. This - it is claimed - is one of the characteristics which the system has inherited from, and still shares with, the French system of H.E.

One wonders however how this restraining factor for the development of an effective structure can still persist after more than a decade of the emergence of the Moroccan University.

Of 2,436 students enrolled in the Department between 1973-74 and 1981-82, only 646 (26.5%) actually graduated. An examination of the results for the following years (1982-83 to 1984-85) suggests that the overall graduation rate of 26.5% obtained during the first ten years in the life of the Department is unlikely to improve, given the present conditions, which are far from being specific to Departments of English.

The attrition rates, which may be inferred from the statistics indicated in Appendix I.3, (p.320) for the twelve years of the Department of English, suggest that although the system is not selective at the outset, it has established a tradition of accepting high rates of failure as normal. In some departments in faculties of Arts, pass rates of over 40% are considered as an indicator of the lack of seriousness of examinations and/or teaching staff. Generally speaking, high pass rates (anything above 50%) tend to be associated with an excess of leniency on the part of examiners.

### 3.2 The unintended mission of Departments of English

Of all the students who did enrol in the Department of English between 1973-74 and 1981-82 (see Appendix I.3), 646 (26.5%) completed the B.A. degree. Although no statistics are available at present, one may say with near certainty that a large majority of them have either followed the E.N.S. (Ecole Normale Supérieure, present Faculty of Education) training programme, or gone abroad (France, U.K. or U.S.A.) for further studies. It is expected that most members in the latter group will be/have been recruited to teach English in institutions of H.E.

A number of those who managed to pass 2nd year, but did not complete the B.A., used to be recruited by the Ministry of Education as first cycle teachers. A few of these enrol as 'free' students and, in spite of a heavy teaching load, go on trying to get through the hurdles of 3rd and 4th year examinations. A large majority of those who fail either at the end of 2nd year or in 1st year tend to stay on and repeat. In quite a number of cases,

a period of up to three years is spent in either one or both first cycle years. Students who decided to give up in the first cycle used to be recruited as 'chargé de cours', a temporary teaching position which is not offered any more, not even to second year drop-outs.

The degree of satisfaction of employers (Ministry of Education through secondary school headmasters and inspectors) with the product of the University in E.L.T. has never been investigated. The university graduates' proficiency in the English language is an important indicator of their success as teachers, although not the most important, and this seems to be the aspect of their training which is acquired in Departments of English. It justifies the impression that a crucial part of the mission of H.E. in this case is to develop the student's ability to communicate, both in speaking and in writing, in the English language.

### 3.3 Changes in the programme

The E.L.T. programme as it stands is the product of a series of reforms of the organisation of studies in H.E. which have taken place in the last ten years. In spite of all these changes, most of the issues raised by the designing and implementation of the programme are as relevant in 1986 as they were in 1973 when the Fez Department of English was set up.

The different versions of the E.L.T. component of studies in faculties of Arts as formulated in the three reform texts published since 1973 were the result of lengthy deliberations at the decision-making level and seem to have taken into consideration the proposals made by individual departments. Components of the programme such as courses taught and the assessment procedures are part of the legal texts which legislate the organisation of studies at the University. The impression one gets from talking to members of staff suggests that they generally tend either to dissociate themselves completely from the official wording of the programme, or at best interpret its terms in a way that fits their own conceptions of the purpose of the educational operation they are involved in. Their interpretations are reflected in the content of courses which they think is designed to serve their students' immediate needs.

As mentioned in the section on H.E., a consequence of the



developmental pattern followed by faculties of Arts is that they are more or less considered as institutions designed to absorb the large numbers of holders of the Arts baccalaureate. Thus, it seems more important than ever before for departments of English, which have one of the highest intakes in the University, to reconsider the purposes of their programmes. Moreover, as the discipline offered in these departments (English as a Foreign Language) is still perceived as one of the few subjects taught at faculties of Arts likely to guarantee future prospects of employment, the motivation of students being highly instrumental, it is essential that students are provided with the type of information they need to make decisions which will affect their future careers. The very high expectations students place on the Departments of English plead for an evaluation and, consequently, a rethinking of the purposes and practices of the programme in which nearly 4,000 students have been involved since the opening of the Department in 1973.

### 3.4 Special reference to the Fez experience

For practical reasons, the present study is intended to concentrate on the programme of E.L.T. in H.E. as conceived and implemented in the Department of English of the Faculty of Arts in Fez. Following are some of these reasons:

1. The Fez Department of English was opened at least ten years after the Rabat one and seven years before the three departments in the new universities of Oujda, Marrakesh and Casablanca. This makes the Fez experience unique in that in establishing the Department, the staff could refer to the Rabat experience, and at the same time take initiatives in designing their own courses and implementing them. In this respect, Fez is neither an old established department nor a new one.
2. What seems to constitute another valid reason for making special reference to Fez is that the evaluator has had first-hand experience of the programme both as a member of staff and as acting chairman. This status in the institution should make access to useful information relatively easy and ensure the necessary cooperation of administrators, colleagues and students.

3. Restrictions on the amount of time to be devoted to completing the research project, and the need for the evaluation to encompass as many aspects of the programme as possible, dictate limitations on its scope.

However, to give the findings of the study a wide enough scope of application and for purposes of validating those findings, comparative data are used wherever possible. Feedback on the tentative results of the analysis of data for all three phases of the evaluation was provided to teachers and decision-makers in other universities than Fez and their reactions recorded. As the most crucial decisions which have affected - and will in the future affect - the workings of the programme and its general organisation have always been taken at a national level, the proposed evaluation will lose the most important of its justifications if it does not take into account the national context of E.L.T. in H.E. in Morocco.

#### 4. ISSUES OF E.L.T. IN H.E. IN MOROCCO

Any attempt at formulating the issues raised by the implementation of the E.L.T. programme in H.E. in Morocco at this stage is bound to be tentative and exploratory. The mere fact that such issues, when discussed by those concerned, are 'blamed on "the system" ', does explain their elusive nature. A formulation of those issues will be derived from a description of the context in which the programme is functioning and, to conform to the style advocated for our study, it (the formulation) will need to be corroborated by an investigation of perceptions of participants as to their nature, and the reasons for their existence and importance.

As the evaluator has been involved with the programme from its beginning, both as course planner and practitioner, his own experience, however limited and idiosyncratic, is used as a reference in considering the issues at stake.

Issues relating to the content of programme courses, practices, as well as the outcomes expected to result from them, seem to derive from a feeling of uncertainty on the part of participants as to the indicators of the effectiveness of the system. If this effectiveness is to be measured by student numbers, a simple statistical survey will show that these

numbers have been going up constantly: the number of Departments of English has gone up from two in 1973 to 5 in 1980 with over 10,000 students in 1985-86 (less than 500 in 1973).

The most important however, is that the uncertainty referred to is more related to what are seen as objectives and practices for achieving purposes. Problems concerning the content of courses, the teaching techniques, and the assessment methods, reflect the lack of conviction that characterises most of the undertakings of people involved in the programme. Another issue is the students' apparent lack of understanding of the programme's broad aims, and the need for them to adopt a new set of attitudes, which may conflict with their held values, to actually think of their experience in H.E. as more than training for a job .

Considering that 'communicative competence'<sup>9</sup> in the foreign language is seen by practitioners as a vague aim of E.L.T., the difficulty of actually measuring the extent to which it has been attained by students makes the examinations as conceived by decision-makers at the level of the Ministry of H.E. far from being a satisfactory system of assessment.

The high rates of failure and drop out which are perceived as the result of the practices adopted, raise questions concerning the democracy of a system that prides itself for having no selective element at the outset, but which becomes over-selective as it proceeds. Student strikes are a familiar event in H.E., and one of the main claims of the student-body is a share in the decision-making process. No wonder then, that quite a large number of them have come to view failure in examinations as evidence of the failure of the system, and thus justify their resistance to considering themselves responsible in any way for the experience they are undergoing.

In the same way as the aims and style of the evaluation have methodological implications, the issues deriving from the designing, implementation and assessment of the programme are likely to influence the choice of methods and procedures for carrying out the evaluative study. In order to face up to the challenge of the complex nature of the issues mentioned, and accommodate the array of points of view likely to result from the discussion, it is worth emphasising the need for an eclectic

approach which in a way is a translation of the responsive function of evaluation into methodological courses of action.

## CHAPTER TWO

### A CONCEPTUAL FRAMEWORK

#### Introduction

Making decisions about the theoretical model one is to adopt for an evaluation requires as exhaustive a review of the literature as possible, in order to justify the choice of a particular framework within the array of possibilities open to the researcher. Thus, given the limited scope of the present chapter, and for the purposes of the proposed study, it seems that the importance of such a review will be limited if it sets out to enumerate and discuss the models without offering an appropriate justification for the choice. The main aim of this chapter is to examine the implications of theoretical issues of evaluation such as purposes and style, as well as the roles the evaluator is called upon to assume. The methodological component is dealt with later as it is likely to be determined by the three methodological components involved, namely: purposes, style and roles.

In taking account of the specific nature of the programme to be evaluated and the need for an eclectic approach, we are making assumptions concerning the educational issues at stake, the prevailing relationships between the programme components and the different groups of participants involved in it and the role and relation systems that obtain among them. Thus, this part of the study is intended to cover the four main determining factors that make up a theoretical framework: 1) the functions that the evaluation is supposed to serve; 2) the style to be adopted in carrying out the evaluative study bearing in mind the implications of 1); 3) the roles of the evaluator in relation to the programme and the participants as determined by 1 and 2, and 4) the methodological approach for collecting and analysing data and reporting the findings of the study.

#### **1. PURPOSES OF THE EVALUATION**

A premise we intend to start from is that a statement of the purposes of the evaluation will set limits to the scope of such an enterprise and

will serve a preliminary elicitation of the issues that the evaluator aims at illuminating with the potential uses to be made of the results of the study. This is because a model is almost always limited by the purposes that the evaluation tries to achieve, in the same way as the model itself puts constraints on the possible achievements of the evaluation and tends to emphasise certain issues which the evaluator considers essential. It determines not only the scope of the study, but also the type of information to be collected for an examination of the intended issues, with the purpose of disentangling the complex network of interactional relationships obtaining among the components of the programme and the parties involved in the process. This information will be used to suggest insights into the educational operation, and a description of the processes underlying the perceptions, attitudes and expectations of participants. The types of issues implied here are those related to both the programme and its evaluative review which aims at improving it (Arns & Poland, 1980).

## 1.1 The informative function of evaluation

### 1.1.1 Justification

In their discussion of the inadequacy of the 'traditional' model of evaluation, Parlett & Hamilton (1977) suggest that one of the reasons why past efforts to evaluate educational operations have failed is the under-attention to educational practices including those of the learning milieu. This seems to underline the need for a body of information collected for a thorough investigation of the 'instructional system and learning milieu' (Parlett & Hamilton, op. cit:10,11). For the evaluator and prospective users of the evaluation to understand how the system works and be aware of its implications, information on such components as the perceived purposes of the programme, its practices (teaching techniques, learners, learning, and assessment of learning) and the changes it induces in participants is of paramount importance.

As the final product of educational activities rather than the process involved in teaching and learning has been the main concern of advocates of the 'traditional' models, they have tended to underestimate the value of the informative function of evaluation. It consists in providing practitioners with information about the system, for them to be

able to assess the consequences of their practices, and reduce uncertainties about their own perceptions and the students' expectations. This, as will be mentioned in more detail later, is possible if the information collected is of the type that will provoke thought and bring about an examination of educational conceptions and prejudices.

Insofar as the relationship between the 'findings' of the evaluative study and the value system of participants is concerned, the information - it is hoped - will serve to shed light on 'the gap between rhetoric and reality' (Adelman & Alexander, 1982) as reflected in the 'culture' of the institution in which the programme being evaluated is taking place. A reassessment of the participants' intentions in the light of the new information is the first step towards the development of an awareness of the real status of those intentions, as well as the practices based on them.

One of the most important issues deriving from the informative function of evaluation is the risk that once known, the information can either be used by one of the groups involved - most likely the 'managers' - to further institutional goals threatening to other members of the constituency, or changed in such a way that it fosters their own interests at the expense of those of other groups or individuals, to give them a firmer grip on the decision-making process. This risk is real when the main recipients of the information are the members of the managerial group who may then act as 'gate-keepers' (Barnes, 1979, cited in Adelman & Alexander, op. cit.) who will decide what elements of information to pass down and how to convey it to other people concerned. However, if a participative style is adopted, and a balance in the control of information dissemination achieved, it is likely that those who will benefit most from it are the participants who are directly involved in the programme, and who stand to be affected by the 'findings' of the evaluation.

#### 1.1.2 Information and the management of change

As the provision of information is intended to produce some kind of change in the system as it stands, some of the issues arising from the possibility of such change occurring are worth pointing out.

The intended evaluative study is to take place in a context in which the very idea of evaluation, as conceived and defined in our conceptual scheme, is alien. It then seems essential that if the evaluation is to achieve its purpose, its conduct must strive to promote a climate consistent with the values underlined by the style adopted. Our educational programme is hosted by an institution characterised by a pluralistic and at the same time highly centralised structure, however contradictory this may seem. Considering that the aim of the evaluation is to promote course improvement and induce the kind of attitudinal change that will allow such improvement to actually happen, it should also create the type of attitudes that will foster changes in the organisational structure of the institution - in our case the Department of English - to accommodate the various decisions to be made in the framework of a formative type of evaluation.

The 'goals, focus, methods, criteria, organization, dissemination, and application of evaluation' (Adelman & Alexander, 1981:156) as seen by the evaluator, must face up to the challenge of the 'climate structure' that characterises the institution responsible for the programme. To do so, it must take into account the system of values, ideals and relationships prevailing in the educational milieu, and the way in which the evaluator is to relate to different groups and individuals in the constituency. In addition to this, as the evaluator himself is accountable primarily to those people directly involved in the operation, the system of internal accountability as perceived by members of the community does constitute an important dimension of the evaluation for understanding the reactions to the proposed evaluative project, and the expectations placed on it as expressed by those most likely to be affected by its process and results. Therefore we assume that any examination of the intentions, practices, and presumed outcomes implies an insight into the organisational structure for decision-making as it prevails in the environment of the programme.

As the information serves to describe a process which itself is the result of decisions embodied in the objectives set for the programme by the educational community, the activities considered appropriate for its implementation, and the expectations of its outcomes, this information cannot be taken as 'universal' and must be conceived of as temporary. To this effect, Alexander states:



'Provided that such "information" is taken as provisional-hypothetical even (Elliot et al., 1979) - and marks a process of continuous and cumulative enquiry rather than makes final or absolutist claims, it will be helpful to the process of course-improvement and therefore to teachers' professional development'.

(Alexander, 1980:192).

### 1.1.3 Information for decision-making

Thus, this emphasis on the importance of the informative function of evaluation should in no way be interpreted as an assertion of the finality of information. Amassing a body of data - however varied and relevant - is not an end in itself. Processing the data into information to be interpreted for use in planning and implementing decisions aiming at improving a programme is a judgemental act which underlines the interpretive process. The mere fact of selecting items of information which are considered by the evaluator to be relevant for a systematic description of the programme is an act of interpretation and rests on value judgements and ideological conceptions of educational practice.

To make decisions, decision-makers will require different and most of the time conflicting pieces of information, and it is the evaluator's task to make the selection. This selection will itself be based on his own perceptions of the value-system obtaining in the institution and the way he relates to it.

'The judgement he himself exercises is at the level of choosing data and deciding how to collect and present them. Since even these choices cannot be value-free, he must declare his own choices'.

(Tawney, 1976:13).

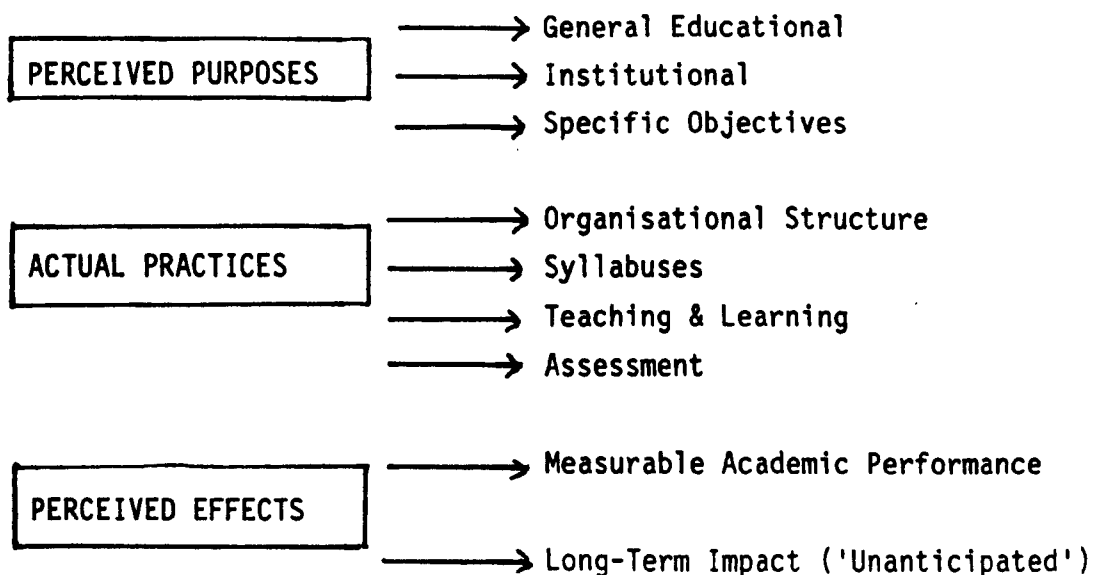
In informing participants, the evaluator contributes to enlighten them on the nature of the system by describing it and attempting to understand and interpret the phenomenon under study, in order to contribute towards more rational decision-making to improve the workings of the programme and serve the needs of participants.

If we assume with Weiss that 'evaluation is committed to the principle of utility', and if we are convinced that 'if it is not going to have any effects on decisions, it is an exercise in futility' (1972:10), then, in order for it to meet the needs of those it is intended to serve

and help towards programme improvement, it seems essential to provide illuminating information about characteristics of the whole operation. Such information will be used in the formulation of questions relevant to the educational setting and practices, and how they interact to determine the consequences on the groups or individuals exposed to its workings. Whatever the dimension of the evaluation study one is considering, the provision of adequate information seems the only means of enlightening its potential users as to the complex influence that each of the variables has on the staff, the students, as well as any other individuals participating in the programme.

#### 1.1.4 Sources of information

In their formulation of a framework for formative evaluation, Sanders and Cunningham (1973) emphasise the sources of information as an important dimension in the development of a model. Three types of information are suggested: 'internal', 'external' and 'contextual' information. These types are meant to cover both the 'instructional system' and the 'learning milieu' and seem appropriate to the purposes of our study. The areas for which a collection of information is necessary are illustrated in the diagram below.



#### 1.1.4.1 Perceived purposes

However nebulous the statement of purposes and concerns of the programme, and in spite of the controversy over the necessity for an evaluation to concentrate on the goals and outcomes in the 'traditional' model, it seems that if the study is to be systematic, it has to take into consideration those perceptions, ideals and expectations which are part of the input participants bring into the process. If they are considered an integral component of the process, they can be formulated in such a way as to fit a more realistic statement, and the reformulation process itself may be viewed as one of the changes induced by the programme and its evaluation.

As the participants' perceptions relate to their held values, they are of a complex and conflicting nature, and are usually demonstrated in a subtle way. Those of administrators will be embodied in the statements of intents contained in official documents describing the aims of H.E. in general terms and rarely - if ever - mentioning items such as content, practice or method of assessment. At the institutional level, these perceptions can be detected in the attitudes of those responsible for the management of the institution towards a discipline, their understanding of classroom practices and most important, their expectations of the outcomes of a programme. At the more practical level of the department, the perceptions of those directly involved - teachers and students - are the most likely to affect the functioning of the programme. Although one may expect to find that they are conflicting to a certain degree, it is the perceptions of teachers and students which have the most potential to reveal the value system and the participants' understanding of the nature of the programme as a process they are exposed to. The perceptions of staff are implied in their statements of intents contained in course descriptions, the practices they use in implementing the courses, and their methods of assessing students' achievement. Their expectations of the programme as an educational process are also a manifestation of their perceptions. As for the students, their perceptions are indirectly translated in their attitudes towards the programme and its managers (teachers and administrators), and their adoption of learning styles to fit

with what they think are the objectives of the educational enterprise they are participating in.

#### 1.1.4.2 Practices

They include the general organisation of the programme, the teaching syllabuses as developed by the staff, the implementation with special focus on the teaching procedures, the 'learners' and the 'learning' (Wittrock & Wiley 1970), as well as the methods used in assessing the outcomes of the programme as a whole. (See Chapter 5).

#### 1.1.4.3 Effects

These are the consequences of the process and its evaluation on the participants. Changes that it induces in attitudes and behaviour, and effects of the evaluation, will be considered in order to bring out those 'unanticipated' consequences that are not 'overt' objectives of the programme and that may be even more important than the 'intended' ones.

The programme to be evaluated is relatively established and it would be unrealistic to consider it anything but continuous. To serve the needs of those participating in it, the evaluation has to proceed in the same pattern so that the process is 'interpreted' rather than 'implemented' (Adelman and Alexander, op. cit.:159) and long-term consequences are assumed to be its most desired ones, although in some cases 'unexpected'.

### 1.2 Interpretive function

The evaluator's selection of issues and the type of information needed to illuminate those issues have implications for his role in making judgements. The role aspect of this question is dealt with more fully in the section on evaluator roles (Section 3). As quite a substantial part of the literature is devoted to the discussion of this issue, it is appropriate to point out the relevance of this interpretive function of evaluation.

The evaluator's own system of values and conceptions are likely to influence the way the information is fed back to the participants, and his

decision to focus on certain aspects of the programme at the expense of others. In short, the methodology adopted will determine the pattern of interpretation favoured by the evaluator - and ideally his audience - in trying to conform to the conceptual model adopted. Various issues relating to this function of evaluation are taken up in the chapter on methodology.

### 1.3 Formative function

As stated above, the informative function of evaluation will be doomed to futility if it does not contribute towards improvement of the programme, self-development of the participants, advancement of knowledge, and learning from the very decision and process of evaluation ... etc., which are the characteristics of a formative type of evaluation.

' ... evaluation cannot stop at merely analysing educational beliefs and practices'

(Parlett and Dearden, 1977:154).

The various definitions of formative evaluation offered in the literature (Sanders and Cunningham, op. cit.; Stake, 1967; Cronbach et al., 1980; Pace, 1972; Weiss, op. cit. ... etc), although differing in their respective use of the terminology, all seem to emphasise the need for such type of evaluation to yield results to be used as feedback to participants in the programme being evaluated, in order for them to be able to make decisions towards improving the educational operations, as well as providing them with 'bases for informed judgements'. 'To provide bases for informed judgements' (Pace, op. cit:3) aims at using the feedback in order to bring about the kind of change likely to benefit all sections of the audience of the evaluation.

A broader definition of formative evaluation is necessary to account for the effects of the evaluation process itself on the participants insofar as their potential development of new attitudes towards the very idea of evaluation is concerned. The most important goal of formative evaluation should be

' ... encouraging and developing the skills of all involved in education to be more sensitive, perceptive and articulate about all experiences by which they learn'.

(Cox, 1981:13).

This, we believe, is the most effective way for evaluation not to be confined to the assessment of the congruence between objectives and outcomes, or a mere description of the process and its effects. The evaluation will answer the question; 'How does your garden grow?' rather than 'What does your factory produce?' and 'awaken the consciousness to opportunities, enhance sensibility to the consequences of decisions, suggest alternatives and foster introspection on the part of faculty members and administration', (Pace op. cit.:14).

Another positive result of a formative type of evaluation is that it has the potential of developing the participants' self-awareness in such a way as to alter their perceptions of their roles and encourage them to reconsider their own assumptions about the nature of their intents, the processes of their educational system, and their expectations of its outcomes. Ideally, this process of change does not only come as a result of the evaluation, but it is possible to see it as an ongoing process that will develop as the programme proceeds, and perpetuate itself, with the ultimate aim of developing the decision-making procedure into a rational one in future activities.

Insofar as students are concerned, this formative role of evaluation is no less important as it is for members of the policy shaping community (SPC, Weiss, op. cit.). If they are involved in the process of evaluation, and if they are made to be aware of its purposes, they stand to benefit from it at least as much as the other groups of participants involved. They will be able to assess the value of the programme to them in the light of their expectations and the changes induced in them, which should help them learn and reflect upon the educational experience they go through. They will see how the programme contributes to their own development by creating changes in their knowledge, their learning strategies, their attitudes towards the subject matter, and the benefits they stand to gain from their experience.

'The extent to which a student's critical awareness of his course as education is itself significant part of his education'.

(Cox, 1983:1).

The effect of a formative evaluation is in no way restricted to the participants in the programme. As stated by Arns and Poland

'There are more general benefits for the university ... that stem from the dissemination of understanding and the building of new relationships across the campus'.

(op.cit.:282).

A broader definition than the one suggested in writings about formative evaluation will take into account the aspect discussed below, which does not seem to have been given the importance it deserves in the literature. In addition to its contribution towards programme improvement, if an evaluation does satisfy the needs of participants, and they see the practical applications of its findings, the process of evaluation itself is likely to affect the people involved and induce changes in them. The kind of resistance noticed in teachers whose practices are being evaluated will be removed, and more positive attitudes will develop towards the process of evaluation of which they are to be part, and the results of which they should then see applicable to their educational activities. For this purpose, it seems that a not so minor role of evaluation is to assess its own consequences - not only the effects of the programme - on participants at different levels of the educational system under study.<sup>10</sup>

A better understanding of the need for a critical appraisal of the process and practices of a programme on the part of participants, especially teachers and students, will eventually result from a formative evaluation. One will be able to assume that their commitment to the idea of evaluation will be fostered, and they might then decide to carry out the types of evaluation they think are relevant to present or future educational activities they are involved in. The potential of such evaluative research will be seen as a factor likely to contribute to a new and more realistic approach to course development and implementation, in an environment in which the very idea of evaluation is still alien to most people. Arns and Poland argue that:

'The most important outcome may well be the strengthening confidence in decisions, their evolution, and their implementation'.

(op. cit:283).

#### 1.4 Decision-making

'The collection of information and the making of decisions are seen as separate acts'.

(Cooper, 1976:10).

In mentioning decision-making, our purpose is to draw attention to the nature of the decisions to be made as well as to the controversy concerning the individuals or groups to be involved in the making of these decisions.

The nature of decisions, although apparently less problematic than the issue of who makes them, is quite complex. Decisions concerning aspects of the evaluation such as focus, style, methodology and use, are theoretically the prerogative and responsibility of the evaluator himself. However, an evaluator who opts for a given style does automatically adhere to a set of principles and acknowledges allegiance to a certain set of ideological concepts. So, with a participative framework, the evaluator, through negotiation, allows for different groups to share the 'power' he has in making decisions about the conduct of the study.

In the same way as the programme as it exists is the product of decisions made by participants at different levels, whose perceptions have influenced its making, any follow up to the provision of information by the evaluator is likely to be result of the participants' own actions. Those decisions pertaining to programme organisation will be made by the group of people whose task it is to conceptualise the rationale and plan the content of the components that make up the programme. Decisions concerning the actual implementation will be made by practitioners, without whose action the educational operation would stop at the stage of intentions. Potential improvements in the courses may be conditional on changes in attitudes and behaviour on the part of students. Unless they understand and accept the need for change in their own ways of looking at the experience they are going through, students as an influential group, may prevent the evaluation from having any effect whatsoever at the practical level of learning. So, however bureaucratic the structure of the system may be, the student group is to be reckoned with as part of the decision-making body actually responsible for turning the findings of the study into action.

As mentioned earlier, more hidden decisions likely to result from a collective trust in the virtues of formal evaluation and its adoption as a day-to-day activity by an institution, are decisions related to what Adelman and Alexander call



'The "theorizing institution" that imbues its day to day decision-making processes, not merely those at the classroom level, with reflection not only on action, but also, and initially, on the educational need and justification for actions of a particular sort'.

(Adelman & Alexander, 1982:148).

## 2. STYLES OF EVALUATION

The purposes that an evaluative study sets out to achieve have implications for the style adopted by the evaluator in conducting the investigation. Preferences that reflect the conceptions of education and the ethical values prevailing in the environment in which the educational process is carried out, are at the basis of assumptions underlying the adoption of specific evaluative styles within the theoretical framework developed for an evaluation. The styles are generally determined by what both evaluator and participants perceive as the central issues for investigation, which themselves are dictated by the setting, and perceptions and attitudes of the individuals and groups involved in the operation.

The aim of this section is to consider the most prevailing styles of evaluation and attempt to explain the reasons for opting for those likely to accommodate the purposes of the present study, as well as the systems of roles and relationships obtaining in the educational milieu .

### 2.1 Illuminative style

As the proposed evaluation is intended to focus on the descriptive, interpretive, and formative functions, an illuminative style as defined in the literature (Parlett and Dearden, op. cit.; Hamilton et al. 1977 ... etc.) is the style with the most potential of fitting with the aims of our study as stated above. To emphasise the interaction existing between the purposes set for the evaluation and the style adopted, it seems appropriate to examine how the functions defined in 1. (Purposes of the evaluation) can be achieved using an illuminative style.

A focus on process rather than on outcomes is one of the most important characteristics of illuminative evaluative studies. By documenting the instructional system and learning milieu , and

illuminating the complex organisational, teaching and learning processes, the evaluator aims at

'investigating the educational problems as encountered in practice, developing recognisable portrayals and useful interpretations that relate to questions of policy and practice that are of interest to innovators, project participants or professional interest groups'.

(Parlett and Dearden, op. cit.:32).

A second aspect of the informative function of illuminative evaluation is that by collecting information on the educational environment, it tries to throw light on the potential effects of the programme on participants and the changes it induces in their perceptions, expectations and attitudes towards the process as well as members of different groups exposed to its workings. A summary of the informative role of an illuminative evaluation study is given by Hamilton & Parlett (1977) and seems to fit our definition in that the study tries to describe and interpret the processes of the programme,

'... how it operates, how it is influenced by the various school situations in which it is applied, what those directly concerned regard as its advantages and disadvantages, and how students' intellectual tasks and academic experiences are most affected'.

(:10).

The 'strong commitment to applied concerns' (Parlett and Dearden, op. cit.:33) of illuminative evaluation implies its formative dimension. In insisting on the need for evaluation to yield results aimed at developing the participants' awareness of how the programme can be improved, and displaying the alternatives offered to them for decision making, illuminative studies strive at achieving their formative goal and promoting 'changes in the way people view educational processes' (Parlett and Dearden, op. cit.:33).

In their assessment of the relationship between evaluators and decision makers, Parlett and Dearden make the formative goal of illuminative evaluation obvious in stating that

'... illuminative evaluation cannot stop at merely analysing educational beliefs and practices', but that the 'eventual outcome of this approach is to assist educators in appraising

policy alternatives and in sizing up the overall educational or institutional benefits'.

(op. cit.:154).

Embodied in the aims of illuminative evaluation is its interpretive function which develops via the methodological procedures used. This judgemental aspect of evaluation is dealt with in more detail in the chapter on methodology.

## 2.2 Responsive evaluation

This is a style of evaluation advocated by Stake (op. cit.) and, although it has 'family resemblance' (Parlett and Dearden, op. cit.:32) with the illuminative approach, some of its features are worth mentioning for their relevance to our study.

Responsive evaluation, like illuminative evaluation, is not 'service' research in the way that it aims at responding to the 'needs and interests of chosen constituencies'. Rather than formulating hypotheses about the programme, it tries to address issues raised by the intents and practices through observation and negotiation, with the purpose of improving communication with audiences. (Parlett & Dearden, op. cit.:33).

The reasons for considering this aspect of evaluation as being essential are seen in the fact that the set of roles open to the evaluator are more or less dictated by the appeal of the style and procedures and the findings of the study to audiences, and the need to secure the cooperation of participants who are the most likely to make use of it, and form judgements as to the degree of its relevance to their practical preoccupations.

## 2.3 Participative evaluation

In assigning a formative function to evaluation and adopting an illuminative-responsive style, one is making implicit assumptions concerning the relationship and role systems that one expects to obtain between the participants, the process of evaluation, and the evaluator himself. In his review of evaluative styles of research, Cox concludes:

'With participative styles, evaluation is not a mere appendage

to the main purpose of the course, it is an important part of it. Learning to become sensitive critics of education does not go well with validation window dressing and can be one of the best defences against the alienation which can so easily accompany evaluation which does not grow out of a shared desire to understand'.

(1981:13).

Because traditional models of evaluation have tended to emphasise an approach based on control by the evaluator of the whole process of designing the study, formulating hypotheses, gathering the data and coming up with conclusions which are supposed to represent the 'truth', most educational research done in this way turned out to be more 'uneducational' than educational. (Torbert, 1981).

Unless negotiation and participation of all concerned in the educational process are sought, the findings of an evaluation may be no more than an intellectual exercise, in which the evaluator indulges to achieve purposes far from the participants' concerns, and which may seem suspicious to an audience because of the irrelevance of the information to their day-to-day practical concerns. On the other hand, if the purposes of the study are understood by the 'subjects', and if they see the relevance to their intents and practices of the issues raised, it is most likely that they will provide the needed information willingly, and eventually make use of the findings in making decisions about how to improve the operations of their programme.

Torbert (op. cit.), Sanford (1981) and Smith (1980), have all advocated a participative/democratic approach in order to humanise the process of evaluation by getting participants actively involved at all stages. In an enlightening article on self-questioning by the researcher, Rosen (1981) makes the following two statements which do provide ample justification for adopting a participative/democratic style in evaluation:

' ... As long as I attempt to do research "on" others, I will create distance and unease between myself and others'.

and

' ... By excluding social workers from the conceptualisation and design of the study but including them as "sources of information", I am reinforcing patterns of domination'.

(:403 &407).

## Summary

In this section we have tried to argue the need for an illuminative responsive and participative style for evaluation to achieve the purposes set for the study, and conform to certain conceptions of education and ethical and ideological values which are implicit in the approach we propose to adopt.

It is worth emphasising at this stage that for our purposes, as mentioned in the introduction, an eclectic, flexible and adaptive approach, which will be sensitive to the nature of the programme under study, the changes likely to take place as the evaluation proceeds, and the perceptions and reactions of participants to the very idea of evaluation, seems the most desirable model for evaluating the E.L.T. operation in H.E. in Morocco.

### **3. ROLES OF THE EVALUATOR**

Implicit in the statement of goals of the evaluation and in the choice of style, are the evaluator's own perceptions of the role of educators themselves, and of the intents of an educational system. The values associated with these perceptions are essential in the choice of roles to be assumed by the evaluator vis-à-vis the participants and within the process of evaluation itself.

In assigning informative and formative functions to the study, the evaluator underlines his concern with issues the investigation of which aims at bringing about the types of changes that will benefit all members of the educational community. His opting for an illuminative, responsive and participative style emphasises his adherence to the obligations imposed by such a style insofar as the system of relationships with the participants and his position in relation to them are concerned.

The role of values and role conflict issues in evaluation has been widely discussed in the literature (Dressel, 1982; Everhart, 1977; Biott, 1981; Parlett and Dearden, op. cit.; Elden, 1981; and Cronbach, op. cit.). Elden's comparison of the effects and role demands in evaluation<sup>11</sup> seems a

valid reference for a discussion of the possibilities of role sets open to the evaluator and their implications.

We assume that for our purposes, the starting point for a definition of the roles the evaluator is to adopt, is the theoretical framework set up for the study. An approach which claims to be eclectic will allow for a negotiation of roles between the evaluator and the participants. These roles will be formulated at the outset, for members of the audience to be aware of the stance that the evaluator is to take up, and then reformulated as the process goes<sup>on</sup>, bearing in mind the changes that may occur and their influence upon perceptions of roles by participants and evaluator.

In accordance with the pattern of argument followed so far, let us now attempt a statement of the roles which we believe are most appropriate to the purposes and style of our study.

An emphasis on the importance of values within the context of the proposed evaluation reflects not only the evaluator's point of view and stance concerning the issue, but also an acknowledgement of the fact that value pluralism is an underlying characteristic of most systems of H.E. - at least in theory - and Departments of English at Moroccan universities are no exception.

Besides its 'methodological implications for enquiry' (Elliot, 1977:107), an understanding of value positions in the educational environment will allow the evaluator to account for the various reactions to the rationale, procedures, and uses of the evaluation. Familiarity with those aspects of the 'culture' which are likely to bear on participants' reactions is essential as it helps the evaluator identify some of the crucial issues as perceived by members of the constituency and anticipate some of the problems related to the focus of the evaluation, its methodology, and the use to which its findings can be made. As pointed out by Adelman and Alexander (1982), such familiarity is an advantage of the evaluator who has first hand experience of the programme either as a participant-observer or as a former member of the teaching staff.

This acknowledgement of value issues by the evaluator constitutes an

element in the justification for opting for one particular approach, and it follows that an evaluation which emphasises the formative function, and adopts a participative style, demonstrates the evaluator's preoccupation with the value-system and relationship network prevailing in the context of the programme to be evaluated. Such an approach is thought to constitute

' ... a challenge to the institutional context with its perceptions and traditions, styles of decision-making, and territorial jealousies, relating to course development, teaching and evaluation',

(Alexander, op. cit.:178).

rather than a mere judgement of worth and/or effectiveness of a particular programme.

### 3.1 The evaluator as 'informer'

In this role, the evaluator is an 'honest broker' (Biott, op. cit.) whose work is meant to document a programme with collecting relevant information about its workings and making it available to members of the different groups concerned. His credibility is determined by the accuracy of his description of the programme and his success in illuminating the participants on the intricate relationships between the components that make up the educational operation, the consequences it has on the participants, and the ways the information can be used for effective decision-making.

### 3.2 The evaluator as helper, educator and 'change-agent'

By informing the participants, the evaluator will help them understand better the implications of their work, promote debate within the institution about the alternative courses of action open to them, and develop realistic means of achieving their educative goals. The extent to which the evaluator has succeeded in his 'mission' will be measured by the participants' perceptions of the usefulness of the study, and what they have actually learned from it. However, the evaluator's 'mission to educate is not a warrant to convert others to one's own views'. (Cronbach, op. cit.:72), and if he manages the 'honest broker' role, he should be able to overcome this temptation. In trying to get his study to achieve a formative role, the evaluator is acting as a 'change agent' (House, 1977 and Hoke,

1977) within a participative setting, by identifying those areas in which participants are encouraged to promote change, and this role does justify his role as evaluator.

### 3.3 The evaluator as fellow-collaborator, colleague

An acknowledgement by the evaluator of his loyalties to the institution and the academic community and his obligations to them, in order to secure their cooperation and understanding, compels him to aim at achieving this 'participatory role' in which he is to 'enter a relationship where joint learning becomes possible'. (Elden, op. cit.:262). The advocates of the styles of evaluation discussed so far have all outlined the benefits the evaluator himself can get from the decision to evaluate, especially in the case where he is both 'insider' and 'outsider'.

Other roles of the evaluator as presented in the literature (e.g. 'historian', 'social scientist' ...etc.) seem to us to differ from the ones discussed above only in their degree of focus on one aspect of the evaluation rather than another, and most of their characteristics can be related to the purposes or style of evaluation examined in this chapter.

Of direct relevance to the argument is the advice offered by specialists in the field concerning the roles which an evaluator, who is to conform to the framework we have decided to adopt, should not contemplate taking up.

The illuminative, responsive, and participative evaluator helps with decision-making but is not a decision-maker himself. This is because the ultimate aim of the evaluation is to serve all participants and accommodate diverging view points which usually prevail in an educational system, and this is possible only if he takes into consideration as many alternative interpretations of the data and various possible resolutions of the problems identified as possible (Dressel, op. cit.:42). This is the only way for the evaluator to retain some degree of objectivity as 'the entirely neutral researcher' has been exposed as a 'myth' (Parlett and Dearden, op. cit.).

Although the interpretive function that evaluation is to perform



imposes that the evaluator use his own knowledge and experience of the system, this interpretation will be accepted by those it is directed at only if they see it as a fair and balanced judgement, which takes account of the opinions and perceptions of all those concerned. A participative style has the potential of lessening the risk of the evaluator making value judgements, partisan ones, which may increase the participants' resistance to the process of evaluation rather than decrease it.

A definition of the roles of the evaluator and that of the participants in the programme is to be developed within a 'negotiatory' system whereby the perceptions of participants and those roles are investigated before decisions are made accordingly. In the case of the present study, the role as perceived by the evaluator himself is that of both 'insider' and 'outsider' within his own institution, accountable to his colleagues and students and the academic community. He has been actively involved in the programme to be evaluated as long as it has existed. Such a complexity does entail the adoption of a flexible approach, with an open mind to the circumstances, which should permit a negotiation of what he sees as his role, and the participants' perceptions of this role. Other issues related to evaluator roles such as objectivity vs subjectivity, commitment vs detachment ... etc., are discussed in the chapter on methodology.

## CHAPTER THREE

### METHODOLOGY

#### 1. THE METHODOLOGY OF EVALUATION

The choices made concerning the functions and style of the evaluation, the roles and value stance of the evaluator, and the very nature of the institutional context, have obvious implications for the selection of methodological strategies for collecting and analysing data. In the light of the conceptual scheme adopted, this part aims at eliciting some of the problems posed by the type of evaluation intended and the options open to the evaluator in terms of procedures and methods. Of vital importance in this context are the implications of the extent of involvement of different individuals or groups in the evaluative study and the potential use of the findings, which raise methodological questions related to techniques of reporting and potential 'action'. (See Conclusions and implications, 3.1, pp. 288&289).

##### 1.1 Implications and constraints

###### 1.1.1 Implications

As stated in the conceptual framework to the study, the evaluation has an informative and formative function and as such, aims at producing information intended for use by participants. The most important implication of this statement of purpose is that the methodological framework to be adopted must take into account the 'utilisation' dimension of the study. To this effect, Ruddock states:

'The purpose of the evaluation comes first. This is obvious, but it needs to be said, because so much debate on the advantages of different methods seems to be conducted as if methods had intrinsic virtues ...'

(Ruddock, 1981:36)

The main criterion for judging the relevance and validity of techniques for gathering and analysing data will then be the degree to which the information they yield is useful for illuminating the programme and

addressing the issues raised by the purposes and practices of those involved.

An acknowledgement of the complexity of the reality of the educational process implies the adoption of the most flexible methodological design possible in order not only to account for as many of the variables involved as possible and describe the whole setting, but also to anticipate problems arising from the process of evaluation itself.

'The relative security to be gained from a stance of considered eclecticism' (Adelman & Alexander, 1982:169) is a recurring theme in the literature on evaluation, as most writers have emphasised the fact that a restricted set of techniques is more likely to oversimplify and thus complicate issues, than a consideration of the wide array of options open to the evaluator insofar as methodology is concerned. A flexible, adaptive framework will incorporate a methodology which is to develop as a response to practical problems during the evaluation so as to make of the questions and issues a 'structure for data gathering and analysis'. (Stake, 1977:163).

As the overall purpose of the study is to describe the whole setting, one of the basic ideas underlying the approach is that the network of relationships between the variables affecting the situation will determine the patterns due to emerge from the analysis of the data. An inductive strategy (Patton, 1980; Hamilton, et al., op. cit.; Rutman, 1977, ... etc) will ensure a systematic description of the setting, and yield appropriate and useful information for understanding the different aspects of the programme relevant to achieving the purposes of the evaluation. In the same way as the methods are defined by the issues at stake, the categories of analysis and the general theory are deduced from the description of the environment of the programme, the practices, behaviours and perceptions of participants, and the effects of the programme on them. However, the fact that the evaluator has prior experience of the programme implies the existence of preconceptions about the nature of the process, and these will help maintain the focus. As the evaluation proceeds, these perceptions are likely to be corrected by new information and insights that were not available when the evaluator was fully involved in the programme as a participant.

A systematic description of the programme as perceived by participants should 'tell it as they see it' (Patton, op. cit.:28). What is more is that an evaluation which aims at being participative and responsive will adopt a methodology that has most potential of securing a maximum degree of participation and involvement on the part of groups and individuals concerned. In spite of the limitations on how far the evaluator can go in his bid to negotiate the methodology to be used, it does seem essential to take into account whatever views and preferences participants may have concerning data collection and analysis. Information users will trust the information more if they identify with the ideology underlying the selection of methods.

### 1.1.2 Constraints

In our discussion of the methodological implications and constraints of the role relationships and the institutional context, a reference to the distinction made by House (op. cit.:219), between the 'context of valuation' and the 'context of justification' seems appropriate. The position of the evaluator in relation to different groups and individuals involved in the programme, the attitudes that shape their behaviours, and the politico-institutional context in which the programme is functioning, are all factors that contribute to the decisions made concerning the purpose of the evaluation, its style, the reactions ('motivations, values, biases ... etc', House, op. cit.:219), and the choice of methodological procedures for conducting the study. This constitutes the 'context of valuation' which itself determines the way we go about justifying ('context of justification') opting for a flexible methodological framework and the subsequent validation for use of the findings of the evaluation.

### 1.1.3 Position of the evaluator

The role conflicts generated by any kind of evaluation are intrinsic to this activity and cannot be avoided. The position of the evaluator in relation to the programme, and the nature and degree of his accountability to participants and/or programme administrators, are bound to influence the extent to which he is actually involved in the operation, and his relative identification with the aims and value positions prevailing in the context.

In our case, the choice of a role or set of roles as discussed in the literature is made problematic by the fact that the evaluator has been actively involved in the programme. The 'closeness' and 'intimacy' advocated for experiencing the process, and so being able to describe it, do pose problems of objectivity in so far as they exclude the kind of detachment implied in 'scientific' research. Because of our - so far implicit - adherence to a less 'scientific' and 'objective' framework of evaluation, we should like to view this over-involvement in the programme as an advantage and part of the justification for adopting a qualitative oriented approach which derives from it. However, the advantage of being 'in or around the programme' (Patton, op. cit.:124) must not be assumed to apply, for the mere reason that individuals participating in the E.L.T. programme to be evaluated may view the evaluator not as the participant-colleague he would like to be, but rather as an 'intruding' outsider. This implies the need for negotiating 're-entry', rather than 'entry', if the contemplated role of 'participant-observer' is to be established. The flexibility already suggested for methodology will also apply in the adoption of particular roles in the process.

For the purposes of the intended study, an 'active-reactive-adaptive' role as defined by Patton seems ideal:

'...[the] evaluator's role as "active-reactive-adaptive" in working with decision-makers and information users to focus evaluation questions and make methods-decisions ... [the] evaluator as negotiator who strives to obtain the best possible design and the most useful answers within the real world of politics, people, methodological prejudice ...' (op. cit.:18)

## 1.2 The context of evaluation and methodology

To achieve its aims, the evaluation of an educational programme must not stop at systematically describing the activities and practices that prevail. It must account for the relationships and power-sharing in decision-making of the different parties which contribute to making up the institution in which the programme is operating. This is why the most important challenge the evaluation has to face up to is the institutional context. The development of a methodological strategy implies a consideration of the climate of the institution with particular attention

to the expectations, opinions and prejudices of all concerned.

### 1.2.1 Disturbance

One of the manifestations of this climate is the disturbance the evaluation is likely to generate in the setting, the consequence of which may be a defensive reaction on the part of participants. It is the task of the evaluator to help remove this resistance. He will be able to do so by adopting methodological procedures to safeguard the confidentiality of information and the identity of those who volunteer it if required. As the findings of the evaluation are likely to reveal contradictions and weaknesses in the system, and thus bring to the surface latent conflicts, protection procedures must be included in the methodology in order to foster positive attitudes and a readiness on the part of the participants to accept and make use of the results of the evaluative study.

### 1.2.2 Control of information and accountability

The relationship between evaluative methodology and the institutional context raises the issue of information control and the accountability system resulting from the structural organisation obtaining in the setting. A participative style implies a fair distribution of information if one is to avoid favouring a particular group of decision-makers or participants. Considering the complexity of the decision-making process and the evaluator's commitment to a style of evaluation that tries to make equal partners of all participants, the methodological framework must have, built into it, a pattern of reporting procedures that will make information available to all concerned. It must provide those directly involved, especially staff and students, with the means of using the findings to understand their practices and find practical answers to the educational problems raised.

The accountability relationships, as defined in the literature, also have important implications for the control of information, and a brief account of such relationships as they stand in our situation is necessary. The evaluator's loyalty is first and foremost to those individuals and groups who will provide the information for the study and who stand to benefit from its results. He is also accountable to the academic community

(supervisor, examiners and academic community at large) as the research is carried out for a higher degree. The extent of his accountability to decision-makers is less direct in the way that decisions concerning the day-to-day practice in the programme are a prerogative of the programme planners (department staff). Decision-makers at the top of the administration hierarchy (officials at the Ministry of H.E.) are likely to consider the findings of the evaluation only if course planners and administrators at the level of the Faculty initiate proposals based on the findings of the evaluation, for decisions to be made at the national level.

### 1.2.3 Involvement of participants

One of the underlying principles of participative/responsive evaluation is the need to secure the participation of those involved in the process. If such a process is to affect participants by developing in them an interest in the experience they are undergoing, a potential consequence is the emergence in the institutional context of positive dispositions towards the concept of evaluation and ultimately its incorporation as part of the system. In addition to getting participants involved in the formulation of goals and issues, the methodology can provide opportunities for them to actually contribute to the collection of data, and help towards elaborating tentative interpretations of the preliminary findings of the evaluation.

### 1.2.4 Judgements

A much debated issue in the literature on evaluation is the wisdom of the evaluator's accepting responsibility for passing judgements on the degree of effectiveness of a programme. For our own purposes, and seeing that the evaluation is formative rather than summative, an examination of the nature of judgements to be made has more relevance to the implications for methodology than a mere discussion of the need for making judgements. Most advocates of the 'new paradigm' seem to agree with Stake that 'description and judgement are two basic acts of evaluation'. (Stake, op.cit.:525) and acknowledge the need for a 'plurality of judgements on key issues' (Alexander, op. cit.:183) that will emerge from a systematic description of the programme.

Moreover, the body of data is bound to contain judgements, whether explicit or implicit, demonstrating perceptions and reactions of the participants to programme purposes and practices. Decision-making processes will incorporate judgemental data as processed by the evaluator whose responsibility it is to report the 'plurality of judgements on key issues'. Such judgements are the result of the description and interpretation of information. Rather than provoke defensiveness and resistance by rendering value judgements, the evaluator processes the data with the aim of achieving the formative goal of the evaluation and helping towards positive decision-making. Evaluation acknowledges that 'every aspect of educational programs holds at least as many truths as there are viewers and shows the distribution of perceptions among participants'. (Stake, op. cit.:160).

As already pointed out, the evaluator himself stands to benefit from processing the judgements made by participants as his own held perceptions and opinions are likely to be corrected in the light of emerging interpretations. In the post-evaluation stage, when he is due to 're-enter' the programme as a practitioner, the 'corrections' made in his stand-point - which will have been made public - should increase the credibility of the study.

### 1.3 Methodological procedures and information

In the following part on the methodological procedures and methods, we will consider the dimension of evaluation which House (op. cit.) calls the 'context of justification' and that describes and attempts to justify the rationale of methodological choices for data collection and analysis intended to reduce the 'biases originating from the "context of valuation" ' (House, op. cit.:219). The main purpose here is to argue the case for methodological procedures and methods consonant with the goals of the evaluation and the general conceptual scheme set up for the study.

Although adherence to the qualitative methodology as recommended by most advocates of the illuminative style seems obvious from the decisions made for the conceptual framework, flexibility and eclecticism must prevail, as one of the premises of the type of evaluation intended is that the methodology is to be the result of an ongoing process of reflection, whereby the focus and questions determine the choice of methodological



procedures and the 'active-reactive-adaptive' role of the evaluator.

### 1.3.1 A qualitative oriented methodology

The appropriateness and usefulness of qualitative methods for describing social and educational settings has been demonstrated (Hamilton et al., op. cit.; and Patton, op. cit. ... etc). The three tenets underlying a qualitative methodology, 'a holistic view', 'an inductive approach', and a 'naturalistic enquiry' (Patton, op. cit.) fit in with the conceptual framework of the present study, considering that its main purpose is to systematically describe and illuminate the context of the educational programme. Implied in the framework is the concept that hypotheses about the programme are to emerge from its description, and that 'theories are grounded in the programme experience' (Patton, op. cit.:40) in such a way that the bases for interpretation are to be deduced from the analysis of the data rather than be the result of a set of categories preconceived by the evaluator. As pointed out earlier, one of the consequences of such a strategy will be to 'correct' some of the conceptions held by either evaluator or 'evaluatees' concerning their perceptions and practices.

A reliance on qualitative modes of enquiry will emphasise the 'process of discovery and verification' (Patton, op. cit.:36) necessary for illuminating the programme and processing useful information through observation and adopting methodological strategies likely to yield information for use in decision-making.

### 1.3.2 Procedures and methods

The tentative account of the implications of the conceptual framework and the constraints of the context of evaluation on the methodology sets out the basis for the methodological framework contemplated for the evaluation of the E.L.T. programme in H.E. in Morocco. The simplistic and classical nature of this framework is meant to conform to the style of evaluation, and respond to the expectations of participants by helping them to adopt and adapt such a framework for their own purposes of incorporating the evaluation process that should result from this project into their day-to-day practices. The components of the framework are as follows:

- a) A formulation of the types of information needed to describe and interpret the programme being evaluated,
- b) an identification of the sources of information the evaluator will resort to in collecting the data,
- c) a statement of the methods (procedures and instruments) used in gathering and processing data into usable information,
- d) the analysis procedures,
- and
- e) the potential applications of the findings of the evaluation in order to achieve its formative function.

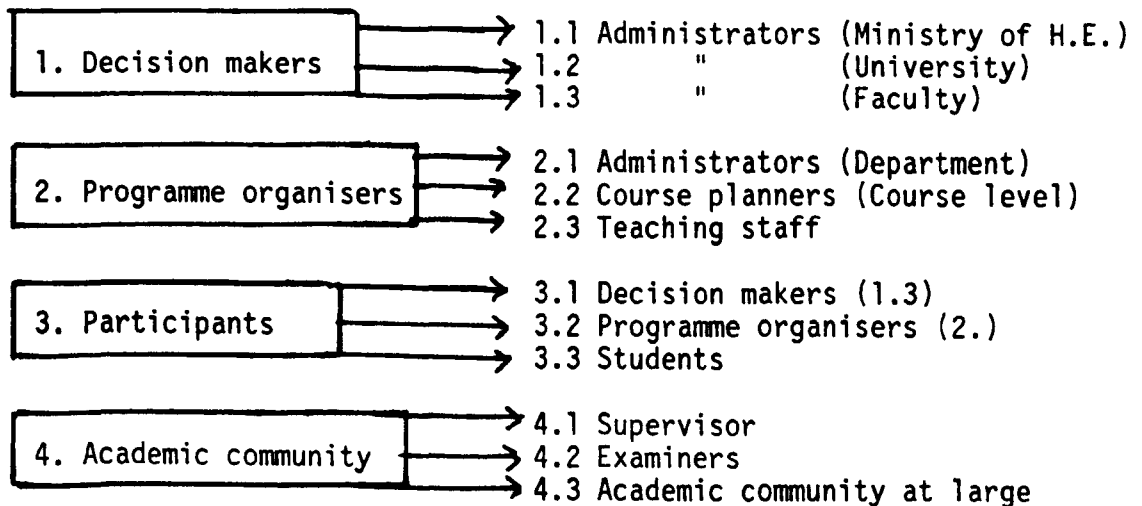
### 1.3.3 Types of information, sources and methods

#### 1.3.3.1 Issues and concerns

An identification of issues and concerns as defined in the literature (Guba, 1978 and Guba & Lincoln, 1982) will serve as the 'advance organizer for the evaluator's efforts' (Guba, op. cit.:50) and a point of focus for the description and interpretation of the workings of the programme 'sensitizing concepts' (Patton, op. cit.:137). At this stage, the collection of data aims at probing some of the problems the discussion of which is viewed by participants as essential in the evaluator's attempt to illuminate the programme. Items of information that convey the perceptions of participants in an implicit or explicit way about particular characteristics of the system, are elicited from respondents to illustrate issues and concerns which are salient, and gain insights into the relevant values they hold and which explain their reactions as expressed in the data.

#### **Audience identification**

A component of the evaluation conceptual scheme which has been more or less implicit so far and must at this stage be made explicit is that of audience identification. Audiences of evaluation are those individuals and groups '... involved and/or affected by the entity being evaluated' or 'stakeholding audience' (Guba and Lincoln, op. cit.:304). The complex organisational structure of the institution is reflected in the composition of our audience as illustrated in the diagram below.



In the context of issue identification, the primary information-providing section of the audience is composed of the staff and students. Some of the official documents (ministerial decrees, texts of reforms ... etc) are used as references as they contain statements of intents which constitute sources of issues and concerns as 'perceived in consistency with course of action' or 'lack of understanding of rationales or goals'. (Guba, op. cit.:51,52).

Other documents produced by the Faculty or the Department of English (e.g. course descriptions, minutes of Department meetings or Inter-University Conferences ...) will also be referred to as they may hold expressions of the perceptions of course-planners about the main issues of the programme.

As the collection of data for issue identification must follow the pattern established for the whole evaluation, a multi-method strategy

should ensure a large enough body of data, and at the same time provide the evaluator with the opportunity of checking initial findings to provide evidence for the relevance and appropriateness of issues and concerns for the overall description and interpretation of the system.

### 1.3.3.2 Intents, practices and effects

The model of data matrices including 'antecedents', 'transactions' and 'outcomes' (Stake, 1967a:527,528) relating to evaluation information sources will be used as a basis for our discussion of the types of information and the methods contemplated for use in evaluating 'perceived purposes', 'practices' and 'effects', respectively corresponding to the terms adopted by Stake.

#### Types and sources of information

##### **Intents**

The following are some of the variables that bear on the rationale and functioning of the programme and about which the evaluator is to collect information:

- a) Students' perceptions and expectations of the programme as a whole, and their motivation, previous knowledge and general background, which may be of importance for understanding their reactions to the setting and the effects the educational experience has on their attitudes and behaviours.
- b) The statements of intents made by programme planners, their perceptions of the nature of the operation and their expectations as to the consequences of the activities the students participate in.
- c) The goals the programme is supposed to achieve in the broader context of education as viewed by decision-makers at the national level ...etc.

Information about intents may be elicited from individual respondents or extracted from existing documents such as the ones already mentioned for issue identification. Minutes of staff meetings, department reports, drafts of reform proposals and such other documents constitute valuable information sources.

##### **Practices**

In addition to the interaction among participants, the data collected

about practices will provide an account of the technological devices and practical techniques used in the actual implementation of the programme, and the learning styles developed by students in their attempt to translate their own perceptions of the intents of the programme into strategies to cope with the demands made on them by what they perceive to be the requirements for academic performance in the system.

Loci for gathering such information are the classroom, the staffroom, the department office, the examination room and such other places where interaction among students and staff and other participants is likely to take place. Information about what actually goes on in terms of participant interaction during lectures, seminars, tutorials, oral examinations, ... etc will be collected to enquire further about issues and concerns for purposes of verification. Available documents containing relevant information about this component of the programme are course descriptions, textbooks, student time-tables, teaching schedules, examination papers and scripts, deliberation records ... etc.

### **Effects**

The description of this component will include items related to both intended and unintended effects and changes induced by the experience as reflected in the possible new set of attitudes and behaviours. These attitudes and behaviours will be inferred from the statements made about gains and potential losses as perceived by students who have had full experience of the educational operation.

The main source of information here are student groups (undergraduates and alumni) as they are the ones most directly affected. Other groups such as teachers may also air views about what they think are effects of the programme on students. The programme setting, teacher training centres, and secondary schools are possible loci for this type of information.

### 1.3.3.3 Methods

The procedures and techniques listed in Table 3.1 are alternatives for the evaluator to choose from, and a tentative matching of problem and method is suggested. It must be emphasised - however obvious this may be - that the methodological strategy is based on the premise that no one single method is able to elicit adequate information for description and interpretation. Triangulation, both in source and method, is used to reinforce the process of 'progressive focusing' so important in the new paradigm of evaluation.

**TABLE 3.1**  
Data Collection: Procedures and Methods

AREA	SOURCES	PROCEDURES	METHODS
PURPOSES	<ul style="list-style-type: none"> <li>- Participants</li> <li>- Course developers</li> <li>- Official documents (course descriptions, minutes of department meetings and inter-University conferences)</li> </ul>	<ul style="list-style-type: none"> <li>- Elicitation of verbal and written information by the evaluator</li> <li>- Selection of written information from documents</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews : structured and in depth</li> <li>- Informal discussion</li> <li>- Questionnaires with open-ended items</li> <li>- Examination of documentary information</li> </ul>
PRACTICES	<ul style="list-style-type: none"> <li>- Course descriptions</li> <li>- Programme activities (Teaching &amp; Learning)</li> <li>- Teaching materials</li> <li>- Examination papers, scripts and deliberation records</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher and student evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaires</li> <li>- Interviews (as above)</li> <li>- Statistical reports (e.g. on examination results)</li> <li>- Discussion groups</li> </ul>
EFFECTS	<ul style="list-style-type: none"> <li>- Participant attitudes and behaviours</li> <li>- Post Programme activities (post-graduate studies, teacher-training, secondary-school teaching)</li> </ul>	<ul style="list-style-type: none"> <li>- Elicitation of verbal and written information</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaires (as above)</li> <li>- Interviews (as above)</li> </ul>

### 1.3.3.4 Sampling

In addition to decision-making about methods, it is the task of the evaluator to select sampling procedures which will determine the units of analysis to be used for adequately 'illuminating' the programme. Purposeful ('theoretical') sampling (Patton, op. cit.; Hamilton et al., op. cit.) which 'requires seeking out informants or particular groups who have special insight or whose position makes their view points note-worthy' (Glaser & Strauss, 1967, quoted in Hamilton & Parlett, op. cit.:16) is contemplated for use.

**TABLE 3.2**

Sampling for data collection

RESPONDENTS	ACTIVITIES	TIME
<u>Decision makers:</u>	<u>Design:</u>	
- Ministry officials	- Department meetings	<u>Entry stage</u>
- Faculty administrators	- Coordination meetings	(beginning of term)
- Department committee	- Inter-University conferences	<u>Mid-Term</u>
<u>Programme Planners:</u>		
- Department Committee	<u>Implementation:</u>	
- Course Planners	- Classroom activities	<u>Pre-Exam period</u>
	- Supervision sessions	
<u>Staff: Senior and junior</u>	- Student learning activities	<u>Exam period</u>
		<u>Post-Exam</u>
<u>Students:</u>		
1. - New entrants	<u>Assessment:</u>	
- First cycle	- Testing sessions	
- Second cycle	- Exam preparation meetings	
- Post-graduate	- Examinations	
2. - Teacher-trainees	- Exam deliberations	
- Teachers		
- Trainee Assistant		
University lecturers		

### 1.3.3.5 Analysis

The focus needed for analysing the data is the result of the conceptual scheme for the evaluation as well as the identification of issues and concerns as discussed above. It will also emerge from a consideration of the problems encountered in the first stages of data collection so that each subsequent phase of the procedure is to serve in the verification of assumed meanings and possible categories of analysis. The reason for adopting a multi-method approach is obvious in that particular methods are used to cover for those initially adopted in order to make the processing of information an integral part of the evaluation. Patton recommends the technique as a device for 'reconciling qualitative and quantitative data'. (op. cit.:329).

Although an exhaustive account of all the problems of analysis of evaluative data is outside the scope of our study, mentioning some of them to anticipate those deriving from the specific context of this evaluation is relevant to the present discussion. This is of crucial importance for understanding the methodological procedures for processing the data into usable information for participants and decision-makers.

#### a) Objectivity

For most writers on evaluation in the new paradigm, objectivity has to do with the way information is presented, the extent to which value positions are clarified, and the provision for all options to be considered (for example, see Tawney, op. cit.:13) and the 'quality of the observations made by an evaluator' (Patton, op. cit.:337). Guba (op. cit.) sees it as more of a problem of 'neutrality' and 'confirmability' of the information. The ethical aspect of the issue has already been dealt with in the conceptual scheme, and methodological safeguards such as cross-checking, triangulation and verification of information with different groups of participants, are some of the ways suggested in the literature for lessening if not solving the problem.

#### b) Validation for credibility

There are two conditions for evaluation findings to be accepted by



information users . The first one is that the evaluator's own credentials are up to their standards in terms of personal integrity and professional competence. The second condition is that the methods used for collecting and analysing data and the information yielded are credible.

Some of the criteria suggested by Guba (op. cit.:55, 56) for assessing the priority of categories (e.g. credibility, feasibility and materiality) are relevant to this argument as they could be used in determining the degree of usefulness of the information. A participative style, as defined earlier, is based on negotiation and establishing a dialogue with participants as part of the analysis procedure should achieve the desired credibility as it helps check bias in the evaluator's selection and analysis.

'The ultimate test of the credibility of an evaluative report is the response of decision-makers and information users ...'  
(Patton, op. cit.:339)

c) 'Fairness'

'Fairness' (Guba, op. cit.; Braskamp, 1980 & Patton, op. cit.), 'integrity' (Adelman & Alexander, op. cit.) and 'intellectual rigor' (Patton, op. cit.) are concepts in evaluation which call upon the evaluator not only to ensure the confidentiality of information by incorporating protection procedures into his methodology, but also make 'a determinate effort to be fair ... to produce a more unbiased and confirmable evaluation' (Guba, op. cit.:78).

d) The 'language' problem

In his discussion of the 'language' issue, Patton (op. cit.) mentions the writing skills of respondents as a limitation of the value of open-ended data. Lack of familiarity with the jargon of the milieu used by individuals participating in the programme may also constrain the understanding of what is being said . A more crucial issue in our case is the fact that a large number of the prospective respondents may have difficulties in describing their experience in English, a foreign language for them. In this case, they are offered the choice to use either the mother tongue (Arabic) or the second language (French). This may facilitate

the collection of data, but will obviously restrict its first-hand quality as it will have to go through a translation process. To satisfy the requirements of verification, further checking is carried out in the form of 'retranslation' of information to be performed by respondents.

### Procedures for data analysis: A Summary

The analysis of data and its processing into usable information cannot be divorced from other stages of the evaluation. For this to be achieved, analysis phases must be incorporated so as to make the process a 'cyclic' one to allow for periodic feedback to participants as part of the dialogue which itself is designed to increase the credibility of findings. Evidence in the data is sought to support interpretations and explanations in the form of direct statements by respondents, inferences from statements of intents, meaning-laden items in written documents ...etc.

An initial categorisation should emerge from the identification of issues and concerns as described above. Content analysis of the observational and evaluative data collected about purposes, practices and effects of the programme, is likely to produce more refined categories for describing and interpreting events occurring in the setting. The consecutive analysis phases are to include provisions for checking and cross-checking for purposes of validating the evaluator's own interpretation of the data through constant feedback to participants.

## **2. A DESCRIPTION OF PHASES**

As the three components of the evaluation tend to follow a pattern of time division, the phases were planned to correspond to the three periods in the programme when statements of purposes are made (Phase 1), when the implementation of practices takes place (Phase 2) and when its resulting consequences can be observed (Phase 3). A scheme was designed to fit the three phases within the academic year, bearing in mind the need for flexibility as overlap of two components over one phase had to be anticipated.

In order to obtain readmission into the programme and be able to assume the new role of evaluator, two formal introductions were necessary:

- a) To secure official permission and administrative support, a meeting was arranged with the Dean of the Faculty to inform him about the objectives of the study and the arrangements to be made. This enabled the evaluator to have access to official information and gave him the opportunity to use administrative facilities. The main aim here was to try and minimise the disruption the evaluation was likely to cause in the daily management of the programme.
- b) To establish the new rapport with the staff, a short session was arranged to which all teachers were invited. The aim was to inform them about the purposes, style and methodology of the evaluation, and clarify the role of the evaluator in relation to decision-makers and different groups of participants. Such a meeting also helped the evaluator make decisions concerning the feasibility of a relatively active participation of teachers in the collection of data.

It was also at this stage that the evaluator attempted to lessen the teachers' potential resistance by submitting for discussion the protection procedures used for guaranteeing confidentiality of information. Reactions of colleagues to student participation were taken into account in designing instruments for student evaluation of teaching and assessment.

## 2.1 Elicitation of perceived purposes

This section aims at outlining the procedures used to elicit information about the perceived purposes of the programme. It is also intended to exemplify the methodological process defined and used for the three phases during which data were collected about the purposes, practices and effects of the programme. The overall rationale, the statement about data collection procedures, and the framework for data analysis, are duplicated for all three phases and, in order to avoid unnecessary repetition, they are outlined only in 2.1.

The first important set of questions the evaluation was intended to address are related to the purposes of the E.L.T. programme in H.E. as perceived by members of the three groups constituting the audience: decision-makers, teachers and students.<sup>12</sup> The term 'purposes' rather than 'objectives' is used as it is meant to encompass not only the specific objectives of different courses taught in the programme but also the overall goals of E.L.T. and the even broader aims of H.E., the achievement of which is seen as the 'mission' of university education. This part of the evaluation aims at examining aspects of the issue by attempting to propose

answers to the following questions:

1. What are the perceptions of participants about the purposes of H.E., E.L.T. and the different components of the programme?
2. What organisational process is used for arriving at the statements made about purposes?
3. What individuals or groups contribute to the process and how do members of the three groups view their respective roles and that of other participants in making decisions about the statement of purposes?
4. The issues involved in the goal formulation process and the participants' stance in relation to problems such as the definition of criteria to be used in the formulation, degree of specification ... etc., and their perceptions of the achievability of the purposes in the context of the programme.
5. The respondents' opinions as to the implications of the process of goal-definition for the teaching/learning and assessment practices, its influence on the setting of standards for the programme, and the participants' estimation of achievability of those standards. These implications are related to the types of change in knowledge, skills and attitudes the programme is supposed to produce.

The analysis of purposes, as a first step towards understanding the programme being evaluated, entails processing the information collected into data to be analysed and interpreted. The statements of intents are deeply rooted in the participants' assumptions concerning their philosophy of the aims of education in general, their understanding of what the programme is meant to achieve, their conceptions of the nature of E.L.T. as an academic discipline, and their perceptions of the needs and interests of those who are exposed to the workings of the programme. This assertion calls for an analysis of purposes which will recognise that the 'information is judgmental data' (Stake, 1970), underlying the existence of systems of values which different groups or individuals tend to adhere to, so that 'an understanding of the value positions may be a short cut to understanding educational objectives' (Stake, op. cit.:183).

