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The Implementation of the Revised Curriculum in Basic Education: EFL Teachers Challenges in Middle Schools, Tissemsilt

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DEDICATION

To my Parents

To my family

To my Friends and classmates

To my pupils

To My colleagues

To all of those who have helped me

I dedicate this work.

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In the name of Allah the most Compassionate, the most Merciful

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Abstract

The present study aims to investigate what the revised curriculum brought to the ELT basic education and the challenges experienced and novice teachers are facing. To be more accurate and objective, this research study is devoted to confirming whether the revised curriculum has come to make changes in support of the teachers' and learners' requirements in the Algerian schools or not. In this prospect, we have chosen the mixed method (the combination of qualitative and quantitative methods) to collect as much as data we require to validate/ not validate our hypothesis. Therefore, three tools were used. They are a questionnaire, interview, and a short experiment. We used the questionnaire to scrutinize experienced teachers' shift from the previous curriculum to the revised one and novice teachers' new experience in the domain of teaching and both interview with the inspector and experiment with first year middle school learners in Tissemsilt were used to diagnose the pupils' process of learning English and teachers 'attitude under the second generation policy. To get deeper, 27 participants were selected to help the researcher get accurate results. The research findings show that most of the teachers agreed that the revised curriculum is beneficial though it needs to be revised and should not be final. However, the teachers and the inspector gave constructive feedbacks that can help to develop the learning process.

List of Abbreviations

CBA: Competency Based Approach

EFL: English as a Foreign Language

TTT/STT: Teacher Talking Time/ Student Talking Time

ICT: Information and Communication Technology

BEF: Brevet d'Enseignement Fondamental

BEM : Brevet d'Enseignement Moyen

ELT: English Language Teaching

SWBAT: Student Will Be Able To

PIASP: Presentation Isolation Analysis Stating the rule Practice

PPU: Presentation Practice Use

ID: Identity

TD: Tutorial Session

VAKT: Visual Auditory Kinesthetic

MS: Middle School

CCC: Cross-curricular Competencies

LMD: Licence Master Doctorate System

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General Introduction

Teaching English in Algerian schools passed through some changes during the last decade. Openness to the world, the contemporaneous development in almost everything and many other factors urged the teacher to be up-to-date and they influenced the learners' ability to learn as well. In addition to that, EFL teachers are dealing with different generation year after year. Moreover, the attitudes of learners towards learning differ from one generation to another that is why reforms are necessary. CBA is viewed as the appropriate approach to teach them since the focus will be on learners' needs and autonomy.

Educational reforms included a change within the curriculum, the textbook and even the way of preparing lesson plans. In 2002, the educational system has been revised bringing CBA as the main method to be followed. The later reforms were just additional principles and points which have been developed according to the learners' needs. Among these reforms and latest one is the revised curriculum or the new curriculum as being called by the ministry.

In 2016, the ministry of education has presented a revised curriculum which is claimed to respond to the learners' needs and managed to have training sessions in summer holydays to negotiate the curriculum besides training days during the first three months of study (September, October, and November) which have been held under the supervision of EFL inspectors in order to train EFL teachers to know more about the new modifications preparing the sequences for teaching EFL learners.

Moreover, the new curriculum has shed the light on the integration of cross-curricular competencies and the Core Values which are the principles and beliefs that are delivered through lessons and taught in EFL classes. That does not mean that it was not being taught previously, but it has seen the light rather than being taught implicitly. Teachers under these circumstances must decrease their TTT (Teachers Talking Time) and give more time for STT/PTT (Students/Pupils talking time) and sometimes the use of extra materials will help in doing that such as the use of ICTs.

The use of ICT in EFL classes is strongly needed. Since the second generation curriculum is devoted for digitalized learners, the use of ICT is one of the headlines to be discussed. In addition to that, some researchers have noticed that the use of ICT in delivering a lesson increases the learner's motivation and interest towards learning.

The present work aims to investigate the implementation of the revised curriculum in middle schools, the challenges teachers face in dealing with it, and most importantly its impact on the pupils learning. Therefore, a set of issues and research questions can be raised such as:

1- To what extent the revised curriculum is beneficial for EFL teachers and learners in middle school?

2-How are experimental teachers facing this change?

3-What are the challenges that novice teachers face when dealing with the revised curriculum in their beginnings?

4-How is the revised program influencing the learners' learning process?

In order to discuss these issues, two elements have been conducted: mainly the program and the materials used. To go deeper, the aim of this study is to analyze the revised program, what changes have been made on the textbook and lesson plans, and how they are received by teachers.

To respond to these questions, our suggested hypotheses are as follows:

1-The revised curriculum may respond to the learners' needs and contributes to enhancing the learning process.

2-Experimental teachers may find the revised curriculum as an obstacle and are still using the previous one.

3-Novice teachers may find the revised curriculum easy to apply in the classroom.

4-Pupils may find the revised program difficult.

At its beginning, the reform is concerned more with first-year primary schools and middle schools curriculum, which is going to be concerned with the other levels gradually with the coming years. Thus, the case of our study is the first-year middle school since the implementation of the revised curriculum at this level is highly important and is the first step of the experiment. In order to investigate these issues, the study will rely on a questionnaire given to both experimental and novice first-year middle school teachers in Tissemsilt. Also, an interview with the inspector and a short experiment with learners will be conducted as well. It may enable us to confirm or disconfirm the previous hypotheses and answer the Research questions.

To have more accurate results, the researcher will investigate these issues closely while being a part of the teaching/learning process and rely on observation to collect further data.

The revised curriculum has been brought as a reform to which a whole generation is being prepared and their future mastery of English depends on it. This study then seeks to highlight the overall knowledge about the revised curriculum and its main characteristics besides going deeper to investigate its implementation in first-year middle schools. Most importantly, this research will not stop here at this level, since the new curriculum has just appeared and can be investigated further with the coming years. It might have other outcomes and results with further experience.

This study revolves around three main chapters. The first chapter presents a theoretical background of the revised curriculum and its main characteristics. While the second chapter is devoted for the methods and techniques used to collect data. As for the third chapter, it is about the discussion of findings. After being exposed to these findings we will be able to build up some conclusions concerning the implementation of the revised curriculum.

