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# Research on Reading in Morocco: Analysis of the National Education Curriculum and Textbooks

*Final Report – Component 1*

## Part 1 (Curriculum Analysis)

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# Research on Reading in Morocco:

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Final Report – Component 1, Part 1 (Curriculum Analysis)

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## Preface

Morocco is a country with unique cultural and linguistic assets thanks to its historical influences and to its geographical position at the crossroads of sub-Saharan Africa, North Africa, and Europe and its proximity to the Middle East. The official language of the country is Arabic (known as “classical Arabic” or “modern standard Arabic” [MSA]) while native and community languages used by most children are either a Moroccan version of colloquial Arabic (Darija) or one of the Amazigh languages and its regional variations, such as Tamazight, which is spoken in central Morocco (the Middle Atlas, large parts of the High Atlas, and the south east of Morocco), Tarifiyt in the North, and Tashelhiyt in the northern slopes of the High-Atlas, south of the Anti-Atlas, and the Sous area of the Atlantic Ocean. Wherever it is spoken, Arabic is characterized by “diglossia,” that is to say, the co-presence of two language variations, one that is used in formal education and is codified, and another that is used in regular exchanges in everyday life. In Morocco, MSA is used in the school and governmental offices, while Darija is the local variation, largely limited to oral expression with no written codification.<sup>1</sup> Darija is constantly evolving under the influence of borrowings from Amazigh, French, Spanish, etc. Even within Morocco, Darija can vary from one region to another. As many words of Darija are identical to MSA, it is not considered a separate language, but this does not mean that the two languages are mutually intelligible. An individual who has never been to school and only speaks Darija at home will hardly understand MSA.<sup>2</sup> However, for an educated person, the two varieties, colloquial and MSA, are not seen as two separate languages; Arabic dialects and MSA interact with each other and are complementary to the extent that they build a multifunctional linguistic continuum.<sup>3</sup>

Amazigh, on the other hand, has become a codified written language since 2003 and uses Tifinagh as its own alphabet. In 2011 Amazigh was recognized by the Constitution as an official language of Morocco in addition to Arabic, and the methods of its integration in government offices and society are still being negotiated.

The National Charter for Education and Training (CNEF), introduced in 2000, aims to achieve three objectives:

- Primary education for all and improved education in quality and performance
- Reformed educational system
- Modernized educational system

However, as the end of the decade approached, in 2009, the Government of Morocco was forced to put in place a national emergency program to attain the above objectives. This program extended the deadline for achievement of the objectives to 2015 and added one more

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<sup>1</sup> On the other hand, more recently the use of new technologies—especially SMS and online discussion forums or social networks—has spurred the codification of Darija phonetically, using the Latin alphabet, with the use of numbers for phonemes that don’t exist in that alphabet; for example: “fus7a”, where the number 7 represents a version of the phoneme /h/[ح].

<sup>2</sup> FHI360 (2013). Mapping for reading best practices: Moroccan organizations improving reading skills in and out of school. Draft Report. Report prepared for USAID/Morocco.

<sup>3</sup> Chekayri, 2013: 151

objective: The eradication of illiteracy. Moroccan children start primary education at the age of 6 years old. Primary school runs for six years, followed by three years of secondary education until the age of 15. The standard Arabic (MSA<sup>4</sup>) is the official teaching language starting from the first grade. In Morocco, French is still used in public life, and is considered the mother tongue of some Moroccans. It is introduced from an early age as a teaching language in some preschools. The CNEF recommended access to education for all school-age children and delivery of quality educational services. The Charter granted fundamental importance to learning reading skills in preschool:

... activities to get started on learning reading and writing skills in Arabic, particularly through having good command of spoken Arabic, and relying on mother tongues. (Article 63, p 33)

If the drop-out rate at the primary level is still estimated at 38 percent,<sup>5</sup> this is partly due to difficulties caused by languages of instruction, low initial teacher training, and high rates of teacher absenteeism.<sup>6</sup> According to the data obtained from the evaluation of the Emergency Education Program, lack of schooling is mainly due to cost, accessibility, and family problems; however, the implementation of a student monitoring system was successful in reducing repetition rates.<sup>7</sup> The quality of education is also an important factor in whether a child stays in school.

Learning to read is the key to academic success. Reading, writing, and arithmetic skills constitute the basis of all future student achievement. Academic success is furthermore associated with other economic advantages that will benefit the individual and the country. However, Morocco is losing this advantage because of the lack of quality learning for all children in the first school years. In 2007, the Progress in International Reading Literacy Study (PIRLS) report ranked Morocco in second-to-last place among the participating countries, with a score of 323 compared to an average of 500 in other countries. The same report showed that 74 percent of students do not reach the minimum threshold required to develop their reading skills. The 2011 report shows an even lower result, with Morocco having dropped to 310 in the field of reading.<sup>8</sup> This downward trend in the level of reading of Moroccan students was observed between 2003 and 2011 for secondary education as well.

Similarly, the 2008 reading assessments, done by the National Center for Evaluation and Testing (CNEE) (now the National Center for Evaluation, Testing, and Guidance [CNEEO] after inclusion of guidance [the National Program for Educational Achievement Testing (PNEA) program]) in collaboration with the Higher Council on Teaching (CSE), produced

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<sup>4</sup> Throughout this report, the term “Arabic” may be understood to refer to MSA, whereas “Darija” is used when referring specifically to the variation spoken in Morocco.

<sup>5</sup> UNICEF, At a glance: Morocco. Retrieved August 8, 2014, from [http://www.unicef.org/infobycountry/morocco\\_2238.html](http://www.unicef.org/infobycountry/morocco_2238.html)

<sup>6</sup> FHI360. (2013).

<sup>7</sup> SOFRECO (2013). Evaluation de mesures et de stratégies mises en œuvre dans le cadre du programme d’urgence pour l’éducation au Maroc [Evaluation of strategic measures put in under the Emergency Education Program of Morocco]. Rapport Final [Final Report]

<sup>8</sup> PIRLS (2011) *Reading Achievement*. <http://timssandpirls.bc.edu/data-release-2011/pdf/Overview-TIMSS-and-PIRLS-2011-Achievement.pdf>

the following results, in rate of correct answers, and further validated the conclusion that reading skills are low in Morocco in the early years. *Table P-1* provides the results

**Table P-1: CNEE Reading Assessment Rate of Correct Answers**

Langue concernée	2 <sup>ème</sup> année du primaire	3 <sup>ème</sup> année du primaire
Langue arabe	32%	43%
Langue française	31%	33%

Source: CSE, 2008

Finally, in 2011, the United States Agency for International Development (USAID) funded an evaluation conducted by RTI,<sup>9</sup> an early grade reading assessment (EGRA), in the region of Doukkala Abda, using an oral methodology that gives accurate and reliable results. The EGRA<sup>10</sup> showed that only 34 percent of students in the second and third years of primary school could read well a text adapted to their level in Arabic and fully understand its meaning. A large share of boys as well as girls could not give the names of the letters of the alphabet or read simple words; 33 percent of second grade students and 17 percent of third grade students could not read a single word of the text (these students are called “non-readers”). Only 2.5 percent of the surveyed students correctly answered 5 out of 6 questions on comprehension. The assessment showed that the factors that affect students’ performance are multiple and complex:

- Lack of teacher training: Studies have shown that Moroccan teachers receive little or no specialized training in reading instruction and the assessment of students’ reading skills, leaving them ill equipped to enable students to succeed in the first years of primary school.
- Lack of supplementary reading materials: Without these materials for all students and the school, the global learning environment is greatly limited.
- Lack of reading materials at home: Few children have the chance to read outside the school. Only 9.5 percent of students answered that they do use their textbooks at home or read every day at home. Over 52 percent of students reported that they never read aloud at home, and only 32 percent do so “sometimes.”
- Lack of parental involvement in student and school achievements: Parents meet with teachers at least once a year, but the majority of teachers believe parental involvement is insufficient.
- Diversity of languages: The linguistic context of Morocco further complicates the learning environment.

Within this framework, USAID and the Ministry of National Education and Vocational Training (MENFP) decided in early 2013 to scrutinize some of the factors that promote or hinder the acquisition of reading in Arabic in the early years, through three components of a broad study, namely:

- A review of curriculum and learning materials (textbooks, teachers’ guidebook, etc.)

<sup>9</sup> Voir [www.eddataglobal.org](http://www.eddataglobal.org)

<sup>10</sup> RTI International (2011). *Student performance in reading and mathematics, pedagogic practice, and school management in Doukkala Abda, Morocco*. Report prepared for USAID under EdDataII.

- An analysis of initial teacher training and reading instruction
- An analysis of the perceptions and attitudes of teachers and how they influence practice

The question of reading improvement has not always been overlooked, but deserves to be discussed more deeply. Here are some direct and indirect examples of previous activities:

- The promotion of reading in primary schools in rural areas under the BAJ (Barnamaj alaoulaouiat alijtimaia) or Social Priorities Program. Several buses were purchased and equipped as libraries, with books, comics, textbooks, dictionaries, etc. These bus libraries were supplied in the 14 provinces covered by BAJ. The main objective was to bring the information center to students and enable them to access various sources of reading.
- A pilot project launched in five provinces, consisting of a project on workshops for reading. The pilot aimed to make reading material available to students and to teach them to read in conditions different from those in the classroom.
- School theater activities, organized in all schools, allowing students to play and learn from texts. Students were motivated to represent their schools at provincial, regional, and national level events (Directorate of Technical Education and School Life [DETVS]/ MENFP).
- The Emergency Education Program recommended the establishment of a system that would allow personalized tracking of students and would provide support to students encountering troubles. This system aimed to reduce school dropout and repetition. The Emergency Education Program, through the “million schoolbags operation” distributed school kits with textbooks (recycled), pens, slates, etc.
- Recently, MENFP introduced new modules of reading at secondary schools as part of USAID’s Improving Training for Quality Advancement in National Education (ITQANE) project.