It is necessary to emphasise here that, although it adopts some of the terminology as defined in the literature on objectives, the proposed analysis of purposes assumes no choice among the models so far developed for analysis of objectives (Bloom et al., 1956 & 1964; Carter, 1985; Chanan, 1974; Engel, 1981 ... etc.). For purposes of conforming to the conceptual framework developed for the study, no judgement as to the

superiority of any one of the models suggested in the literature is implied in the approach adopted for the analysis of purposes of the E.L.T. programme.

### 2.1.1 Rationale for the analysis of purposes

The subjective nature of the data on purposes calls for an analysis of the system of values implicit in the statements made by respondents or contained in the documentary information available to the evaluator. This system is seen as the result of the participants' own experiences, their expectations of the programme, and the results knowledge of the subject-matter may yield in terms of the needs and interests of those involved. Moreover, the status accorded to English by decision-makers and society at large justifies its inclusion in the curriculum of studies at University, and is but one component of the system of values prevailing in the context in which the programme is being implemented.

Another reason for giving the analysis of purposes such prominence in the evaluation is that it holds the potential of helping us understand the way different groups and individuals interpret these intents and the arguments they use in setting priorities. This is also likely to provide an insight into the process by which the statements of intents are translated into teaching/learning procedures, and which of these procedures they consider most suitable for achieving the required standards in the different components of the programme and at different levels. As the second phase of the evaluation aims at describing the teaching/learning processes and the preparations made prior to implementing them (syllabus design and administrative organisation), the analysis of purposes together with such a description should reveal the 'hidden' and the 'unanticipated' purposes of the programme as compared to those actually stated in utterances made by participants and in documentary information contained in official decrees, course descriptions ... etc. It seems necessary also to distinguish between information elicited during interviews or in questionnaires, which represents the views of individuals speaking for themselves - sometimes for their group - and information included in documents which states the relative consensus of an aggregate of individuals whose perceptions and opinions are summarised in the documents (for example decrees for decision-makers, and course-descriptions for

teachers).

## 2.1.2 Data for analysis

### 2.1.2.1 Time-sampling

The information on purposes was collected at the beginning of the academic year (October 1984). This is the phase during which students new to the programme are called upon to make choice decisions concerning their subject of study. As they are theoretically allowed to consider changing departments during the first month, students are likely to maximise using the opportunity given to them to verbalise their motives for enrolling in the programme, and what they expect to gain from the studies they are about to embark on.

Although administrative arrangements for the organisation of the programme are made before the beginning of a new academic year, the actual discussions intended at finalising the objectives of courses, course distribution, course content and methods of teaching, generally take place during the first two weeks of October when an estimate has been made of the number of students, available staff, and teaching materials.

### 2.1.2.2 Data collection instruments and respondent sampling

#### **Student questionnaire** (PUR-SQ, Appendix II.1, pp. 321-334).

A random sampling was carried out using the Faculty student records and the questionnaires <sup>were</sup> distributed to 110 potential respondents (approximately  $\frac{1}{3}$  of the total number of new students - 337 - ), 22 in each of the five first year groups. They were completed in class under the supervision of other members of staff or the evaluator himself. 82% (90) of the questionnaires were returned.

#### **Teacher questionnaire** (PUR-TQ, Appendix II.2, pp. 335-345).

Copies of the questionnaire were given for completion to all members of staff in the Fez English Department, excluding eight who had been selected for interviewing. The questionnaires were also mailed to heads of

departments in other universities for distribution to their staff. As indicated in the table below, the proportion of completed questionnaires was less than 50% in four departments out of six. The two departments with a high return rate, (Fez and Meknes) were those where the evaluator himself distributed and collected the questionnaires.

**TABLE 3.3**  
Teacher Questionnaire (PUR-TQ)  
Return Rate

Department	Number of Questionnaires distributed	Return
Rabat	(30)	(09) 30%
Marrakesh	(10)	(04) 40%
Oujda	(10)	(04) 40%
Casablanca	(20)	- 00%
Meknes	(12)	(09) 75%
Fez	(25)	(23) 92%
<b>Total</b>	<b>(107)</b>	<b>(49) 45%</b>

This has implications for the analysis in that the amount of comparative statistical data which was intended for cross-checking purposes is negligible. However, respondents' answers to open-ended items may provide enough qualitative statements for the questionnaires completed by members of staff in other universities to be taken into account. Comparison between statistical results obtained for the Fez Department and those for all other Departments taken together is an option.

**Decision-maker interview (PUR-DMI, Appendix II.3, p. 346 )**

Purposeful sampling (see 1.3.3.4 p. 71 ) was used to select 8 decision-makers as defined in our audience identification (1.3.3.1, p. 67 ). To elicit perceptions of programme purposes from members of the decision-making group, a 'general interview' schedule (Patton, op. cit.:200) was used. The choice of such a data collection instrument was made for the

following reasons:

- a) The respondents were assumed to have different perceptions in that their experiences of the programme are a result of their respective roles either as heads of departments of English and now members of the teaching staff or vice-versa, with two members (the Deans) assuming a more administrative than purely academic role in their institutions. Hence the need for a flexible enough framework to accommodate their perceptions as derived from their varied experiences.
- b) Although the interview was structured to focus on certain topics, it was meant to provide a 'framework within which respondents can express their own understandings in their own terms'. (Patton, op. cit.:205).

Three of them were Deans of Faculties of Arts, two heads of English Departments, and three 'senior' members of staff formerly heads of Departments. Only 7 of them were actually interviewed. Interviews lasted between 45 minutes and two hours.

#### **Teacher interview (PUR-TI, Appendix II.4, p. 347 )**

The elicitation of perceptions about the purposes of the programme as seen by members of the staff and student groups necessitates a more structured and controlled data collection instrument than the one used for the group of decision-makers. A larger number of respondents, and the possibility that all members of the former groups are less aware of the complexities of goal formulation - although this is less true for teachers than for students - imply more control on the part of the evaluator on the process of eliciting the informants' views and probing their knowledge and attitudes towards the topic in question.

A 'standardized, open-ended' interview (Patton, op. cit.: 202-205) format was adopted. Decisions on the way interview questions were to be worded and their sequencing were made well before the interviews actually took place to 'minimize interviewer effects by asking the same question of each respondent' (Patton, op. cit.:202). More generally, the three major reasons for adopting the standardised open-ended format were:

- (1) 'The instrument is available for inspection by decision-makers and information users,
- (2) variation between interviewers can be minimized,
- (3) the interview is highly focused ... '



as given by Patton (op. cit.:203) and the practical advantages for data analysis seem to constitute ample justification for such a choice.

The target number of interviews was initially eight but only seven members of staff were interviewed.

For the reasons given earlier (1.3.3.4), purposeful sampling was used and respondents selected using criteria such as experience in the E.L.T. programme at University, coordinating responsibilities, nationality and sex. The teacher who was not interviewed completed an interview schedule. Interviews lasted an average of 60 minutes.

**Student interview** (PUR-SI, Appendix II.5, p. 348 )

For the selection of interviewees, a first random sampling was carried out using the Faculty records of all newly registered students in the English Department (337). Approximately 30% of student files were then considered for further sampling. Of a sample of 30 potential interviewees, 21 attended a meeting during which the evaluator outlined the aims of the interview and the conditions under which it was to be conducted.

**TABLE 3.4**

Student Interviewee Background Characteristics

<u>AGE</u>	<u>SEX</u>	<u>'BAC'</u> <sub>1</sub>	<u>ACCOMMODATION</u> <sub>2</sub>
More than 20 = 09 18- 20 = 12	Male = 12 Female = 09	E.P. = 10 L.M. = 10 L.O. = 01	U.H.R. = 02 H. = 09 P.A. = 10
		May = 13 June = 08	
		A.B. = 01 Pas. = 20	

1. Baccalaureate: E.P. = English Préformation; L.M. = Lettres Modernes;  
L.O. = Lettres Originelles  
May = 1st sitting; June = 2nd sitting  
A.B. = Assez Bien (distinction); Pas. = Passable.
2. Accommodation: U.H.R. = University Hall of Residence; H. = Home;  
P.A. = Private accommodation.

## Compositions

253 compositions were submitted by 1st year students on the following topic:

'Write a short composition about the reasons why you decided to study English at the University and what you expect to gain from the four years you are going to spend in the English Department'.

The compositions were written in class under the supervision of members of staff teaching the 'Grammar and Composition' course, who pointed out in detail the purpose of the 'exercise'. Of the total number of compositions, 204 were identified as having been written by new students (they were instructed to indicate whether they were repeaters or new students) and used for sampling. One-third (68) were randomly sampled and included in the data on purposes.

## Documents

Documentary information on purposes of the programme was elicited from the following documents:

- a) Decrees issued by the Ministry of Education concerning the legislation of H.E. and the Reform of studies in Faculties of Arts. (OD)
- b) A summary of the proceedings of an Inter-University Conference on the teaching of English (Casablanca, April 1984).
- c) A report submitted by representatives of the Fez English Department at the Conference on 'Evaluative Survey of E.L.T. Objectives' (Rabat, March 1985; C.D.E.L.T.).
- d) Course descriptions submitted by groups of teachers for different courses in 1984-85. (C.D.)
- e) The same documents as d) submitted by staff members in other English Departments were used for comparative purposes.

### 2.1.3 A framework for data analysis

The questions which the evaluative study is to address are intended to guide its process and the framework designed for data collection derived from the evaluator's own experience and preconceptions concerning the

nature of the programme. These 'theoretical preconceptions' (Patton, op. cit.) are tentative and tested against the findings of the analysis which themselves will be reported to members of the audience for testing their own theories and conceptions. So, decisions as to what areas the data collection procedure should cover were made in the light of the issues the evaluation was intended to address and underline the arguments put forward by the evaluator when justifying the need for the evaluative study, and the conceptual framework adopted for it.

#### 2.1.4 Stages of the analysis

The data analysis procedure, as suggested in the conceptual framework, is qualitatively oriented and based on the model provided in the literature on analysis of qualitative data with special reference to Patton (op. cit.).

##### 2.1.4.1 Description and analysis

Using the framework outlined in questionnaires and interview schedules, a systematic description of the information on purposes of the programme is attempted. The descriptive units provided by the body of data developed into a more comprehensive set including new issues emerging from the description.

'Analysis is the process of bringing order to the data, organizing what is there into patterns, categories, and basic descriptive units'

(Patton, op. cit.:263)

For the evaluation to be illuminative and responsive to the participants' own concerns, the units of description and categories developed are defined in terms familiar to members of the audience ('indigenous typologies', Patton, op. cit.:306-307).<sup>13</sup> When, on the other hand, the typologies are 'analyst constructed', (Patton, op. cit.:309,311) their meaning must be made obvious by referring to the data, especially specific statements or samples of events, and validating them through cross-checking.

##### 2.1.4.2 Interpretation

'Meaning' as an essential concern in a qualitative approach has been

highlighted in the literature (Patton, op. cit.; Bogden & Bilken, 1982 ... etc.) and interpretation in evaluation assumes two processes of explanation:

- a) A reporting of the meanings given by participants themselves to events which take place in the context of the programme. These meanings may be verbalised (more or less explicitly) or implicit in the planning, implementation and evaluation of the programme operations.
- b) An evaluator interpretation of the phenomena observed, which takes into account the participants' own interpretation with the purpose of revealing new meanings and relationships not apparent to the individual decision-maker, teacher or student.

#### **2.1.4.3 Evaluation**

This is the stage during which the evaluator is called upon to weigh up the evidence available for purposes of making judgements about the programme and stating implications of the study. These judgements are based on the interpretation of meanings arrived at through the description and analysis of the information collected. The ultimate aim of such evaluation is to 'help decision-makers and information users reality-test their own theories of action about the linkages between program process and program outcomes' (Patton, op. cit.:279).

### **2.2 Practices and effects**

The rationale and methodological procedures outlined above are relevant for all three phases of the data collection process and need not be repeated for this statement on features of the methodology that are specific to phases 2 and 3. The purpose here is to briefly describe the data collection operation undertaken for eliciting information about the practices of the programme and its effects.

#### **2.2.1 Questionnaires (see Appendices V.1, V.2, XI.1.1, XII.1.1, and XII.2.1).**

During phases 2 and 3, questionnaires were used to elicit information about the areas respectively indicated for each of them, and which constitute some of the most important issues raised in the Background

chapter. In addition to closed items, provision was made in questionnaire layout for respondents to elaborate on their choices among the suggested opinions, and make further detailed comments about any of the topics covered.

**TABLE 3.5**

Questionnaire return rates

	Number of Items	N (Distributed) Return			(1)	
TEQ	38	(32)	(29)	91%		
SEQ	41	Year 1	(120)	(102)	85%	(102/675) 15%
		Year 2	(120)	(105)	87.5%	(105/315) 33.5%
		Year 3	(100)	(86)	86%	(86/420) 20.5%
		Year 4	(100)	(93)	93%	(93/163) 57%
		Total	(440)	(386)	87.5%	(386/1573) 24.5%
TMEQ	8	(25)	(22)	88%		
SMEQ	13	(100)	(85)	85%	(85/163) 52%	
EAQ	37	(85)	(71)	83.5%		

(1) Where applicable, percentages indicate the proportion of students who completed questionnaires out of the total student population.

The SPSS computer programme was used for the statistical analysis, (frequencies and cross-tabulations) of all the results of questionnaires.

### 2.2.2 Interviews and sampling procedure

Provisional interview schedules were developed, focussing largely on the same issues as the questionnaires. They were further elaborated and finalised using some of the data recorded from students', teachers' and alumni responses to questionnaire items, especially the explanations they gave for their choices among the options offered, and the additional comments they made in the space provided for this purpose.

Student evaluation interviews were conducted one week after students had completed the questionnaires. Members of staff who supervised the completion asked those among them who 'had more to say' about the topics covered to attend a meeting held the following day. Approximately 70 attended, and after the evaluator had explained the purpose of the proposed interview, 55 of them agreed to participate and appointments were made for the following week.

A set of interviews about examinations were conducted during the week following the first sitting of written exams (May 1985).

For purposes of eliciting the type of information to be used for cross-checking by comparing the views of the 4th year students who specialised in either literature or linguistics, or those who may have experienced assessment in contrasting ways (repeaters vs. non-repeaters), pair-interviews were conducted (15 pair interviews and 27 individual). Respondents were consulted about their choice of interview procedure and those who expressed reservations about being interviewed with a fellow-student were taken separately.

The same procedure was followed for sampling and interviewing alumni for Phase 3 of the evaluation.

## CHAPTER FOUR

### PURPOSES

#### 1. INTRODUCTION

##### 1.1 Analysis of Purposes

The aim of the background to this chapter on purposes is to underline the relationships obtaining between the decision-making process in H.E. as illustrated by the pattern set for Faculties of Arts, and the participants' perceptions of purposes as a result of their participation or otherwise in such a process. Generally speaking, respondents' reactions to interview questions and questionnaire items are determined by their perceptions of their own role in the 'system' either as decision-makers, decision-making consultants, mere 'executors', or 'receivers' (students).

The assumption here is that our understanding of the nature of decision-making procedures used to organise H.E. - of which the E.L.T. programme is a component - is essential for the proposed description and analysis of the aims educational operations at University and more particularly in Departments of English are intended to achieve. M. Kogan states:

'Decision-making in H.E. is difficult to analyse because of the range and fluidity of its objectives ...'

and

'Because its purposes are volatile, it is wide open to a large and fluctuating system of decision-makers'.

(Kogan, 1973:3).

In the same way, the complexity of the decision-making process as it prevails in H.E. may be used to explain the lack of awareness of the purposes of the system exhibited by some of the participants. Hence, as thorough a description and analysis of such purposes as possible is likely to illuminate the E.L.T. programme as characterised by its purposes, this within the general framework of an evaluation that will encompass its practices and the resulting effects.

This stage of the evaluation is limited to purposes of the programme which are stated in written documents, or in responses given by participants during the interviews or to questionnaire items. Those purposes which are to be inferred or derived from the evaluation of components of the programme such as course content (the 'syllabus') and teaching and assessment practices, are part of the 'hidden curriculum' and will be considered in the evaluation of practices and effects of the programme.

The analysis of the purposes of H.E. and the E.L.T. programme deals with purposes 'concerned with the ongoing process of education' (Engel, 1981:157) and aims at revealing the long-term national purposes which are part of the overall goals of education. The objectives of specific courses on the other hand may be seen as an interpretation of programme purposes into practical teaching and learning tasks it is supposed to carry out, as a contribution towards the accomplishment of the more general purposes of H.E. and E.L.T. The short-term purposes of courses 'refer to the programme in process'. (Engel, op. cit.) and describe the proposed changes in knowledge, skills, and attitudes and values, that are to take place as a result of the implementation of the programme.

## 1.2 Perceptions of definition

A direct result of respondents' perceived awareness of purposes are the opinions they have formed about the nature of these purposes. Although it has been recognised as being more an issue in formulating the specific objectives of courses, the notion of goal definition is of vital importance in our attempt to analyse the purposes of the programme being evaluated. The participants' awareness of purposes is reflected in their ability to verbalise them, or in the views they put forward about the degree of definition they think could be assigned to them.

Of all the participants interviewed about purposes, two members of the DM group (one Dean and one 'senior' member of staff) felt that the purposes are **defined although not implemented**. They both stated that these purposes had been formulated before they were included in the official texts. The formulation of purposes was '**vague**' enough to accommodate



different points of view 'to allow individual departments to introduce the required changes without having to worry about ministerial decrees'. Instances of these changes were also mentioned by some teachers who saw the 'flexibility' of the legislative framework provided by the law as a positive element in the organisational structure of the decision-making process. The way these changes were brought about and the respondents' views on this 'flexibility' of the law governing the organisation of studies in Faculties of Arts are essential for the description and evaluation of the functioning of the programme at the level of the Department. They are discussed in more detail in Chapter 5 on Practices.

As a consequence of this flexibility, a second pattern of perceived definition of the purposes does emerge in the comments made by some members of the DM and staff groups. A **'more or less defined'** assessment may be inferred from statements expressing their views as to the definition of purposes, and indicates both their awareness of them and their wish to keep a 'neutral' stance in respect to the issue. However 'ill-defined' the purposes are in the text, most respondents in fact define them by elaborating on the subject and, in most cases, providing a list of them.

The third type of response obtained from members of the staff group is the **total negation** that the purposes are defined at all: 'The system is confused and confusing', and 'Goals are not defined, they need to be defined for both teaching staff and students' ... etc. In spite of this negative view, respondents made lengthy statements in which they elaborated on what they perceive as being the real purposes of H.E. and the E.L.T. programme, however undefined they think they are.

The theme on which there seems to be agreement among members of both groups is the **need for a redefinition or reassessment** of the purposes. This redefinition is to be made in the light of recent developments in the socio-economic situation of the nation, and also taking account of the most important developments in the field of language teaching in general.

Participants' concern with the formulation of purposes for H.E. and E.L.T. and the discussion of course objectives has prevailed during the last three years not only at the official national level, but also at the level of institutions and departments. An issue related to the formulation

of purposes is the participants' point of view as to whose responsibility it is to define these purposes at the national, institutional and departmental levels.

### 1.3 Indicators of awareness and perceived definition

Respondents' comments about their awareness of the purposes and the degree to which they are perceived to be defined are generally supported by **references to specific documents** (the 1975 Reform text and other ministerial decrees). Specific sections of these are quoted, especially those in which the purposes of H.E. are implied in the 'mission' of university institutions and the functions of members of the teaching staff ('enseignants-chercheurs'). Two members of the DM group also made **references to national events** concerned with educational issues in general and during which the purposes of education were debated and formulated (Maamora, 1964; Ifrane I, 1971 and Ifrane II, 1980).

As already pointed out, those respondents who demonstrated a certain degree of awareness of the purposes made elaborate statements, in most cases emphasising the 'functional' manpower training purpose. In these statements, members of the DM group concentrated on the purposes of H.E., whereas teachers were more concerned with those of the E.L.T. programme. This distinction is also reflected in the statistical results for questionnaire items on teachers' views concerning the responsibility for setting purposes at the different levels of decision-making. Members of the staff see their role as more restricted to the E.L.T. programme and the objectives of courses they teach.

The most striking result of the lack of awareness of the purposes of H.E. and the E.L.T. programme among certain members of staff is their tendency to '**dissociate**' themselves from the very process of decision-making and minimise their own involvement in the formulation of objectives for the courses they teach. Stating their ignorance of the sources of reference for purposes at the national level provides an opportunity for them to criticise a system in which they see themselves as mere executors of 'policy always formulated in Rabat, [which] seems to come from faceless people' so that 'teachers are not really brought into consultation, so how be aware of goals?'

## 2 PURPOSES OF H.E.

An important element for this analysis is the shift of focus that has taken place at different stages in the history of H.E. in Morocco, and which has marked the purposes set by decision-makers for different institutions of higher learning. This shift, which is not by any means particular to H.E. in Morocco, has been brought about by the socio-economic and political developments at the national level, and was accompanied by substantial changes in the admission system which are briefly outlined in the Background chapter and discussed below in the context of the 'formation des cadres' (training of manpower) function of H.E.

The purposes, in the form of themes derived from the analysis of the data, fit into the two main types developed for H.E., viz, the 'extrinsic social purposes' and the 'intrinsic educational purposes',<sup>14</sup> bearing in mind that in the case of education for personal development, 'the line between intrinsic educational purposes and extrinsic social purposes is blurred'. (Weinstein, 1973:11).

The following quotation from an official document summarises these purposes as applied to education in Morocco:

**'Finalités:** Dans ses buts ultimes, le système éducatif marocain s'est toujours vu assigner trois types de finalités: culturelle, sociale, et économique... A côté du rôle de l'éducation dans la retransmission des valeurs spirituelles et morales propres à la civilisation arabo-islamique, de l'humanisme marocain, de la culture nationale et des traditions communautaires, on reconnaît aujourd'hui à l'éducation un rôle non moins fondamental à jouer dans le développement économique'.

(Orientations et Objectifs du Plan Quinquennal 1981-85, M.E.N., 1984:1).

### 2.1 The 'functional' purpose of H.E.

The primary role that education is to play in the economic development refers in the context of education in general, and H.E. in particular, to the training of manpower, by providing for the promotion of particular skills for the student to acquire in order to be able to take up a given professional occupation as a direct result of the education s/he has received. The purpose then is for institutions of H.E. to design programmes which will work toward turning out individuals trained in various

specialities needed for the general development of the country. To this end, dispositions are made during the various phases of the decision-making process to set priorities reflecting the felt needs, both in legislation and in resource allocation.

### 2.1.1 Perceptions of participants

Although respondents' views as to the relevance of this purpose of H.E. differ to some extent, they tend to consider it the main purpose, and elaborate statements to this effect are to be found in both the data collected from interviews and in the respondents' replies to open items in PUR-TQ. Because they are concerned with H.E. as practised in Faculties of Arts, they all are inclined to think of teachers - and translators in a few cases - as being the main type of 'specialists' the education their institutions provide is supposed to turn out.

The following are quotations representative of this view:

- 'Turning out teachers must surely be the main goal of H.E.'
- 'Meeting the need for teachers has always been a clear aim of H.E.'
- 'Lets not kid ourselves, whatever and however we teach them, 95% of our graduates end up teaching'.
- 'For example, I think it is a valid goal of H.E. in Morocco simply to provide temporary employment for otherwise unemployed young people. - A cynical view which does not necessarily contradict or invalidate any other, loftier goal'.

The underlined parts in the quotations suggest reservations on the part of respondents about the primacy of the 'utilitarian' purpose of H.E. A reason for this is that academics in general, and those working in institutions offering courses in the Humanities for example, tend to insist on the fact that their programmes aim at more 'academic' purposes, and that the 'vocational' aspect should be 'played down'. This is emphasised by the following statement made by one of the interviewees:

'We are not training teachers, that is the job of the C.P.R. and the E.N.S.'

Another interviewee who had at the beginning of the interview mentioned 'formation des cadres' as the most important purpose of H.E. later

declared:

'I don't think we should think of our Faculties as teacher-training centres, otherwise they will lose their "raison d'être" ... '.

This is a theme that recurs in most interviews and highlights the ambiguity that has always characterised the role of certain Faculties - in particular Faculties of Arts, Law and to a lesser extent Science - as institutions of 'purely academic' studies, but whose graduates have almost all joined the teaching profession. Two interviewees recognised the dilemma and advocated a more realistic approach:

- 'This situation is confused ... If the aim is to produce secondary school teachers, then more emphasis should be placed on language and on practising language teaching'.
- 'There is a danger that we are trying to produce over-intellectual students who are too critical of a situation, without any means of doing anything about it. We should perhaps concentrate more on language for communication'.

In addition to its recognised role in preparing secondary school teachers, a more recent purpose has been assigned to H.E. Now that the moroccanisation of teaching posts at secondary school is almost complete (see Statistics, Appendix III, p. 349 ), an urgent need has arisen for the same process to be achieved in H.E., where quite an important proportion of teaching posts are still held by non-Moroccan members of staff.

The training of Moroccans to become university teachers was mentioned by some of the respondents as a legitimate purpose of H.E., and the achievement of such a purpose implies the incorporation of a graduate programme which is likely to uphold the academic status of the institutions. This justifies the establishment in the last few years of the '3rd Cycle' and 'Formation des Formateurs' programmes in most Departments of Faculties of Arts (see 3.2.1.3, pp. 118-120).

#### 2.1.2 'Formation des Cadres' in written documents

As indicated earlier in the quotation from the 'Orientations et Objectifs du Plan Quinquennal' (M.E.N., op. cit.), education is intended to play a primary role in the economic development of the nation. The training

of manpower being essential for such development, this is stated as a purpose of H.E. in most of the available official texts related to the topic of purposes. The samples given below either contain explicit references to the functional purpose of H.E., or they are more specifically concerned with the 'mission' of universities as reflected in the functions assigned to university institutions and professional duties of the teaching staff.

- a) 'Les universités ont pour mission de dispenser l'enseignement supérieur, de promouvoir la recherche, de **former les cadres** et de contribuer à la diffusion de la connaissance'.  
(OD 1, 1975; quoted in Baina, 1981)
- b) 'Les fonctions des enseignants-chercheurs comportent des activités d'enseignement et d'**encadrement** ...'  
(OD 2, 1975, Chapter 1, Article 3).
- c) 'Les fonctions d'enseignement consistent à dispenser la connaissance aux étudiants, à assurer leur **encadrement** d'une façon constante et à les **former** conformément aux méthodes pédagogiques ...'  
(OD 2, op. cit., Chapter 1, Article 4).

The extract in a) refers to the training of manpower as the imparting of skills to students through training ('formation') as part of the mission of universities. Extract b) is concerned with the professional duties of members of staff in general as embodied in their teaching and training of students. The specific functions of senior staff ('Professeurs de l'Enseignement Supérieur' and 'Maîtres de Conférences') also includes the supervision and professional training of 'junior' members of staff ('Maîtres Assistants' and 'Assistants') as an illustration of the type of 'formation' referred to in 2.1.1 above.

- 'Les professeurs de l'enseignement supérieur ... assurent l'encadrement des Maîtres Assistants et des Assistants'
- Les Maîtres de Conférences assurent l'encadrement des Maîtres Assistants et des Assistants'.  
(OD2, op. cit., Chapters II and III, Articles 8 & 16).

The importance of these texts for understanding the purposes of H.E. in the form of legislation lies in the fact that, whereas decision-makers refer to them in their formulation of these purposes, a large number of members of staff and students are totally unaware of their existence. This reinforces the idea discussed earlier that for participants in H.E. other than those involved in decision-making at the national level, the purposes of university education are of less concern than the more practical issues

related to teaching, learning and assessment.

### 2.1.3 Access and the utilitarian purpose of H.E.

It is possible to illustrate the shift of emphasis mentioned in the introduction to this section by describing the stages that have marked the relationship between 'formation des cadres' and H.E., and the resulting patterns set for access to University during these stages.

#### 2.1.3.1 Stage 1

During the first twelve years after independence (1956 to 1968), a free access policy was followed, and passing the baccalaureate examination was the only condition for entering any institution of H.E. Faculties of Arts and Law made entry even easier by instituting a special examination for non-holders of the baccalaureate.

The need for Moroccans to replace departing foreigners in positions in administration, education and the public sector in general, made it possible for all students in H.E. to secure not only grants from the government, but also guaranteed employment at the completion of whatever studies they had embarked on. In the Faculty of Arts and the Faculty of Science, a majority of students signed binding contracts with the Ministry of Education to teach for a minimum of eight years after graduation. They attended a special course in the methodology of teaching at the then E.N.S., along with their courses at the Faculty. In the same way, students in other institutions of H.E. (Faculty of Medicine, Colleges of Engineering and Technology ... etc.) were assured of employment as doctors, engineers, or administrators at the end of their studies. At this stage, the training of manpower for the general development of the country was the main concern of decision-makers, and the function of most institutions of H.E. was to turn out nationals to take over the management of different sectors in the economic, administrative and educational life of the country. As one of the interviewees put it:

'The aim of H.E. was then clear, our priority was to train people in order to meet the staffing needs of the country'.

In the case of the Faculty of Arts - there was only one then - for example,

this was reflected in the fact that most students were also teacher-trainees, ('élève-professeurs') and had to complete a practical-teaching period during their last year (3rd year) at the Faculty.

### 2.1.3.2 Stage 2

Owing to the expansion of educational provision and the growing demand for places in H.E., the 'open access' policy described above was abandoned and more stringent entry requirements introduced. A 'scientific' baccalaureate was required for admission to certain institutions, and an 'orientation' system was adopted for enrolment in different departments. With the exception of the Faculties of Arts, Law, and Science, all institutions of H.E. established strict entry requirements, and a competitive examination ('concours') for less and less places became the norm. Generally speaking, applicants were still granted scholarships, provided they enrolled for studies prescribed by an 'orientation committee'. Theoretically, decisions concerning the applicant's career in H.E. were made on the basis of his/her secondary school records and results in the baccalaureate examination. This policy of 'orienting' students towards fields of study - however remote from their own interests - was supposed to correspond to priority areas in national planning and characterised the second decade in the history of the still young Moroccan University.

It was also during this period that the feeling among those involved - especially teachers and students - grew that the Faculties of Arts and Law, where the only entry requirement was still the baccalaureate, were gradually becoming institutions of which the main purpose was to absorb the soaring numbers of 'bac' holders. High rates of wastage became a major problem in spite of the opening of three universities during the late 1970's and early 1980's. Constraints on the employment of students who graduated in Law and the Humanities in particular, initiated a crisis that is still prevailing.

### 2.1.3.3 Stage 3: Recent developments

The ambiguity of the functional purpose of H.E. insofar as institutions such as Faculties of Arts are concerned, has led to a growing



scepticism among members of staff and students as to the legitimacy of such a purpose. A consequence of this situation has been the development of a Moroccan equivalent of the 'binary system' as it exists in H.E. in Britain for example (see Scott, 1984, for example). As indicated in M.E.N., a distinction is now made in this system between institutions of 'specialised H.E.' ('Enseignement Supérieur Spécialisé') and institutions of H.E. ('Enseignement Supérieur Universitaire'). This distinction stems from the conviction that the imperatives of the country's development and the growing cost of education, have made decision-makers more concerned about the relationship between education as professional training, and the needs of the economy in manpower. This is illustrated in the following extract from M.E.N.

' ... Historiquement, les finalités socio-culturelles ont toujours été privilégiées par rapport aux finalités économiques. Cependant, depuis un certain nombre d'années, les nécessités du développement et le coût de plus en plus élevé de l'éducation pour la collectivité ont suscité chez les dirigeants un intérêt grandissant pour les liaisons éducation-formation et besoins de l'économie en main d'oeuvre'.

(M.E.N., op. cit.:2)

One of the results of this 'growing interest' has been the emergence of a more 'vocationalist' view of H.E., the proponents of which sustain that educational planning, especially at university level, must be closely related to the needs of the economic system. This has led to the development of the 'binary system' mentioned above, but with the main difference, compared to the British system, for example, that in Morocco the more 'noble sector' (Cerych, 1973) should be institutions of 'specialised H.E.' which offer highly vocational courses as compared to the more 'academically' oriented institutions of H.E. This state of affairs has implications for resource allocation, and the gap is growing wide between the more 'useful' institutions, with favourable staff-student ratios, adequate teaching and research facilities ... etc., and those institutions which have for the last fifteen years been used to absorb the thousands of 'bac'holders who could not do anything else because they had the 'wrong' kind of baccalaureate ('Lettres'). Enrolling in Departments of Social Science, the Humanities or Law has become the last resort of students whose main concern is finding employment at the end of their university studies, whatever their interests and aptitudes may be.

The points made here underline the feeling among most people concerned with H.E. that the Faculties mentioned above have turned into institutions whose students are being prepared for second-rate employment at best and unemployment at worst. This argument is further taken up in the section on students' reasons for enrolling in Faculties of Arts. (Section 5, pp. 141-146).

## 2.2 The socio-cultural purpose

'D'une manière générale, l'enseignement supérieur, ensemble des enseignements qui font suite aux études secondaires, concourt à la promotion culturelle de la société et par là même à son évolution vers une responsabilité plus grande de chaque homme envers son propre destin'.

(M.E.N., op. cit.:90)

The fact that the functional purpose of H.E. has been so emphasised both in the legislation and in the statements made by respondents, is a consequence of the recent changes which have taken place both within university institutions and in the context of the country's general development. This in a way explains why the socio-cultural purpose, although not totally ignored, has been less of an emerging theme in the data. However, evidence exists in both the texts and in the other data, that such a purpose is also considered worthy of attention. The concern with the socio-cultural outcomes that are to result from H.E. is reflected in the way the long-term 'objectives' ('objectifs') of education are formulated in M.E.N. (op. cit.). These are: 'generalisation', 'democratisation', 'moroccanisation' and 'arabisation'. (M.E.N., op. cit.:2,3).<sup>16</sup>

### 2.2.1 The social aspect

The open access policy which characterised the first decade of post-independence H.E. suggests that the purpose of education to which decision-makers subscribed then was 'democratisation' and 'generalisation'. The right of access to all levels of education became a 'citizenship' right to which all political parties and successive governments paid lip service.

'Notre but a toujours été de créer une Université de masse, un enseignement démocratique, ouvert à tous les Marocains, sans aucun numerus clausus'.

The two basic principles, 'generalisation' and 'democratisation', as

applied to H.E. reflect a concern with the promotion of equal opportunity to those who may profit from university studies to enjoy the anticipated advantages usually associated with the acquisition of a university qualification. The relatively open-access system that prevailed during the first phase in the history of H.E. as described in 2.1.3.1, and the granting of scholarships to all students, are manifestations of the intent to carry out the 'democratisation' principle.

Problems arising from the attempt to reconcile this aspect of the social purpose H.E. is supposed to achieve and the pursuit of 'academic excellence' by maintaining standards are illustrated in the system: a system which prides itself for its free access policy but at the same time introduces selection procedures at a later stage, such that less than one third of initial entrants manage to complete the B.A. degree in the minimum required four years. Considering that one of the most important results of the freedom of access policy has been the development among participants of often unrealistic expectations of a higher standard of living and social status, only in a small number of cases has university education actually 'delivered the goods'.

Although these problems have always been more acute in Faculties of Arts and Law, even institutions of 'specialised H.E.' are beginning to turn out graduates whose prospects of employment are not as guaranteed as they have been until the last three or four years. This issue of unrealistic expectations is raised in relation to the purposes of new university entrants (see 5.2, pp.147-51) and the perceived effects of the E.L.T. programme on alumni (Chapter 6). Perceptions of participants about the situation as it prevails explain the somewhat cynical view that the purpose of H.E. is 'to keep them out of the streets' or 'to jettison as many as possible'.

### 2.2.2 The cultural purpose of H.E.

' ... the University is a formidable instrument of cultural perpetuation and renewal ...'

(Scott, op. cit.:21)

Another aspect of the social purpose of H.E. is the promotion and transmission of cultural institutions and attitudes valued in the society of which the beneficiaries of education are members.

' le rôle de l'éducation dans la transmission des valeurs spirituelles et morales propres à la civilisation arabo-islamique, de l'humanisme marocain, de la culture nationale et des traditions communautaires ...'

(M.E.N., op. cit.:1)

The decision-makers' preoccupation with the necessity for an Arabo-Islamic component to be incorporated in the curriculum of studies in Faculties of Arts is evidence of the importance attached to this function of H.E. The 'moroccanisation' and 'arabisation' principles held since independence have been the basis of important decisions taken in order to complete the arabisation of all studies at university level.

The policy followed since independence has achieved complete arabisation and moroccanisation of programmes of study in the Humanities and Social Sciences, with the long-term objective of extending the process to the technical and scientific disciplines. In foreign language departments, the introduction of Islamic Thought and Arabic language components, and the switch from French-English/English-French translation to Arabic-English/English-Arabic translation, are the most important changes brought into the programme of studies to accommodate the cultural purpose of H.E.

The 1983 Reform has also made it possible for 4th year students in language departments to submit monographs about topics related to the national culture such as Moroccan Arabic or any of the dialects of the Berber language (OD 3, 1983, Article 16:105).

These innovations were introduced to reinforce the knowledge acquired by students during the earlier secondary and primary stages of their education, with the aim of cultivating and perpetuating aspects of the cultural heritage shared by all members of the society. The importance accorded to the cultural purpose of H.E. also reflects a belief in the intrinsic value of education as a means of promoting a common culture, specific to the Moroccan context, and developing the student's understanding of ethical norms and standards which will make of him/her a full citizen. Decision-makers' and national leaders' recognition of this role of the University as an 'instrument of cultural perpetuation and renewal', and its influence on the development and promotion of ethical and

moral values, is profusely documented in the editorials and articles published in national newspapers, and speeches by political leaders during the conferences on education mentioned earlier.<sup>17</sup> These conferences set the four principles - 'generalisation', 'democratisation', 'moroccanisation' and 'arabisation' - upon which educational thinking has been based in Morocco, and stressed the need for a 'Moroccan School' which aims at establishing and promoting the cultural heritage of the nation, and the role of the University as guardian of such heritage.

Thus, the cultural purpose of H.E., although not as explicitly specified in the official texts governing university education as the functional purpose, is recognised as one of the most important elements that any analysis of purposes must take into account.

### 2.3 Teaching/Learning and Research

2.3.1 'Les universités, ont pour mission de dispenser l'enseignement supérieur, de promouvoir la recherche, de former les cadres et de contribuer à la diffusion de la connaissance ...'

(OD 1, op. cit., quoted in Baina, op. cit.:375)

Part of the mission of university education is the transmission and development of knowledge. It is by means of teaching and learning that such knowledge is imparted, and the mastery of an academic discipline or set of disciplines is the most straightforward aim of university education. This purpose of H.E. is defined in the legislative texts as part of the professional duties of university staff:

'Les fonctions des enseignants-chercheurs comportent des activités d'enseignement et d'encadrement, des activités de recherche et des tâches d'ordre général'.

(OD 2, op. cit.: Article 3).

These functions are further defined as:

- 'dispenser la connaissance aux étudiants'.
- 'Les professeurs de l'enseignement supérieur ont sous leur responsabilité le déroulement des enseignements correspondant à leur spécialité'.

(OD 2, op. cit., Chapter I, Art. 4 & Chapter II, Art. 8).

The teaching responsibility applies equally to all four categories of teaching staff - Professeur de l'Enseignement Supérieur, Maître de

Conferences, Maître Assistant and Assistant - (OD 2, op. cit., Chapter III, Art. 15; Chapter IV, Art. 23 and Chapter V, Art. 29).

OD 3, Article 3 specifies the purpose of teaching in Faculties of Arts as follows:

- a) The teaching of skills necessary for the acquisition of knowledge and the reinforcement of linguistic skills for that end in the first cycle.
  - b) Developing an in-depth knowledge and understanding of the student's chosen subject of study in the second cycle.
- (Translated from Arabic OD3, op. cit.)

The long-term goal of such teaching as expressed by respondents is to turn out individuals who 'are able to understand what is going on in the world' by 'widening their horizons'. Such 'knowledge and enlightenment' would be the privilege of 'literate, thoughtful people'.

Teaching various academic disciplines is conceived as a means of transmitting and furthering knowledge as well as contributing to the personal growth of recipients of the knowledge. The development of the student's 'intellect', through the acquisition and understanding of information concerning a given subject and the techniques specific to solving its problems, is seen as the ultimate result of the teaching/learning activities which take place all through his/her university career. In this sense, 'education ministers intimately to ultimate ends, in developing man's capability to understand, to contemplate and to create'. (Robbins Report, 1963:8).

As the aim of first cycle studies in Faculties of Arts is to equip the student with skills for acquiring knowledge, it must also be assumed that this is the stage when his/her interest in the discipline chosen is engaged. Although this is not explicitly stated by respondents or in the texts, one may infer that the acquisition of such skills is followed by the development on the part of the student of positive attitudes towards the different components which make up the subject-matter of the discipline(s) studied. This importance of attitudes, which quite obviously must be considered as one of the purposes of H.E., is examined in more detail in the analysis of students' purposes (Section 5).

Any discussion of teaching as a purpose of H.E. is bound to be

incomplete if it does not incorporate the learning component. Just as teaching is part of the mission of H.E. and one of the most important duties of those responsible for administering it, learning, whatever form it takes and whatever long-term goal is intended, is an essential purpose of students engaged in the learning activities. Evidence of such development is the student's ability to formulate his/her own purposes and evaluate his/her attainment of these purposes. This topic is further examined in the analysis of students' purposes and their evaluation of their experience as participants in H.E.

### 2.3.2 Research as a purpose of H.E.

A reference to official texts reveals that research is considered by decision-makers as a major function of institutions of H.E. However, although none of the respondents involved in the present evaluation dispute the importance of research, conflicting views are offered by some of them concerning the existence of research activities as such in Faculties of Arts, the conditions for promoting such activities, and what they regard as 'useful' types of research.

#### 2.3.2.1 Research in the texts

'Les fonctions de recherche, consistent a réaliser des études et des travaux individuels ou d'équipe, dans le but notamment d'élever le niveau de l'enseignement, d'assurer le perfectionnement des enseignants-chercheurs de l'université et de faire progresser la connaissance et ses applications pour contribuer au développement du pays ...'

(OD 2, op. cit., Chapter 1, Article 5).

In addition to this formulation of research as a purpose of H.E., the professional duties of teaching staff ('enseignants-chercheurs') are also defined in the same text and include instances of the research activities to be carried out (e.g. writing textbooks for disciplines they teach, the organisation of seminars and staff-development activities, and the elaboration of research work for publication and dissemination). (OD 2, op. cit., Chapter II, Articles 8 & 9).

As one of the decision-makers pointed out, a substantial part of salaries paid to university teachers is described in the legislation as 'prime de recherche' (research allowance), which theoretically is meant to

compensate for time and effort spent on research pursuits outside the teaching schedule.

### 2.3.2.2 Research, a controversial issue

In the context of the present study, research emerges as a controversial issue not so much for the reasons traditionally advanced by advocates or opponents of the primacy of such a purpose of H.E. as opposed to teaching, but rather for the somewhat contradictory views held by participants about the very existence of activities one could call research, the conditions for promoting research, and the types of research they think are most 'useful' for the purposes of H.E.

The statistical results obtained for PUR-TQ, item 35 (Table 4.1) suggest a relatively moderate tendency among respondents who consider research as an essential concern of H.E. (48% rate research as 'one among other goals of H.E.'). This 'moderation' contrasts sharply with the elaborate and committed statements made by interviewees, especially newly-recruited members of staff who feel 'frustrated and unable to do anything about this situation', referring to the lack of facilities and the 'atmosphere'.

TABLE 4.1

Research as a purpose of H.E., Staff perceptions PUR-TQ, Item 35 (N=49)

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Would you rate research as:

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1. The most important goal of H.E.	( 4 )	08.5%
2. Quite an important goal of H.E.	(16)	33%
3. One goal among others of H.E.	(23)	48%
4. Less important than other goals of H.E.	( 5 )	10.5%
5. Of little importance	( 0 )	00%

---

Figures between brackets indicate frequencies.



The main themes which emerge from the analysis of the data and which are related to the research role of H.E. are 'existing' research, conditions for promotion and 'useful' research.

### Existing research

When asked to describe the research activities - if any - going on in their departments, members of staff insisted on making distinctions between three main types of activities: undergraduate 'research', degree-seeking research, and 'on-going' research.

- a) The undergraduate type that is carried out by students in their final year and the aim of which is 'to initiate' them into research techniques. Differing views are expressed as to the nature and quality of such 'research':

'The 4th year "mémoire" has nothing to do with research, it is not even initiation into research'.

'La monographie de 4ème année est très importante. Elle initie nos étudiants aux travaux de recherche. On découvre ceux qui sont capables de continuer'.

The controversy over the status of work submitted by 4th year students is examined in detail in the chapter on effects which offers an extensive evaluation of the 4th year monograph as perceived by teachers, students and alumni (Chapter 6, Section 2).

- b) The second type of research mentioned by respondents is work usually carried out by individuals seeking a degree (M.A., M.Phil/M.Lit., or Ph.D.) in order to obtain promotion and/or tenure. For lack of facilities, degree-seeking research by members of staff in English Departments has been generally carried out in foreign universities (the U.K., the U.S., France, and occasionally Canada), although a few M.A. theses have been submitted in the Rabat Faculty of Arts.

As already pointed out in the Background chapter (2.3.3, p. 24 ), recruitment, tenure, and promotion are more or less automatic and determined by the degree(s) held by the applicant. Moreover, the recruitment of staff, although a responsibility of departments in

certain Faculties, is conditional on ratification by personnel executives at the Ministry of Education who make recruiting decisions on the basis of degrees held by the candidate, irrespective of research work done or professional qualifications. This prompted one of the interviewees to remark:

'Now that I am in, I can teach. I don't have to do any research'.

- c) Departments at University were established by ministerial decree with the function of promoting and coordinating research work:

'... promouvoir et coordonner les activités de recherche prévues aux articles 5,9 et 10 du Décret du 17 Octobre 1975 (OD 2), notamment par la diffusion des travaux [de recherche] effectués, tels qu'études, mémoires ou thèses ...'  
(OD 4, 1975, quoted in Baina, op. cit.).

The type of research which it is the duty of teams to carry out is - when it exists - unstructured, discontinuous and most of the time disregarded by those it is directed at.

'You're doing research every time you prepare a course'.

This statement by one of the teachers does attenuate to some extent the bleak picture so far depicted of research as a purpose of H.E. in Faculties of Arts, and more particularly in Departments of English. Such a claim is legitimised by the fact that for some courses in the E.L.T. programme, team work is the norm, and members of a same team are required to produce their own teaching materials for which extensive research is necessary. This understanding of the meaning of research fits well with the definition given in the Report of the Committee on H.E. (Robbins Report, op. cit.) which is broad enough to suit an array of purposes:

'Research is the wide range of intellectual activities that serve to increase man's power to understand, evaluate and modify his world and his experience'. (:181)

and

'The researcher often finds that his personal work provides him with fresh and apt illustration which helps him to see a subject in a new light when he turns to prepare a lecture'. (:182)

The possibility for such type of research prevailing in Departments on English could provide cause for optimism insofar as the achievement of the research purpose of H.E. is concerned. However, the risk is there of it being used as an excuse for the kind of complacency exhibited by those members of staff who are either quite happy to rely on and use materials developed elsewhere, or 'too busy' with their own individual research to bother about improving their teaching through research activities.

### Conditions for promotion

Another aspect of the issue under discussion is the respondents' assessment of the conditions necessary for the promotion of research as a purpose of H.E. Item 36 of PUR-TQ was meant to elicit the respondents' evaluation of research facilities available or not in their institution or department. The statistical results obtained (Table 4.2) indicate that one third of respondents do not think that any of the basic facilities for research exist in their institution. A further 16.5% of the total number fail to respond to the item, which could be interpreted as negative. Even in cases where a library, xeroxing and duplicating facilities exist, respondents add comments to qualify them as 'scanty', or 'not readily available', or 'not really sufficient for research'.

It must then be assumed that respondents see the provision of facilities such as the ones mentioned above as one of the prerequisites for the promotion of research in their institutions.

**TABLE 4.2**

Staff assessment of research facilities PUR-TQ, Item 36 (N=49)

Which of the facilities for carrying out research listed here are available in your institution (Department or Faculty)

1. A good library	( 3 )	06%
2. Xeroxing facilities	( 3 )	06%
3. Duplicating facilities	( 2 )	04%
4. Financial support	( 0 )	00%
5. Adequate supervision	( 3 )	06%
6. More than one of the above	(13)	27%
7. None of the above	(17)	34.5%
8. No response	( 8 )	16.5%

Time is another factor that recurs in respondents' comments about these conditions.

- 'La fonction enseignante est astreignante'
- 'Most people spend a lot of their time teaching'.

It is quite interesting to note how the research issue in our context contrasts with that existing in European and North American Universities. Whereas in Morocco university lecturers tend to complain about the constraints that teaching duties place on time that could be spent on research, it seems that our counterparts abroad - until recently at least - are working in a context where teaching is considered as a subsidiary activity, and the question is not 'how much research is possible?' but rather 'how much teaching can be done?' with all the research that is going on!

We must point out that the weekly teaching load (as reflected in the number of contact hours) for each category of university teachers has been increased from October 1985 and now stands as follows:

P.E.S.	10 hours (8)	M.C.	12 hours (8)
M.A.	14 hours (10)	Assistant	16 hours (12)

(1) The figures between ( ) indicate teaching loads applied before October 1985.

(2) P.E.S. = Professeur de l'enseignement supérieur  
M.C. = Maître de Conférences  
M.A. = Maître Assistant

A large number of respondents of both groups (DM and staff) also mentioned the lack of a 'suitable environment' for the pursuit of research. Those of them who have been trained abroad point out a main difference which they think exists between their present institution and foreign institutions where they have been able to engage in research activities. This is the prevailing of an 'atmosphere' for which some used other vocables such as 'mentality' or 'spirit' to define the kind of environment they see as propitious for the achievement of the research purpose of H.E.

'In the Moroccan University, when you have a degree, you are in for life. The "publish or perish" spirit which exists in other universities does not exist here ... If people didn't feel secure, they would do research'.

Respondents aired different views as to how this situation could be

remedied by working towards the development and promotion of the 'right kind of atmosphere'.

'Provided the time and facilities for research are made available, the "stick and carrot" policy could be used to get people to carry out research. The "prime de recherche" could be given only to those who do research. After all, we are "enseignants -chercheurs" '.

'The causes of such negligence are academic, not administrative. Moroccans doing research should be accountable to somebody ... The Department should control their training and the research they undertake ...'

Some members of the DM group insisted on the introduction of some system of accountability as a primary condition for the creation of an adequate 'atmosphere' for the promotion of research, while at the same time recognising the lack of facilities and incentive. Members of staff on the other hand contend that the variety of problems which combine to the negligence of research on their part, are created by the absence of what they think are fundamental prerequisites: a lighter teaching load, adequate library facilities, and the provision of funds for purposes of research.

Although no systematic assessment of the research facilities existing in different institutions of H.E. has been carried out, the general feeling among participants is that they are 'scanty' - to say the least - in all Departments of English. This is the main justification for raising issues related to research during the data collection. It is felt that the availability of facilities and the development of the 'right kind of atmosphere' mentioned above are likely to increase the likelihood of the research purpose of H.E. being achieved.

### **'Useful' research**

The examination of research as a legitimate concern of participants in the E.L.T. programme and as a function of H.E. is developed further with an account of the perceptions of participants concerning the types of research activities they believe their efforts should be directed at. The pattern that emerged from the analysis of both the data from interviews, and the comments made in questionnaires, is that quite a number of respondents tend to associate 'usefulness' either with the disciplines they are involved in (staff group), or their own concerns as decision-makers (DM

group).

'Research which does not take into account the national context is useless ... It should aim at our Moroccan, Arabo-Islamic identity ... Research in E.L.T. for example must take into account the national context'.

Teachers, on the other hand, are more concerned with research activities relevant to the array of disciplines they teach or dealing with such related topics as teaching, student learning and assessment.

'I think "informal" research is most important. There is no need for research aiming at personal satisfaction ... Research dealing with a field that will include the students' problems is more likely to solve some of our own problems'.

'Research with a potential for application will enhance team-work and it doesn't have to be research with a capital "R".'

PUR-TQ item 37, (Table 4.3) investigates the teachers' perceptions about the types of issues they think research should address within the programme. A first feature of the statistical results to be reported is the relatively high proportion of non-responses to the item (as many as 38.5%). The figures obtained generally suggest that the needs of the teacher him/herself, those of the Department, and those of students are considered important areas that research should be concerned with.

**TABLE 4.3**

Staff perceptions of research priorities PUR-TQ, Item 37 (N=49)

In carrying out research, do you agree or disagree that a teacher in the Department of English should give priority to:

	SA	A	UND	D	SD	NR
a) his/her own needs	24.5%	46%	08%	19%	02.5%	(24.5%)
b) The needs of the Department	33.5%	36%	14%	16.5%	00%	(26.5%)
c) the needs of his/her colleagues	06.5%	23.5%	40%	26.5%	03.5%	(38.5%)
d) the needs of the students	41%	36%	15.5%	07.5%	00%	(20.5%)

1. SA=Strongly agree; A=Agree; UND=Undecided; D=Disagree; S=Strongly disagree; NR=No response  
(These abbreviations are used for all tables where applicable)
2. Percentages indicate valid % (i.e. excluding non-responses)

To conclude this section on the respondents' views about research as a purpose of H.E., we may say that, whatever wording they use to express these views, and however varied their definitions of 'useful' research, this is an area of relative consensus among them. They all seem to agree on the need for research to be grounded in the purposes of H.E. and that its justifications lie in its potential for application to serve the needs of the individuals and groups involved in H.E.

Their views are summarised in the following quotations from Heim:

'Many pieces of work which started as basic, theoretical or pure research have turned out to have practical application'.

and

'Teaching and research far from competing with each other as rivals, are almost two faces of the same coin ... Not only should university teaching involve some research and research demand to be incorporated in university teaching, but each actively improves the quality of the other ...'

(Heim, 1976:64 & 69).

### **3. PURPOSES OF THE E.L.T. PROGRAMME**

The E.L.T. programme is one of the alternatives offered to students entering University and as such is an exemplification of the many contexts established for the achievement of the purposes of H.E. described in the previous section. Thus, it may be said that the programme is intended to achieve purposes shared by all the other programmes implemented in institutions of H.E., bearing in mind the specificity of foreign language learning as an academic discipline. For these reasons, it is important at this stage to try and identify an appropriate rationale for the inclusion of English language study as one of the options open to students in H.E.

#### **3.1 Rationale: the status of English**

##### **3.1.1 English as a secondary school subject and academic discipline**

The status of English as a foreign language in the wider context of education in the country constitutes the first and most obvious reason why it should be studied at University, if H.E. is to be a natural continuation of Secondary Education during which the majority of pupils are exposed to

the language for at least three years. As English is a 'language of special status'<sup>18</sup> because 'widely taught as a subject in secondary schools' (Ferguson, 1966:310,311), it is a logical course of action for some of its learners to opt for enrolling in English Departments at University. Moreover, one may assume that for a large number of the secondary school pupils who follow the special English programme ('English Préformation'), knowledge of the language is a valuable asset, which not only will foster positive attitudes on their part, but also facilitate their choice of a subject of specialisation at University. The 'special status' which English enjoys at the level of secondary school (it is the most widely studied foreign language after French) extends into H.E. where it is included as a compulsory or optional subject in the curricula of most institutions.

An important distinction which is worth-making here is that English as a Foreign Language is taught for different purposes in different institutions with roughly the following distribution:

- a) English for academic purposes (EAP) in Departments of English at Faculties of Arts, the Faculty of Education and teacher training centres.
- b) English for specific purposes (ESP) in institutions of 'specialised H.E.' (see definition in 2.1.3.3)
- c) English in other departments (EOD) in Faculties of Arts where it is taught as a foreign language and offered as an option among other foreign languages to students of Departments of History, Geography, Arabic, Islamic Studies, and Philosophy. English is also an option for students in other language Departments.

### 3.1.2 English, a 'language of wider communication'<sup>20</sup>

Although no systematic 'sociolinguistic profile'<sup>21</sup> exists of the language situation in Morocco that would serve as a basis for understanding the language planning policy carried out in the context of education, there are signs indicative of another aspect of the status of English.

Post-independence developments in the history of the country have been a major factor behind the emergence of the 'window on the world function of English indicated by Nehru in the India context' (Dakin et al., 1968). Such a function of the foreign language has come about in Morocco as a result of the country's diplomatic, economic and cultural commitments as a member of the international community. Membership of organisations such



as the U.N., UNESCO, the Islamic Conference Organisation and the OAU, in which English is a major language of communication during summits, conferences and other such meetings, has made English an essential component of the educational curriculum.

This has also contributed to the development of this function of English to 'keep in touch with the world' as one of the teachers put it, and to engage in dealings with partners and interlocutors in different international contexts. Hence the justification of incorporating it as one of the components of studies in H.E., and the establishment of private institutions for the study of English (British Council language centres, American language centres, International House ...etc.).

### 3.1.3 English as a 'language of knowledge'

The 'transfer of knowledge' role of English is also an essential element of the rationale on which the introduction of E.L.T. as part of the educational curriculum both at secondary school and at university, is based.

'English is a necessary tool in all fields of knowledge'.

This assertion by one of the teachers summarises the perceptions of participants concerning the importance of English in this respect. The acquisition and understanding of knowledge developed internationally in such fields as science, technology, literature, and linguistics through the medium of English, makes it possible for those involved in teaching or learning activities in such areas to be aware of new developments relevant to the pursuit of their own interests. The promotion of the research purpose of H.E. with special reference to the E.L.T. programme is dependent upon awareness on the part of those involved of recent developments in disciplines related to their profession.<sup>22</sup>

As stated in the discussion of what participants perceive as 'useful' research, studies concerned with teaching the different components of the programme (language skills, culture, literature, linguistics and translation), student learning problems, and the assessment of their performance were mentioned as instances of research activities that could be of most use. Needless to say that insofar as English Departments are

concerned, most of the literature resulting from research in these areas is directly available in the English language.

This function of English is the most likely to contribute towards the achievement of the research purpose of H.E. through the transfer of knowledge via the literature, conferences, and such other means, its transmission through teaching, and its development. It has been strengthened by the growing numbers of Moroccan students who enrol in foreign universities where the medium of instruction is English for graduate and post-graduate studies in various academic disciplines.

### 3.1.4 Attitudes

A fundamental dimension of the rationale for including a language as part of educational curricula in a given context are the attitudes held by members of the community towards that language and its native speakers. These attitudes may be reflected not only in the numbers of people who engage in learning the language, but more importantly in their perceptions about its usefulness for the achievement of the purposes for which they decide to learn it. This aspect of the rationale is dealt with in Section 5 on student purposes, together with other data on parental attitudes which may be evaluated according to the amount of encouragement or otherwise students intending to opt for English study at the University get from their parents, relatives, friends or secondary school teachers.

The most concerned members of the community in this respect are the students themselves. As one of the recognised purposes of education in general, and H.E. in particular, is the promotion of positive attitudes towards the discipline of study, the reasons for implementing a language programme are further validated by taking into account the attitudes students hold towards the subject-matter of the discipline. These attitudes will reinforce the rationale under discussion, and at the same time serve as an important element in the input for the elaboration of the programme.

Quotations from student compositions may be used to illustrate these attitudes.<sup>23</sup>

'Most countries are speaking English, so it'll be easy for me not to be lost for example if I'll go to Japan, India ... etc.,

wherever you go'.

'As English is considered as a universal language that is spread all over the world and used in several fields, I decided to study English at the University ... On the one hand if someone really wants to get as possible knowledge and information, he has to learn English pretty hard since nowadays most of the interesting and valuable books are first printed in English, then translated into other languages ...'

'Except English, a message can't be brought all over the world. That's why if one day I wanna say something to the people in the world, it'll be no misunderstanding between us. Apart of this I add that English is the best of all languages but I preferred it only because it's a mean of communication'.

'There are many reasons that made me choose to study English language, first of all I'm fond of English literature, then I think that the most important works that man did either in literature or in other fields are writing in English and yet I think in the future this language will be useful specially we begin now to face the world of computers ...'

The quotations are illustrative of the types of attitudes developed as a result of the students' contact with individuals who are engaged in learning the English language, or their own exposure to it as learners. The data abound with definitions of English given by the students, which highlight their awareness of some of its functions as defined earlier (3.1.1, 3.1.2, & 3.1.3). These attitudes, which are developed prior to the time when the student is fully involved in the study of the subject as an academic discipline, although different in nature from those which are supposed to be promoted through exposure to the programme at University, are essential for understanding some of the reasons behind the decision taken by educational planners to set English language as a field of specialisation in H.E. They also underline some of the reasons why students decide to opt for English study at the University (see 5.1).

### 3.2 Purposes of the programme

#### 3.2.1 English for teaching purposes

'We teach English for teaching English'.

This statement by one of the teachers interviewed emphasises the dilemma members of staff, perhaps more than decision-makers, face in attempting to formulate what they see as being the purposes of E.L.T. in

H.E. In spite of the view that prevails among certain participants, that 'we are not training teachers, we are only giving them a background of English', all agree that 'almost all of them end up teaching, whether they graduate or not'.

As stated in 2.1.3, 'formation des cadres' was a clear purpose of H.E. in the late 1960's when the study programmes of a majority of students in Faculties of Arts included a teacher-training component. With the creation of teacher-training institutions (C.P.R., E.N.S.),<sup>24</sup> the 'training' role of Departments of English became ambiguous, which led one of the interviewees to remark:

'95% of them end up teaching. May be we need a Faculty of Arts and Education. May be we don't need English Departments at the Faculty'.

This ambiguity may also be explained by the fact that the vocable 'cadres', when used in the context of Faculties of Arts in general, is used to refer to professionals who will in one way or another be involved in teaching or teacher-training activities. It is worth noting that most participants thought of teaching as the first outlet for graduates of the E.L.T. programme.

Thus, if the most important purpose of E.L.T. in H.E. is to turn out would-be teachers, it seems appropriate to try and define this role and what participants' understanding of 'teaching English for teaching' actually means.

### 3.2.1.1

Given the heterogeneity that characterises the level of proficiency in English new students in English Departments at University display at entry, the overall aim of first cycle studies is:

'To equip the student with the necessary skills for acquiring knowledge and basic training for developing his/her linguistic abilities'.

(Translated from Arabic, OD 3, op. cit., Art. 3).

An important perceived outcome of such 'training' is to prepare those who 'drop out' at the end of the second year to teach as first cycle teachers

in secondary schools. In 1983-84, 56% of Moroccan teachers of English belonged to this category (see Statistics, Appendix III, p. 349 ). It is assumed that the students' exposure to 'classroom English' through the teaching of skill-related courses during the first two years at University will enable those of them who do not follow the C.P.R. or E.N.S. programmes to cope with the task of teaching the language at secondary school level.

### 3.2.1.2

In the second cycle (3rd and 4th years), the 'general purpose' function of English ('GPE', Widdowson, 1983:5,6) is emphasised in the more 'content' courses implemented. The general purpose as stated in the official texts (OD 3, op. cit., Art. 3) is to 'further the training given in the first cycle'. Both the literature and linguistics courses are intended to give the student 'a background of English by developing fluency and accuracy and giving the students an insight into the workings of the language and a sound background to its form and use'. The teaching of English language and literature does fit in with 'general purpose English' as defined by Widdowson, and may be 'conceived of in educational terms as a formulation of objectives which will achieve a potential for later practical use'. (op. cit.:6)

The idea that all the linguistic training of graduates who become teachers of English takes place at University is reinforced by the fact that the language training element in the teacher-training programme at the Faculty of Education (formerly E.N.S.) is subsidiary to the actual professional training. The issue is taken up further in the discussion of the perceptions of members of staff at the Faculty of Education about what they see as the effects on their trainees of their university experience. (Chapter 6, 1.2).

Although teaching positions are less and less available to university graduates who do not follow the Faculty of Education or E.N.S. training programmes, quite a substantial number of second cycle teachers of English now working in secondary schools have been recruited immediately after graduation from Faculties of Arts. It was with this problem in mind that in 1981-82, an applied linguistics component was introduced into the linguistics 4th year course, and students were encouraged to carry out

small-scale research projects (monographs) in topics related to language teaching and learning.

### 3.2.1.3

In 1982-83, a graduate programme was established in Rabat and Fez. The purpose of the programme was to train graduates to become university assistant lecturers after a period of study of two years at the end of which the student is awarded the 'C.U.E.S.' (Certificat d'études Universitaires Supérieures) to be followed by the completion of a thesis towards the 'Doctorat du 3e Cycle' (M.A. equivalent). Article 4 of the relevant official text stipulates that:

Studies in the programme last two years, the first of which aims at training the student in basic research techniques and furthering his general development. The second year aims at training the student in scientific research and giving him both a theoretical and practical pedagogic formation.

(Translated from Arabic, OD 5, 1983).

The relevance of this programme for achieving the 'teaching English for teaching' purpose of the E.L.T. programme lies in the fact that its laureates are not only 'taught English for teaching English', but they themselves are called upon to contribute towards that aim when they are recruited in different Departments of English at University (hence, their title: 'formateurs').

As a conclusion to this account of the 'teaching English for teaching' purpose, we may say that, in spite of the conflicting views expressed by participants as to the primacy of this purpose over others, a majority of students in English Departments are likely to be involved in the E.L.T. 'business' when they graduate. Hence the necessity for taking account of the teaching use they are to make of whatever knowledge and skills they acquire and develop all through their experience in H.E.<sup>25</sup>

### 3.2.2 English for 'communicative' purposes

The inverted commas are intended to underline the fact that at this stage, no assumption is made regarding the validity of the participants' use of the words 'communicative' and 'communication' as defined in the current literature on 'communicative language teaching and learning' (see

for example, Brumfit, 1984; Brumfit and Johnson, 1979; Canale and Swain, 1980a & 1980b; Widdowson, 1977 & 1978; Munby, 1978; Trim, 1983 ... etc.)

It appears from the examination of the statements made by some of the participants that the teaching of English aims - among other things - at developing the student's skills in using the language for purposes of communication. As stated by Trim,

'[Since] any use of language is an instance of communication, all language learning is for communication. A fortiori, teaching is inherently a process of communication'.

(Trim, op. cit.:7)

The participants' definition of such communication is illustrated in the following comments made by two interviewees:

'In the 4th year, the ultimate aim is that a student can write, speak, understand and communicate intelligibly in English'.

'I'll be happy if graduates can talk with other people about the literature we teach them on equal footing'.

The first dimension of communication as referred to in the first of these quotations entails the use of the English learnt by the student to understand what is communicated to her/him. The student is usually called upon to 'understand' in such situations as the classroom situation where s/he is exposed to the language spoken by the teacher or his/her peers. As lecturing is the most common teaching technique used in our context, the student is on the receiving end of messages communicated to him/her, and the most important is to 'understand'. Another situation where the student is required to 'understand' is when s/he engages in reading or listening activities for comprehension. The second dimension is the need for the learner to be able to actually 'communicate', given the restrictions on communication that characterise a formal teaching/learning situation as exemplified in the classroom. The type of communication meant here is 'face to face interaction, where the successful learner is able to use the language effectively for communication with other speakers of that language'. (Trim, op. cit.:7)

The second quotation on the other hand stresses the ability of the student to use the language learnt to communicate his/her knowledge and understanding of the subject-matter of 'content' courses. This concern with

discipline-related communication is quite marked in the responses given by members of staff teaching 3rd and 4th years as shown in the reaction of one of them who, when asked to complete the questionnaire remarked:

'I don't think we are language teachers, we teach literature and linguistics'.<sup>26</sup>

The long-term outcome of communication as perceived here seems to be the promotion and perpetuation of a given discipline and the turning out of 'specialists' who are able to discuss topics related to the subject-matter of the discipline, using English as a means of furthering such a purpose.

These somewhat conflicting views about the meaning of communication as a purpose of the E.L.T. programme can be used to partly explain the polemics which, according to some of the participants, are presently prevailing in the two most established English Departments (Rabat and Fez). This concerns the 'linguistic' vs 'literary' approaches to E.L.T. on the one hand, and the students' specialisation in either literature or linguistics on the other.

### 3.2.3 English for cultural purposes

The E.L.T. programme as a component of the student's experience aims at contributing to the achievement of the purposes of H.E. as set out earlier. The promotion of culture in its broadest sense is a purpose which all educational programmes at University are meant to achieve, whatever the nature of the discipline taught and learnt. Foreign language programmes are specific in this respect and include a cultural element, implicit in the language and literature of the native speakers of the language. If we accept the assumption that 'language teaching does not occur in a socio-cultural vacuum' (Loveday, 1982:47, referring to the culture of the language learner), this constitutes part of the rationale for teaching English for cultural purposes.<sup>27</sup>

#### 3.2.3.1 Culture, an implicit constituent of the E.L.T. programme

An essential aspect of the role of the language teacher in the classroom is his/her involvement as a 'cross-cultural interpreter' (Loveday, op. cit.:49). This is emphasised in the insistence by some of the



respondents that the teaching of English should be 'set in the context of the British and American history and culture'. As pointed out by a member of staff:

'the classroom is a simulation of the native speaker community and when we teach, we always like to think - hopefully with our students - that the context we have set for the teaching session is appropriate for the students to grasp the socio-cultural implications of the language being used'.

The most important feature of the 'context' referred to by the interviewee is the use of English as the only medium for the various types of interaction that take place during the teaching/learning session. This is also reflected in the thematic content of teaching materials (textbooks, handouts, reading lists, tapes ...etc.) which is in one way or another closely related to the various manifestations of the culture of the target language native speaker community.

It is interesting to note that the 'only English spoken' rule extends to situations outside the classroom when students and members of staff - and even students among themselves - engage in conversations in English, however remote the topic may be from the ordinary matters related to student studies. The students' perception of the institutional 'milieu', viz. the English Department, as a 'miniature' replica of the native speaker community underlines their realisation of the importance of the cross-cultural element, as a result of its prevalence in the programme they are exposed to.

### 3.2.3.2 Culture and culture-related courses

The recognition by participants of the importance of the need for students involved in English language study to be fully aware of the socio-cultural implications of the language, explains the incorporation of a 'civilisation' course in the programme. The 'British civilisation' and 'American civilisation' courses, each allotted two hours a week and assessed in the end-of-the-year examination, aim to 'give the student an understanding of British society' (CD 2, 2.05, 1984-85), and 'promoting the student's familiarity with, and understanding of, America' (CD 2, op. cit., 2.06).