Chapter One:

Historical Background of ELT in the Algerian Schools in the Last Decade

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1 Introduction

This chapter presents a theoretical background about English language teaching in Algerian schools and Reforms in the last decade, with a description of the revised curriculum. To be more specific, we will focus more on the characteristics of the second generation curriculum, the emergence of cross curricular competencies, and the integration of the core values in the delivery of the course using CBA as the main approach to be followed. The aim of this chapter is to provide the reader with much information about the Algerian reform of education with a focus on the revised curriculum (2016).

1.1 The Algerian Educational System

The Algerian educational system is composed of thirteen years of study divided into three cycles:

- The Primary Cycle: This cycle is composed of five years and only one national exam at the end of the fifth year. Pupils pass from one year to another depending on their yearly evaluation

- The Intermediate Cycle: From 2013, this cycle started to consists of four years rather than three, and learners pass a national exam called the BEM (Brevet d'Enseignement Moyen) which is the equivalent of BEF (Brevet d'Enseignement Fondamental) so that they can go to the following cycle.

-The Secondary Cycle: It is composed of three years, at the end of which pupils sit for a national exam which is the Baccalaureate exam that can allow the learner to study at university.

1.2 The Algerian Reform in Education

After independence in 1962, Colonel Boumediene brought Arabic teachers and Imams from the Middle East for securing "Arabization"(Coffman, 1992). Then, new national universities were created in Algeria. Consequently, new administrators in, Industry, university, research and others used the French language frequently in their job. Within the years 1976-1979 Algeria witnessed a turning point in the educational system. Arabic became the language of instruction for all subjects except sciences and medicine courses (Vermeren, 2009).

The rapid change in the global economic and social market caused educational reforms in Algeria by the year of 2000. It included the reintroduction of French at an early stage, but Abdelaziz Bouteflika often repeated in public the expression "doomed schooling system" (Miliani, 2000). Indeed, the educational system needed to be changed. English emerged to be one of the languages that must be taught with the twenty-first century because of globalization.

Algeria has witnessed a set of reforms accompanied with a set of changes and revisions.

1.2.1 First Reform: Arabisation

After 1962, Algeria started to build its own nation far from the French colonization bringing this reform to eradicate all traces of French existence. Ben Rabah states:

"Starting from 1962 the Algerian government that inherited the remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy, of course favored the national integrity and unity and religion"

The government was pushed to hire1000 Egyptian in 1964 as Arabic language teachers.

"In 1966, out of a total of 13,000 Arabized primary school teachers, 3,500 (27%) were non-Algerians, of whom 2,000 were instructors or tutors and only 1,500 were teachers. The report complained of these teachers' lack of

qualifications, their lack of faith in their task, the handicap their accent represented and their political involvement in the country's domestic policy." (Benrabah, 2002)

In this period, the educational system consisted of the five years in primary school, four years in middle school, and three years in the secondary school. (Benrabah, 1999)

1.2.2 Second Reform: The Fundamental Schooling System

In 1976, the fundamental school was applied as a new schooling system. All subjects were taught in Arabic except for foreign languages. But then, Mathematics and biology were taught in French.

The primary school was consisted of six years (from one to six) and three years in middle school (from seven to nine). In addition to that, some Algerian instructors were with the use of French as a language of instruction especially in scientific subjects and others were with the use of Arabic in all subjects as it is one of the bases of the Algerian identity (Nadia, 2011).

1.2.3 Third Reform: English in the Primary School

Starting from 1993, the ministry of education implemented a new process in learning where the primary school learners were allowed to choose between French and English as a compulsory foreign language.

Teachers were more than 90 percent Algerian at all levels. This program was implemented only in few primary schools but stopped because most of the parents preferred French (Nadia, 2011).

1.3 The Integration of English in Algerian Schools

By 2000, Algeria started to make a set of changes and revise the educational system. Therefore, better structures and strategies were applied and more teachers were hired in a short time. The integration of English in basic education becomes an important part of the curriculum. Thus, many TEFL schools were constructed in the country because of the need of the English language as a solution to economic, technological and educational problems (Miliani, 2000). As Naouel Abdellatif Mami, states, (2013), "As a matter of fact, English has been defined as a second foreign language in the beginning of the 90s, and as a first foreign language after the 2000 reform, to gain the status of the language of science and technology used in lifelong

learning in recent years." (p912). It is clearly put in this quotation that English started to gain a better place in Algerian schools.

English is introduced in first year Middle School. So, the learner then will spend seven years learning English in basic studies. The following table shows the status of English at school (BENMATI, 2008):

Years	1st foreign language	2nd foreign language	Total
-1962	-Intermediate Cycle (4 years) -Secondary Cycle (3 years)		7 years
1962-1975		-Intermediate Cycle (2 years) -Secondary Cycle (3 years)	5 years
1975-1993		-Intermediate Cycle (2 years) -Secondary Cycle (3 years)	5 years
1993-2003		-Intermediate Cycle (3 years) -Secondary Cycle (3 years)	6 years
2003-		-Intermediate Cycle (4 years) -Secondary Cycle (3 years)	7years

Table 1: Status of English at School from 1962

The table above shows that English was the first foreign language after independence. Then, it becomes the second foreign language taught in intermediate and secondary cycles.

1.4 Teaching English in Algerian Middle Schools

English is introduced in first year middle school and must be taught for four years with specific programs, curriculum and lessons followed and respected by the teachers in order to achieve the learning objectives and the final exit profiles. The reform may include a change in the textbook and the method used in the learning process. Competency based approach (CBA) has been the main method of teaching for more than a decade even before the reform of 2013. The aim of learning English at this level exceeded to just being evaluated, having marks and passing the year to be able to

communicate and interact with people in English. Thus, the ministry of education is keeping revising the system.

1.5 The Revised Curriculum

In 2016, the Algerian ministry of education brought new changes within the curriculum and teachers and inspectors started to be trained and couched to deal with these changes. Before tackling its main characteristics, we need first to define "curriculum" as a concept:

1.5.1 Definition of the Curriculum

This term refers to the academic content taught in a school. However this is not the exact meaning of curriculum at the level of schools because it is too general. It is rather defined as the knowledge and skills students are expected to learn, which includes the learning objectives they are expected to meet; the projects, sequences and lessons that teachers teach; the homework and projects given to students; tests, assessments, etc. Since curriculum is the center of the teaching and the learning process, it is often the object of reforms.