In addition to these experiences, there are other initiatives that have been launched by socioeconomic entities and civil society organizations. However, these initiatives are still conducted on a small scale without being generalized or supported, and most initiatives have targeted literacy among older individuals or improving remedial skills of students. Teaching the basic elements of reading seems to remain the responsibility of preschool, for which there is a curriculum and a teacher’s guide. However, access to preschool education, depending largely on private initiative, is limited and not universal. For the year 2012–2013, the gross rate of enrollment in preschool was 60 percent in all types of preschool institutions (traditional, modern, public).<sup>11</sup> It is within the context of this movement aimed at promoting reading in schools initiated by these different studies and actions, that USAID and the MENFP have launched this broad study. This component concerns the second topic, analyzing the contribution of preservice teacher training in preparing teachers to teach reading in Arabic.

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<sup>11</sup> Ministère de l’Education Nationale, Direction de la Stratégie, des Statistiques et de la Planification, Division des Etudes et des Statistiques [National Ministry of Education, Directorate of Strategy, Statistics, and Planning, Division of Studies and Statistics] *Recueil statistique de l’éducation [Record of Education Statistics] 2012–2013*.

# 1. Introduction

## 1.1 Overview

A child's success in school depends to a large extent on reading skills that are developed between 4 and 8 years old. There is a strong correlation between the amount of time a student is engaged in reading in and out of school and the student's ability to decode words, write, note dictation correctly, use a robust vocabulary, comprehend what is read, and understand grammar and syntax. Being able to read is also a lever for personal, academic, and professional success. After the first three years in school, reading becomes the key that opens the door to studying academic subjects such as history, science, and other subjects. Research demonstrates that students who have difficulty reading in Grade 3 have little chance of catching up with their peers, and that those who are weak in reading cannot understand the homework and classroom exercises assigned to them.<sup>12,13</sup> Accordingly, they have difficulty succeeding in school. Moreover, this situation can lead to school dropout and repetition, which are increasingly difficult to rectify after the third year of primary school.<sup>14</sup> It is therefore essential to detect and diagnose reading problems as early as possible and to provide students with necessary supports to help them avoid persistent academic problems throughout their educational careers.

The objective of this study is to review the Morocco National Curriculum (*Livre Blanc*) and Pedagogical Guidelines (*Guide Pédagogique [Pedagogical Guidelines]*, 2009), the textbook specifications (*Cahier de charges [CDC]*, 2011), the textbooks, and the teacher's guide for Arabic language lessons in Grades 1 to 3. This review seeks to highlight the extent to which textbook content is compatible with the pedagogical principles stated in the National Curriculum (according to the Pedagogical Guidelines) and the national recommendations for textbook production specifications.

Moreover, this study seeks to analyze the pedagogical approach promoted in teaching Arabic to young learners. It also examines how reading is presented in the textbooks and teachers' guides as a competence on its own, and as a tool to apply in other subject areas. This is done through several guiding questions:

- Is reading instruction explicitly or implicitly presented in the Pedagogical Guidelines and in the textbook?
- Do instructional methods presented in the textbooks reflect the increasing body of evidence-based research related to how students learn to read in Arabic?
- What opportunities are there to improve students' reading competency in the absence of strong initial teacher training in this area?

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<sup>12</sup> Eakle, A. J., Garber, A. M. (2003). International reports on literacy research: Canada. *Reading Research Quarterly*, 38(3), 414-17.

<sup>13</sup> Stanovich, K.E. (2008). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Journal of Education*, 189(1/2), 23-55.

<sup>14</sup> McClelland, M.M., Acock, A.C., & Morrison, F.J. (2006). The impact of kindergarten learning-related skills on academic trajectories at the end of elementary school. *Early Childhood Research Quarterly*, 21(4), 471-490. doi: <http://dx.doi.org/10.1016/j.ecresq.2006.09.003>

Accordingly, this study presents the results of the curriculum and the textbook analyses, taking into account that the latter represents the implementation of the educational curriculum and encompasses the subject matter that is supposed to enable pupils to achieve the Arabic curriculum objectives.

This study emphasizes that it is necessary to adopt explicit instruction of basic components of reading in order to build reading competencies in Arabic in the early grades. This can be achieved through ensuring the explicit teaching of the five components of reading (phonemic awareness, alphabetic principal, vocabulary, fluency, and reading comprehension) via student books and instruction methods, in addition to the application of evidence-based pedagogical principles of teaching Arabic.

## **1.2 Importance of early reading**

Learning to read is a universal skill that must be explicitly and systematically taught. It starts with the development of oral language competencies, which eventually progress to independent reading.<sup>15</sup> Oral language—ability to speak and listen—provides an essential foundation for successful reading. In every culture, children learn language at home through listening, speaking, and interacting with adults and others in their environment. This process takes place in a natural and expected way in almost all cases and in all languages. Although building oral language competencies is a natural process, developing reading skills is not. According to Brown,<sup>16</sup> the mechanics of learning to read take place during a key stage of the child’s life—between 4 and 8 years old. During this stage, a child learns the relationship between sounds and letters, combined sounds and syllables, meaningful sounds and words, and finally words and the message of a sentence.<sup>17</sup> In addition, a child’s recognition of letters and words with clear meaning in different reading contexts undergirds the cognitive mechanisms of phonetic and alphabetic reading that are necessary for mastering all components of reading, which then lead to fluent comprehension of texts.<sup>18</sup>

Honig<sup>19</sup> indicated that decoding ability in first grade predicts 80 to 90 percent of reading comprehension in the second and third grade. This stage of learning to read also requires that the school and the teacher provide conditions favorable to successful reading so that students can learn to read for the sake of learning and for pleasure in the coming years.

Research clearly demonstrates that pupils who are weak in reading in the first three years face many academic barriers in keeping pace with their peers. As they get older, pupils may resist

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<sup>15</sup> Primary National Strategy. (2006) Primary framework for literacy and mathematics. Department of Education and Skills. Crown publishing. Retrieved from <http://www.educationengland.org.uk/documents/pdfs/2006-primary-national-strategy.pdf>

<sup>16</sup> Brown, D. H. (2001) Teaching by principles: and interactive approach to language pedagogy. Second edition. New York: Longman.

<sup>17</sup> Anthony, J. L. Lonigan, C. J. Driscoll, K.Y. Phillips, B. M. and Burgess, S. R. (2003). *Reading Research Quarterly*, 38 (4), 470-487.

<sup>18</sup> Ehri, L.C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading*, 9(2), 167-188.

<sup>19</sup> Honig, B. (1998). Preventing failure in early reading programs: A summary of research and instructional best practice. In W.M. Evers (Ed.), *What’s gone wrong in America’s classrooms* (pp. 91-116). Stanford, CA: Hoover Institution Press.

being corrected by the teacher when reading aloud in front of their classmates. This psychologically affects their performance and may affect their self-esteem. During adolescence, students are acutely cognizant when academic abilities are not on par with their respective grade level. These pupils are more at risk of school dropout.

The ability to read and understand text is the key to learning in the academic context, as success in any subject is predicated on it. Clearly, the ability to read and comprehend what is read opens the door to learning. It is imperative, therefore, that educational institutions make it a primary aim to support learners in their first three years of schooling so that they are able to overcome any difficulties related to reading.

### 1.3 Importance of the textbook

Textbooks are of vital importance in the teaching-learning process because of their inherent characteristics,<sup>20,21</sup> textbooks

- give an overview of a subject area and how it may be taught;
- present the basic information, ideas, and concepts in a curricular area;
- demonstrate educational reforms to teachers when curriculum and teaching methods change;
- contain the subjects and images that illustrate what the pupils read; and
- help develop values, skills, and ethics in students through content and images.

Well-crafted textbook products are an essential ingredient in the critical learning that takes place in schools; they help learners master a subject and provide solid guidance for the teacher.

### 1.4 The stages of reading development

Children learn to read in a series of stages, inside and outside of school. Reading specialists often describe these stages in different ways, but the phases remain consistent in terms of essential learned skills.<sup>22</sup>

**Pre-reading stage.** Children simulate the process of reading without actually reading. This stage starts with understanding the meaning of reading and its requirements. The learner starts in this stage to understand that everything that one says can be written or read.

**Beginning reading stage.** Children start to pay attention to the details of print and the way in which the letters and words, representing sounds and words of the spoken language, are printed. Children come to understand sounds are represented by written symbols. In order to help students in this stage, it is necessary to introduce the symbols' system to them in a

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<sup>20</sup> Elley, W. B. (2000). The Potential of Book Floods for Raising Literacy Levels. *International Review Of Education / Internationale Zeitschrift Für Erziehungswissenschaft*, 46(3/4), 233-255.

<sup>21</sup> Daawud Darwiiš Halas, 2007. The quality of the Arabic language book for primary classes of minimum essential stage from the standpoint of teachers in Gaza province. داود درويش حلس، 2007. معايير جودة كتاب لغتنا العربية للصفوف الأولية من المرحلة الأساسية الدنيا من وجهة نظر معلمي ومعلمات الصف في محافظة غزة.

<sup>22</sup> Primary National Strategy. (2006)

simple, explicit manner. It is obligatory in this stage to coach learners in reading the symbols through suitable texts that may help them segment the word and connect word parts together.

Learners in this stage will be able to recognize word units and will be able to distinguish letters from words, distinguish between the letters that are similar in form (for example, the group: ث، ب، ن، ت، ي، ث، and the group: ج، ح، خ) and between words that rhyme: قَاد، [jaad] جَاد، [qaad] قَاد، [saad] سَاد، etc.).<sup>23, 24</sup> Beginning readers should also be able to distinguish the stress of the sound, short sounds, long sounds, and, in addition, identify and differentiate the smallest unit of sounds (phonemes). Comparing rhyming sounds and words at the sound, syllable, or word level makes it easier to identify and reproduce them. For this reason reciting, singing, and listening to rhythms of the language are necessary practices that can be used to develop this skill of *phonemic awareness*. Learning Qur’anic texts and poetry can develop and strengthen the ability to hear assonance and rhyme.<sup>25,26</sup>

One study on reading achievement found that oral comprehension improved for five-year olds who were exposed every day during preschool, over a period of five months, to story reading in Modern Standard Arabic (MSA).<sup>27</sup> The results also showed that these children had a richer vocabulary from which to draw on in retelling stories that they heard, using sequential images as a guide.