Despite differences in formulating the aims, this component of the programme is designed to communicate to students knowledge which is significant to their development of the cross-cultural awareness discussed above.

Although this is less explicitly stated than for the civilisation courses, other components of the programme are designed to serve as a background to the study of language and more specifically of literary works written in English. These are the first year 'Guided Reading' course, the 2nd year 'Introduction to Literature' and the stylistics and sociolinguistics courses in 4th year. The specific objectives of all these courses are analysed in section 4 of this chapter.

Another often over-looked dimension of culture in relation to language study is stressed in the responses provided by some members of the DM group. It involves considering cross-cultural understanding as a two-way process whereby language learners are able not only to understand the various cultural characteristics of the target language community, but also can use the language as a means of expressing their own experience of life in the context of their own culture. If this is done in English, the outcome should be a better understanding on the part of members of the target language community of the 'life and institutions' of the learner's own community. The importance of such understanding, especially by native speakers who teach the target language, is that it is likely to ease the tensions which often arise in the classroom when the target language is perceived by learners as 'a carrier of an alien culture' (Loveday, op. cit.:49). An instance that illustrates the decision-makers' concern with the need for cultural awareness to be a two-way process is the introduction of a national culture option for 4th year monographs (OD 2, op. cit., Art.16). Students are often encouraged to carry out literary and linguistic comparative studies, and a survey of monograph topics selected by students so far suggests an increasing interest in such areas as contrastive linguistics, comparative literature, sociolinguistics, and stylistics.

This concern is also one of the reasons for introducing the Arabic-English/English-Arabic (instead of French-English/English-French) translation course. The aim of this course was then to enable students from the North of Morocco to enrol in English Departments at the

University,<sup>28</sup> and 'to prepare students to translate directly from Arabic into English, without having to go through another language so that the translation process is used as a means of promoting an understanding of the national culture by foreign people'.

An African literature course, introduced in the 1973 Reform, can also be considered as a contribution towards the two-way cross-cultural process in that students are exposed through writings in the English language to aspects of the culture of 'Anglophone' African countries. The work of African writers is thus 'put in its historical context' (CD 3, 3.08, 1984-85) to 'show how the major African writers use the English language to express traditional and Western-derived African society and culture'. (Rabat course description, 3rd Year, 1984-85).

### 3.2.3.3 Cultural exchanges

The cultural agreement between the U.K. and Morocco (OD 6, October 1980) is an instance of the applications of the two-way inter-cultural process, not only at the institutional level, but also at the national level. Article IV of the agreement stipulates:

'Each contracting party shall work towards the promotion of a better understanding of the civilisation, language and literature of the other contracting party'.

Other such agreements exist between Morocco and the U.S.A.,<sup>29</sup> and their application in the E.L.T. context has resulted in cultural exchanges (drama groups, exhibitions, film shows ...etc.), the recruitment of British and American teachers, and educational visits by specialists in the different disciplines taught at University.

It follows from this account of the concern of decision-makers and teachers with the cultural element of language teaching, that the function of components of the programme outlined above is to serve as a background to the study of English language and literature. Whether explicit, as in the civilisation courses, or implicit as in the other courses mentioned, it helps towards understanding the rationale for including certain specific items in the teaching syllabuses and the attitudes that the content of courses is likely to create in students regarding the culture of the native speaker community.

The commitment to the development of inter-cultural awareness on the other hand is meant to enhance the use of English for promoting the broader national purpose of communication between members of the learner's community and those of the target language community in particular, or any other community which uses the English language as a 'language of wider communication'.

Considering the potential impact that the introduction of a cultural component in the programme is likely to have on the students' learning and, perhaps even more importantly on their attitudes towards the language and its native speakers, one may expect to discover other facets of the issue in all the dimensions of the evaluation for the purposes, practices and effects of the programme.

#### 3.2.4 English for research

One of the arguments put forward to justify the setting up of the E.L.T. programme at University is the 'transfer of knowledge' role of English. The realisation of such a role is manifested in the programme as implemented at three different levels:

- a) At the undergraduate level, the 4th year student monograph was introduced as one of the requirements towards completing the B.A. degree. Although there is considerable disagreement<sup>30</sup> among participants as to the effectiveness of such a practice, the initial purpose was to introduce students to basic research techniques. Whatever topics are selected, the work submitted is entirely in English, and students who pass the written examination are required to 'defend' it in an oral 'interview'. In the words of one of the decision-makers, 'this may not be research with a capital "R", but it enables teachers to make out those who can go further and do research in the future'. (Translated from French).

The organisation of the course for monographs (referred to as 'Research and Seminars') varies from one department to another and even from one supervisor to another. The fact remains that it has most of the ingredients of research and students are required to attend seminars, compile bibliographies, submit an outline of the proposed work ... etc. Some of the criteria for final assessment are instances of the criteria used for the evaluation of research work carried out in institutions of H.E. (See Chapter 6, Section 2).

- b) Along with the 'Formation des Formateurs' programme mentioned earlier, a 3rd Cycle graduate programme with literature and linguistics options was opened to B.A. holders. The main difference between the two programmes is that those students enrolled in the

'Formation des Formateurs' are required to sign a contract to teach in English Departments upon completion of their studies, whereas those in the 3rd cycle programme are not. In fact, most graduates of the latter programme end up teaching at University. Students involved in both programmes carry out research in different areas of literature or linguistics as a preparation for the writing of a 3rd cycle thesis (M.A. equivalent).

- c) Degree-seeking research, research for teaching purposes, and research produced for publication either in the Faculty Review or elsewhere, are all examples of research activities undertaken by members of staff as part of their professional commitments.

The concerns expressed by most members of staff, when asked to formulate their own purposes, are discipline-centered and directed at perpetuating the subject-matter of the discipline(s) they teach. This may explain the scepticism they displayed concerning the potential for dissemination of the research work they may undertake and the achievement of the research purpose of H.E.

#### 4. COURSE OBJECTIVES

The intermediate or short-term goals which ideally should bear some degree of consistency with the purposes of H.E. and the E.L.T. programme are referred to as 'objectives' throughout this study. Whereas the purposes are 'concerned with the ongoing process of education', objectives are meant to refer 'to the programme in process' (Engel, op. cit.:154) and are assumed to directly affect decisions made for the actual implementation of the programme, i.e. its practices. Course objectives are the basis for rationalising syllabus content, teaching/learning activities, and the evaluation of student performance. They are seen as the meeting ground at which purposes of H.E., those of the E.L.T. programme, and the immediate concerns of both teachers and students are meant to merge. Their explicit formulation in statements by participants or in course descriptions stresses the aims shared by members of staff teaching the same discipline(s) since this formulation is the result of a negotiation process, which theoretically takes into account the perceived interests and needs of all concerned, and the specified objectives of the discipline.

We should bear in mind however, that there exists - as in any educational context - a set of 'covert goals' or 'hidden curriculum', part of which may be inferred from the stated objectives. These 'unanticipated'

goals can be analysed only in terms of the values and beliefs prevailing in the 'milieu' about the participants' philosophy of education, their understanding of the nature of the academic disciplines taught, and the long-term outcomes they think will result from the whole experience of H.E.

In the framework proposed for our analysis of the purposes of the programme, it was emphasised that although it adopts some of the terminology as defined in the literature on objectives, our approach does not imply the selection of any one among the current models for such analysis. This is justified by the very specificity of the programme under study, and the participants' own stance in the issue of objective specification as described in 4.1 below.

#### 4.1 Objective formulation and related issues

##### 4.1.1 Purposes, course objectives and decision-making

The participants' perceptions about the decision-making process in H.E. in general and the E.L.T. programme in particular, are an important determiner of their stance in the formulation issue. As stated in the background to this chapter on purposes, their readiness to participate in the formulation of either general goals or specific objectives for the programme is likely to be influenced by the extent to which they think their own views are taken into account.

Concerning the purposes of H.E., a large majority of members of staff who completed the questionnaire (77%) either strongly disagreed or disagreed with the proposition that 'officials at the ministry' should define them, and thought teachers at the level of the University should be invested with the responsibility of setting such purposes. In the same way, the formulation of course objectives at the level of the department is seen as a prerogative of members of staff teaching the course(s), although quite a substantial proportion of the respondents would settle for assigning the task to a department committee (statistical results for PUR-TQ, Items 25a & 25c, and 26a & 26b, Table 4.4).

**TABLE 4.4**

The responsibility of purpose and objective formulation, Staff perceptions:

PUR-TQ, Items 25a, 25c, 26a and 26b (N=49)

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Item 25 The definition of goals of H.E. should be the responsibility of:

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	SA	A	UND	D	SD	NR
a) officials at the Ministry	11.5%	04.5%	07%	32.5%	44.5%	(14%)
b) teachers at the level of the department	59.5%	32%	04%	02%	02%	(04%)

---

Item 26 The formulation of course objectives should be the responsibility of:

---

a) a Department committee	27%	39%	14.5%	14.5%	05%	(16%)
b) members of staff teaching the course	80%	17.5%	02.5%	00%	00%	(08%)

---

The general feeling among teachers that they are excluded from what they perceive to be the most important element of the decision-making process (planning the E.L.T. programme at the national level) partly explains their reactions, and contrasts with the views expressed by some members of the DM group that 'we are decision-makers on the spot' and that 'proposals emanating from departments have always been taken into account in drafting reform texts'. It is worth pointing out that the framework provided by legal texts so far, allows a considerable latitude with respect to the interpretation of different clauses, as least insofar as those clauses directly dealing with objectives, content, implementation and assessment of the courses are concerned.

Two important changes have recently taken place in the context of Faculties of Arts in H.E. Firstly, an increasingly influential role is being played by former members of staff of English Departments, now members of the DM group at the national level. Secondly, the opening of new

Departments of English at Faculties of Arts (six in the last five years) has made the need for coordination at the national level even more urgent. These two changes call for an active involvement of the teaching staff as an 'interest group' in policy-making.

#### 4.1.2 The issue of objective formulation: Participants' stance and implications

##### 4.1.2.1

The formulation of objectives has become an issue of the day as a consequence of some of the recent developments described in the Background chapter and in 4.1.1 above. An indicative sign of the commitment of all concerned to address the problem has been the organisation of a national conference on the objectives of the E.L.T. programmes in Higher and Secondary Education. The conference was attended by representatives of all university English Departments and the Inspectorate of English.

In the context of the present evaluation, the issue was first explored in PUR-TQ (Items 19 to 34) completed by teachers from five English Departments. The statistical results obtained served as a basis for the design of interview schedules to elicit the stance of interviewees in respect to objective formulation, the form that such formulation should take, and its potential impact on different aspects of the functioning of the programme.

##### 4.1.2.2

An examination of the data collected reveals a general agreement on the importance of the issue, and the fact that the discussion of objectives of courses members of staff teach is a 'must'. However, elaborated comments either in the questionnaires or interviews suggest strong reservations on the part of some participants concerning the degree of specification and the usefulness of committing the objectives to writing, or including them in course descriptions to be made available to students. Some of these reservations are based on the participants' own perceptions of the specific nature of the subject-matter of the course(s) they are involved in, and the extent to which its (their) objectives lend themselves to specific



articulation.

- 'Whenever possible, they should be formulated with precision. It seems to me that this is often a less arduous task in language and linguistics than in literature'.
- 'It depends on the subject. For language and linguistics it is possible to very specifically define in great detail the objectives of your course. This is less obvious for other subjects, especially literature'.
- 'Colleagues teaching certain subjects tend to consider writing objectives as "wordiness", aimed at satisfying a certain official "façade". When they are concretely defined, they are seen to be "not academic" '.

Other reservations are made, grounded in the view held by some that a detailed specification is likely to impose constraints on the teacher's freedom of initiative:

- 'To force an artificially uniform approach on all teachers in the name of clearly defined objectives and close co-ordination would be in my opinion destructive'.
- 'It will be useful only if it is a general description of course objectives that does not get bogged down in detail'.
- 'Course objectives should be formulated with moderate precision, to avoid limitations and disappointments'.

Some of the quotations in this section were given immediately after PUR-TQ Item 34 (Table 4.5) as reasons for the respondents' choices among options suggested. It is interesting to note that the reservations mentioned were recorded from questionnaires completed by respondents who are 'for' writing course objectives. This suggests that teachers are generally 'not against' discussing course objectives (71.5% agree that it is a 'must') or even writing them, but rather that the area of disagreement is the form of the discussion or written formulation of such objectives.

#### 4.1.2.3

Assuming the general agreement of members of staff about the need for stating course objectives in one form or another, it is appropriate to enquire what ends such a statement is intended to achieve. For this purpose, Item 22 of PUR-TQ (Table 4.6) was included to elicit the respondents' opinions about the practical consequences they believe should accrue from the formulation of the objectives of courses they teach. The following remarks made by interviewees, or additional comments in the questionnaires, underline the anticipated degree of influence of objective formulation on different aspects of the programme:

'Intermediate objectives, if defined, will ensure harmony between lofty goals and more practical facts'.

'Such formulation is essential for the assessment of one's own expectations and the assessment of material taught and setting standards'.

'... course objectives should be formulated clearly enough to enable students to appreciate the relevance of the subject taught to actual exam requirements'.

'Goals are not as important as the activity towards them, but without them the activity becomes pointless. You can't play football without goals, but of course the interest is in what takes place on the field, between the goals'.

Included in the quotations are allusions to at least three areas of potential usefulness of an articulation of course objectives. These are:

- a) An explicit statement of teachers' own expectations from teaching a course as embodied in the wording of objectives and the setting of standards to be attained.
- b) A tentative justification of the relevance of the discipline to students' needs, and implications of the subject-matter in the context of an evaluation of student performance.
- c) The possibility of using objective formulation as a basis for designing teaching/learning activities intended to achieve those objectives.

These areas correspond to the advantages that are likely to result from a specification of course objectives as outlined in the literature (see for example Bloom, 1956 & 1964). The statistical results for PUR-TQ, Item 22 (Table 4.6) suggest that respondents think the area where course objective specification is the most likely to have an impact is course design.

Concerning the relevance of the discussion and/or writing of course objectives, a type of response was recorded which, although emanating from only two of all respondents, does reveal a current of opinion quite often displayed in the context of H.E. For example, one questionnaire contained the following additional comment:

'I find all this totally irrelevant compared to the enormous problems we are faced with here (shortage of staff, lack of paper, ink and stencils, lack of facilities of any sort, larger and larger groups ...etc.). Under these conditions, a discussion of objectives is indeed a waste of time'.

**TABLE 4.5**

Staff opinions about the issue of objective/goal formulation

PUR-TQ, Items 18, 19 & 34. (N=49)

Item 18 How important or unimportant do you think the issue of goal formulation is:

Very important	Quite important	Not sure	Not so important	Not important at all
62.5%	23%	10.5%	00%	04%

Item 19 Would you say that a discussion of the objectives of courses you teach is:

A waste of time	Isn't that relevant	Of relative importance	A must
04%	00%	24.5%	71.5%

Item 34 Generally speaking, what is your opinion concerning writing course objectives before you begin teaching, are you:

FOR	NEITHER FOR NOR AGAINST	AGAINST
73%	23%	04%

**TABLE 4.6**

Usefulness of course objective formulation

PUR-TQ, Item 22 (N=49)

Would you agree or disagree that the formulation of course objectives is essential for:

	SA	A	UND	D	SD
a) being aware of students' needs	38%	19%	24%	16.5%	02.5%
b) designing a course	75%	19%	04%	02%	00%
c) teaching a course	63.5%	22.5%	09%	04.5%	00%
d) assessing student learning	46.5%	21%	18.5%	09.5%	04.5%

## 4.2 Stated course objectives

The major source of information for the proposed account of course objectives are the course descriptions provided by coordinators and generally considered to be the result of group discussions between members of staff teaching the same course(s). For purposes of cross-checking and validation, interviewees (six of whom are, or have been, course-coordinators) were asked to describe the group-meetings during which course proposals were drafted. In all cases, the wording of objectives as it appears in the course descriptions was agreed upon by the group. Where the information is felt to be insufficient for the purposes of this analysis, it is completed by interviewees' own statements. The report submitted to the Conference on Objectives of the E.L.T. programme was the result of a team-effort and is referred to for the objectives of the 4th year Monograph.

Appendices IV.1, IV.2, IV.3 and IV.4 (pp.350-358) summarise the objectives of courses that make up the E.L.T. programme in the English Department of the Fez Faculty of Arts.

The five divisions in the appendices correspond to the most important elements taken into consideration for our proposed evaluation of course objectives.

4.2.1 Course titles as they appear in the official text or as they are listed in course descriptions. As suggested by the comparison of some course titles and corresponding subject-matters used respectively in Fez and Rabat, the framework provided by the legal text allows a considerable latitude of freedom of interpretation as pointed out earlier.

4.2.2 The objectives of courses as listed in the course descriptions or as described by coordinators and other members of staff are summarised in column 2. References to course content, teaching/learning activities, or explicit statements of performance standards to be attained by students are omitted as they are dealt with in Chapter 5 on Practices.

**TABLE 4.7**

Course titles, Fez & Rabat compared (4th year)

Fez (1984-85)	Rabat (1984-85)
4.01 (LIT 1): Classical Poetry & Drama (Shakespeare)	4.01 (LIT 1): Approaches to Literature (A) & Modern Poetry (B)
4.02 (LIT 2): Restoration & 18th Century	4.02 (LIT 2): Elizabethan Drama
4.03 (LIT 3): Modern Poetry	4.03 (LIT 3): Major themes in Anglophone literature
4.08 (Survey) Victorian Poetry & Prose	4.08 (Survey) British Literature
4.01 (LX 1): Theoretical LX	4.01 (LX 1): Syntax & Semantics
4.02 (LX 2): Sociolinguistics	4.02 (LX 2): Phonology & Morphology.
4.03 (LX 3): Syntax	4.03 (LX 3) Psycho and socio-linguistics

4.2.3 Column 3 indicates courses assumed to be related to the course in column 1, either within the same level or across levels. The relationships between various courses are:

a) Explicitly stated:

e.g.

- 3.01 'The course serves as a preparation for all written exams on English literature, besides being a preparation for the 4th year monograph.

(CD 3.01)

- 3.03 '... aims at bringing the students to a stage where they can start thinking about topics for 4th year monograph.

(CD 3.03)

- 4.01 (LX 1) 'The course aims to consolidate the knowledge acquired in the 3rd year linguistics course.

(CD 4.01 LX 1)

b) 'Hoped for' as in:

- 4.02 (LIT 2) 'It is hoped that this course will work closely in harmony with the other courses in the 4th year.

c) Implicit as in:

- 1.06 'Guided reading is perceived as an introduction to literature' (the literature taught at subsequent levels)

(CD 1.06)

- 1.07 'This course will involve a theoretical aspect: Phonetics' (to serve as preparation for the phonetics component of 3rd and 4th year linguistics)

(CD 1.07)

The importance of these relationships lies in their relevance to understanding the ways in which the intermediate and long-term goals of the programme are dependent on the achievement of specific course objectives. Such interdependency also emphasises the integrated nature of seemingly unrelated subject-matters as 1st year Grammar and 4th year Syntax or 2nd year American Civilisation and 4th year Novel. This integration is a complex one and students, especially those in the first cycle, tend to lack the kind of insight needed for realising the relationships existing between courses and groups of courses. The establishment of relationships obtaining between the objectives and content of different courses has implications for the implementation of the programme and the organisation of teaching to underline the interaction which ideally should take place at different levels in the student's experience of the programme.

#### 4.2.4 Relationships between course objectives and the purposes of E.L.T. in H.E.

The main functions defined for English as a means of promoting the purposes of E.L.T. in the general context of H.E. are described in 3.2. They are English for teaching purposes (ETEA), English for 'communicative' purposes (ECOM), English for cultural purposes (ECUL) and English for research purposes (EREA). To assess the degree of consistency that may hold between the overall purposes of the programme and the objectives of specific courses, we need to examine the network of relationships - whether explicit or implicit - which underline the interdependency between the immediate ends each course or group of courses are intended to achieve, and the long-term ends set for the programme as a component of H.E. As Niblett stated:

'Objectives can be long-range or close at hand ... More distant objectives have a way of determining what more immediate ones shall be'. (1969:1)

The titles of courses, their subject-matter, their degree of integration with other courses, the way they are taught, and the criteria used to measure student achievement, are some of the indicators of the extent to which two or more courses are working towards the same intermediate or long-term purpose, however different their short-term objective(s) may appear.

The following are examples of the types of relationships that may obtain between different courses at the same or at different levels in the programme:

- a) 2.04 (Introduction to Literature), aims at 'developing students' response to literary texts ...'. As no specific type of literary text is indicated, the assumption is that 2nd year students taking this course are being prepared for all courses bearing the label 'literature' in subsequent years. (e.g. 3.07 Introduction to American Literature; 4.01 Literature 1; 4.02 Lit. 2 ... etc.).

The objectives stated for each and all of these courses contain a specific reference to the '**historical and cultural**' context in which the subject-matter (literary works) is to be studied. Thus, the overall ECUL and ECOM purposes of the E.L.T. programme are emphasised both in the statement of objectives and in the content of the courses as implied in the titles used to refer to them.

- b) 1.01 and 1.02 (Grammar and Composition), 2.01 and 2.02 (Grammar and Composition) and 3.01 (Composition and Introduction to Research) are courses taught at three different levels, but all aiming at developing the written component of ECOM and ETEA and may contribute to the student's acquisition of basic research skills for 4.06 and 4.07 (Research and Seminars, 4th year monograph). The same goes for most courses in the programme. A summary of title and subject-matter relationships and overall E.L.T. purposes is proposed in Appendix IV.5 (1st year courses are used as a basis for establishing the relationships). The assessment of these relationships has implications also for course integration at the implementation level and for course combinations at the level of assessment of student performance (end of year examinations). This issue is summarised in the conclusions to the study (2.3, pp. 284,285)

#### 4.3 Course objectives: Interpretive evaluation

The evaluation of course objectives as stated in the data entails a

classification which, although based on the perceptions of participants, must incorporate the 'meaning' (cf Patton, op. cit., and Bogden & Bilken, op. cit.) and relationships resulting from the description given in 4.2 above. The proposed classification is based on two main categories:

- a) 'Indigeneous typologies' (Patton, op. cit.:306,307) as they appear in the data either in course descriptions or in participants' verbal responses. They are instances of the 'language of the milieu' (see methodology chapter, p. 73 ) with which the evaluator must be fully conversant if the evaluation is to be accorded credibility by participants.
- b) 'Analyst-constructed' typologies (Patton, op. cit.:307-311) which are in current use in the literature on objectives. These may also be developed by the evaluator as a result of the description of the data, or may stem from his own previous experience of the programme.

#### 4.3.1 Levels of objective specification

The content vocabulary (i.e. lexical items carrying meaning) used in course descriptions and participants' description of the objectives of courses reveals a marked concern with a definition at the 'conceptual' and 'manifestational' levels (Scriven, 1967 quoted in Beard, 1968:75). The definition at the 'manifestational' level emphasises the 'kind of skills or improvements in learning which result from study' (Beard, op. cit.:75) and what the course is intended 'to do' to the student (e.g. 'familiarise', 'develop', 'teach', 'acquaint' and 'knowledge', 'awareness', 'ability' ... etc.). At the 'conceptual' level the definition 'conveys to the student what his views of the subject should be' (Beard, op. cit.:75) and establishes the teachers' own perceptions of the nature of course subject-matter (e.g. 'the course should be perceived as an introduction to literature', CD 1.06).

Further illustrative examples of this definition are:

- CD 1.08 'The course gives students an opportunity to listen to and speak English'.
- CD 2.03 'Comprehension and Precs is a complex course ...'.
- CD 2.04 This course is intended as a guided approach to the major literary genres'.
- CD 2.06 'The course will deal with a variety of topics ...'.
- CD 2.07 'Spoken English in 2nd year is designed to continue work began in 1st year ...'.
- CD 3.03 'The course serves as an introduction to the main branches of linguistics ...'.



CD 4.01 LIT 1 'The course this year consists of 3 set texts ...'.

This definition at the 'conceptual' level is also reflected in the lists of items contained in all course descriptions, which are intended to give the students an idea of the actual content of the course to be studied.

A constant feature of most of the course descriptions and statements made by respondents is the use of what Mager (1962) calls 'words open to many interpretations' (e.g. know, understand, appreciate ... etc.) as contrasted with 'words open to fewer interpretations' (e.g. to identify, to list, to contrast ... etc.). Only three of all course descriptions and none of the statements made elsewhere contain instances of words of the second category:

CD 2.03 'Generalisation', 'select', 'word compression'.

CD 3.01 'select', 'outline'.

CD 4.04 'point out', 'deduce', 'relate'.

This suggests that generally speaking, the teachers' definitions of course objectives are more concerned with the 'manifestational' and 'conceptual' levels than with the more specific 'operational' ('behavioural') level which is meant to specify the criteria to be used to evaluate student performance and the extent to which the course has been effective.

#### 4.3.2 The four-skill classification of objectives in the 1st cycle.<sup>31</sup>

The traditional 'four-skill' (listening, speaking, reading and writing) classification of the objectives of language teaching courses is underlined in the general organisational framework of the programme, more particularly in the 1st cycle. An almost clear-cut distinction is made between courses or groups of courses on the basis of the different skills they are supposed to promote as objectives, and the subject-matter they include. Table 4.8 below is meant to illustrate this division and is based on the use of certain vocabulary items (especially: speak, listen to, read, write ... etc.) in course descriptions, designed to formulate the course objectives and indicate the skill(s) the course is intended to focus on.

**TABLE 4.8**

The 'four-skill' classification in 1st Cycle

SPEAKING	LISTENING	READING	WRITING
- Spoken English 1.07 (1.08)	- Spoken English (1.08) 1.07	- Comprehension 1.04	- Grammar 1.01 & 1.02
- Spoken English 2.07	- Spoken English 2.08	- Guided Reading 1.06	- Composition 1.03
- (Grammar 1st & 2nd Years)		- Comprehension & Precis 2.03	- Precis 1.04
		- Intro. to Lit. 2.04	- Grammar & Composition 2.01 & 2.02

4.3.3 The 'skill vs content' classification

In setting purposes for studies in Faculties of Arts, decision-makers always made a point of distinguishing between 1st cycle and 2nd cycle courses. This is exemplified in the E.L.T. programme by the 'skill vs content' division whereby the two first years are devoted to developing language skills, whereas the 3rd and 4th years are more oriented towards imparting the student with a body of knowledge. For the reasons discussed in 3.2.1 and 3.2.2 (pp.118-119), the language preparation of the student is assumed to be almost complete before s/he gets into the second cycle, when his/her exposition to 'content' courses requires a thorough acquisition of the skills needed to cope with the demands of literature and linguistics courses. In theory, none of the courses taught in the 1st cycle are 'content' courses and only 3.01 (Composition and Introduction to Research) and 3.02 (Translation) in 3rd year are skill courses (see note 31).

The 'skill vs content' distinction is reinforced by the fact that 1st and 2nd year courses are usually taught by 'language' teachers whereas 2nd cycle ones are assigned to 'specialists'. It also supports the idea expressed earlier that the teachers' perceptions of the nature of the subject-matter of the disciplines they teach is a determining factor in their statement of objectives and setting of priorities.

Implications of the 'four-skill' and 'skill/content' classifications of course objectives for teaching, especially coordination of teaching, integration of courses and student-learning and assessment are discussed in 4.3.4 below.

4.3.4 The description of the way course objectives are formulated in the programme yields the following conclusions:

- a) The participants' stance as regards the issue of objective specification is an important factor in their perceptions of the manner in which such objectives should be specified.
- b) The nature of the subject-matter of different courses as perceived by those who teach them is also an essential component in the rationale for decisions made about the degree of specification that should characterise the objectives.
- c) In a majority of cases, course objectives are formulated at the 'manifestational' and 'conceptual' levels, and little evidence exists in the data that participants are concerned with a statement of objectives of courses at the 'operational' level.
- d) A 'four-skill' and 'skill/content' classification approach to the formulation of objectives emerges from the general organisational framework of the programme and is likely to have a substantial impact on the way teaching, learning and assessment are organised.
- e) The formulation of course objectives as it stands does underline the type of relationships intended to obtain between courses at the same level on the one hand, and courses at subsequent levels on the other.
- f) The objectives set for different courses may be said to bear some degree of consistency with the purposes of the E.L.T. programme in the context of H.E.

Considering that the programme is operating in an educational context, the objectives formulated for its courses are a reflection of the values, attitudes and priority concerns of those who contributed to developing them. Evidence for this is the participants' emphasis on the specificity of the subject-matter of each course or group of courses, its relevance to the achievement of the more general purposes of the programme, and their perceptions on how these objectives fit in with students' own needs and interests. The validity of decision-makers' and teachers' perceptions of the purposes of the programme as interpreted in the objectives of specific courses can be assessed only against the actual content of courses, the activities designed to implement the programme, and the techniques used to evaluate the effectiveness of teaching/learning

practices.

Another feature of the programme as an educational operation is that objective specification at the level of courses and purpose formulation at the institutional and national levels are an issue of the day. The relevance of objective specification for certain disciplines, the degree of specification required, and the feasibility of objectives specified at the 'operational' level are areas of disagreement. Such disagreement stems from the attitudes and values which, as pointed out earlier, are the bases for people's perceptions of what the programme as a whole is trying to do, and how different components are to contribute towards the achievement of its purposes.

The literature on objectives abounds with arguments for and against objective specification at the 'operational' level (see for example Bloom op. cit., Chanan op. cit., Beard op. cit., Goldsmid 1981, Engel op. cit. ...etc.). This aspect of the issue is one of the most commonly debated topics among members of staff in the English Department. Hence, a potential element of strength of the programme is its ability to accommodate the participants' often contradictory views about the issue, and at the same time use course objectives, whatever their degree of specification, to direct the teaching, learning and assessment activities meant to promote the long-term purposes of the E.L.T. programme in H.E.

In order to provide a link between the purposes of the programme and its practices, it is essential to seek information about the content of courses, the 'assessment acts performed by the teacher in the course of his work' (Chanan, op. cit.:201) and examinations. This type of information is likely to provide support for the evaluation of purposes and more particularly course objectives as carried out so far.

This potentially positive element is to be further reinforced if there is evidence to suggest that the overall framework of objective definition is flexible enough to take account of the real needs and interests of students as expressed by the students themselves. Such evidence is to be found in the students' own perceptions of the reasons why they enrolled in the programme, what they expect to gain from their experience at University, and their understanding of the purposes of the

programme as laid down by decision-makers and teachers.

## 5. STUDENT PURPOSES

Although students in any educational setting constitute the group most directly affected by a programme of study, discussions of the purposes of such a programme tend to either totally ignore their aims or at best consider them to be self-evident and so taken for granted. Peter Marris, writing in 1964, states:

'While the growth of H.E. has prompted a re-examination of its aims, the aims of students remain unconsidered ... The pattern of H.E. cannot be decided only by the aspirations of institutions. It must also take account of the needs which students will recognise as personally relevant'.

(:13)

These statements are at least as relevant in the context of H.E. in Morocco today as they were when Marris wrote these words. An adequate understanding of the needs of students and how to cater for them rests on an understanding of the reasons behind their decision to enrol at University and their choice to study English. Together with their pre-programme experience, their motivation for studying the subject, their aptitude and their approaches to learning, their motives must be understood and taken into account in any discussion of the purposes of H.E. and the E.L.T. programme and the activities to be designed for carrying out these purposes.

### 5.1 Students' reasons<sup>32</sup>

#### 5.1.1 Choice of English at secondary school

A student's decision to go to University and his/her choice of subject of study are often determined by the types of subjects s/he studied at secondary school, either as part of the curriculum, or as the result of a choice among other alternatives. In the case of our students, three types of situation prevail at entry into Fifth Form when the student takes up a second foreign language in addition to French.

- a) In some schools, English is the only 2nd foreign language available to students and so is a compulsory component of the school curriculum.

- b) More and more schools offer both English and Spanish as foreign languages in addition to French. In this case, students may choose to study either of the two languages, although not all schools give the student a choice.
- c) In a relatively small number of schools, German is another alternative, usually along with English and Spanish.

However, planning restrictions at regional level, and the fact that students at secondary school are assigned to specific classes by the administration, reduce this scope of choice. In quite a number of schools, the administration makes the choice for the student by deciding which foreign language (in addition to French) is to be taught in which class. Table 4.9 below shows the proportions of respondents to the questionnaire (PUR-SQ) in each category.

**TABLE 4.9**  
Choice of foreign languages at secondary school  
PUR-SQ, Item 6 (N=90)

Foreign languages offered	%
French + English	(45) 50%
French + English + Spanish	(26) 29%
French + English + German	(19) 21%

An immediate consequence of the students' exposure to the language as beginners is that they start developing perceptions and expectations which will be carried over all through their experience at secondary school and later at University. More than one third of the respondents to PUR-SQ (37%) thought that the 'usefulness' of English compared to other foreign languages was the most important reason behind their choice. (See Table 4.10 p.143).

**TABLE 4.10**

Students' reasons for choice of English at secondary school

PUR-SQ, Item 17 (N=90)

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If other languages were taught at your school, why didn't you choose any of them? Was it because:

---

1. Everybody wanted to learn English	(01)	01%
2. Your brothers/sisters studied English	(02)	03%
3. You thought English would be easier than other languages	(06)	07%
4. Your parents wanted you to learn English	(02)	02.5%
5. You thought English was more useful than other languages	(32)	37%
6. Other reasons	(18)	21%
7. More than one of the reasons given	(25)	29%

---

The dimensions of such 'usefulness' were elaborated on by students interviewed who mentioned, among other things, future employment:

'I thought perhaps English would have a better future than Spanish'

and more generally the prospects that study of English as a foreign language is likely to afford the student: further studies, travel abroad, communicating with English speaking people ... etc.

At the end of the Fifth Form, a chance is offered to the best students in English to 'specialise' in the subject during their last two years at secondary school. This early 'specialisation' is likely to enhance the student's interest in the subject and to direct any decisions s/he may make about a future career at University. It may also restrict the student's scope of choice and explains why some of them see English study at University as their only alternative. The importance of such early 'specialisation' was reported for British university students by Marris

(op. cit.), and this 'specialisation before specialisation' seems a feature of the pre-university experience of most students intending to enrol at University. This is reinforced by the tendency among a majority of students to make up their minds while they are still at secondary school, whether they make alternative decisions later or not. (87% of respondents to PUR-SQ, Item 23, said they had made up their minds to study English at the University before they finished secondary school. See Table 4.11).

**TABLE 4.11**

Students' decision to study English at University (Timing)

PUR-SQ, Item 23 (N=90)

---

When did you make up your mind to study English at the University?

---

1. Before you got to the 7th Form (*)	(65) 73%
2. During your last year at secondary school	(13) 14.5%
3. Just after you passed the bac	(06) 06.5%
4. When you came to enrol at the Faculty	(02) 02%
5. During the summer	(03) 03.5%

---

(\*) Secondary school studies last seven years, hence the '7th Form'.

### 5.1.2 Enrolment at University and choice of English

The students' reasons for opting for H.E. are more difficult to define than their reasons for choosing to study English. In addition to their perceptions of university education as a natural outcome of at least seven years invested in secondary education, they put forward two main reasons for their decision. Extracts from compositions submitted by new 1st year students illustrate these reasons.

- a) Given the commitment of some of them, especially those who attended the English 'Préformation' class, to English as a subject of study, the only outlet available to them to further their studies is the University. As there are no post-secondary institutions of English study, the C.P.R. being a teacher training centre more suited to those interested in teaching as a career, their choice is limited to enrolling in English Departments at University.

'... English in our society is very limited. For example, we don't find other schools where we can continue our studies



except the University'.

- b) Quite a number of students emphasised their unsuccessful attempts at taking advantage of the few alternatives open to them before they made the final decision of enrolling at the Faculty of Arts.

'I passed the Institute of Tourism "concours" but I had not luck. I came here because I can't find anything else'.

'I came to University because I didn't have anything to do. If I had something to do, I wouldn't come here'.

'My situation may be different than most other students. This year, I was about to study in Europe, but unfortunately I was disappointed and I found for solution just to come to Fes University'.

More positive reasons are given by respondents to explain their choice of English study at the University.<sup>33</sup> As summarised in Appendix V.1, (pp. 360,361), these reasons are a result of the students' experience of English study at secondary school, the general attitudes held towards the English language by members of the community, or the perceptions students have formed about the English Department prior to their enrolment.

5.1.2.1 The first category of reasons are related to the students' interest in English as a subject of study. Most of them described it as their 'favourite' subject; a language they 'love', 'like' or are 'fond of'. Compositions submitted by students contain references to their positive attitude towards the English language and its native speakers, which fostered their interest. A direct consequence of such interest is that the students became 'good' at English, hence their decision to study it at University.

5.1.2.2 Another factor that contributed to the respondents' decision to take up English study at the University is the influence exerted by what one of them refers to as the 'environment'. Encouragement, advice, or less commonly coercion on the part of parents, relatives or friends, seem to play an important part in the students' choice. In some cases, one or more members of the student's family are involved either as students in the Department of English or as teachers of English. Direct or indirect encouragement from the secondary school teachers of English who often tell students about their own experience, or, having realised a student's potential will urge him/her to opt for the subject, is also mentioned as a determining factor in the students' decision to select English. Such

teachers often take pride in the number of their pupils who enrol in the English Department.

5.1.2.3 An essential part of the students' rationalisation of their choice of subject is based on their perception of the relevance of English study for their prospective future careers. A large majority (70.5%) of those who completed PUR-SQ feel that a degree in English, compared to other subjects, is the most likely to get them a 'good job' (see results for PUR-SQ, Item 42, Table 4.12). However pessimistic their perceptions of the employment market (81% think getting a job is and will be difficult in the future, see Table 4.12, Item 43), they think that more job opportunities are open to graduates of English than any of the other subjects studied in Faculties of Arts and even in the Faculty of Law. The students' conviction that 'English studies still have a good future' has raised high expectations as illustrated in the insistence by some of them that they are not really interested in being secondary school teachers. This is underlined in quite a number of compositions:

'... so as to work hard and to become in the future among the famous teachers and teach English to students at the University'.

'I want to have a good job, not just as a teacher at secondary school'.

**TABLE 4.12**

Students' perceptions of the employment market

PUR-SQ, Items 42 & 43 (N=90)

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Item 42: To get a good job, which of the following 'licences' obtained at the Faculty of Arts do you think is the MOST USEFUL?

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1. Philosophy	(05) 06.5%	6. Islamic Studies	(04) 05.5%
2. Spanish	(01) 01.5%	7. German	(06) 08%
3. Arabic	(04) 05.5%	8. English	(53) 70.5%
4. History & Geography	(01) 01.5%	9. No response	(15) (16.5%)
5. French	(01) 01.5%		

---

Item 43: When you have completed four years and obtained a B.A. ('licence'), how easy or difficult do you think it will be to get a job?

---

1. As easy as it is now	(08) 09.5%
2. As difficult as it is now	(19) 22%
3. Easier than it is now	(08) 09.5%
4. More difficult than it is now	(51) 59%
5. No response	(04) (04.5%)

---

5.1.2.4 Although not as important as the reasons stated above, the students' initial perception of the 'reputation' of the Department as a learning environment (type of studies, student-teacher relationships and the general 'climate') contributes to their decision to enrol in the English Department. This 'reputation', justified or otherwise, is partly perpetuated by secondary school teachers with a positive opinion about their own experience at University, and constitutes much of the information students usually seek to help them make up their minds about studies in H.E. (Chapter 5, section 1.3.4, is devoted to students' evaluation of the Department as a 'social context').

## 5.2 Students' motives and expectations

The reasons students give, either for their enrolment at University or for their choice of English as a subject of study, are determining factors for their perceptions of what they think they stand to gain from their experience in H.E. The assumption here is that these perceptions are based on their understanding of the nature of the subject-matter to be studied, the overall context in which their studies are to take place, and what they expect the outcome to be in terms of knowledge, skills, general experience, and ultimately employment.

These motives, with illustrative quotations, are summarised in Appendix V.2, (pp. 362-64),

### 5.2.1 Employment seeking motives

As expressed in the most candid way by one interviewee, the students' perception of the relevance of their prospective studies to future employment is of crucial importance:

'You can't study just to be cultured. Everybody wants a job'.

A recurrent pattern all through the data is that, whatever their other motives, students always insist on the fact that the outcome of their studies as they see it must be the possibility of finding employment. Although a majority among them mention teaching as a prospect, a few insist that they wish other alternatives were available to them (e.g.: journalism,

interpreting and working in embassies are the most commonly quoted choices of a career). These perceived alternatives are evidence of an emerging trend in students' perceptions of the employment market. It is only in the last two or three years that their awareness of the limits to the number of teaching positions available in secondary schools has made them contemplate other possibilities of future career. The establishment of the 3rd Cycle and 'Formation des Formateurs' programmes may also be considered an important incentive for students interested in enrolling for graduate studies upon graduation, with the aim of becoming University teachers, 'not just a teacher at secondary school'.

### 5.2.2 Knowledge seeking motives

However instrumentally motivated, students also display strong 'intrinsic' motives through their expression of the kind of knowledge they seek, even if only to get a job:

'... everybody wants to have knowledge ... If you have no knowledge, you won't get a job'.

The knowledge sought is knowledge of English to develop the student's ability to speak and understand the language for study purposes, or knowledge of and about English to enable him/her to understand the culture of native speakers of the language in order to communicate with them. In addition to the professional uses they will put such knowledge to, students believe it will allow them to enter into different forms of interaction/communication through the reading of literature, travelling, writing to pen friends, 'understanding Bob Marley', and for those from the North of the country to be able 'to understand Gibraltar television' ... etc. The fact that over 90% of respondents to PUR-SQ (PUR-SQ, Items 22a and 24a, Appendix VI.1, p. 365 ) consider the development of their knowledge of English an important purpose of their university education, indicates their awareness of the practical implications of their studies, besides their usefulness to future professional occupations. Such awareness, although it may raise highly unrealistic expectations on the part of students, is a crucial element for their understanding of how their study of English at University can contribute to their intellectual development and the acquisition of knowledge and skills essential to their future lives, whatever career they may decide to embark on.

### 5.2.3 'Social' motives

Just as students' rationalisation of their decision to enter University is stated in less positive terms than their choice of English, their perceptions of what benefits might accrue from the 'social' aspect of their experience of life at the University are somewhat ambiguous. When asked to evaluate the importance of this 'social'<sup>34</sup> aspect, as many as ten (47.5%) of the interviewees failed to see the relevance of 'getting to know new people' or 'how much they can learn from other students'. This is reflected in the view expressed that 'knowing a subject-matter is O.K.' but 'knowing new people doesn't mean anything', and that at best you can learn from students 'who have succeeded how they do in order to succeed'. Although such opinions are amended later when respondents agreed that there was always 'something' they could learn from each other which they couldn't explain, speculation about the meaning of such reactions is relevant.

Of the total number of students interviewed and who completed PUR-SQ (N=111), 17 only (13%) lived at the University Hall of residence, whereas the remaining 87% lived either at home with their parents or in private accommodation. This residential pattern may partly explain the students' individualistic and sometimes 'selfish' attitudes and their scepticism about the potential positive contribution of their relationships with other students.

A second factor is the very limited context for the kind of contact that usually enhances student relationships and their exposure to aspects of university experience outside their courses. Extra-curricular activities are scanty - when they exist - and students are interested only if these activities are directly related to their studies.

Finally, the large numbers of students in groups, sometimes as many as 120 or more, do not allow the few among them who are motivated to extend their circle of acquaintances beyond the odd friends from secondary school or the few fellow students in the same group. These remarks will be taken up in the examination of alumni perceptions of the effects of this dimension of student life on their university experience. (Chapter 6, 1.3.2)

#### 5.2.4 'Personal' motives

'Freedom' and the opportunity to 'live a student life' may be considered as essential 'personal' motives. Such opportunity is available only to those among them who are not from Fez, and social factors such as the very close family ties which characterise Moroccan society in general may explain the relatively small proportion of those who thought these 'personal' motives important (respectively 27.5%, 07% and 37%, PUR-SQ, Item 22, Appendix VI.1, p. 365 ). It must be recognised however, that at this stage of their university experience, students are less likely to realise the positive rewards of experience sharing than their more mature peers in the more advanced years.

#### 5.3 What do teachers and decision-makers think?

The opinions of teachers and decision-makers about students' awareness of their own purposes and those of the programme were sought to investigate the extent to which these opinions are likely to determine their agreement or otherwise to allow students to participate in the formulation of such purposes. Teachers - perhaps more than decision-makers - generally perceive students' motives as purely utilitarian:

'A lot come because they have nothing to do for three or four years. To get a job is I think their aim'.

'They don't understand and they don't care. All they want is to be nicely spoon-fed and to pass their exam'.

This suggests that teachers are not in total sympathy with what they think are utilitarian purposes, which in some way explains their scepticism concerning the students' understanding of the 'knowledge for the sake of knowledge' aspect of the purposes of H.E.

The results for Item 21 of PUR-TQ (Table 4.13 below) show that only 29% of all respondents are either absolutely or quite sure that their students are aware of the objectives of courses they teach. Such scepticism on the part of teachers and decision-makers is also noted in their assessment of the feasibility of student participation in any discussion of the purposes of the programme or objectives of courses. Students' career

mindedness is seen as an important obstacle to such participation.

'Ultimate graduation from the Faculty is seen as a passport to a job. By comparison all other considerations pale into insignificance ... As to student participation in major policy decisions affecting H.E., I find it quite difficult to contemplate such a move'.

'Looking at the reality of things, I don't see any direct role of students'.

TABLE 4.13

Students' awareness of course objectives, Staff perceptions

PUR-TQ, Item 21 (N=49)

---

To what extent do you think students understand the objectives of courses you teach?

---

1. Absolutely sure they do	(01) 02%
2. Quite sure they do	(13) 27%
3. Not sure they do	(27) 56.5%
4. Don't think they do	(04) 08.5%
5. Absolutely sure they don't	(02) 04%
6. No response	(02) (04%)

---

During student strikes which have become a familiar event in every academic year, one of the most commonly quoted student grievances is their refusal to recognise the organisational structure of studies as defined in the Reform texts, the reason being that they have not taken part in its elaboration. The issue is likely to persist as long as students' own purposes and their views about the purposes formulated for their studies by teachers and decision-makers are either not considered at all or taken for granted.

Summary

In this chapter we have attempted to describe and analyse the participants' perceptions about the purposes of H.E. and the E.L.T. programme as expressed in verbal and written statements constituting the data. The main conclusions that may<sup>^</sup><sub>be</sub> drawn from the analysis are the

following:

### 1. Decision-making and Purposes

The relevance of an account of the nature of the decision-making process as perceived by members of the two-groups (decision-makers and staff) has been assessed. The aim of such an account was to illustrate the participants' perceptions of their own positions in the DM network, and the extent to which their priorities are determined according to their identification with certain purposes at the expense of others. A main distinction has been established between the decision-makers' concern with the overall purposes of H.E. as exemplified in the E.L.T. programme, and the teachers' emphasis on purposes embodied in the subject-matter of the discipline(s) they teach. Staff commitment to the transmission of knowledge and the perpetuation of academic disciplines supposed to contribute to the student's general development may be contrasted with the decision-makers' more marked concern with the 'utilitarian' outcomes of H.E., and their view that it is intended to serve the development needs of the community at large.

It has also been pointed out that, although the decision-making process may be seen as hierarchic/bureaucratic, the general structural framework set for studies in Faculties of Arts is relatively flexible and lends itself to various interpretations, particularly at the implementational level. In addition, the very fact that decision-making for E.L.T. in H.E. has for the last few years been the responsibility of people who have been involved as practitioners themselves, is a positive aspect of the process and should yield more collaborative modes of decision-making and programme management in the future.

### 2. Rationale and Purposes

A rationale was established for the inclusion of English Language study as an option for university students. The most important components of the rationale are:

- a) the special status of English as a secondary school subject and as a 'language of wider communication' and its use as a means for knowledge transfer and research; and
- b) the positive attitudes held by prospective students and members of



the community at large towards both the language and its native speakers.

Although the 'functional' purpose of H.E. is perceived as primary, there is ample evidence in the statements made by respondents and other data, that the sociocultural and the teaching/research purposes are worthy of attention if not as important. Tentative relationships - some explicit, others implicit - have been established between these purposes and the corresponding purposes of the E.L.T. programme as summarised in the table below.

**TABLE 4.14**

Purposes of H.E. and Purposes of E.L.T. Tentative Relationships

H.E.	E.L.T.
'Functional' purpose	ETEA/EREA
Socio-Cultural purpose	ECUL/ECOM
Teaching/Learning & Research	All four functions

**3. Purposes and Course Objectives**

Despite the various forms of verbalisation the formulation of objectives takes, the same tentative relationships were established between the purposes of the E.L.T. programme and the specific objectives of courses. These objectives cover all possible areas of skills and knowledge necessary for the achievement of the long-term purposes of H.E. and the E.L.T. programme, from the acquisition of 'classroom English' for later teaching purposes to the acquisition of knowledge for the purpose of advanced research.

Generally speaking, the formulation of objectives is limited to the 'conceptual' and 'manifestational' levels, and further investigation of the less overt 'unanticipated' objectives is called for.

The evaluation of programme practices should provide more information about purposes and potential areas of contingency or otherwise between objectives as perceived by participants, and the activities designed to carry out such objectives.

#### 4. Student purposes

The students' purposes are shaped by their views concerning what they perceive as the usefulness of English for non-instrumental ends (communication with people, knowledge, personal development ... etc.), and their perceptions of the importance of their knowledge of the language for future employment. However instrumentally motivated, students do realise the potential intellectual uses to which they can put their language skills and understanding of disciplines related to language (literature, cultural studies, linguistics ... etc.).

Their understanding of the purposes of H.E. has raised highly unrealistic expectations of the benefits that may result from their experience of University in terms of social status, material gains and a general improvement in their quality of life. The analysis of their reasons and motives for electing to study English at the University reveals at least one area characterised by considerable agreement between their own purposes and perceptions of decision-makers and staff about them. That is the students' intention to obtain a B.A. degree and their belief that 'hard work' is the most important requirement for achieving such a purpose.

A detailed evaluation of students' perceptions of the demands made on them by different components of the programme and the learning strategies they apply to meet those demands, should help us to understand what 'hard work' means to different students, and what they expect to gain from it in terms of examination results and more long-term benefits.

## CHAPTER FIVE

### PRACTICES

Following from the description and analysis of purposes presented in Chapter 4, this chapter is intended to provide a systematic descriptive account of the practices of the programme, including such dimensions as the institutional setting, teaching, learning and assessment. The practices are discussed in the context of participants' evaluation of components of the E.L.T. programme as implemented in the Fez English Department. This evaluation of programme practices is also meant to highlight the possible relationships between purposes and the ensuing 'anticipated' as well as the 'unanticipated' effects of the educational experience students undergo, and takes into account the conclusions and implications outlined in the summary relating to purposes provided at the end of Chapter 4.

#### 1. THE INSTITUTIONAL CONTEXT

The implementational dimensions of the E.L.T. programme under evaluation take place in a university department as the 'basic unit of academic administration' (Burgess, 1985:22). As such, the English department exhibits, in common with other departments in the Faculty, certain organisational characteristics which institutional contexts share with organisations in general (see for example Biddle's 'collective identity', 'tasks' and 'coordinating activities' in Biddle, 1970).<sup>35</sup>

In addition to its legal status as an institution within the system of H.E., the Department has set up an organisational structure designed to carry out the 'tasks' assigned to it with the purpose of achieving the ends - stated and implicit - for which it has been created. At the more academic level, particular arrangements have been made to accomplish the 'tasks' in the form of administrative procedures (course distribution, time-tabling and grouping) and teaching-learning and assessment activities, ideally based on a relatively common understanding of the tasks by members of all groups concerned (decision-makers, staff and students).

The importance of documenting this departmental organisational

structure lies in its potential to illuminate the different patterns of behaviour participants are likely to exhibit as a result of their involvement in the educational programme for which the structure is a context. Teaching, learning, assessment and the system of relationships obtaining between members of the different groups of participants are the most important aspects of behaviour likely to be affected by the organisational structure of the programme.

## 1.1 Administrative organisation

### 1.1.1 The Department 'identity'

The English Department is one among several which have been established at different dates in the history of the Fez University and the functions of university departments are outlined in OD 4.<sup>36</sup> These functions, as stated in the legislation illustrate the limited prerogatives of the Department in its 'consultative' role ('proposer', 'propositions') as compared to its recognised 'scientific' role.<sup>37</sup> This limitation, which has far reaching implications for 'academic freedom' and 'institutional autonomy',<sup>38</sup> has been pointed out in the discussion of staff perceptions of the decision-making process (Chapter 4, Background). Some of its consequences on the role options open to staff members are examined in the context of the governance of the Department (1.1.2) and the Department as a 'social system' (1.3).

~

This said, we should not minimise the importance of the flexible aspect of the legislative framework insofar as the actual implementation of the E.L.T. programme is concerned, especially as the application of the 'law' lends itself to various interpretations, and differs from one faculty to another and from one department to another.

Another dimension of the 'identity' of the Department is the status it has established as a result of its relatively long life, and the effects it has had on the generations of students who have been exposed to its workings. Also important in this respect is the 'image' outside groups (for example members of the administration, staff and students in other departments and the community at large) have composed of its reputation and its effectiveness or otherwise as an institution of higher learning. Some

indicative signs of the perceived status of the Department are the motives given by students for their choice of English study at the University (see Chapter 4, 4.2), the attitudes of students' parents and secondary school teachers, the administration's somewhat 'favourable' treatment reserved to it, and the ever-increasing numbers of students who enrol in spite of the less than satisfactory facilities available and the low pass rates that characterise end-of-the-year examination results.

An important aim of the evaluation of the perceived long-term effects of the programme on alumni (Chapter 6) is to explore the extent to which general opinions expressed about the Department are borne out by their views of the ways in which they think their experience of H.E. in the English Department has affected them.

### 1.1.2 Internal decision-making in the Department

Decision-making for the programme at departmental level covers the interpretation of university policy to staff members and students, the coordination of teaching and research activities, as rational and effective a use of the facilities available to the Department as possible, and the organisation and supervision of examinations. The most important participants in this process are the head of Department, the Department committee, course and year coordinators and the teachers. A fourth body is defined in the legislation as 'équipes de recherche formées au sein du Département [qui] prennent en charge la formation des Maîtres-Assistants et des Assistants' (OD 4, op. cit.). However, for the reasons suggested later in 1.3, in practice, only two of these and the teachers as individuals are actually involved in the different aspects of internal decision making: the head of Department and course coordinators.

#### 1.1.2.1 The head of Department

OD 7 (1976) defines the legislative dispositions for electing heads of Departments. Whereas all tenured teachers in the Department can take part as electors, only professors ('professeurs de l'enseignement supérieur') are eligible, although a 'Maître de Conférences' (Senior Lecturer) may stand for election if there is no candidate of professoral rank. Because of this restriction, in 1985-86, five out of the seven

Departments of English in Faculties of Arts are 'chaired' by coordinators. These are usually nominated by the Dean of the Faculty and are supposed to act as heads. In the Fez experience, a coordinator 'chaired' the Department until December 1982 when the first national Ph.D. holder ('Maître de Conférences') became Chairman.

OD 7 (articles 1 to 5)<sup>39</sup> stipulates that, in addition to his coordinating role both within the Department and between the Department and the administration of the Faculty, the head of Department is responsible for calling and chairing meetings and submitting annual reports on the activities of the Department at a plenary to be attended by all members of staff. He may also constitute working parties to consider specific issues arising from the general functioning of the educational programme.

The role of head of Department in a University institution and the relevance of the leadership style adopted for the 'pursuit of excellence' have been extensively documented in the literature (see for example, Weinberg, 1984; Day, 1984; Moses, 1985 ... etc.). A related issue is the lack, both within the legislation and the decision-making practices prevailing in the Department, of recognised provisions for teachers to be included as full participants in the process. Their disappointment and frustration are reflected in their perceptions of their roles in decision-making as discussed in Chapter 4. These perceptions are also suggested in the disinterestedness shown by some of them insofar as internal decision-making for the programme is concerned.

#### 1.1.2.2 The role of teachers

The restriction mentioned above means that, where there is only one member of staff of the required rank in the Department, s/he automatically becomes head, whatever the opinions of his/her colleagues may be about his/her ability to carry out the tasks involved. During the academic years 1983-84 and 1984-85, a 'committee' was appointed by the Dean 'to assist the Head of Department', but for reasons respondents were reluctant to discuss, the members either resigned or stopped attending meetings.

In spite of this relatively bleak picture of 'democracy' in the Department, the teachers' role in the actual implementation of the

programme has come to be taken for granted as a result of the working practices developed during the thirteen years it has existed. Decisions concerning course objectives, syllabuses and assessment procedures, are made by members of staff either as individuals or as teams, where a course is taught by more than one. Among other tasks, course coordinators generally nominated by their colleagues, are responsible for submitting final drafts of course descriptions, arranging meetings during which different issues relating to the teaching of courses are discussed, and coordinating the preparation and supervision of examinations.

Information about the role of a coordinator and teachers' willingness to carry out the tasks related to it was elicited as part of the data collection for the purposes of the programme (see PUR-TQ, Items 14-16, and PUR-TI). As suggested by the statistical figures in Table 5.1 below, the general trend among members of staff is that they see coordination<sup>40</sup> as a 'normal part of the teacher's work' and will 'accept' to perform the tasks involved.

The following are representative reasons given by respondents for their positive stand on the issue:

- Coordination is a way of gaining useful experience ('sharpens the teachers' sense of responsibility', 'instructive and challenging', 'an enriching experience').
- Coordination by teachers themselves will protect from interference by the administration ('If one didn't regard coordinating duties as normal duties of teachers, this would be asking for an additional layer of administration when there is already more than enough of it').
- It is necessary for achieving agreement on course objectives and harmonising teaching. ('Considering that there are a large number of students who will take the same exams, but are taught by different teachers, it is normal that someone be a coordinator').

However, reservations were voiced by a number of respondents (5=10%) as to the feasibility of coordination in cases where 'coordination could become an unwelcome burden' (for example, 'if colleagues were uncooperative or merely lazy'). Two respondents explained their 'totally refuse' option by their conception of coordination as a mere administrative chore ('administrative duties are tedious, monotonous, and allow no self-realisation').

TABLE 5.1

Coordination in the Programme, Teachers' opinions

PUR-TQ, Items 14-16 (N=49)

---

<u>Item 14:</u> Do you have coordinating and/or administrative duties in the Department	YES	53%
	NO	47%
<u>Item 15:</u> If your answer to question 14 is 'YES', do you consider carrying out such duties as:		
- An unwelcome burden		03.5%
- A favour to the Department		07.5%
- A normal part of the work of a teacher		81%
<u>Item 16:</u> If your answer to question 14 is 'NO', and you were asked to be responsible for such duties, would you:		
- Accept wholeheartedly		13%
- Accept		61%
- Accept if pressed		17%
- Totally refuse		08.5%

---

The teachers' perceptions of the constraints that are likely to hamper effective decision-making for the programme, and the extent to which they think teaching staff can influence department policies in general, contribute to the attitudes they develop regarding their status as members of the institution as a 'social system' (Biddle, op. cit.:166). The types of relationships likely to prevail between different groups of participants in the Department may also be understood in terms of these perceptions.

The emergence, within the Department as an institutional context, of different categories of teacher-personality profiles, with often conflicting interests, is an immediate consequence of their perceptions of the role they can play in the decision-making process. The interplay of personality characteristics influences their reactions to the organisational structure of their institution<sup>41</sup> and determines their degree of satisfaction and their commitment to teaching. Staff commitment as perceived by teachers themselves and by students is examined in the evaluation of teaching/learning (section 3 of this chapter).

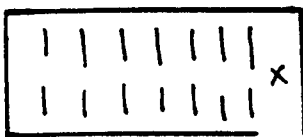


## 1.2 Organisation of programme practices

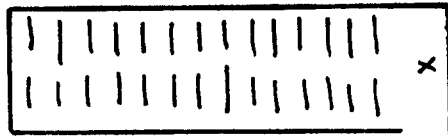
### 1.2.1 The physical setting

#### 1.2.1.1 Classrooms

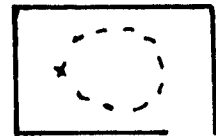
The characteristics (number and shape) of classrooms available in the institution are but one of the numerous limitations on the teaching practices generally adopted in the Faculty of Arts. The three types sketched in the figure below have been allocated for teaching in the English Department.



Type 1



Type 2



Type 3

Up until the academic year 1983-84, Type 1 classrooms, designed to hold an average of 70 students, were the most commonly used rooms for lectures, and in spite of occasional problems such as 'the disappearance of curtains' or 'chairs removed by students in larger groups', teachers found it 'possible, although not always easy' to conduct lecture/discussion classes (IDD). With the drastic reduction in the number of staff working in the Department (see Tables 1.1 and 5.12) in the last few years and the resulting increase in the numbers of students in each group (up to 130 in some), the administration converted Type 1 classrooms into Type 2. In these latter, 'students can come and go as they wish' (IDD) and the 'introduction of a microphone as the only way teachers can be heard' has turned language classes into the 'cours magistraux'<sup>42</sup> characteristic of teaching in other faculties.

Although the scope of this study does not allow for a detailed discussion of the consequences this type of physical setting has on teacher-student relationships and student learning, the views of the staff about such consequences are reported later.

A worth repeating point, already made in the Background chapter (2.3.4), is that in October 1980, the Department started using four 'seminar' rooms (Type 3) which were 'of no use to the administration' and thus managed to initiate the practice of 'small-group' teaching as these rooms could not hold more than twenty students.

#### 1.2.1.2 Language laboratories

The language lab, as the most important technological aid for language teaching in our context, has always played an essential part in the E.L.T. programme. Just one year after the Department was established, two language labs were installed and a programme of 'Spoken English' and listening comprehension set up.

In 1985-86, at least 25% (30 out of 120) of the total number of teaching hours in first year were devoted to the lab course, which seems to justify the students' perceptions of its importance (81% of first year students who completed SEQ think it is either 'very important' or 'important'; see statistical results for SEQ, Item 7, Appendix IX.1.1).

However, as one of the teachers responsible for the lab course put it, 'the labs are in such disrepair that it is amazing that the programme continues'. As no provision was made by the administration for their servicing and maintenance, 'lab sessions for students have become a luxury' (IDD). Implications of such remarks for the effectiveness of the 'Spoken English' and listening comprehension components of the programme are examined in the section on teaching/learning.

In spite of these limitations, the importance of the language lab sessions as an opportunity to practise listening and speaking skills cannot be overlooked. The effect<sup>of</sup> the Spoken English course - of which the lab sessions are a component - on students' development of the required proficiency in the language was stressed as a positive element by alumni in the views they expressed about the 'usefulness' of the so-called 'language' courses in the first cycle (see Chapter 6, 3.1.1).

As to the 'question of cost-effectiveness' and such other problems pointed out by Wingard (1981), the fact that 'two thirds of the booths are

still functioning after more than ten years', and the regular attendance noticed for the lab sessions, are evidence of the 'efficiency' of the language lab course. 72% of respondents to SEQ (Item 6) thought the language lab course 'important' or 'very important', and the questionnaires completed contain comments about the view expressed by over 70% of them that 'the number of weekly sessions' - which stands at two forty-five minute ones at present - 'should be increased'.

Dakin (1973) and Hayes (1968) provide extensive lists of the specific advantages of the language lab as a technological aid to the language teacher.<sup>43</sup> The most important limitation is that it cannot substitute for the teacher, especially insofar as presentation and development (Dakin, op. cit.:7) are concerned. In our case, the language lab is a 'class-system' (Hayes, op. cit.:1-4) which offers less opportunities for the student to work on his own materials and thus develop as an independent learner, an advantage which is provided by a 'library-system' (Hayes, op. cit.).

#### 1.2.1.3 The library and library facilities

One of the most important initial objectives of the Department was to set up an English section in the Faculty library to cater for the needs of both teachers and students by providing the necessary references and textbooks related to the different courses in the programme. Given the availability of books on the local market then (an English bookshop operated in town), it was relatively easy to satisfy these needs, at least during the first three years. However, with the staggering growth of the student population, the facilities (books available, numbers of copies, and reading rooms) soon proved insufficient. Besides, the archaic cataloguing and indexing system used, and the small number of qualified staff, made even the now scanty reading resources less and less readily available to prospective borrowers and readers.<sup>44</sup>

A large majority of students interviewed and those who completed SEQ expressed their dissatisfaction with the library facilities provided by the Faculty. The statistical results obtained for SEQ, Item 11, (see Appendix IX.1.1), which indicate a total of 81% of respondents who think the library facilities are either 'very poor' or 'poor' and the following quotations from interviews and additional comments to questionnaire answers illustrate

the urgency of the problem.

- 'When we want a book from the library, we usually have to wait for at least two hours and then they tell us the book is out'.
  - 'I know where the library is but I never go there. My friends told me about their experience and I don't want to lose my time'.
- (A total of 23 respondents declared that they had never been to the library).

This evaluation of the library facilities by students is supported by the statistical results obtained (Table 5.2 below) which indicate staff evaluation of these facilities (between 82% and 90.5% either 'disagree' or 'strongly disagree' with the respective statements).

**TABLE 5.2**  
**Staff Evaluation of Library Facilities**  
**(SEQ, Items 9-11)** (N= 38)

Items 9-11: To what extent would you agree or disagree with the following statements. (1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree)

	1	2	3	4	5
9. Most of the books <u>you</u> need are in the library	52%	31%	00%	14%	01%
10. Most of the books <u>students</u> need are available	57%	25%	17%	01%	00%
10b. There are <u>enough</u> copies for students	65.5%	25%	01%	02%	00%
11. The library services provided by the Faculty are adequate for the needs of the Department.	65%	25%	02%	02%	00%

(Non-responses, which constitute less than 2% are omitted).

It is worth pointing out in this evaluation of the library facilities available that, although an examination of student and staff opinions may reveal differences specific to each department, this is a much debated issue in the whole of the Faculty. The following comment made by one of the teachers summarises the views of participants about the problem:

'If this is to become a serious and productive institution, a library, a real one, with a realistic supply of books must be provided'.

### 1.2.2 Course organisation

#### 1.2.2.1 Distribution

The number of courses and number of weekly sessions allotted to each are fixed by ministerial decree (OD 3, op. cit.), the stipulations of which are applied according to the staffing potential of each department. Although generally speaking courses are allocated taking into consideration teachers' wishes, departmental needs sometimes impose strict restrictions on the extent to which these wishes are fulfilled. As shown in Table 5.3, the number of courses taught by each teacher varies between two and as many as five, including English in other departments and third cycle. In some cases, such a variety of teaching, added to the problems created by large groups, results in the development by some teachers of what Westbury (1973, quoted in Fordham, 1982:117) described as the 'coping' strategy.

**TABLE 5.3**

Course Distribution (1985-86) (N= 38)

Number of Courses taught	Number of teachers
2	4 (13.5%)
3	15 (52%)
4	8 (27.5%)
5	2 (7%)

(86.5% of all staff teach at least three courses)

Moreover, where a course requires a substantially high number of teaching hours (for example the first year lab course occupies 25% of first year teaching time), a large number of teachers are asked to teach it,

however remote their interests may be from its subject-matter. They most of the time feel that they are called upon to perform a 'gap-filling' role and are not likely to develop the degree of motivation needed for ensuring the effectiveness of the course. The issue here, as pointed out by Gaff & Wilson, is that:

'Institutional policies that permit faculty members to pursue the teaching activities in which they excel at the pace and style in which they are most productive could do much to improve the faculty's sense of competence'.

(1971:480)

#### 1.2.2.2 Teaching loads

As pointed out in Chapter 4 (1.3.2.2), the number of classroom contact hours for different categories of university teachers has been increased as from October 1985. It was also stated that, in the discussion of the reasons why members of staff think there is no research to speak of in the Department, teaching loads are an important factor. Looking at the number of contact hours reported in teacher time-tables, including those taught in other departments and third cycle (Table 5.4), the average obtained for the 29 members of staff is 11.5 hours per week, which by local standards, and compared to secondary schools for example, is a moderate teaching load. However, the diversity of preparation most teachers are required to do and the fact that at least seven of them (24%) have to teach more than the average number of contact hours, call for a serious reconsideration of course distribution among staff. It must also be emphasised that the number of contact hours members of staff are allotted is in no way an accurate indicator of the real work-load each of them is supposed to cope with. As salaries are allocated according to degrees rather than teaching experience and performance, the 'lowest' in the administrative scale (i.e. those who are paid the lowest salaries), are the ones who have to teach the highest number of hours.

The point we are trying to make here is that, unless the system of work-load allocation - and corresponding salaries - is seen as fair to all members of staff, their feelings of professional satisfaction and self-esteem are likely to be negatively affected and their commitment to teaching jeopardised.

**TABLE 5.4**  
Teaching loads

Number of Contact Hours	Number of Teachers	Total	Average/Teacher
9,10	10 (34.5%)	93	9.3
11	12 (41.5%)	132	11
12 - 18	7 (24%)	107	15
Overall	29	332	11.5

### 1.2.3.3 Grouping

At the beginning of each academic session, students are randomly assigned to different groups in such a way as to include as balanced a number of repeaters - non-repeaters, male-female and 'high-achievers' - 'low-achievers' as possible. The different groupings for 1985-86 are indicated in Table 5.5 and the statistical figures in Appendix VIII.1 (p. 385) provided for purposes of comparing numbers of groups, average numbers of students per group and total numbers of students in each year for the last five years. The resulting teacher-student ratios are also indicated although 'meaningless' (see attendance patterns, 1.2.2.5).

**TABLE 5.5**  
Grouping and teacher-student ratios for 1985-86

	Number of Students	Number of Groups	Average/Group	Average T-S Ratio
YEAR 1	651	5	130	1/50
YEAR 2	445	4	111	1/50
YEAR 3	378	3	126	1/63
YEAR 4	215	2	127 LIT 88 LX	(1) 1/71

(1) LIT = Literature Group  
LX = Linguistics Group

Although the teacher-student ratios indicated in the table above are not in any way to be taken at face value as they are distorted by the student attendance patterns described later, they are still indicative of the enormous problems members of staff are facing more and more as a result of growing numbers of students in the Department and substantial reductions in the teaching force (at least ten of the members of staff who left in the last three years have not been replaced). The resulting reduction in the 'activity-person ratio' (Biddle, op. cit.:176) and its consequences on teaching and learning and teacher-student relationships are a recurring theme in the data collected from interviews, respondents' additional comments and informal discussion data. The prevailing situation, at least as far as students are concerned, is exemplified in the following quotation from the description of the classroom atmosphere given by one of the students:

'Students don't worry about understanding or not understanding. All they want is to be able to get there early enough to grab a chair and find a place in the crowded classroom. Some of them don't hear the teacher because of the noise. For an 8 o'clock lecture, you must be in the classroom at 7.30 if you want to get a chair and be near the teacher in order to be able to hear him and take as many notes as you possibly can'.