1.5.2 The Structure of the Revised Middle School Curriculum

The revised curriculum appeared to solve problems within the educational system known as the New Curriculum though this expression needs to be discussed. The Orientation Law on National Education No. 08-04 23 (January 2008) having set three missions to the school: education, socialization and qualification, the revised English curriculum fully integrates these missions and subscribes to the official educational guidelines (Curriculum of English for Middle School Education, May, 2015)

- **Objectives of the Revised Curriculum**

The revised curriculum objectives varied to include the emergence of the cross-curricular competencies and the core values which are the principles and beliefs that are delivered through lessons explicitly through the learning process. Among its main objectives is to help our society to cope up with modernity through the use of the appropriate linguistic tools for an efficient communication, to promote national and universal values and construct the intercultural sense, to develop critical thinking, tolerance and openness to the world, and most importantly to push the learner to have access to science and technology. All these objectives serve the learner to be a better communicator (Curriculum of English for Middle School Education, May, 2015)

1.5.3 Guiding Principles

The purposes of the revised Curriculum are framed in nine guiding principles. They are organized around a view of language, a view of learners and learning and a view of teachers and teaching. The first two principles are related to English Language that describe the purposes for learning English in the world today to use it as a tool to develop communicative abilities. The majority of principles are related to learners and learning. Therefore, the principles capture what learners need in order to learn. While the last two principles are focused on what teachers need to do to achieve the learning objectives mentioned in the curriculum (Tamrabet Lounis, 2016). These are the main principles that every teacher must be aware of them:

- **English Language**

1 English Facilitates Two-way Communication with the World

English is the medium of communication that enables learners to connect with the world since English has become the global lingua franca or the common language and it is used by millions of people around the world (Graddol, 2006). For this purpose, the learner must learn English in order to introduce himself and his culture to the outside world.

2 Communicative Competence is the Aim of Language Learning

Communicative competence in English involves using receptive skills (reading and listening) and productive skills (speaking and writing) with the ability to use vocabulary and grammar appropriately without neglecting language strategies that help to clarify meaning. Language is always contextual, meaningful and purposeful. Thus, context, meaning and purpose need to be created in the classroom. (Banchman, 1990, Canan & Swain, 1980, Celce-Murcia, Dorney &Thurell,1995).

- **Learners and Learning**

3 Successful Learning Depends on Supported and Purposeful Development

Learners benefit need to get involved in the learning process, and when saying process we mean the steps to reach the target. Each activity is built on previous materials so that knowledge and skills build logically and gradually the target activity. For example, learners are required to write an email as a communicative task, they

need first to pass through a set of lessons such as the present simple, greeting vocabulary expressing likes and dislikes and so on, to achieve the targeted task.

4 Active Learners are Successful Learners

Learners learn more when they are motivated like if the topics meet their interests and they are engaged in their learning. They have to interact with others and to relate their learning to their real life situations and activate their imagination. This way, learners will practice the language outside the class such as interacting with people via social media using English.

5 Meaningful Activities and Tasks Support and Encourage Learning

Classroom activities must be related to their social lives that enable them to construct ideas and meaning in and out of class. It is hard to get the meaning of something that is not connected to our surrounding environment and cope with the life we live. Therefore, learners can express themselves and add what they already know and enrich the course only if it is related to a fact they live.

6 Learning is an Active, Evolving Process

Making mistakes and learning from them are the most important aims of the learning process that the learner must be aware of them. The objective is to push the learner to keep performing even if he makes mistakes without neglecting the awareness of correcting them in the right and relevant way in order not to create this fear of making mistakes.

7 Assessment is an Ongoing Part of Learning

Assessment must be continuous along with the learning. There are variable ways to assess learners and involve them as well. They have to be aware of how they are assessed and the way it is done so that they can improve themselves without necessarily relying on the teacher; it is what experts call self-assessment. To illustrate, learners can be informed of the criteria and indicators of assessment to evaluate their work by their own. With assessing learners' abilities, they will be motivated to improve their skills.

- **Teachers and Teaching**

8 Teachers are Facilitators of Learning

Teachers are more like monitors, guides and facilitators to support learners to learn and making them feel as if they are the ones who make the lesson and not the teacher. Structuring instructions and tasks that meet the learners' interests and needs and assisting learners in participating to their own learning in a learner-centered teaching environment are the roles of the teacher.

9 Teachers Foster a Supportive Learning Environment and Effective Classroom Management

Classroom management is one of the golden roles of the teacher to help the learner learn in better conditions and control the class ensuring that classroom lessons run smoothly despite disruptive behavior by students.

- **Teacher Competencies that Support the Guiding Principles for Teaching English in Algeria**

The teacher must have these competencies so that the learning process can happen effectively:

a. The educator uses and plans tasks that permit learners to practice and develop real-life communication skills for reading, writing, speaking and listening (e.g. talking with classmates, writing about a past experience, reading an email, listening to a phone message).

b. The educator arranges lessons that have communicative objectives and work hard to meet them.

c. The instructor shows learners how to utilize language strategies to help in their learning and communication.

d. The educator arranges lessons that are interconnected and cooperate as a series to work toward short term goals and long term competencies.

e. The teacher supplements and adapts the textbook to arrange tasks identified with learners' preferences, prior knowledge and experience.

f. The educator provides a balance of activities that focus in some cases on accuracy and sometimes on fluency. (Tamrabet Lounis, 2016)

These golden guidelines and teachers' competencies are clearly classified to help the teacher know about teaching, aims of teaching and most importantly how to teach learners and keep them attached, motivated and involved in their learning. In order to do that, scholars have seen that Competency-Based Approach can help to teach EFL under these guidelines.