**Fluency stage.** Becoming a fluent reader is the next essential phase in learning to read. Fluency refers to the ability to read letters, sounds, words, sentences, and paragraphs with automaticity and accuracy and at a reasonable rate for understanding the text. Studies show that the slow reading of words hinders reading comprehension due to the way the short-term memory functions.<sup>28, 29</sup> Fluency is a sign that the mechanics of letter and word recognition have become automatic, and those automatic mechanics allow the student to read with speed and to focus cognitive processes on understanding. Fluency is therefore a foundational component of reading comprehension.

As part of building fluency, readers learn to automatically recognize words when they frequently appear in common language use in the language of instruction. For this reason, textbooks or early grade readers are often designed with frequent word repetition to support

<sup>23</sup> Hazoury, K.H., Oweini, A.A., & Bahous, R. (2009). A multisensory approach to teach arabic decoding to students with dyslexia. *Learning Disabilities -- A Contemporary Journal*, 7(1), 1-20.

<sup>24</sup> Lyon, R. G. (1999). *Education research: Is what we don't know hurting our children?* Statement to the House Science Committee Subcommittee on Basic Research, U.S. House of Representatives. Retrieved January 9, 2002, from the World Wide Web: [http://www.nichd.nih.gov/crmc/cdb/r\\_house.htm](http://www.nichd.nih.gov/crmc/cdb/r_house.htm)

<sup>25</sup> Surty, M.I. (2006). *The science of reciting the quran*. The Islamic Foundation. Markfield: Leicestershire

<sup>26</sup> Tibi, S. (2006). [ طبيبي، سناء عورتاني ] Early Intervention Procedures for the Prevention of Reading Failure. *Arab Journal of Special Education* 8 (1):126-178 [المجلة العربية للتربية] إجراءات التدخل المبكر في الوقاية من الفشل في القراءة

<sup>27</sup> Feitelson, D., et al. 1993 Effects of listening to story reading on aspects of literacy acquisition in a diglossic situation. *Reading Research Quarterly* 28 (1): 70-79.

<sup>28</sup> Abadzi, H. Crouch, L., Echeagaray, C.P., & Sampe, J. (2005). Monitoring basic skills acquisition through rapid learning assessments: A case study from Peru. *Prospects* 35(2):137-156.

<sup>29</sup> Wagner, A. D (2011) *Smaller, quicker, cheaper Improving learning assessments for developing countries*, International Institute for Educational Planning, Paris.

reading and vocabulary development (for example, Ali loves his mother; Ali loves his father; Ali loves his sister). This process draws on recalling main features of the visual stimulus. Pupils with weak short-term memory and poor decoding skills often cannot distinguish familiar words when they see them. This difficulty strongly weakens the reading ability of these pupils.<sup>30, 31</sup>

Students need to have access to texts that can be easily understood and whose meaning can be predicted. In order for these texts to be comprehended quickly with minimal effort, it is helpful that the texts are relevant to the learners. Fluency increases with practice. Practice enables the student to read with less frustration. It is expected that classrooms provide a suitable environment for learning to read using interesting books for children, such as stories with exciting drawings and colors.<sup>32</sup>

Children need to learn how to decode words quickly and accurately, whether the words are in isolation or in a sentence, so that they can acquire fluency. Teachers can help students develop fluency by:

- using a functional and concrete vocabulary that reflects the students' daily activities;
- providing pupils the opportunity to read the same thing many times with support and feedback;
- identifying students' reading levels and providing texts that suit this level; and
- employing teaching practices that continually monitor students' mastery of skills in the classroom.

However, according to the conclusions of the other research studies carried out under this research on reading in Morocco<sup>33</sup>, many teachers address letter identification, word and sentence reading in the classroom, but fail to address fluency and comprehension as specific skills that can be developed with practice. Teaching fluency means bridging the gaps between decoding, automatic recognition of the word and understanding. Given the importance of this subject, there are many studies about reading speed and the number of words the pupil is expected to read in a given level. Reading fluency is measured by two criteria: 1) reading a given number of words in one minute, and 2) *correctly* reading a given number of words in one minute.

Further establishing reading benchmarks by grade provides teachers with an objective method for monitoring progress of children throughout the year and governments with a method to communicate performance standards. In many English first-language contexts, the

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<sup>30</sup> Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

<sup>31</sup> Vellutino, F.R., Fletcher, J.M., Snowling, M.J., & Scanlon, D.M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry*, 45(1), 2-40.

<sup>32</sup> Brookshire, J., Scharff, L.F.V., & Moses, L.E. (2002). The influence of illustrations on children's book preferences and comprehension. *Reading Psychology*, 23(4), 323 – 339

<sup>33</sup> RTI International (2014). *Research on reading in Morocco: Analysis of initial teacher training. Final report: Component 2*. Report prepared for USAID under EdData II.; RTI International (2014). *Research on reading in Morocco: Analysis of teachers' perceptions and practices. Final report: Component 3*. Report prepared for USAID under EdData II.

level of fluency necessary for comprehension is between 50 and 70 correct words per minute in Grade 1.<sup>34</sup>

Recommendations for English first-language learners are not necessarily the same as recommendations for Arabic learners due to differences in the languages. For example, in Arabic words consist of roots with different forms of vocalization that can have many different meanings: مُلْك، مَلِك، مَلِك، مَلِك، مَلِك، مَلِك etc. Only by reading the entire phrase can the reader of Arabic be expected to read with ease and fluency. Therefore, the rate of reading, in terms of number of words per minute, must take into consideration whether all sounds are spoken and the ambiguity that words can have depending on the context. That said, fluency, as it is defined in English context, provides only an indication of the method to adopt to define the number of words per minute. Characteristics of Arabic language must be taken into consideration in establishing fluency norms in that language.

**Reading to learn stage.** During the early reading stages, focus is on the mechanics of reading. Over time, concentration moves to reading to learn. Reading motivation becomes increasingly important in this phase. In order to reach the ultimate objective, the students need help becoming active and efficient readers. They need clear instructions and understanding of tools and strategies that enable them to understand and remember the main ideas of the text. They also need help integrating the information contained in the text with their prior knowledge in order to construct learning and deepen their understanding.

## **2. About this Study**

### **2.1 Two study components**

**Curriculum analysis.** The National Education and Training Charter (*La Charte Nationale de l'Education et de la Formation*, 1999) uniquely establishes foundational principles of the Moroccan educational system. The inception of this document was exceptional in that participants and stakeholders arrived at a consensus on the essential precepts surrounding religion, civilization, and society. The document recognizes the importance of further developing the teaching of Arabic, making provisions for confronting contemporary challenges.

Accordingly, the Arabic curriculum was adopted as a concrete measure to achieve these goals while addressing the needs of the learners. It stresses the necessity of being conscious of the expectations of students and their social, artistic, intellectual, psychological, emotional, and physical needs and of making learners the center of interest, thinking, and action during the process of education and training. It also promotes achievement of its goals through developing self-confidence, openness to others, and positive interaction with the social environment, regardless of its different levels, and through appreciation of work, diligence, and perseverance.

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<sup>34</sup> Rasinski, T., Homan, S., & Biggs, M. (2009). Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence. *Reading & Writing Quarterly*, 25(2/3), 192-204. doi:10.1080/10573560802683622

The achievement of these objectives led to adopting the concept of “competency” in the Arabic language curriculum through the gradual construction and interaction between the learner, knowledge, and the environment. This is achieved through adopting a set of principles, namely:

- Interactive learning, instead of learning by rote
- Continuity, in which every stage established a foundation for the subsequent one
- Complementarity, in which there is no separation between linguistic and cultural knowledge
- Production, which focuses on creating unique speech (not choral recitation), whether sentences, grammatical structures, or longer presentations

This study aims to analyze the competency of reading as it is presented in the Arabic language textbook and teacher’s guide for the first three years of primary school in Morocco, and determine the extent to which the books comply with:

- the pedagogical principles stated in the “Arabic language curriculum” mentioned in the primary education Pedagogical Guidelines; and
- the parameters of the specifications for textbook production, as well as the textbooks themselves.

This part of the study seeks to:

- shed light on the curriculum and how to execute it in the context of recent evidence in the teaching of reading;
- describe the pedagogical approach used in Arabic language teaching and the extent to which it meets the needs of students;
- analyze the theory adopted by the Arabic curriculum (whole word, or global method) compared to the phonetic method of teaching Arabic reading in the early grades, and the relative promotion of either method in the textbooks reviewed;
- highlight the generally accepted pedagogical principles of reading instruction (known as the five fundamental components of reading: phonemic awareness, alphabetic principle, vocabulary knowledge, fluency, and comprehension) and the degree to which they are present in the textbooks, given the result of recent research on teaching reading in Arabic; and
- outline general curriculum criteria and examine the pedagogical principles that are included in the Arabic language textbook.

**Textbook analysis.** The above information provides the background for the analysis of the Arabic language textbook and the teacher’s guide. This analysis is based on a set of criteria designed to answer the following research questions:

- Do the textbooks reflect the evolution in academic research related to reading instruction?
- Is reading being taught explicitly or implicitly in the pedagogical guide and the textbook?

- What are the criteria that may improve the quality of the Arabic language textbook in primary education?