(Translated from Arabic).

An insight into student preferences and their reactions to the reality of the classroom situation is provided by the statistical results obtained for PUR-SQ Item 31, and SEQ, Item 10 (Tables 5.6 and 5.7).

**TABLE 5.6**

Student Group-size preferences

PUR-SQ, Item 31 (N=90)

---

If you had a choice, would you prefer to be taught in a group of:

---

- 100 students or more	2%
- Between 50 and 100 students	4%
- Between 30 and 50	40%
- Less than 30	54%

---



TABLE 5.7

Student evaluation of group-size

SEQ, Item 10

---

Approximately how many students attend in your group? Is this number

---

	YEAR 1 (N=102)	YEAR 2 (N=105)	YEAR 3 (N=86)	YEAR 4 (N=93)
1. Too many	69%	55%	74%	39%
2. The right number	24%	18%	19%	49%
3. Not enough	07%	26%	07%	12%
4. No response	(03%)	(12.5%)	(07%)	(01%)

---

Whereas the preferences of students new to the Department are obvious (94% of respondents to PUR-SQ, Item 31, prefer to be taught in groups of less than 50), their views and those of their more advanced peers change and seem to adapt to the reality of the classroom situation as they experience it later in the year. These more realistic views are then *more* determined by student attendance patterns in the different groups than by what they perceive as ideal conditions for group-size.

Interestingly enough, 40% of respondents to PUR-TQ (Item 3) expressed a preference for group-size between 30-50. One reason which may be inferred from comments made during interviews to explain this trend is that, a large enough number provides 'shy' students with the kind of anonymity not enjoyed when the group is 'too small' (less than 30).

#### 1.2.2.4 Time-tabling

Although time-tabling is a direct responsibility of the head of Department, this task is generally shared with or totally assigned to a team of teachers. Factors taken into account in designing time-tables are the number of rooms made available by the administration, teachers' wishes - expressed in wish-forms usually completed before the summer holiday - and ideally, student needs. Examples of the criteria used to assess the convenience of either teacher or student time-tables are a) the adequate spread of the number of hours over the days of the week, b) the time lapse

between sessions of the same course to allow students to review notes and prepare for the following class and c) the general convenience of the time-table to personal and teaching commitments and the concerns of staff and students.

Statistical results which indicate staff and student satisfaction with their time-tables are included in Tables 5.8 and 5.9 below.

**TABLE 5.8**

Student satisfaction with time-tables, SEQ, Item 9

To what extent are you satisfied or dissatisfied with your weekly time-table (number of hours, time, days of the week)

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1. Not satisfied at all	07%	08%	16%	06.5%
2. Not really satisfied	44%	44%	50%	45%
3. No opinion	10%	12%	02%	09%
4. Quite satisfied	30%	33%	29%	37%
5. Very satisfied	07%	02%	02%	02%
6. No response	(04%)	(02%)	(00%)	(02%)

**TABLE 5.9**

Staff satisfaction with time-tables, TEQ, Item 7 (N=38)

What is your assessment of the convenience of the weekly time-table of your classes?

a) FOR YOU	1. Totally inadequate	07%
	2. Could be better	55%
	3. Adequate	38%
b) FOR STUDENTS	1. Totally inadequate	13%
	2. Could be better	43%
	3. Adequate	43%

These figures serve to illustrate the difficulties those who draw up time-tables face in trying to take account of all the factors mentioned earlier. Restrictions, especially on the number of classrooms available, make it impossible to satisfy the needs and wishes of those concerned, and this is one of the factors which may be used to explain student attendance patterns, although not the most important.

#### 1.2.2.5 Resulting attendance patterns

Students, particularly in first cycle and 3rd year, display attendance patterns which may be unique to the Department. Their status as 'full-time' or 'part-time',<sup>45</sup> their perceptions of the importance of different courses for final assessment, their conception of what makes a 'good' teacher, the varying 'reputations' enjoyed by members of staff, and their degree of satisfaction with their time-tables are all factors which contribute to the development of the patterns observed. These patterns are defined below, with examples of reasons given by students for their occurrence:

- a) The 'conformist' behaviour of the student who attends regularly and only with the group s/he has been assigned to.
  - I don't think teachers give different things. It is always the same things explained in different ways. I am happy to attend only with my teachers'.
  
- b) The student who attends with another group but only for a specific course.
  - I attend with X in Spoken English because I don't understand my teacher's pronunciation. My teacher at secondary school was not American'.
  - 'It is only in grammar. The other teacher gives more examples. Our teacher is also good, but we get more from the other teacher'.
  
- c) Students who attend with more than one teacher for more than one subject.
  - 'Teachers are not in agreement in their lectures. I attend with different teachers because they give different explanations'.

d) The student who attends according to the convenience of the group time-table to his/her own 'concerns'.

- 'I don't like the time-table of my group and there are problems in all the groups. So, I attend when I am here. I have no group'.

These patterns and explanations given for them by students support the claim made by one of the teachers that 'the notion of large group and small group as it applies in our Department is most disconcerting. It is perhaps the most difficult thing for an outsider to the Department to understand' (IDD). Instances were reported of conflicts between students and teachers and students and their peers, which cannot but have serious repercussions on the relationships existing in the Department and the effectiveness of teaching and learning.

Another consequence of the prevalence of such patterns in the context of the E.L.T. programme is that the teacher-student ratios indicated in Table 5.5 are meaningless, as the grouping arrangements made by the Department are often ignored by the students. The result is that some members of staff end up teaching small groups - as few as ten students in some cases - whereas their more 'popular' colleagues have to cope with classes of up to 140 students.<sup>46</sup> It must also be pointed out that some of the teachers take pride in the large numbers of students who attend their classes and are less than eager to take the necessary steps to remedy the situation. This is illustrated in the following remark made by one of them:

'Any group-size is teachable. I don't think it will affect teaching standards as long as the students will remain passive and uncritical. I don't see why I should prevent students from attending with me if they think their teacher is no good'.

The situation described above may be further elaborated on by briefly referring to the notion of 'academic year', although the very limited space devoted to the issue in this study is far from doing justice to one of the most commonly discussed topics in the staff-rooms at the national level.

Using experience accumulated all through the history of H.E. in Morocco, departments, especially in Faculties of Arts, have come to conceive of the 'academic year' as a limited number of weeks - 24 at the most - as determined by student strikes, extra weeks of holiday they take before and after the official holiday, and administrative decisions made

concerning the dates of end-of-the-year examinations. These factors impose limitations on course planning and the feasibility of incorporating assessment practices designed to evaluate student learning during the academic sessions. Therefore, teachers have to resort either to arranging extra teaching sessions to make up for lost time, or plan for a strictly 'minimal' syllabus that will take into account these factors.

### 1.3 The Department as a 'social system'

Institutional contexts as social systems are defined in terms of the characteristic attributes of their participants (for example student and teacher characteristics) and the systems of relationships resulting from their organisational structure. Potential determining factors of the types of interaction that take place between individuals and groups are the norms, explicit or implicit, and the expectations they hold for each other (Biddle, op. cit.:169), and the ways in which they respond to the various organisational constraints imposed on them by the system.

The students as 'clients' of the programme, and teachers and administrators as providers, are the three groups involved and for our purposes, an examination of some of the characteristics of members of the first two groups should help us understand the complex set of relationships specific to the context in which the E.L.T. programme is taking place, with special reference to their influence on teaching practices and student learning.

#### 1.3.1 Student characteristics

The age, sex, secondary school studies, student experience of repeating in the Department, and residential patterns, are some of the characteristics that emerge as potential determinants of their perceptions of the programme and their response to its practices. The relationship between some of these characteristics and student learning are examined later in the sections on teaching/learning and assessment.

Appendix VIII.2. (p. 348), summarises the composition of the student population in the English Department for 1985-86. They make up 13% (1,689/12,805) of the whole student population of the Faculty of Arts.

#### a) Student gender

The background data collected for PUR-SQ and the statistics included in Appendix VIII.2, indicate that more than one-third of all students are female (39% average for all four years). This seems to confirm a trend noticed for participation in H.E., with special reference to Faculties of Arts, that foreign language departments have the highest rates of female student enrolment, although male participation is still significantly more important.

The analysis of the data on student learning reveals important differences in some aspects of student behaviour (for example insofar as relationships with teachers and peers and classroom participation are concerned). These differences were particularly stressed in pair interviews during which information was elicited that clearly suggests contrasting responses.

#### b) Age and repeating experience

Because of new regulations introduced in October 1981 concerning the enrolment of 'part-time' students (see Background chapter, 2.3.2), the proportion of this category of students is no more than 3% for 1985-86. This small proportion does not allow any comparison that may reveal differences between them and the usually younger 'full-time' students.

Important differences in approach to learning are rather to be found in considering whether the student is a non-repeater or a first-time, second-time or even third-time repeater. Repeaters are usually older than new students and thus are likely to exhibit different attitudes and perceptions of the programme. These differences are extensively illustrated in the data elicited during pair-interviews.

The proportion in the student population of repeaters as indicated in Appendix VIII.2 (47% average for all four years and up to 62% in 3rd year) raises issues which are recurrent themes in the data. Such issues as attrition rates, student experience of repeating and its impact on their

perceptions of the purposes of the programme, and their attendance patterns, as well as the reasons they give for their failure in examinations are instances of the attitudes they hold as participants in the programme. The 'strategies' (defined by one of them as the 'subtlety of the student') they develop to cope with course demands, their participation in class, note-taking and use, and examination preparation, all underline the differences between them and non-repeaters, and are explored in the section on teaching/learning.

### c) Secondary school experience and type of baccalaureate

In our analysis of the reasons given by students for their choice of English at the University (Chapter 4, 4.1), it was stated that their secondary school studies and the type of baccalaureate obtained constitute important determinants that direct such choice. Their experience of English study at secondary school and their perceived level of proficiency in the language (for example those with a 'Préformation' background are supposed to be 'better' than those with other types of baccalaureate) often shape their expectations and attitudes, at least during their first year in the Department. Hence, a myth is prevailing amongst students - and sometimes teachers - that a student from English 'Préformation' will have no problems in the English Department. The claim is often made that 'if we had only "Préformation" students, all our problems will be solved' (IDD). What this seems to imply is that the type of student baccalaureate is seen as an infallible indicator of student performance in the programme.

Although no systematic study of indicators of student achievement has been carried out so far, such a claim remains to be substantiated, especially as students with a 'Lettres Modernes' or other type of baccalaureate have been noted to perform at least as well as their 'Préformation' peers.<sup>47</sup> Instances of 'Préformation' first or even second time repeaters in the first year have been reported, which raises serious doubts about the 'advantage' they have over other students. (See note 47 for 1984-85 'mention' results).

Table 5.10 indicates the distribution of PUR-SQ and SEQ respondents according to their type of baccalaureate (18.5% are 'Préformation' and 76.5% are 'L.M.').

**TABLE 5.10**

Distribution of students according to baccalaureate type

PUR-SQ-Item 3 (N=90)

'Preformation'	L.M.	Other
40%	60%	00%

SEQ-Item 3

	YEAR 1 (N=102)	YEAR 2 (N=105)	YEAR 3 (N=86)	YEAR 4 (N=93)	TOTAL (N=386)
'Preformation'	23%	27.5%	15.5%	07.5%	18.5%
L.M.	75%	67.5%	82%	90%	76.5%
Other	02%	05%	02.5%	02.5%	05%

d) Residential patterns

The influence of student residential patterns, although more emphasised by alumni expressing their views about the effect they think their experience of the programme has had on them, is another dimension of the importance of student background characteristics elicited in both stages of data collection (PUR-SQ / PUR-SI and SEQ/SEI).

Students living in the university hall of residence stressed the inadequacy of living conditions (four students per room is the norm), and the way drawbacks involved are made up for by their independence, self-reliance and the opportunity for them to establish lasting relationships with their peers. Those living at home on the other hand, pointed out the availability of better working conditions and family support, although some of them consider that their experience as university students is incomplete.

Given the paucity of residential facilities at the University, a third group of students who live in private accommodation has emerged in



the last few years. These seem to enjoy relatively better living conditions than those in the hall of residence, and the freedom of living away from home.

The statistical figures in Table 5.11 below provide a general idea of the proportions for each residential category and indicate that only a small percentage of informants (16%) live at the university hall of residence.

**TABLE 5.11**  
**Student residential patterns**

	PUR-SQ (N=90)	PUR-SI (N=21)	SEI (N=55)	Overall% (N=166)
HALL	16.5%	09.5%	18%	16%
HOME	60%	43%	45.5%	53%
PRIVATE	23.5%	47.5%	36.5%	31%

### 1.3.2 Teacher characteristics

The second most important group of participants in the programme are the teachers. As members of this group are directly involved in the Department as a social system, their characteristics and the attitudes and values they bring to the programme are essential for understanding the practices adopted and more particularly in this context, their perceptions of their roles in relation to each other and to members of the student group and the group of decision-makers. Important also in this respect, are the expectations held for them by other participants in the programme and the community at large in that, established social norms concerning the role of the teacher in education are likely to influence their teaching behaviour and the types of relationships that are to obtain between them and their students.

Although the traditionally accepted role of the teacher as a 'source of wisdom' and as the 'provider of knowledge' is more and more challenged by students at University, as demonstrated by student activism, a large majority of our students still expect their teachers to act as figures of

authority, especially insofar as the classroom situation is concerned:

'I am not saying that the teacher should know everything, but he has more knowledge than students and he is responsible for discipline in the classroom and what we learn ... He is the Teacher'.

is a comment that summarises student views as to the role they think the teacher should assume.

The variety of backgrounds and experience as mentioned earlier has contributed to the development of the Department 'climate' described in the Background chapter (2.3.3) which is so specific to departments of foreign languages in Faculties of Arts. Moreover, the statistical figures in Table 5.12 below compared with those reported in the Background chapter for 1984-85 (2.3.3) provide an interesting insight into the changes that have been taking place in the Department of English during the last few years. For example within two years (1984-85 and 1985-86), the proportion of Moroccan members of staff has increased from 44% (14) to 63% (19) as a result of the recruitment of new nationals and the departure of six non-Moroccan teachers. The Moroccanisation process is a prevailing pattern in English Departments in the institutions of H.E. all over the country.

In their assessment of the appropriateness of 'mix' of faculty for an effective teaching environment, Gaff and Wilson suggest the following:

'Whilst there is a paucity of research dealing with the issue of the appropriate "mix", two general principles appear reasonable. First, grouping teachers together with much in common may provide a sympathetic, supportive, and internally consistent environment. And intellectual interests and educational values may provide an environment which is stimulating intellectually, culturally, socially ... too much commonality can become coercive and too much diversity can fragment a group'.

(op. cit.:489)

Concerning the gender composition of our staff, the main comment to be made is that the female element is still under-represented, although, compared with other Departments, the English Department has the highest proportion of women teachers (27.5%).

76% of the teachers are aged 30 to 40, which seems to match student preferences for teachers who are 'not too young' but 'not too old' either.

**TABLE 5.12****Table 5.12 Staff composition (1985-86) (N=30)**

AGE	25-30 20.5%	30-40 76%	40+ 03.5%			
SEX	Male 72.5%	Female 27.5%				
NATIONALITY	Moroccan 63%	French 13.5%	British 13.5%	Other 10%		
HIGHEST DEGREE	B.A. 07%	C.E.U.S. 14%	Aggregation 14%	D.E.S 10%	M.A./MSc 24%	Ph.D. 31%
RANK	Prof. 2eCycle 07%	Assistant 03.5%	Prof. Agr. 14%	M.A.(*) 48%	M.C. 24%	P.E.S. 03.5%
EXPERIENCE IN THE DEPARTMENT	Less than 2 years 14%	2-5 years 36%		More than 5 years 50%		
COUNTRY OF GRAD STUDY	Morocco 14%	France 20%	U.K. 38%	U.S. 14%	Other 14%	

- Highest degree
  - C.E.U.S. = Certificat d'Etudes Supérieures Universitaires
  - D.E.S. = Diplôme d'études Supérieures (3e Cycle)
- Rank
  - M.A. = Maître Assistant
  - M.C. = Maître de Conférences
  - P.E.S. = Professeur de l'enseignement Supérieur

(\* ) M.A. Of the 14 (48%) 'Maître Assistant' 3 are 'stagiaires' (untenured) in 1985-86.

### 1.3.3 Student expectations

Student perceptions of the importance of teacher characteristics as outlined above, and such other teacher behaviour as enthusiasm for teaching and interest in students' learning and personal problems, were elicited during both stages of the data collection (Purposes and Practices) using PUR-SQ/SI. The statistical results obtained for PUR-SQ, Item 29 and SEQ, Items 20-22, are summarised in Table 5.13 and Appendix IX.1.2. The interviews, on the other hand, elicited more detailed information relating to student expectations as embodied in their opinions about the importance they attach to the different characteristics of teachers (background ones as well as those exhibited in their teaching and interaction with students).

**TABLE 5.13**

Students' opinions about the importance of teacher background characteristics and enthusiasm and interest, PUR-SQ, Item 29 (N=90)

Do you agree or disagree with these statements (in relation to teachers in the English Department)					
	SA	A	UND	D	SD
a) The AGE of a teacher in the Department is important	09.5%	27%	29.5%	20.5%	12%
b) The NATIONALITY etc.	14%	47%	14%	19%	06%
c) The SEX (male or fem.) etc.	06%	13%	34%	28%	19%
e) The ACCENT etc.	70.5%	22.5%	06%	01%	00%
g) The teacher's ENTHUSIASM etc.	41.5%	39%	10%	08.5%	01%
h) The teacher's INTEREST in students' etc.	56%	35%	07%	01%	01%

(1) Non-responses are not indicated (they constitute less than 02% in all cases).

- a) The 'not too young', 'not too old' preference is justified by students in terms of their understanding of the relationship between age and experience.

'A teacher who is too young will have problems with the students. There will be no discipline in the classroom' and 'a teacher who is too old doesn't understand our problems and he is not active'.

- b) 47% of respondents to PUR-SQ, Item 29, either disagree or strongly disagree that 'the sex of a teacher is important' whereas only 19% think it is important. One factor which seems to explain the 19% is their secondary school experience whereby students who are used only to male teachers for example find their women teachers 'too strict' and 'do not dare say certain things in front of a woman teacher'.
- c) Nationality is another teacher characteristic to which the students' reactions are ambiguous. The preference of some for Moroccan teachers 'who are more informed about our level' and 'know our background', so 'understand us better', is contrasted with that of others for non-Moroccans - particularly Britishers - who 'have knowledge of the language and their culture'. Related to nationality is the teacher's accent in the sense that the native speaker of English is seen by students as a model to imitate in their own attempt at speaking English with an 'English accent', and, 'although our teachers speak English well, they don't speak like English or American people'. (93% of respondents to PUR-SQ, Item 29e think the teacher's accent is important).
- d) In spite of important differences across the years (45.5% of first year respondents and only 28% of 4th year think their teachers 'are enthusiastic enough about their teaching'), less than one in three react negatively to the item proposed in SEQ (see Appendix IX.1.2).
- e) The most negative aspect of student perceptions of the programme is their evaluation of teacher interest in their learning and personal problems. Both the results obtained for SEQ, Items 21, 22 (Appendix IX.1.2) and remarks made by interviewees regarding the extent to which they think teachers are concerned about such problems, clearly indicate their dissatisfaction.

As illustrated in the following quotations from interviews and questionnaires, respondents stress the need for an understanding on the part of their teachers, of the various problems - both learning and personal - most of them face in their attempt to come to terms with what they perceive as unrealistic demands made on them by the system.

- 'Teachers are not interested in students' problems. I consider that true because I have never seen during the time I've been studying at this University one teacher trying to help someone solve his problems or meet him or ask him for the problems'.
- 'I admit that teachers make efforts to explain to students lectures and all what is difficult, but it's not enough. They have to know the student's personal problems so as to help him

in his studies ...'.

Although similar views are voiced by most respondents, the information elicited during pair interviews reveals that students are aware of some of the reasons why teachers 'take so little interest' in their problems. Interviewees for example mentioned group-size and the general organisation of the programme as factors constraining their teachers' ability to 'teach us and help us with our learning problems'. They mentioned cases of teachers who assign and correct work, those who provide students with opportunities to ask questions about points made in a lecture, and the few who organise extra-classes, especially to prepare students for exams.

Worth mentioning also is the student who could 'not understand how teachers can be interested in our problems when they don't even know our names!' He was alluding to a practice that has become common in most departments whereby students are told by their representatives not to give their names to teachers. The reason for this is that students believe members of staff check attendance, so <sup>that</sup> they can penalise them at exam deliberations when student participation in class is sometimes considered in making pass or fail decisions about borderline cases.

#### 1.3.4 Resulting relationships

In their discussion of the reasons why 'faculty and students have grown apart these recent years', Gaff and Wilson (op. cit.:481) suggest that it 'may be simply that the organisation of colleges and universities tends to make it difficult for faculty members, however well-meaning, to have closer relationships with students'. In the case of the English Department, this seems a most important - although not the only - factor responsible for the development of the impersonal atmosphere described by students.

Another factor which contributes to this 'anomic process' (Biddle, op. cit.:176) is the students' own perception of what they think the actual roles of their teachers are, as opposed to what they would like them to be. As far as they are concerned, the instructor-assessor role of members of staff seems to take precedence over any other role that would be directed at facilitating the learning tasks of the student and helping him/her to

develop as a person.

This is reinforced by the students' frustration at their inability to influence events as they have no say in the decisions made for the organisation of the programme. Their perception of the assessment system as a 'selective' process, intended to 'jettison' the greatest number possible to justify its 'seriousness' (see 3.1 and 3.2 in the Background chapter), is the third factor in the strain noticed in teacher-student relationships. However positively disposed students may be towards the staff and the programme, and whatever their final results may be, examination time is often a period when teachers are seen in what students think is their real role, that of 'executioners' (IDD).

The last important determinant of such relationships may be seen as relatively specific to the context of education in the country. This is the influence of social norms prevailing in our society in general, in which any kind of relationship between teacher and student is likely to be looked upon as 'suspicious'. Attempts by members of staff to establish such relationships have often had opposite effects to the ones intended in that the students themselves and outsiders often interpret such endeavours on the part of a student or a teacher as 'interested' in one way or another. Thus, both teachers and students have to 'think twice' before deciding on the kind of possible relationships they want to establish with each other.

## **2. SYLLABUSES, TEACHING MATERIALS AND RELATED ACTIVITIES**

The most recent and extensive discussion of the syllabus in E.S.L. and E.F.L.<sup>48</sup> is provided in a series of papers delivered at a symposium convened at the TESOL Convention in Toronto (1983) (see Brumfit, 1984a). The debate concentrated on the definition of a syllabus and the 'theoretical and pedagogic issues raised by the specification of its content in the context of general English'.<sup>49</sup> The relevance of the debate for the purposes of the present study, as will be illustrated in the description of course proposals submitted by members of staff in the English Department, is such that constant reference is made to the views expressed by participants in the symposium, and the different ways in which the issues debated apply to our programme are explored.

## 2.1 Syllabus in the general context of E.L.T.<sup>50</sup>

Course descriptions, submitted at the beginning of every academic session, outline teachers' understanding of the notion of syllabus. Some will include all five components of what is generally conceived of as a 'curriculum':<sup>51</sup> objectives of the course, its proposed methodology, its content, hints as to how it is to be evaluated, and a list of set books and recommended readings. Others on the other hand, will include only some of these components and in a few, only the content is indicated in the form of topics to be covered. The use to be made of these course descriptions, as it is perceived by teachers (see Chapter 4, 3.1.2), is another determining factor of what goes into them, and the degree of specification of content reported.

Thus, if we understand by 'syllabus' the 'statement of subject-matter, topics or areas to be covered by the course' (Stern, 1984:5), the 'content' of course descriptions developed by teachers in the programme ranges from a statement of all the five components mentioned above, to a mere listing of the set books for a course. The syllabus as content of subject-matter on the other hand, is defined in terms of items (e.g. grammatical, phonological ... etc.), topics or themes (e.g. the Victorian Age, 20th Century poetry ... etc.), or a combination of both, or a listing of works to be studied (e.g. poems by Thomas Hardy, W.B. Yeats, and T.S. Eliot).

The specification of content, selection, and sequencing, are constrained by the organisational structure of the programme, and 'tradition, teacher expertise and student expectations' (Brumfit, 1984b:78). They are based on the syllabus designer's view of the nature of language, how it is acquired, how it is learned, and how it is to be used (Yalden, 1984:16). Instances are identified in the course descriptions of some of the most current models of syllabus specification, which in the literature on E.L.T. are referred to as 'grammatical' ('structural'), 'notional' ('functional'), 'thematic', 'topical', 'interactional' and 'communicative'.<sup>52</sup>

The purpose of the following section is to briefly describe the types of syllabuses contained in course descriptions, and propose tentative



definitions by referring to some of the terms used in the literature as indicators of the different approaches adopted by teachers in specifying the content of syllabuses for courses they teach. It must be emphasised however, that no reference is made to the methodology and classroom procedures used in actually implementing such content. This aspect of the evaluation is dealt with in the section on teaching/learning.

## 2.2 Approaches to syllabus design in the programme

### 2.2.1 The 'content' of course descriptions

As already pointed out in 2.1 above, course descriptions are developed along different lines by different teachers or groups, and to a certain extent reflect their views as to what such documents should include. They also underline the 'skill vs content' division mentioned in the discussion of course objectives (Chapter 4, 4.3.3), and the distinction made between first cycle and second cycle implied not only in the administrative organisation of the programme, but also in the procedures adopted for designing course objectives. For example, most course descriptions for first cycle include a statement of objectives and methodology, a listing of items to be taught, sequencing and 'staging' (Allen, 1984:65),<sup>53</sup> and, in some cases, 'hints' about the way the course is to be assessed. Appendix IX.5, pp.391-2) summarises the 'content' of first cycle course descriptions, illustrated with examples.

The main difference between content specification for first cycle and that for second cycle (Appendix IX.6, pp.393-395) is the extent to which the former are language-skill based (for example: grammatical items, phonological items, notions and functions) whereas the latter are more knowledge-content oriented (for example: themes in literature, principles in linguistics ...). With the exception of second year 'Introduction to Literature' (2.04) and the civilisation courses (2.05 and 2.06), the specification of syllabus content in first cycle is based on the skill division already mentioned in the analysis of course objectives (Chapter 4, 4.3.3) as contrasted with 3rd and 4th year syllabuses which are subject-matter oriented.

The distinction between language-skill courses and 'content' courses

has important implications for the integration of different components of the programme at the level of teaching and strongly affects students' perceptions of course demands. Among other consequences, it reinforces students' - and sometimes teachers' - feeling that the lack of continuity noticed between the courses taught in the two cycles is at the heart of most problems they are faced with when they get into 3rd year. Such discontinuity is often used to explain the high rates of failure in exams noticed in 3rd year compared to other years (in 1985-86, 62% of 3rd year students were repeaters, see Appendix VIII.2).

The types of content specified also reflect the teachers' own background (training and experience). Those teaching in first cycle generally are 'EFL teachers' to whom the teaching of language courses is assigned. Content courses on the other hand, are taught by specialists of literature or linguistics. These differences in training and experience, hence in approach to syllabus design, have in recent years contributed to the development of what C.P. Snow (cited in Gaff and Wilson, op. cit.:484) has called 'distinct cultures', with in our case three groups with often conflicting views on how the organisation of the programme should proceed: the 'language teachers', the 'linguists', and the literature 'specialists'.

### 2.2.2 Functions of syllabuses

In the chapter on purposes (3.3.1) it was suggested that the teachers' stance regarding the issue of objective specification does to a large extent determine their readiness or reluctance to undertake the task of drafting proposals to be submitted as course descriptions. In the same way, the degree of specification that characterises the course descriptions they submit for courses they teach, reflects what they perceive to be the main function(s) of such documents. These functions may be summarised as follows:

- a) When the course description is perceived as 'no more than a compliance with administrative requirements', and when 'anyway, we think what we teach is no one's business' (IDD), the information included is seldom more than a list of texts or topics to be taught.
- b) If on the other hand, the teachers concerned consider the document as a 'public statement of activity' for 'scrutiny and improvement', (Brumfit, op. cit.:76), the specification of content is as detailed as its authors think is necessary, and is likely to outline all five

components of the 'curriculum'. This generally is a characteristic of course descriptions submitted by groups of teachers used to working as a team.

- c) In certain cases, it is intended as a statement of the teachers' own theory about the nature of the subject-matter (language, literature, linguistics...) and the way it can be taught and acquired. The specification of content here stresses the conceptual framework adopted by the teacher(s) and how they think it can be translated into teaching materials and activities. In the evaluator's experience, this function has never been spelt out in written documents. It is rather discussed at length at staff meetings during which drafts of course descriptions are made for the course coordinator to finalise and submit.

### 2.2.3 Use of syllabuses

If we take as valid the assumption that 'a syllabus is open and negotiable' (Stern, op. cit.:7), and if the content of a syllabus is to be responsive to the concerns of individuals and groups involved in the programme for which it has been designed, it is essential to define the uses to which it is put and who the potential users are.

Provided that syllabuses are made available to all groups of participants in the form of written documents or during discussions (for example, with students in class),<sup>54</sup> the following list, inspired from readings in the literature (see for example Brumfit, op. cit.), is proposed, although it is not in any way assumed to be exhaustive.

- a) The syllabus can be used by the teacher(s) as a reference document to direct the designing of teaching/learning activities and assessment procedures. In the context of the E.L.T. programme, course descriptions constitute the main reference for the coordination of teaching and the development of assessment tests and examination questions.
- b) The 'predesigned' syllabus may 'assist learners to draw their own route maps' (Stern, op. cit.:8) in such a way that they can develop their own learning strategies and adapt them to the requirements of the courses they are taking. The 'introduction' to the subject-matter undertaken by teachers in class at the beginning of each course (e.g. 'introduction to linguistics', 'introduction to the Romantic Movement' ... etc.) is aimed at presenting the content of course syllabuses to students. However, this is always perceived by both parties as a 'fixed' syllabus which must at all costs be covered for assessment at the end of the year. Student complaints have often been directed not at the 'quality' of syllabuses, but rather at their 'quantity', which somewhat explains the scepticism voiced by teachers as to their (the students') ability to participate in the 'negotiation' of syllabuses in the programme in general.

Student participation is stressed in the 'process' model of syllabus design proposed by Stern (op. cit.:11,12) where 'flexibility and negotiation' are the main criteria, and for which he proposes that 'in language learning, the more we emphasize the autonomy of the learner, the more important it is to find a formula which involves learners in the curriculum process'.

Given the constraints of the institutional context described earlier, student participation in interpreting and negotiating the syllabus may be envisaged at the process stage when it is actually being implemented in the classroom. It is at this stage that the teacher is able to adapt the 'predesigned' syllabus, taking into account what s/he perceives as the needs of students. This will, at least in the long term, increase student learning independence and their feeling of responsibility for their own studies.

- c) The use of syllabuses by teachers has so far been restricted to those teaching the same course or occasionally to those teaching 'parallel' courses (e.g. 1st and 2nd year Spoken English). The restriction of this practice points to the issue raised by Brumfit (op. cit.:76) when he states that:

'Not to have a syllabus is to refuse to allow one's assumptions to be scrutinized or to enable different teachers to relate their work to each other's ...' and 'to reduce the "hidden curriculum" '.

Teachers in our context - at least in theory - are seen as accountable to other colleagues and their own students. The risk in avoiding or refusing to make syllabuses as 'public statements' available to other parties for scrutiny and evaluation, is that members of staff may be tempted to adopt the 'personal solution' which, as Day (op. cit.:31) rightly points out, 'may in effect be a "solution" only in the sense that it enables them to cope with the day to day exigencies of teaching'. This may be done regardless of the consequences it is likely to have on those most affected by the programme, viz. the students. Syllabus design and implementation are the least disputed aspects of 'academic freedom' in our context and for those who value it, a recognition of their accountability to their colleagues and students is essential.

### 2.3 Teaching/learning materials

The paucity of teaching/learning materials (books, periodicals, articles ... etc.) and other library facilities described in 1.2.1.3, and the lack of a local bookshop, imposes important limitations on the variety of materials teachers can use to supplement the content of lectures and other teaching sessions. Such restrictions also increase students' dependence on teachers as their most important, if not only, source of information. The same applies to the syllabus design aspect of the programme where teachers' selection of content is practically determined by the availability of textbooks as illustrated in the following quotations

from course descriptions:

'Owing to difficulties in obtaining the specified Greene novel, a shorter work, The Quiet American, has been substituted ...'

'Unfortunately, in view of the non-availability of the Shakespeare play, it has not been possible to adhere to the initial syllabus'.

Teachers' recognition of these problems justifies the decision sometimes taken, not to prescribe set books for certain courses, and even omit lists of recommended readings from course descriptions.

#### a) Set books

Because essay assignments and exam questions are based on books for 'content' courses (novels, plays, collections of poems ... etc.), set books form the core of the content of literature courses, including 1st year 'Guided Reading' and 2nd year 'Introduction to Literature'. For the other 1st cycle and the linguistics courses, although syllabuses are generally specified using lists of items and topics defined in textbooks produced by E.F.L. specialists abroad, only recommended reading lists are provided to students. As a consequence, handouts - more than books - have become the most important teaching materials used in the programme, and heavy reliance on them has so far created enormous problems for both teachers and students.

#### b) Handouts

Three types of handouts are prepared by teachers and used for different purposes according to the nature of the course:

- worksheets containing exercises for practising the content of teaching sessions are used in such courses as grammar, composition and the lab Spoken English course;
  - extracts from set books, which students sometimes get only late in the year, are typed on stencil and distributed to students either for reading as preparation for a lecture, or for reading and discussion in class;
- and
- handouts containing summaries of lectures are also used as a time-saving device by teachers, either to make up for missed lectures, often due to student strikes, or to catch up with other groups taking the same course.

Reliance on handouts in the programme has reached such proportions that

members of staff and students have come to see it as one of the main issues to be resolved if the practices of teaching and learning are to improve. This is also the reason why some of the teachers interviewed stressed the need for 'useful' research, including the writing of their own textbooks for the different courses taught in the programme.

## 2.4 'Extra-curricular' activities

The evaluation of the type and regularity of 'extra-curricular' activities in the Department is based on the assumption that such activities, although defined as 'extra-curricular', are directly related to the practices of the programme, and likely to affect student learning, more particularly the affective aspect of it. It is also interesting to note that these activities, which in other contexts are considered as part and parcel of educational programmes, are perceived as 'extra' in our case. This may be explained by their less than regular occurrence as suggested by student responses to SEQ, Item 12, (Table 5.14 below). 80% to 83% (81.5% average) of respondents selected the 'never' or 'very rarely' options proposed, which points to the students' perceptions not only of the regularity of such events, but also the importance they think should be given to them.

**TABLE 5.14**

Student evaluation of the regularity of 'extra-curricular' activities

SEQ, Item 12 (1)

How often are extra-curricular activities organised by the English Department (Film shows, Theatre and Exhibitions)

	Never/Rarely	Don't know	Sometimes/Often
YEAR 1 (N=102)	80%	14%	05%
YEAR 2 (N=105)	83%	14%	02.5%
YEAR 3 (N= 86)	81%	13.5%	04.5%
YEAR 4 (N= 93)	82%	13%	05%

(1) The statistical figures indicate percentages aggregated for a, b and c components of Item 12. (See SEQ, Appendix IX.1.1, pp. 385-386).

Some of the advantages that are to accrue from the organisation of these activities in terms of student cognitive and affective development are outlined here, with reference to the type of events occasionally organised by the Department.

At the level of the development of cognitive skills, film shows, drama performances, and public lectures can provide the student with an opportunity to listen to 'authentic' language and may be viewed as an extension of the listening comprehension component of the programme. These activities may also enhance the student's affective development in the sense that they will promote his/her interest in the subject, improve his/her understanding of a book or a play, and provide further topics for discussion either in class or outside with peers (for example compare the 'enacted' version with the events related in the book). They may serve the teacher's need to fully exploit the time available to actually improve his/her students' understanding rather than spend most of the sessions reading the text in class.

Considering that students have no access to book-shelves in the library, book exhibitions present an opportunity for them to 'see and touch' books and will enable them to assess the relevance of their content to courses and their outside interests.

Even more interesting are the events in which students themselves are the 'actors'. So far, two dramatic performances by students (Othello in 1979 and Albert's Bridge by Tom Stoppard in 1985), have been organised with substantial effects both on the actors and on their audiences. Students who took part in Othello for example, are still remembered in the Department as 'Othello', 'Iago', 'Desdemona' ... etc. The following are quotations from the description of their experience by two 2nd year students who were members of the cast in Albert's Bridge:

'Now I understand the play better and I know all the students who acted. Our teachers who helped us in the play and other students know us now. When I am in 4th year, I will write my monograph on Modern Drama ...'

'It is the first time I confront an audience and this was the best opportunity for me to practise my English. In the classroom, I am usually very shy and I don't participate. Now, I will be more courageous and I will ask more questions and answer the teachers ...'

The effect of these performances on members of the audience is at least as important as it is on actors. As the interviews (SEI) were conducted during the week after the performance of Albert's Bridge, respondents' reactions were recorded and indicated the general enthusiasm that such events generate among students.

These impressions, expressed so simply by students, are more than ample justification for suggesting that the activities described here should be incorporated in the programme and considered as 'in-curricular' activities, not the odd events they have been up to now. Their relevance for contributing to the creation of an intellectual and social context, propitious for achieving the purposes of the programme, should be taken for granted.

### 3. TEACHING AND LEARNING PRACTICES

The framework adopted for the description of teaching-learning practices in the programme was developed from participants' own description of their experiences, and recognises the primacy for the present evaluation of the teaching-learning process and an 'understanding of what it means to learn from the student's perspective' (Hounsell, 1984:190). It is meant to focus on the areas of respondents' concerns which emerge from their emphasis on specific issues or topics, expressed in lengthy statements, statement of disagreement (for example in pair-interviews), or in additional comments they made to elaborate on what they perceived to be essential issues.

The proposed evaluation of programme practices (organisation, courses, teaching and student satisfaction with their progress) takes into account the views of both students and teachers. It is an attempt at defining trends in student and teacher perceptions of the various dimensions involved in the implementation of the programme, and their evaluation of the extent to which their potentially conflicting expectations are met. The prevailing teaching practices, as determined by the constraints of the institutional context described earlier, are perceived by students in different ways. These perceptions of the organisation of the programme, teaching, and the demands made on them by the assessment system shape their approaches to learning and may help us



understand the 'learning acts' they engage in either in the classroom as members of a group or during private study as individuals. Their reactions to the different styles of teaching as they experience them are reflected in the four learning acts we may define as follows:

- a) Understanding (i.e. student's perceptions of what features of a teaching act are important for understanding and his/her experience of the content of teaching sessions).
- b) Classroom participation as determined by i) student perception of and reaction to the classroom environment, ii) student characteristics and teacher-student relationships, iii) teacher commitment and student interest and iv) student perceptions of the importance of various courses for assessment.
- c) Note-taking and use (i.e. the quantity, organisation and presentation of notes as an indicator of student response to material presentation by the teacher and as a potential determiner of understanding).
- d) Their general response to 'assessment acts' (classroom interaction and continuous assessment exemplified in their approach to essay writing, practice exercises and such other assignments)
- e) Exam preparation modes adopted by students and their perceived outcomes in terms of achievement in end-of-the-year examinations.

### 3.1 Student evaluation of teaching practices

#### 3.1.1 Course content

The two main features of course content considered in student evaluation of the different courses prescribed in the programme are importance and difficulty. The degree of importance students think each of the courses they take has for their studies may be based on their perceptions of the relevance of subject-matter for understanding and relating course content and other aspects of their learning in general ('intrinsic' relevance), or for purposes of meeting the demands of the assessment system ('extrinsic' relevance).<sup>55</sup> The perceived difficulty of courses on the other hand may reflect not only the students' opinions about the degree of complexity of course content, but perhaps more importantly for them, their experience of the way it is taught.

'The difficulty of some courses depends on the way of teaching. For example, course X, some teachers make it easier and others make it difficult'.

The difficulty of a course may also be measured by the individual student's experience of, or information about, the ultimate outcome of learning as reflected in end-of-the-year examinations.

'The courses are not difficult, but the exams are difficult and the results at the end of the year show this'.

#### 3.1.1.1 Perceived importance of courses

An important dimension of research on student learning has been concerned with the influence of student perceptions of course requirements on the approaches they adopt in carrying out learning tasks. Their perceptions of the importance of various courses and their relevance ('intrinsic' or 'extrinsic') equally influence their commitment and to a large extent the strategies they use to achieve their learning purposes. As the 'content relevance' aspect is more related to student 'understanding' as defined in the introduction of this section, it is dealt with separately in 3.3.1. Our concern here is with the second aspect of course importance, which is more determined by such factors as the number of weekly sessions allotted to a course and its weighting in assessment, rather than by the way it is taught and learned.

The analysis of the statistical results yielded by student responses to SEQ, Item 6, provides an insight into their perceptions of the overall importance of the courses that make up the programme. (See Appendix IX.1.1, p. 385).

A first trend suggested by the statistical results is that, in spite of the fact that the list of courses for each year is fixed in the legislation, a relative consensus among respondents may be noticed. Of all the courses listed, only one (4th year translation) is considered either 'not so important' or 'not important at all' by about one in two of respondents (51%). A possible explanation for this is that, besides its low weighting in the examination (08%), the objectives of the course as 'an understanding of the theory which draws upon a theory of language and practice of translation', are perceived differently by students.

'There is no theory. The student's knowledge of Arabic is enough for the examination. That is why a very small number of students attend the course'.

The lack of commitment to the course on the part of students seems to originate from the mismatch existing between teacher expectations as outlined in the stated objectives of the course, and their own perceptions

as derived from their experience of teaching. This underlines the necessity for a 'negotiation' of syllabus content and objectives, in the form of a discussion to be arranged at the beginning of the course between teacher and students, and during which both parties attempt to clarify their understanding of the requirements of the course, to be followed by constant 'negotiation' when the students have actually been exposed to the teaching practices adopted for the course.

The second pattern identified in student evaluation of the importance of courses is the existence, across the four years, of important differences that call for interpretation. Whereas almost total consensus exists among first year student respondents about the 'very important' or 'important' nature of the courses they take (72.5% to 95% for all seven courses), results for the other years suggest less agreement. In 3rd year for example, the aggregate score for 'very important' and 'important' responses is less than 60% for four courses out of eight. Lengthy statements made by interviewees and comments added to questionnaire responses contain evidence that supports the proposed explanation that, students new to the programme are usually less able to discriminate between courses and make judgements as to their respective importance. This may also suggest their ability to adapt to a situation where they have to devise strategies to cope with what they perceive as the demands of different courses.

'If the teachers decide to teach a course, it means that it is important. I am only in the first year and I cannot tell you why this course is more important than this one. All I can say is that they are all important and we must work hard in all classes'.

Their more advanced peers, who have more experience of teaching and assessment as practised in the programme, are often more able to rationalise their perceptions of the importance or otherwise of courses.

'I think C.I.R. is important not only because it has its own examination. It is also important for being able to write essays in the other courses'.

(3rd year student)

'The course of Spoken English is not as important as grammar in the exam, but it gives us an opportunity to practise our English. So, for me it is very important'.

(2nd year student)

The statistical results also point to the perceptions of the more experienced students (2nd, 3rd and 4th years) as being relatively consistent with the institutional organisation in that, the higher the assessment weighting and the greater the number of hours allotted to a course, the more likely it is to be perceived as 'important' or 'very important'.

As suggested earlier, students' perceptions of the overall importance of different courses simply reflects either the 1st year student's 'enthusiasm' for all courses because they are new to him/her, or the more discriminating attitude of 'experienced' students<sup>for</sup> whom the most important determinant of course importance is the assessment system as they have experienced it.

### 3.1.1.2 Student perceptions of course difficulty

The analysis of data on this aspect of the evaluation reveals that courses which are perceived as 'difficult' by students are those in which they are required to use skills of a 'higher level' than the elementary 'knowledge' and 'comprehension' of specifics defined in Bloom's Taxonomy (Bloom, 1956). The statistical data computed for SEQ, Item 7 (Appendix IX.1.1) and the more detailed information provided by interviewees about the specific courses they find difficult and the reasons they give, stress the nature of these courses, which are perceived as being more complex than others. The elements which contribute to this complexity as described by students may be derived from their description of their experience of the 'formative' aspect of assessment. This is exemplified in classroom question-and-answer interaction, practical exercises (for example using worksheets) and home assignments (precis, compositions, outlines and essays), which constitute elements of what is considered as course-work assessment.

The following is a list of what students consider the most 'difficult' courses, with illustrative reasons reported either during interviews, or as additional comments in questionnaires:

- a) The highest proportion of 'very difficult' or 'difficult' responses for 1st year and 2nd year was scored for the Precis course. This is a course where students are expected to display 'analysis' and 'synthesis' skills (Bloom, op. cit).

'In precis, there is no knowledge. If the student is lucky, he knows the teacher's technique and he can write a good precis. We must use only the most important ideas. The problem is that the teacher doesn't give us this technique'.

Similar views are expressed by other respondents about the reasons which they think make a course 'difficult', which suggests that they are aware of the need for them to develop a 'technique' to cope with the course, although a majority 'do not know how'.

- b) Composition, (1st and 2nd years) and C.I.R. (3rd year 'Composition and Introduction to Research') are the second type of courses students think are difficult. The most important feature common to these courses is that, in addition to the 'analysis' and 'synthesis' skills, they require students to use their ability to apply (Bloom's 'application' skill) the knowledge acquired to write plans, outlines, introductions and conclusions, identify a 'topic sentence', a 'specific argument', and select and organise information. What makes these courses difficult, according to respondents, is that they are 'restrictive', 'too controlled', whereas they think 'the writing technique is a matter of personal response'. They perceive the course as a 'mechanical exercise':

'I prefer to write three essays on different subjects rather than a plan. We understand from teachers that there is a method for writing plans but we can't find it. So, I think they should give us more freedom to write our essays'.

- c) The third type of courses students find difficult are those in which they are called upon to acquire and understand a body of knowledge and be able to apply it in their selection of a method for presenting ideas and arguments to support whatever conclusions they draw from their analysis of the material. Typical courses of this type are 2nd year Introduction to Literature, 3rd year Novel, and 4th year Lit. 3 (Novel), which students think, make unrealistic demands on them in that

'Teachers tell us that different interpretations are possible and we are free to interpret in our own way. But in the classroom, students only take notes, everything the teacher says. They also attend with other teachers to know all the methods for the exam. This is the problem in literature courses'.

In summary, courses perceived by students as difficult are those in which they are expected to display skills of application, analysis and synthesis. Their perceptions of course difficulty is, as pointed out earlier, determined by their experience of how courses are taught and also by their experience of the way these courses are assessed (as is the case with repeaters for example), or their expectations of achievement in end-of-year examinations ('courses are not difficult, but exams are difficult'). Courses defined by students as difficult are those in which

they feel there is no body of knowledge to be acquired:

'C.I.R. is not the kind of course where we get knowledge and information'

and those in which the knowledge learned is to be applied, using a 'method', which they find difficult to develop.

The validity of these perceptions of course difficulty and its relation to final assessment is borne out by the relative consistency that shows between the percent scores of 'very difficult' and 'difficult' responses and examination results as indicated in Table 5.15 (p. 200).

The issues raised in the section are of vital relevance to the examination of the relationship between course objectives and programme purposes in general and the assessment system. They are further elaborated on in section 4, on assessment practices in the programme (4.2).

### 3.1.2 Student satisfaction with teaching

The analysis of student evaluation of their satisfaction with different aspects of teaching experienced in the programme is essentially based on the statistical results obtained for items in SEQ which may be grouped as follows:

- a) Items 13 to 19 were meant to elicit information about students' reactions to the different dimensions of lecturing (clarity of objectives, organisation of lectures, clarity of examples, opportunities for participation, and knowledge of subject-matter by teachers).
- b) Items 23 to 27 are concerned with aspects of teacher professional commitment other than 'enthusiasm' and 'interest in student problems' already dealt with in 1.3.2, for example 'hard work', promptness in correcting and returning student assignments, punctuality ...etc.
- c) Items 28 to 35 address themselves to student satisfaction with their own progress in the specific skills and areas covered by the programme (speaking, writing and reading English, understanding literature and linguistics ... etc.).
- d) Items 36 to 40 require respondents to evaluate their and their peers' understanding of the requirements of different components of the programme (e.g. studies, objectives of courses, teacher expectations ...etc.).

An obvious limitation of SEQ as a data collection instrument is that it restricted respondents' opinions as they were asked to make overall

judgements about what they felt were items of information which could be meaningful only if applied to specific courses or specific teachers. A common feature to almost all questionnaires returned is that they contained additional comments in which respondents elaborated on their choices, especially to express reservations about their options.

'Although I am in the 3rd year, I really cannot be logical enough in my answers. I would be able to give more logical answers if you had asked about individual courses or teachers'.

'I thought it better to discuss our problems in a meeting not in papers like these, for we are not capable of giving you precise details about some teachers or other things'.

However, relatively consistent patterns emerged from the statistical analysis of the results obtained for the questionnaire items listed above. They are worth exploring and provide a useful insight into the approach to be adopted for our later, more detailed discussion of the dimensions of student learning mentioned in the introduction to this section.

### 3.1.2.1

The figures reported in Table 5.15 below illustrate a trend in student evaluation of the dimensions of teaching defined as clarity of lecture objectives, lecture organisation and the provision of necessary information for understanding the content of lectures.

These figures suggest that 3rd year respondents, of whom 13% are repeaters,<sup>56</sup> are the most negatively disposed towards the aspects of lecturing considered (3rd year aggregate 'agree' and 'strongly agree' scores are the lowest for 6 items out of 7: 22% to 44%). 1st year respondents on the other hand have the highest 'agree' and 'strongly agree' scores for all 7 items (61% to 65%).

Although any interpretation of this pattern in student evaluation is bound to be speculative, these results and some of the highly critical statements made by 3rd year interviewees strongly point to the view often expressed by members of staff that 'they are never satisfied, whatever you do with them', and that they are 'much more demanding' than students in other years.<sup>57</sup> Such dissatisfaction with teaching practices is illustrated by the following extract from the interview of a 3rd year student:

'The methods of teaching in this University need a kind of reformation. I am studying English and I don't know if I am progressing. But what is sure is that I am not at all satisfied and I don't feel the progress. Sometimes, we seem to be studying against time. The only important thing is that the programme should be finished by the end of the year ... Thus, we have no time to see or understand anything ...'.

**TABLE 5.15**

Student evaluation of teaching practices, SEQ, Items 13-19

Please indicate whether you agree or disagree with each of the statements below by circling the number which corresponds to your answer. (1=Strongly disagree; 2=Disagree; 3=Undecided; 4=Agree; 5=Strongly agree). (Statements corresponding to the items are listed at the bottom of the table).

Item	YEAR 1 (N=102)			YEAR 2 (N=105)			YEAR 3 (N=86)			YEAR 4 (N=93)		
	1+2	3	4+5	1+2	3	4+5	1+2	3	4+5	1+2	3	4+5
13.	15%	20%	64%	31%	30%	40%	42%	26%	31%	37%	27%	36%
14.	21%	17%	<u>61%</u>	42%	23%	36%	57%	19%	<u>22%</u>	51%	21%	28%
15.	20%	14%	<u>65%</u>	33%	22%	44%	29%	36%	<u>33%</u>	38%	23%	38%
16.	18%	17%	<u>65%</u>	23%	25%	51%	24%	30%	<u>44%</u>	36%	15%	48%
17.	20%	16%	<u>64%</u>	53%	08%	38%	40%	08%	<u>51%</u>	26%	14%	59%
18.	27%	18%	<u>64%</u>	38%	24%	37%	56%	19%	24%	39%	31%	29%
19.	14%	20%	<u>65%</u>	22%	37%	40%	18%	49%	<u>31%</u>	22%	35%	42%

Statements: Teachers in the English Department

13. explain the objectives of courses they teach to students
14. give clear and well-organised lectures
15. explain difficult points in their lectures
16. give students clear examples
17. provide students with enough opportunities to participate in class
18. provide students with enough information to follow during lectures
19. have good knowledge of the subjects they teach



1st year students' generally positive disposition towards the programme, as already pointed out in relation to their perceptions of course importance, may be due either to their limited experience of its practices, or to the nature of the courses they are taught and the teaching approaches adopted by their own teachers as a group. Their criticisms are directed more at individual courses or teachers than at the programme in general.

### 3.1.2.2

In respondents' evaluation of what may be defined as 'professional commitment' (SEQ, Items 23 to 27), the most important statistical result is obtained for Item 25 (see Table 5.16 below). Between 73% (3rd year) and 83% (1st year) of respondents 'agree' or 'strongly agree' with the proposition that 'teachers don't miss lectures too often'. Item 23, on the other hand, has the lowest aggregate scores for the 'agree'/'strongly agree' options (between 22% for 3rd year and 43% for 4th year), which emphasises students' apparent preference for a relatively 'controlled' style of teaching, in which teachers are expected to 'make students work hard', at least insofar as setting home work is concerned. A view reported in interviews is that, although teachers set extra work and usually correct and return it promptly, no pressure is exerted on students to undertake such work. As no incentive exists in terms of assessment of their performance, as would if continuous assessment were applied, only a small number of students actually produce extra work for teachers to assess.

**TABLE 5.16**

Student perceptions of teacher 'professional commitment'

SEQ, Items 23-27: Please indicate whether you agree or disagree with each of the statements below by circling the number which corresponds to your answer.

(1=Strongly disagree ..... 5=Strongly agree)

Statements: Teachers in the English Department

- 23. make students work hard
- 24. correct and return students' assignments on time
- 25. don't miss lectures too often
- 26. make up for missed lectures
- 27. are almost never late for lectures

Item	YEAR 1 (N=102)			YEAR 2 (N=105)			YEAR 3 (N= 86)			YEAR 4 (N= 93)		
	1+2	3	4+5	1+2	3	4+5	1+2	3	4+5	1+2	3	4+5
23.	38%	22%	39%	48%	27%	24%	47%	29%	22%	26%	30%	43%
24.	20%	11%	<del>68%</del>	28%	14%	<del>57%</del>	18%	21%	<del>60%</del>	36%	17%	<del>46%</del>
25.	08%	08%	83%	18%	08%	73%	07%	13%	79%	08%	15%	75%
27.	19%	08%	<del>72%</del>	32%	17%	<del>50%</del>	27%	09%	<del>63%</del>	25%	22%	<del>52%</del>
↑26↓	22%	19%	58%	39%	22%	47%	17%	14%	68%	27%	17%	55%

3.1.2.3

Respondents generally found it difficult to express their satisfaction or dissatisfaction with the progress they thought had resulted from their involvement in the programme at the time they were interviewed. The reason that emerges from their own explanations is the uncertainty that characterises their verbalisation of such progress. As the only measure available to them to justify their perceptions of improvement in knowledge and skills are the grades awarded by teachers for assigned work, respondents are cautious in their interpretation of such grades. To this effect, a repeating student (3rd year) commented:

'Last year, I used to get very good marks for my essays and exercises, but I didn't pass the exam. Exams are not the same as the homework we do'.

Moreover, the restrictions on opportunities for practice in class make it difficult - if not impossible - for students to assess their own progress in the classroom context where teacher feedback can be used for self-evaluation.

1st year interviewees proved the most articulate in their description of the kind of improvement they had noticed, compared to the beginning of the year when they were first interviewed. The listening comprehension skill ('I think I can follow what the teachers say in class better now'), and an increase in vocabulary ('We know more words because the teachers give us a lot of vocabulary'), are the most commonly mentioned areas of improvement of these respondents.

Interviewees in other years, on the other hand, tend to minimise whatever progress they think they have made by emphasising the need to be 'realistic'.

'I will know if I have progressed only when I get my exam results'.

Such behaviour on the part of students reinforces the point made earlier that their results in end-of-the-year examinations are perceived as the only indicator of learning and underlines their own perceptions of the assessment system to be discussed in section 4 of this chapter.

Students' uncertainty as to how to evaluate their progress is less marked in their responses to the relevant items in SEQ (Items 28-35, Appendix IX.2, p. 388 ). This is illustrated in the aggregate average scores of 'satisfied' and 'very satisfied' responses which indicate more than a 50% positive reaction to six out of eight items proposed (51% to 76% average for all four years). The two items with less than 50% 'satisfied' and 'very satisfied' average aggregate scores are:

- i) 'understanding the techniques of translation' (17%) and
- ii) 'understanding the culture of English speaking people' (45%)

These statistical results are pointed out to contrast the relative

self-confidence displayed by respondents as a group in their reactions to questionnaire items, and the uncertainty observed in interviewees' discussion of their perceived progress resulting from the programme.

Another worth-mentioning statistical result are the scores obtained for Item 30, concerned with students' satisfaction with their progress in reading English. The overall figures suggest a general satisfaction among respondents across the years ('satisfied' and 'very satisfied' scores are: Year 1, 75%; Year 2, 68%; Year 3, 80% and Year 4, 81%; average, 76%).

Given the paucity of reading materials reported earlier, and the feeling among teachers that reading is an area where students have most difficulties, it is interesting to note that no less than 80% of 3rd year respondents (the least 'satisfied' group) are either 'satisfied' or 'very satisfied' with their progress in reading. 3rd year interviews on the other hand, contain some of the most sceptical descriptions of interviewee satisfaction with progress.

'Although I am not a repeater, I'm not as satisfied as when I was in the first and the second year. I used to write better, more coherently and relevantly. Now I am not free to express myself. Even if I was satisfied now, the results of the exam this year will not be better than last year. The third year is a "cursed" year'.

Student evaluation of teaching practices in the programme suggests their perceptions of course importance and difficulty as directly related to the assessment system. The degree of satisfaction they express is determined by their more or less extensive experience of teaching, the assessment system and the very constraints of the institutional context. Whereas some of them - 3rd year respondents in particular - voice criticisms directed at courses and teaching in general, the statements made by others about the limitations of the scope for answering provided by questionnaire items indicate that these views, when critical, are more directed at individual courses or individual teachers.

### 3.2 Evaluation of teaching: the teachers' point of view

The teaching practices considered from the perspective of staff members and their general assessment of students' ability to cope with the demands of the programme constitute the second dimension of the evaluation

of programme practices. It aims at examining the teachers' own opinions about three main areas of concern derived from the analysis of data collected using TEQ and additional information obtained during the feedback sessions organised to elicit their reactions to the preliminary findings of the study. These areas are:

- a) Staff evaluation of course organisation in the programme (number of courses, amount of material included, number of weekly sessions devoted to each course ...etc.),
- b) self and peer-evaluation as reflected in their overall assessment of aspects of teaching as practised in the Department (awareness of purposes, lecturing and professional commitment),
- and
- c) their assessment of the ability of students to achieve the purposes set for them by the programme as underlined in their degree of awareness of these purposes, their acquisition of the required skills and knowledge, and their general commitment to their studies.

### 3.2.1 Staff evaluation of course organisation

As a result of the limitations of TEQ, (the same limitations were pointed out for SEQ in 3.1.2, above), respondents stressed the difficulty they found in selecting among the options proposed, and insisted that their answers could apply only to the courses they were involved in. However, a relatively consistent pattern may be defined, which summarises their options about the organisational aspects of the programme. Insofar as the number of courses, amount of material, and the number of hours allotted to each course are concerned, their responses are more determined by their perceptions of the existing restrictions (e.g. group-size, staffing limited potential, the number of weeks available for covering syllabuses ...etc.) than by what they think would be 'ideal'. A 'moderate' pattern of response is indicated by the scores for the 'about right' option (58.5% to 76%) and supported by additional comments such as the following:

- 'Given the number of teachers now working in the Department, asking for more hours could mean a heavier teaching load for colleagues, I doubt if they will accept'.
- 'Including more material would be at the expense of students' personal work. I think we should aim for a "minimum syllabus" and that is exactly what is happening'.
- 'The ideal, of course, would be to devote more hours for practise, that's what students need most. But, let's be realistic, how can you have more hours with the number of

teachers and the number of groups we have? So, what else can one choose in the answers you propose but "about right" '.

This 'moderate' and 'realistic' stance suggests that, although members of staff perceive their role in decision-making for the programme as restricted, course organisation is an area where they feel they can take an active part. During the feedback sessions, two propositions for providing the students with more practice without having to increase the number of weekly sessions were made:

- i) 'block' teaching whereby a number of teaching sessions would be devoted to each course over one term or the whole academic session or,
- ii) reducing the 'lecturing' weekly sessions and organising 'small-group' sessions for all courses instead.

Compared with the results obtained for the same items in SEQ, these findings are consistent with student reactions. Scores for 'just enough' in all four years range between 56% and 66% and suggest at least one area of agreement between the two groups of participants.

### 3.2.2 Self and peer-evaluation

Staff evaluation of teaching in the programme proved a most sensitive area in that it was perceived by respondents as an assessment of their own teaching, and, most importantly, as an 'invitation to make value judgements' on their colleagues. This is where the 'threatening' nature of evaluation was perceived most strongly as indicated in the remarks they made to elaborate on their choices of options in answering TEQ items and in the statistical results obtained for Items 14 to 28 (Appendix IX.3).

#### 3.2.2.1

In the discussion of programme purposes (Background to Chapter 4), it was suggested that teacher perceptions of these purposes are characterised by uncertainty. Whereas they are generally more clear about the specific objectives of courses they teach, their awareness of the overall purposes of the programme is determined by the degree of their -more than limited - involvement and their lack of identification with the decision-making process. This statement is borne out by their reaction to Item 14 of TEQ in which they were asked to assess the extent to which they think teachers in

the English Department 'are aware of the aims of E.L.T. at University' (21% 'agree' or 'strongly agree', 43% are 'undecided' and 35% 'disagree' or 'strongly disagree'). As will be suggested for other aspects of self and peer-evaluation, this 'neutral' attitude is a recurring feature all through the data analysed in this context.

#### 3.2.2.2

The lack of conviction that characterises staff evaluation of teaching practices in the Department and highlights their perceptions of this type of evaluation as a 'threat' is illustrated in the percent scores for the 'undecided' or 'can't generalise' options (figures underlined in Appendix IX.3) and the following comments made by respondents:

'All this implies that such information is available to me. It isn't and then, may be it is only feasible through prejudice. Classrooms are "guarded" places and student comments are unreliable because of traditions of rumours'.

'It is very difficult to generalise about students and teachers in the first year. Sometimes because levels of motivation and ability are so wide. Teachers similarly, with the added problem that our knowledge of each other's work and methods is almost non-existent. Therefore, there is a danger that one's comments may be just prejudices'.

Out of the 15 items considered, only in two, (18 and 26) does a relatively positive bias emerge (50% 'agree' or 'strongly agree').

This 'neutrality' on the part of respondents is motivated not only by their perception of the 'threat' posed by the process of evaluation as proposed, but also by the simple reason that they 'don't know'.

'I don't feel really competent to judge the work of colleagues. I just don't know what goes on in their classes. Appearances can also be extremely deceptive'.

'It is impossible to comment on the methods of teaching of other colleagues, especially as this subject is never talked about, even in coordination meetings'.

It must be pointed out - at the risk of making an unwarranted generalisation - that only 14% of respondents think teaching as practised in the Department is 'good', with 51% who 'can't generalise' and 34% 'could be better' or 'poor'.

Although the statements made above do not necessarily apply in all cases, it is important to point out that this 'lack of knowledge' on the part of teachers about 'what goes on' in their colleagues' classes, suggests the adoption by some of what was referred to earlier as the 'personal solution'. This raises questions about their accountability, and implications for the overall organisation of the programme. Further reference is made to issues related to this subject in the conclusions to the study.

A conclusion to be drawn from this overview of staff evaluation of teaching is that it confirms the 'threatening' nature of such endeavour, and gives an insight into some of the reasons why it is generally perceived as a sensitive issue.

A second point is that the difficulties posed by this type of evaluation have important implications for the action-research dimension of the present study, and the possibility of instituting teacher self and peer-evaluation as an integrated component in the programme. These implications are discussed in the general conclusions of the evaluation report.

### 3.2.3 Teacher evaluation of students

Student characteristics and the type of teacher-student relationships prevailing in the Department as a social system described in the beginning of the present chapter (1.3) may be used as a background for understanding teacher evaluation of the aptitude of students to follow the studies they have opted for, and the degree of motivation and commitment they display as participants in the programme.

Although a large majority of respondents to TEQ added elaborating comments to explain the choices of response they made, the most remarkable feature of their evaluation is its critical aspect. Of the 13 items proposed (29 to 38), only for one (Item 33, concerned with student attendance) does the aggregate score of 'agree' or 'strongly agree' responses approach the one in two proportion of positive evaluation (see Appendix IX.4, p. 390 ).



The statistical results obtained for these items suggest the teachers' agreement about students' lack of awareness of their own purposes and those of the programme, their lack of commitment to their studies and their less than satisfactory aptitude to cope with the assessment tasks set for them. The fact that more than two-thirds (10 out of 13) of the items are positively assessed ('agree' or 'strongly agree') by only less than 20% of respondents, indicates a highly critical attitude on the part of teachers in their evaluation of some of the attributes students should possess if they are to be successful learners.

However, teachers recognised that their assessment was carried out in relation to the constraints under which students normally function and that such constraints must be taken into account. This prompted them to qualify their responses to questionnaire items with comments such as the following:

'It's difficult to generalise about students. They seem to be motivated and committed to their studies. The problem is that they often are unrealistic about their abilities'.

'As I said before, half of my students display a great deal of enthusiasm, nonetheless, half of the first year students shouldn't be in the English Department'.

'In many ways, I feel that any assessment of students should bear in mind the conditions under which they are studying. The Department is partly to blame as I feel it proceeds from start to finish upon the assumption of a competence which most of the students don't have. We have too unrealistic expectations for them'.

The views expressed by teachers in their assessment of students' aptitude and commitment-related attitudes, although they may be considered as 'sweeping generalisations', are based on their perceptions of the reality of the institutional context in which the programme is operating. These perceptions may have an important impact on the teaching practices they adopt and the standards they think should be set as an indicator of the effectiveness of the programme. The selection procedures implicitly built into the assessment system and the resulting high rates of attrition, often considered as an indicative sign of its 'seriousness', are among the most salient consequences of teacher perceptions of the linguistic proficiency of students and their potential to cope with the E.L.T. programme in H.E.

This explains why pass rates not exceeding 30% are considered as 'normal', whereas anything higher is looked upon with suspicion as a sign of 'leniency' by a majority of teachers in our Department as well as in English Departments in other universities. The claim that no more than one-third of applicants are able 'to follow' in the English Department has generally been used to justify the results of examinations and the results themselves used to 'confirm the objectivity of the system' (IDD).

### 3.3 Teaching and resulting learning acts

The point was made earlier in this section that the framework developed for the analysis and interpretation of the data is underlined by the assumption that teaching and learning are closely interrelated, and that it is meant to focus on students' perceptions of their experience as participants in the programme. To contribute to the formative purpose of the present evaluation, it seems essential to move away from the 'conventional evaluation [which] tends to reflect a teacher-centred conception of the teaching-learning process' (Hounsell, op. cit.:206) and concentrate more on the students' own description of their reactions to teaching as reflected in such learning acts as classroom participation, note-taking and use, home study, and exam preparation. These acts are indicative signs of the ways they go about understanding the subject-matter presented to them, and using what they have learnt to make sense of material presented later in subsequent teaching sessions and more importantly - from their point of view - to come to terms with the prevailing assessment system.

An examination of their 'experience of the relevance of course content' (Hodgson, op. cit.) is attempted with the purpose of establishing different patterns of learning used by our students and illustrated in their description of the strategies they use for understanding course content.

#### 3.3.1 Understanding

The interview schedule designed for collecting data on student learning was based on the assumption that the student's ability to verbalise his/her experience of learning may be regarded as part of the

'learning to learn' process (see Marton et al., 1984). The main themes which emerge from respondents' description of what it takes to understand lecture-content, what understanding means, and what determines the satisfaction that results from understanding are a) prerequisites for understanding, and b) features of lecturing which facilitate understanding.

### 3.3.1.1

The basic 'ability to hear' condition for understanding was emphasized by respondents. Such emphasis can be fully appreciated only if we bear in mind the restrictions imposed by the physical setting, classroom 'type' especially, and group-size as described in 1.2.1 and 1.2.2. In some cases, student concentration on 'hearing' rather than understanding makes 'surface' learning the only possible approach.

The second most important feature of lecturing students mentioned as a prerequisite for understanding is what one of them described as 'a continuous and logical list of important points'. The student's ability to 'discover' some kind of sequence in the teaching session helps him/her isolate what s/he perceives as 'important points', and construct a 'map' to be used for understanding how different components of a lecture fit together. His/her failure to identify such a structure results in a loss of concentration ('switching off') on trying to make sense of what is being said and more concern with 'writing everything the teacher says'.

'I can't follow the lecture when I feel that the things the teacher says are not related. When I don't see the most important points, I try to write everything the teacher says and give up understanding'.

Students' insistence on the existence of a structure as a prerequisite for understanding the content of a lecture seems to vary from one course to another. This is determined by their perception of the nature of the course as 'information' or as a 'method' or 'technique'.

'In some classes, we have to understand. In other we just take notes because everything is new and there is no technique. We have to learn the information'.

Student perceptions of the nature of the subject-matter of a course as an important determiner of the learning strategies they adopt has been pointed

out in recent studies on student learning (see for example, Marton and Saljo, 1984 and Mathias, 1980).

It follows from this that a student's perception of a lecture as an organised sequence of items is likely to foster understanding, and provide him/her with opportunities for reflecting on how these items fit together and how they can be related to his/her previous knowledge, or used to understand material introduced during subsequent teaching-learning situations.

### 3.3.1.2

The features students associate with lecturing sessions likely to yield maximum understanding are illustration, immediate feedback, and cues provided by the teacher, which indicate potential relationships between lecture-content and examinations.