1.5.4 Competency- Based Approach CBA

1.5.4.1 Definition

CBA refers to an educational movement that defines educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students should possess at the end of a course of study. (Rodgers, 2001). Its main focus is the outcomes of learning. It is about learning by doing. Competency Based Education is outcome based instruction and serves the learners' needs. It also describes the students' abilities to apply skills in everyday life situation. It was defined by the United States Office of Education as a "performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society". (U.S. Office of Education, 1978). This approach is based on the performance of the learner.

1.5.4.2Characteristics of Competency-based Approach

Wedded (2006) suggests some CBA characteristics. Among the most important ones is that the competencies are stated in a specific and measurable behavioral terms. Also, the contents are based on the learners' goals and targets. The learners learn until they master the language. In addition to that, the approach makes use of an unlimited variety of instructional techniques and group work. It centers on what the learner needs to learn. The approach makes extensive use of texts, media, and real life materials. Another important characteristic is that it provides learners with immediate feedback on assessment performance. Finally, it is all about the learner. Thus, the instruction or teaching is paced to the needs of the learners.

1.5.4.3 CBA and Its Principles

They are divided into two sections, principles concerning learners and principles concerning teachers. Louznadji. M. in ELT Articles set these principles:

a- Concerning the Learner

- The learner should be motivated and creative.

- Learners see each other as resources.

- Learners can make some decisions (homework, topics, etc.)

- Learners ask questions and gave answers of their own productions.

- Learners use English in the classroom more than the teacher.

- Learners must be aware of the strategies they can use to learn better.

- Learners are not afraid of making errors.

- Learners can work together to have the group spirit and learn from each other. (Louznadji, 2009)

b- Concerning the Teacher

- Teacher allows time for learners to think.

- Teacher encourages learners to derive rules.

- Teacher uses a variety of activities to address different learning styles.

- Teacher plans the task, monitors the work but without destroying it. (Louznadji, 2009)

1.5.5 Learner Centeredness

This approach emphasizes different methods that change the role of the teacher from being the source of information to a facilitator. The most important objective of the learner is to be able to integrate and transform what he learned in different contexts (Rodgers, 2001).

CBA shed the light on the learner as the center of the learning process. It puts students' interests first. Moreover, students choose what they will learn, how they will learn, and how they will assess their own learning (Hannafin, 2010). In order to create this atmosphere, lesson plans' framework changed to get the learners more involved even in stating rules. The teacher's role changed to be a facilitative role with these principles:

- Letting Students Do More Learning Tasks

- Teachers Do Less Telling so that Students Can Do More Discovering

- Teachers Do Instructional Design Work More Carefully

- Giving them the responsibility for their classroom experience

- Students learn to assess their own work and the work of their peers

- Creating their own community (excellentonlineteaching)

1.5.5.1 The Learner's Role in a Learner-centered Class

The learners' role is important in giving the teachers the impression whether they are successful or not, so it is expected from them to perform the skills and be active (Rodgers, 2001).

1.5.5.2 The Teacher's Role in a Learner-centered Class

The teacher must have effective ways to make his learners involved in their learning and guide them to ameliorate their skills. The different competencies must draw the teacher's role to use particular ways in several learning activities. The teacher must be clear in giving learners instructions and orders. Also, learners must feel free. He is the one who is responsible for selecting learning activities and materials starting from the applied competency. (Rodgers, 2001)

1.5.6 The New Textbook

One of the radical changes is the change within the EFL textbook. It includes some new lessons and rubrics which are organized in five sequences and interrelated. Each sequence includes seven lessons mentioned in the teachers' guide:

1.5.6.1 I Listen and Do

This section exposes the learners to the target language. Learners are very active. They identify and use the target language integrating the interactive competence, the interpretive competence and the productive competence. Listening lessons are designed to meet specific learning objectives, such as, SWBAT use language orally to interact with others to create social relations and express needs. While listening, learners are exposed to the English sounds in context. The teacher can use different techniques to introduce the lesson, for example, situations, synonyms, gestures, realia, definitions, translation, antonyms, drawing pictures, word family, miming, and guessing / predicting. In addition to that, it paves the way to pronunciation lessons.

1.5.6.2 I pronounce

Pronunciation lessons are included within a meaningful context that fits the learners' age and level. Pictures are highly integrated with the pronunciation activity because of their ability to foster learners' imagination and motivation. Teachers must focus on the relationship between sounds and spelling and sounds that may not exist in Arabic, Tamazight and/or in French. The relationship between sound and spelling may be difficult to absolute beginners.

1.5.6.3 My Grammar Tools

Grammar in the textbook is taught implicitly and learners have to deduce the rules. The teacher follows the PIASP (Presentation, Isolation, Analysis, Stating the rule, and Practice) frame work because it is considered to be the suitable frame work that the learner passes through in order to deduce the rule and eventually have practice.

1.5.6.4 I Read and DO

The reading passages vary in the learning process, for instance, a dialogue, a letter, an email, an ID, a poem, school regulations, a touristic leaflet, etc. We can identify three Reading techniques; skimming, scanning, and reading for gist:

a) **Skimming:** It is about the global comprehension where the learner reads quickly to get a general idea of the text

b) **Scanning:** It is a selective reading to locate specific information

c) **Reading for gist**: It is reading to identify the important ideas of the text and it includes three phases and taught with a PDP frame work: Pre-reading, During-reading, and Post-reading.

1.5.6.5 I Learn to Integrate

The learners in this section start to reinvest the previous knowledge, skills and attitudes taught in the whole sequence. They work in groups to solve a problem.

1.5.6.6 I Think and Write

It is an individual attempt to write following these stages: brainstorming, outlining, drafting, redrafting, editing, and publishing. The learner should also be able to assess his writing, and then with the help of his teacher and friends (peer assessment) following the grid of assessment that consists of criteria and indicators.

1.5.6.7 I Play and Enjoy

This section provides some useful ideas and tasks that can be used in a TD session, such as, a song, a game, a puzzle, etc. (Tamrabet Lounis, 2016)

1.5.7 The New Lesson Plan

The lesson plan is claimed to be more organized and well structured including two sections: the first section encompasses core values, cross-curricular competencies, materials, linguistic tools, learning objective of the lesson, and domain. The second section includes time, framework, procedure, focus, learning objective, materials, and VAKT (Visual, Auditory, Kinesthetic, and Tactile) and M.I (Multiple Intelligences).