These questions are further guided by the answers to more specific questions, such as:

- What are the general characteristics of a good reading textbook and the quality control criteria they should meet (and subsequently, the criteria used to assess and analyze the textbook)?
- Is improving the quality of the textbook enough to make the student acquire the tools of reading—and make the student an independent reader?
- Is it possible to improve reading competency in the absence of strong initial teacher training in this regard?

With this in mind, the textbook analysis represents the practical application of the pedagogical curriculum and the basis for the content to be taught. The textbook is a key tool for enabling children to acquire the objectives of the Arabic language curriculum.<sup>35</sup> For this reason, the analysis of the textbooks is a first step towards being able to improve them as a teaching and learning tool.

## 2.2 Methodology

**Scope.** The present study is limited to analyzing the Pedagogical Guidelines; the textbook specifications and the first unit of the select, available textbooks; and the teacher's guide of the first three years of primary school, adopted by the Ministry of National Education and Vocational Training (MNEFP) in Morocco since 2002. *Table 1*, below, shows which of all textbooks were available on the market and which were consequently selected for analysis.<sup>36</sup>

**Table 1: Availability of textbooks**

	<i>al mufiid fii lluġa lcarabiyya</i> (1)	<i>muršidi fii lluġa lcarabiyya</i> (2)	<i>fii riHaab lluġa lcarabiyya</i> (3)	<i>kitaabii ii lluġa lcarabiyya</i> (4)
Grade 1	Yes	No	No	Yes
Grade 2	No	Yes	Yes	Yes
Grade 3	Yes	Yes	No	No

From now on referred to as: (1) al mufiid, (2) murchidi, (3) fii riHaab, (4) kitaabii.

The research team, made up of teachers and researchers from Al Akhawayn University in Ifrane (AUI), an expert from RTI International, and inspectors and Arabic language teachers from public and private institutions in the region of Meknès-Tafilalet, looked at the above texts and extracted the vocabulary, sentences, and paragraphs for analysis. This study was conducted in two stages: at first, the focus was on identifying the type and nature of the words, then extracting sentences and paragraphs in the texts. In the second stage, the focus was on the content of texts, reading comprehension, and assessment.

**The process.** The team established a methodological framework covering the objectives, instruments, and procedures for the study, which was submitted to the MNEFP Department of Curricula, and validated through discussion and feedback on their part. The study took

<sup>35</sup> Daawuud Darwiiš Halas. (2007).

<sup>36</sup> See Annex 1 for full references of the textbooks.

place between May 19 and June 12, 2014. A training workshop was held from May 24 to 29 at AUI, in which experts introduced concepts of reading and evidence-based practices in reading instruction, presented and discussed the framework of the study and the methodology of the analysis, and explained to participants how to use the suggested analytical tools. The participants were given practical, hands-on training on the analytical process using samples of text. They were divided into groups in so that every group was responsible for analyzing the textbooks of a given school level, presenting and analyzing data and writing a report about the results of the study.

The first unit of the textbook available was analyzed according to a set of general themes, including:

- Distribution of objectives in accordance with Bloom’s cognitive taxonomy (recall – understanding – application – analysis – composition – assessment)
- Formulation of objectives in a procedural way (specific – measurable – attainable – realistic – timely)
- Focus of objectives on developing language as a competence (reading – writing – listening – speaking)

More specifically, the page-by-page review collected detailed information on the following elements of the content:

- **Text readability.** Includes the sentence, style, composition, and nature of the text presented to the student: scientific, literary, narrative, theatrical, or philosophical; the number of paragraphs in the lesson; the way in which they are divided; and the scientific terms and the values in the lesson
- **Assessment.** Presence of methods for learner assessment
- **Aesthetics:** Includes the drawings, illustrations, font and size, page layout/text density, clarity of colors, print and paper quality.

### **2.3 Study tools**

Instruments used for the quantitative analysis of the textbook were designed to capture the extent to which the different components of reading are explicitly present. They were adapted from instruments previously validated during a similar study conducted by RTI in Egypt. The analytical tools covered the following.

- Vocabulary
- Phonemic awareness
- Fluency
- Reading comprehension (according to text type)
- Sentence and grammar analysis tool
- Text book characteristics tool
- Gender analysis

### 3. Curriculum Analysis

#### 3.1 The White Book (2002)

Primary school in Morocco lasts for six years, and is divided in two “cycles.” The first cycle (*le cycle fondamental*) lasts two years, and the second cycle (*le cycle moyen*) from third to sixth grades. Yet the National Education and Training Charter also introduced a new vision for preschool education, for children from 4 to 6 years old, that associates preschool closely with primary education. The White Book (*Le Livre Blanc*) is the main document that lays out the national public school curriculum. According to the White Book, preschool is part of a “necessary foundational phase for primary education by integrating these two years [preschool] with the following first two years of primary education, resulting in a fundamental cycle that lasts 4 years.” Through a pedagogy of “immersion and awareness,” this two-year cycle should allow student to succeed in school through mastery of a set of basic competencies, among which is the mastery of oral expression in the student’s native language. The latter would prepare the child for reading and writing in the Arabic language.

**Preschool.** The White Book anchors the teaching of Arabic language in preschool through three main components: communication, pre-reading skills, and writing (including penmanship). The pedagogical guide matches these objectives and emphasizes that the ultimate goal is that learners are able to properly express themselves in Arabic. The curriculum is guided by certain principles, namely:

- Oral communication aims to initiate students to standard verbal styles of speech, *implicitly* introducing them to grammar and conjugation.
- Teachers should be providing students with a functional vocabulary related to daily life themes.
- The entire alphabet is not covered in the preschool curriculum since this stage is meant to *prepare* students for reading and not to acquire competence in reading. The alphabet is part of the primary school curriculum.

According to the White Book, in the first year of preschool, the content of reading instruction concerns a limited number of vocabulary words taken from areas of functional communication and then used to demonstrate a target letter. The activity of “reading” in this case focuses on recognizing words through playing reading games and using illustrated flashcards containing those words. Note that the words themselves are not specified by the White Book.

In the second year, reading instruction begins more formally, starting with a simple sentence and words that are related to a theme of oral communication and contain a target letter. Firstly, the phrase is read as a whole, then the word containing the letter, and finally the letter is separated and read. This letter becomes the focus of tracing and writing exercises.

The number of hours per week, out of a total of 25, allotted to Arabic language in preschool are as follows in **Table 2**:

**Table 2 : Curricular hours per week for Arabic language subject areas**

Subject	Number of lessons per week	Length of the lesson	Total
Oral communication	4	30 minutes	2 hours
Preparing for reading	4	30 minutes	2 hours
Writing	2	30 minutes	1 hour

At the end of the second year of preschool, the learner should be able to master a set of school-readiness skills, among which are the following, most closely related to reading and oral or written expression:

- Speak, listen, understand, and communicate with others;
- Use symbols representing aspects of reality, which will develop skills in reading and writing;
- Develop good manners and social behaviors that will facilitate integration and communication in society.

The preschool curriculum consists of educational activities representing 78 percent of the total, actual hours in the year (the remainder going to recess and other downtime including school arrival and departure). Skills targeted by these activities, as cited in the White Book, include:

- Improving visual-spatial motor skills, in preparation for reading
- Controlling finger movements and muscles in the hands, which will facilitate writing
- Understanding classification, generalization, and symbols, within the limits of the cognitive level
- Understanding the spoken phrases, within the limits of cognitive level
- Using a functional vocabulary related to themes in the local context
- Becoming familiar with all of the Arabic alphabet using a simple vocabulary
- Drawing a variety of line styles, in order to prepare for writing the alphabet
- Drawing some letters of the Arabic alphabet and some simple words

**Primary school.** According to the White Book, 11 of 28 hours of instructional time are allocated to Arabic language per week in Grades 1 and 2 of primary school, representing a total of 374 hours per year. The curriculum is structured according to thematic units; each year is divided into 8 units of three weeks. The three weeks are divided into two weeks of presentation of the lesson and one week of review and evaluation. The four components of instruction are: expression, reading, writing, and grammar. An important principle is that the “style, syntax, morphology, and orthography” are presented implicitly in the first two years and become explicit only in the third year of instruction. The White Book presents a detailed sequence for teaching the letters of the alphabet during the first two years of primary school. Each letter is presented in conjunction with the bi-weekly themes, as presented in *Table 3* and *Table 4*.

**Table 3 : Grade 1 curricular topics and introduction of letters**

Weeks	Oral communication	Preparing to read	Writing
1-2	Introduction and adaptation		
3-4	I get to know my classmates	Words with the letter <i>m</i> [م]	Movement (joints)
5-6	I am responsible for my things	Words with the letter <i>b</i> [ب]	Horizontal and vertical lines
7-8	I recognize the members of my family	Words with the letter ' [ع] ( <i>hamza</i> )	Horizontal and vertical lines
9	Evaluation and review		
10-11	I recognize the parts of the body	Words with the letter <i>l</i> [ل]	Oblique lines
12-13	I maintain my health	Words with the letter <i>s</i> [س]	Dotted lines
14-15	I eat	Words with the letter <i>d</i> [د]	Oblique and dotted lines
16-17	Evaluation and review		
18-19	I am careful in the street	Words with the letter <i>S</i> [ص]	Curved and rounded lines
20-21	I know the days of the week	Words with the letter <i>n</i> [ن]	Curved and rounded lines
22-23	I use correct expressions of greeting	Words with the letter <i>h</i> [ه]	Spiral lines
24-25	Evaluation and review		
26-27	I recognize fruits and vegetables	Words with the letter <i>f</i> [ف]	The letters <i>f</i> [ف] et <i>m</i> [م]
28-29	I recognize animals	Words with the letter <i>k</i> [ك]	The letters <i>k</i> [ك] et <i>b</i> [ب]
30-31	I celebrate the festival d'Al-Aïd	Words with the letter <i>j</i> [ج]	The letters <i>j</i> [ج] et <i>l</i> [ل]
32-33	Evaluation and review		
34	End of year formalities		