Illustration includes specific instances used by the teacher to exemplify subject-matter, comparisons, contextualisation (of vocabulary use for example), and the use of paraphrase to restate explanations of important points. The clarity, degree of concreteness and relation of illustrations to the student's own experience and previous knowledge, determine what Hodgson calls the 'vicarious experience of relevance' (see note 55). This type of experience of relevance

'is arguably the most significant level of experience identified because it brings to the fore an important potential role of lecturers as facilitators of intrinsic experience of relevance where that might not have otherwise occurred'.

(Hodgson, op. cit.:99-101).

Respondents also stressed the importance of original illustrations as compared to those which are available in textbooks and such other references:

'I like to have clear examples which the teacher himself gives, not just those which are used in the books. We are asked to give our own examples in the exam and teachers must give us their own examples'.

Students' insistence on immediate feedback as a facilitating factor is motivated by the fact that 'some teachers don't like to be interrupted'.

'I understand when someone asks a question and the teacher answers immediately. This is important because students who are "shy" like me are embarrassed to ask questions at the end of the lecture, although the teachers give us the opportunity'.

Immediate feedback provides the student with an otherwise rare opportunity to assess his/her own understanding and relieves some of the uncertainty caused by the novelty of the material introduced. Requests for such feedback will also allow the teacher to measure student understanding as reflected in the way a question is phrased and the students' reaction to additional explanations.

Student satisfaction with their understanding is further reinforced when they can 'detect' cues during lectures, which they think they can make use of in their approach to learning for assessment purposes. Whether s/he is a 'cue-seeker' or 'cue-conscious' (Miller and Parlett, 1974), the student's perception of the relevance of specific items of information in the lecture to course assessment ('extrinsic relevance'), is likely to influence his/her understanding and overall satisfaction with teaching. 'Cue detecting' is seen by respondents as an advantage repeaters have over new students in that the former's familiarity with the material being introduced and their experience of end-of-the-year assessment, enable them to be more attentive to such cues.

'Teachers sometimes refuse to answer repeaters' questions because they know repeaters are "clever". They ask questions which are about the examinations they took last year'.

Although students' interest in these cues is generally highly instrumental, in the sense that they see them as no more than a device for 'playing the exam game', they constitute an important motivational component of their attempt to make sense of course content, and the facilitating role they perform cannot be overlooked. Otherwise, teaching will be perceived by students as an activity designed to make the learning process complex and confusing, rather than to help them cope with what they think is the most crucial part of the programme, viz. the assessment system.

### 3.3.2 Participation

Issues related to student participation in class discussion have been

extensively documented by researchers interested in its use as a component of continuous assessment of student learning (see for example Ebel, 1972; Heywood, 1977; Armstrong and Boud, 1983 ... etc.). Our concern here is with student contribution to class discussion as an important dimension of the 'opportunity to learn' (Warren Piper 1978a),<sup>59</sup> and as an indicator of their perceptions of the choices of roles open to them in the teaching-learning process of which the classroom is a context. The frequency and form of student participation is determined by such factors as teaching style, student personality characteristics, teacher-student relationships, and the restrictive features of the physical setting and group-size.

Student interviews contain elaborated descriptions of the classroom situation which constitutes the most important part of their learning lives, and which directly or indirectly shapes their development as learners involved in a language programme. The information elicited during interviews covers students' account of the factors which promote or restrict their participation, the frequency of their contribution, and its outcomes in terms of learning and self-development.

### 3.3.2.1

The influence of the teaching style adopted by the lecturer on student participation does not need elaboration and may be summed up as follows:

- a) In a teaching style which is content or teacher-centred, based on the idea that a body of knowledge (the syllabus content) exists which must be imparted to students, opportunities for student participation are bound to be limited, as the most important concern is 'to finish the syllabus'. Comments were made by respondents which describe this type of situation.

'Sometimes, we seem to be studying against time. The only important thing is that the programme should be finished by the end of the year. The student would be examined even in the last chapter. I remember our teacher last year said: "We should finish this, we are late compared with the other groups". But I am sure as all my friends that nothing entered our mind ...'.

- b) If on the other hand, the teaching style is 'learner-centred', the teacher is more concerned with student understanding and their development as independent learners, providing them with enough opportunities to contribute to class discussion in order to assess their own understanding and get feedback either from him/her or

from their peers. This situation, although reported less frequently by students, obtains in courses where group-size is less of a problem (e.g. the Spoken English course), and those in which there is no 'fixed' syllabus (e.g. the Comprehension course).

'When you attend a course, you feel psychologically satisfied with the way the teacher teaches when you can express your ideas freely. For example with Mr X, we can interrupt him if we have something to say, not just if we have a question. We feel that he respects our ideas in his behaviour. The atmosphere in the classroom is very good'.

However exaggerated some of the critical statements made by respondents may sound, they must be understood in the context of the restrictions mentioned all through this study. These restrictions cannot be emphasised enough as in most cases, they are the predominant factor that directs the teaching styles adopted in the programme, whatever the teacher's conception of the teaching-learning process.

### 3.3.2.2

The frequency and form of participation is obviously a function of the teaching style as students experience it. Their own characteristics and their expectations of the teacher-student relationship, and their roles as learners also play an important part in fashioning their readiness to take part in classroom discussion.

The two other most important factors mentioned by respondents as determinants of the frequency of student participation are the experience of repeating and gender (sex). These perceptions were cross-checked in pair-interviews and in informal discussions with teachers, and a consensus emerges to the effect that 'repeaters participate more than non-repeaters' and 'male students participate more than female students'.

- 'Repeaters are always first to answer teachers' questions. They know the course and sometimes say things before the teacher. Students who are not repeaters have no chance'. (Student)
- 'Repeaters are good at participating in class. But there are times when you have to prevent them because they either anticipate on things you prefer to talk about later, or they antagonise those who are not repeaters'. (Teacher)

Although female interviewees found it 'difficult to explain' why they don't

participate as often as their male peers, some mentioned the 'social traditions which tell us that we must be "shy" ', concluding that 'this is part of our education'.

The reasons invoked by a majority of students for not participating, even when given the opportunity are adequately summed up in the following quote from Adams (1970):

'What occurs in the classroom mostly occurs in full view of everyone else - with of course, the prospect of public commendation or condemnation. In large part these norms of classroom behaviour are initiated or engendered by the teacher - or by the long succession of teachers who have gone "before" ... (:272)

Lack of confidence in their spoken English, the risk of 'being laughed at' by other students, and the fear of asking questions that may be considered 'irrelevant' by the teacher, are some of the reasons students think reduce their willingness to participate.

The use by students of classroom participation as a 'delaying tactic' was also mentioned in situations where they thought the only way to make the syllabus 'lighter' was 'to keep asking questions, however irrelevant they may be', in order to slow down the teaching pace and get teachers to 'drop books not studied in class from the examination'. This underlines their perception of teaching as content and examination-oriented, and explains the teachers' frustration at having to 'finish' what they consider a 'minimum' syllabus, knowing that it may be at the expense of student understanding and their development as learners.

### 3.3.3 Note-taking and use and exam preparation

Besides 'understanding' as defined in 3.3.1, and classroom participation, note-taking and use and exam preparation are the most salient aspects of learning described by students. These composites of student learning practices emerge as essential indicators of the different approaches they adopt.

Although note-taking, as compared to use, is less of a 'free' learning activity in the sense that it occurs within the constraints of the classroom environment, it may still be viewed as a relatively idiosyncratic



procedure. Students who wish to do so often spend the whole of a teaching session taking notes, and 'forced' participation is more a feature of 'small-group' sessions, the proportion of which is much less important than large-group lectures.

The purpose of this section is to use respondents' description of their note-taking habits (quantity of notes taken, organisation and presentation) and the methods they adopt in preparing for examinations, to identify patterns which derive from the processes and strategies they use as a result of their perceptions of the programme in general, and their 'orientations' and 'styles of learning' (Entwistle and Ramsden, 1983). The terminology used is adopted from existing literature on student learning and indicated by inverted commas.

### 3.3.3.1

'A reproducing orientation ... links rote learning, plus the intention of fulfilling perceived learning task demands in a narrow way, with extrinsic motivation or fear of failure'.  
(Ramsden, 1985:57)

This orientation is demonstrated in some of the respondents' description of the way they take notes, the way they use these notes for home study or the writing of assignments, and in their study for examinations. The following is an illustration of this 'reproducing orientation', recorded from the interview of a 3rd year student who, in 1984-85, was repeating for the third time.

Note-taking: 'When I take notes, I try to write down everything the teacher says. It's a pity I can't. I do not take notes in my own words, it's dangerous and I want to pass the exam'.

Note-use: 'I borrow my friends' notes to complete mine. In this way, I get the ideas of both teachers. I try to gather as much information as possible. The teachers don't give us a method in which they want us to write, it's up to them. I must remember all my notes, so I learn them by heart ...'.

Exam preparation: 'I prepare intensively only during the last two weeks before the exam. If I prepare before, I will forget everything I learn. What I find difficult is that I don't know exactly what the teachers want and what they will give us in the exam'.

The resulting 'surface' approach (Entwistle & Ramsden, op. cit.) is

reflected in the student's attempt to 'select the important ideas' from her notes, and 'write them again in a note-book to remember them'. She also refers to handouts and textbooks 'to find more information so as to know everything for the exams'. Because she is a repeater, she tries to 'work hard and attend as often as required and with as many groups as possible'.

This case is 'ideal' in that the student's 'reproducing orientation', and her extrinsic motivation as translated into a surface approach and 'syllabus boundness', fit well with the same orientation defined in the literature on student learning (Entwistle and Ramsden, op. cit.).

### 3.3.3.2

The consistency between 'orientation', 'approach' and 'style' displayed in the case reported above was identified in 11 interviews out of the 55 conducted. Except in six out of the remaining 44, all the descriptions given by respondents of their approaches to study approximate what Entwistle and Ramsden (op. cit.) define as an 'achieving orientation'. 'Cue-seeking' and 'cue-consciousness', together with rote learning of what are seen as 'important points', and in a few cases reading of texts and study aids, are the main features of learning resulting from such orientation. A predominantly surface approach characterises student strategies in this context. The following quotations are meant to illustrate these features of student learning as described by interviewees:

- 'When I find an important point in a book, I put it in my essay and give it to the teacher. If he accepts the idea, I try to remember it for the exam'.
- 'I attend with different teachers not because one is good and the other is bad, but because I want to hear their explanations so that I can use them in my answers in the exam'.
- 'Cue-consciousness': 'Our group in course X is not very large. We can discuss our ideas and sometimes, the teacher tells us what is important for the exam. So, we give importance to these ideas'.
- 'Rote-learning': 'I know teachers tell us that they are not interested in our learning by heart. But, there are some things which we can remember only if we learn them by heart. These things are always given in the exam'.
- Related reading: 'In order to understand my notes better and

organise them, I read the "notes" (study aids) with each chapter of the book. If I find something important or interesting, I remember it'.

It is worth pointing out at this stage that the 'achieving orientation' as a feature of our respondents' approach to learning is common to descriptions given by students from all four years. This suggests that the student's 'level' has little effect on his/her perceptions of the nature of the subject matter. His/her experience of teaching, and perhaps more importantly his/her understanding of the nature of the assessment system, are the factors which really influence the learning procedures and strategies s/he adopts. It also suggests that a 4th year student's more advanced proficiency in the language, and his/her more developed knowledge, as compared to the 1st year student for example, have little if any impact on the way his/her learning habits are shaped.

The issue is worth investigating in more detail, if we are to really understand the reasons for the prevalence of the 'achieving orientation' and the lack of significant differences between the approaches to learning adopted by students of theoretically different levels of proficiency in the language and cognitive development.

### 3.3.3.3

The nearest the respondents' description of their approaches to learning gets to a 'meaning orientation' (Entwistle and Ramsden, op. cit.), was identified in six cases. A 'meaning orientation' results in a 'deep' approach and is associated with factors such as 'intrinsic motivation, interest, perceived relevance, background knowledge, the cognitive skills to engage with the learning material at a high enough level' (Ramsden, op. cit.:62).

The extracts from interviews, used to illustrate respondents' accounts of what may be defined as a 'meaning orientation', contain comments which suggest that in the case of 3rd and 4th year students, such orientation developed as a result of their experience of the programme.

- 1st year student: 'For me, being at the University is an opportunity to learn about life in general, to learn from my experience as a student. When the teacher says something I don't agree with, I ask him to explain it. If I am not

convinced, I am not courageous enough to tell him, but I read more about the idea ... I use my notes to prepare for the next lecture and this helps me to understand in the classroom. I can remember only the things I understand'.

- 2nd year student: 'You know, I attend only with my teacher. What they teach is important, but we must do a lot of personal work. I read a lot of books and magazines and listen to the B.B.C. Passing the exam is important for me, but I think we must have another aim in the University ... We must try to behave like mature students and not just accept everything...'
- 3rd year student: 'In the first year, the way of teaching was new to me. I hadn't a critical mind and I accepted everything and wrote everything the teacher said. But in 2nd and 3rd year, I don't feel like studying in that way. I want to study for my own ... and say my own ideas ... Students will go on studying and being dependent on the teachers as long as this system is not changed. After all, we must not forget that our real adult life begins after the University, it is up to us to use what we learn to develop intellectually ...'
- 4th year student: 'I am repeating 4th year and I do not regret it at all. When I was in first and second years, I used to accept the teachers' explanations and ideas because I was afraid to fail in the exams. Now that I have repeated, I am more relaxed about the exam. I do a lot of reading outside the programme, in Arabic, French and English, and I can devote more time to my personal interest in syntax and linguistics in general' ...

To summarise this section, we may say that the uncertainty that was revealed in our analysis of the purposes of the programme is a theme that recurs in the evaluation of its teaching and learning practices. Student and teacher evaluation of teaching is characterised by the respondents' lack of commitment in their responses, which is due either to their lack of awareness about the dimensions being evaluated, or - as some of them suggested - to the limitations imposed on the options proposed to them in the evaluation questionnaire (TEQ and SEQ).

Students' perceptions of course importance and difficulty, their reactions to teaching practices in the programme, and the approaches they adopt, are all in one way or another determined by their understanding of the nature of each course and the demands it makes on them. Their conception of the assessment system and the learning strategies they use in a highly content-centred programme underline the various restrictions imposed on practices by the organisational structure of the institutional context.

The conclusion that all the dimensions of the programme are examination-oriented, and seen as such by both groups of participants, allows a considerable degree of anticipation as to what our analysis of the assessment system is likely to reveal. This statement emphasises the very close relationship that obtains between the purposes of the programme, its practices (teaching and learning), and the examination system it has established for assessing its outcomes.

#### 4. THE ASSESSMENT SYSTEM

The relative uncertainty and sometimes total lack of awareness about the purposes of the programme displayed by participants in general was emphasised in the analysis of the purposes of H.E. and E.L.T. and the objectives of courses. The point was made that additional information exists in the assessment practices to further illuminate such purposes. The relationships between purposes of the programme and the assessment system devised to evaluate its practices are underlined in the examination procedures which are derived from teachers' concerns as to what aspects of course content are essential for assessing student performance. The recognition of such relationship prompted Beard and Pole (1971) to suggest that

'we should ... be able to infer what teachers consider important from the content of examinations and tests'.

(:13).

In the section on teaching and learning practices, evidence is reported to the effect that students' perceptions of course importance and difficulty, and the learning approaches they adopt in coping with the demands of the programme, are largely determined by their conception of the requirements of the assessment system.

Thus, the evaluation of the assessment system prevailing in the programme is bound to take into account its purposes as perceived by participants, the institutional context in which it is operating, and the teaching-learning practices defined for it.

## 4.1 A brief description of the system

### 4.1.1 The legislative framework

As is the case with other components of the programme, the assessment system has developed from the legal framework set by decision-makers for H.E. in general, and the more 'local' practices specific to each Faculty and each department within the Faculty.

As already pointed out, 'rumours' and proposals for a 'credit' type system have been circulating in staff-rooms and departments all over the country, but at the time the present study was conducted, nothing 'official' had emerged yet.

Examination procedures have undergone important changes as a result of the 1983 Reform. One of the stated aims of the Reform insofar as examinations are concerned was to set up a new system for assessing students' knowledge ('contrôle et vérification des connaissances' M.E.N., op. cit.:94), defined as 'contrôle continu' (continuous assessment). It also stipulates that the two components of such assessment are to take place in February and May (1st sitting), with a second sitting in July to reassess students whose performance has been judged unsatisfactory (M.E.N., op. cit.).

In Article 14 of OD 3, a choice is left to the individual institutions between 'continuous assessment' and 'terminal assessment'. The new system has been implemented in all institutions of H.E. but faculties of Arts. Although feedback on its effectiveness is just emerging, a general impression derived from staff-room discussions is that the prevailing situation is similar to that described by Hewton (1983), with reference to the innovative experience attempted at the University of Sussex.<sup>60</sup>

However, the fact remains that in Faculties of Arts, the adoption of 'continuous assessment' was opposed by students - with the claim that 'it is unfair to "free" students' - and staff in some departments because of the higher demands it would make on their time and the risk that its implementation would mean no more than a 'double diet' of the current examinations. Elements in the Reform which have been adopted by Faculties

of Arts are the reduction in the number of examinations (3 written exams instead of 5 in the old system) and a lower weighting to 'subsidiary' subjects (Arabic and foreign language).

OD 1, completed in OD 3 (Chapter 3, Articles 12-24) defines the regulations for examinations towards the B.A. ('licence es-Lettres') and stipulates in particular that they are to be organised in two sittings for written exams (May and June) and one sitting for orals (June). Three 'exams' about courses or combinations of courses to last three hours in first cycle and four in second cycle make up the written part of the examination, the weighting for which is 60/100 (20/100 marks for each examination). The second part of the examination, to which students who have passed the written component in either sitting are admitted, is made up of three orals, about the courses listed 5 to 10 in course descriptions. The weighting for the oral part of the examination is 40/100.

Theoretically, students are required to obtain a minimum total of 30 points out of 60 to be admitted to the oral examination and 50 out of 100 to pass. However, during staff deliberations, 'borderline' cases are discussed and candidates with a total of 27-29/60 for the written exam may be conditionally admitted. This practice, although common to all departments, varies from one 'jury' (exam committee) to another and may be considered as a 'moderating' procedure, which to some extent contributes to the 'fairness' of the system.

Another aspect of the 'equity' (see Hewton, op. cit.:140,141) of the system is implied in Article 20 of OD 3, which states that examinees must be offered a choice of questions, except where the paper consists of a 'long text' for commentary or with a series of questions. The same article mentions double-correction as a requirement and points to the decision-makers' concern with this aspect of the 'reliability' (see for example Cox, 1967a, 1973 and 1985; Himmelweit, 1967; Imrie, 1982 ...etc.) of examinations and their need to be seen as 'fair' to the student.

The last manifestation of the 'fairness' component of exams in the legislation is the fact that students may resit 'exams' in which they have failed to obtain an average grade of 10/20 if they are neither 'conditionally admitted' nor admitted to the oral examination. Moreover, a

student may repeat one year, once in first cycle and once in second cycle (OD 3, Art. 6)<sup>61</sup> and exceptionally, the Dean may allow a third 'repeating' upon study of a student's case.

#### 4.1.2 Perceived functions of the system

Of the main functions defined for examinations in the literature (see for example Jahoda, 1967; Cox, 1967b; Himmelweit, op. cit.; Oppenheim and Jahoda, 1967; Hewton, op. cit.), three emerge as important ones in the context of H.E. in general, and Faculties of Arts in particular.

##### 4.1.2.1

A first function examinations serve in the educational system, is the 'educational' one which is

'to stimulate work throughout a course and to bring about intensive short-term learning of its subject-matter in the period immediately before the exams ...'

(Jahoda, op. cit.:278)

Students interviewed described their preparation for exams as 'regular' during the year and 'intensive' a few weeks before they were due to take the exams. When asked to elaborate on the 'intensive' aspect of their study for exams, they - in almost all cases - described a process which may be defined as 'cramming':

'When I prepare intensively for the exams, I learn the information given to us in class. For example definitions, the "theory", quotations from books and important points from my notes. They must be learned by heart if I want to have enough information to answer the exam questions'.

Examinations in our context determine motivation, attendance, learning approaches and even relationships with peers. The whole of the student's career at the University is geared towards preparing for and taking exams. As stated in the description of attendance patterns (1.2.2.5), students attend with different teachers for the same course 'to get as many explanations and as much information as possible' because examination papers are likely to be marked by a teacher other than theirs, and they may be required to take an oral exam with another teacher than the one who taught them.



The system as it stands in H.E. does nothing to change the attitudes developed by students during their previous educational experience at primary and secondary school. On the contrary, it reinforces the importance of examinations, and the 'carrot of success and stick of failure' (Hewton, op. cit.:139) is a syndrome that characterises all aspects of education at University.

#### 4.1.2.2

The second function of exams is to establish and maintain standards to serve as 'a barometer of intellectual standing' (Himmelweit, op. cit.:359). The assumption is that such standards are defined and that their upholding can be demonstrated using the assessment procedures prevailing in the institution. However, to our knowledge, no specific statement of such standards exists apart from the interpretation that is made by members of staff of student performance in exams, and for which numerical grades are used.

The issue at stake here is that the only indicator of such standards are the pass/fail rates obtained in each department. The tradition in our case is that 'high standards' are preserved by making the system selective enough to yield pass rates which are 'taken seriously', although no a priori decisions are made to set such rates. The reputation-development consequences of such practices are well-established and as<sup>a</sup> result, the higher the failure rates in a department, the 'better' its reputation, even among students. As pointed out in the Background chapter, English Departments - and ours is certainly no exception - have acquired a reputation of being 'serious' not only because of the perceived effectiveness of their organisation and teaching, but also because of the highly selective assessment procedures they use in assessing student performance.

#### 4.1.2.3

The feedback function of examinations, which is so important for understanding student learning and performance and measuring the effectiveness of a programme has not as yet been recognised in the

Department of English. Changes made in different courses so far have been prompted by changes in staff (new teachers with new ideas about syllabus content for example) and determined by the availability of teaching materials and staffing facilities. Examination results are mere statistics which are seldom - if ever - taken into consideration in making decisions about course content, teaching practices or assessment itself.

From the students' own perspective, the only feedback they get - whether they pass or fail - are their marks, their totals, and the final decisions made about them by teachers. The results of exam deliberations are final and students have no right of appeal (OD 3, Art. 23). Administrative bureaucracy and the mere numbers of students who fail have been major obstacles to student or teacher access to exam scripts after the examinations are over. The possibility of using these for feedback to students on their performance and to colleagues on such aspects of student learning as exam preparation, understanding and answering exam questions ... etc., is thus denied to all concerned.

#### 4.1.3 Exam procedures in the context of the Faculty of Arts

##### 4.1.3.1

The overall organisational framework of examinations (number of exams, weighting and time allowed for each exam) is fixed by the legislation and is applied in all departments of Faculties of Arts. However, decisions concerning the combination of subjects and weighting within each exam are made by the department. The legal framework and the combinations specific to the Fez English Department are summarised in Appendix X.1 ( p. 396 ).

The combination of subjects for examinations and the weighting allotted to each paper in a combined exam (e.g. 3rd year Translation & Linguistics) have been negotiated within the Department and different solutions adopted over the last four years since the Reform came into effect. Given the importance attached by students to the weighting of each exam paper ('I work more for the questions which get more marks in the exam and I always answer them first'), lengthy negotiating sessions are needed for staff to agree about such weightings. This is further reflected in

deliberations when the marks given for each component of an exam are combined, and has important implications for the 'reliability' of the aggregate grades obtained for each examination and for all examinations combined together.

#### 4.1.3.2

An 'innovation' introduced by the 1983 Reform, although it has always been a practice in the English Department, is the compulsory double-correction of exam papers, and the new composition of oral exam 'juries' (at least two examiners). This practice which is intended to contribute to the 'fairness' of exam results and the reliability of marks awarded by examiners, has been opposed by students on the grounds that what they perceive as a diversity of methods of teaching and ways of explaining the subject-matter of courses, calls for examinations to be set, marked and orally assessed by the teacher who taught the course and nobody else. Moreover, the effectiveness of double-correction varies according to the group of examiners involved. For some subjects, it is no more than a formality where the marks awarded by the first examiner are reported on the scripts and, because of the large number of papers, second markers will tend to confirm their colleagues' evaluation of students' answers. Where the first examiner's marks are not reported on the scripts, 'moderating' usually takes place before deliberations, and further adjustments are made for 'borderline' cases.

The more technical issues raised by subject-combination, double-correction, and the combining of marks, are discussed in the context of the analysis of the 1984-85 examinations (4.2.3).

#### 4.1.3.3

Besides the marking of exam scripts, exam 'deliberations' are the most important procedure for finalising the marks awarded to students and making pass or fail decisions. The first deliberations usually take place after members of staff have completed the marking of written exam papers. The process of combination of marks occurs in three stages:

- a) Pairs of markers among the group of teachers who taught the course for which the exam has been set, sit together to 'moderate' and add

up the marks obtained for each paper.

- b) Marks for components of the same exam (where there are two papers) are averaged, taking into account the weighting agreed upon by the group of teachers.
- c) Marks for all the exams are added up and the totals (out of 60 marks) considered for pass, 'conditional', or fail decisions.

As pointed out in 4.1.1, candidates with a total between 27 and 29 out of 60 may be admitted 'conditionally' and must then make up 3, 2, or 1 marks in the oral examination. For 'conditional' admission, different criteria are taken into consideration by different 'juries' and, whereas in some, a total of 27, 28 or 29 is the only condition, others will take into account teachers' opinions about the candidate (e.g. attendance, handing in of assignments, participation in class ... etc.). The overall pass rates (the higher the pass rate, the less 'lenient' the 'jury' will be and vice-versa) are also an important determiner of the number of students admitted conditionally. An instance of the different totals required by different 'juries' for 'admissibilité conditionelle' is provided in Table 5.17, using the 1984-85 results.

**TABLE 5.17**

'Conditional' admission required totals (1984-85)

	May sitting	June sitting	*Passed with 'indulgence'
YEAR 1	28, 29	27 - 29	15 (06%)
YEAR 2	29	28, 29	07 (05%)
YEAR 3	28, 29	27 - 29	15 (10%)
YEAR 4	28, 29	27 - 29	03 (3.5%)

\* After the oral examinations

As indicated in the figures reported in Table 5.17, 3 out of 4 'juries' (1st, 3rd and 4th years) considered candidates with an overall total of 28 or 29, whereas for the 2nd year 'jury', 29 was a requirement for conditional admission. During the second sitting deliberations, exam committees were more 'lenient' (27-29 in three and 28, 29 in one) as they usually have to take account of the fact that the June sitting is the student's last chance to pass the written exams. In oral exam deliberations, the same procedure is adopted in considering borderline cases (those with a total of 47-49/100) and again, different 'juries' will

adopt different criteria (see for example the number of students passed 'avec indulgence du jury' in different years in Table 5.17)

'Conditional admission' is an essential component of the exam procedures adopted in H.E., with considerable consequences on both the final results and the perceived 'fairness' of the system. Its advantages and disadvantages for students are outlined in the discussion of the 1984-85 examinations (4.2.3).

#### 4.2 Analysis of the 1984-85 examinations

The aim of the evaluation of the assessment system used as exemplified in the 1984-85 examinations is to describe and interpret those aspects of the system (types of questions, coverage, perceived fairness, exam conditions, and the psychological demands of the system), which underlie participants' perceptions of it.

In his statement on the adequacy of an 'analytic approach' to the assessment of student performance, Cox (1967b) points out the 'emphasis [which] became centred upon the analysis of the mental processes characteristic of different subjects' (:325). Our attempt at classifying the exam questions into categories that will direct our interpretation of the types of knowledge and skills ('mental processes') being assessed, is largely prompted by the recognition of the importance of relating the examination system prevailing in the programme to its purposes, stated or part of the 'hidden curriculum'.

The students' evaluation is intended to shed light on their perceptions of the assessment system as they experience it in end-of-the-year examinations, and relate their descriptions of exam questions and the way they went about answering them, to the learning approaches defined for them in 3.3.3. An analysis of the statistical results for the 1984-85 examinations is proposed in 4.2.3, with the aim of exploring some of the consequences of exam procedures and deliberation practices on the final outcome of the assessment as reflected in the pass/fail rates, and some of its effects on students.

#### 4.2.1 Written exam questions

In order to evaluate the 'sampling of the field of knowledge' (Cox, 1967a:300) covered by the type of exam questions used for assessing student performance, reference is made to our analysis of the purposes of the programme, the specific objectives of courses, and to course content as outlined in course descriptions.

The categories developed for analysing examination questions reported in the literature (see for example Beard and Pole, op. cit.; McGuire, 1963 and Nedelsky, 1949, cited in Beard and Pole) have generally been defined by reference to some model of objective classification (for example Bloom's). Therefore, the description of exam questions proposed here adopts some of these categories and, where elaboration is needed, components of student evaluation of the 1984-85 examinations are used.

##### 4.2.1.1 Question types

As indicated by the types of questions listed in Appendix X.2, pp.397-398, an important characteristic of the assessment system overall, is its use of a variety of examination procedures which are likely to increase the reliability of its results (Cox, 1967:304). This is a feature of exam questions which is more common to those for 'language' courses than those for the more 'content' (knowledge) ones. For example, the 1st year Comprehension and Precis and the Grammar papers contain each a substantial number of question items (20 in Comprehension and 47 in Grammar), as well as a relative variation in the type of questions (4 in Comprehension and 6 in Grammar). This, not only has the potential of increasing marker reliability, but also allows a greater freedom of sampling from syllabus content, thus widening the scope of exam coverage. Considering the nature of the subject-matter of 'content' courses, more particularly the literature ones, limitations exist on the range of exam questions that can be used to assess student knowledge, without 'fragmenting' its components to a state where student performance would require no more than a recall of factual information.<sup>62</sup>

The choice of question types also has implications for the 'objectivity' of the system of assessment adopted in the sense that the

more 'open' exam questions are, the more the 'fairness' of the marking system is open to criticism. This is even more obvious when the appraisal of a student's knowledge and skills is expressed in a single numerical figure, which is supposed to summarise his/her performance.

#### 4.2.1.2 Coverage of syllabus content

The potential of exam questions to cover as much as possible of course content dealt with during teaching-learning sessions all through the academic year, is the first aspect of coverage considered.

Where the syllabus defined in course descriptions includes an exhaustive enough set of items, topics, or themes, it is possible to measure this aspect of coverage by checking which of these components are actually covered by exam questions. On the other hand, where course descriptions are no more than a list of the set books, the undefined number of topics or themes makes it difficult to assess the scope of coverage. Thus, our evaluation of this aspect of coverage in the literature papers for example, is tentative and rests more on impressions and personal experience than on substantial evidence. Three patterns of coverage were identified, taking into account questions for both written exam sittings and the course descriptions for 1984-85.

- a) Papers with the widest range of coverage are those containing not only different questions, but also a number of items within each question (e.g. 1st year Grammar, Composition and Comprehension & Precis ... etc.). In this case, the examination paper in each sitting covers at least 75% of the items included in course syllabus. Seven papers out of the total 21 (33%) fall into this category.
- b) Papers which can be qualified as 'average' in terms of coverage are those which contain questions about specific items in the syllabus, and which assess at least 50% of the material taught in the course. Five papers (24%) of this type were identified.
- c) The remaining nine (43%) are essay-type, commentary or translation and either based on extracts from set books or unseen passages, or general topics with no specific relation to course content. Overall, the proportion of course content that could be inferred from the questions set in these papers does not exceed 30%.

#### 4.2.1.3 Coverage of knowledge and skills

The second dimension of coverage has to do with the extent to which the exam questions set assess specific aspects of student learning which are perceived as the main purposes of the programme or as objectives of the courses constituting the programme. This approach to the analysis of examinations is discussed in Beard and Pole (op. cit.) and underlines the assumption that

'If we can find out the range of cognitive skills tested in examinations, we should then have an idea of what examiners consider important'.

(Beard & Pole, op. cit.:13).

Moreover, a consideration of student evaluation of exam questions should enable us to understand what knowledge and abilities they think are tested, and how their own answers are determined by their perceptions of the purposes of these questions.

The main difficulty in analysing exam questions<sup>63</sup> is that this calls for an interpretation from the perspective of those who set them, viz. the teachers, and that of examinees who have to answer them. As a large proportion of exam papers (67%) contain essay type questions which 'can be answered at several different levels' (Beard and Pole, op. cit.:14), their analysis can be meaningful only if it considers the 'meaning' of questions from the point of view of the examiner and the examinee.

The first point to be made about the coverage of student knowledge and skills by the exam questions set is that, generally speaking, those which cover a large part of the syllabus (see 4.2.1.2) are concerned with reducing the complexity of course material and thus allow little freedom for assessing 'higher level' skills. To answer this type of question, students are required to display their ability to recall specific items of information studied in class and apply their knowledge to a limited range of situations provided in the exam paper. For example, the 1st year Grammar paper contains questions in which the student is called upon to 'apply' some of the grammatical rules 'learnt' to specific cases given in the questions. A second example is provided in the 2nd year Civilisation paper in which students are asked 'what people and what events caused the



Protestant Reformation in Britain?'. To answer the question, the student must 'recall' the 'people and events' and apply the knowledge to explain how the 'Protestant Reformation' was brought about. 'Knowledge', 'comprehension' and 'application' (Bloom, op. cit.) are the three skills tested by this type of question.

Those questions which require students to 'identify', 'contextualise', 'compare', 'contrast' and 'analyse critically', are meant to assess 'higher level' abilities (Bloom's 'analysis', 'synthesis', and 'evaluation'). These are illustrated in the essay - commentary type questions which, as pointed out earlier, (4.2.1.2), allow less coverage of syllabus content.

Assuming that the teachers' assessment purposes are reflected in the wording of questions, and that such wording can be used to make inferences about their 'hidden curriculum', it is legitimate to ask how the student's own understanding of the requirements of exam questions may be in conflict with the teachers'.

This conflict is highlighted in respondents' description of how they went about answering this type of questions and how information acquired in class and from books was used in exam commentaries and essays. Moreover, a majority of 3rd and 4th year interviewees explained their choice to do the essay rather than the commentary by the fact that they 'had more information to write the essay'. They particularly mentioned quotations from set books, definitions, 'the theory' (i.e. theoretical aspects of the subject-matter), 'important sentences' from their notes and extracts from study aids, committed to memory and used in their essays. The 'cramming' strategy adopted by students who start 'preparing intensively' about two weeks before the examination, 'in order not to forget the information', is a result of the 'reproducing orientation' motivated by students' perceptions of exam requirements.

'Even in the commentary or the essay, if you learn the information by heart, and know how to use it to give the interpretation the teachers want, you will get a good mark. If I give my teacher's interpretation, using the ideas he gave us, I will pass if he corrects my paper. If it is corrected by the other teacher, I'm not sure'.

In summary, students' general understanding of exam questions is highly

course-content oriented, encouraging 'convergence' (i.e. 'choosing what others have decreed is the right answer', Cox, 1967b:322) and requiring at least some degree of memorisation, contrasts sharply with teachers' perceptions of the purposes of the courses and the assessment aims examinations are supposed to achieve. The use of such formulae as 'critically analyse', 'contrast', 'comment on' ... etc. in the wording of exam questions, underlines the teachers' concern with assessing skills of a 'higher level' than what is referred to in Bloom's 'Taxonomy' as 'knowledge' and 'comprehension'. Students' approaches to meeting the demands of the assessment system, on the other hand, are based on their own experience of the programme as a whole, and their conviction that 'playing the exam game' - whatever their teachers may say - is seen as the only way for them to stand a chance of actually achieving the aim, which most of them admit is high on their agenda, viz. passing examinations. In his discussion of student responses to a 'traditional' assessment system, Cox mentions the case of

'confident students with strong independent identity [who] can reject traditional examinations as being restrictive of any sense of individual expression, but at the same time able to put something of themselves into their examination answers without the compulsiveness and insistence upon integrity which can often be very harmful in terms of getting high marks'.

(1973:205).

A third year interviewee who saw repeating as somewhat of an advantage he had over non-repeaters, explained his decision to be 'more realistic' as follows:

'Last year, I thought that we were really free to give our own interpretations, especially in the literature courses. So, I did not learn the teacher's ideas and I did a lot of reading outside the programme. In the examination, I tried to express my ideas and support them with examples and quotations ...etc., but the result was very disappointing and I failed. This year, I am doing what other students do, and I am sure that I will have more chances to pass'. (He did!)

#### 4.2.2 Oral examinations

The oral examinations present the teacher with an opportunity to assess student abilities which are more difficult to elicit from their answers to written exam questions. However, a most important restriction on the analysis of questions given in oral examinations, is the mere fact that

'there are as many questions as there are examinees' and their answers are more likely to be determined by their ability to cope with the exam as a test of 'endurance' than their own knowledge and aptitude. The numbers of students to be examined, the limited amount of time examiners can devote to each (10 to 15 minutes at the most), and the psychological conditions surrounding the event, are all important factors that may be used to explain student and teacher reactions to such exams.

Except for the 1st and 2nd year Spoken English examinations, oral exam questions considered are almost all syllabus-content oriented and designed to evaluate student knowledge of the subject-matter of courses. Where they are expected to display original thought (for example in explaining and commenting on a poem), students perceive their task more as 'conforming' ('converging') to the teacher's own ideas and making guesses about the extent to which the second examiner will accept them.

'The examination system is a bizarre one. Most of the time, your examiner is not your teacher. And we know that the teachers disagree on some points. So, you have to answer according to what both examiners like ...'.

The limited time available for examining each student also restricts the coverage of syllabus content discussed in 4.2.1.2 and explains the students' habit of concentrating only on certain areas of the syllabus. Thus, the chance factor plays a more important role in oral exams than in written ones.

An instance of examination questions that have the potential of assessing student 'communicative competence',<sup>64</sup> is provided by the 1st year Spoken English exam in which what is assessed is the candidate's ability to use his/her verbal skills to describe personal experience without any explicit reference to course content.

The two-examiner system which has been introduced to ensure a minimum of reliability of the marks awarded to students in oral examinations, is perceived by most of them differently. In addition to their preference to be examined by their own teachers, who 'know what we have learned', students often attribute low, 'undeserved' marks, to differences in examiners' opinions rather than to low performance on their part. However, teachers discard students' exaggerated statements about the lack of

'fairness' in oral exams, and point out that 'even if we decided to each examine our own students, there is no way of knowing exactly who they are' (referring to the attendance patterns described in 1.2.2.5)

Both teachers and students emphasised the 'chaotic' conditions in which oral exams usually take place, and anxiety and stress as the real causes of student poor performance. Some of them also pointed out that, whereas in written examinations, students - and to a lesser extent examiners - are anonymous, oral exams are an opportunity - perhaps the only one - to either reinforce 'social distance' between them, or for teachers to 'get to know their students as individuals'.

#### 4.2.3 1984-85 examination results

In our context, the only visible indicator of the effectiveness of the programme are the results of end-of-the-year examinations, on which the 'reputation' of departments is based. These pass/fail rates are determined by the marking system and other organisational procedures adopted to make decisions about the final outcome of students' participation in the programme. The examination process occupies almost one third of the academic session ('year') and is organised into three parts: the first sitting of written exams (May), the second sitting (June), and the subsequent oral exams (June). The analysis proposed here is based on the statistical results for the 1984-85 exams and the different procedural arrangements (double-correction, combination of marks and deliberations) made for arriving at such results.

##### 4.2.3.1 Reliability of written exam results

The results obtained for the May sitting of written exams are reported in Appendix X.3, ( p. 399 ).

The distinction between 'exam' and 'paper' must be clarified before any comments are made about the results reported in Appendix X.3. An 'exam' is the set of questions for one course (when the course is examined on its own), or for two courses when they are combined into one exam. For example, 1st year Grammar is one exam and includes only one paper; whereas 2nd year exam 3 is made up of two papers (Intro. to Lit. and Civilisation). Thus, in

Year 1, there are 3 exams, each of one paper and in Year 3, three exams, one including only one paper and two, two papers each.

As indicated by the figures in Appendix X.3, pass rates of less than the 'normal third' referred to earlier are obtained for 9 out of 14 exams (64%), with pass percentages lower than 25% for those subjects, which are considered by students as 'difficult' or 'very difficult' (see 3.1.1.2).

The first issue raised by these results is their potential low reliability caused by the combination of marks obtained for two papers making up one exam. For example, the 2nd year Intro. to Lit. and Civilisation examination is made up of two papers. The first of these, covering the 'higher level' skills is 'difficult' and the second, requiring 'recall' - and to a lesser extent 'application' - is easy. Thus, although 44% of 2nd year examinees obtained 10/20 or more for the Civilisation paper, the combined result with Intro. to Lit. is only 22%. As a result, quite a substantial number of students (as many as 15%) must resit the whole of exam 3, although they did get a pass mark for the second paper.

Final overall pass or fail decisions after the written examinations are made on the basis of the student's total, obtained from combining the marks of the three written exams (out of a total of 60 points). As a consequence, a student may pass the whole written examination without having scored a pass mark (10/20) for each of the three exams. As no statistical procedures are used to assess the correlation between the marks for papers within the same exam, or across exams, discrepancies such as the one noticed between the pass rates for 1st year Composition (19%) and Comprehension and Precis (58.5%) are common. Moreover, the chance given to students to resit only exams for which they have failed to obtain at least an average of 10/20, is minimised by the combination procedure used in aggregating marks for two papers making up the same exam.

#### 4.2.3.2 The 'deliberating' process

The complexity of the assessment system in H.E. is highlighted in staff deliberations during which final pass/fail decisions are made. An outline of the types of decisions made on the basis of student results in the first sitting of written exams illustrates the issues raised by paper

combinations and 'conditional admissibility'.

'Conditional admissibility', seen as a procedure introduced to ensure a degree of 'fairness', is supposed to provide teachers with an opportunity to make moderating adjustments in order to reduce inter-marker inconsistency<sup>65</sup>. However, it raises at least two issues related to the 'fairness' of the system, which reduces its effectiveness and warrants a reconsideration of the procedures adopted, in the light of the analysis of the results of the 1984-85 examinations.

Students 'conditionally admissible', with a total of less than 30/60, are required to make up the missing marks (one to three) in the oral examination. The statistical results reported in Table 5.18 below indicate that, of all the 'conditionally admissible' students in both sittings, 45% 1st year and 27% in 3rd year failed to get the required total (50/100) to make up the marks they missed in the written examinations. Although the practice obviously presents students with a chance to proceed straight to the orals, there are cases where they themselves should be responsible for opting for 'conditional admissibility' or resitting written exams and avoiding the stress and anxiety of having to perform better than other students in order to make up for the missing marks.

**TABLE 5.18**

'Conditional admissibility' (May-June 1985)

	May	June	Total	Passed (1)	Failed (2)
YEAR 1	49	54	103	57 (55%)	46 (45%)
YEAR 2	34	24	58	55 (95%)	3 (05%)
YEAR 3	55	42	97	71 (73%)	26 (27%)
YEAR 4	17	28	45	42 (93%)	3 (07%)

(1) & (2) = After the oral examinations

The second aspect of the inconsistency of the procedure is reflected in the ways in which it is implemented across the four years. For example, in the May sitting, the 2nd year 'jury' conditionally admitted only students with a 29/60 total whereas in other years, those with a total of 28/60 were considered (see Table 5.17 above). The same inconsistency may be noticed in the second sitting deliberations and in the final pass/fail decisions made

by different juries.

#### 4.2.3.3 Overall written examination results

The lack of correlation between the results for written exams in the May sitting recurs in those for June and the aggregate scores for both sittings. (The figures quoted in this discussion are underlined in Appendix X.4, p. 400). This is exemplified in the comparison of the results for 3rd year exams 1 and 2 (May: 19% and 37% respectively and June: 15.5% and 31.5% respectively). The overall aggregated results for May and June for the same exams are 29% for exam 1 and 53.5% for exam 2.

A relatively positive aspect of such discrepancies however, is the moderating effect these results have on the final overall pass rates for written examinations. Taking the first year as an example, we notice that, although some pass rates for individual exams are exceedingly low (e.g. exam 2: 19%, 9.5% and 24.5% for both sittings), the higher rates for other exams (e.g. exam 3: 58.5%, 32% and 69.5%) restore the balance to yield 'better' overall results. This moderating function of certain exams is further increased by the 'conditional admissibility' practice, which explains the final 48% of 1st year candidates admitted to take the oral exams.

It is interesting at this stage to compare the written exam results across the four years:

<u>'Admissible'</u>	Year 1	Year 2	Year 3	Year 4
	307=48%	151=42.5%	167=45.5%	91=72%
				(Lit.38=66.5%)
				LX 53=77%)

As a consequence of the moderating effect of the results for some of the exams and 'conditional admissibility', the large differences noticed between the lowest and the highest pass rates are substantially reduced in the overall results of written examinations. Table 5.19 below shows the results yielded by the combination of the marks for different exams, using the highest and lowest percentages as markers of such moderating.

**TABLE 5.19**

Moderating effects of 'easier' exams

YEAR 1	Exam 2: 24.5%	vs	Exam 3: 69.5%	Overall: 48%
YEAR 2	Exam 2: 22%	vs	Exam 1: 69.5%	Overall: 42.5%
YEAR 3	Exam 3: 25%	vs	Exam 2: 53.5%	Overall: 45.5%
YEAR 4	Exam 3: 30%	vs	Exam 1: 59% (Lit.) 69% (LX)	Overall: 72%

Exams indicated first are 'difficult' ones.

It is worth pointing out that courses perceived as 'difficult' or 'very difficult' by students (see 3.1.1.2), correspond to the exams reported in column one of Table 5.19 above, which have the lowest pass rates. This constitutes evidence to support students' perceptions of course difficulty as related more to exam results than to the degree of complexity of courses as such. In this way, 'a course may be easy, but it is made difficult in the exam'.

**4.2.3.4 Oral exams and final results**

The influence of oral exams on final results varies from one year to another and, although there is a relative consistency between results for each year, there are important differences across the years as indicated in Table 5.20 below.

TABLE 5.20

Oral exam Results

YEAR	EXAMINATION	PASSED	FAILED
YEAR 1 (N=307)	Exam 1: Guided Reading & Spoken English 1 Exam 2: Spoken English 2	(223) 72.5% (207) 67.5%	(59) 19%
YEAR 2 (N=151)	Exam 1+2 (Civilisation & Spoken English)	(127) 84%	(03) 02%
YEAR 3 (N=167)	Exam 1: Poetry & Survey Exam 2: African Lit.	(133) 79.5% (143) 85.5%	(14) 8.5%
YEAR 4 (N= 91)	Exam 1: Monograph Lit. 89.5% LX 100% Exam 2: Survey Lit. + LX	( 87) 95.5% ( 81) 89%	(03) 03%

\* Figures and percentages in column 4 indicate the numbers and proportions of students who failed as a result of taking the oral examination.



The negative consequence of 'conditional admissibility' pointed out in 4.2.3.2 is obvious here in that 46 (78%) of the 59 first year students who failed have been 'conditionally admitted' after the written examinations.

The overall results for year 1 (39% pass rate) are significantly determined by the oral exams which reduced the number of successful students by 19% in relation to those who passed the written examinations ('admissible'). In year 3, the same negative influence of oral exams is noticed, although less important than for year 1 (8.5% of students who passed the written exams failed after the orals). In years 2 and 4, this negative effect of oral exams - generally perceived as 'easy' by students - is less obvious (2% in year 2 and 3% in year 4), and the number of 'conditionally admitted' students who failed in the oral exams is less important.

These remarks stress the importance of the 'conditional admissibility' as a practice built into the assessment to improve its 'fairness' and give students a chance to make up the few marks missed in the written examinations. However, as illustrated in the first and third year results of 'conditionally admitted' students, its effectiveness in terms of results and student satisfaction is likely to improve only if its consequences are assessed more systematically than has been the case so far.

Moreover, the requirement to make up between three and one marks in the oral exams has proved too unrealistic in the case of some students. Giving those students a chance to resit written examinations is an alternative that could be offered to them. This is an area where the student's responsibility for his/her studies could be increased by giving him/her a choice between being 'conditional' or resitting those written exams for which s/he has failed to get the 10/20 required.

The final 1984-95 examination results (see Table 5.21 below) are representative of the type students, teachers and members of the administration of the Faculty have come to consider as 'normal'. Although pass rates in years 1, 2 and 3 are slightly higher than the 'normal third' discussed in the context of the standard upholding function of exams

(4.1.2), cumulative results yield completion rates (within the 'normal' four years) not exceeding 25%.

**TABLE 5.21**

Overall exam results for 1984-85

	Sat the exams	Passed Written Exams	Passed Overall
YEAR 1	639	307 48%	248 39%
YEAR 2	354	151 42.5%	146 41%
YEAR 3	370	167 45%	153 41.5%
YEAR 4	126	91 72%	88 70%
		(Lit. 66.5%)	(Lit. 61.5%)
		(LX 77%)	(LX 77%)

4th year final results also conform to the pattern established all through the history of the Department whereby, student final exams are expected to yield better pass rates than for other years. The pass rate for 4th year has varied between 45% in 1982-83 and 86% in 1976-77, which makes the 1984-85 results comparatively average.

Another feature of such results is the higher pass rate of students who have 'specialised' in linguistics, compared to those in literature (77% vs. 61.5%). This points to one of the reasons given by interviewees for their choice of linguistics in 4th year:

'Linguistics is more "straightforward" and the exam questions are easier than in literature. A lot of students choose to do linguistics because the exam results are better than in literature'.

#### 4.2.4 Conclusions

In summary, we may say that the assessment system prevailing in the programme displays all the features of what have been commonly referred to as 'traditional' examinations. Its 'terminal' nature, in spite of the 'continuous assessment' alternative provided by the legislative framework, reduces any claims it may have to 'fairness' and increases the risk of exam results being perceived more as subjective judgements made on student performance than a 'fair' evaluation of the range of their knowledge and abilities.

As shown in the brief description of the system, none of the more recent assessment procedures adopted elsewhere in the context of H.E. (see for example Cox, 1985) are mentioned and the literature consulted - dating back to the late 1960's - is still relevant to our discussion of exams. The 'blind' exams implemented in the programme may be seen as encouraging the 'reproducing orientation' in student learning, their use of 'cramming' as the main method of exam preparation, and the often noted attempts at cheating during examinations.

The 'standard upholding' and selection functions are the most prominent in this system which praises itself for its 'democracy' (i.e. open access). The 'standards' it is supposed to maintain have never been stated and are seen to exist only in the minds of administrators and teachers, and 'open access' becomes meaningless when students come to perceive the system as arbitrary and aimed at 'jettisoning' as many of them as it can.

The feedback function of exams - both to students on their performance, and to staff on the effectiveness of courses and teaching - has been neglected, and changes which have taken place so far have been more in response to 'official' decision-making than to any rational evaluation of the qualitative and quantitative aspects of exam results.

Some of the procedures built into the system as a result of practice (e.g. 'conditional admissibility' and moderating), have the potential of improving the 'reliability' and 'fairness' of the system; but their effect is minimised by the lack of systematic assessment of their consequences on exam results and student satisfaction with the outcome of their studies.

As emphasised all through the evaluation of the assessment system, although they are not the result of a priori decisions, pass/fail rates seem to be determined by 'tradition' and unsubstantiated assumptions about the 'right dosage', than by objective justifications, based on rational evaluation of student performance and effectiveness of teaching. The taken-for-granted 'normal' rates of attrition are far from doing credit to a system which includes positive features, and which lends itself to improvement without the risk of antagonising the different groups of participants.

## CHAPTER SIX

### ALUMNI EVALUATION AND PERCEIVED EFFECTS

#### Introduction

The 'impact' of a student's experience of H.E. in the form of 'change, or development, or adaptation' (Feldman & Newcomb, 1969:1) may be assessed in terms of his/her gains in knowledge and acquisition of specific skills related to the subject of his/her study. Besides, as a result of his/her interaction with a given educational programme and the participants involved in it, s/he is also likely to develop concerns, attitudes, and values which will eventually direct his/her behaviour in coping with the 'more fixed social, interpersonal and occupational roles and responsibilities' (Feldman & Newcomb, op. cit.:2) that characterise life after University.

Most of the models proposed in the literature for describing and interpreting the effects of academic life on students (see for example Chickering, 1969; Chickering et al., 1981; Feldman & Newcomb, op. cit.; Pascarella, 1985; Powell, 1985; Sanford et al., 1962 ... etc.), emphasise the following as sources of variation in impact:

1. The student's own background (previous experience of education, motivation, aptitude, personality characteristics ... etc.),
2. the structural organisation of the institution (specific attributes such as size, curriculum, teaching and assessment practices),
3. the student's 'social integration' (Pascarella, op. cit.:642) within the institution as a social system, and
4. his/her 'academic integration' (Pascarella, op. cit.:642) as reflected in his/her degree of understanding of and adaptation to the requirements of the system, and the ensuing outcomes in terms of achievement.

In Chapter 5, some of the effects of the E.L.T. programme under study on student perceptions, and on the features of their reactions to its practices, were analysed. Its impact on their development of factual knowledge and skills and 'intellectual competence'<sup>66</sup> in general, to which their study of the different subjects leads, is measured by the various

assessment modes designed for this purpose<sup>67</sup>. Their 'academic integration' is reflected in their ability to cope with the demands of the different courses and the assessment system.

However, our concern in this chapter is more with the 'residue' of their experience of H.E. 'after the detailed knowledge is forgotten and only the larger principles, ideas, cognitive abilities and intellectual and artistic interests have survived' (Bowen, 1977:432, 433, cited in Powell, op. cit.:128).

Evaluating the effects on 'alumni'<sup>68</sup> of their experience of H.E. entails examining their own assessment of the various aspects of the E.L.T. programme (the Department as a learning milieu, syllabuses, teaching and assessment) as they have experienced them. Their unique position as alumni enables them to consider the experience from a perspective which is not available to students still involved in the programme, and to air their views about how they think it has affected their knowledge, attitudes and personal values, and the extent to which it has shaped 'the conduct of their personal and professional lives' (Powell, op. cit.:130). Their awareness of some of the recognised purposes of H.E. and the E.L.T. programme and the more 'unanticipated' ones referred to in Chapter 4, is reflected in the comments they make about the degree of 'usefulness' of the material learnt in different courses to the requirements of their professional careers as teacher trainees or as practising teachers of English.<sup>69</sup> In addition, the development among them of new attitudes towards their subject of study and the realisation of the implications in terms of commitment and what some of them referred to as 'alienation', are important dimensions of the impact on them of their experience of H.E., and more particularly of their involvement in the E.L.T. programme.

Given the varying importance of the different sources of impact, alumni perceptions of the effects of the programme and the value attached by them to the different aspects of their experience of H.E. will vary according to a number of factors. One may assume that such factors as student background characteristics, their interaction with the Department as a social context ('social integration'), their evaluation of the different components of the programme, and their overall academic performance (i.e. examination results and completion of the B.A. or

otherwise), will significantly direct their assessment of the experience and the enduring effects they think it had on them.

A detailed description of the data collection instruments and sampling procedures for this part of the evaluation is provided in the methodology chapter (Chapter 3, 2.2, pp. 84-86 ). EAQ was completed by 71 respondents (85% return) and 27 interviews were conducted (12 individual and 15 pair interviews) with 47 respondents belonging to the three groups identified as alumni (see note 69). These included practising first and second cycle teachers of English, teacher-trainees at the Faculty of Education and graduates involved in the 'Formation des Formateurs' post-graduate programme at the Fez Faculty of Arts.

## **1. ALUMNI EVALUATION OF PROGRAMME PRACTICES**

In order to understand alumni perceptions of the effects of their academic life, it is important to analyse their own evaluation of the different manifestations of the E.L.T. programme as they have experienced it during the period they were at University. The predominantly discipline-based organisation of the Faculty of Arts as an institution of H.E. makes of the Department and the programme it exposes students to, the primary academic unit which organises and regulates the most important part of the academic lives of students. This warrants a description and tentative interpretation of their opinions about such organisational aspects of the programme as courses, teaching and assessment, and the more 'social' character of the Department as a learning 'milieu'.

It is also interesting to see how this evaluation is likely to be determined by alumni characteristics<sup>70</sup> such as the ones considered in our analysis of undergraduate students' evaluation of the programme, and the extent to which they constitute an important source of variation in the degree and nature of the impact their experience as students in the English Department had on them. Moreover, as respondents graduated or left the Faculty at different dates (between 1978 and 1984), their responses to questionnaire items and their description of their experience and the effects they think it had on them, are bound to differ according to the conditions that prevailed in the Department during their studies.

## 1.1 Evaluation of courses

As was the case with students still involved in the programme at the time this study was carried out, the information collected about this aspect of the experience of alumni is related to three main features of the courses they took. The amount of material they were exposed to, and respondents' assessment of the difficulty and interest of different courses, are factors which seem to have affected their learning, their reaction to the experience, and their perceptions about the 'usefulness' of what they have learnt and what they were expected to learn.

Table 6.1 below summarises the statistical results obtained for different items of EAQ (Effects Alumni Questionnaire) related to these three areas.

**TABLE 6.1**

Alumni evaluation of courses (EAQ, Items 15, 14 & 16) (N=71)

	Amount of material (1)			Difficulty (2)			Satisfaction with interest (3)		
	1	2	3	1+2	3	4+5	1+2	3	4+5
YEAR 1	10%	63.5%	26%	32.5%	19%	48.5%	30.5%	37.5%	32%
YEAR 2	04.5%	<u>73.5%</u>	22%	30.5%	32%	37.5%	14%	51.5%	34%
YEAR 3	56%	<u>29%</u>	15%	57.5%	23%	19.5%	10.5%	26.5%	63%
YEAR 4	<u>46%</u>	35.5%	18.5%	<u>38%</u>	<u>37%</u>	25%	09%	11%	<u>79.5%</u>

(1) 1=Too much; 2>About right 3=Not enough

(2) 1=Very difficult; 2=Somewhat difficult; 3=Of average difficulty;  
4=Quite easy; 5=Very easy

(3) 1=Not satisfied at all; 2=Not really satisfied; 3=Undecided; 4=Quite satisfied; 5=Very satisfied.

### 1.1.1 Amount of material

One of the most recurring reasons for student complaints in the Department of English - as is generally the case with students in other departments - is related to their reactions to the quantitative content of

syllabuses. Arguments between their representatives on the one hand, and staff and members of the administration on the other, often revolve around syllabuses as outlined in course descriptions, and the proportions 'taught' during the academic session.<sup>71</sup> As suggested by the statistics in Table 6.1, this appears a more important issue in second cycle years, particularly 3rd year, than in the first cycle.

Although these findings seem consistent with the perceptions of undergraduates concerning the work-load resulting from the amount of material taught they have to cope with (see Chapter 5, 3.1), within-group differences emerge from the statistical analysis of the results obtained for some of the items included in EAQ. Insofar as alumni opinions about the amount of material they were taught in different years is concerned, gender, their position at the time the study was conducted, and to a lesser extent the fact that they did or did not complete the B.A. degree, emerge as significant factors in their choice of response among the options proposed in questionnaire items.

The actual influence on students of their opinions about the amount of material they were either exposed to and/or required to acquire for purposes of assessment (depending on the length of the academic session), is an important indicator of the way they think they have been affected by their experience of H.E.

Undergraduates' conception of course content as information and knowledge to be acquired solely for the purposes of assessment, is to a certain extent shared by alumni, a few of whom actually stated that they could 'remember very little of those things' they were taught. This remark points to some aspects of our description of the programme as highly subject-matter and assessment-oriented, and the need for introducing the type of changes that will reduce this orientation and promote more positive attitudes of students towards their experience as an opportunity for learning and self-growth.

Further investigation, during interviews, of alumni responses, elicited the view that the number of courses introduced during the last two years, more than the amount of material, is at the root of the problem as students see it:



'I think what made our studies difficult in the second cycle was not the length of the programme or the number of books we had to study. It was the fact that we had all those new courses in literature and linguistics, and we weren't prepared for them'.

### 1.1.2 Difficulty of courses

It was pointed out in our analysis of undergraduate students' perceptions about the difficulty of courses that their evaluation of such a feature is generally determined by the way a course is taught and its assessment requirements. Given the different perspective from which alumni consider this aspect of courses in the programme, and the variations which have taken place, however minimal, one would assume their perceptions to differ from those of undergraduates. This assumption is borne out neither by the statistical results, respectively for items in SEQ and EAQ (see Table 6.2 below), nor by the statements made by interviewees in this respect.

**TABLE 6.2**

Compared undergraduate and alumni assessment of the difficulty of courses  
(SEQ, Item 7 and EAQ, Item 14)

	Very difficult/Difficult	Average	Easy/Very easy
(1) YEAR 1 Courses	33%	34.5%	32%
(2) YEAR 1 "	32.5%	19%	48.5%
(1) YEAR 2 "	34.5%	35.5%	30%
(2) YEAR 2 "	30.5%	32%	37.5%
(1) YEAR 3 "	67%	10.5%	22%
(2) YEAR 3 "	<u>57.5%</u>	23%	19.5%
(1) YEAR 4 "	34.5%	44.5%	20.5%
(2) YEAR 4 "	38%	37%	25%

(1) = Undergraduate responses (N=93) (2) Alumni responses (N=71)

In the same way as a large majority (67%) of 3rd year respondents to SEQ assessed their courses as 'very difficult' or 'difficult', almost as large a proportion of alumni (57.5%) consider the courses they were taught in that year difficult. As these perceptions are a reflection of students' ability to cope with the demands of various courses, they are likely to have direct bearing on their 'academic integration' and the judgements they

make later about the gains derived from the programme in terms of knowledge, understanding and general development.

The consistency that emerges from this brief comparison between undergraduate and alumni responses suggests that what is at issue here is not only the methods used in teaching and assessing the courses perceived as 'difficult', but also the seemingly complex nature of their subject-matter. These undergraduates and alumni of different generations of students were - or are - taught by different teachers, and one may assume using potentially different methods, both in teaching and assessment. Hence, the relative consensus exhibited in the responses of both groups supports the idea that, unless teaching is perceived as a facilitating process, and assessment as an effective component of learning, any effect of a course as perceived by those who are being - or have been - exposed to it, is likely to be minimised.

This said, we should bear in mind that in certain cases, the complexity of so called 'difficult' courses stems from the challenging nature of their subject-matter, and the necessity for the student to develop higher order skills to come to terms with their demands. It is possible then that their long-term effect on his/her general development is more important than that of the 'less difficult' courses.

### 1.1.3 Interest of courses

Apart from the 'usefulness' to alumni personal and occupational concerns of knowledge they have acquired at University (this topic is discussed later in section 3, pp.271-273), the perceived interest of courses is an important factor that influences the long-term impact of their experience of the programme. This unique perspective from which they can judge their experience allows them to assess the degree of interest of specific courses in more or less objective terms, outside the pressure of expectations for academic achievement (i.e. obtaining good examination results). This type of 'interest' constitutes an essential element in the range of experiences with the most potential to influence the students' affective development and their attitudes towards the disciplines they are taught, their implications, and the ways they can induce personality and value changes. The type of changes meant here are discussed in detail in

section 3 of this chapter, and include alumni aspirations, their approach to coping with the demands made on them by their new professional and social roles, and their commitment or otherwise to explicit or implicit values resulting from their involvement in H.E.

The statistical results obtained for item 16 of EAQ (Table 6.1 above) suggest that alumni in general consider the courses they took in 3rd and 4th years the most 'interesting'. It is worth pointing out in this respect the relationship between 'difficult' and 'interesting' courses, particularly insofar as 3rd year ones are concerned (57.7% 'very difficult' or 'difficult', and 63% 'very interesting' or 'quite interesting', respectively). Such relationship supports the statement made earlier (1.1.2) that the intellectual challenge presented by the subject-matter of certain courses, accounts not only for their perceived difficulty, but also for the interest they may foster in students. As one of the interviewees put it:

'... Now I see why courses like C.I.R. (Composition and Introduction to Research) are difficult. Because there was no information for us to learn, we had to use our own intelligence to understand during the lecture and answer exam questions. I think those courses teach students how to think logically, that's why they were also interesting ...'

Respondents seem to think that the interest of 2nd cycle courses, compared to 1st cycle ones, lies in the fact that they made them feel that they had 'at last come of age':

'Although the 1st cycle courses were very useful, I thought that they were not very different from what we had at secondary school, especially for those of us who did 'Préformation'. It was only at the end of the 3rd year, and in the 4th year that I really felt that I was a full university student. My ideas and my way of looking at life in general have been very much influenced by the courses I call "interesting" ...' (Translated from Arabic).

Alumni evaluation of the courses they took as part of the experience of H.E. has important implications for decision-making related to course organisation, teaching and assessment. Although these are outlined in more detail later, they are worth mentioning in this context of alumni assessment of the amount of material contained in syllabuses, the difficulty of courses and their interest.

The first implication is that, in order to promote student motivation for their studies when they enrol in the English Department, information about their secondary school experience as learners of English may be used as part of the input into syllabus design. Moreover, given the huge gap that seems to exist between 1st and 2nd cycles in terms of the number of courses and course content, a more balanced distribution of courses is necessary to allow them to devote more time and effort to follow their personal lines of interest and develop as independent learners. This also implies a rethinking of those aspects of the system which prompt students to think of their learning as entirely assessment-oriented, and which jeopardise any positive long-term impact the programme is meant to have on them. They would then be able to use their ability for critical thinking to discriminate between intrinsically 'interesting' courses, and 'useful' ones necessary for their 'academic integration', and make informed choices to enhance their feeling of responsibility for their own studies.

## 1.2 Teaching and assessment

The teaching and assessment procedures used in an educational programme constitute an essential source of impact on those involved in it. An outline of alumni opinions about such procedures should enable us to make inferences as to which of the effects of their experience may be ascribed to those components of the system.

Their academic performance and their general 'intellectual competence' (see note 66) are partly the result of the teaching they experienced as students, and the strategies they developed as a response to such teaching. As all the alumni involved in this study are committed to a teaching career at different levels of education, the influence of the teaching styles used 'on' them is likely to be reflected in their occupational aspirations, their educational values, and perhaps even their performance as members of the teaching profession.

Their evaluation of the assessment system, and the ways in which it has affected their general approach to learning, is also an important dimension of the long-term impact of their experience of H.E. Remarks made by interviewees and members of staff in the post-graduate programmes alumni are participating - or have participated - in (Faculty of Education

programme and 'Formation des Formateurs') point to the lasting influence of some of the assessment procedures used during their undergraduate years (see 1.2.2 below).

### 1.2.1 Perceived effects of teaching

The restrictions imposed on teaching practices by the organisational structure of the programme discussed in Chapter 5, which make of it a predominantly subject-matter and teacher-oriented system, to a large extent explain the way alumni describe its perceived effects on them. As one of them stated:

'We were receiving information from teachers. This made us take everything they said for granted and we were not really encouraged to find out information for ourselves. Our learning was limited to what we were taught during lectures and, although the courses were interesting, we were disappointed because we could not really participate and give our own opinions about matters ...'

An item was included in EAQ (Item 13) to elicit respondents' overall satisfaction with teaching as it was practised in the English Department during the period they spent at the University. The results (see Table 6.3 p. 250), although they do not yield statistically significant differences, indicate a relative polarisation of opinions for the first three years, and a more positively biased reaction to teaching for the last year (64% of respondents are 'quite satisfied' or 'very satisfied' with teaching in 4th year). Statements made by interviewees explain this trend and show that the smaller groups, and more particularly the individual supervision 4th year students require for writing their 'monographs', are important features of teaching in 4th year which have influenced alumni assessment of this component of the programme. The perceived effects of the monograph writing experience on this group of participants are discussed in section 2.

In addition to lecturing as the main teaching mode used in the programme, the limited opportunities for participation, the generally impersonal nature of classroom interaction, and the scarcity of feedback on student work, are the most important factors pointed out by respondents as causes for their dissatisfaction with teaching. Group-size as described earlier (Chapter 5, 1.2.2.3) more or less determines the teaching modes

adopted in the programme and explains the development of an institutional 'climate' where 'redundancy' (Chickering, 1969:147)<sup>72</sup> prevails, and where the more and more passive role of the student is likely to influence his/her assessment of teaching.

**TABLE 6.3**

Alumni satisfaction with teaching, EAQ, Item 13 (N=71)

Generally speaking, how satisfied or dissatisfied would you say you were with teaching as practised in the English Department in each year? (1=Not satisfied at all; 2=Not really satisfied; 3=Undecided; 4=Quite satisfied; 5=Very satisfied).

	1 + 2	3	4 + 5
YEAR 1	41%	10.5%	48.5%
YEAR 2	38%	17.5%	44.5%
YEAR 3	37.5%	15%	47.5%
YEAR 4	29.5%	06.5%	<u>64%</u>

For these reasons, alumni descriptions of their experience of teaching in the programme contain statements emphasising their acquisition of knowledge - in the form of information - related to the disciplines they were taught (themes in literature, theoretical principles in linguistics, aspects of the culture of native speakers of English, and specialised jargons of different disciplines), overlooking the less obvious gains which may have accrued from their participation in the educational programme. The main aim of teaching as perceived by respondents was to impart a body of information they were supposed to make use of, particularly they think in their attempt to come to terms with the assessment system:

'We used the information we were given to pass exams. By the time we got to the following year, we had forgotten everything and we started all over again. This is why I can remember very little of what I was taught, and I find it difficult to say what effects the teaching I experienced had on me. I think I can speak, read, and write English better as a result of my studies in the English Department, but it was other aspects of my experience there that made me what I am now, not teaching as such'. (Translated from Arabic).

These remarks, which were made by a practising teacher who graduated in 1978, may be contrasted with the following extract from an interview of a

graduate who was still training to be a teacher in 1985:

'Teaching as it was practised in the Department had a positive and a negative effect on me. I mean the way teachers taught us was different from one course to another and from one year to another. Now that I am training to be a teacher, I find myself trying to imitate those teachers whose lecturing had a positive effect on me ...'

This effect of a student's experience on his/her occupational aspirations is an important dimension of the way in which the 'model'/'anti-model' types are created. It is explored in more detail in our discussion of the impact of the programme on the 'vocational' expectations of alumni (section 3.1.2).

- Linguistic competence, (i.e. the ability to speak, write and read) in the language is also part of the 'residue' of alumni experience of H.E. Whereas 'knowledge' is a result of their exposure to 'content' courses, the development of their linguistic abilities is generally ascribed to the 'language' courses they took in the first two years of their studies.