1.5.7.1 Core Values

Core values are presented in LAW OF ORIENTATION, 04-08 January 23rd, 2008 as follows:

National Identity He can speak about his name, nationality, language, religion, flag, national currency, etc.

National Conscience: He can speak about historic and religious events and be proud of them.

 Citizenship: He will be responsible, honest, and respectful.

Openness to the World: He can learn about others' cultures and markers of identity.

1.5.7.2 Cross-curricular Competencies

The cross-curricular competencies involve the development of the child intellectually, personally, and socially. In a world of growing challenge and diversity, schools must prepare students for their real lives as members of society.

The cross-curricular competencies are the set of intellectual, methodological, communicative, personal and social skills that enable the learners to look at things from different perspectives, to see the connection between different subjects' programs, and to make relationships to their learning and with their own experiences and real life situations, as members of their families, communities, and society.

1.5.7.3 Learning Styles VAKT

Learning styles are distinctive techniques of learning or seeing new data. There are four prevalent learning styles: Visual, Auditory, Kinesthetic, and tactile.

A) Visual Learners

Visual learners learn through seeing, so they can be motivated by tools like diagrams, charts, pictures and symbols. For example, instead of writing out "male" each time, they can use the standard symbol ♂ or instead of writing 'True' or 'False', they can insert a smiley face.

B) Auditory Learners

Auditory learners learn through listening. They can be motivated by reading, engaging in group discussions about course concepts and topics. For example, they can discuss again what they have done in class by talking to each other.

C) Kinesthetic Learners

Kinesthetic Learners learn through doing. This type of learners need to see movements, gestures, and body language in order to get meaning This is perhaps the most challenging learning style for this reason, labs and tutorials become even more essential for these learners.

D) Tactile Learners

Tactile learners learn through touching. They can learn and remembers things using their hands and concrete learning materials.

1.6 The Use of ICT in Class

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony to be used and their modalities of use.

Teaching is demanding the use of ICTs to encourage the pupils to learn English. In other words, ICTs and all what is electronic raise the pupils' interest and motivation to learn more. Teachers use ICT in their classes from time to time, especially in TD sessions and it helps them to reach the learning objective successfully.

Learning through computers and the Internet combines learning about them with learning with them. It involves learning the technological skills "just-in-time" or when the learner needs to learn them as he or she engages in a curriculum-related activity. (Victoria, 2016)

1.7 Conclusion

This chapter has provided us with an over view of the educational system in Algerian Middle schools including the reforms it has passed through in the last decade. We started tackling teaching English in schools and its related issues. Then we have mentioned the different reforms and their main characteristics and we shed the light on the Revised Reform and its main headlines.

It leads us to raise some issues concerning the implementation of the Revised Reform in first year middle schools to investigate the changes, and the teachers' perception.

Chapter Two:

Research Methodology
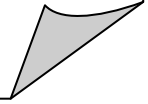
Chapter Two: Research Methodology

2 Introduction

This chapter presents the methods and the methodology required to collect data. Therefore, population, context, and procedure are points to be developed in this section in order to manufacture the entire examination. Moreover, an interview with the inspector and the questionnaires to EFL novice and experimental teachers in Tissemsilt middle schools are chosen to fulfill the present research accompanied with the observation of the learners' reflection, involvement within lessons and results to give reliable outcomes.

2.1 Research Methodology

This research tends to investigate through the implementation of the revised curriculum in education and more precisely in first year middle schools and novice and experimental teachers' perception towards the change it brought to the educational system. Therefore, some issues have been raised to be inquired:

❖ To what extent the revised curriculum is beneficial for EFL teachers and learners in middle school?

❖ How are experimental teachers facing this change?

❖ What are the challenges that novice teachers face when dealing with the revised curriculum in their beginnings?

❖ How is the new curriculum influencing the learners' learning process?

To get accurate answers to these questions, qualitative and quantitative methods have been conducted to build this enquiry. We have chosen these two methods because the purpose is not just to understand and interpret social interactions but it is to test hypothesis, look at causes and effects, and make predictions. In addition to that, the study is based on qualitative data such as open-ended responses, interviews, observation, and reflections besides quantitative data based on precise measurements. Also the observation is done in both a natural environment and under controlled conditions (Johnson, 2008). To get deeper, the final report is done with qualitative and quantitative paradigms as well. Thus, the study is based on a narrative report with contextual description and direct quotations from research participants with a statistical report (Johnson, 2008)

Therefore, the questionnaires given to teachers included both open-ended and closed-ended questions. There are questions that require individual opinion with the freedom to express one's ideas, thoughts and reflections and mainly questions that limit the answer to choices and the participant is required to put a tick in a box next to the answer that s/he feels is the most appropriate to the question given.

Also, we used a mixed method to observe the pupils' behavior and attitudes towards learning with the revised syllabus. We tend to observe them in their natural setting with their daily learning process in addition to the observation under some changes where they are being delivered a pronunciation lesson which is a part of the revised reform, and it is considered as a short experiment added to reinforce the quality of the investigation.

2.2 Procedure

The procedure used to build up this investigation is mainly the questionnaire that is held to veteran and novice teachers of first year middle school in Tissemsilt with an interview structured to be done with the inspector. Also, the researcher's observation during lessons is highly needed. 27 teachers were questioned to give their attitudes towards the revised curriculum. 148 first year MS (Middle School) learners from four different classes were observed under an experiment in Saoula Ahmed School at Khmisti Tissemsilt with whom we experimented 5 sessions of pronunciation lessons. Further descriptions about the questionnaires and the way the experiment is run are being explained all along this chapter.

2.3 Context

The context of our investigation is Tissemsilt middle schools with a special focus on Saoula Ahmed Ben Chohra, Bouriba Ahmed, Djeried Manssour, Ait Kassi Lounis middle schools. The new reform touched their basic levels. They have been specifically selected because their location is helpful to collect data about the issues raised in the research.