**Table 4 : Grade 2 curricular subject and introduction of letters**

Week	Oral communication	Writing/reading preparation
1-2	Initiation and adaptation	
3-4	I present my house	Letters <i>m</i> [م] et <i>b</i> [ب]
5-6	I present my school	Letters <i>t</i> [ت] et <i>k</i> [ك]
7-8	I visit neighbors	Letters ' [ع] et <i>h</i> [ه]
9	Evaluation and review	
10-11	I get dressed	Letters <i>r</i> [ر] et <i>l</i> [ل]
12-13	I eat	Letters <i>d</i> [د] et <i>n</i> [ن]
14-15	The seasons of the year	Letters <i>b</i> [ب] et <i>j</i> [ج]

16-17	Evaluation and review	
18-19	I visit the school	Letters s [س] et c [ع]
20-21	I recognize animals	Letters t [ت] et H [ح]
22-23	I take care of plants	Letters z [ز] et S [ص]
24-25	Evaluation and review	
26-27	Insects	Letters q [ق] et ʃ [ذ]
28-29	I walk in the street	Letters x [خ] et ʃ [ش]
30-31	I play with friends	Letters ǧ [غ] et ʔ [ط]
32-33	Evaluation and review	
34	End of the year formalities	

As the tables above show, it takes a full two school years to cover the entire Arabic alphabet, at the current required pace of one letter every two weeks. Yet at the same time, the curriculum of Grade 2 is based on the presentation of one reading text per week. Similarly, as early as Grade 1 children are given dictation and copying exercises. More specifically, the skills targeted by the end of Grade 2 in reading and writing are the following:

- Read the Arabic alphabet with short vowels, *la shadda*, in the context of a corpus of modern and variable vocabulary.
- Read with comprehension from constant vocabulary (letters and words) and variable (phrases and simple texts), taking into consideration correct pronunciation of phonemes and punctuation marks.
- Read simple prose and poetry, descriptive and narrative texts, and dialogs;
- Write the letters of the Arabic alphabet correctly on their own, and in the context of words and phrases, demonstrating care and perfect organization according to the models of writing that are provided;
- Rewrite words, phrases, and short paragraphs using punctuation marks;
- Correctly write certain simple orthographic patters.
- Write correctly certain simple exercises of style, syntax, and morphology.

**Summary.** The White Book’s primary purpose is to outline the number of hours by subject throughout the year and, within subject areas, the sequence of instruction by theme and by week. It communicates the general objectives of the curriculum in terms of pre-reading skills to develop in preschool, followed by the study of letters, words, sentences, and prose texts in the first two years of primary school. It provides some indication of the structure that units should follow and the general framework for lesson delivery.

Theoretically, the White Book is limited to giving a list of objectives and activities for teaching the Arabic language. Although it gives a sequence of letters and themes to cover each week, it does not provide specific details about:

- the most common vocabulary to teach;

- how to identify phrases that are “aligned to the child’s cognitive level”
- how to use a functional vocabulary related to themes that are close to the student’s reality when the vocabulary has not been provided;
- how to do dictation and copying exercises when the students have not even finished studying each letter of the alphabet;
- how to measure progress in vocabulary and oral expression;
- what content authors of the textbooks should produce; and
- how to present, in an abstract manner, all of the Arabic alphabet in a simple language before even introducing concepts of print and the relationship between the written and the spoken word.

Similarly, although the White Book mentions several times the importance of aligning activities “to the cognitive level” of the children, it does not define cognitive levels or how to evaluate a child’s level. In primary school, the curriculum prescribes the introduction of one letter every two weeks; consequently, it takes two years to cover the whole alphabet.

Moreover, in its entirety, the White Book omits 5 letters of the alphabet: D [ض], th [ث], Z [ظ], w [و], y [ي]. It appears that the thematic content takes instructional precedence over the linguistic or pedagogical dimensions of the sequence of instruction. Although this global and communicative approach to language expects specific details of language structure to be taught implicitly, evidence shows that learning to read requires very explicit and direct instruction. Particularly in the case of Arabic, research has determined that drawing on explicit instruction of word morphology is associated with better early learning outcomes<sup>37</sup>.

As touched on previously, the bridge between preschool and primary school is not made explicit in the White Book, which is a source of confusion for the reader. Is the first “cycle” of primary school, according to the way the curriculum is designed, actually four years (two preschool plus two primary school), or only two years of primary? Wouldn’t it be more appropriate to present the first cycle as four years long? But if this is the case, what happens to children who do not go to preschool, which is not mandatory? In fact, the primary school reading curriculum is dependent on what children would have learned in preschool, according to the preschool curriculum.

Finally, the White Book gives no indication of

- short and long vowels;
- when they should be introduced; or
- the point at which children should be able to read texts without short vowel markers.

From a practical standpoint, the preschool curriculum as it is presented in the White Book is an ambitious project that is not implemented in reality, where most schools do not benefit from preschool training. The two-year preschool curriculum should be integrated in the first two years of primary school. This requires a rethinking of the curriculum for these first four years given the reality of schools and classrooms for which it is destined. Such a revision

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<sup>37</sup> Boyle, H., Al Ajjawi, S., & Xiang, Y. (2014). *Topical analysis of early grade reading instruction* (Project report for EdData II Task Order 15: Data for Education Programming in Asia and Middle East). Research Triangle Park, NC: RTI International. Retrieved at: <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=707>

would benefit from a more rapid introduction of the letters of the alphabet, without sacrificing quality or depth of instruction, giving the student a full “kit” of letters with which to attack word recognition and decoding more easily. For example, in Egypt, each letter is taught in two lessons, and each lesson lasts two days. Thus the whole alphabet is covered in the first year.

### 3.2 Pedagogical Guide (2009)

**Content.** The Pedagogical Guide, written after the Arabic language textbooks were published, describes the content domains of the textbooks, the parts of each unit, and the number and duration of lessons; this is reflected clearly in the textbooks. It also provides the general pedagogical framework for carrying out lessons in the specific domains of Arabic language, oral expression, reading, writing, and developing listening skills. It recommends the whole language method for teaching these competencies.

The times allotted in the school week for the reading lesson, as described by the Pedagogical Guide, are as follows, in *Table 5*.

**Table 5 : Weekly lessons by textbook**

Reading component	Number of lessons	Length of the lesson	Total
<b>Grade 1</b>			
Pedagogical Guide	9	30	4h30min
<i>Kitaabii</i>	9	30	4h30min
<i>Al mufiid</i>	9	30	4h30min
<b>Grade 2</b>			
Pedagogical Guide	8	30	4h
<i>Fii riHaab</i>	8	30	4h
<i>Murchidi</i>	8	30	4h
<i>Kitaabii</i>	8	30	4h
<b>Grade 3</b>			
Pedagogical Guide	5	30	2h30min
<i>Al mufiid</i>	5	30	2h30min
<i>Murchidi</i>	5	30	2h30min

The distribution of reading lessons, according to the textbooks, corresponds to what is written in the Pedagogical Guide. In Grade 1, children have a total of 4.5 hours per week of reading,

4 hours in Grade 2, 2.5 hours in Grade 3, and only 2 hours in Grade 4 (not shown in the table). By Grades 5 and 6, only 1.5 hours are allocated to reading. In other words, as children advance in primary school, classroom time dedicated to reading decreases.

According to the curriculum, themes covered in the first and second grades must be familiar to the student and his or her environment, and they should be age-appropriate. Activities should be adapted to the student’s motor skills development (games, for example). **Table 6** provides the order of the themes of the curriculum (from the Pedagogical Guide, p. 75). By Grade 3, the themes become more abstract, but should still be adapted appropriately to the context. These are aonly loosely connected to the themes presented in the White book (see Tables 3 and 4 above).

**Table 6 : Themes by week**

<b>Grades 1 and 2</b>	
1.	The student and family
2.	The student and school
3.	The student and relations with the neighborhood and town
4.	The student and the natural environment
5.	The student, nutrition, health and sports
6.	Cooperation in the life of the student
7.	Ceremonies and festivals in the life of the student
8.	Games and innovations in the life of the student
<b>Grade 3</b>	
9.	Islamic, national, and human values
10.	Cultural and social life
11.	Democracy and human rights
12.	Social services
13.	The world of innovation and creation
14.	The natural balance and protection of the environment
15.	Nutrition, health, and sports
16.	Travel, excursions, and games

**Underlying pedagogical principals and theory.** The Pedagogical Guide suggests that teachers start the Arabic language lesson, in Grades 1 and 2, with oral language practice. In the other grades, children start by reading. Writing practice in Grades 1 and 2 is associated with reading practice through copy and dictation activities. It is only in Grade 3 that children start free writing exercises (essays).

As **Table 6** above shows, the curriculum is divided into eight units. Each unit lasts three weeks. The first two weeks are dedicated to presenting new lessons, and the third is for evaluation and review.

The language lessons, according to the Pedagogical Guide (p. 75) should last 30 minutes for Grades 1 and 2. This same amount of time is allocated to reading in the higher grades. This changes when the schedule changes to accommodate the teaching of Amazigh (see p. 77).

According to the theory behind the Pedagogical Guide, children learn language as a whole, and not in a fragmented manner. Language is used for facing various situations. The Pedagogical Guide explains that “this is what allows a child to acquire his mother tongue and understand implicitly its rules within two or three years. School needs to follow this example in its teaching methods.”

The Pedagogical Guide adopted, from the White Book (2002), five general skills that together make up a well-rounded student and citizen. The Guide defines them in terms of their relevance to teaching Arabic (*Table 7*).