The present 'usefulness' of their linguistic experience (discussed in more detail in 3.1) and its impact on their performance as teachers was pointed out by tutors at the Faculty of Education and inspectors as one of the essential aspects of their 'vocational' training at the University. However, the same restrictions referred to above were stressed by alumni as a determinant factor for their dissatisfaction with this component of their experience. The fact that opportunities for practice of the different skills were limited to the classroom, and the inadequacy of the library facilities provided, put stringent constraints on their development of the required mastery of the language for coping not only with their studies at University, but also with the post-university programmes they became involved in later. As a member of staff at the Faculty of Education put it:

'A one year programme at the Faculty of Education may be enough to equip them with the necessary professional training but cannot make up for the deficiencies they sometimes exhibit in their performance in a language they are called upon to teach, however elementary the level'.

The ambiguity pointed out in the context of our analysis of purposes concerning the 'English for teaching purposes' function of E.L.T. (Chapter 4, 2.2.1), is reflected here in participants' lack of certainty as to the

degree to which students' studies are vocationally oriented, and their understanding of the 'mission' of H.E. in relation to what is referred to as 'formation des cadres'. The issue is still being debated at the national level, and the recent developments which have affected the employment market, especially the drastic reduction in the number of teaching vacancies in secondary schools, justify the need for a rethinking of this aspect of the purposes of English Departments at the University.

### 1.2.2 Alumni experience of assessment in the programme

The nature of the assessment system current in the institution (Faculty of Arts), and the more specific features of its application in the context of the English Department, influence both the student's 'academic integration' and the attitudes s/he is likely to develop later towards the programme as a whole. These attitudes are exemplified in alumni evaluation of their own performance on the one hand, and those aspects of their experience which they think have shaped their present conceptions of assessment.

Although interviewees generally thought that the system was 'more or less fair' because most of the examination questions were about 'things' they were taught, they stressed that what amounts to 'playing the exam game' for purposes of passing, was an essential aspect of their experience as students. This is illustrated in the following extract from the interview of a practising teacher:

'I was not really aware of the methods used in assessment as they were never explained to us. But I knew that if I worked hard, and I am sure this was judged on how much I could remember from the course, I had a 90% chance of passing ... My pupils are now doing exactly the same thing and I suppose that if they go to University, they will "feel at home" '.

What these remarks suggest is that students' justification for 'conforming' to what they perceived as being the requirements of the assessment system, was their need to 'integrate' academically and thus guarantee at least the 'meal ticket'. This seems to explain why members of staff both at the Faculty of Education and in the graduate programme ('Formation des Formateurs') expressed strong reservations about the effectiveness of the E.L.T. programme in inducing changes in the ways students generally approach the learning tasks they are assigned, even at the more advanced



level of graduate study.

The point we are trying to make here is that, however 'open-minded' and potentially ready to change they may be when they enter University, when students confront the 'reality'<sup>73</sup> of the educational context in which they have to function, passing examinations becomes their overriding concern.

Some of the features of assessment as it prevails in the programme serve to reinforce their perceptions of the system as encouraging the types of approach to learning described in Chapter 5, and the feeling of insecurity - created by the high rates of failure - most of them develop throughout their careers at University. This may be why purposes of H.E. such as the development of critical thinking, personal growth, and 'autonomy' (Chickering, op. cit.:54) are seen by members of staff and decision-makers alike as 'lofty' and part of the rhetoric of academe.

### 1.3 'Social integration'

'Social integration' as reflected in students' 'interaction with the major agents of socialisation on campus' (Pascarella, op. cit.:642) is the third component of the model referred to in the introduction to this chapter. Different features of the institutional 'climate' and the systems of relationships existing between different participants and groups of participants in the programme constitute a major source of influence on the student's affective development<sup>74</sup> and the resulting changes in attitudes and values, teacher-student and student-student relationships and the sets of general behaviour resulting from them. The 'culture' and 'subcultures' prevailing in the institution, and the patterns of student residence are also among the most influential factors in the institutional context as a unit of student socialisation in the programme. Although causal relationships between these factors and the impact of the programme on students are bound to be complex and difficult - if not impossible - to define, ample evidence reported in the literature on the subject (see for example Chickering, op. cit., Chickering et al., op. cit., Sanford op. cit. ...etc.), suggests that this aspect of student experience of H.E. contributes to a large extent to his/her assessment of the experience, and more importantly to his/her affective development.

### 1.3.1 Teacher-student relationships

The 'anomic process' discussed in Chapter 5 (1.3.4), which is a direct result of the system of relationships prevailing in the institution, adequately describes the interaction characteristic of staff-student relationships. Participants in the programme have come to accept 'redundancy' (see note 72) as a 'fact of life' they have to live with and, together with the conception of the role of the teacher current in the educational context and society at large (mentioned in Chapter 5, 1.3.4), this element has shaped alumni experience of 'social integration' in the programme. An indicator of their assessment of staff-student relationships is provided by their response to Item 18 of EAQ, (Table 6.4 below), although most respondents (over 75%) actually included additional comments, some of which are used to illustrate their description of this aspect of their experience.

**TABLE 6.4**

Alumni assessment of teacher-student relationships, EAQ, Item 18 (N=71)

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Do you think staff-student relationships in the English Department were:

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Very poor 16%	Poor 34%	Average 32.5%	Good 13%	Excellent 04.5%
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A reference to the date when they graduated from (or left) the Department indicates a variation in response worth mentioning. The most positive comments about teacher-student relationships were generally made by respondents belonging to the group of alumni who completed their studies between 1977 and 1980, whereas the statements made by those who left the Department later are more critical. The following extracts from two interviews illustrate the point:

- 'Staff-student relationships used to be better than they are now. When I was a student in the Department, students generally could approach teachers who were on the whole interested in our problems. The problem now - it seems - is that teachers don't even know the names of their students, there are so many of them ...' (The interviewee graduated in 1978).
- 'Apart from a few exceptions, there was a "real" Teacher-student (with a capital T) relationship, very seldom a

friendly one ... ' (The interviewee graduated in 1983).

Although group-size and the general organisation of studies were pointed out as the main reasons, three interviews contain references to the 'social traditions' and the nationality of teachers as factors that contributed to the impersonal character of teacher-student relationships:

- 'I have the impression that the administration didn't like teachers who were too friendly with students. Our social traditions don't really encourage that ...'
- 'Moroccan teachers who were themselves students at the University understand the "mentality" of the student in a different way than foreign teachers. Very few of them dare establish a different relationship with their students than the one they think is normally accepted in our society ...'  
(Translated from Arabic).

The remarks made by alumni concerning their experience of 'social integration' as reflected in their interaction with members of staff are consistent with the views aired by undergraduates about the nature of teacher-student relationships in the programme (see Chapter 5, 1.3.3 and 1.3.4).

Research findings reported in the literature about the importance of institutional size as a source of impact on students' experience of H.E. (see for example Chickering, op. cit.) have underlined the implications of the resulting 'social climate' for student development - among other attributes - of 'identity' and 'autonomy'. This has prompted Chickering to make the following statement about the consequences of 'redundancy':

'This narrowing of the range of contacts, which probably occurs with increasing over-population, may be primarily responsible for the large number of students who go through college relatively untouched'.

(op. cit.:193)

In our account of students' motives for opting to study English at the University (Chapter 4, section 4), the 'reputation' of the English Department as a learning milieu was reported as a positive factor. Their teachers' 'advice' and 'encouragement', often motivated by their own experience as students in the programme, influences the choice of new University entrants. As the above analysis of alumni experience of the same programme as a social context suggests, the opportunities are very limited

for the type of interaction with the potential of fostering student effective learning and personal development to take place. One wonders then how alumni - who are now in a position to advise their secondary school pupils - generally make a point of emphasising the 'good atmosphere' supposed to prevail in the English Department. An answer to this may be as one of the interviewees put it that:

'Working conditions and teacher-student relationships may leave a lot to be desired, but students tend to compare different departments. Compared to other departments in the Faculty, teacher-student relationships are relatively relaxed and more 'human' in the English Department ...' (Translated from Arabic).

### 1.3.2 Student culture and 'sub-cultures'

In his examination of the impact of student culture on their experience of H.E., Chickering posits the hypothesis that:

'Student culture either amplifies or attenuates the impact of curriculum, teaching and evaluation, residence hall arrangements and student-faculty relationships ...'

(op. cit.:155)

The organisational structure of the programme, and the students' initial positive dispositions towards English study underline the specificity of the Department as an academic unit within the Faculty. The existence of a Department 'culture', as pointed out earlier (Background Chapter, 2.4.2), can be explained not only by the characteristics of members of staff and the nature of the disciplines taught, but also by the various aspects of student culture as reflected in their reactions to the workings of the programme and the general institutional context.

#### 1.3.2.1

One of the most recurring themes (in alumni interviews) related to student culture is their perception of the existence of marked differences between the English Department student-group and students in other departments. As a result of their exposure to the cultural component ~~explicit or implicit~~ in English as a foreign language, alumni felt 'alienated' and 'more westernised' than students in other departments.

- 'The fact that we had to devote all our time to English studies prevented us from being interested in anything else

but English. As students were often heard speaking English outside the classroom, our friends in other departments used to call us the "English" ...'

- 'Students in the English Department were thought to be the least "militant", the most hard working. Other students thought that we were more "permissive" because of the influence of English ...'

The stereotype of the English Department student as a 'conformist', 'alienated', and totally committed to his/her subject of study, is a feature of student culture, which explains the professional commitment displayed later by alumni (see 3.2).

The students' 'willingness to understand and follow the ways of the target community' (Loveday, op. cit.:34) is often stressed as a condition for success in second language and foreign language learning. However, because the L2 or FL is also 'a carrier of an alien culture' which 'may in certain cases constitute a threat to the student's ... identity' (Loveday, op. cit.:49), statements in alumni interviews refer to their 'new personality' and what some of them perceive as 'a threat to our Moroccan identity'. The following extract from the interview of a teacher-trainee sums up the point:

'The most important thing I remember about my four years in the English Department is that the more committed I was to my studies, the more I had the feeling that I was becoming "alienated", an Englishman in every sense of the word. I realise that the only way to understand English is to know something about the culture of its native speakers, but I think that we neglected our own culture by giving little importance to the Arabic and Islamic Studies course ...'(Translated from Arabic).

Implications of this aspect of student culture may be inferred from our examination of the socio-cultural purpose of H.E. in general, and the 'English for cultural purposes' function of the E.L.T. programme. They underline the need for an assessment of the importance of the 'cross-cultural' component of the programme and its potential to promote students' development of their identity, rather than inhibit it and make of them 'alienated' individuals.

#### 1.3.2.2

Other features of student culture, which are common to all students

in the Faculty of Arts, are related to their geographical origin, the secondary school they attended before enrolling at University, and their patterns of residence. The network of peer-relationships seems to follow a pattern determined by these three student characteristics. Except when they perceive that gains in terms of their studies may accrue from a relationship outside the established pattern, student relationships are limited to the 'friend from secondary school', 'the friend from the same village or town', or the room-mate for those who live at the University hall of residence.

In spite of the idea current among members of staff that students are generally used to helping each other, which often amounts to 'cheating', alumni explained students' reluctance to 'work with other students' by referring to the 'competitive' atmosphere in the Faculty and the strong pressures on them 'to do well'.

'We couldn't help each other. We had to excel and be better than the other. Competition between students was the most striking aspect of student relationships and this was very obvious before and during exams ...'

A manifestation of a 'sub-culture' which is a direct result of the organisation of the programme of studies is the 'competition' existing between literature and linguistics majors in 4th year. This is reinforced by their conviction that teachers and the administration 'favour' one group at the expense of the other, and that different standards are used in assessing their performance.

Another consequence of the 4th year specialisation has been the emergence of discipline based sub-cultures among members of staff themselves. As one of them summarised the situation,

'... students' specialisation in literature or linguistics has created more problems than anyone could anticipate. One group of students think they are discriminated against and colleagues themselves have become biased in monograph supervision and assessment, and some of the decisions they make in exam deliberations'. (IDD)

Although alumni stressed the positive impact of such specialisation in that it was an opportunity for them 'to really become university students', they also pointed out the polarisation it has created in their attitudes to the

two disciplines. This is illustrated in the following comment made by one of them:

'Linguistics students have come to think of literature as an "inferior" subject and literature students look down on linguistics students and consider them as "parrots", who can't think for themselves and who learn everything by heart ...'

Other sources of impact on students' experience of H.E. related to department and student cultures are referred to later in the description and discussion of the changes in attitudes and values emphasised by alumni, and perceived as the result of their involvement in the E.L.T. programme and H.E. in general.

The contribution of the culture of the institutional context to student culture, and the ways in which it affects their overall experience of the programme, has important implications for their development of 'integrity' and the 'freeing of interpersonal relationships'<sup>75</sup>. Such contribution is a critical factor for the achievement of the 'personal growth' and 'education for life' purpose of H.E. and constitutes an essential part of the potentially positive component of the 'unanticipated' outcomes of education in general. 'Identity', 'integrity', and 'the freeing of interpersonal relationships', are notions which cannot be separated from the culture created by the educational institution, the prevailing student culture, and their influence on students' assessment of their experience of H.E.

## **2. THE 4TH YEAR MONOGRAPH**

The following detailed analysis and discussion of alumni perceptions of the monograph writing experience is justified by the strong views voiced by respondents about the impact they think it had on them. Interviews - more particularly pair ones during which interviewees often gave totally different descriptions of their experiences - contain lengthy statements about their involvement in the one-to-one student-supervisor relationship entailed by the supervision practices in the Department.

The 4th year monograph was initially introduced as a component of the programme and designed to contribute to the achievement of the research purpose of H.E. (Chapter 4, 2.3.2). The controversy over its status as

research work is illustrated in statements made by members of the staff and alumni groups which reflect totally opposing views.

- 'I think the most valuable part of my experience as a student was monograph writing. It was an opportunity for me to apply what I had learnt to write my first research work ... I frankly felt proud when I achieved a concrete work of my own. I had consulted other books and monographs before, mine in turn would be consulted'. (Alumni).
- 'It is evidently a farce and costs some teachers and students a lot of time. Why is it there? Certainly not for educational purposes!'
- 'The present monograph system encourages pretentiousness and plagiarism as the student attempts to impress with his bound volume ...' (Members of staff).

The two extreme views expressed here have been selected on purpose to highlight the ambiguity of the introduction of this element of the programme, and the criteria used by different individuals concerned to assess its status.

## 2.1 Perceived functions

An understanding of the place of the practice of monograph writing in our students' experience is possible if we can develop a more complete picture of the rationale the system is based on. This calls for an account of the various functions the monograph is expected to perform as defined in department documents or as inferred from the views expressed by respondents, and the organisational features of this component of the programme. The data used for our argument are selected from interviews, responses to questionnaire items (SMEQ, TMEQ and EAQ), and the available documents.

### 2.1.1 Teaching and assessment procedures

Because no stipulation is provided for a formal common framework for practice in the official texts or in department documents, important differences exist from one department to another and even within departments. Whereas in Rabat for example, the 4th year 'mémoire' consists of a number of essays submitted by students, theoretically as a result of



participation in 'research seminars', the requirement in Fez is for students to complete a 40-50 page 'monograph' on a topic related to their studies. Differences within departments are reflected in a diversity of practice whereby some members of staff work with the whole group of students they are supposed to supervise - at least during the initial stages of the process - and others prefer to provide individual supervision from the beginning.

Such diversity of approach to monograph supervision has resulted in the development of arguments concerning the amount and quality of attention different students are given, and the criteria and standards applied in the evaluation of the final product of students' work. Attempts at defining a set of such standards and working guidelines for all teachers to implement in order to make the system 'more fair' to all concerned have failed so far, with the consequence that

'... a private and long-lasting relationship between the student and the supervisor makes it difficult for the latter to assess objectively the work submitted. Hence, most students - even the poorer ones - end up with a pass mark. Almost all teachers will pass their students to show how capable they are as supervisors (such is human nature! ...).'

The claim made - by one of the teachers - in this statement is supported by the results for the monograph component of examinations for the last six years (Appendix X III, p.421). These results indicate a drastic drop in the number of students who fail to score a pass or borderline (09/20) mark (in 1979-80, 21.5% scored less than 09/20 compared to 00% in 1984-85), and a dramatic increase in the number of those who scored high marks (in 1979-80, 37.5% scored 12/20 or over, compared to 78% in 1984-85). The results reported for the last two years contrast sharply with the dissatisfaction voiced by members of staff concerning the quality of student work and the system in general. This dissatisfaction is clearly demonstrated in their reaction to Item 8 of TMEQ, where 95% of respondents are either for 'changing the system' (58.5%) or 'doing away with it' (36.5%). (See Table 6.5).

Although the competitiveness referred to as a feature of the 'sub-cultures' (linguistics vs. literature in particular) that characterise the programme may constitute one of the reasons for this contradiction, other factors may be at play which remain to be investigated.

**TABLE 6.5**

Staff overall opinion about the monograph system, TMEQ, Item 8 (N=22)

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Given your experience of the monograph system, would you be for:

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1. Keeping the system as it is	04.5%
2. changing the system	58.5%
3. doing away with the 4th year monograph	36.5%

---

Other issues related to the organisation of the system such as the choice of topic, choice of supervisor and second reader, and submission deadlines, were investigated in TMEQ. Some of them are taken up in section 2.2 in the context of undergraduate and alumni evaluation of this part of their experience of H.E. Statistical results obtained for different items in TMEQ and SMEQ are reported in Appendices XII.1.2 and XII.2.2 (pp.414&419).

### 2.1.2 Functions

The purposes the 4th year monograph is meant to achieve are underlined in the rationale for its introduction as one of the requirements students must fulfil toward completion of the B.A. degree. These purposes - as pointed out earlier - are either stated in official or department documents, or may be inferred from the various statements made by members of staff, and undergraduate and alumni descriptions of their experience of monograph writing and the way they think it has affected them.

#### 2.1.2.1

The variety of teaching practice mentioned earlier is an important feature of the system, illustrated in a comparison of documents related to syllabuses in the Fez and Rabat departments. Whereas the Fez course description (CD.4, 1984-85) contains no reference to the 'research seminars', the Rabat one defines the general aim of such 'course' as 'an introduction to the mechanics of research and the writing of a research paper on a teacher-approved topic' (Rabat, CD.4, 1984-85). The document specifies the course objectives (e.g. 'enable the student to acquire the technique to use basic research resources ...'), the teaching methodology

('a seminar, not a lecture'), and a recommended bibliography. The only reference to the monograph 'course' in documents issued by the Fez English Department is in the report submitted to the 'Conference on Objectives of E.L.T.' and reads:

'An extended research paper of 30-50 pages, the monograph is intended to train the students in the skills of research ...'  
(C.O.E.L.T., op. cit.:6)

These remarks highlight the differences in approach adopted in each of the two departments and suggest a fairly structured system in Rabat, at least in theory, compared to the more personal practice preferred in Fez. This 'flexibility', although it may be considered by some members of staff as part of the 'academic freedom' they are entitled to, is a potential drawback which may explain the variety of criteria and standards used to assess the quality of the work produced by students.

#### 2.1.2.2

The functions of the monograph that may be inferred from the teaching practices adopted, staff statements, and undergraduate and alumni descriptions, seem more relevant and 'real' than the official purposes defined above. The results yielded by Item 1 of TMEQ (Table 6.6 below) suggest a number of trends which can be elaborated on using the more extended information obtained in interviews or recorded from additional comments to respondents' choice among the options suggested.

**TABLE 6.6**

Staff definition of the functions of the monograph, TMEQ, Item 1 (N=22)

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How would you define the overall purpose of the 4th year monograph?

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1. A mere fulfilment of one of the requirements of the 4th year course and exam	35.5%
2. A framework for initiating student interests	20.5%
3. A framework for exploiting existing interests	17%
4. A preparation for further studies	15%
5. More than one of these	12%

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Although one third of respondents seem to consider the monograph as 'no more than a fulfilment of course and exam requirements', where 'most students would be quite happy if you accepted their plagiarism, or even if you wrote it for them', more than half of them see other more positive aspects to the experience. Given the nature of the exercise as a unique opportunity for a one-to-one teacher-student relationship, some members of staff see it 'when seriously done' as a 'positive experience for both student and teacher'.

The totally opposed views voiced by different respondents in their attempt to define the functions they think the 4th year monograph is supposed to perform, attest to the diversity of practice in supervision, the differences in their perceptions of student motivation and aptitude, the complexity of the topic chosen, and the differences in numbers of students they are supposed to supervise.

However, the dissatisfaction with the system as it stands shown by respondents is far from being borne out by the assessment results obtained by students for this component of the programme. As mentioned in 2.1.2 above, all candidates who submitted a monograph in 1984-85 scored at least the borderline 09/20 mark, and 78% 12/20 or over (60.5% in literature and 90.5% in linguistics), although they represent only 72% of students who passed the written examination.<sup>76</sup> An explanation for this trend is suggested by the statement reported in 2.1.1 (p. 261), but does not justify the inconsistency between this evaluation of the exercise by teachers in general, and their actual assessment of student monographs in examinations. This illustrates one aspect of the 'rhetoric' vs. 'reality' phenomenon that is understood to characterise educational settings, and calls for an investigation of the students' own stance in the issue.

## 2.2 Undergraduate and alumni experience

### 2.2.1

Seen from the point of view of the student, the monograph writing experience raises other issues than the ones emphasised by staff, and undergraduate and alumni views generally differ from those expressed by

their teachers.

Information about students' assessment of the experience was elicited during interviews and through SMEQ, Item 13 and EAQ, Item 36 (Table 6.7 below).

**TABLE 6.7**

Undergraduate and alumni assessment of the monograph writing experience

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SMEQ, Item 13 (N=85) Generally speaking, would you say that writing a monograph in 4th year is:

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1. a waste of time	08%
2. a heavy burden on the student	30.5%
3. you can't say	03.5%
4. an interesting experience	39%
5. the most interesting and useful experience of a student's life at the University	19%

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EAQ, Item 36 (N=71) How would you describe the monograph writing experience, would you say it was:

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1. a complete waste of time	14%
2. a nasty experience you would rather forget	12%
3. an interesting experience	26%
4. a useful experience	24.5%
5. the most interesting aspect of university life	23%

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In order to understand alumni perceptions of the impact of this aspect of their experience of H.E. on their learning and general development, it is essential to take into consideration the views of undergraduates about the different issues relating to the organisation of the monograph system, and its manifestations in terms of learning and assessment. The main reason for this is that alumni opinions may be based on the results they obtained for the monographs submitted for final assessment of their studies in 4th year, and thus display potentially

'subjective' reactions resulting from their positive - or negative - performance. Undergraduates on the other hand could not accurately predict the outcome - in terms of grades - of teachers' evaluation of their work. The views they aired are potentially less biased as their description of the experience took place at a time when supervisors had not yet finalised the grades to be awarded.

Alumni response to Item 36 in EAQ (Table 6.7) illustrates the point being made here. The relatively high proportion (26%) among them who chose the 'complete waste of time' or 'nasty experience' options may be interpreted as a negative reaction engendered by their failure to complete the B.A. degree. This is stressed in the following comments made by respondents to EAQ:

- 'I spent the whole year working on the monograph. Because I failed the written examination, it wasn't even considered. That's why I think it was a complete waste of time'.
- 'It's a nasty experience, due to some supervisors who like to make students fail. If I had passed the written exam, perhaps my answer would be different'.

This explains the higher percentage representing a negative assessment of the experience obtained for EAQ, Item 36, (26%), compared to only 08% for SMEQ, Item 13.

### 2.2.2

When undergraduates and alumni voiced criticisms about their monograph writing experience, these were directed not only at the final assessment results, but also at some of the features of the organisation of supervision. These criticisms are concerned with the choices of supervisor and topic, responsibility for completing the work, and the amount and nature of help provided by supervisors.

As this is seen as the only real opportunity when students are given some kind of choice during their whole careers at University, they all insist on a say in topic and even supervisor selection. Although the results obtained for TMEQ, Item 2, and SMEQ, Item 6 (Appendix XII.2.3, p. 420) indicate a substantial agreement between the two groups of respondents (76% for TMEQ and 70.5% for SMEQ), about the choice of topic as

being the responsibility of the student and his/her supervisor, only 05% of members of staff who completed TMEQ are for the 'student alone' selecting his/her topic. 90% are for assigning the task to a 'group of teachers specialised in the student's chosen area'.

The amount of work involved in completing the monograph, and the proportion of time students have to devote to the task, are also recurring themes in respondents' descriptions of their experience. In fact, a large number among those who 'did not enjoy' the experience gave work load as the main reason. 85% of respondents to SMEQ thought the monograph took up 75% of their time (see results for Item 11, Appendix XII.1.2, p. 414). As a consequence, more than half of them (52%) consider the completion of the monograph only partly their responsibility (50%) and think the supervisor is at least as responsible as they are for getting it ready for submission (see results for Item 9, Appendix XII.1.2).

'What we are asked to do is unfair. If the teacher can impose a topic and make the student change what he doesn't like, then he should be at least as responsible for its completion as the student'. (Translated from Arabic).

This indicates the extent of students' dependence resulting from their perceptions of teaching as mainly teacher-centred and emphasises their conception of learning.

Another consequence is the failure on the part of a substantial number of students (more than 50%) to meet the deadline set for submission, and in some cases (05% in 1984-85), failure to submit the monograph at all.

These reasons contribute to the impression derived from respondents' descriptions of monograph writing as a demanding and often 'traumatic' experience some of them 'would prefer to forget' (EAQ, Item 35, Table 6.7).

### 2.2.3

Despite its 'traumatic' nature, respondents - particularly alumni interviewees - pointed out at least three positive features of the monograph writing experience. These are outlined below, with illustrative quotations either from additional comments included in questionnaires, or from interviews.

### 2.3.2.1

The first positive aspect mentioned exemplifies the function of monograph writing as an interest promoting opportunity. Whether it initiates new interests or fosters existing ones, the student's choice of a topic is often an intellectually stimulating process, which calls for the use of previously acquired knowledge, or the acquisition of new knowledge necessary for solving problems related to the organisation of the 'research' work to be undertaken.

'I made up my mind to write a monograph in linguistics before October. I spent the summer holidays trying to think of a topic that will be accepted by the Department, and for which I could find enough references. That is really how I got interested in sociolinguistics'.

The student's choice of a topic may also arise from enthusiasm developed during the first three years as a result of his/her involvement in different courses and learning activities.<sup>77</sup> Although most students start thinking about topics for their 4th year monographs only after 3rd year examinations, a few are able to make tentative decisions based on concerns and interests developed earlier. A typical example is the 2nd year student who decided 'to write a monograph on Modern Drama' because he had taken part in a drama performance (quoted in Chapter 5, section 2.4, about 'extra-curricular' activities).

### 2.2.3.2

The monograph writing exercise is also seen by respondents as an opportunity for them to engage in reading activities not directly related to their courses. In spite of the paucity of reading materials emphasised by all participants, maximum use is made of the resources available. It was in this context that alumni who were in the Department during the 'Department library experiment' (see Background Chapter, 2.3.4) made remarks worth pointing out.

Because of the 'controlled' organisation of the system of borrowing, respondents concerned felt that 'the pressure on us to return the books and articles made us read them' and 'we knew that they would be there if we



needed them again'. Moreover, the mere fact that they had access to the shelves - which is not the case in the main library - enabled them to select references related to their topic of interest. The following statement summarises an interviewee's assessment of the 'experiment', however 'subjective' it may sound:

'It was because the department library was open to students that I managed to do enough reading for my monograph and other courses. The reading I did then completely changed my approach to study and helped me a lot with the studies I am following now'. (3rd cycle).

The importance of this 'reading' aspect of a student's experience of H.E. for his/her personal development is obvious and need not be elaborated on further. However, the point must be made that, unless opportunities are available for initiating and furthering student interests as a consequence of their choice of a topic for the monograph, the potentially positive impact of this component of their experience of the programme is likely to be hampered.

#### 2.2.3.3

Monograph supervision entails a one-to-one teacher-student relationship, unique in our students' experience of H.E. As pointed out earlier in our description of supervision practices, variety is the main feature that characterises the system, which explains the differences in descriptions given by alumni<sup>4</sup> of teacher-student relationships in the context of monograph supervision. These vary from the experience the participant 'would rather forget' because 'the supervisor tried to make it hard by all means and even took a pleasure in discouraging students' to 'the most valuable part of my experience at the University, when my supervisor's guidance allowed me to know my own abilities' and gave me the opportunity to discover that teachers are interested in their students, and that they aren't the "monsters" students often think they are!'. It is at this stage in the student's career that his/her relationship with the 'closest teacher', viz. the supervisor, is the most likely to follow a pattern where the teacher is a 'model' who

'... may be for the student a source of inspiration, a model of adult behaviour, an object of unconscious "identification"....'

who 'may force a reorganisation of the student's value system ...'  
(Sanford, op. cit.:55).

The supervisor may also represent the 'disappointing-model' or even the 'anti-model', in which case

'the student uses the teacher as a lodestar, from which he sails away as rapidly as he can, seeming to say: whatever he is, I will not be; whatever he is for, I will be against'.  
(Adelson, 1962:414).

Because of the relative frequency of contact between both parties, the student enters a relationship not common in the circumstances imposed by institutional size, which may mark a turning point in his/her life as a participant in H.E. Even when perceived as negative, the feedback provided by the supervisor has the potential of shaping the perspective the student will adopt in solving problems relating to his/her work and adapting to the original working relationship monograph writing and supervision entail. Whether the supervisor is seen as a 'model' or as an 'anti-model', the new situation creates opportunities for the student to 'learn about learning' and develop as an independent learner.

'When I was writing my monograph, I knew from the beginning that I would have to rely on myself. This was made difficult by the lack of references and my own lack of confidence in my ability to write a 50-page monograph. When I managed to produce an outline and a bibliography which were accepted by the supervisor, this gave me a lot of confidence ...' (Translated from Arabic).

Alumni interviews, and the comments they made about their monograph writing in questionnaires, abound with statements which attest to the importance of the impact of this aspect of their experience on their general intellectual development. Further evidence are the results obtained for Item 35, EAQ, which indicate a substantial positive bias, with 73.5% of respondents considering that their monograph writing experience was either 'interesting', 'useful', or 'the most interesting aspect of [their] University experience'.

It has been noted that students often insist on including 'dedications' to various individuals (teachers, parents or other relatives, friends ...etc.) in the final typed copies of their monographs. Although members of staff sometimes consider these 'dedications' as signs of

'pretentiousness', respondents emphasised their importance as a 'symbol' of gratitude to the individuals they are dedicated to and of their 'pride'.

'In addition to the "diploma", it is the only proof I have to show for the four years I spent in the English Department ...'

The justification of the 4th year monograph as a component of the E.L.T. programme and the functions assigned to it need no further elaboration here. Whether the system as it stands should be 'kept as it is', or whether 'it should be changed', is an issue which must be addressed, bearing in mind the constraints of the educational context and students' aspirations and abilities. The implications for the overall organisation of the programme and the necessity for a systematic evaluation of the system, particularly supervision practices, are outlined in the context of the general conclusions to this study.

### 3. 'USEFULNESS' AND LONG-TERM EFFECTS

Alumni descriptions of their experience of programme practices and the Department as a social context, and the various views they hold about their experience of monograph writing, are a consequence of the interplay between the four sources of impact referred to in the introduction to this chapter (background characteristics, programme organisation, 'academic integration' and 'social integration'). The descriptions also reflect their perceptions of the 'residue' of their experience of H.E. as demonstrated in their conception of the 'usefulness' of their experience to their occupational ('vocational') concerns, and the changes in their attitudes and the 'reorganisation of their value systems' (Sanford, op. cit.:55). These may represent the least explicit purposes and now 'unanticipated' outcomes, which are the result of students' involvement in the programme as part of the general process of education.

#### 3.1 'Vocational' effects of the programme

Our description of alumni evaluation of courses they were exposed to as undergraduates (1.1.1, 1.1.2 and 1.1.3) yields an important distinction which was made by respondents to explain their reactions to the subject-matter and the teaching of courses. The distinction made may be inferred from their perceptions of the changes resulting from the programme in

aspects of their knowledge and skills related to the 'teaching English for teaching' purpose. The 'interest' dimension of their experience is more to do with the 'English for communication', 'English for culture' and 'English for research' purposes of the E.L.T. programme (see Chapter 4, section 3).

### 3.1.1 'Language' courses

The overall aim of 1st cycle courses - as discussed in the chapter on purposes - is to develop the students' 'linguistic' skills (speaking, reading and writing), with the assumption that their first cycle studies will adequately equip them with the necessary knowledge and abilities to face up to the demands of the more 'content' 2nd cycle courses. Implicit also is the idea that the 1st cycle courses are intended to give the student the linguistic training needed to cope with teaching at secondary school level, should s/he fail to complete the B.A. degree.

In spite of the strong reservations concerning the achievement of this purpose of the programme voiced by members of staff at the Faculty of Education and inspectors (1.2.1, p. 251), the general impression derived from alumni assessment of this aspect of their experience is positive. Respondents made elaborate comments about the 'good level' of their spoken and written English and its 'adequacy' to cope with the teaching tasks they are - or will be - assigned.

'The English we learned in the 1st cycle is enough to teach in secondary schools. An average student who passes the 2nd year exam I think knows enough English to teach beginners and even in the 6th form ...'

This also reflects alumni satisfaction with their linguistic attainment and knowledge, and the 'usefulness' of the 'language' courses they took at the University for their present professional concerns. Up to 80% (Item 20 on Spoken English) and 70% (Item 21 on Written English) of respondents opted for the 'agree' or 'strongly agree' choices that 'generally speaking, the programme had a positive effect' on the skill mentioned, and 77.5% thought 'language' courses are 'useful' or 'very useful' for their present professional performance as teachers.

### 3.1.2 Impact on alumni professional performance

The second aspect of 'usefulness' is related to alumni perceptions of the effect different programme components have/had on their teaching performance or training as teachers of English.

Two patterns emerged as a result of respondents' exposure or otherwise to the teacher training programmes at the C.P.R. or Faculty of Education (formerly E.N.S.). The few among them who went straight into teaching (18% of respondents to EAQ), stressed the importance of their experience as university students for their teaching performance, by pointing out the teaching styles they experienced as a source of influence.

'You learn a lot about teaching not only when you are a pupil at secondary school, but also at the University. Because I didn't go to the E.N.S., my teaching is very much influenced by the way I was taught at the University. During the first years of my teaching career, I used to imitate the best teachers I had in the English Department ...' (Translated from Arabic)<sup>78</sup>

Of those who did follow one of the teacher training programmes, 70.5% either 'disagree' or 'strongly disagree' that the E.L.T. programme had a positive effect on their training or teaching performance. Evidence in the comments they made during interviews suggests that the influence of their exposure to the more professionally oriented programmes at the C.P.R. and E.N.S. has been more important, and often has induced changes in the conception of teaching they formed as university students.

'What I learned in my experience here is that the relationships between teachers and students are the most important factor in learning. I hope I will be able to establish the type of relationships we have here with my pupils next year'.<sup>79</sup>

The statements made in this section stress the importance of the need for a thorough assessment of the 'teaching English for teaching' purpose of the E.L.T. programme, and the resulting implications for the relationship between H.E. and 'formation des cadres' (training of manpower) at the national level. If a definition of such a relationship is made in more explicit terms and commitment on the part of those concerned (decision-makers and possibly teachers), it has the potential of justifying and giving weight to whatever changes are made to stress the 'soft

vocationalism' (Weinstein, op. cit.:17,18) which the E.L.T. programme in H.E. is meant to have as one of its main purposes.

### 3.2 Attitude and value changes

In the analysis of purposes proposed in Chapter 4, a concluding statement was made about the possibility of the existence of purposes implicit in the organisational structure of the programme and in the very rationale for the establishment of institutions of H.E. The point was also made in our discussion that the most explicitly stated course objectives are those related to student cognitive development (knowledge and skills), but that students' exposure to the different components of the educational programme and the Department as a social context, may bring about changes in their attitude and value systems. These changes which are not 'planned for', can still be inferred from decision-makers' and teachers' reference to the 'lofty' aims of H.E., and are demonstrated in different aspects of the general behaviour of individuals who have participated in the programme under study.

Although the line between them is blurred, two types of effects on alumni of their experience of H.E. may be derived from our analysis of the data collected for this part of the evaluation. These are 1) the effects which are largely due to their involvement in the E.L.T. programme, and which may be considered as specific to individuals who opt for English study at the University, and 2) those which are the result of their experience of H.E., and which they share with other student groups.

#### 3.2.1

The first and most obvious direct consequence of our students' participation in the E.L.T. programme is their choice of career. Whether 'forced' (when 'there is nothing else to do') or voluntary, such a choice entails a certain degree of commitment on the part of the individual to English as an academic discipline, and later to English teaching as a profession. Such commitment is reflected in the very small number of English graduates who opt for other professions than teaching, although this may be due to the very limited choices available, and the ever-growing membership of one of the most highly regarded professional associations of

teachers (Moroccan Association of Teachers of English) in the country (72% of respondents to EAQ were members in 1985). Another indicator of their commitment is the constant interest teachers of English have displayed in the in-service teacher training sessions organised at the regional and national levels.

In spite of their sometimes critical opinions about the actual performance of alumni, statements by tutors at the Faculty of Education and inspectors of English attest to the high level of commitment shown by graduates of different university departments of English.

'I don't think anybody can deny that secondary school teachers of English are one of the most - if not the most - dedicated professional groups in education in the country'.

This commitment on the part of alumni has also contributed to the development of high expectations - apparently seldom fulfilled - which may be traced back to their motives for taking up English study at the University. In our account of student motives for enrolling in the English Department (Chapter 4, 5.2), mention was made of those who aspire to higher status jobs, for example being a university teacher, 'not just a secondary school teacher'. Given the more and more stringent constraints on the employment market for graduates of English, the chances of these aspirations being fulfilled are slim, and frustration and disappointment are taking over the initial enthusiasm.

### 3.2.2

'Behaving like English people' or 'living in an English world', is another direct consequence of students' exposure to the programme. Although this is generally thought to be a feature of the general behaviour of only a minority of former students of the English Department, this - as pointed out earlier - is an instance of the changes in attitudes and value systems brought about by their involvement in the programme. Whereas in some cases such involvement has resulted in the adoption by individuals of a 'new personality', marked by an attempt at emulating what are perceived as the 'ways of the English', in others, participants' reaction has been a rejection of this 'personality that was imposed by studies in the English Department'.

The implications of this effect of students' experience of the E.L.T. programme, stated in the context of the description of the institutional and student cultures (1.3.2), raise issues underlined by the purposes of the programme as implemented in H.E. The extent of the effect of the 'cultural' component of E.L.T. on alumni is summarised by the 'confession' made by one of them (now a university assistant teacher)

'When people visit me at home, they find only English books, only English records, and my favourite topics of conversation are in one way or another related to English or English teaching. I am sometimes embarrassed, but I find it impossible to explain the situation'.

### 3.2.3

Although no statistical data to support this exist, a third theme, which emerges from the descriptions by some respondents (7) of what they perceive as the effects of the programme on them, is the influence of literature and linguistics courses, and the changes they think these courses have induced in their attitudes.

The reading of literary works and discussion of their content has helped develop their 'intellectual competence' (Chickering, op. cit.:21-27), and critical thinking, as well as their 'love' for literature.

'The literature courses we took at University have increased my love for this field. I mean not just English literature, but Arabic and French also. I do a lot of reading for my pleasure, not for the exams any more!'

In spite of their 'very limited usefulness to our teaching', the literature courses have influenced even the attitudes of two respondents who specialised in linguistics: 'Now I enjoy literature works from a linguistic point of view'.

The linguistics courses seem to have induced changes in respondents' language attitudes in that those of them who 'thought that some languages are "better" than others' now realise that 'all languages are equal'. Linguistics as a new discipline has contributed to initiating new interests, particularly for those who intend to further these interests in graduate or post-graduate studies.



The new 'detached' position assumed by alumni contrasts with their 'emotional' involvement in the linguistics vs. literature polemics (1.3.2.2) when they were in 4th year. A more 'objective' assessment of their reasons for majoring in either of the two disciplines emerges from the comments they made when comparing the importance of the impact of linguistics and literature courses. As one of them put it:

'Both literature and linguistics are important for our teaching of English. It is a pity the "struggle" between literature and linguistics students was encouraged by rumours about discrimination between students. I can see that there is no "inferior" or "superior" subject ...'

Thus, we may say that a positive result of students' exposure to both disciplines has been a relative 'freeing of interpersonal relationships' characterised by more 'openness' and 'flexibility' (Chickering, op. cit.:156), at least in alumni attitudes towards the two disciplines, and consequently towards peers who majored in a different subject than the respondent him/herself.

### Conclusion

Despite the fact that causal relationships cannot be systematically established between the sources of impact (student characteristics, organisational structure, and student 'academic integration' and 'social integration') and the various effects of students' experience, we may assume on the basis of this overview of alumni perceptions of the influence of their participation in H.E., that a variety of 'unplanned for' outcomes have resulted from it. Alumni descriptions, some positive and some less, recognise the changes in knowledge, skills, and attitudes and values, that are supposed to have taken place during the time they spent as university students. The fact that most - if not all - of them have come out of their university experience 'touched' in one way or another, attests to the impact of the programme and provides evidence for the existence of purposes implicit in the organisation of H.E., the manifestation of which is demonstrated in the kinds of 'unanticipated' outcomes described by respondents.

Whether positive ('an opportunity to learn', 'a great opportunity to

discover', 'the most valuable part of life' ... etc.) or definitely negative ('I feel that we were oppressed, we had no rights, it was a nightmare'), descriptions given by respondents of their experience and the effects it had on them underline the need to take into consideration these 'desired' and 'less desired' outcomes. They constitute the 'residue' of students' experience and reflect the long-term results of time and effort invested in the 'pursuit of knowledge' and the advantages that are supposed to accrue from their participation in H.E.

## CONCLUSIONS AND IMPLICATIONS

This evaluative study initially set out to investigate a number of issues arising from the implementation of the three components of the programme defined as purposes, practices and effects. The conceptual framework and methodological procedures adopted for the purpose of the evaluation have directed the description and interpretation of the various aspects of the programme which emerged as major themes from our analysis of the data. Therefore, the aim of this concluding section is to present an overview of the findings, bearing in mind that, because of the exploratory nature of the study, other equally important issues to the ones addressed by the evaluation may arise as a result of the study itself and the potential 'use'<sup>80</sup> to be made of its findings.

Elements of these findings which are of significant relevance, and which have important implications for the achievement of the purposes of the evaluation as outlined in the conceptual framework are:

1. The ambiguity that emerges from participants' attempts at defining purposes and their lack of awareness of these purposes,
2. the relative uncertainty that characterises their evaluation of practices and the constraints they feel are at the root of their inability to assess the effectiveness of the programme, and
3. the significant differences recorded in the impact of the programme and the overall experience of H.E. on students and alumni.

### **1. WHAT PURPOSES?**

The first question the evaluation was to address is related to the perceptions of different groups of participants in the study concerning the purposes H.E. in general, and the E.L.T. programme in particular, are trying to achieve. Although the views seem to vary according to respondents' conception of their own roles in the decision-making process as determined by group-memberships, ambiguity in the definition of purposes ('more or less defined') and lack of awareness on the part of a large majority of staff and student-group members, emerge as overriding themes.

## 1.1 Ambiguity of purpose

The ambiguity that characterises the purpose of H.E. and the E.L.T. programme is clearly demonstrated in the relationship that is assumed to exist between the practices adopted in university institutions and the 'formation des cadres' ('functional') purposes of H.E. As stated in the Background chapter, this relationship was clear during the first stages in the history of H.E. in Morocco, when all institutions were meant to provide for the training of the manpower needed in the various sectors of public administration, social services, the economy, etc.

Some of the changes which have taken place in planning at the national level - mentioned in the discussion of the 'functional' purpose of H.E. (Chapter 4, 2.1) - have made the 'formation des cadres' function of departments in Faculties of Arts virtually obsolete. The notion, as applied to the 'mission' of Departments of English for example, has always been understood to refer mainly to the training of individuals who will in one way or another be involved in E.L.T. (teacher trainees, practising teachers, teacher trainers ...). The limits on teaching posts available, and the ensuing insecurity about finding employment among graduates, warrant a rethinking of the aims of English Departments and a redefinition of the so-far taken for granted 'teaching for teaching' purpose they have been assumed to achieve.

A reference to the motives invoked by new English Department entrants to explain their choice to study English at the University points to their 'instrumental' motivation and the need for these motives to be taken into consideration in decision-making, if the potential of the E.L.T. programme for meeting the needs and aspirations of its 'clients' is to be fully realised.

## 1.2 An emerging new function of English

The 'English as a language of wider communication' function of E.L.T. in H.E. raises questions about the consistency between purposes of the programme and its practices and perceived effects. The growing importance of this role of English in Morocco, pointed out by some participants, was

emphasised as a factor to be taken into account in decision-making at the national level and in the organisation of E.L.T. practices at the level of Departments of English. This new function, which has emerged as a result of the country's economic needs and international diplomatic commitments, opens up new prospects in terms of employment for graduates of English and could serve to relieve the pressure on an already saturated language teaching employment market.<sup>81</sup>

A recognition of the importance of this role of the English language would not only give graduates a wider range of choices of a career and thus promote their motivation, but also provide a rational justification for the proliferation presently taking place in the number of new university Departments of English.

### 1.3 Cultural or cross-cultural purposes?

Following from the argument developed in the discussion of the 'English for culture' purpose of the E.L.T. programme (Chapter 4, 3.2.3), concerning the 'two-way' cross-cultural process, a reiteration of the effects of the cultural component as perceived by alumni is relevant here. The 'alienation' referred to by some of the interviewees in their description of the impact of their experience of H.E. points to the potentially negative effect of this component of the programme. The 'one-way only' direction of the process is manifested in the practices adopted - at least in the teaching of the 'civilisation' courses - whereby students are provided with factual information about the culture of members of the native speaker community, which they are required to use to display their understanding of *this* culture. If no opportunities are provided for them to actually engage in a 'two-way' cross-cultural interaction, where they would have to use the language not only to 'talk about the English and England' but also to express their own reality as Moroccans, the risk of 'alienation' or 'acculturation' is increased. Ethical issues arising from the inclusion of a cultural component have important implications for the organisation of a language programme, especially where language attitudes, national identity, and national cultural values are a determining factor in language planning in education.<sup>82</sup> These implications have a bearing on the definition of course objectives, syllabus content, the methods used to teach and assess courses, and student motivation, learning and performance.

#### 1.4 Open access, selection and 'effectiveness' and 'efficiency'

The social-service purpose of H.E. as underlined in the admission practices current in different institutions, although theoretically upheld in the open access policy adopted in Faculties of Arts, reflects the ambiguity referred to earlier, and further reinforces the gap between rhetoric and reality that characterises the educational system. As pointed out in the background to this study, the obvious contradiction resulting from the open access policy at the outset, and the highly selective procedures used to assess student performance and accepted by all concerned as a 'necessary evil', casts serious doubts on both the 'democracy' and the 'efficiency' and 'effectiveness'<sup>83</sup> of the system. The high rates of wastage (failures, 'drop-outs' and 'stop-outs')<sup>84</sup> are justified by the necessity for upholding standards which have not as yet been spelt out, and the need has become urgent for a reconsideration of admission policies and a clear definition of standards, if Faculties of Arts are to cease being institutions for absorbing the ever-increasing numbers of 'bac' holders. This problem of attrition rates is taken up later in the concluding remarks on the assessment system in the E.L.T. programme.

The issues raised in this section are all related in one way or another to the organisational structure of the decision-making process in H.E., and their implications entail a clear statement as to the roles to be played by members of different groups of the 'audience' as defined in the methodology chapter (1.3.3.1). An involvement of members of all three groups concerned in decision-making at different levels should attenuate the uncertainty and 'confusion' that prevail, promote a greater awareness about the purposes of the E.L.T. programme, and reduce the gap between rhetoric and reality. If decisions taken are to rally the desired degree of consensus for them to be successfully carried out, they must take account of the views, concerns and aspirations of all members of the three groups and the defined national needs.

## **2. PRACTICES: CONSTRAINTS AND THE 'LOFTY' PURPOSES**

The descriptive dimension of our evaluation of practices has revealed constraints which are so emphasised in the data that we may consider this

feature of the organisational structure as the most important determinant of the way the programme is functioning and its impact on participants. These constraints also largely justify the use by some of the respondents of the vocable 'lofty' to define intrinsic purposes of H.E. and the E.L.T. programme such as 'critical thinking', 'self-development' and 'scholarship'. The limits imposed on practices underline the reality of the educational institution in which the programme is taking place as an academic context where ideals prevail as to what the purposes of H.E. 'should be', but where participants have to settle for less 'lofty' and more realistic purposes (for example, 'finishing the syllabus', 'preparing for exams', 'passing exams' ...).

## 2.1 Flexibility and the 'personal solution'

Subject-matter and participant stance on the issue of objective specification stand out as important factors in the practice adopted in the programme for the definition of course objectives. The definition of these objectives at the 'manifestational' and 'conceptual' levels, but seldom at the 'behavioural' level (see Chapter 4, 4.3.1), exemplifies the 'flexibility' that characterises the system in relation to the formal framework provided in official texts. Although such definition allows for negotiation and adjustment as a given course proceeds, an excess of 'flexibility' may also be a drawback in that criteria and standards for assessing student performance remain unclear and may cause uncertainty and confusion in the minds of both teachers and students. It also reinforces the tendency among certain members of staff to adopt the 'coping strategy' or 'personal solution' - viewed by some as part of 'academic freedom' - which may jeopardise the effectiveness of the programme.

## 2.2 Teacher-student relationships: the anomic process

The importance of the Department as a context for students' 'social integration', underlined by the relationships that prevail between teacher and student and student and peer, and the type of classroom interaction experienced by participants, is a recurring theme in respondents' description of their experience of the programme. This experience is perceived as largely determined by the constraints referred to earlier, student culture, and students' reactions to the general 'climate' in the

Department. Institutional size, pointed out as the main determiner of the 'anomic' atmosphere experienced by members of both groups of participants (staff and students), was stressed as a potential explanation for students' dissatisfaction with this aspect of their experience. The risk is there of a 'psychological barrier' developing from this 'anomic' climate and the ensuing lack of communication may result in 'inadequate or fuzzy knowledge [which] can lead to confusions, misconceptions, and sometimes suspicions on the part of students' (Parlett et al., 1976:1). As indicated in statements made by respondents and reported in our discussion of different aspects of programme practices and effects, these 'confusions', 'misconceptions' and 'suspicions' do exist.

If we accept the premise that institutional size and other such organisational attributes of the Department as a social context are at the root of the problem, then a review of decision-making at the national level is necessary, bearing in mind the ambiguity of the open access policy discussed earlier in 1.1.

### 2.3 Integration of teaching and the 'totality' of student learning

Students' assessment of course importance, difficulty, and interest, as a basis for the opinions they voice about their perceived progress and their satisfaction with their experience of the programme, underlines a certain number of issues addressed in the present study. The most 'negative' statements about course organisation in the English Department were made by 3rd year respondents and related to the multiplicity of courses, the complexity of their subject-matter, the 'over-loaded' content of syllabuses, and students' 'lack of preparation' in previous years to cope with the demands of the new courses. This point is further illustrated by the less than adequate performance of students in 3rd year examinations (in 1984-85, 62% of 3rd year students were repeaters) and the resulting wastage rates.

The duplication and often lack of integration of the courses making up the programme reinforce students' perceptions of syllabus content within the same course as separate items, and across courses as bodies of information to be acquired for purposes of assessment. If student learning experiences are to be perceived as 'a totality' (Nimmo, 1977:185), an



integration of courses is essential across the years and within each year ('vertical' and 'horizontal') through coordination of objective formulation, teaching, and assessment. Such integration will develop students' awareness of the relationships that are supposed to exist between courses at different levels, and will achieve its role as a facilitating factor in student learning. The variety of courses constituting the programme may be viewed as a positive feature in that it could provide students with a set of options from which to choose, particularly in second cycle years, and promote their responsibility towards their own studies and their development as independent learners.

The over-emphasis on the 'language' vs 'content' division - mentioned in Chapter 4 (2.2) - is another dimension of the perceived fragmentation and compartmentalisation of courses, which contributes to the development of the 'sub-cultures' referred to in our discussion of the impact of the programme on students' experience of H.E. The division can only serve to confirm students' perceptions of courses as subject-matter and teacher-oriented, and the tendency demonstrated by most of them to consider their learning as primarily the responsibility of their teachers, and thus adopt memorisation and 'reproducing' as the main approaches used to come to terms with the demands made on them by the programme.

Implications of these remarks for the 'learning to learn' component which is supposed to characterise students' experience of H.E. are that, a serious discussion is imperative of the so-far evaded and often totally neglected issue of the need for students to develop study skills. Whether it is integrated at different stages in the student's learning career, which would be ideal, or whether it is introduced as a course in its own right, the implementation of a study skills component would constitute an essential contribution of the programme to the achievement of student autonomy.

#### 2.4 Implicit or explicit standards? Implications for assessment

As the ultimate success or failure of students participating in the programme is decided by the results they obtain in end-of-the-year examinations, the definition of criteria and standards meant to measure their performance constitutes another significant issue. Because these

criteria and standards are in most cases implicit and based on values prevailing in the context of H.E., students are often confused and tend to blame their failure on 'the system', and more particularly on the teachers who are responsible for implementing it.

The reasons for the existence of deficiencies noted in the assessment system and acknowledged by members of all three groups of participants (decision-makers, staff and students) are related to what Cox (1985) refers to as 'problems of measurement' (reliability and validity), the failure of the system to integrate assessment and student learning, and 'administration and policy issues'.

As stated in our evaluation of the assessment procedures implemented in the programme, the 'final' and generally norm-referenced characteristics of the system, and the results it yields in terms of pass/failure rates, are determining factors in the dissatisfaction displayed by decision-makers and teachers, but most particularly by students who are affected by these results. Its purely summative function does not allow students to assess their performance, nor does it provide the kind of feedback that could be used for introducing necessary changes in syllabuses and teaching to improve student performance, and yield better results than the ones that have come to be considered as 'normal' in the institutional context. The ever-increasing high rates of wastage and the low completion rates reported in Chapter 1 (see Appendices I.2 and I.3), highlight the urgency of the problem and point to the need for drastic reforms in the organisation of the system as well as a clear statement of the functions it is supposed to perform. If it is to achieve the formative purposes embodied in the ideals of H.E., in addition to its recognised role as a way of evaluating student performance, any reform of the assessment system must make improvement of teaching and integration with student learning its focal points. Otherwise English Departments, and Faculties of Arts in general, will become what more and more people think they already are: institutions of H.E. designed to absorb and later jettison the thousands of 'bac' holders who resort to enrolling in these institutions only when they have no other alternative.

## 2.5 Decision-making, professional development and issues of accountability

Despite the fact that the formal framework provided in the official

texts for the organisation of the E.L.T. programme is considered to be flexible enough to accommodate different approaches to teaching and assessment, members of staff voiced expressions of frustration at what they think is their limited role in decision-making for the organisation and implementation of the programme. As emphasised in our description of their role in internal decision-making (Chapter 5, 1.1.2), the definition of course objectives, course design, teaching and assessment are a prerogative of members of staff. However, decisions concerning the administration of the Department (course distribution, teaching loads, time-tabling, recruitment of students and staff ... etc.), which they regard as part of their duties, are taken by either the head of Department, the administration of the Faculty, or personnel officers at the Ministry of Education. In order to increase their awareness of the purposes H.E. and the E.L.T. programme are trying to achieve, it is important that members of staff - and ideally students - are directly involved in decision-making at different levels, and their responsibility for taking part in the formulation of policies affecting the overall organisation of the programme recognised. In his discussion of the part to be played by teachers in decision-making in the context of staff-development, Day states:

'If people are involved in making decisions that shape their activities, then they are likely to be more committed to their work'.

(1984:32)

The questions raised here also involve the relationship between the role of teachers in decision-making and the issue of accountability. As tenure and career promotions in the institution so far have been a matter of formality, matters relating to accountability have become a sensitive area. If a more important role of teachers in decision-making has the potential of reinforcing 'institutional autonomy' and 'academic freedom', it also assumes that a system of accountability is established to ensure a definition and upholding of working standards and a statement of the academic duties of members of staff. In order to minimise the risk of what Katz (1962) refers to as 'the process of becoming deadwood'<sup>85</sup> occurring in a context where student motivation is so high, a system of accountability - at least internal - is essential whereby teachers are committed to self-development and held accountable to their own colleagues and their students. The teachers' concern with their development as practitioners

would be enhanced if a system of self and peer-evaluation was to be introduced and integrated as part of the process of decision-making for teaching and assessment in the programme. However, given the 'threat' the evaluation procedures are likely to pose in the educational setting, it must be emphasised that the teachers' commitment to professional development will be fully realised only if they are convinced of the need for it,

'... professional development is not something that can be forced because it is the teacher who develops (active) and not the teacher who is developed (passive) ...'

(Day, op. cit.:14)

A collaborative-participative style as described in the conceptual framework adopted for the present evaluation should help promote the motivation of members of staff to take part in an evaluation process that would aim at increasing their awareness of the purposes of the programme, through an examination of the practices they adopt for its implementation and the effects it has on the different groups of students involved. As Simons (1982) states:

'... participation in a self-study gives teachers the opportunity to develop their professional decision-making skills, enlarge their perspectives and become better informed about the roles, responsibilities and problems of their colleagues'.

(quoted in Day, op. cit.:376)

The formative function of such<sup>an</sup> evaluative process will determine the nature of changes for improvement to be made in the programme and the provisions to be made for the improvement to actually take place. 'Institutional autonomy' and 'academic freedom' can then be achieved, and teachers will develop 'a firm sense of accomplishment, or a firm sense of mistakes to be learned from' (Katz, op. cit.:376).

### **3. IMPLICATIONS FOR ACTION AND RESEARCH**

#### **3.1 Potential 'use' of findings**

Implied in the 'action' here are the two first types of 'use' of evaluative studies defined by Braskamp (1982) as 'allocative, direct use' and 'conceptual enlightenment'.<sup>86</sup> To conform to the formative and

responsive functions of the study as defined in the conceptual framework, 'the allocative, direct use' where 'evaluative information is communicated to and used by users to change policies, decisions or actions' (Braskamp, op. cit.:171) is contemplated. As the findings of the study are meant for use by participants to direct their attempts at promoting change and improvement in the various components of the programme, the degree of change and the resulting improvement depend on their perceptions about the credibility of the findings, their conviction as to the need for change, and the policies designed to promote innovation and improvement.

The second type of 'use' ('conceptual enlightenment') where 'evaluative information is communicated to users who become aware of a problem, develop different views of the program, gain further understanding or give consideration to issues associated with the evaluation' (Braskamp, op. cit.:171), is more related to the 'illuminative' style adopted for our study. The findings of the evaluation are here intended to develop participants' awareness of the issues raised, help them to confirm or correct preconceptions they have formed as a result of their experience of the programme, and record their reactions to the very process of evaluation. This also applies to the evaluator himself in that his status as 'insider' raises questions about the 'objectivity' observed in the conduct and analysis stages of the evaluation. The credibility that members of the audience will accord to the findings will to a large extent depend on their assessment of the 'fairness' of the evaluation and the extent to which the evaluative report has considered 'alternative interpretations of data and various possible solutions to the problems identified'. (Dressel, 1982:42).

As already pointed out, participants' development of awareness may result in the emergence of issues not addressed in the present study, which participants may consider more urgent. The possibility of an integration of the evaluative process within the programme should provide them with a tool to effectively investigate these new concerns and make decisions in accordance with the results yielded by the type of evaluative procedures they will have opted for.

### 3.2 Implications for future research

A number of issues raised in the context of the present evaluation

suggest directions for future research related to the E.L.T. programme, or to more general matters affecting H.E. The importance of the research purpose of H.E., and the present situation of research in English Departments at University - pointed out in our discussion of purposes (Chapter 4, 2.3.2 and 3.2.4) - emphasise the need for an assessment of the activities taking place at present, and a promotion of the status of research as one of the most important purposes of H.E. and the E.L.T. programme.

It seems fair to assume that the views voiced by respondents concerned underline the idea that the potential exists for what some of them defined as 'useful' research, although the conditions for carrying out such activities are almost nonexistent. Provided the 'atmosphere', facilities and opportunity for implementing the findings of research are made available, E.L.T. and the sociolinguistic situation in Morocco could prove most prolific fields for the types of research activities more and more teachers and students are interested in.

Although any list of suggested topics is bound to be incomplete, our purpose here is to focus on a number of issues which require further attention and their implications for future research.

- A first issue which has proved a matter of heated debate in Faculties of Arts and English Departments in particular, has been the suggestion that selection procedures be introduced at entry, with the assumption that they will promote the upholding of standards - however implicit they may be - and reduce the wastage rates characteristic of these departments. For decisions taken in this respect to bear any kind of rationality and credibility, it is important that a systematic assessment is made of the possible predictors of student performance as learners of English, and that the principle of 'democratisation' - to which all people concerned pay lip service at least - is upheld, so that the opportunity to participate in H.E. is provided to 'all those who are able to benefit from it'. The informative function of such selection procedures should also enable prospective entrants to make informed choices, taking into consideration their experience, aptitude, and motives and expectations. Research into predictors of performance may be supplemented, and its

results supported, by studies into the 'problem of academic failure, or, as it is variously called, dropping out, attrition, wastage, or student mortality' (Miller, 1970:10).

- Ample justification for research into student learning is provided by the criticisms revealed in the comments made by members of staff about how students in the E.L.T. programme in H.E. approach the various learning tasks involved in their attempt to 'integrate academically' and achieve the standards of performance required of them. The results of such research would have far reaching implications for syllabus design, teaching and assessment in the programme.

- As demonstrated by the evaluation of examinations proposed in this study, the assessment system implemented in English Departments is another area of concern and provides a variety of topics, instances of which are a systematic analysis of examination questions, 'problems in measurement', student learning for assessment purposes and their overall reactions to the system, and the deliberation procedures used for making final pass or fail decisions. Comparative studies of the ways the assessment system is applied and wastage rates in English Departments in different universities in the country should provide an interesting insight into the question of standards, which could serve as input for decision-making at the national level.

- The evaluation of the effects of the E.L.T. programme in H.E. as perceived by participants we referred to as alumni has also raised numerous questions worth investigating in the context of the general issues concerning the purposes of the programme and its potential 'usefulness' for the vocational concerns of those who participate in it.

- Staff professional development, as an indicator of teachers' commitment to teaching and their willingness to improve their own practices and the general effectiveness of the programme, is another area that offers a great number of opportunities for further research into the field of E.L.T., and the initiation of studies related to the professional interests of teachers, should result in a better understanding of the rationale behind the practices adopted in the implementation of different components of the programme.

\* \* \*

As may be inferred from the statements made all through the present study, the programme is characterised by positive dispositions embodied in participants' full commitment and high degree of motivation, and a great potential for improvement; but these dispositions are hampered by less than adequate working conditions, ambiguity of purposes and uncertainty and doubts about practices and the ensuing effects. The more negative features have led to low morale and participants' frustration at 'not being able to do anything about it', and point to the development of the crisis so far reported in the context of H.E. in other countries, with the addition of a 'local colour' specific to H.E. in Morocco. However, the positive dispositions mentioned do provide cause for optimism about the future of the E.L.T. programme in H.E. as exemplified in the Fez experience. This warrants a debate both at the institutional and national levels, to which the present study is meant to constitute an important contribution.



## NOTES

1. Court (1980) emphasises in particular the national development purpose of African Universities and the 'powerful external expectations' that determine their role in serving national needs.
2. Section 1 of Chapter 4 is devoted to this aspect of the development of institutions of Higher Education, with special reference to Faculties of Arts.
3. These expectations are analysed in the context of the Purposes of the programme (Chapter 4, Section 2.1.)
4. In addition to these English Departments, four more were opened in October 1985.
5. The statistics for 1984-85 are compared with those for 1985-86 in Chapter 5.
6. In 1983-84 and 1984-85, quite a large number of foreign members of staff (15) left the Faculty and, as they were not replaced, the number of groups had to be reduced, which has resulted in a substantial increase in the number of students in each group. Larger classrooms have been allocated to accommodate those numbers, a fact which seems to have had considerable repercussions on teaching and learning practices (see Chapter 5, Section 1.2).
7. These statements are based on personal experience and closer investigation is needed to confirm or correct the impressions expressed.
8. The issues raised are taken up in the context of teacher-student relationships (Chapter 5, 1.3.4.).
9. For a discussion of the concept of 'communicative competence', see note 62.
10. The 'threatening' nature of evaluation is one of the most important features of teacher evaluation of practices in the programme. It is discussed in detail in Chapter 5, Section 3.2.
11. Elden proposes a model for 'sharing the research work' in participative research which may be used to assess the relationships between different types of research ('basic research', 'applied research' and 'participative research'), and 1) the 'research goal', 2) 'who learns from the research', 3) the degree to which the research is likely to be used by those who supply the data, 4) the 'relation between researcher and researcher(s), and 5) 'researcher role' (1981:263).
12. As pointed out in the Conceptual Framework, members of all three groups are considered as full participants in the programme.
13. The importance of the evaluator's familiarity with the 'language of the milieu' was emphasised in the Methodology chapter.
14. 'Extrinsic' purposes are related to personal and vocational (instrumental) concerns of participants in the educational programme, whereas the more 'intrinsic' ones are to do with the expected and 'unanticipated' outcomes of 'education for education's sake'.

15. Coleman (1977) emphasised this 'replacement function' of Universities in developing countries in the context of institutions of H.E. in Africa.
16. It must be pointed out that the four principles, although not clearly defined, are political rallying words used in the rhetoric of politicians.
17. See - Al Moharrir & Al Alam (13-30 April 1964) for Maamora I  
 - Al Ittihad Al Ishtiraki, Al Alam & Le Matin (27-28 & 29 February 1978) for Ifrane I  
 - Al Ittihad Al Ishtiraki, Al Alam, L'Opinion & Le Matin (28, 29 & 30 August; 1, 2 September 1980) for Ifrane II.
18. Ferguson (1966) 'A language of special status in a given country is one ... that is widely taught as a subject in secondary schools'.
19. The definitions of 'EAP' and 'ESP' in our context are somewhat different from the ones currently used in the literature (see for example Brumfit 1977, Munby 1978 ... etc).  
 'EAP' here refers to the teaching and learning of English as a subject of specialisation, where the curriculum includes not only the study of the language but also academic disciplines related to it (e.g. literature, linguistics, cultural studies ... etc) taught through the medium of English.  
 'ESP' here is used to refer to situations where English is a subsidiary subject (a service-course) and where the main purpose of English study is to enable the learner to read literature in English in his/her field of specialisation (e.g. engineering, agriculture, telecommunications ... etc).
20. 'A language of wider communication' is 'used "internationally" as a language of communication with other nations' (Ferguson, op. cit.:312).
21. 'A sociolinguistic profile' is 'a summary description of the language situation based in part on a series of indices and classifications'. (Ferguson, op. cit.:309).
22. Of a total number of 19 Moroccan members of staff now teaching in the English Department, 11 (58%) have carried out graduate or post-graduate research in either the U.K. or the U.S.A.
23. In order to conform to the contextual framework adopted, and describe the programme in the respondents' own words, no editing of extracts from student compositions or interviews is attempted.
24. The 'new' E.N.S. recruited University graduates who followed a one-year teacher-training course to become 2nd Cycle teachers of English at secondary school.
25. The issue is further explored in Chapter 6 on Effects. Graduates of the English Department who were students at the Faculty of Education or teaching in secondary schools in 1984-85 were asked to express their views as to how their experience at University had affected their training as teachers or their actual teaching.

26. Hence, the need for the definition given of the E.L.T. programme as including language teaching, literature and linguistics.
27. The following definition of culture as formulated by Loveday is adopted for our argument: 'Culture involves the implicit norms and conventions of a society, its methods of "going about doing things", its historically transmitted but also adaptive and creative ethos, its symbols and its organisation of experience'. (Loveday, 1982:34).
28. Those students, having been educated in Arabic and Spanish could not follow the French/English & English/French translation course implemented until then.
29. A Moroccan-American cultural commission was set up in February 1982 for such purposes and the agreement entered into effect in May of the same year.
30. 4.5% of respondents are 'for keeping the system as it is', 54.5% for 'changing it', and 36.5% are for 'dropping it'.
31. The contents of the Department report (C.O.E.L.T., 1985) read as follows:
2. Aims and Objectives of the 1st Cycle
1. The Four Skills
- . Speaking                      . Reading  
. Writing                         . Listening
2. Details of Course Objectives
- . Grammar                         . Spoken English & Language Lab.  
. Composition                     . Guided Reading & Intro. to Lit.  
. Comprehension & Precis       . British & American Civ.
- Aims and Objectives of the 2nd Cycle
1. Content courses
2. Skill courses ...
32. A distinction is made between 'reason' and 'motive'. The former refers to the student's rationalisation of his/her decision to go to University or his/her choice of English, whereas the latter is more related to what s/he actually expects to gain from his/her studies. Reasons answer 'WHY?' and motives explain 'WHAT FOR?'
33. Marris (1964) noted a similar pattern for British Students: 'Students could account for their choice of subject more purposefully than their entry into H.E.' (:29)
34. 'Social' motives refer to the provision by the University of 'opportunities for cultural, sporting and other activities of a non-academic kind' (Startup, 1972:325).
35. Biddle (1970, op. cit.) pointed out 'coordination of activities', 'collective identity' and 'tasks' as the most relevant

characteristics of organisations basing his analysis on the following definition of organisations:

'Simply stated an organization consists of deliberate arrangements among groups for doing things ... (1) arrangements for coordinating the activities of (2) coalitions of groups that have a collective identity for (3) the purpose of accomplishing certain tasks. (Fraser, 1967).

An organization can be defined as: (1) stable patterns of interaction (2) among coalitions of groups having a collective identity (e.g. a name and a location), (3) pursuing interests and accomplishing given tasks, and (4) coordinated through a system of authority. (Corwin, 1966).'