2.4 Participants

In order to build this research, we have selected 27 teachers to be given the questionnaire. There are 18 novice teachers whom have recently won the contest and been hired as trainees, and 9 experimental teachers whom have been teaching for more than 2 years to see each group perspective towards the revised reform and its implementation in middle schools, including their opinion about the revised lesson plan, textbook, and pupils' results after having using it for more than a semester.

2.5 Data Collection Instruments

Two questionnaires structured for novice and experimental teachers and an interview with the inspector are the main instruments of collecting data in this research, besides a short experiment with first year learners having 5 pronunciation lessons from different learning sequences during the whole year accompanied with the observation of the pupil's development in learning EFL to reinforce our investigation.

2.5.1 The Questionnaire

Two questionnaires have been structured to conduct this study (for novice and veteran teachers). They are divided into two sections. The first section is designed for personal information, while the second section is about gathering data that may guide us to build this enquiry.

2.5.2 The Interview

A semi-structured interview with the inspector of English has been chosen as well since she is required to train teachers concerning the changes within the revised curriculum. The semi-structured curriculum contains open-ended questions and allows the interviewee to express his/her thoughts, ideas and opinion freely. The interview guide is prepared before the interview, and it contains informal questions that can be asked in different ways. (Edwards & Holland, 2013)

2.5.3 Experiment

A short experiment has been done with first year middle school learners in order to investigate the implementation of the revised curriculum at this level. Therefore, it encompasses the observation of learners' behavior when delivering pronunciation lessons chosen from the revised program during the school year 2016/2017 with a short comparison with the previous program. According to KJ Singh, 2010, there are 7 steps to conduct an experiment

Step1: At this stage, the researcher sets hypotheses. As for our case of study, the hypothesis that has been raised is that pupils may find the content difficult to be received while the techniques used are enjoyable.

Step2: At this stage, the researcher chooses the population to be experimented. We have chosen four first year middle school classes (1MS2, 1MS3, 1MS4, and 1MS5) that are quite large with 38 learners in each with mixed abilities in Saoula Ahmed Ben Chohra School so that we can have more credible results.

Step3: This stage involves the study of the environment in which this experiment takes place. The researcher must have knowledge about the different extraneous variables. These extraneous variables can exist in the factors like age, gender, race etc. the population chosen is composed about 15 females and 23 males in each class. Most of them are 11 years old. Most importantly, there are about 8 pupils whom are repeating the year for more than 2 times, i.e. they learned with the previous and the present curriculum.

Step4: This stage includes the selection and the design of the lessons, their frame work, objectives, and procedure.

Step5: Pre-testing is an important stage, because the researcher tends to revise and reveal errors within the design before the test.

Step6: It includes the application of the experiment respecting the designed lessons, frame works, learning objective, and procedure.

Step7: Eventually, the researcher formulates results from what have been observed and interpreted from the experiment and can validate or invalidate his/her hypothesis.

2.6 Description of Novice Teachers' Questionnaire

Novice teachers' questionnaire is one of the important instruments which are used to build up this research. The aim behind it is to investigate the implementation of the revised curriculum from novice teachers' perspective. It encompasses 24 different questions. These questions are divided into 21 closed questions and 3 open-ended questions. Each question is designed according to a specific objective. Moreover, there are questions that are accompanied with choices and others that allow the teacher to express his/her opinion, thoughts, and ideas.

The first part of the questionnaire involves personal questions, that are age, gender, the system they belong to, and the current levels they teach in middle school.

The second part of the questionnaire is structured to gather data about their perspective towards the revised curriculum.

Question 01: The aim of this question is to know the teachers attitudes towards teaching in general.

Question 02 and 03: These questions help us to construct ideas about the degree of interest and motivation of learners and learning English.

Question 04 and 05: These questions seek to see whether the teacher has attended the training concerning the introduction of the revised curriculum and he/she is giving the chance to express his/her idea.

Question 06: the teacher has been asked about the importance of this training to him/her as a novice teacher.

Question 07: This question tends to see the teachers' opinion about the program of the revised curriculum.

Question 08: A question given to see their opinion about the structure of the lesson plan

Question 09: It is a concept checking question about cross-curricular competencies and its importance as being mentioned in the lesson plan.

Question 10: It is also about one of the components of the new lesson plan which is Core Values and its importance.

Question 11: The researcher tries to see whether the teachers are using the reparation or the textbook as a tool to design lessons.

Question 12: The researcher tends to make a comparison between the textbook and the repartition lessons and the relationship between them.

Question 13: The aim of this question is to see whether the teachers are following the textbook.

Question 14: The aim of this question is to see whether the textbook contains helpful resources.

Question 15: This question aims to identify digitalized teachers.

Question 16, 17 and 18: These questions aim to investigate the use of ICT.

Question 19, 20, and 21: The researcher tends to see the teachers' opinion towards the program

Question 22: This question is devoted to see how the integration part of the lessons is effective.

Question 23: This question is structured to see whether teachers are dealing with communicative tasks.

Question24: It is an open-ended question to have a general idea about teachers' opinion concerning the revised curriculum.

2.7 Description of Experimental Teachers' Questionnaire

The second questionnaire is devoted for 18 EFL veteran teachers (experimental middle school EFL teachers) those who are teaching fist year learners for more than 2 years. They have been questioned in order to investigate the implementation of the revised curriculum from their perspective. Also, they have been chosen randomly in order to gather data from different angles and perspectives.

The questionnaire contains 27 questions (5 open-ended and 22 closed questions). The questions are indirect and each of them is chosen purposefully.

Like the questionnaire of novice teachers, veteran teachers' questionnaire is divided into two sections. The 3 first questions are personal questions that included gender, years of experience, and the levels the teachers teach. While the other questions are questions related to our subject matter which is their perspective towards the implementation of the revised curriculum in basic education.

Question 04: The researcher tends to see if the teachers are using the CBA as a part of both the previous and the revised curriculum.

Question 05: This question is designed to see if the teachers have been trained to teach with the revised curriculum.

Question 06: We seek to see if the teachers accepted the revised curriculum or they are influenced by the previous one via this question.

Question07: The aim of this question is to see the teachers' opinion towards the new structure of the lesson plan.

Question 08: This question aims to compare between the old and the new lesson plan.

Question 09→ 13: These questions are structured to see the new changes within the lesson plan are positive or negative.