**Table 7: General curricular competencies adopted by the Pedagogical Guide**

Skill	Definition in relation to Arabic language (p. 73)
Strategic	“use the Arabic language to acquire grade-appropriate* knowledge and experience”
Communicative	“acquire a functional vocabulary in relation to the learner’s life and which develops in line with the themes of the curriculum”
Methodological	“Implicitly teaching the stylistic structures, syntax, and morphology of the Arabic language according to grade level, age and mental capacities”; “Reading, comprehension, and use of reading texts at multiple levels”
Cultural	“the assimilation of the linguistic context is considered to be a basic element of social integration”
Technological	“opening up to the world of technology and assimilation of advancements through language”

\* It is worth noting that the Pedagogical Guide does not define “grade-appropriate.”

These skills are related to

- existence (self-knowledge and relationships with others, investment in cognition and values to be embedded in the personality of every student);
- communication inside and outside the school; and
- channeling knowledge for the sake of openness to the natural and social surroundings.

The competency-based approach, as described by the Pedagogical Guide, puts the learner at the center of the learning process, encouraging him or her to take responsibility for learning. The learner does not learn information for exams, but instead acquires a skill that can be drawn upon anytime and anywhere. Therefore, the learner “learns how to learn.” This function- and structure-oriented approach gives the learner the basic tools to apply the knowledge. The characteristics of the competency-based approach can be summed up as follows:

- Gives attention to the active role of the learner in the teaching-learning process
- Encourages initiative and independence of the learner
- Suggests meaningful learning activities that push learners to raise questions
- Establishes links between what is learned and asks learners to consider their learning and the learning strategies

The Pedagogical Guide concretizes of these skills and their components. However, it confuses at time the skills with objectives and contents. Moreover, it does not clearly show the cognitive domains in which these skills will be achieved.

The Guide provides two general descriptions of the learning objectives for pupils in the primary grades:

- **Objectives related to skills and content**, which include the ability to correctly express oneself in Arabic and interact with others as well as the ability to organize time, be disciplined, and develop mental and sensory abilities.
- **Objectives related to values and social standards**, which comprise the absorption of human, national, ethical, and religious values; unshaking belief in solidarity, cooperation, tolerance, and honesty; knowledge, systems, and basic rules for engaging with the natural and sociocultural environment.

**Methods of teaching Arabic reading.** The curriculum prescribes many things that students should know, but these objectives, particularly those related to skills and content, are introduced in a general way and without specifying a systemic, sequenced approach to Arabic language learning in the early grades.

The Guide alludes to several methods for teaching reading in Arabic.

- The first builds on the smallest and easiest units of the language to recognize—the letters—rather than composed elements such as words, paragraphs, and texts, which are more difficult to recognize—the partial syntax method (**méthode syntaxique partielle**) (الطريقة التركيبية الجزئية).
- The second promotes learning letters according to the sound they make (“mmm” instead of “mim”). The student is expected to recognize the symbol of the letters and their different sounds, as a function of their vowels, germination, and casual markers (*nuunation*). The method works from easier to harder, from simple to complex--the phonics or phonetic method, (**La méthode phonique/phonétique** (الطريقة الصوتية)).
- The third method is known as “analytical” or whole language (**analytique ou globale**) (الطريقة التحليلية الكلية). In this method students begin with texts they understand before moving to independent letters without any meaning. This method builds on prior knowledge of the students that they bring from their environment in order to construct meaning and perceive what is written.
- Finally, the last method is known as **mixte** (الطريقة المزجية), and is characterized by the fact that it teaches language units with meaning (sentences) and promotes understanding through images. The method introduces words that include the target letter. The words are analyzed phonetically in order to isolate the target letter and give it independent status.

**In Grade 1** the Guide provides the following principles for carrying out the reading/writing lesson.

- Letters are using the global method, starting from the whole, moving to the part, then coming back to the whole, which carries the meaning. In other words, instruction starts with texts whose meaning is known to learners before moving to separate letters, which carry no meaning.

- Letters are read as they are pronounced in their normal context and not in their “name”: a=ay, b=bee, c=cee, etc.
- Letters are taught beginning with the most easily pronounced and most frequently used and proceeding to the most difficult and the least frequently used.
- Complementarity between the senses, including use of gestures, movements, colors, boards, modeling clay, etc., facilitates learning the letters.
- Links are established between writing and reading, as writing, even simple copying, also requires reading.
- Synchronization is accomplished between the visual and the audio. It is this synchronization that creates the link between different information (one of the behavioral bases of learning); for example, showing only the written part that is being read and hiding the parts that are not being read.
- Diacritic markers are taught in relation to the drawn letters and not separately (damma [u], kasra [i], fatHa [a]).
- Grammar are taught rules implicitly.
- Previous knowledge is integrated, incorporating games and activities (songs, music, theatre, etc.).

The Guide focuses on the necessity of teaching letters starting with the easily pronounced and written and most frequently used letter and continuing to the most difficult and least frequently used one. The choice to begin with the most frequent will allow the learner to rapidly increase the repertoire of words that the he or she can start reading and composing.

### Second year

- The first unit is devoted to introducing one reading text every week, followed by a set of lessons aimed at addressing reading difficulties. In Units 2 to 8, each week is devoted to introducing many and various reading texts (prose, poetry).
- Focus is on comprehension and the main functions of reading in society and daily life as a means of communication and integration;
- Reading aims to develop comprehension not limited only to spelling and good pronunciation.
- Silent and independent reading allow for better understanding.

### Third year

The third year focus is on three reading types, namely: functional, complimentary, and poetic. All of these are related to the eight fields (*Table 8*).

**Table 8 : Reading types targeted by unit**

Unit weeks	Session 1	Session 2	Session 3	Session 4	Session 5
First	Functional text	Basic 1	Text	Complimentary text	Poetic 1
Second	Functional text	Basic 2	Text	Complimentary text	Poetic 2
Third	Functional text	Basic 3	Text	Complimentary text	Poetic 2

**Summary.** The Pedagogical Guide was written after adoption of the current textbooks, and its primary function is to help teachers understand how to implement reading lessons in conjunction with the textbooks. The Guide concludes by providing suggested teaching strategies at different levels. Examples provided are based on the principles of the global method, however the Guide doesn't actually provide definitions of the different methods suggested (analytic, phonic, global, etc.) Suggested instruction is then subject to major difficulties that can be summarized as follows.

- Decoding is not targeted as a skill even though it contributes to more fluent reading, first of words and subsequently of phrases, which in turn contributes to comprehension.<sup>38, 39</sup>
- The Pedagogical Guide, like the White Book, does not specify a list of functional vocabulary based on MSA, nor does it show how to find the key words to target. Developing a functional vocabulary list would help to standardize achievement across the country and would facilitate interpretation of national evaluation measures.
- The absence of a list of frequently used words limits the ability of teachers and authors to develop leveled texts that would also help children understand texts more rapidly, even if they have not mastered letters or decoding skills.

Moreover, like the White Book, the Pedagogical Guide also repeats the importance of adapting instruction to the level of the child and his or her age and mental aptitude. However, the Guide does not determine the criteria relative to these levels in primary school.

The Guide does not provide clear strategies for evaluating objectively whether cultural competencies were acquired or not. As such it is difficult to plan a strategy aligned to supporting learners who are falling behind.

The Guide discusses the mastery of the Arabic language (Modern Standard Arabic) for social integration; however, this integration remains very general and does not take into consideration the sociolinguistic context of Morocco, especially since social integration is done in maternal languages and not in MSA. The Guide should be more specific in determining the nature of the standard context from a sociolinguistic standpoint. Is the language used in primary school meant to be a compromise between the dialect and classic Arabic, or is it just a simplified version of classic Arabic? Is there a bridge between the colloquial language and the language with which social integration is actually achieved?

Since technological competencies are one stated goal of the curriculum, it is worth reflecting in the future on what types of technology could be used to support the Arabic language textbook, (the content of which hasn't changed since 2002).

Finally, since the textbooks were produced prior to development of the Pedagogical Guide, one wonders what impact the Guide has on the content of the textbooks, and why the textbook authors have not updated or improved the content of the books in light of the framework given by the Guide.

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<sup>38</sup> Cunningham, P.M. (2000). *Phonics they use: Words for reading and writing* (3rd ed.). New York: Harper Collins.

<sup>39</sup> Ehri, L. and Nunes, S. (2002). The role of phonemic awareness in learning to read. In A.E. Farstrup & S.J. Samuels (eds). *What research has to say about reading instruction. (3<sup>rd</sup> Ed.)*, pp. 110-139. Newark, Delaware: International Reading Association.

### 3.3 Analysis of the national textbook specifications (2002)

The specifications for writing and production of textbooks identify characteristics that should be considered during the writing of the pupil’s book and the teacher’s guide. These specifications are followed by publishers who submit their textbooks in response to a bidding process.

#### **Student textbook**

The characteristics cover three types of design considerations:

- Methodological
- Pedagogical
- Aesthetic and technical

**Methodological considerations.** The specifications (2002) give priority to oral language development (listening and speaking), and advance progressively from oral language to writing. They recommend using amusing situations that motivate children to interact, discover new situations, speak, and make meaning from things in the local environment. The specifications imply a focus on phonemic awareness and decoding that is not immediately apparent in the textbooks or in the emphasis given to them in the White Book or Pedagogical Guide. For example, the specifications require “adoption of an approach based on ...creating links between what is read and what is written; the sound and the word; the word and the phrase; the phrase and the paragraph; the image, pronunciation and meaning; the auditory, the visual and comprehension.” They also requires he textbooks to integrate the use of different types of content—short texts, songs, theater, self-directed games—for developing communicative competency and imagination.

**Pedagogical considerations.** The elements that are required by the textbook specifications under the heading “Educational and pedagogical characteristics of the textbook” cover ways in which the books should:

- facilitate the use of the book for the pupil, such as including the general structure (e.g., “present the objectives,” “highlight definitions in a colored text box,” “include a detailed table of contents”);
- develop content, including alignment of content with the curriculum and schedule; promote patriotism, respect for the Islamic religion, sustainable development, and other international themes; take into consideration the “personality” and “cognitive level” of the children; and bridge other disciplines and school subjects; and
- promote teaching strategies or activities; for example, promoting interactivity, question and answer, reinforcement of concepts, and problem solving.