36. OD 4 outlines the 'tasks' of University departments as follows:  
'Le Département est chargé dans les limites de ses attributions de:  
1. veiller à l'application des programmes d'enseignement et de recherche, et à la mise en oeuvre du système pédagogique en vigueur dans l'établissement universitaire.  
2. Promouvoir et coordonner les activités prévues aux articles 5, 9 et 10 du Décret du 17 Octobre 1975, notamment par la diffusion des travaux de recherche effectués, tels qu'études, mémoires et thèses,  
3. faire des propositions concernant notamment les programmes d'enseignement et de recherche, la répartition des enseignements et l'organisation des examens.  
4. étudier et proposer au responsable de l'établissement universitaire, ses besoins dans le domaine de l'équipement et du fonctionnement'.  
(quoted in Baina, op. cit.).
37. To this effect, Baina comments:  
'En ce qui concerne ses tâches spécifiques, le rôle scientifique est affirmé et reconnu pour le Département. Mais, le caractère consultatif est affirmé au profit du chef de l'établissement ...'. (op. cit.:395).
38. For a definition of 'academic freedom', as contrasted with 'institutional autonomy' and as underlined in the university-state relations in the context of African universities, see Coleman, 1977.
39. Le chef du Département, outre ses fonctions de coordination exerce les fonctions suivantes:  
- Il est chargé de veiller à la coordination des activités pédagogiques et à la recherche du Département, ainsi qu'à la meilleure utilisation de tous les moyens mis à la disposition de son Département.  
- à cet effet, il présente à la fin de chaque année universitaire aux membres du Département réunis en séance plénière, un rapport sur l'ensemble des activités du Département pour l'année considérée.  
- il convoque et préside les séances plénières du Département.  
- il peut constituer des groupes de travail en vue de l'étude d'une question déterminée.  
(quoted in Baina, op. cit.).

40. Although the tasks involved in coordination vary from one coordinator to another and from one group of teachers to another, they generally involve the drafting of course descriptions, the coordination of teaching activities and the preparation and supervision of examinations.
41. For example, Day (op. cit.), citing Hands (1981) mentions the division of the teaching force defined into three categories:
1. 'Those who are frustrated in their ambitions'
  2. 'Those who are happy to be in their terminal posts'
  3. 'Those who are likely to gain (further) promotion' (:32).
42. The 'cours magistral' is a teaching technique adopted from the French University system whereby groups of up to 500 students are 'taught' in large lecture halls ('amphithéâtres') in which members of the administration usually take pride.
43. These advantages are summarised by Dakin (op. cit.) as follows:
1. 'Each learner can work all the time.
  2. Each learner can work at his own pace.
  3. Each learner can work on his own materials.
  4. Each learner is responsible for his own performance.
  5. Each learner receives individual attention from the teacher.' (:2,3).
44. To avoid repetition, the 'Department library' experiment mentioned in the Background chapter (2.3.4), is taken up in Chapter 6 on effects of the programme on alumni.
45. A discussion of the definition of 'full-time' vs 'part-time' as it applies in the context of the English Department and Faculties of Arts in general is provided in the Background chapter (2.3.2).
46. This, however, does not apply in the case of specific courses (e.g. Spoken English 1st and 2nd years) where 'small' groups are taught in relatively small classrooms (type 3), so that teachers are able to know their students and informally check attendance.
47. Examination results may be used to check the claim that 'Preformation' students are 'better than' other students. For comparative purposes, the results recorded in 1985 for the 'mention' (distinction) were as follows:

	'Preformation'		Other	
Year 1	(11)	27.5%	(29)	72.5%
Year 2	(05)	31%	(11)	69%
Year 3	--	00%	(04)	100%
Year 4	(01)	25%	(03)	75%
Total	(17)	26.5%	(47)	73.5%

48. The distinction between ESL and EFL is an important one to make and may be summarised as follows:
- ESL is used in a context where the learner's exposure to the target language extends beyond the limits of the educational setting and where s/he is in constant contact with members of the native speaker community (for example a Moroccan learner of English in Britain or the US)
  - EFL on the other hand refers to a context in which the learner's exposure to the language is often limited to the classroom environment, and ideally to the corridors of the institution, and where a large majority of members of the community speak a language different from the learner's target language.
49. 'General English' as contrasted with English for special or specific purposes (ESP) is used in a context where the language as a foreign or second language is taught to learners with heterogeneous needs.
50. A distinction is made here between 'content' of course descriptions - which may include all five components described in 2.1.- and content of syllabus which refers to the actual items, topics or themes taught.
51. A clear distinction between 'syllabus' and 'curriculum' in the context of second language teaching is provided by Ullman (1982) who states: ' " Curriculum" is used as a general term for the entire organized teaching plan of a subject, "syllabus" on the other hand, refers to a sub-area of curriculum. A curriculum therefore can consist of a number of syllabuses... A curriculum should include the following key concepts: objectives; content, which is selected and organized according to clearly defined principles; teaching strategies; and evaluation' (:256).
52. These terms are current in the literature. The following are brief definitions:
- 'Structural'/'grammatical': This is an approach to syllabus specification based on the theory that language is an organised system of 'grammatical' categories. The specification of syllabus content is a process of selection and grading of such categories for teaching purposes (see for example Mackey, 1965 and Halliday et al., 1964).
  - A 'notional' syllabus is one that 'would seek to change the balance of priorities by placing emphasis on the meanings expressed or the functions performed through language' (Wilkins, 1981:83).
  - 'Thematic ('topical') syllabuses underline 'the idea of using topics or themes as an organising principle of course design; and therefore of syllabus development'. (Shaw, 1977:221).
  - The 'interactional' type of syllabus is based on 'analyses of various kinds, such as emerge from social psychologists, anthropologists, and perhaps stylisticians: situational and functional categories, leading on to analyses of discourse and rhetoric which result from the interaction between context and formal organization'. (Brumfit, 1984b:77).
  - A 'communicative' syllabus is one that is based on 'inventories specifying conceptual and pragmatic categories which are arrived at

by considering presumed communicative needs'. (Johnson, 1982:122).

Other approaches to syllabus design are described in the literature (see for example Brumfit, 1984a), but for the purpose of our description of the types of syllabus specification adopted in the ELT programme being evaluated, the five models defined above are sufficient.

53. The distinction between 'sequencing' and 'staging' (the division of the course into time segments) was made by Halliday et al. (op. cit.) and cited in Allen (op. cit.:65).
54. Although this has become a practice in the Department, course descriptions are often distributed to students late in the academic session - sometimes as late as March - which reduces their interest and the use students can make of them.
55. Hodgson (1984) defines students' experience of lecture content ('experience of relevance') as:
  - a) 'intrinsic experience of relevance', in terms of meaning and how it relates to the student's own understanding and knowledge.
  - b) 'extrinsic experience of relevance', in terms of the demands of the assessment system and the potential usefulness of the content.
  - c) 'vicarious experience of relevance' as closely related to the lecturer's own enthusiasm and interest for the subject.
56. This sample of 3rd year repeaters cannot be considered representative of the composition of 3rd year student population (over 55% of them were repeaters in 1984-85 when SEQ was completed). Hence, given that repeaters' evaluation has generally been the most negative, one may assume that if the repeating respondents had been proportionally represented in the sample, the percentage of 'negative' responses would have been higher.
57. The statement was recorded during a feedback session in which the statistical results of the evaluation were reported to members of staff.
58. Similar propositions have been 'circulating' in different departments for the last two years, but no official statement has been made as to their origin.
59. Warren Piper (1978a) proposes 'three elements which contribute to a student's effectiveness':
  - 'his or her ability to learn'
  - 'his or her opportunity to learn'
  - 'his or her incentive to learn' (:39)
60. Hewton mentions the 'confusion among students engendered by a proliferation of modes' and 'the problems of administering a highly complex and differentiated scheme' as factors which hampered the 'efficiency' of the system (1983:142,143).
61. This regulation has been applied in different ways by Deans of Faculties of Arts and in some cases, students have been allowed to repeat indefinitely.

62. In this context, Cox (1967b) has pointed out the limitations of 'objective' exams insofar as assessing the 'qualities of inventiveness, imagination and creativity' is concerned. (:321).
63. Beard and Pole mention three reasons why their committee 'found it difficult to analyse biochemistry questions':
- 'they found the classification system suggested (Bloom's Taxonomy, 1956) unclear and unwieldy to use'
  - 'they thought the essay questions can be answered at several different levels',
  - 'they did not wish to presume to know what was in the minds of other teachers'. (1971:14).
64. The most recent comprehensive definition of 'communicative competence' as applied to language learning (Canale and Swain, 1980b) stresses four components:  
1) 'grammatical' competence, 2) 'sociolinguistic' competence, 3) 'discourse' competence and 4) 'strategic' competence .
65. Inter-marker consistency is discussed in Miller and Parlett (1974) and Cox (1967b).
66. A thorough review of the literature on 'intellectual competence' is provided in Chickering (1969). He points out 'acquisition of information', 'general intelligence' and 'critical and thinking ability' as its main components (:21).
67. See analysis of the 1984-85 examinations (Chapter 5, 4.2, pp. 225-239).
68. The term 'alumni' is used to refer to former students who, at the time the evaluation was carried out (1984-85), belonged to either of the following groups
1. First cycle teachers of English working in secondary schools who completed at least the 1st cycle university studies, or who graduated from the C.P.R.
  2. Second cycle teachers who completed the B.A. degree.
  3. Students at the Faculty of Education who were going through the teacher training programme to become 2nd cycle teachers.
  4. Graduates of the English Department following the 'Formation des Formateurs' programme to become university assistant teachers.
69. As pointed out in the chapter on purposes, almost all alumni (1st and 2nd cycle graduates) opt for a teaching career after University and a very small number (less than 05%) take up other jobs. (An investigation of the perceptions of members of the latter group would be most interesting!)
70. See Appendix XI.2, p. 407, for alumni background characteristics.
71. The 'shortening' of the academic session (see Chapter 5, 1.2.2.5) often prevents teachers from covering the syllabus assigned, which provides students with an argument for claiming a reduction in the number of items/chapters to be included for examinations.



72. 'When redundancy occurs - when increasing numbers cause decreasing participation and satisfaction - then forces operating for personal development diminish' (Chickering, op. cit.:147).
73. In a review of the research into the impact of H.E., Powell quotes the following from a statement concluding the findings of a study by Dahlgren about 'University studies and the concept of reality':  
'... we can still make the conclusion that even a long formal university education is not likely to be able to modify the intuitive conceptions of reality that the students have at the beginning of their studies'. (Dahlgren, 1982, quoted in Powell, 1982:128).
74. Adopting a taxonomy developed by Astin (1973) for 'measures of student affective development', Pascarella (1985) points out its usefulness for examining 'four types of outcomes':  
'cognitive-psychological (e.g. academic achievement, critical thinking); cognitive-behavioural (e.g. level of educational attainment, income); affective-psychological (e.g. self-concept, satisfaction with college); and affective-behavioural (e.g. choice of major, educational aspirations)' (:643).
75. Chickering considers the development of integrity as involving 'the development of standards by which one appraises himself and in terms of which self-esteem varies as a consequence of the appraisal' and 'freeing interpersonal relationships' as involving 'two discriminable aspects: (1) increased tolerance and respect for those of different backgrounds, habits, values, and appearance, and (2) a shift in the quality of relationships with intimates and close friends' (op. cit.:124 & 94).
76. The final assessment of the monograph is part of the oral examination and only students admitted in the written exam proceed to the oral 'defence'.
77. Two 1st year students interviewed during Phase 1 of data collection (purposes) discussed the areas they were interested in at length and gave the researcher the impression that they had already started thinking about topics for their 4th year monographs.
78. The statement illustrates the 'model'/'anti-model' concept referred to in 2.2.3.3.
79. The interviewee was alluding to the difference between teacher-student relationships at the University English Department and at the Faculty of Education (the main teaching method used in the latter institution is the seminar or tutorial and the average teacher-student ratio is 1/8!).
80. The notion of 'use' of evaluation has recently emerged as an important issue in the debate over<sup>the</sup> 'utilization' dimension of results of evaluative studies. Various aspects of the issue are discussed in a series of papers published in Studies in Educational Evaluation (1982, Volume 8). See note 84 below.
81. This function of English was stressed by Abbot and Wingard (1981) who stated, referring to 'English as an International Language':

'The expression "English as an International Language" should remind us that we are not just concerned with communication between native speakers and non-native speakers, but even more with communication among non-native speakers all over the world, both as individuals and as members of national bodies'. (:7)

82. This topic is discussed in the context of the definition of 'English as an International Language' by a number of authors. See for example Brumfit (1982) and Widdowson (1982).
83. See Warren Piper (1978b) for the distinction between 'efficiency' and 'effectiveness'.
84. See for example Miller (1970), Summerskill (1962) and Tinto (1975) for an extensive review of studies on wastage in H.E.
85. 'I see the deadwood process as a special case of demoralisation due to the work conditions. This demoralisation is due to such factors as highly insufficient clarity about what is being achieved in the classroom and absence of any clear evaluation of what is being done ..., almost anything seems to be acceptable and in the end nothing seems to make much difference'. (Katz, 1962:376).
86. 'There are four major types of use. Use of an evaluation occurs when any of the following conditions are present:
  1. Allocative, direct use. Evaluative information is communicated and used by users to change policies, decisions or actions.
  2. Conceptual enlightenment. Evaluative information is communicated to users who become aware of a problem, develop different views of the program, gain further understanding or give consideration to issues associated with the evaluation.
  3. Impact on organizational policies and practices as a result of the threat of an evaluation ...
  4. Contribution to the management of the organization ...'(Braskamp, 1982:171).

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**APPENDIX I.1**

Student First Year Intake

1973-74 to 1985-86

Year	Repeaters	New Students	Increase in % (*)	Total
1973-74	---	145	---	145
1974-75	54	126	-0.8%	180
1975-76	93	147	+16%	240
1976-77	155	190	+29%	345
1977-78	153	220	+15%	373
1978-79	136	370	+68%	506
1979-80	172	470	+27%	642
1980-81	248	365	-22%	613
1981-82	220	403	+10.5%	623
1982-83	223	371	- 7.5%	594
1983-84	249	373	+ 0.5%	622
1984-85	320	337	- 0.9%	657
1985-86	295	356	+ 5.5%	651

(\*) The increase refers to the new students, not the total 1st year population.

**APPENDIX I.2**

First Year Intake and Overall Completion Rates

1973-74 to 1981-82

Year of Entry	First Year Intake	Year of Graduation	Graduated
1973-74	145	1976-77	44
1974-75	126	1977-78	56
1975-76	147	1978-79	63
1976-77	190	1979-80	60
1977-78	220	1980-81	50
1978-79	370	1981-82	100
1979-80	470	1982-83	65
1980-81	365	1983-84	120
1981-82	403	1984-85	88
Overall Total	2,436		646 (26.5%)

APPENDIX I.3

Student Population & Exam Results (1973-74 to 1984-85)

		1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
1st Year	(1)	145	180	240	345	373	506	642	613	623	594	623	657
	(2)	125	164	222	299	330	463	575	577	569	566	591	639
	(3)	73%	53%	38%	29.5%	41.5%	50.5%	35%	41%	37%	43.5%	35%	39%
2nd Year	(1)		100	124	122	130	194	294	306	359	358	416	365
	(2)		100	124	113	126	189	281	297	344	344	400	354
	(3)		62%	71%	58.5%	55.5%	68%	61%	57%	53%	42.5%	57%	41%
3rd Year	(1)			70	105	96	111	157	263	302	320	320	420
	(2)			67	101	96	103	139	234	244	273	276	370
	(3)			45%	63.5%	63.5%	74%	47.5%	60%	41%	36%	36%	41.5%
4th Year	(1)				52	70	76	89	91	172	161	190	163
	(2)				51	70	76	80	76	155	144	167	126
	(3)				86%	80%	83%	75%	74%	64.5%	45%	72%	70%
All Years	(1)	145	280	434	624	669	887	1,172	1,278	1,456	1,433	1,549	1,605
	(2)	125	264	413	564	622	831	1,075	1,184	1,312	1,327	1,434	1,489
	(3)	73%	56.5%	49%	46.5%	52%	60.5%	46.5%	51%	45.5%	42%	45.5%	48%

(1) = Enrolled (2) = Sat the examination (3) = Passed.

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SQ - 1

PLEASE DO NOT WRITE YOUR NAME  
THIS IS NOT A TEST OF YOUR ENGLISH

The aim of this questionnaire is to gather information about your experience of secondary education, the reasons why you chose to study English at the University and what you think you can gain from your experience as a student in the Department of English.

Your answers to the questions must reflect what you think not what your friend or neighbour thinks. So, please COMPLETE THIS QUESTIONNAIRE ON YOUR OWN.

---

IF THERE IS ANYTHING YOU DO NOT UNDERSTAND, ASK YOUR TEACHER. DO NOT ASK A FRIEND OR NEIGHBOUR.

---

The information will be used to understand your aims, your preferences and your needs. Please answer all the questions FRANKLY.

---

T H A N K   Y O U

**SECTION ONE:**  
**IN THIS SECTION, YOU ARE ASKED TO ANSWER QUESTIONS ABOUT YOURSELF**

Please read the questions carefully and put  
 an X in the box corresponding to your answer

1. How old are you?

Less than 18	
18 - 20	
More than 20	

Sex

Male	
Female	

2. What is the last Secondary School  
 you attended?

.....

Town:

.....

What is your home town (where your  
 parents live)?

.....

3. Baccalaureate

English Préformation	
Lettres Modernes	
Lettres Originelles	
Other .....	

Sitting ("session")

May 19.....	
June 19.....	

"Mention"

Bien	
AB	
Pas	

4. Where do you live as a student?

(a) At the University Hall of Residence

--

How many students are there in your room?  
(including you)

More than 3	
3	
2	

(b) At home with your parents/relatives

--

Do you have your own room?

Yes	
No	

(c) Private accommodation

--

Do you have your own room?

Yes	
No	

5. Are you a

Part-time student ("free")	
Full-time student	

**SECTION TWO:**  
THE QUESTIONS IN THIS SECTION ARE ABOUT YOUR EXPERIENCE AND  
HOW YOU LEARNED ENGLISH AT SECONDARY SCHOOL

6. Which of these foreign languages were taught at your last secondary school?

French	
English	
Spanish	
German	
Other .....	

7. If other foreign languages than English were taught at your Secondary School, why didn't you choose any of them? Was it because:

Everybody wanted to learn English	
Your brothers/sisters studied English	
You thought English would be easier than other languages	
Your parents wanted you to learn English	
You thought English was more useful than other languages	
Other reason .....	
.....	

8. When you first started learning English in the 5th Form, did you think it was:

Very difficult	
Quite difficult	
Neither difficult nor easy	
Quite easy	
Very easy	

9. When you were in the 7th Form, what textbooks did you use?

Steps to English 1	
Steps to English 2	
English texts	
Other: .....	
.....	
No textbook	

10. How many hours of English did you have in the 7th Form?

Less than three	
3 - 5	
More than five	



11. Do you think the number of hours you had in the 7th Form was:

Too many	
The right number	
Not enough	

12. CHOOSE ONE OF THE NUMBERS FROM 1 TO 5 to indicate how much you LIKED or DISLIKED these English learning activities

- 1 = LIKED VERY MUCH  
 2 = LIKED  
 3 = UNDECIDED  
 4 = DISLIKED  
 5 = DISLIKED VERY MUCH

	1	2	3	4	5
Listening					
Speaking					
Reading					
Writing					

13. How many books in English did you read at Secondary School?

No books	
1 to 3 books	
4 to 6 books	
More than 6 books	

14. How did you prepare for the "bac" examination? Did you:

Revise during the last month before the exam	
Revise during the three months before the exam	
Work regularly during the year	
Not do any preparation at all	

15. When you were revising for the "bac", did you work:

On your own	
With <u>ONE</u> friend	
With <u>MORE THAN ONE</u> friend	

16. CHOOSE ONE OF THE NUMBERS FROM 1 TO 5 TO INDICATE YOUR ANSWER.

- 1 = VERY IMPORTANT
- 2 = IMPORTANT
- 3 = UNDECIDED

- 4 = NOT SO IMPORTANT
- 5 = NOT IMPORTANT AT ALL

When preparing for an examination, how important or unimportant do you think each of the following methods is:

	1	2	3	4	5
Learning all the texts by heart					
Learning the vocabulary and grammatical rules by heart					
Trying to understand the texts studied in class					
Doing "mock" examinations in class					
Doing exam papers given in the past					

17. USE THE NUMBERS 1 TO 5 TO SAY WHAT YOU LIKED OR DISLIKED ABOUT YOUR 7TH FORM TEACHER OF ENGLISH.

- 1 = LIKED VERY MUCH
- 2 = LIKED
- 3 = UNDECIDED

- 4 = DISLIKED
- 5 = DISLIKED VERY MUCH

	1	2	3	4	5
His/her enthusiasm					
His/her appearance (clothes, etc)					
His/her friendliness					
His/her method of teaching					
His/her seriousness					
His/her interest in students					

18. Did your teacher of English speak Arabic or French in class?

Yes, most of the time	
Yes, sometimes	
No, never	

- If he/she did, do you approve or disapprove of this (speaking Arabic or French in class)?

Disapprove	
Neither	
Approve	

**SECTION THREE:**

WHEN THEY DECIDE TO GO TO UNIVERSITY, STUDENTS USUALLY HAVE REASONS WHY THEY WANT TO STUDY IN ONE OF THE DEPARTMENTS OF THE FACULTY. YOUR ANSWERS TO THE QUESTIONS IN THIS SECTION WILL BE USED TO TRY AND UNDERSTAND YOUR OWN REASONS FOR ENROLLING IN THE ENGLISH DEPARTMENT OF THE FACULTY OF ARTS

19. Before you decided to enrol in the Department of English, how much information did you have about it?

A lot	
Some	
Very little	
No information at all	

20. If you had some information, who did you get it from?

Your 7th Form teacher of English	
A parent, relative or friend	
A student from the Department	
Someone else .....	

21. Did anyone encourage you to study English at the University?

Yes, your parents	
Yes, your 7th Form teacher of English	
Yes, a teacher from the Department of English	
Somebody else .....	
No, nobody	

22. These are some of the reasons why students go to UNIVERSITY. Show how IMPORTANT or UNIMPORTANT you think each of them is by using one of the numbers 1 to 5.

1 = Very important  
2 = Important  
3 = Undecided

4 = Not so important  
5 = Not important at all

	1	2	3	4	5
To acquire more knowledge					
To get to know more people					
To be able to get a job					
To learn more about life					
To be free from one's parents					
To be able to live like students					

23. When did you make up your mind to study English at the University? Was it:

Before you got to the 7th Form	
During your last year at Secondary School	
Just after you passed the "bac"	
When you came to enrol at the Faculty	
During the summer	

24. These are some reasons why students may decide to STUDY ENGLISH at the University. Show how important or unimportant each of them is for you using one of the numbers 1 to 5.

1 = Very important  
2 = Quite important  
3 = Undecided

4 = Not so important  
5 = Not important at all

	1	2	3	4	5
To develop their knowledge of English					
To get a good job					
To become a teacher of English					
To learn about the culture of English speaking people					
To be able to study in Britain or the USA					

25. Which of the following "licences" do you think is (ONLY ONE PLEASE)

1. Arabic
2. Spanish
3. Philosophy
4. French
5. Islamic studies
6. English
7. German
8. History and Georgraphy)

The easiest: .....
.....
The most difficult: .....
.....

Please say why you think so in a few words: .....

.....

26. How often will you attend cultural activities organised at the Faculty?

As often as you can	
Sometimes	
Won't have time	
Not interested	

**SECTION FOUR:**

NOW THAT YOU HAVE MADE UP YOUR MIND TO SPEND THE NEXT FOUR YEARS STUDYING AT THE UNIVERSITY, WE ARE INTERESTED TO KNOW WHAT YOU THINK IS GOING TO HAPPEN DURING THIS TIME AND WHAT YOUR PLANS FOR THE FUTURE ARE

27. Do you think studying at the University is:

Less difficult than studying at Secondary School	
As difficult as studying at Secondary School	
More difficult than studying at Secondary School	
Don't know	

28. If you compare teachers, would you say that:

University teachers are more severe than Secondary School teachers	
University teachers are as severe as Secondary School teachers	
University teachers are less severe than Secondary School teachers	

29. To answer this question, use the numbers 1 to 5.

1 = Strongly agree  
 2 = Agree  
 3 = Undecided

4 = Disagree  
 5 = Strongly disagree

Do you agree or disagree with these statements (in relation to teachers in the Department of English):

	1	2	3	4	5
The age of a teacher in the Department of English is important					
The nationality of a teacher in the Department of English is important					
The sex (male or female) of a teacher in the Department of English is important					
The appearance (clothes, etc) of a teacher in the Department of English is important					
The accent of a teacher in the Department of English is important					
The degree(s)/diploma(s) of a teacher in the Department of English is/are important					
The teacher's enthusiasm is important					
The teacher's interest in his/her students is important					

30. Do you expect University teachers to give you:

More information than Secondary School teachers in class	
As much information as Secondary School teachers in class	
Less information than Secondary School teachers in class	

31. If you had a choice, would you prefer to be taught in a group of:

Please explain your choice:

.....  
 .....  
 .....  
 .....

100 students or more	
Between 50 and 100 students	
Between 30 and 50 students	
Less than 30 students	

32. To succeed in your studies at the University, do you think you:

Should attend all classes	
Should attend most of the classes	
Should attend some of the classes	
Should attend when you want to	
Don't need to attend any classes	

33. How much work outside the classroom do you think you have to do to prepare for lectures?

A lot of work	
Some work	
No work at all	

34. Use the numbers 1 to 5 to indicate how much you agree or disagree with these statements:

1 = Strongly agree  
 2 = Agree  
 3 = Undecided

4 = Disagree  
 5 = Strongly disagree

	1	2	3	4	5
A good teacher prepares students for examinations					
The teacher should write everything for students on the blackboard					
A good teacher gives the students just enough information to understand the lecture					
The teacher is responsible for everything his/her students learn					
A student is responsible for what he/she learns					

35. Please look at your weekly timetable before answering this question.

How many hours of English do you have every week?

Between 10 and 12	
Thirteen or more	

Would you prefer:

Less hours	
More hours	
To keep the same number	

36. Do you know anything about the 1984 First Year Examination?

Yes	
No	

- If your answer is "Yes", how did you get this information, was it:

From a friend	
From a teacher in the Department	
Somebody else .....	

37. How would you describe the results of the 1984 First Year Exams? Would you say they were:

Good	
Average	
Poor	

38. If your answer to question 36 is "No", do you:

Wish you knew something about those exams	
Think it doesn't really matter	
Think teachers at Secondary School should tell their pupils about University examinations (papers, results, etc)	

39. Choose only one of the statements below:

If I had known something about the 1984 examinations in June (papers and results),

It would have helped me decide which Department to enrol in	
I would have enrolled in another Department	
It wouldn't have made any difference to my decision	

40. Do you think knowing something about the First Year syllabus (programme) BEFORE you start attending lectures in the Department of English

Doesn't make any difference	
Is quite important	
Is very important	

Please say why you think so: .....

.....

.....



**SECTION FIVE:**

IN THIS SECTION, YOU ARE ASKED TO ANSWER QUESTIONS ABOUT YOUR PLANS FOR THE FUTURE. PLEASE THINK CAREFULLY BEFORE ANSWERING

41. Have you thought about what you want to do when you finish your studies at the University?

Yes, I definitely know	
Yes, but I'm not sure	
No, but I will have to soon	
I don't think it is important at the moment	

42. To get a GOOD JOB, which of the "licences" obtained at the Faculty of Arts do you think is the MOST USEFUL:

Philosophy	
Spanish	
Arabic	
History and Geography	
French	
Islamic Studies	
German	
English	

43. When you have completed four years and obtained a BA (licence) how easy or difficult do you think it WILL be to get a job?

As easy as it is now	
As difficult as it is now	
Easier than it is now	
More difficult than it is now	

44. Please write two or three sentences to describe your first impressions about studying in the Department of English.

45. If there is anything you think is important for teachers at University to know about new first year students, please use the space below to write about it.

---

T H A N K   Y O U   V E R Y   M U C H   F O R   Y O U R   H E L P

---

Teacher Questionnaire: Phase 1: Purposes, PUR-TQ

TQ - 1

Dear Colleague

The purpose of this questionnaire is to gather information about what teachers of English at University consider to be the main GOALS of English Language Teaching (Language, Literature and Linguistics).

It aims to elicit information which will be used as part of a description of the ELT programme for purposes of evaluating its aims, practices and effects on those who participate in it.

---

THE INFORMATION PROVIDED WILL BE TREATED IN STRICT CONFIDENCE AND WILL ONLY APPEAR AS PART OF A GENERAL ANALYSIS OF THE FINDINGS.

YOUR CO-OPERATION IS GREATLY APPRECIATED IN COMPLETING THIS QUESTIONNAIRE.

---

Your University: Please put an X in the appropriate box.

Mchamed V		
Cadi Ayad		
Mohamed Ier		
Hassan II		
Sidi Mohamed Ben Abdallah	Fes	
	Meknes	

**SECTION ONE:**  
**THE QUESTIONS IN THIS SECTION ARE MEANT FOR YOU TO PROVIDE PERSONAL INFORMATION**

Please put an X in the appropriate box

1. How old are you?

Under 25	
25 - 30	
30 - 40	
Over 40	

Sex

Male	
Female	

2. Your Nationality

Moroccan	
British	
French	
American	
Other .....	

3. Your HIGHEST degree

PhD		MEd	
MPhil		DES (3e Cycle)	
MLit		Agrégation	
MA		DEA/CEA	
MSc		BA	
Other .....			

4. Country of POST-GRADUATE study

Morocco	
UK	
US	
France	
Other .....	

5. Discipline of POST-GRADUATE study

Literature		TEFL/TESOL	
Linguistics, General		Education	
Linguistics, Applied		Translation	
Other .....			

6. What is your rank ("grade")?

Prof Ens Sup		Prof agrégé	
Maître Conf		Assistant	
Maître Ass		Prof 2eC	

7. If you have taught English at Secondary School, number of years

Less than 2 years	
2 - 5 years	
More than 5 years	

8. Experience of teaching English (language, literature or linguistics) AT UNIVERSITY

This is your first year	
Less than 2 years	
2 - 5 years	
More than 5 years	

9. If different from your answer to question 8, how long have you been teaching in your present Department?

Please explain the difference:

.....  
 .....

This is your first year	
Less than 2 years	
2 - 5 years	
More than 5 years	

**SECTION TWO:**  
**IN THIS SECTION, YOU ARE ASKED TO DESCRIBE YOUR EXPERIENCE AS A TEACHER  
 IN THE ELT PROGRAMME IN HIGHER EDUCATION**

10. What courses do you teach THIS YEAR? .....  
 (Please refer to the list provided) .....  
 .....

11. Are you involved in 4th year  
 "monograph"/"memoire" supervision?

Yes	
No	

- Number of students supervised

1 to 3	
4 to 6	
More than 6: .....	

12. Do you teach in the post-graduate  
 programme (3rd Cycle or "Formation  
 des Formateurs")?

Yes	
No	

Number of post-graduate students  
 supervised: .....

Discipline(s) taught .....

13. Do you have co-ordinating and/or  
 administrative duties in the  
 Department?

Yes	
No	

If "Yes", please briefly describe  
 these duties:

.....  
 .....

14. If your answer to question 13 is  
 "Yes", do you consider carrying out  
 the duties described

Please comment on your response in  
 a few words:

.....  
 .....  
 .....  
 .....

An unwelcome burden	
A favour to the Department	
A normal part of the work of a teacher	
No opinion	

15. If your answer to question 13 is "No" and you were asked to be responsible for such duties, would you:

Accept wholeheartedly	
Accept	
Accept if pressed	
Totally refuse	

Please explain your response briefly:

.....  
 .....  
 .....

**SECTION THREE:**  
 THE QUESTIONS IN THIS SECTION ARE DESIGNED TO ELICIT YOUR VIEWS ABOUT GOAL FORMULATION IN HIGHER EDUCATION AND THE ELT PROGRAMME MORE SPECIFICALLY

16. How clear or unclear do you think the GOALS OF HIGHER EDUCATION in Morocco are? Would you say they are  
 Please comment on your choice

As clear as necessary	
Somewhat clear	
Somewhat vague	
Not clear at all	

.....  
 .....  
 .....

17. How aware would you say you are of the GOALS OF ELT in Higher Education in Morocco?

Totally aware	
Quite aware	
Somewhat unclear	
Totally unaware	

18. How important or unimportant do you think the issue of goal formulation is?

Very important	
Quite important	
Not sure	
Not so important	
Not important at all	

Please give reasons for your answer:

.....  
 .....  
 .....

19. Would you say that a discussion of the courses you teach:

Is a waste of time	
Isn't that relevant	
Is of relative importance	
Is a must	

20. How would you describe the objectives of courses you teach? Would you say they are:

Well-defined	
Relatively clear	
Somewhat vague	
Too vague	

21. To what extent do you think students understand the objectives of the courses you teach?

You are absolutely sure they do	
You are quite sure they do	
You are not so sure they do	
You don't think they do	
You are absolutely sure they don't	

22. Would you agree or disagree that the formulation of course objectives is essential for:

Please use the following rating scale to express your view:

- 1 = Strongly AGREE
- 2 = AGREE
- 3 = Undecided
- 4 = DISAGREE
- 5 = Strongly DISAGREE

	1	2	3	4	5
Being aware of students' needs					
Designing a course					
Teaching a course					
Assessing students' learning					

23. Which of the following procedures would you STRONGLY ADVOCATE:

Including course objectives in the course description	
Explaining course objectives to students in class	
Both procedures above	
Explaining course objectives only if students ask you to	
None of the above procedures	
Other procedure: .....	

24. How precisely do you think course objectives should be formulated?

.....

.....

.....



25. Please indicate how much you agree or disagree using the same rating scale as for question 22 above.

Defining goals of HIGHER EDUCATION is the responsibility of:

	1	2	3	4	5
(a) Officials at the Ministry of Education					
(b) Administrators at the level of the Faculty					
(c) Teachers at the University level					
(d) Students					

26. Formulating COURSE OBJECTIVES at the level of the Department is the responsibility of:

	1	2	3	4	5
(a) A Department committee					
(b) Members of staff teaching the course					
(c) The Head of Department					
(d) An authority outside the Department					
(e) Students or their representatives					

**SECTION FOUR:**

THE PURPOSE OF THIS SECTION IS TO ELICIT YOUR PERCEPTIONS ABOUT THE GOALS OF HIGHER EDUCATION AND THE AIMS OF THE ELT PROGRAMME

27. To what extent would you agree or disagree with the following:  
(Please use the rating scale 1 to 5 as for questions 22, 25 and 26).

The MAIN GOAL OF HIGHER EDUCATION is to:

	1	2	3	4	5
(a) Prepare the student to be a teacher					
(b) Enable the student to get a job					
(c) Make of the student a good citizen					
(d) Make of the student an intellectually able individual					
(e) Make of the student an independent learner					
(f) Turn out future academics					

28. The MAIN AIM OF ENGLISH LANGUAGE TEACHING in Higher Education is:

	1	2	3	4	5
(a) To develop the student's ability to understand and speak the language					
(b) To enable the student to understand the culture of English speaking people					
(c) To develop the student's capacity for learning independently					
(d) To prepare the student to teach English					
(e) To contribute toward the student's personal growth					
(f) To prepare the students for post-graduate studies					

29. TO ANSWER THIS QUESTION, PLEASE DO NOT REFER TO DEPARTMENT COURSE DESCRIPTIONS. USE ONLY THE LIST OF COURSES PROVIDED.

Write the code numbers of courses you teach and state what you think is/are the objective(s) of each of them.

Course number: .....
Objective(s): .....
.....
.....
.....
Course number: .....
Objective(s): .....
.....
.....
.....

Course number: .....
Objective(s): .....
.....
.....
.....
Course number: .....
Objective(s): .....
.....
.....
.....

30. In order to pass final exams, what proportion (%) of the course objectives do you think the student should achieve?

90 - 100%	
75 - 90%	
50 - 75%	
40 - 50%	
Less than 40%	

31. PLEASE REFER TO DEPARTMENT COURSE DESCRIPTIONS IF NECESSARY.

If you had to judge the objectives of courses you teach, would you say that they are:

(Consider the question for the average student)

Very easy to achieve	
Realistic enough	
You are not sure	
Fairly difficult to achieve	
Over ambitious	

32. Please use the 1 to 5 rating scale to answer this question: indicate your degree of agreement or disagreement with the statements below:

When course objectives are defined specifically

	1	2	3	4	5
The teacher loses all freedom of initiative					
The teacher's freedom is reduced					
The teacher's freedom is not affected					

33. Were you asked to hand in a description of the course(s) you teach?

Yes	
No	

- Did you hand it in?

Yes	
No	

- If you did, was it because

You were convinced of its usefulness to students	
You thought it would help you set your teaching priorities	
You wanted to be co-operative towards colleagues	
You were merely complying with an administrative formality	
Other reason: .....	

- If you didn't hand in the course description, please say why in a few words: .....

.....

34. Generally speaking, what is your opinion concerning writing course objectives before you begin teaching, are you:

For	
Neither for nor against	
Against	

Please give reasons:

.....  
 .....

**SECTION FIVE:**  
**THE QUESTIONS IN THIS SECTION ARE ABOUT YOUR VIEWS ON THE PROMOTION OF RESEARCH AS ONE OF THE GOALS OF HIGHER EDUCATION**

35. Would you rate research as:

The most important goal of HE	
Quite an important goal of HE	
One goal among others of HE	
Less important than other goals of HE	
Of little importance	

36. Which of the facilities for carrying out research listed here are available in your institution (Faculty or Department)

A good library	
Xeroxing facilities	
Duplicating facilities	
Financial support	
Adequate supervision	

37. In carrying out research, do you agree or disagree that a teacher in the Department of English should give priority to:

	1	2	3	4	5
His/her own needs					
The needs of the Department					
The needs of his/her colleagues					
The needs of the students					

38. Please use the space below to elaborate or comment on any of the topics of this questionnaire.

---

THANK YOU VERY MUCH FOR  
YOUR CO - OPERATION

---

PLEASE HAND IN THE COMPLETED QUESTIONNAIRE

To:

By:

## APPENDIX II.3

### Decision-maker Interview Schedule Phase I: Purposes PUR-DMI

#### Opening Statement

The purpose of the interview is to collect information about what you perceive as being the purposes of our E.L.T. programme in H.E. It will be used as part of an evaluation which intends to help teachers improve their practices by addressing issues they think are essential to the achievement of their educational goals.

Your unique position makes of you an ideal provider of the type of information needed in that both your experience and opinions are likely to help participants in the programme (teachers and students) understand better the philosophy of the 'mission' of H.E. in general and the E.L.T. programme in particular.

The information will be treated in strict confidentiality. If there are any questions you do not wish to answer during the course of the interview, you are free to do so.

The interview will be recorded as I do not wish to misinterpret what you may say by missing parts of it. If for any reason you object to its recording, please let me know.

#### BACKGROUND INFORMATION

##### 1. INTERVIEWEE'S EXPERIENCE AND INVOLVEMENT IN THE PROGRAMME

- 1.1 Status and role in relation to decision-making for E.L.T. in H.E.
- 1.2 Past and present activities related to the E.L.T. programme
- 1.3 Role and contribution to the drafting of the Reform of Studies in H.E., with special reference to Faculties of Arts.

##### 2. PERCEPTIONS OF PURPOSES OF H.E. and E.L.T. in H.E.

- 2.1 Purposes of H.E. (probe interviewee's perceptions of priorities)
- 2.2 Interviewee's stance in the goal formulation issue (degree of specification and perceived effects)

##### 3. EVALUATION OF PURPOSES AND OBJECTIVES OF COURSES

- 3.1 Evaluation of purposes of H.E. (how well/ill defined? How realistic?)
- 3.2 E.L.T. programme purposes and achievability
- 3.3 Significant components for achieving purposes

##### 4. THE REFORM OF STUDIES IN FACULTIES OF ARTS

- 4.1 Role of interviewee and description of the drafting process
- 4.2 'Fate' of proposals made by Departments
- 4.3 Thoughts about implementation

##### 5. PROMOTION OF RESEARCH AS A PURPOSE OF H.E.

- 5.1 Views about the role of research with special reference to English Departments
- 5.2 Potential effects of the promotion of research on workings of the programme

#### ADDITIONAL COMMENTS

Teacher Interview Schedule  
Phase I: Purposes  
PUR-TI

Opening Statement

The purpose of this interview is to gather information about what you see as the main goals of H.E. and more particularly the E.L.T. programme in which you are involved. This is the first part of a general evaluation of the programme, the purpose of which is to describe its workings in order to shed light on some of the issues which directly or indirectly affect our work as teachers of English at University.

In order to understand better what it is that we are trying to achieve, I am interested to know what your perceptions are concerning the goals of H.E. and E.L.T. in our country.

As you well know, the way we design our courses and go about implementing them is determined by what we see as our aims and those of our students. In the same way, our assessment of student learning is an attempt at evaluating the degree to which these aims have been achieved.

If during the interview there are any questions you do not wish to answer, please feel free to do so.

If for any reason you object to this interview or parts of it being recorded, please let me know.

May I emphasise the fact that the content of the interview will be treated in confidence and that no part of it will be disclosed except in the general analysis. If I decide to quote from it, I will not in any way disclose its origin.

BACKGROUND INFORMATION1. INTERVIEWEE'S EXPERIENCE OF THE E.L.T. PROGRAMME

- 1.1 Experience of E.L.T. at secondary school and University
- 1.2 Present position (teaching and supervision duties)
- 1.3 Coordinating and/or administrative duties in the Department and opinion about coordination

2. INVOLVEMENT IN INITIATION AND VERBALISATION OF COURSE OBJECTIVES

- 2.1 Awareness of purposes of H.E. in Morocco
- 2.2 Role in definition of course objectives
- 2.3 Assessment of definition

3. PERCEPTIONS OF PURPOSES OF H.E. AND E.L.T. PROGRAMME

- 3.1 Personal definition of purposes
- 3.2 Perceptions about student purposes
- 3.3 Perceived objectives of courses taught

4. STANCE IN THE ISSUE OF FORMULATION OF PURPOSES

- 4.1 Interviewee's opinion about the need for specification of objectives
- 4.2 Functions of objective definition
- 4.3 Degree of specification of objectives
- 4.4 Assessment of student awareness of course objectives

ADDITIONAL COMMENTS

Student Interview Schedule  
Phase I: Purposes  
PUR-SI

Opening Statement

Before deciding what to teach you and how to teach, teachers need to know as much as possible about the reasons why you chose to study English at the University.

In this interview I will be asking you questions about what you aim to gain from your studies at the University and about what you think the Department of English has to offer you.

If there are any questions you don't understand, please tell me and I will do my best to explain better.

## THIS IS NOT A TEST OF YOUR ENGLISH

If you can't answer in English, you are free to use Arabic or French.

I am going to record this interview so that I can check all your answers. If for any reason you don't want the whole or part of it to be recorded, please tell me.

The information you will be giving is CONFIDENTIAL. Your name will not be mentioned when I write my comments about this interview.

BACKGROUND INFORMATION (age, last secondary school attended, 'bac' type and 'mention', residence, full-time/part-time).

1. SECONDARY SCHOOL EXPERIENCE OF ENGLISH LANGUAGE LEARNING

- 1.1 Reasons for choice of English in the 5th Form
- 1.2 Attitudes to English at secondary school (motivation, enjoyment, difficulty ...)
- 1.3 Performance as a learner
- 1.4 Learning and assessment activities experienced
- 1.5 Preferred teacher characteristics (English teacher)
- 1.6 Learning habits (group work, participation in class, preparation for exams ...)

2. MOTIVES FOR ENROLLING AT UNIVERSITY TO STUDY ENGLISH

- 2.1 'Outside influence' (encouragement, advice from others)
- 2.2 Motives for enrolling at University
- 2.3 Perceptions of purposes of English study at the University

3. EXPECTATIONS

- 3.1 Previously acquired information about studies in the Department and source(s)
- 3.2 Expectations of differences between secondary school and University
- 3.3 Preferences for group-size, teacher characteristics, attendance ...
- 3.4 Evaluation of classes attended so far
- 3.5 Acquired information about assessment system and syllabuses
- 3.6 Plans for the future
- 3.7 Perceptions of the job market in the future
- 3.8 Assessment of the usefulness for future career of English study

ADDITIONAL COMMENTS



**APPENDIX III**

Moroccanisation of E.L.T.

at Secondary School (\*)

	1967-68	71-72	75-76	78-79	79-80	81-82	83-84
(1)	10%	20%	33%	55%	68%	79%	86%
(2)	90%	80%	67%	45%	32%	21%	14%

Distribution in 1983-84

	<u>1st Cycle</u>		<u>2nd Cycle</u>
56%	Male 58%		Male 55%
		44%	
	Female 42%		Female 45%

(\*) Statistics provided by the Inspectorate of English, Rabat.

(1) Moroccan teachers of English

(2) Foreign teachers of English.

Course Objectives Year 1

Course	Objectives	Relationship with other courses	Relation to Purposes of H.E.	Data Source
1.01 & 1.02 Grammar	- Familiarise students with parts of speech and functions  - Make students aware of how language works	1.03, 2.01, 2.02, 3.03, 4.01 LX,  4.02 LX 4.03 LX	ETEA (1) ECOM (2)	CD 1.01 & 1.02  PUR-TQ PUR-TI
1.03 Composition	Teach students how to: - construct simple sentences - write a ten-line paragraph without mistakes Develop students' need for writing English	1.01 & 1.02 2.01 & 2.02 3.01	ETEA ECOM	PUR-TQ PUR-TI
1.04 & 1.05 Comprehension	Teach students how to: - read constructively Develop the students' ability to: - understand - analyse different types of written English - interpret - apply techniques of reading comprehension	All courses requiring reading skills	ETEA ECOM EREA(3) ECUL(4)	CD 1.04 & 1.05
Precis	Develop students' ability to summarise short paragraphs (Precis techniques)	1.04 2.03 4.06 & 4.07	ETEA ECOM EREA ECUL	CD 1.04 & 1.05

Course	Objectives	Relationship with with other courses	Relation to Purposes of H.E.	Data Source
1.06 Guided Reading	Acquisition and development of reading abilities Acquisition of critical vocabulary  Acquisition of information about the social and cultural background of writers Introduction to literature	1.04 & 1.05 2.03, 2.04 & all other literature courses requiring reading skills	ETEA ECOM ECUL EREA	CD 1.06
1.07 Spoken English (1)	Help students to: - improve their ability to speak English - use correct stress - clear pronunciation - use various forms, appropriate in various situations - develop students' oral skills (use of authentic language)	1.08 2.07	ETEA ECOM ECUL	CD 1.07      PUR-TQ
1.08 Spoken English (2)	Help students to: - correct their pronunciation and use of English  - discriminate between sounds and combinations of sounds - transcribe using the IPA alphabet - read from phonetic transcription - correct own worksheet using the answer-sheet provided	1.07 2.08 3.03 4.01	ETEA ECOM	CD 1.08

(1) ETEA = English for teaching; (2) ECOM = English for communicative purposes; (3) EREA = English for Research; (4) ECUL = English for cultural purposes; LX = Linguistics.

Course	Objectives	Relationship with with other courses	Relation to Purposes of H.E.	Data Source
2.01 & 2.02 Grammar & Composition	<p>Improve student's ability to form grammatically correct structure</p> <p>Analyse language at the level of the sentence</p> <p>Help the student consult grammar reference books</p> <p>Make students aware of how language works</p> <p>Prepare students to write monographs</p>	<p>1.01 &amp; 1.02 1.03</p> <p>3.01 , 3.03 4.01 LX 4.03 LX</p>	<p>ETEA ECOM EREA</p>	<p>CD 2.01</p> <p>PUR-TI</p>
2.03 Comprehension	<p>Develop:</p> <ul style="list-style-type: none"> <li>- the student's writing and reading skills</li> <li>- vocabulary acquisition</li> <li>- understanding the words in context</li> <li>- reading strategies (inference and interpretation)</li> </ul>	<p>1.01 &amp; 1.02 1.03, 1.04, 1.05 2.01 &amp; 2.02 2.04 and all 2nd Cycle literature courses</p>	<p>ETEA ECOM</p>	<p>CD 2.03</p>
Precis	<p>To develop skills of:</p> <ul style="list-style-type: none"> <li>- description, precis, generalisation, organisation of facts and space, selection and argumentation.</li> </ul>			<p>CD 2.03</p>
2.04 Introduction to Literature	<p>Develop:</p> <ul style="list-style-type: none"> <li>- The students' competence in oral and written expression</li> <li>- the students' personal response to literary texts</li> </ul> <p>Help:</p> <ul style="list-style-type: none"> <li>- students to identify and interrelate several parts of literary pieces</li> </ul> <p>Develop literary appreciation</p>	<p>1.04, 1.06 2.03, 2.05, 2.06 3.01 &amp; all literature courses</p>	<p>ETEA ECOM ECUL EREA</p>	<p>CD 2.04</p>

Course	Objectives	Relationship with other courses	Relation to Purposes of H.E.	Data Source
2.05 British Civilisation	Give students: - an understanding of British society - knowledge of major historical events - provide a background to British culture, thought, traditions and language	1.06 2.04, 2.07 & 2nd Cycle Literature courses	ECUL ETEA ECOM	CD 2.05   PUR-TQ
2.06 American Civilisation	Promote students' - familiarity with & - understanding of America	1.06, 1.08 2.04, 3.04 4.06, 4.07	ECUL ECOM ETEA EREA	CD 2.06
2.07 Spoken English	Continue work began in 1st year Provide practice in listening comprehension Improve students' spoken English Develop the students' understanding of phonological structure	1.07, 1.08 3.03, 3.06 4.01 LX 4.02 LX	ECOM ETEA ECUL	CD 2.07

Course	Objectives	Relationship with other Courses	Relation to Purposes of H.E.	Data Source
3.01 Composition & Intro. to Research	Teach students - how to write convincing, well organised essays Prepare students for research work (introduction to research methodology) Prepare students for all written exams in literature Revise the 2nd year grammar course	1.02, 1.03 2.01, 2.02 All lit. courses 4.06 & 4.07	ECOM ETEA EREA	CD 3.01
3.02 Translation	Expose students to some of the problems in translation Propose techniques of translation from English into Arabic Develop students' awareness of different registers of language	3.03 4.01 4.04 4.06 & 4.07	ECUL ECOM ETEA EREA	CD 3.02
3.03 Linguistics	Introduce students to the main components and branches of linguistics Explain various linguistic principles and their application Develop students' awareness of language as a rule-governed system Prepare students for 4th year monograph	1.01 & 1.02 1.03, 1.08 2.01 & 2.02 2.07 3.02 All 4th year LX courses 4.06 & 4.07	ECOM ETEA EREA	CD 3.03

Course	Objectives	Relationship with other Courses	Relation to Purposes of H.E.	Data Source
3.04 Novel (American)	Develop students' awareness of the complex set of relationships between history and the interpretation of a novel (historical and cultural) Introduce students to literary criticism Develop in the student critical attitudes and objectivity of analysis	1.06 2.04 All other lit. courses	ECUL EREA ECOM ETEA	CD 3.04  PUR-TI
3.05 Drama	Acquaint students with drama in general Introduce students to modern and classical English theatre	1.06 2.04 All other lit. courses.	ECUL ECOM EREA	CD 3.05
3.06 Poetry	Introduce English poetry Expose students to various aspects of poetry as a literary genre Develop students' ability to analyse and respond to poetry Develop the student's ability to evaluate modern Arabic poetry	2.04, 2.07 All poetry courses	ECUL ECOM EREA	CD 3.06  PUR-TQ
3.07 Survey (Of American Lit.	To survey American literature placed in its historical and cultural context To deepen students' knowledge of American cultural history To improve the student's verbal analytic skills	1.06 2.04, 2.06 3.04 4.05	ECUL ECOM EREA ETEA	CD 3.07
3.08 African Lit.	To introduce the writing of some important Anglophone writers in Africa To put the work in its historical perspective To reveal the adaptability of English and the inventiveness and creativeness of African authors.	All literature related courses 4.06 & 4.07	ECUL EREA ECOM	CD 3.08

## APPENDIX IV.4

Course Objectives Year 4

Course	Objectives	Relationship with other courses	Relation to Purposes of H.E.	Data Source
4.01 LX General LX 1	Consolidate knowledge acquired in 3rd year Look in more depth at some areas of theoretical LX Introduce students to current methods of analysis Give students an opportunity to apply the methods	All grammar courses 2.07 3.03 4.02, 4.03, LX 4.06, 4.07	ECOM ETEA EREA ECUL	CD 4.01 LX
4.02 LX2 Socio LX	Illustrate the range of phenomena investigated in sociolx and techniques used Provoke students' curiosity and increase their awareness of the language situation in Morocco Provide students with an opportunity to investigate their own language experience	Grammar & Spoken English Courses. 3.03 4.01, 4.03 LX 4.04 4.06 & 4.07	ECUL ECOM ETEA EREA	CD 4.02 LX 2
4.03 LX3 Syntax	Provide students with a comprehensive introduction to the study of major aspects of syntax Acquaint students with salient standard phenomena of English syntax It is <u>hoped</u> that the course will: - enable students to study and understand syntactic mechanisms of other natural languages - familiarise students with the ways syntactic argumentations are constructed - bring students to a stage when they can read relevant literature	All grammar Courses 3.03 4.01, 4.02 LX 4.06 & 4.07	ECOM ETEA EREA	CD 4.03 LX 3



Course	Objectives	Relationship with other courses	Relation to Purposes of H.E.	Data Source
4.01 LIT 1 Poetry	Study sonnets in detail Bring out Shakespeare's poetic originality	3.06 4.03 4.06 & 4.07 4.08	ECUL ECOM EREA	CD 4.01 LIT 1
4.02 LIT 2 Literature of Restoration & 18th Century	Expose students to the literature of the Restoration & 18th Century Provide students with a thorough grounding in the historical context Acquaint students with some typical social, cultural, artistic and moral attitudes of the period Supply a context for appreciation of Pope's typicality	1.06 2.04, 2.05 All other Lit. courses. 4.06 & 4.07	ECUL ECOM EREA	CD 4.02 LIT 2
4.03 LIT3 Modern Poetry	Give 4th year students an idea of Modern Poetry Develop students' ability to evaluate Modern Arabic Poetry	3.06 4.01, 4.02 LIT 4.08	ECUL ECOM ETEA	CD 4.03 LIT 3 PUR-TI
4.04 LX 4 a) Stylistics	Provide a link between LX, Language study and the study of Literature Increase students' awareness of patterns of language use Develop their awareness of communicative resources of English Provides a framework for linguistic analysis of texts	1.06 All 'language' courses All lit. courses 3.02 4.04 Translation	ECOM ECUL ETEA EREA	CD 4.04 LX 4
b) Translation	Expose students to problems of theory and practice of translation	3.02, 3.03 All 4th year LX courses	ECUL ECOM EREA	CD 4.04 LX 4 Transl.

Course	Objectives	Relationship with other courses	Relation to Purposes of H.E.	Data Source
4.05 Novel	Consolidate and deepen knowledge of 20th Century Novel	1.06 2.04, 2.05 3.01, 3.04 3.07 All 4th year Lit. Courses 4.06 & 4.07	ECUL ECOM EREA ETEA	CD 4.05
4.06 4.07 Research & Seminars (4th Year Monograph)	Train students in skills of research: Gathering, organising of material data, analysis and support of theories and hypotheses writing in coherent and unified style	All grammar and Composition Courses All 2nd Cycle courses	EREA ECOM	COELT
4.08 Survey (Victorian Poetry & Prose)	Study a representative section of prose and poetry Familiarise students with Victorian Poetry and Prose Help students achieve understanding of prose and poetry	2.04, 2.05 All 2nd Cycle Lit. Courses 4.06 & 4.07	ECUL ECOM EREA ETEA	CD 4.08

APPENDIX IV.5

Course Title/Subject Matter and Overall E.L.T. Purposes

YEAR 1	YEAR 2	YEAR 3	YEAR 4	ELT Programme Purposes
-GRAMMAR COMPOSITION	-GRAMMAR & COMPOSITION	-C.I.R. -LX.	-LX. 1 -LX. 2 -LX. 3 -RESEARCH & SEMINARS	ECOM ETEA EREA
-COMPREHENSION & PRECIS	-COMPREHENSION & PRECIS	-ALL LX. & LIT. COURSES	-ALL COURSES	ECOM ECUL ETEA EREA
-GUIDED READING	-COMPREHENSION & PRECIS  -INTRO. TO LIT.	-ALL LIT. COURSES	-ALL LIT. COURSES  -LX. 4	ECOM ECUL  ETEA
-SPOKEN ENGLISH (1) -SPOKEN ENGLISH (Lab.)	-SPOKEN ENGLISH	-LX.	-ALL LX. COURSES	ECOM ETEA ECUL

Reasons	Illustrative quotations	PUR-TQ Item results & other Relevant Data
1. English 'favourite' or 'best' subject at secondary school	<p>'Since the 5th Form in secondary school, English has been my best subject'.</p> <p>'English was my favourite language since I began studying it and is still the best language that I like'.</p> <p>'I have chosen English because it has fascinated me, since the 5th Form. So I began to like it very much and it's my favourite language'.</p> <p>'In the beginning I feel bound to tell you that I don't really know the reason which had urged me to choose English ... But the only thing or reason which I know is that I'm really fond of English'.</p>	<p>Over two thirds of all compositions contain references to English as the 'favourite', the 'best' language, and a language the students are 'fond of'</p> <p>All students interviewed declared that they did rank among the first five students in English all through their three years of English study at secondary school</p>
2. 'Outside' influence	<p>'My environment because my father is a teacher of English and he always insists from my school studies that I have to be like him, a teacher of English'.</p> <p>'I've two sisters, the eldest is a teacher of English, the second is studying now in the University ... Since I was a school student I've heard my sisters talking about this interesting language'.</p>	<p>Two thirds (65.5%) of respondents to PUR-SQ (Item 21) were encouraged to take up English study at University by 'someone'</p>

---

'There are several reasons that made me decide to study English. The first reason: my teacher of the 7th Form (1) told me study English because he found that I was very interested in speaking and reading English. Some students of the Department told me about studying this latter'.

---

3. Perception of employment  
market

'English is a modern language which can provide me a job in the future'.

70.5% of respondents to PUR-SQ think a 'licence' in English is the most likely to get the student a 'good job'

'I want to have a good job, not just a teacher at secondary school'.

'English studies still have a good future, not like other studies as Law studies for example which gets more a symbole of unemployment'.

'I'm in letters because I don't want to study economics in this university, avoiding to risk my future'.

'First, to tell you the truth I wanted to study philosophy because I like it very much, but I was told that I wouldn't have a job when finishing my studies'.

---

4. 'Reputation' of the  
English Department

'My secondary school teacher of English used, now and then to tell us good things about the relationship between students and teachers and how lessons are given, which encouraged me a lot to choose this branch'.

---

Note (1) Secondary school studies last seven years, hence the '7th Form'.

Student Motives

Motives	Illustrative quotations	Relevant statistical data
1. Employment-seeking ( <i>'Occupational'</i> )	'...but most people come to get a job.'  'Well, I'm not expecting a great deal from my experience, I just want to get a job later.'  'I want to assure my future because I want to be a reporter of an English newspaper after finishing all my English studies.'  '...all I want to gain from my experience in the University is <u>TO HAVE A JOB.</u> '	PUR-SQ, Item 24: 76.5% of respondents gave 'to get a job' as an important reason why they decided to study English and 70% 'to become a teacher of English'.  PUR-SQ, Item 22: 76% of respondents gave 'to be able to get a job' as an important reason for going to University.
2. Knowledge-seeking	'Everybody wants knowledge, ...if you have no knowledge, you won't get a job.'  'A good command of English can improve our intellectual strength and power and it can enhance our social life...'  '...I decided to study this language at the University so as to be able to speak it more fluently and use it to communicate with foreign people here in Morocco and abroad. I also want to have more knowledge, for example the history of England and America...'	PUR-SQ, Item 24a: 99% of respondents consider 'to develop their knowledge of English' an important reason for studying English at the University.  PUR-SQ, Item 22a: 93% of respondents think 'to acquire more knowledge' is an important reason for enrolling at University.

cont/d...

Student Motives

Motives	Illustrative quotations	Relevant statistical data
	<p>'I live in Tangier and I used to watch Gibraltar TV and before I studied English I was always curious to understand what they say...'</p> <p>'...English is the first international language. And studying English is the key for studying English literature, English philosophy... So then we can have a general culture.'</p> <p>'...I have some English and American friends who write to me, and so I have to know how to answer them...'</p>	<p>PUR-SQ, Item 24d: 89% of respondents consider 'to learn about the culture of English-speaking people' an important reason for studying English.</p>
<p>3. Experiential ( 'Social' )</p>	<p>'Why to know new people? To know a subject-matter is O.K., but to know new people, it means nothing to me.'</p> <p>'I will learn from students who work hard. Those who have succeeded. How do they do in order to succeed.'</p> <p>'We are here only to study, not to know people... We will forget our studies if we try to know people...'</p> <p>'We can learn a lot from other students. We can exchange ideas even with students in other Departments.'</p>	<p>See results for PUR-SQ, item 22</p>

Student Motives

Motives	Illustrative quotations	Relevant statistical data
4. Personal	<p>'...My parents are severe and aggressive... so I have chosen the English as a language because I want to be free and leave them. Studying English means freedom for me.'</p> <p>'I have always lived with my parents. Now I can live my own life and learn how to find solutions to my problems.'</p> <p>'Just as an experience. It's the first time I have left home for more than a month.'</p>	<p>PUR-SQ, Item 22e: only 07% of the respondents think 'to be free from one's parents' an important reason for going to University.</p>



APPENDIX VI.1

PUR-SQ, Student Motives

Items 22a & 24a

(N = 90)

(1 = Very important; 2 = Important; 3 = Undecided; 4 = Not so important; 5 = Not important at all)

Item 22: These are some of the reasons why students go to University. Show how important or unimportant you think each of them is by using one of the numbers 1 to 5.

	1	2	3	4	5
<u>Item 22a:</u> Acquiring more knowledge	76.5%	16%	02%	03.5%	02%

Item 24: These are some of the reasons why students may decide to study English at the University. Show how important or unimportant each of them is for you, using one of the numbers 1 to 5.

	1	2	3	4	5
<u>Item 24a:</u> To develop their knowledge of English	81%	17.5%	00%	00%	01%

APPENDIX VI.2

PUR-SQ, Student 'Personal' and 'Social' Motives

Items 22b, 22e and 22f

(N = 90)

Item 22: These are some of the reasons why students go to University. Show how important or unimportant you think each of them is by using one of the numbers 1 to 5.

	1	2	3	4	5
b) to get to know more people	06%	21.5%	13%	39%	20%
e) to be free from one's parents	05%	02.5%	11%	12.5%	69%
f) to be able to live like a student	07%	30%	19%	27.5%	16.5%

STUDENT EVALUATION QUESTIONNAIRE

IN THIS QUESTIONNAIRE YOU ARE ASKED TO ANSWER QUESTIONS ABOUT WHAT YOU THINK OF THE GENERAL ORGANISATION OF THE ENGLISH PROGRAMME YOU ARE FOLLOWING: COURSES, TEACHING, METHODS USED IN LECTURES, TIMETABLES, ETC.

OUR PURPOSE IS TO TRY AND UNDERSTAND YOUR REACTIONS TO AND OPINIONS ABOUT DIFFERENT ASPECTS OF THE PROGRAMME.

THE INFORMATION YOU PROVIDE WILL BE SECRET AND KNOWN ONLY TO THE AUTHOR OF THIS QUESTIONNAIRE.

PLEASE COMPLETE IT ON YOUR OWN AND CHECK THAT YOU HAVE ANSWERED ALL QUESTIONS BEFORE YOU HAND IT IN.

(You may ask your teacher to help you if there is anything you don't understand).

YOUR ANSWERS MUST BE PERSONAL AND HONEST

THANK YOU VERY MUCH FOR YOUR HELP

---

PERSONAL INFORMATION: (PLEASE UNDERLINE THE APPROPRIATE ANSWER)

1. How old are you? .....
2. Sex    Male    Female
3. Baccalaureate                                  English Preformation / L M / L O /  
Other .....
4. Are you a repeater?                          Yes    No
5. What is your major (for 4th year students only):  
Literature    Linguistics

SECTION ONE

IN THIS SECTION OF THE QUESTIONNAIRE YOU ARE ASKED TO SAY WHAT YOU THINK OF THE ORGANISATION OF THE ENGLISH PROGRAMME AND THE FACILITIES PROVIDED BY THE FACULTY AND THE DEPARTMENT.

PLEASE CIRCLE THE NUMBER WHICH CORRESPONDS TO YOUR ANSWER

6. How important do you think each of the courses you study is?

(1 = not important at all; 2 = not so important; 3 = undecided; 4 = important; 5 = very important)

- a) Comprehension 1 2 3 4 5
b) Precis 1 2 3 4 5
c) Grammar 1 2 3 4 5
d) Composition 1 2 3 4 5
e) Guided Reading 1 2 3 4 5
f) Spoken English in Laboratory 1 2 3 4 5
g) Spoken English outside Laboratory 1 2 3 4 5

7. Use the numbers 1 to 5 to indicate how difficult or easy you think each of the courses is.

(1 = very easy; 2 = easy enough; 3 = average; 4 = difficult; 5 = very difficult)

- a) Comprehension 1 2 3 4 5
b) Precis 1 2 3 4 5
c) Grammar 1 2 3 4 5
d) Composition 1 2 3 4 5
e) Guided Reading 1 2 3 4 5
f) Spoken English in Laboratory 1 2 3 4 5
g) Spoken English outside Laboratory 1 2 3 4 5

PLEASE COMMENT ON YOUR ANSWER:
.....
.....
.....

8. This question is about the number of hours you have in each course (every week). Do you consider that number:

- 1 Too many
2 just enough
3 not enough

Please give your reasons:
.....
.....
.....

SECTION ONE

IN THIS SECTION OF THE QUESTIONNAIRE YOU ARE ASKED TO SAY WHAT YOU THINK OF THE ORGANISATION OF THE ENGLISH PROGRAMME AND THE FACILITIES PROVIDED BY THE FACULTY AND THE DEPARTMENT.

PLEASE CIRCLE THE NUMBER WHICH CORRESPONDS TO YOUR ANSWER

6. How important do you think each of the courses you study is?

(1 = not important at all; 2 = not so important; 3 = undecided; 4 = important 5 = very important)

- a) Comprehension 1 2 3 4 5 e) Intro to Literature 1 2 3 4 5
b) Precis 1 2 3 4 5 f) Brit Civilisation 1 2 3 4 5
c) Grammar 1 2 3 4 5 g) American Civilisation 1 2 3 4 5
d) Composition 1 2 3 4 5 h) Spoken English 1 2 3 4 5

7. Use the numbers 1 to 5 to indicate how difficult or easy you think each of the courses is.

(1 = very easy; 2 = easy enough; 3 = average; 4 = difficult; 5 = very difficult)

- a) Comprehension 1 2 3 4 5 e) Intro to Literature 1 2 3 4 5
b) Precis 1 2 3 4 5 f) Brit Civilisation 1 2 3 4 5
c) Grammar 1 2 3 4 5 g) American Civilisation 1 2 3 4 5
d) Composition 1 2 3 4 5 h) Spoken English 1 2 3 4 5

PLEASE COMMENT ON YOUR ANSWER:
.....
.....
.....

8. This question is about the number of hours you have in each course (every week). Do you consider that number:

- 1 Too many 2 just enough 3 not enough

PLEASE GIVE YOUR REASONS:
.....
.....
.....

SECTION ONE

IN THIS SECTION OF THE QUESTIONNAIRE YOU ARE ASKED TO SAY WHAT YOU THINK OF THE ORGANISATION OF THE ENGLISH PROGRAMME AND THE FACILITIES PROVIDED BY THE FACULTY AND THE DEPARTMENT.

PLEASE CIRCLE THE NUMBER WHICH CORRESPONDS TO YOUR ANSWER

6. How important do you think each of the courses you study is?

(1 = not important at all; 2 = not so important; 3 = undecided; 4 = important 5 = very important)

- a) Composition and Intro to Research 1 2 3 4 5
b) Novel 1 2 3 4 5
c) Translation 1 2 3 4 5
d) Linguistics 1 2 3 4 5
e) Drama 1 2 3 4 5
f) Poetry 1 2 3 4 5
g) African Literature 1 2 3 4 5
h) Survey 1 2 3 4 5

7. Use the numbers 1 to 5 to indicate how difficult or easy you think each of the courses is.

(1 = very easy; 2 = easy enough; 3 = average; 4 = difficult; 5 = very difficult)

- a) Composition and Intro to Research 1 2 3 4 5
b) Novel 1 2 3 4 5
c) Translation 1 2 3 4 5
d) Linguistics 1 2 3 4 5
e) Drama 1 2 3 4 5
f) Poetry 1 2 3 4 5
g) African Literature 1 2 3 4 5
h) Survey 1 2 3 4 5

PLEASE COMMENT ON YOUR ANSWER:
.....
.....
.....

8. This question is about the number of hours you have in each course (every week). Do you consider that number:

- 1 Too many
2 just enough
3 not enough

PLEASE GIVE YOUR REASONS:
.....
.....
.....

SECTION ONE

IN THIS SECTION OF THE QUESTIONNAIRE YOU ARE ASKED TO SAY WHAT YOU THINK OF THE ORGANISATION OF THE ENGLISH PROGRAMME AND THE FACILITIES PROVIDED BY THE FACULTY AND THE DEPARTMENT.

PLEASE CIRCLE THE NUMBER WHICH CORRESPONDS TO YOUR ANSWER

6. How important do you think each of the courses you study is?

(1 = not important at all; 2 = not so important; 3 = undecided; 4 = important 5 = very important)

- a) Literature 1 or Linguistics 1
b) Literature 2 or Linguistics 2
c) Literature 3 or Linguistics 3
d) Linguistics 4
e) Translation
f) Novel
g) Survey

7. Use the numbers 1 to 5 to indicate how difficult or easy you think each of the courses is.

(1 = very easy; 2 = easy enough; 3 = average; 4 = difficult; 5 = very difficult)

- a) Literature 1 or Linguistics 1
b) Literature 2 or Linguistics 2
c) Literature 3 or Linguistics 3
d) Linguistics 4
e) Translation
f) Novel
g) Survey

PLEASE COMMENT ON YOUR ANSWER: .....

8. This question is about the number of hours you have in each course (every week). Do you consider that number:

- 1 Too many
2 just enough
3 not enough

PLEASE GIVE YOUR REASONS: .....

9. To what extent are you satisfied or dissatisfied with your weekly timetable (number of hours, time, days of the week).

- Not satisfied at all 1                      Not really satisfied 2
- No opinion 3                                Quite satisfied 4
- Very satisfied 5

CAN YOU SAY WHY IN ONE OR TWO SENTENCES: .....

10. Approximately how many students generally attend in your group: .....  
Is this number:

- Too many 1                      The right number 2                      Not enough 3

IN WHAT WAY DO YOU THINK THIS MAY AFFECT YOUR LEARNING?