Question 14: This question is designed to see the teachers' opinion about the program.

Question 15→19: These questions are devoted for a comparison between the previous and the new textbook.

Question 20: This question tends to investigate the veteran teachers' use of ICT in their classroom.

Question 21→23: These questions are structured to make a comparison between lessons within the previous and the revised program.

Question 24: The researcher tends with this question to see how learners perceive the new lessons.

Question 25: This question aims to evaluate learners' results.

Question 26 and 27: The last questions are left to compare between the previous and the new curriculum.

2.8 Organization of the Interview

The semi-structured interview was between the researcher and the inspector since she was coached and informed about the revised curriculum and required to organize the 2 months training to all EFL first year teachers to prepare them to use it in their classes. The researcher prepared a guide that contains several questions to the implementation of the revised curriculum in basic studies. It involved the following questions:

Question01: How did you perceive the news that a revised curriculum is going to be implemented?

Question02: Did you find difficulties in training the teachers? Can you describe the experience?

Question03: How did you see your teachers perceive the revised curriculum?

Question04: What do you think about the revised lesson plan?

Question05: What do you think about the revised textbook?

Question06: What do you think about the revised curriculum and its implementation in basic studies?

2.9 Organization of the Experiment

We have implemented a short experiment to give reliable results. It encompasses several pronunciation lessons designed with the revised way of preparing lesson plans and are part of the revised program using ICT as a main technique. We focused on Core Values and Cross-Curricular Competencies as well. Results are built on two main aspects; the content and the techniques. We tend to observe the learners attitudes towards the content being delivered which is the pronunciation lessons using ICT and a context related to other subjects' curricular including some Core Values.

Therefore, three stages can be identified: before the lesson, during the lesson, and after the lesson stages.

2.9.1 Before the Lessons

The program of first year is composed of three projects and five sequences. Each sequence contains a lesson of pronunciation introducing more than two sounds. The following table introduces the pronunciation lessons for each sequence:

Sequences	Objectives of Pronunciation lessons
Sequence 01 Me and my friends	Pronounce words with the sounds /i/, /ai/, /ei/
Sequence 02 Me and my family	Pronounce words with the sounds /e/, /i:/ /θ/, /ð/
Sequence 03 Me and my daily activities	Pronounce words with the sounds /∂/, /h/, /s/, /z/, /iz/
Sequence 04 Me and my school	Pronounce words with the sounds /dƷ /, /g/, /j/, /Ʒ /, /ŋ/
Sequence 05 Me, my country and the world	Pronounce words with the sounds /Ɔ /, /Ɔ :/, /aʊ/

Table 2: Pronunciation Lessons in First Year Textbook

Pronunciation lessons are programmed to be taught just after listening lessons. Wilga M. Rivers said "it is obvious that the students should hear it correctly before endeavoring to pronounce it" (Rivers, 1964). Hanistiya Eka Damyati stated that "it is impossible for one to produce a good pronunciation when he/she never heard of it before" (Damyati, 2007). Therefore, teachers prefer to introduce listening lessons followed by pronunciation lessons which are contextually interrelated.

Pronunciation lessons of the previous program were just about pronouncing some practiced words and sounds and rising and falling intonation in oral interaction, the study of sounds and transcription was not highly implemented at that level whereas, pronunciation lessons of the revised program introduced them at the very beginning because it is claimed that the phoneme is one of the important segments of any language.

The pronunciation lesson of sequence01 is about learning how to pronounce words containing /i/, /ai/, and /ei/. This lesson is related to the title of the sequence which is "Me and my friends". The learners see the structure in a context on page 37 and 38 of the textbook, while the teacher can get dispose of it and utilize additional materials, for example, a video or a song that can help achieving the learning objective.

The textbook is very useful to deliver this lesson. Unlike the previous textbook, pronunciation tasks are clearly put and wisely selected. The inspector of national education Mr.Tamrabet Lounis, the middle school teachers Mrs. Boukri Nabila and Mr. Smara Abdelhakim, and the university teacher Mr. Hammoudi Abdelhak contributed to write the revised textbook thinking about the needs of both the teacher and the learner.

The pronunciation lesson of sequence02 is about figuring out how to articulate words containing/e/,/i://θ/, and/ð/. The setting where the focused structure shows up is identified with the title of the succession which is "Me and my family". This lesson is presented on page 54 and 55 with some helpful assignments that the instructor can make utilization of them. The educator is permitted to utilize different strategies to show the lesson, for example, utilizing ICTs or even amusements to make the learner required inside the lesson and propelled to take in more about it.

The elocution lesson of sequence03 is about how to articulate words containing/∂/,/h/,/s/,/z/, and/iz/. The educator conveys this lesson in connection to the title of the grouping which is "Me and my daily activities". Pages 77 and 78 give intriguing undertakings where the learner can look, repeat, and do some related exercises to check perception.

The pronunciation lesson of sequence04 is about articulating words containing/dʒ /,/g/,/j/,/ʒ /, and/ŋ/. Pages 110 and 111 from the textbook give undertakings that have no connection to the succession title which is "Me and my school" yet it displays an imperative Core Value which is "Citizenship".

The pronunciation lesson of sequence05 is about pronouncing /ɔ /, /ɔ :/, /aʊ/ and repeating the sound /ŋ/ since it seems to be difficult to grasp. The tasks provided in the textbook (pages 135 and 136) are related to the sequence title which is "Me, my country and the world" and we can observe that the tasks incorporate significant and valuable themes concerning Algeria and the world.

We have taught these lessons during the school year 2016/2017 to first year middle school learners using the revised program, lesson plans, and textbook in order to investigate the impact of the revised content and techniques on the learners' learning process and attitude towards learning on the one hand, and the instructor's ability to deal with and set up the lessons on the other hand. In relation to the listening lessons, we have prepared the pronunciation lesson plans including ICTs and entertaining activities. Further clarifications are being given in the While-lesson stage.