It is important to note that in this category, the textbook specifications ask editors to design the content of books so that they can be considered a source of “self-teaching” (*auto-apprentissage*) and self-evaluation even though there is little, if any, evidence that children can actually learn to read on their own. In fact, some research stresses the importance of peer learning and collaboration in learning to read, especially in multilingual situations<sup>40</sup>. Among

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<sup>40</sup> Turkan, S., Bicknell, J., & Croft, A. (2012) *Effective Practices for Developing Literacy Skills of English Language Learners in the English Language Arts Classroom*. ETS Research Report. Princeton: ETS.

the list of 19 characteristics for content development, the emphasis is on thematic content (such as citizenship and human rights) as well as functional objectives such as “developing a scientific method and creative initiative.” However there is nothing related to fundamental components of learning to read, such as letter-sound knowledge, phonemic awareness, vocabulary development, fluency development, and comprehension strategies. The specifications do, however, mention that the textbooks should use vowel markers (*tashkil*).

The following table shows the degree to which the textbooks conform to the above standards.

These instructions are clearly very ambitious, and require textbook editors to cover a large amount of thematic content in addition to basic reading skills. It is not surprising, therefore, that many fall short of adhering to all of the criteria. However, one does wonder how the books were evaluated and why some of them were accepted if they were lacking conformity in several areas.

Instructions for using the textbooks are offered in most textbooks. However, Grade 1 textbooks address only the teacher, while textbooks for higher grades address the students in a language that may not be understood by the average student. Not a single book provides a general plan at the beginning of each section or part. No textbook states the intended (set of) skills to be taught or learning outcomes for each lesson except the textbook *Murchidi*. All of the textbooks fail to refer to the learning gains in the previous level except *Murchidi* for Grade 2. This particular failure undermines a coherent, leveled, unit-by-unit approach especially when the textbooks are not part of a series. The textbooks do not help the students gain knowledge about and motivate their interest in new developments in the sciences, technology, and education, even by the technological standards of 2002. Given that the textbooks have not been updated since 2002, they do not reflect the standards of today. The textbooks do not make any allusion to supplementary or any other education materials or aids to enhance students’ learning. Furthermore there is no apparent content in the books that is designed to help students develop higher order skills like scientific reasoning, problem solving, and creativity, although it is questionable whether it is really the role of early grade reading textbooks to do so.

On the other hand, most textbooks conform to the guidelines by providing extension activities for each theme, providing specific elements and language rules in frames and in different colors, and including detailed tables of contents (except the *Al Mufiid* for Grade 1). Additionally the contents of the textbook are in agreement with the educational guidelines, the school curriculum, and the required topics and themes. All the textbooks have texts that aim at developing the learner’s sense of belonging to the nation, and their content reflects reality. But they do not reflect regional and local characteristics, nor do they take into consideration the learner’s personal traits; moreover, they do not help the learner integrate into the global community. Topics like immigration, global warming, democracy, distance learning, knowing the other, etc., are absent in the textbooks. The textbooks contain a limited number of texts that expose learners to issues related to education, sustainable development, health, and environment, and all of the books conform to the standards of respect for the religion of Islam, for the principles and rights established for individuals and groups, and for the treaties and international conventions ratified by the kingdom of Morocco.

**Table 9 : Conformity of books to textbook specifications (content-related aspects)**

Specifications of CDC	Grade 1		Grade 2			Grade 3	
	<i>Al muftid</i>	<i>kitaabii</i>	<i>Murchidi</i>	<i>fi riHaab</i>	<i>Al muftid</i>	<i>kitaabii</i>	<i>Murchidi</i>
1. Contains specific instructions that facilitate its use	No	Yes	Yes	Yes	Yes	Yes	Yes
2. Provides the overall organization of each part or section at the beginning	No	No	No	No	No	No	No
3. Provides a description of targeted competencies	No	No	No	No	No	No	No
4. Introduces the expected objectives at the beginning of each lesson or unit	No	No	Yes	No	No	No	Yes
5. Offers expected extensions for each part or section of the textbook	No	Yes	Yes	Yes	Yes	Yes	Yes
6. Highlights the targeted pieces of knowledge and rules by coloring them and placing them within frames	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7. Contains detailed tables of contents	No	Yes	Yes	Yes	Yes	Yes	Yes
8. Refers, at each level, to essential learning gains in the previous level	No	No	Yes	No	No	No	No
<b>Specific characteristics of the textbook contents</b>							
9. Contents are in agreement with the educational objectives and the school curriculum	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10. Organized around topics or themes of the unit	Yes	Yes	Yes	Yes	Yes	Yes	Yes
11. Presents recent developments in the areas of the sciences, technology, and education	No	No	No	No	No	No	No
12. Contributes to enhancing the student's national identity, with regional and local characteristics, all in accordance with the student's personal traits	Yes	Yes	Yes	Yes	Yes	Yes	Yes
13. Contributes to the student's opening up to the global context	No	No	No	No	No	No	No
14. Takes into consideration the students' age factor/range, their knowledge and linguistic levels, and their cognitive capacities	No	No	No	No	No	No	No

Specifications of CDC	Grade 1		Grade 2		Grade 3		
	<i>Al mufiid</i>	<i>kitaabii</i>	<i>Murchidi</i>	<i>fi riHaab</i>	<i>Al mufiid</i>	<i>kitaabii</i>	<i>Murchidi</i>
15. Includes new issues in education on sustainable development (health, environment, and civic engagement)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
16. Respects the religion of Islam, and the principles and rights established for individuals and groups, and the treaties and international conventions ratified by the kingdom of Morocco	Yes	Yes	Yes	Yes	Yes	Yes	Yes
17. Helps the student in the development of the scientific approach and the spirit of initiative and creativity	No	No	No	No	No	No	No
18. Refers to educational aids that facilitate teaching and learning	No	No	No	No	No	No	No
19. Compatibility of photos, drawings, and designs with textbook topics	No	No	Yes	Yes	No	No	No
20. Aids in the development of self-teaching and is a source of knowledge	Yes	Yes	Yes	Yes	Yes	Yes	Yes
21. Opens up to other school courses and course units	No	No	No	No	No	No	No
<b>Characteristics of learning activities and exercises in the textbooks</b>							
22. Contains learning activities that are suitable for the academic level of the students	Yes	Yes	Yes	Yes	Yes	Yes	Yes
23. Problem-based approaches to activities, with situations capable of highlighting the importance of the target knowledge	No	No	No	No	No	No	No
24. Includes a variety of activities that take into account individual differences among students in order to facilitate the achievement of the main learning objectives	No	No	No	No	No	No	No
25. Contains activities that are related to the child's perceptible reality	Yes	Yes	Yes	Yes	Yes	Yes	Yes
26. Exercises are ordered according to their degree of difficulty or easiness	Yes	Yes	Yes	Yes	Yes	Yes	Yes
27. Exercises use appropriate knowledge, skills, and attitudes that the students are expected to gain	No	No	No	No	No	No	No
28. Uses practical drills that make use of already acquired learning gains in order	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Specifications of CDC	Grade 1		Grade 2			Grade 3	
	<i>Al mufiid</i>	<i>kitaabii</i>	<i>Murchidi</i>	<i>fi riHaab</i>	<i>Al mufiid</i>	<i>kitaabii</i>	<i>Murchidi</i>
to strengthen them							
29. Exercises allow the student's self-evaluation and promote problem-solving strategies	No	No	No	No	No	No	No

**Technical and aesthetic considerations.** The specifications present a determined set of artistic characteristics for the textbook, including the size (21cm x 27 cm), paper weight, number of pages, colors, style of letters, font and size, binding type, and guidelines for images and drawings. Specific instructions are given for the cover, including title, identifying elements, year, and price.

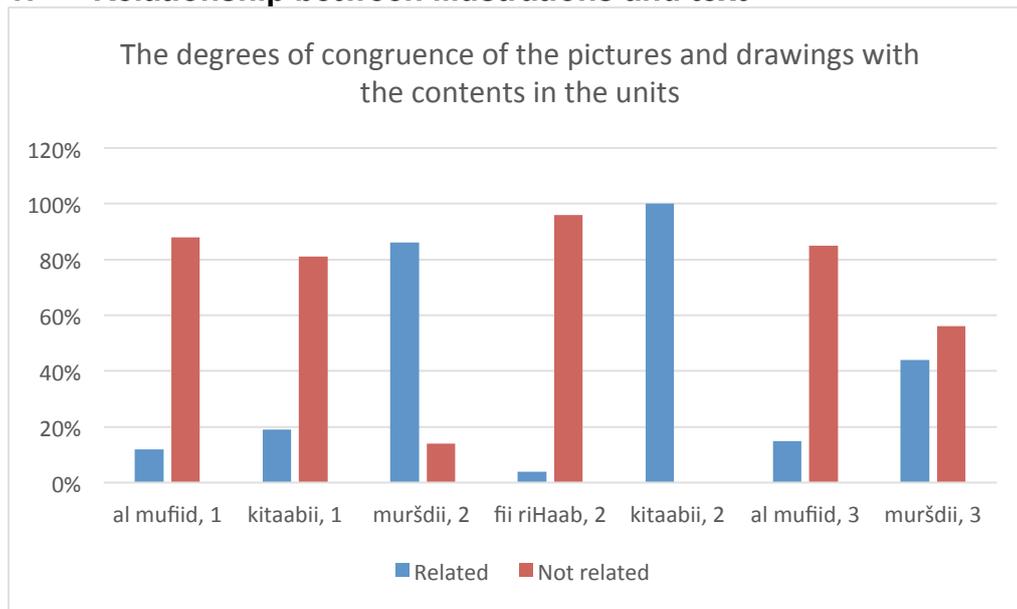
*Table 10*, on the next page, shows how much textbooks respect the specifications of the CDC.