.....  
.....

11. Would you say that the library facilities provided to students (books, reading room, etc) are:

- Very poor 1      Poor 2      Average 3      Good 4      Excellent 5

PLEASE GIVE REASONS FOR YOUR ANSWER: .....

12. How often are extra-curricula activities organised by the Department?

(Never = 1; Rarely = 2; Don't know = 3; Sometimes = 4; Often = 5)

- a) Film projections                      1 2 3 4 5
- b) Theatre                                1 2 3 4 5
- c) Exhibitions (books, etc)            1 2 3 4 5

YOUR COMMENTS ABOUT THESE ACTIVITIES ARE: .....

IN THIS SECTION, YOU ARE ASKED TO EXPRESS YOUR OPINIONS ABOUT TEACHING AS PRACTISED IN YOUR DEPARTMENT.

**SECTION TWO**

YOUR ANSWERS MUST BE HONEST AND ABOUT THE TEACHING IN GENERAL, NOT ANY PARTICULAR COURSE OR TEACHER.

PLEASE INDICATE WHETHER YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS BELOW BY CIRCLING THE NUMBER WHICH CORRESPONDS TO YOUR ANSWER.

(1 = STRONGLY DISAGREE; 2 = DISAGREE; 3 = UNDECIDED; 4 = AGREE; 5 = STRONGLY AGREE)

TEACHERS IN THE ENGLISH DEPARTMENT:

- 13. explain the objectives of courses they teach to their students 1 2 3 4 5
- 14. give clear and well-organised lectures 1 2 3 4 5
- 15. explain difficult points in their lectures 1 2 3 4 5
- 16. give students clear examples 1 2 3 4 5
- 17. provide most students with opportunities to participate in class 1 2 3 4 5
- 18. provide students with enough information to follow during lectures 1 2 3 4 5
- 19. have good knowledge of the subjects they teach 1 2 3 4 5
- 20. are enthusiastic enough about their teaching 1 2 3 4 5
- 21. are interested in students' learning problems 1 2 3 4 5
- 22. are interestd in students' personal problems 1 2 3 4 5
- 23. make students work hard 1 2 3 4 5
- 24. correct and return students' assignments on time 1 2 3 4 5
- 25. don't miss lectures too often 1 2 3 4 5
- 26. make up for missed lectures 1 2 3 4 5
- 27. are almost never late for classes 1 2 3 4 5

PLEASE USE THE SPACE BELOW TO COMMENT ON ANYOF YOUR OPINIONS:

.....

.....

.....

.....



## SECTION THREE

IN THIS SECTION YOU ARE ASKED TO INDICATE HOW SATISFIED OR DISSATISFIED YOU ARE WITH THE PROGRESS YOU HAVE MADE IN YOUR STUDIES SO FAR.

1 = NOT SATISFIED AT ALL; 2 = NOT REALLY SATISFIED; 3 = DON'T KNOW;  
4 = QUITE SATISFIED; 5 = VERY SATISFIED; NA = NOT APPLICABLE

HOW SATISFIED ARE YOU WITH YOUR PROGRESS IN:

28. speaking English	1	2	3	4	5	
29. writing English	1	2	3	4	5	
30. reading English	1	2	3	4	5	
31. understanding English literature	1	2	3	4	5	
32. understanding linguistics (for third and fourth year students only)	1	2	3	4	5	NA
33. understanding the techniques of translation (for third and fourth year students only)	1	2	3	4	5	NA
34. understanding the culture of English speaking people (civilisation)	1	2	3	4	5	
35. developing your study skills (reading, listening to lectures, taking notes, etc)	1	2	3	4	5	

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS BELOW BY CIRCLING ONE OF THE NUMBERS.

(1 = Strongly disagree; 2 = Disagree; 3 = Undecided; 4 = Agree;  
5 = Strongly Agree)

GENERALLY SPEAKING, STUDENTS IN THE ENGLISH DEPARTMENT:

36. are well-informed about matters related to their studies						
a) for you	1	2	3	4	5	
b) for the majority of students	1	2	3	4	5	
37. are clear about their own objectives at university						
a) for you	1	2	3	4	5	
b) for the majority of students	1	2	3	4	5	
38. understand what teachers expect of them during lectures						
a) for you	1	2	3	4	5	
b) for the majority of students	1	2	3	4	5	
39. are well-prepared for examinations						
a) for you	1	2	3	4	5	
b) for the majority of students	1	2	3	4	5	

40. understand the reasons why they pass or fail examinations

- a) for you 1 2 3 4 5
- b) for the majority of students 1 2 3 4 5

41. ANSWER THIS QUESTION ONLY IF YOU ARE A REPEATER

CIRCLE THE NUMBER CORRESPONDING TO THE MOST IMPORTANT REASON WHY YOU THINK YOU FAILED THE EXAMINATION

- WAS IT BECAUSE:
- You didn't work hard enough 1
  - You didn't know how to work for the exam 2
  - you found the courses too difficult 3
  - you didn't understand the exam questions 4
  - you just were unlucky 5
  - other reasons: ..... 6
  - .....

ADDITIONAL COMMENT: PLEASE USE THIS SPACE TO COMMENT ON ANY OF THE TOPICS OF THIS QUESTIONNAIRE.

YOUR CRITICISM IS WELCOME.

ONCE AGAIN THANK YOU VERY MUCH FOR YOUR HELP

TEACHER EVALUATION QUESTIONNAIRE

Dear Colleague

THE PURPOSE OF THIS QUESTIONNAIRE IS TO ELICIT YOUR EVALUATION OF THE ELT (LANGUAGE, LITERATURE & LINGUISTICS) PROGRAMME AS IMPLEMENTED IN YOUR DEPARTMENT. IT INCLUDES QUESTIONS ABOUT THE GENERAL ORGANISATION OF THE PROGRAMME, THE COURSES, THE TEACHING AND STAFF EVALUATION OF STUDENTS' APTITUTDE AND MOTIVATION.

THE INFORMATION WILL BE USED TO DESCRIBE AND INTERPRET THE WORKINGS OF THE PROGRAMME AS PART OF ITS GENERAL EVALUATION.

YOUR ANSWERS WILL BE TREATED IN STRICT CONFIDENCE AND KNOWN ONLY TO THE AUTHOR OF THIS QUESTIONNAIRE.

YOUR CO-OPERATION IS APPRECIATED IN COMPLETING THE QUESTIONNAIRE AND RETURNING IT BY .....

T H A N K   Y O U

What courses do you teach:

Course	Level	Number of Groups
1.		
2.		
3.		
4.		

PLEASE INDICATE YOUR ANSWER/REACTION TO THE QUESTION/STATEMENT BY CIRCLING THE NUMBER WHICH CORRESPONDS TO YOUR ASSESSMENT AS IT APPLIES TO YOUR EXPERIENCE IN THE DEPARTMENT. CIRCLE NA IF THE ITEM IS NOT APPLICABLE TO YOU.

**SECTION ONE**

IF YOU WISH TO ELABORATE ON ANY OF YOUR ANSWERS, PLEASE USE THE SPACE PROVIDED AND THE LAST PAGE OF THE QUESTIONNAIRE.

(CONSIDER THE QUESTIONS WITH REFERENCE TO THE AVERAGE STUDENT)

1. Generally speaking, would you say that the NUMBER OF COURSES taught in the Department in each year is:

1	2	3
TOO MANY	ABOUT RIGHT	NOT ENOUGH

Comments: .....

.....

2. Do you consider the AMOUNT OF MATERIAL included in courses:

1	2	3
TOO MUCH	ABOUT RIGHT	NOT ENOUGH

Please say why you think so: .....

.....

3. To what extent do you think students are INTERESTED in the courses you teach (please indicate the proportion in %):

- NOT INTERESTED AT ALL ..... %
- NOT AS INTERESTED AS THEY SHOULD BE ..... %
- QUITE INTERESTED ..... %
- VERY MUCH INTERESTED ..... %

Your comments: .....

.....

4. How would you assess the general LEVEL OF DIFFICULTY of the courses you teach:

1	2	3	4	5
ELEMENTARY	QUITE EASY	OF AVERAGE DIFFICULTY	DIFFICULT	VERY DIFFICULT

Please elaborate: .....

.....

5. If there is a list of SET BOOKS for the courses you teach, how MOTIVATED do you think your students are to read them:

- NOT MOTIVATED AT ALL 1
- NOT AS MOTIVATED AS THEY SHOULD BE 2
- THEY READ THE BOOKS FOR THE EXAM ONLY 3
- QUITE MOTIVATED 4
- HIGHLY MOTIVATED 5
- NOT APPLICABLE NA

Comments: .....  
.....

6. In order to ADEQUATELY COVER THE SYLLABUSES of courses you teach, do you think the number of weekly classes allotted is:

- |            |             |                  |
|------------|-------------|------------------|
| 1          | 2           | 3                |
| NOT ENOUGH | ABOUT RIGHT | MORE THAN ENOUGH |

Comments: .....  
.....

7. What is your assessment of the CONVENIENCE of the WEEKLY TIMETABLE of your classes:

- |                 |                      |   |   |
|-----------------|----------------------|---|---|
| a) FOR YOU      | - TOTALLY INADEQUATE | 1 |   |
|                 | - COULD BE BETTER    | 2 |   |
|                 | - ADEQUATE           | 3 |   |
| b) FOR STUDENTS | 1                    | 2 | 3 |

Comments: .....  
.....

8. How would you describe the SIZE of the GROUPS you teach:

- |           |                       |             |           |
|-----------|-----------------------|-------------|-----------|
| 1         | 2                     | 3           | 4         |
| TOO LARGE | LARGE BUT 'TEACHABLE' | ABOUT RIGHT | TOO SMALL |

Please comment on the effects (if any) of class-size on your work in general (teaching, assessment of student learning, marking-load, etc):

.....  
.....  
.....

TO WHAT EXTENT WOULD YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS.

1 = STRONGLY DISAGREE; 2 = DISAGREE; 3 = UNDECIDED; 4 = AGREE;  
5 = STRONGLY AGREE

- |     |  |   |   |   |   |   |    |
|-----|--|---|---|---|---|---|----|
| 9.  | Most of the <u>BOOKS YOU</u> need are available in the library.                                      | 1 | 2 | 3 | 4 | 5 |    |
| 10. | a) Most of the <u>BOOKS STUDENTS</u> need are available  | 1 | 2 | 3 | 4 | 5 |    |
|     | b) There are <u>ENOUGH COPIES</u> for students   | 1 | 2 | 3 | 4 | 5 |    |
| 11. | The <u>LIBRARY SERVICES</u> provided by the Faculty are adequate for the needs of students and staff | 1 | 2 | 3 | 4 | 5 |    |
| 12. | <u>LANGUAGE LABORATORY FACILITIES</u> are ADEQUATE for the needs of the Department                   | 1 | 2 | 3 | 4 | 5 | NA |
| 13. | The <u>LANGUAGE LABORATORIES</u> are used EFFECTIVELY by the STAFF                                   | 1 | 2 | 3 | 4 | 5 | NA |

Comments: .....

.....

PLEASE INDICATE YOUR REACTION TO EACH OF THE STATEMENTS BELOW BY CIRCLING THE NUMBER WHICH MOST CLOSELY CORRESPONDS TO YOUR VIEW.

**SECTION TWO**

CONSIDER THE STATEMENTS AS THEY APPLY TO WHAT YOU THINK THE GENERAL PRACTICE IN THE DEPARTMENT IS (BY THE GROUP OF TEACHERS TEACHING THE SAME COURSES AS YOU OR MORE GENERALLY BY ALL MEMBERS OF STAFF).

1 = STRONGLY DISAGREE; 2 = DISAGREE; 3 = UNDECIDED; 4 = AGREE;  
5 = STRONGLY AGREE

TEACHERS IN THE ENGLISH DEPARTMENT:

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 14. | are aware of the aims of ELT at university                             | 1 | 2 | 3 | 4 | 5 |
| 15. | have clear objectives for courses they teach                           | 1 | 2 | 3 | 4 | 5 |
| 16. | give well-organised lectures   | 1 | 2 | 3 | 4 | 5 |
| 17. | provide enough opportunities for student participation in class        | 1 | 2 | 3 | 4 | 5 |
| 18. | have an adequate grasp of the subject-matter of disciplines they teach | 1 | 2 | 3 | 4 | 5 |
| 19. | are interested in students' <u>learning</u> problems                   | 1 | 2 | 3 | 4 | 5 |
| 20. | display enthusiasm in/for their teaching                               | 1 | 2 | 3 | 4 | 5 |
| 21. | are interested in self-development as teachers                         | 1 | 2 | 3 | 4 | 5 |
| 22. | are willing to take part in team-work                                  | 1 | 2 | 3 | 4 | 5 |
| 23. | frequently assess their students' learning                             | 1 | 2 | 3 | 4 | 5 |

- 24. provide prompt feedback on students' work 1 2 3 4 5
- 25. are able to develop adequate tests and examination papers/questions 1 2 3 4 5
- 26. demonstrate an ability to design a fair system of assessment (especially exams) 1 2 3 4 5
- 27. are interested in research related to their academic disciplines 1 2 3 4 5

28. What is your general assessment of TEACHING as practised in your Department:

- |      |                 |                  |              |      |
|------|-----------------|------------------|--------------|------|
| 1    | 2               | 3                | 4            | 5    |
| POOR | COULD BE BETTER | CAN'T GENERALISE | SATISFACTORY | GOOD |

Please use the space below for any additional comments you may want to make about items in Section Two of this questionnaire

.....

.....

.....

THE AIM OF THIS SECTION IS TO ELICIT YOUR PERCEPTIONS OF THE IDEAL STUDENT AND YOUR EVALUATION OF STUDENTS' APTITUDE AND MOTIVATION FOR STUDYING IN THE ENGLISH DEPARTMENT.

**SECTION THREE**

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS BY CIRCLING THE NUMBER WHICH MOST CLOSELY CORRESPONDS TO YOUR OPINION.

(IF YOU CAN'T GENERALISE FOR ALL STUDENTS, CONSIDER THE STATEMENTS AS THEY APPLY TO STUDENTS YOU TEACH)

- 1 = STRONGLY DISAGREE; 2 = DISAGREE; 3 = UNDECIDED; 4 = AGREE;
- 5 = STRONGLY AGREE

GENERALLY SPEAKING, STUDENTS IN THIS DEPARTMENT

- 29. are well-informed about studies in the Department when they enrol in First year 1 2 3 4 5
- 30. have clear personal motives for studying in the Department 1 2 3 4 5
- 31. understand the general objectives of courses they take 1 2 3 4 5
- 32. have acquired the basic linguistic knowledge required to study in the Department 1 2 3 4 5
- 33. attend classes regularly 1 2 3 4 5

- 34. hand in assignments promptly 1 2 3 4 5
- 35. do the reading required for the courses 1 2 3 4 5
- 36. have developed the necessary skills for
  - a) listening to lectures with understanding 1 2 3 4 5
  - b) note-taking 1 2 3 4 5
  - c) reading the set books 1 2 3 4 5
  - d) studying independently 1 2 3 4 5
- 37. are adequately prepared to take exams 1 2 3 4 5
- 38. display full commitment to their subjects of study 1 2 3 4 5

Please use this space for any comments on the items in Section Three:

.....

.....

.....

.....

ADDITIONAL COMMENTS:

.....

.....

.....

.....

COMMENTS ON THE QUESTIONNAIRE: (YOUR ALL-OUT CRITICISM IS WELCOME)

.....

.....

.....

.....

THANK YOU VERY MUCH FOR YOUR HELP
-----------------------------------



## APPENDIX VII.3

### Student Evaluation Interview Schedule

#### Phase 2: Practices

#### SEI(1) : Programme Evaluation

#### BACKGROUND INFORMATION

##### 1. Brief history of interviewee's experience of the programme

- 1.1 Description of past experience (previous years)
- 1.2 Experience of repeating (where applicable). Perceived positive and negative aspects.

##### 2. Perceptions of programme organisation

- 2.1 Courses (importance, difficulty, interest and perception of demands)
- 2.2 Facilities (library, reading-room ...)
- 2.3 Evaluation of organisation of language-lab sessions
- 2.4 Group-size and effects
- 2.5 Evaluation of time-table

##### 3. Evaluation of teaching

- 3.1 Description of styles experienced
- 3.2 Satisfaction with teaching
- 3.3 Teacher characteristics
- 3.4 Teacher commitment (teacher-student relationships, interest in students, enthusiasm ...)

##### 4. Learning 'acts'

- 4.1 Participation (factors that facilitate/hinder participation, various forms of participation and frequency)
- 4.2 Note-taking (compilation, use)
- 4.3 Home-study (study habits, writing assignments, preparation for lectures ...)
- 4.4 Preparation for exams

##### Additional items for 4th year students:

- 1. Reasons for majoring in either literature or linguistics and of choice made
- 2. Description of the monograph experience (satisfaction with administrative organisation, teacher-student relationship, satisfaction with supervision practice)

#### ADDITIONAL COMMENTS

## APPENDIX VII.4

### Student Evaluation Interview Schedule

#### Phase 2: Practices

#### SEI(2) : Examinations

(Background information elicited during SEI(1)).

#### 1. Interviewee's preparation for exams

- 1.1 Past experience of exams assessed
- 1.2 Preparation: modes of study, time allotted to each subject, assessment of understanding (with peers, teachers ...)
- 1.3 'Psychological' preparation. (The 'eve' of the exam)

#### 2. Evaluation of 1985 exams

- 2.1 Difficulty of questions assessed
- 2.2 Relevance to syllabus
- 2.3 Coverage of syllabus
- 2.4 Time allowed and general psychological conditions

#### 3. Perceptions of the potential relationships between exams just experienced and aspects of the teaching/learning experience

#### 4. Expectation of performance

#### 5. Repeaters only: How do 1985 exams compare with 1984.

#### ADDITIONAL COMMENTS

APPENDIX VIII.1

Grouping and Teacher/Student Ratios (1979-80 to 1985-86) (\*)

		79-80	81-82	82-83	83-84	84-85	85-86
Year 1	Total N of students	642	623	594	623	657	651
	Number of groups	10	12	8	7	5	5
	Average/group	64	52	74	89	131	130
Year 2	Total N of students	294	359	358	416	315	445
	Number of groups	5	5	5	5	4	4
	Average/group	59	72	72	83	79	111
Year 3	Total N of students	157	302	320	320	420	378
	Number of groups	3	5	5	5	4	3
	Average/group	52	60	64	64	105	126
Year 4	Total N of students	89	172	161	190	163	215
	Number of groups	2	4	4	4	2	2
	Average /group	45	43	40	47	81	Lit. 127 LX . 88
Overall number of students (Number of teachers)		1,172 (37)	1,456 (37)	1,433 (37)	1,549 (38)	1,555 (32)	1,689 (29)
Average T/S ratios		1/32	1/45	1/39	1/40	1/48	1/58

(\*) Statistics for 1980-81 not available.

APPENDIX VIII.2

Composition of the Student Population for 1985-86

	Male	Female	New	Repeaters	Total
YEAR 1	(376) 58%	(275) 42%	(356) 55%	(295) 45%	(651) 38.5%
YEAR 2	(285) 64%	(160) 36%	(238) 53%	(207) 46%	(445) 26%
YEAR 3	(231) 61%	(147) 39%	(144) 38%	(234) 62%	(378) 22.5%
YEAR 4 LIT	(81) 64%	(46) 36%	(100) 79%	(27) 21%	(127) 59%
LX	(67) 76%	(21) 24%	(53) 60%	(35) 40%	(88) 41%
	(148) 69%	(67) 31%	(153) 71%	(62) 29%	(215) 13%
Overall total	(1,040) 61%	(649) 39%	(891) 53%	(789) 47%	(1,689/12,805) 13%

## APPENDIX IX.1.1

Student Evaluation of the Programme: courses, facilities, and 'extra-curricular' activities, SEQ Items 6, 7, 11 and 12.

Item 6: How important do you think each of the courses you study is?

(1=Not important at all; 2=Not so important; 3=Undecided; 4=Important; 5= Very Important)

<u>Year 1 (N=102)</u>	1+2	3	4+5	(1)
1. Comprehension	08%	07%	85%	(12%)
2. Precis	08%	11%	81%	(08%)
3. Grammar	03%	06%	90%	(20%)
4. Composition	03%	04%	92%	(20%)
5. Guided Reading	02%	02%	95%	(12%)
6. Spoken English (1)	12%	14%	72%	(08%)
7. Spoken English (2)	07%	11%	81%	(10%)

### Year 2 (N=105)

1. Comprehension	06%	05%	89%	(12%)
2. Precis	23%	10%	66%	(08%)
3. Grammar	03%	03%	93%	(12%)
4. Composition	05%	04%	90%	(08%)
5. Introduction to Literature	05%	13%	81%	(12%)
6. Civilisation 1	27%	15%	58%	(08%)
7. Civilisation 2	30%	14%	56%	(12%)
8. Spoken English	17%	08%	75%	(08%)

### Year 3 (N=86)

1. Composition and Intro. to Res.	16%	13%	70%	(20%)
2. Linguistics	09%	08%	82%	(12%)
3. Translation	35%	10%	55%	(08%)
4. Novel	06%	06%	87%	(10%)
5. Drama	14%	06%	79%	(10%)
6. Poetry	29%	19%	51%	(10%)
7. African Literature	26%	13%	60%	(10%)
8. Survey	32%	12%	55%	(10%)

### Year 4 (N=93)

1. Lit.1 /Linguistics 1	19%	08%	73%	(12%)
2. Lit. 2 /Linguistics 2	12%	07%	81%	(12%)
3. Lit. 3 /Linguistics 3	03%	08%	89%	(08%)
4. Linguistics 4	11%	11%	77%	(12%)
5. Translation	51%	12%	36%	(08%)
6. Novel	27%	09%	63%	(12-08%)
7. Survey	30%	18%	51%	(10%)

(1) Percentages between ( ) indicate the weighting of each course in the examination.

cont

Item 7: Use the numbers 1 to 5 to indicate how difficult or easy you think each of the courses is:  
 (1=Very easy; 2=Easy enough; 3=Average; 4=Difficult; 5=Very difficult)

		1+2	3	4+5
1. Composition & Intro. to Res.	Year 3	77.5%	16.5%	06%
2. Intro. to Literature	Year 2	67%	25%	07%
3. Linguistics 3	Year 4	63%	30%	07%
4. Novel	Year 4	60%	31%	08%
5. Comprehension & Precis	Year 2	56%	36%	06%
6. Lit. 3	Year 4	54%	34%	11%
7. Lit. 1	Year 4	51%	43%	06%
8. Novel & Drama	Year 3	49%	41%	10%
9. Composition	Year 1	48%	36%	14%
10 Grammar	Year 1	47%	25%	27%

Item 11: Would you say that the library facilities provided for students (books, reading room, ...etc.) are:

	Very poor	Poor	Average	Good	V.Good.
Year 1	44%	29%	15%	11.5%	00%
Year 2	57%	28%	14.5%	00%	00%
Year 3	66.5%	26%	06%	01%	00%
Year 4	68.5%	26%	05%	00%	00%

Item 12: How often are extra-curricular activities organised by the Department?

	Never	Rarely	Don't Know	Some-times	Often
<u>a) Film shows</u>					
Year 1	39.5%	39.5%	18%	02%	00%
Year 2	26.5%	59%	13%	01%	00%
Year 3	21%	63%	13%	02%	00%
Year 4	17%	61.5%	17%	03%	00%
<u>b) Drama performances</u>					
Year 1	38%	38%	14%	09%	00%
Year 2	12.5%	75.5%	09%	02%	00%
Year 3	28%	58%	10%	03%	00%
Year 4	22%	64%	08%	05%	00%
<u>c) Exhibitions</u>					
Year 1	35%	37%	21.5%	06%	00%
Year 2	28%	48%	20%	03%	00%
Year 3	30.5%	47%	20%	02%	00%
Year 4	33.5%	44.5%	15%	06.5%	00%

**APPENDIX IX.1.2**

Importance of teacher enthusiasm and interest in student problems:

Student perceptions, SEQ, Items 20-22

Items 20-22: Please indicate whether you agree or disagree with each of the following statements by circling the number which corresponds to your answer.

				SD+D	UND	A+SA
20. Teachers in the English Department are enthusiastic enough about their teaching	Year 1	(N=102)	18.5%	36%	45.5%	
	Year 2	(N=105)	31%	36%	33%	
	Year 3	(N= 86)	26%	34%	39.5%	
	Year 4	(N= 93)	31.5%	40%	28%	
21. Teachers in the English Department are interested in students' learning problems	Year 1		52%	15%	33%	
	Year 2		<u>68.5%</u>	14.5%	17%	
	Year 3		<u>65.5%</u>	16.5%	18%	
	Year 4		<u>70%</u>	17%	13%	
22. Teachers in the English Department are interested in students' personal problems	Year 1		81%	13%	06%	
	Year 2		<u>85.5%</u>	09%	05.5%	
	Year 3		<u>87%</u>	12%	01%	
	Year 4		<u>89%</u>	09%	02%	

## APPENDIX IX.2

Student Satisfaction with ProgressSEQ, Items 28-35

In this section you are asked to indicate how satisfied or dissatisfied you are with the progress you have made in your studies so far.

(1=Not satisfied at all; 2=Not really satisfied; 3=Don't know; 4=Quite satisfied; 5= Very satisfied).

		1	2	3	4	5
28. Speaking English	Year 1	02.5%	35.5%	09%	46%	07%
	Year 2	07.5%	32.5%	11.5%	44%	04.5%
	Year 3	02%	27%	13%	53%	04%
	Year 4	03%	37%	13%	37%	10%
29. Writing English	Year 1	04%	28.5%	10%	50%	07%
	Year 2	06%	31.5%	14.5%	43%	05%
	Year 3	06%	29.5%	17.5%	46%	01%
	Year 4	01%	18%	16%	56%	08%
30. Reading English	Year 1	01%	13%	11%	56.5%	18%
	Year 2	02%	17%	12.5%	51.5%	16%
	Year 3	01%	07%	12%	64.5%	15%
	Year 4	00%	12%	07.5%	55%	25.5%
31. Understanding English literature	Year 1	02%	25.5%	09%	54%	08.5%
	Year 2	06.5%	33%	10%	41%	09%
	Year 3	01%	25.5%	17%	51%	05%
	Year 4	00%	28%	09.5%	57%	05%
32. Understanding linguistics (3rd & 4th Year only)	Year 1	---	---	---	---	---
	Year 2	---	---	---	---	---
	Year 3	03%	30%	20%	39.5%	07%
	Year 4	02%	25%	12.5%	52.5%	07%
33. Understanding the techniques of translation (3rd & 4th Year only)	Year 1	---	---	---	---	---
	Year 2	---	---	---	---	---
	Year 3	36%	33.5%	12%	17%	01%
	Year 4	32%	39.5%	10%	15.5%	02%
34. Understanding the culture of English speaking people	Year 1	11%	44.5%	20.5%	17.5%	06%
	Year 2	06%	29.5%	14%	42%	08%
	Year 3	08%	19%	10.5%	61%	01%
	Year 4	06.5%	41%	08.5%	43%	01%
35. Developing your study skills*	Year 1	03%	27.5%	09.5%	49%	10%
	Year 2	03%	24.5%	10%	57%	05%
	Year 3	01%	21%	16.5%	56%	05%
	Year 4	01%	13%	14%	63.5%	08%

(\* reading, listening to lectures, taking notes ...)



APPENDIX IX.3

Staff Evaluation of Teaching

TEQ, Items 14-28 (N=29)

Please indicate your reaction to each of the statements below by circling the number which most closely corresponds to your view. Consider the statements as they apply to what you think the general practice in the Department is (by the group of teachers teaching the same courses as you, or more generally by all members of staff). (1= Strongly disagree ..... 5= Strongly agree)

Teachers in the English Department	SD/D	UND	A/SA
14. are aware of the aims of E.L.T. at University	35%	<u>43%</u>	21%
15. have clear objectives for courses they teach	32%	28%	39%
16. give well organised lectures	04%	<u>57%</u>	38%
17. provide enough opportunities for student participation in class	28%	<u>43%</u>	28%
18. have an adequate grasp of the subject-matter of courses they teach	03%	<u>47%</u>	50%
19. are interested in students' learning problems	31%	34%	34%
20. display enthusiasm in/for their teaching	10%	<u>58%</u>	31%
21. are interested in self-development as teachers	20%	38%	41%
22. are willing to take part in team-work	28%	28%	43%
23. frequently assess their students' learning	39%	<u>46%</u>	14%
24. provide prompt feed-back on their students' work	19%	<u>50%</u>	31%
25. are able to develop adequate test and exam papers / questions	14%	<u>46%</u>	39%
26. demonstrate an ability to design a system of assessment	10%	39%	50%
27. are interested in research related to their academic disciplines	28%	<u>39%</u>	32%
<hr/>			
28. What is your general assessment* of teaching as practised in the Department	34%	<u>51%</u>	14%

(\* 1=Poor; 2=Could be better; 3= Can't generalise; 4=Good; 5=Very good).

APPENDIX IX.4

Staff Evaluation of Students

TEQ, Items 29-38 (N=29)

Please indicate the extent to which you agree or disagree with each of the statements by circling the number which most closely corresponds to your opinion. (If you can't generalise for all students, consider statements as they apply to the students you teach).

(1=Strongly disagree ..... 5=Strongly agree)

Generally speaking, students in this Department:	SD/D	UND	A/SA
29. are well-informed about studies in the Department when they enrol in first year	<u>82%</u>	14%	04%
30. have clear personal motives for studying in the Department	<u>51%</u>	35%	14%
31. understand the general objectives of courses they take	<u>51%</u>	31%	17%
32. have acquired the basic linguistic knowledge required to study in the Department	<u>78%</u>	07%	14%
33. attend classes regularly	41%	14%	45%
34. hand in assignments promptly	<u>57%</u>	25%	18%
35. do the reading required for courses	<u>50%</u>	18%	32%
36. have developed the necessary skills for:			
a) listening to lectures with understanding	<u>56%</u>	25%	19%
b) note-taking	<u>83%</u>	07%	10%
c) reading the set books	<u>44%</u>	26%	29%
d) studying independently	<u>65%</u>	24%	10%
37. are adequately prepared to take exams	<u>57%</u>	25%	18%
38. display full commitment to their subjects of study	<u>43%</u>	39%	18%

APPENDIX IX.5

'Content' of 1st Cycle Course Descriptions (1984-85)

(1) = Objectives (2) = Methodology (3) = Sequencing (4) = Staging  
(5) = Assessment

	COURSE	(1)	(2)	CONTENT	(3)	(4)	(5)	OVERALL APPROACH TO SPECIFICATION
1.01 & 1.02	GRAMMAR	-	+	STRUCTURAL ITEMS & TOPICS	+	+	-	STRUCTURAL/ INTERACTIVE
1.03	COMPOSI- TION	-	+	TOPICS & STR. ITEMS	+	+	-	STRUCTURAL/ INTERACTIVE
1.04 & 1.05	COMPRHEN- SION & PRECIS	+	+	THEMES (TEXT TYPES)	+	+	-	INTERACTIVE
1.06	GUIDED READING	+	+	THEMES	+	+	+	TOPICAL/ THEMATIC
1.07	SPOKEN ENGLISH(1)	+	+	NOTIONS/ FUNCTIONS	+	+	-	NOTIONAL/ FUNCTIONAL
1.08	SPOKEN ENGLISH (Lab.)	+	+	NOTIONS/ STR. ITEMS	+	+	+	STRUCTURAL/ COMMUNICATIVE
2.01	GRAMMAR	+	-	STRUCTURAL ITEMS	+	+	+	STRUCTURAL/ INTERACTIVE
2.02	COMPOSI- TION	-	-	TOPICS	+	+	+	INTERACTIVE/ STRUCTURAL
2.03	COMPREHEN- SION	+	+	THEMES	+	+	+	THEMATIC/ COMMUNICATIVE
2.04	INTRO. TO LIT.	+	+	THEMES	+	+	+	THEMATIC

cont/d

APPENDIX IX.5 - cont/d

	COURSE	(1)	(2)	CONTENT	(3)	(4)	(5)	OVERALL APPROACH TO SPECIFICATION
2.05	BRITISH CIV.	+	+	THEMES	+	+	-	THEMATIC/CULTURAL
2.06	AMERICAN CIV.	+	+	THEMES	+	+	+	THEMATIC/CULTURAL
2.07	SPOKEN ENGLISH	+	+	NOTIONS/STR. ITEMS	+	+	+	NOTIONAL/STRUCTURAL

Note: Topics are considered as subdivisions of themes.

EXAMPLES

	<u>SKILL/CONTENT</u>	<u>EXAMPLES OF CONTENT SPECIFICATIONS</u>
1.	Grammar	- Structural items: parts of speech (the noun, the verb... etc), the noun-clause...
2.	Writing	- Structural items: the simple sentence, relevant grammatical points... - Topics: Process and chronology, listing...
3.	Reading	- Themes: - text types (e.g. narrative, descriptive... - style, tone... - generalisation, selection...
4.	Listening & Speaking	- Phonological structure: sounds (e.g. vowels, consonants, minimal pairs...) - Notions: asking for information, apologising...
5.	Culture	- Topics: the Reformation, contemporary government in Britain, education in the U.S....

APPENDIX IX.6

'Content' of 2nd Cycle Course Descriptions (1984-85)

	COURSE	(1) (2)		CONTENT	(3)	(4)	(5)	OVERALL APPROACH TO SPECIFICATION
3.01	C.I.R.	+	+	THEMES & TOPICS	+	+	+	INTERACTIONAL
3.02	LX	+	+	THEMES & TOPICS	+	+	-	THEMATIC/ TOPICAL
3.03	TRANS- LATION	+	-	THEMES & TOPICS	+	+	+	THEMATIC/ TOPICAL
3.04	NOVEL	+	+	THEMES & TOPICS	+	+	-	THEMATIC/ TOPICAL
3.05	DRAMA	+	+	THEMES & TOPICS	+	-	-	THEMATIC/ TOPICAL
3.06	POETRY	+	-	THEMES & TOPICS	+	+	-	THEMATIC/ TOPICAL
3.07	SURVEY	+	+	THEMES & TOPICS	+	+	-	THEMATIC/ TOPICAL
3.08	AFRICAN LIT.	+	+	THEMES & TOPICS	+	+	+	THEMATIC/ TOPICAL
4.01	LIT. 1	+	-	THEMES & TOPICS	+	+	-	THEMATIC/ TOPICAL
	LX. 1	+	+	THEMES & TOPICS	+	+	+	THEMATIC/ TOPICAL
4.02	LIT. 2	+	-	THEMES & TOPICS	+	+	-	THEMATIC/ TOPICAL
	LX. 2	+	+	THEMES & TOPICS	+	+	+	THEMATIC/ TOPICAL

APPENDIX IX.6 - cont/d

	COURSE	(1)	(2)	CONTENT	(3)	(4)	(5)	OVERALL APPROACH TO SPECIFICATION
4.03	LIT. 3	+	-	THEMES & TOPICS	+	+	-	THEMATIC/ TOPICAL
	LX. 3	+	+	THEMES & TOPICS	+	+	-	THEMATIC/ TOPICAL
4.04a	STYL- ISTICS	+	+	THEMES & TOPICS	+	+	-	INTERACTIONAL/ THEMATIC
4.04b	TRANS- LATION	+	+	THEMES & TOPICS	+	+	+	THEMATIC/ TOPICAL
4.05	NOVEL	+	+	THEMES & TOPICS	+	-	-	THEMATIC/ TOPICAL
4.08	SURVEY	+	-	THEMES & TOPICS	+	+	-	THEMATIC/ TOPICAL

Notes: (1) 4.06 and 4.07 are the 'Research and Seminars' course devoted to 4th year monograph supervision.

(2) Content specification for all 2nd cycle courses is subject-matter based.

EXAMPLES:

SUBJECT	THEMES	TOPICS
LITERATURE	- Modern English Drama - The Romantic Movement - Modern Poetry - African Literature	- Staging and Drama effects - W. Wordsworth's conception of poetry - Thomas Hardy, W. B. Yeats and T. S. Eliot - <u>The Song of Lawino, Arrow of God</u>

cont/d

APPENDIX IX.6 - cont/d

SUBJECT	THEMES	TOPICS
LINGUISTICS	<ul style="list-style-type: none"> <li>- Phonetics</li> <li>- Morphology</li> <li>- Syntax</li> </ul>	<ul style="list-style-type: none"> <li>- Description of speech sounds</li> <li>- Word formation, morpho-phonemics</li> <li>- Phrase-structure grammar, TGG</li> </ul>
STYLISTICS	<ul style="list-style-type: none"> <li>- Linguistic variables</li> <li>- Situational variables</li> </ul>	<ul style="list-style-type: none"> <li>- Graphetics, graphology</li> <li>- The user, the time, the mode</li> </ul>
SOCIOLINGUISTICS	<ul style="list-style-type: none"> <li>- Varieties of language</li> <li>- Language and the individual speaker</li> </ul>	<ul style="list-style-type: none"> <li>- Language, dialect, idiolect</li> <li>- regional dialects, isoglosses</li> </ul>
TRANSLATION	<ul style="list-style-type: none"> <li>- Journalistic English</li> <li>- Literary English</li> </ul>	<ul style="list-style-type: none"> <li>- economics, politics</li> <li>- Prose, poetry</li> </ul>

- (3) 3.01 (Composition and Introduction to Research) may be considered as a 'study skills' course and syllabus content for it includes such topics as 'the short essay' and 'methodology of research'.

## APPENDIX X.1

Written & Oral Exams in the Department: Organisation

WRITTEN EXAMS (60%)					ORAL EXAMS (40%)		
YEAR 1	Exam 1	Grammar	(1 paper	20% 3 hours)	Exam 1	Guided Reading & Spoken English 1	20%
	Exam 2	Composition	(1 paper	20% 3 hours)	Exam 2	Spoken English 2	10%
	Exam 3	Comprehension & Precis	(1 paper	20% 3 hours)	Exam 3	Arabic & F.L.	10%
YEAR 2	Exam 1	Grammar & Composition	(1 paper	20% 3 hours)	Exam 1	Civ. & Spoken English	20%
	Exam 2	Comprehension & Precis	(1 paper	20% 3 hours)	Exam 2	Arabic	10%
	Exam 3	*Intro. to Lit. & Civ.	(2 papers	20% 3 hours)	Exam 3	F.L.	10%
YEAR 3	Exam 1	C.I.R.	(1 paper	20% 4 hours)	Exam 1	Poetry & Survey	20%
	Exam 2	*Translation & Ling.	(2 papers	20% 4 hours)	Exam 2	African Lit.	10%
	Exam 3	*Novel & Drama	(2 papers	20% 4 hours)	Exam 3	Arabic & F.L.	10%
YEAR 4	Exam 1	*Lit1 & Lit2	(2 papers	20% 4 hours)	Exam 1	Monograph	20%
	Exam 2	*LX2 & LX3	(2 papers	20% 4 hours)	Exam 2	Survey	10%
	Exam 3	*Lit2 & Novel	(2 papers	20% 4 hours)	Exam 3	Arabic & F.L.	10%
		*LX 1 & Novel	(2 papers	20% 4 hours)			
		*LX 4 & Trans	(2 papers	20% 4 hours)			

\*The weighting within each exam is usually based on the number of weekly hours allotted to the course, although this does not apply to all combined exams. (e.g. 3rd Year exam 2: Linguistics=12% & Translation=08%)



APPENDIX X.2

Exam Question Types and Examples

The main types of questions identified in the exams set for the May and June sittings in 1984-85 are listed, with illustrative examples.

Type	Paper	Examples								
1. Multiple-choice	1st Year Comprehension	<p><u>Choose</u> the best answer and circle the <u>letter</u> next to it:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. a</td> <td style="width: 50%;">2. a</td> </tr> <tr> <td>    b</td> <td>    b</td> </tr> <tr> <td>    c</td> <td>    c</td> </tr> <tr> <td>    d</td> <td>    d</td> </tr> </table>	1. a	2. a	b	b	c	c	d	d
	1. a	2. a								
b	b									
c	c									
d	d									
	1st Year Grammar	<p><u>Fill in</u> the <u>blanks</u> with one of the <u>words</u> given <u>between</u> brackets:</p> <p>1. The tourists were ..... Germans (most, almost, mostly)</p>								
2. Short answer questions	1st Year Comprehension	Does the narrator share Janet's opinion about Charlie's death? why?								
	2nd Year Comprehension	In what way had the young anaesthetist created medical history?								
	2nd Year Civilisation	From the following list, choose five items and <u>write one or two sentences</u> to explain the significance of each item which you have chosen.								
	2nd Year Intro. to Lit.	<u>Identify and briefly comment on</u> the following quotations...								
3. 'Objective' questions	1st Year Grammar	<u>Put</u> the verbs in brackets <u>into</u> the <u>correct</u> tense.								
	1st Year Comprehension	<u>Rewrite</u> the following sentences, using the words between brackets <u>without</u> changing the meaning of the sentence.								
4. Short essay questions	2nd Year Civilisation	<u>Choose</u> one of the following topics and <u>write</u> <u>between</u> 100 and 150 words about it.								

cont/d

APPENDIX X.2 - cont/d

Exam Question Types and Examples

Type	Paper	Examples
	3rd Year Linguistics	<u>What is the basic subject-matter studied by modern linguistics, spoken or written language? Why has this choice been made?</u>
	4th Year LX 1	Assimilation is a very common phonological process. <u>Explain what it is and discuss using examples</u> , the kinds of assimilation that can be identified.
5. Essay questions	3rd Year Novel	<u>Write about the relationship between father and son in Seize the Day.</u>
	3rd Year Drama	<u>Compare and contrast the respective careers of Thomas More and Richard Rich as presented in A Man for All Seasons.</u>
6. Commentaries	2nd Year Intro. to Lit.	<u>Briefly contextualise the passage. Analyse the relationship between the characters. Comment on the writer's use of language and relate what is significant in the passage to the novel as a whole. Your commentary should be supported by short quotations from the text itself.</u>
	3rd year Novel	<u>Briefly contextualise, and write a detailed commentary on the following passage...</u>
	4th Year Lit. 2	<u>Identify the authors and analyse critically the two passages below. Discuss the passages as satires, comparing and contrasting their techniques.</u>
7. Passages for translation	3rd Year Translation	<u>Translate into Arabic...</u>
	4th Year Translation	<u>Translate into English...</u>

## APPENDIX X.3

Written Exam Results (May Sitting, 1984-85)

EXAMINATIONS	RESULTS (1)			
		10 & 10 <sup>+</sup> /20	09/20	08/20
<u>YEAR 1</u>				
1. Grammar	(N = 639)	205 (32%)	56 (09%)	378 (59%)
2. Composition	(N = 636)	119 (19%)	44 (07%)	473 (74%)
3. Comprehension & Precis	(N = 636)	372 (58.5%)	80 (12.5%)	184 (29%)
<u>YEAR 2</u>				
1. Grammar & Composition	(N = 354)	212 (60%)	44 (12.5%)	98 (27.5%)
2. Comprehension & Precis.	(N = 354)	62 (17.5%)	54 (15%)	238 (67.5%)
3. Intro. to Lit. & Civ.	(N = 354)	78 (22%)	55 (15.5%)	221 (62.5%)
<u>YEAR 3</u>				
1. C.I.R.	(N = 370)	70 (19%)	43 (11.5%)	257 (69.5%)
2. Translation & LX	(N = 366)	136 (37%)	54 (15%)	176 (48%)
3. Novel & Drama	(N = 366)	71 (19.5%)	50 (13.5%)	245 (67%)
<u>YEAR 4</u>				
1. Lit. 1 & Lit. 3	(N = 57)	18 (31.5%)	11 (19%)	28 (49%)
LX 2 & LX 3	(N = 69)	32 (46.5%)	02 (03%)	35 (50.5%)
2. Lit. 2 & Novel	(N = 57)	26 (45.5%)	07 (12%)	24 (42%)
LX 1 & Novel	(N = 69)	22 (32%)	17 (24.5%)	30 (43.5%)
3. LX 4 & Translation	(N = 126)	20 (16%)	30 (24%)	76 (60%)

(1) The results indicate the number and percentage of students who obtained either of the marks indicated out of 20.

APPENDIX X.4

Examination Results (May, June & May+June 1984-85)

	MAY	JUNE	MAY + JUNE
<u>YEAR 1</u>			
Exam 1	(N=639) 32%	(N=362) 21.5%	(N=639) 44%
Exam 2	(N=636) 19%	(N=381) 09.5%	(N=636) 24.5%
Exam 3	(N=636) <u>58.5%</u>	(N=217) <u>32%</u>	(N=636) <u>69.5%</u>
'Admissible'(1)	<u>200=31.5%</u>	<u>107=27%</u>	<u>307=48%</u>
<u>YEAR 2</u>			
Exam 1	(N=354) 60%	(N=129) 26.5%	(N=354) 69.5%
Exam 2	(N=354) 17.5%	(N=216) 07%	(N=354) 22%
Exam 3	(N=354) 22%	(N=216) 05%	(N=354) 25%
'Admissible'	<u>116=33%</u>	<u>35=15%</u>	<u>151=42.5%</u>
<u>YEAR 3</u>			
Exam 1	(N=370) 19%	(N=241) 15.5%	(N=370) 29%
Exam 2	(N=366) 37%	(N=191) 31.5%	(N=366) 53.5%
Exam 3	(N=366) 19.5%	(N=228) 09%	(N=366) 25%
'Admissible'	<u>97=26.5%</u>	<u>70=27.5%</u>	<u>167=45.5%</u>
<u>YEAR 4</u>			
Exam 1 Lit.	(N= 57) 31.5%	(N= 31) 29%	(N= 57) 47.5%
LX	(N= 69) 46.5%	(N= 32) 56%	(N= 69) 72.5%
Exam 2 Lit.	(N= 57) 45.5%	(N= 27) 29.5%	(N= 57) 59.5%
LX	(N= 69) 32%	(N= 35) 43%	(N= 69) 53.5%
Exam 3	(N=126) 16%	(N= 69) 26%	(N=126) 30%
'Admissible'	<u>51=40.5%</u>	<u>40=55.5%</u>	<u>91=72%</u>
	(Lit. 33.5% & LX 46.5%)	(Lit. 54% & LX 57%)	(Lit. 66.5% & LX 77%)

(N) indicates the number of students who sat the exam  
 (%) indicates the pass rates for each exam  
 (1) 'Admissible' = admitted to the orals.

**APPENDIX XI.1 Effects Alumni Questionnaire Phase 3: Effects, EAQ**

THE AIM OF THIS QUESTIONNAIRE IS TO ELICIT YOUR OPINIONS CONCERNING THE WAY YOU THINK YOU HAVE BEEN AFFECTED BY YOUR EXPERIENCE AS A UNIVERSITY STUDENT IN THE FEZ ENGLISH DEPARTMENT.

YOUR ANSWERS WILL BE TREATED IN STRICT CONFIDENTIALITY AND USED FOR A GENERAL EVALUATION OF THE ENGLISH LANGUAGE TEACHING PROGRAMME IN HIGHER EDUCATION IN MOROCCO WITH SPECIAL REFERENCE TO THE FEZ ENGLISH DEPARTMENT. YOUR HONEST AND COMPLETE ANSWERS ARE APPRECIATED.

PLEASE USE THE ENCLOSED ENVELOPE AND MAIL THE QUESTIONNAIRE AT YOUR EARLIEST CONVENIENCE.

THANK YOU VERY MUCH

**SECTION ONE:** IN THIS SECTION YOU ARE REQUESTED TO PROVIDE PERSONAL INFORMATION AND INFORMATION ABOUT THE PERIOD YOU SPENT AT UNIVERSITY.

PLEASE CIRCLE THE APPROPRIATE ANSWER

1 What is your PRESENT position?

- 1st Cycle teacher 1
- 2nd Cycle teacher 2
- University 'assistant' 3
- University 'maître assistant' 4
- Teacher trainee/C.P.R. 5
- Teacher trainee/Faculty of Education 6
- Graduate student/'Formation des Formateurs' 7
- Graduate student/3rd Cycle 8
- Other (please specify) 9
- .....
- .....

2 Are you - Male 1  
or - Female 2

3 How old are you? - Less than 25 1  
- 25 - 30 2  
- More than 30 3

4 What baccalaureate did you take? - English 'Préformation' 1  
- Lettres Modernes 2  
- Lettres Originelles 3  
- Other 4

Do you think the type of baccalaureate you took affected your studies in any way? Please say how:

.....  
.....  
.....

---

5 When did you ENROL in the English Department? October 19....

---

6 When did you GRADUATE from the Department? June 19.....  
September 19 ....

If you didn't complete the 'Licence', when did you STOP your studies? June 19 .....

---

7 Number of YEARS you spent in the English Department:  
- 1st Year: .....  
- 2nd Year: .....  
- 3rd Year: .....  
- 4th Year: .....  
- 3rd Cycle .....

---

8 EXPERIENCE of English Language Teaching:  
- No experience yet 1  
- Still training to be a teacher 2  
- Less than 2 years 3  
- 2 to 5 years 4  
- More than 5 years 5

---

9 Where did you LIVE when you were at University?  
- At home with your parents/relatives 1  
- In private accommodation 2  
- At the University Hall of residence 3  
- Other (please specify) ..... 4

Please comment on any EFFECTS you think your living conditions had on your studies in general .....

.....  
.....  
.....

---

10 Have you ever TRAVELLED to Great Britain or the U.S.? - Yes 1  
- No 2

Purpose of your visit: .....  
.....

11 Are you a MEMBER of the MOROCCAN ASSOCIATION OF TEACHERS OF ENGLISH?

- Yes 1
- No 2

12 Which of the REASONS given below would you say was the MOST IMPORTANT in your decision to study English at the University?

- You enjoyed studying English 1
- You were good at English at Secondary School 2
- Somebody encouraged you (teacher, parent ...) 3
- Everybody did English 4
- You couldn't do anything else 5
- You wanted to become an English teacher 6
- Other reason(s) (please specify) .....
- .....
- .....

SECTION TWO: THE QUESTIONS IN THIS SECTION ARE ABOUT YOUR EXPERIENCE OF TEACHING, LEARNING AND ASSESSMENT (EXAMS) DURING THE TIME YOU SPENT AS A STUDENT IN THE ENGLISH DEPARTMENT.

PLEASE CIRCLE THE NUMBER CORRESPONDING TO YOUR CHOICE AND USE THE SPACE PROVIDED FOR FURTHER COMMENTS YOU MAY WISH TO MAKE.

13 Generally speaking, how SATISFIED or DISSATISFIED would you say you were with TEACHING as practised in the English Department in each year?

( 1 = NOT SATISFIED AT ALL; 2 = NOT REALLY SATISFIED;  
3 = UNDECIDED; 4 = QUITE SATISFIED; 5 = VERY SATISFIED)

- 1st Year	1	2	3	4	5
- 2nd Year	1	2	3	4	5
- 3rd Year	1	2	3	4	5
- 4th Year	1	2	3	4	5

Comments .....

14 What is your OPINION about the degree of DIFFICULTY of courses you took in each of the four years.

( 1 = VERY DIFFICULT; 2 = SOMEWHAT DIFFICULT;  
3 = OF AVERAGE DIFFICULTY; 4 = QUITE EASY; 5 = VERY EASY)

- 1st Year	1	2	3	4	5
- 2nd Year	1	2	3	4	5
- 3rd Year	1	2	3	4	5
- 4th Year	1	2	3	4	5

Comments .....

15 How would you assess the CONTENT of courses (amount of material and number of set books) you studied?

( 1 = TOO MUCH:                    2 = ABOUT RIGHT:                    3 = NOT ENOUGH)

- 1st Year	1	2	3
- 2nd Year	1	2	3
- 3rd Year	1	2	3
- 4th Year	1	2	3

Comments .....  
.....

16 Indicate your degree of SATISFACTION or DISSATISFACTION with the INTEREST of the courses in each year.

( 1 = NOT INTERESTING AT ALL:                    2 = NOT REALLY INTERESTING:  
3 = OF AVERAGE INTEREST:                    4 = QUITE INTERESTING:  
5 = VERY INTERESTING)

- 1st Year	1	2	3	4	5
- 2nd Year	1	2	3	4	5
- 3rd Year	1	2	3	4	5
- 4th Year	1	2	3	4	5

Comments .....  
.....

17 What is your evaluation of the FACILITIES (library, language labs, etc.) provided at the Faculty of Letters when you were a student?

1	2	3
VERY POOR	POOR	AVERAGE
4	5	
QUITE GOOD	VERY GOOD	

Comments .....  
.....

18 Do you think STAFF-STUDENT RELATIONSHIPS in the English Department were:

1	2	3
VERY POOR	POOR	AVERAGE
4	5	
GOOD	EXCELLENT	

Comments .....  
.....



19 In your opinion, was the way students were ASSESSED (EXAMINED)

1 2 3
TOTALLY UNFAIR SOMEWHAT UNFAIR UNDECIDED
4 5
QUITE FAIR VERY FAIR

Comments .....

SECTION THREE: THE AIM OF QUESTIONS IN THIS SECTION IS TO ELICIT YOUR VIEWS ABOUT HOW YOU THINK THE ENGLISH LANGUAGE TEACHING PROGRAMME AT UNIVERSITY HAS AFFECTED YOU. PLEASE INDICATE TO WHAT EXTENT YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS BELOW.

(1 = STRONGLY DISAGREE: 2 = DISAGREE: 3 = UNDECIDED: 4 = AGREE: 5 = STRONGLY AGREE)

USE THE SPACE PROVIDED AT THE END OF THE SECTION FOR ADDITIONAL COMMENTS.

GENERALLY SPEAKING, THE PROGRAMME HAS HAD A POSITIVE EFFECT ON:

- 20 your spoken English 1 2 3 4 5
21 your written English 1 2 3 4 5
22 your appreciation of English literature 1 2 3 4 5
23 your understanding of linguistics 1 2 3 4 5
24 your understanding of the theory and practice of translation 1 2 3 4 5
25 your understanding of the culture of English speaking people 1 2 3 4 5
26 your ability to carry out research 1 2 3 4 5
27 your training to be a teacher of English 1 2 3 4 5
28 your teaching performance 1 2 3 4 5
29 your personal development 1 2 3 4 5
30 your commitment to English Language Teaching 1 2 3 4 5

SECTION FOUR: WHAT IS YOUR EVALUATION OF THE PRESENT USEFULNESS (NOT INTEREST) OF THE COURSES YOU TOOK AT UNIVERSITY?

(1 = OF NO USE AT ALL: 2 = OF LITTLE USE: 3 = OF AVERAGE USE 4 = QUITE USEFUL: 5 = VERY USEFUL)

- 31 Language courses (e.g. spoken English grammar, composition) 1 2 3 4 5
32 Literature courses 1 2 3 4 5
33 Linguistic courses 1 2 3 4 5
34 the translation course 1 2 3 4 5
35 the civilisation courses (British & American) 1 2 3 4 5

Comments: .....  
.....  
.....

---

36 How would you describe the MONOGRAPH WRITING experience? Would you say it was:

- a complete waste of time 1
- a nasty experience you'd rather forget 2
- an interesting experience 3
- a useful experience 4
- the most interesting aspect of your University experience 5
- Other (please specify) .....
- .....

Comment .....  
.....

---

37 What would you say was the MOST VALUABLE part of your experience as a student at University? Please describe it: .....  
.....

---

THE SPACE BELOW IS MEANT FOR YOU TO ADD ANY COMMENTS YOU MAY WANT TO MAKE ABOUT THE TOPICS OF THIS QUESTIONNAIRE OR ANY ASPECT OF YOUR EXPERIENCE WHICH YOU THINK HAS NOT BEEN COVERED.

APPENDIX XI.2

EAQ, Respondent Characteristics

<u>Position (EAQ, Item 1)</u>		<u>Sex (EAQ, Item 2)</u>		<u>Age (EAQ, Item 3)</u>	
1. 1st Cycle Teacher	15.5%	Male	51.5%	1. Less than 25	13%
2. 2nd Cycle Teacher	50%			2. 25-30	65.5%
3. University 'M.A.'	01.5%	Female	48.5%	3. Over 30	21.5%
4. Teacher-trainee ('FSE')	13%				
5. 'Formation des Formateurs'	20%				
<u>'Bac' (EAQ, Item 4)</u>		<u>B.A. Completion (EAQ, Item 6)</u>		<u>Number of years in the Department (EAQ, Item 7)</u>	
1. 'Préformation'	20%	Yes	84%	1. 2 years	01.5%
2. Lettres Modernes	77%			2. 3 years	03%
3. Lettres Originelles	03%	No	16%	3. 4 years	64%
				4. 5 years	18,5%
				5. 6 years andmore	13%
<u>Experience of E.L.T. (EAQ, Item 8)</u>		<u>Residence at University (EAQ, item 9)</u>		<u>Travel to U.K./U.S. (EAQ, Item 10)</u>	
1. No experience yet	03%	1. Home	55%	Yes	25.5%
2. Still training as a teacher	15%	2. Private accommodation	13%	No	75.5%
3. Less than 2 years	13%	3. University Hall	31%		
4. 2-5 years	48%				
5. More than 5 years	21%				
<u>Membership of M.A.T.E. in 1985 (EAQ, Item 11)</u>		<u>Reasons for choice of English (EAQ, Item 12)</u>			
Yes	72%	1. Enjoyed studying English	25%		
No	28%	2. Good at English	54%		
		3. 'Outside' encouragement	06%		
		4. Everybody did English	00%		
		5. Couldn't do anything else	06%		
		6. Wanted to become English teacher	09%		

Alumni Interview Schedule

Phase 3: Effects

EAI

- Interviewees:
- a) Teacher Trainees (C.P.R. & Faculty of Education)
  - b) Practising Secondary School Teachers
  - c) Trainee Assistant lecturers
  - d) Assistant lecturers

1. INTERVIEWEE'S EXPERIENCE AS A STUDENT IN THE ENGLISH DEPARTMENT:
  - 1.1 Reasons for subject choice
  - 1.2 Type of accommodation and perceived effects
  - 1.3 Group membership
  - 1.4 Experience of teaching, course content, learning and exams
  - 1.5 Staff-student relationship with specific reference to 4th Year monograph writing
2. PRESENT EXPERIENCE AND PERCEPTIONS OF THE EFFECTS OF THE PROGRAMME FOLLOWED AT UNIVERSITY:
  - 2.1 Effects on the interviewee's English (written, spoken), the ability to read and understand literature and linguistics ... etc
  - 2.2 Effects on research skills
  - 2.3 Effects on own teaching of English / or training as an English teacher
  - 2.4 Commitment to the subject (interest in culture of English speaking people, membership of professional organisations, interest in research on subjects related to studies at University... etc)
3. EFFECTS OF HIGHER EDUCATION EXPERIENCE IN GENERAL AS PERCEIVED BY THE INTERVIEWEE:
  - 3.1 On the professional career
  - 3.2 On self-development
  - 3.3 Differences between 'then' and 'now'

APPENDIX XI.4

Interview for Teacher Trainers  
and Inspectors of English  
Phase 3: Effects, Staff Interview

ESI

1. INTERVIEWEE'S INVOLVEMENT IN TEACHER TRAINING FOR E.L.T.
2. INTERVIEWEE'S PERCEPTIONS OF NEEDS OF TEACHERS/TRAINEES:
  - 2.1. Opinion about effects of the E.L.T. programme in Higher Education in relation to training/professional needs of alumni.
  - 2.2. Specific requirements (language and other skills) for the programme at the Faculty of Education or C.P.R.
3. INTERVIEWEE'S EVALUATION OF THE UNIVERSITY E.L.T. PROGRAMME:
  - 3.1. Specific aspects of the experience of alumni interviewee considers useful for their training/professional career.
  - 3.2. Interviewee's assessment of the characteristics of alumni he perceives to be the result of their studies at the University. (e.g. performance as a teacher, commitment to the subject, commitment to E.L.T., aptitude for research in the field ... etc.)
4. COMMENTS ON SOME OF THE ISSUES RAISED BY ALUMNI RESPONSES TO QUESTIONNAIRE ITEMS.

ADDITIONAL COMMENTS.

STUDENT MONOGRAPH EVALUATION QUESTIONNAIRE

OUR PURPOSE IN THIS QUESTIONNAIRE IS TO TRY AND UNDERSTAND THE STUDENTS' FEELINGS ABOUT MONOGRAPH WRITING AND SOME OF THE PROBLEMS THEY MAY HAVE IN SELECTING A TOPIC, COMPILING A BIBLIOGRAPHY AND MORE GENERALLY COMPLETING THE MONOGRAPH TO MEET DEAD-LINES.

YOUR ANSWERS TO THE QUESTIONS WILL BE SECRET AND KNOWN ONLY TO THE AUTHOR OF THIS QUESTIONNAIRE. SO, PLEASE MAKE YOUR ANSWERS AND COMMENTS AS PERSONAL AND HONEST AS POSSIBLE.

PLEASE CHECK THAT YOU HAVE ANSWERED ALL QUESTIONS BEFORE YOU HAND IN THE QUESTIONNAIRE.

THANK YOU VERY MUCH

- 1. What is your major: Literature / Linguistics
2. What is the area of your monograph (eg, Novel, Drama, Sociolinguistics, African lit ... etc):
3. Please give some of the reasons why you selected Literature or Linguistics as your major:
4. Are you a REPEATER? YES / NO

PLEASE CIRCLE THE NUMBER WHICH MOST CLOSELY CORRESPONDS TO YOUR ANSWER.

- 5. How important or unimportant do you think the MONOGRAPH is compared to other courses you take in fourth year:
1 LESS IMPORTANT, 2 AS IMPORTANT, 3 MORE IMPORTANT

Please give yours reasons:
.....
.....

6. In your opinion, whose responsibility is it to SELECT a TOPIC for the student's monograph:

- THE TEACHER ALONE 1
- A GROUP OF TEACHERS 2
- THE STUDENT ALONE 3
- THE STUDENT AND THE TEACHER 4
- OTHER ..... 5

Can you say why you think so? .....

.....

.....

7. Who CHOSE your monograph topic:

- |           |                         |                       |
|-----------|-------------------------|-----------------------|
| 1         | 2                       | 3                     |
| YOU ALONE | YOU AND YOUR SUPERVISOR | YOUR SUPERVISOR ALONE |

Did this affect your writing of the monograph?

How? .....

.....

8. How prepared do you feel you were for writing a monograph when you started writing one?

- |                     |               |                   |   |
|---------------------|---------------|-------------------|---|
| NOT PREPARED AT ALL | 1             | NOT WELL PREPARED | 2 |
| YOU CAN'T SAY       | 3             | QUITE PREPARED    | 4 |
|                     | WELL-PREPARED |                   | 5 |

Comments: .....

.....

9. Do you think COMPLETING the monograph is:

- 100% A RESPONSIBILITY OF THE STUDENT 1
- 75% A RESPONSIBILITY OF THE STUDENT 2
- 50% THE STUDENT'S AND 50% THE TEACHER'S 3
- OTHER ..... 4

Please comment on your opinion: .....

.....

.....

10. How much HELP do you think you are getting from your supervisor:

1	2	3
NOT ENOUGH	JUST ENOUGH	AS MUCH AS YOU NEED

Comment on the kind of help you EXPECT and the help you ACTUALLY GET:

.....  
.....

(Use Page 4 for any additional comments)

11. What proportion of your study time has been taken up by your monograph:

1	2	3
MOST OF THE TIME (75%)	SOME OF THE TIME (50%)	NOT TOO MUCH TIME (25%)

Comments: .....

.....

12. When do you expect to get your monograph ready for handing in:

- LONG BEFORE THE WRITTEN EXAMINATION 1
- SOMETIME BEFORE THE WRITTEN EXAMINATION 2
- CAN'T SAY WHEN 3
- JUST ON TIME FOR THE ORAL EXAMINATION 4
- YOU DON'T THINK YOU WILL FINISH IT THIS YEAR 5

Comments: .....

.....

.....

13. Generally speaking, would you say that writing a monograph in fourth year is:

- A WASTE OF YOUR TIME 1
- A HEAVY BURDEN ON THE STUDENT 2
- YOU CAN'T SAY 3
- AN INTERESTING EXPERIENCE 4
- THE MOST IMPORTANT AND USEFUL EXPERIENCE OF A STUDENT'S  
LIFE AT THE UNIVERSITY 5

Please explain why you think so: .....

.....

.....



ADDITIONAL COMMENTS:

IF YOU WISH TO ELABORATE ON ANY OF YOUR ANSWERS TO THE QUESTIONS, PLEASE USE THIS PAGE.

---

THANK YOU VERY MUCH FOR YOUR HELP

APPENDIX XII.1.2

Student Monograph Questionnaire

Relevant Statistical Results

SMEQ, items 9 & 11

---

Item 9: do you think completing the monograph is:

---

1. 100% a responsibility of the student	10.5%
2. 75% a responsibility of the student	35.5%
3. 50% the student's and 50% the teachers's	52%
4. Other (25% student's and 75% teacher's)	02%

---

---

Item 11: What proportion of your study time has been taken up by your monograph?

---

1. Most of the time (75%)	85%
2. Some of the time (50%)	13%
3. Not too much time (25%)	01.5%

---

---

FOURTH YEAR MONOGRAPH

TEACHER QUESTIONNAIRE

THE AIM OF THIS QUESTIONNAIRE IS TO ASSESS YOUR VIEWS ABOUT THE FOURTH YEAR MONOGRAPH AS A COMPONENT OF THE GENERAL PROGRAMME IN THE DEPARTMENT WITH SPECIAL REFERENCE TO THE FOURTH YEAR SYLLABUS.

PLEASE ANSWER ALL QUESTIONS AND FEEL FREE TO MAKE ANY ADDITIONAL COMMENTS ABOUT THE TOPICS OF THE QUESTIONS OR THE MONOGRAPH IN GENERAL.

YOUR COMMENTS ON THE QUESTIONNAIRE ARE WELCOME (PLEASE USE PAGE 4 FOR THIS PURPOSE).

THANK YOU VERY MUCH

- What is/are your discipline/s of specialisation: .....

- Do you teach 4th year? YES / NO

- 4th year students supervised by you this year: Number: .....  
Area: .....

- Do you think this number is: TOO MANY 1  
(CIRCLE one number) JUST RIGHT 2  
TOO FEW 3

Please comment on your answer to the item above: .....

PLEASE CIRCLE THE NUMBER WHICH MOST CLOSELY CORRESPONDS TO YOUR OPINION.

1. How would you define the overall PURPOSE of the 4th year monograph?

Is it:

- a mere fulfilment of one of the requirements of the 4th year course and examination 1
- a framework for initiating the student's interests 2
- a framework for exploring existing student interests 3
- a preparation for further studies 4
- other: ..... 5

Explain your choice: .....  
.....

2. Whose responsibility do you think the CHOICE OF A TOPIC for the monograph should be:

- the student alone 1
- the prospective supervisor alone 2
- the Department 3
- the student + the prospective supervisor 4
- all three 5
- other: ..... 6

Comments: .....  
.....

3. In your opinion, who should CHOOSE a SUPERVISOR for the student?

- the Department 1
- a group of teachers specialised in the student's chosen area 2
- the student himself 3
- other: .....

Comments: .....  
.....

4. In what AREA do you think the supervisor should give MOST HELP:

- the organisation of the monograph (form) 1
- the ideas (content) 2
- the language 3
- other: .....

Please comment on the nature and amount of help: .....

5. SELECTING a SECOND SUPERVISOR is the "right" of:

- the student himself 1
- the supervisor 2
- the Department 3
- the student + the supervisor 4
- teachers specialising in the student's chosen area 5
- other: ..... 6

Please comment on how important you think this issue is - if at all:

.....  
.....

6. What do you think the STRICT DEADLINE FOR HANDING IN monographs should be:

- not later than 15 April 1
- one week before the written exams 2
- during the written exams 3
- after the written exams 4
- other: ..... 5

Why do you think so? .....

.....

7. In the final assessment of the monograph, what proportion (out of 100%) of the overall mark do you think should be allotted to:

	75%	50%	25%	Other
- organisation	1	2	3	4
- content	1	2	3	4
- language	1	2	3	4
- oral "defence"	1	2	3	4

Comments: .....

.....

8. Given your experience of monograph supervision, would you be for:

- keeping the system as it is 1
- changing the system 2
- doing away with the 4th year monograph 3

Please comment on your choice: .....

.....

ADDITIONAL COMMENTS:

1. About the 4th Monograph:

2. About the questionnaire (all-out criticism welcome):

THANK YOU FOR YOUR HELP

Teacher Monograph Evaluation Questionnaire

Relevant Statistical Results

SMEQ, Items c, d and 3

<u>Item c</u> Number of students supervised		<u>Item d</u> Do you think this number is	
- Less than 3	05%	- Too many	43%
- 3-5	66.5%	- The right number	52.5%
- More than 5	28.5%	- Not enough	04.5%

Item 3: In your opinion, who should choose a supervisor for the student

1. The Department	05%
2. A group of teachers specialised in the student's chosen area	90%
3. The student himself	05%

APPENDIX XII.2.3

Student Monograph: Choice of Topic

TMEQ, Item 2 & SMEQ, Item 6 compared

<u>TMEQ, Item 2: Whose responsibility do you think the choice of a topic for the monograph should be:</u>		<u>SMEQ, Item 6: In your opinion, whose responsibility is it to select a topic for the student's monograph:</u>	
1. The student alone	05%	1. The teacher alone	00%
2. The prospective supervisor alone	05%	2. A group of teachers	00%
3. The Department	00%	3. The student alone	29.5%
4. The Student + the prospective supervisor	76%	4. The student and the teacher	70.5%
5. All three	13.5%	5. Other	



## APPENDIX XIII

4th Year Monograph Results1979-80 to 1984-85

	79-80 (N = 69)	80-81 (N = 78)	81-82 (N = 135)	82-83 (N = 73)	83-84 (N = 123)	84-85 (N = 91)
08/20 or less	16%	05%	04.5%	04%	02.5% LX 01.5% Lit. 03%	00% LX 00% Lit. 00%
09/20	06%	14%	09%	07%	04% LX 03% Lit. 05%	05% LX 00% Lit. 10%
10-11/20	40.5%	36%	51%	34%	30% LX 27.5% Lit. 33.5%	17.5% LX 09.5% Lit. 29%
12/20 or over	37.5%	45%	35.5%	55%	63.5% LX 68% Lit. 58.5%	78% LX 90.5% Lit. 60.5%

Note: During the last two years indicated (83-84 and 84-85), only students who passed the written examination actually had their monographs assessed after the oral 'defence'.