**Table 10 : Themes by week**

Textbooks	Grade 1		Grade 2			Grade 3	
	<i>Al mufiid</i>	<i>kitaabii</i>	<i>Murchidi</i>	<i>fii riHaab</i>	<i>Al mufiid</i>	<i>kitaabii</i>	<i>Murchidi</i>
1. Size	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2. Paper	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3. Size	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4. Colors	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5. Letters	(See the section about pictures and drawing below)						
6. Pictures and drawings	(See the section about pictures and drawing below)						
7. Cover	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8. Authors	Yes	Yes	Yes	Yes	Yes	Yes	Yes
9. Page design	(See the section about pictures and drawing below)						
10. Form Adjustment	Yes	Yes	Yes	Yes	Yes	Yes	Yes
11. Assemblage	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Pictures and drawings in the textbooks are expected to support and facilitate learners' understanding of the texts. Most of them, however, are not related to the themes in the textbook units, except for those in *fii riHaab* for Grade 2, as the *Figure 1* below shows.

**Figure 1: Relationship between illustrations and text**



However, in *Murchidii* for Grade 2, 86% of the pictures and drawings are related to the textual content. On the other hand, the other textbooks contain more incongruent pictures and drawings; 88% of them in *Al muftiid* for Grade 1; 81% in *Kitaabii* Grade 1; 96% in *Kitaabii* Grade 2; 85% in *Al muftiid* Grade 3; and 56% in *Murchidii* Grade 3.

### **Characteristics of the teacher’s guide**

The specifications document explains that the teacher’s guide is “the primary supporting document for reinforcing teacher training related to cognitive, educational and pedagogical developments in the field.” As they do for the student textbook, the specifications for the teacher’s guide request a number of artistic and technical characteristics for the production of the guide; these include the color and weight of paper, colors, font size, images, and drawings.

With regards to educational and pedagogical characteristics of the teacher’s guide, the instructions in the specifications document maintain that:

- it should align to the curriculum, educational objectives, and content of the textbook;
- it should have instructions for its use, including general clarifications about teaching methods that the manual is promoting and specifically instructions for using kinesthetic techniques to help develop oral language competency;
- it should present objectives, competencies, and extension activities related to each lesson;
- It should provide the teacher with tools and strategies for evaluation; and
- it should include a table of contents, bibliography, and additional resources, especially those that can help “enrich the teacher’s knowledge and the development of the teacher’s self-directed learning.”

**Summary.** The textbook specifications, like the other guidance documents described in this section, focus at a high level of ambitious theoretical objectives (e.g., teaching scientific reasoning, creativity, social integration, etc.). However, they neglect to provide guidance on specific reading-focused objectives and methods, such as teaching letters, promoting phonemic awareness, and strategies for increasing fluency and comprehension. They do highlight the importance of kinesthetic methods for building oral communication skills, which is in line with evidence-based practices for bilingual learners.<sup>41</sup> They could go one step further in pointing out how these methods can also support reading skills and how oral language fluency is a critical first step in learning how to read in addition, as well as important for socialization. More importantly, the guidelines do not provide domain-specific instructions concerning, for example, what sequence of letters to introduce, what level of sentence structure to use (length, complexity), or what vocabulary to focus on.

These specifications also do not specify whether the bidders should include supplementary materials such as a student workbook or exercise book to support the textbook. This is surprising given the focus on self-directed learning.

The specifications do not say whether or not the bidders must have any particular qualifications or must justify the soundness of the content and methods they are providing in the textbooks. They also do not spell out a timeline or procedures for submissions, including

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<sup>41</sup> Turkan, S., Bicknell, J., & Croft, A. (2012).

whether or not the Ministry reserves the right to request changes in the final product or if the editors and the Ministry will work together in any way to finalize the documents, and in what timeframe.

### **3.4 Conclusions**

Overall, analysis of the curriculum sheds light on the prevailing mindset regarding learning to read in Arabic. This mindset reflects the belief that reading happens easily, or naturally (even is self-taught), once oral language competency has been acquired. In the current context of Morocco, where most children speak a dialect of Arabic at home, if not one of the Berber languages (see Preface), the curriculum is correct to place a significant emphasis on communicative (oral) competency and use a variety of methods, including kinesthetic, to raise oral language skills. Much of this competency-based approach resembles methods used to teach Arabic as a second language to adults, who may already know how to read a different language.

For all of the emphasis on adapting the lessons to the ‘mental level’ of the children, all textbooks fail to take into consideration the learners’ multilingualism and the role of pre-school education in creating discrepancies in to their school readiness. The specific pedagogical adaptation to teaching reading in the early grades based on how children learn to read in Arabic is not apparent. For example, there is no mention of storytelling or time dedicated to reading books aloud as part of this oral language development. Most importantly, there is little emphasis on direct and explicit instruction of basic components of reading—letters, letter sounds, phonemic awareness, vocabulary, decoding, word roots or morphological pattern, fluency building, and comprehension strategies. Making teaching reading more explicit does not mean that the focus on themes, values, and higher-order skills cannot be accomplished. What is certain, however, is that children cannot learn to read implicitly, but they can learn to read early if significant time and intensity are given reading instruction in the first year of primary school.

# Annex 1 : Names and references for all textbooks

## List of textbooks approved by the Moroccan Ministry of National Education

1. كتابي في اللغة العربية، كتاب التلميذ للسنة الأولى الابتدائية، 2002، المكتبة الوطنية.  
1. *Kitaabi fii lluga lcarabiyya*, Primary Education, Grade 1 Student Book, 2002. *Imaktaba alwaTaniyya*.
2. المفيد في اللغة العربية، كتاب التلميذ للسنة الأولى من التعليم الابتدائي، 2013، دار الثقافة للنشر والتوزيع.  
2. *Almuftiid fii lluga lcarabiyya*, Primary Education, Grade 1 Student Book, 2013. *daar ΘΘaqaafa li nnašri wa ttawziic*.
3. في رحاب اللغة العربية، كتاب التلميذ للسنة الثانية من التعليم الابتدائي، 2013، مكتبة السلام الجديدة.  
3. *Fii riHaab lluga lcarabiyya*, Primary Education, Grade 2 Student Book, (2013), *maktabat ssalaam ljadiida*.
4. كتابي في اللغة العربية، كتاب التلميذ للسنة الثانية من التعليم الابتدائي، 2003، المكتبة الوطنية.  
4. *Kitaabi fii lluga lcarabiyya*, Primary Education, Grade 2 Student Book, 2003, *Imaktaba lwaTaniyya*.
5. مرشدي في اللغة العربية، كتاب التلميذ للسنة الثانية من التعليم الابتدائي، 2013، أفريقيا الشرق.  
5. *muršidi fii lluga lcarabiyya*, Primary Education, Grade 2 Student Book, 2013, *afriqyaa ššarq*.
6. المفيد في اللغة العربية، كتاب التلميذ للسنة الثالثة من التعليم الابتدائي، 2013، دار الثقافة للنشر والتوزيع.  
6. *almuftiid fii lluga lcarabiyya*, Primary Education, Grade 3 Student Book, 2013, *daar ΘΘaqaafa li nnašri wa ttawziic*.
7. مرشدي في اللغة العربية، كتاب التلميذ للسنة الثالثة من التعليم الابتدائي، 2013، أفريقيا الشرق.  
7. *muršidi fii lluga lcarabiyya*, Primary Education, Grade 3 Student Book, 2013, *afriqyaa ššarq*.
8. دليل الأستاذ المصادق عليه من لدن وزارة التربية الوطنية بالمغرب

8. Teacher's Guide Approved by the Moroccan Ministry of National Education

9. كتابي في اللغة العربية، دليل الأستاذ للسنة الأولى الابتدائية، 2002، المكتبة الوطنية.

9. *Kitaabi fii lluga lcarabiyya*, Primary Education, Grade 1 Teacher's Book, 2002, *lmaktaba alwaTaniyya*.

10. المفيد في اللغة العربية، دليل الأستاذ للسنة الأولى من التعليم الابتدائي، 2013، دار الثقافة للنشر والتوزيع.

10. *almufiid fii lluga lcarabiyya*, Primary Education, Grade 1 Teacher's Book, 2013, *daar ΘΘaqaafa li nnašri wa ttawziic*.

11. في رحاب اللغة العربية، دليل الأستاذ للسنة الثانية من التعليم الابتدائي، 2013، مكتبة السلام الجديدة.

11. *Fii riHaab lluga lcarabiyya*, Primary Education, Grade 2 Teacher's Book, 2013, *maktabat ssalaam ljadiida*.

12. كتابي في اللغة العربية، دليل الأستاذ للسنة الثانية من التعليم الابتدائي، 2003، المكتبة الوطنية.

12. *Kitaabi fii lluga lcarabiyya*, Primary Education, Grade 2 Teacher's Book, 2003, *lmaktaba lwaTaniyya*.

13. مرشدي في اللغة العربية، دليل الأستاذ للسنة الثانية من التعليم الابتدائي، 2013، أفريقيا الشرق.

13. *Murchidi fii lluga lcarabiyya*, Primary Education, Grade 2 Teacher's Book, 2013, *afriqyaa ššarq*.

14. المفيد في اللغة العربية، دليل الأستاذ للسنة الثالثة من التعليم الابتدائي، 2013، دار الثقافة للنشر والتوزيع.

14. *almufiid fii lluga lcarabiyya*, Primary Education, Grade 3 Teacher's Book, 2013, *daar ΘΘaqaafa li nnašri wa ttawziic*.

15. مرشدي في اللغة العربية، دليل الأستاذ للسنة الثالثة من التعليم الابتدائي، 2013، أفريقيا الشرق.

15. *muršidi fii lluga lcarabiyya*, Primary Education, Grade 3 Teacher's Book, 2013, *afriqyaa ššarq*.