2.9.2 While the Lessons

At this stage, we have downloaded some videos and songs and selected some games to prepare the lesson plans. In addition to that, we have selected the right frame work because pronunciation lessons can be framed either with PPU (Presentation, Practice, and Use) or PIASP (Presentation, Isolation, Analysis, Stating the rule, and Practice) frame works. Also, we have prepared the right tasks and instructions to each lesson with the appropriate learning objectives. Another important issue is the selection of materials such as: PC, projector, and speakers which have been provided by the school (Saoula Ahmed Ben Chohra) all along the experiment. We have chosen four classes to test the hypothesis that is clarified in the following table:

Date	Class	Learning objective
September 29th,2016 October 02nd,2016	1MS4 and 1MS3 1MS5 and 1MS2	By the end of the lesson SWBAT discriminate between the different sounds /i/, /ai/, and /ei/.
November 06th,2016 November 08th,2016 November 09th,2016	1MS4 1MS5 and 1MS2 1MS3	By the end of the lesson SWBAT discriminate between the different sounds /e/, /i:/ /θ/, and /ð
February 20th,2017 February 23rd,2017	1MS5 and 1MS2 1MS4 and 1MS3	By the end of the lesson SWBAT discriminate between /∂/, /h/ and the different final "s" pronunciation
March 13th,2017 April 02nd, 2017 April 05th,2017	1MS5 and 1MS2 1MS4 1MS3	By the end of the lesson SWBAT discriminate between the different sounds /dʒ /, /g/, /j/, /ʒ /, and /η/
April 26th,2017 May 07th,2017	1MS3 1MS5, 1MS4, and 1MS2	By the end of the lesson SWBAT discriminate between the different sounds /ɔ /, /ɔ :/, and /aʊ/

Table 3: Days of the Experiment

2.9.3 After the Lessons

After each lesson the researcher prepares a series of comments concerning the flow of the lesson, the context, the content, the techniques, and the learner's attitude organized in the accompanying table:

Observer's comment:		
What worked	**What hindered**	**Actions point**
This part provides positive focuses and things that went decidedly.	This part gives negative focuses and things that didn't work during the lesson.	This part provides recommendations and answers for issues confronted by both the educator and the learner.

Table 4: Teacher's Comments after Each Lesson

A part of the questionnaire was devoted to novice and experimental teachers' opinion about pronunciation lessons in order to give more precise outcomes. Through this experiment, we can build up various outcomes about the execution of the updated curriculum.

2.10   Conclusion

We have seen the procedure and the instruments used all through the research with a set of objectives to be achieved. To go deeper, it is composed of the depiction of the procedure, context, participants, and data collection instruments including a description of questionnaires (novice and experimental teachers' questionnaires), the interview, and the stages of the experiment. Every one of these techniques helped us to give an organized methodological structure in light of intelligibility and it could prepare to our last section which will handle the investigations, the understanding and the exchange of our participants' reactions.

Chapter Three:

Data Analysis and Results
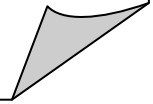
Chapter Three: Data Analysis and Results

3 Introduction

This chapter will present data analysis and interpretation of the results. It involves the combination of both quantitative and qualitative methods to respond to the research questions about the impact of the revised curriculum on novice and veteran teachers in Tissemsilt middle schools as a sample, and to ensure the validity that involves whether the researcher observes what is supposed to be observed along with reliability of findings that is the degree between the natural situation of the investigation and data that the researcher recorded or acquired from the instruments used (interview, questionnaire, and experiment).

3.1 Analysis of the Questionnaires

This part involves the analysis of both questionnaires (novice and experimental teachers) highlighting their positive and negative responses. We divided this section into two parts; the first one reveals novice teachers responses' analysis while the second deals with experimental teachers' one.

3.1.1 Novice Teachers' Questionnaire Analysis

We have selected and analyzed some questions that can help us to validate or invalidate our hypotheses. 11novice teachers are between 20 and 25 years old, 4 teachers are between 26 and 30 years old, and 3 teachers are over 30. 12 of them belong to LMD system while the other 6 teachers belong to the classical system.

Teachers were asked about some general questions such as learners' attitudes towards learning and the nature of their motivation. Their responses are presented in the table below:

Answers	Numbers	Percentage
Yes, the pupils are motivated	11	61.1%
No, the pupils are not motivated	7	38.9%

Table 5: Pupils' Motivation

Table 5 shows that most of novice teachers claim that their learners are motivated to learn English and they try to implement all motivational tools to keep the learners interested in learning English as much as possible.

Then, we started gathering responses related to the revised curriculum gradually, and the rubrics being discussed are as follows:

3.1.1.1 Training

The ministry has structured a training coached by inspectors in order to introduce the revised curriculum. In order to see how many teachers have attended the training, we organized their answers in the following table:

Answers	Number	Percentage
Yes, they have attended the training	10	55.6 %
No, They have not attend the training	8	44.4 %

Table 6: Training Attendance

Table 6 reveals that 55.6 % of novice teachers have attended the training because they were asked to teach first year level. They have attended the training not just to know more about the revised curriculum, but also to know more about teaching in general when interacting with experimental teachers and prepare the remaining sequences together.

They were asked about the training content in an open ended question. The answers are as follows:

Extract 01: *"I found the Professional development very useful in order to have a clear idea about teaching in general, the materials used and needed, and the different prospects related to pedagogy in general and to second generation curriculum"*

Extract 02: *"It was about planning learning with the second generation"*

Extract 03: *"It was about pedagogy and documents that the teacher needs in order to teach effectively"*

Extract 04*: "It was about the second generation curriculum and preparing the sequences of first year program"*

Extract 05*: "It was about the new curriculum and the new teaching program"*

The teachers' responses included the word "program" which is the set of lessons taught during the whole year. So, the training for them was about how to deal with the new program and prepare the teaching sequences.

They were asked if the training was beneficial, and they found that it was beneficial for them as novice teachers.

3.1.1.2 Program

Novice teachers were asked about their opinion towards the revised program and we have organized their answers in the following table and graph:

Answers	Number	Percentage
Yes, the program is well thought-out	12	66.7%
No, the program is not well thought-out	6	33.3%

Table 7: Novice Teachers' Attitude towards the Revised Program

As the table demonstrates, we have got the displayed results. As well, the graph gives us a clear insight about the findings.
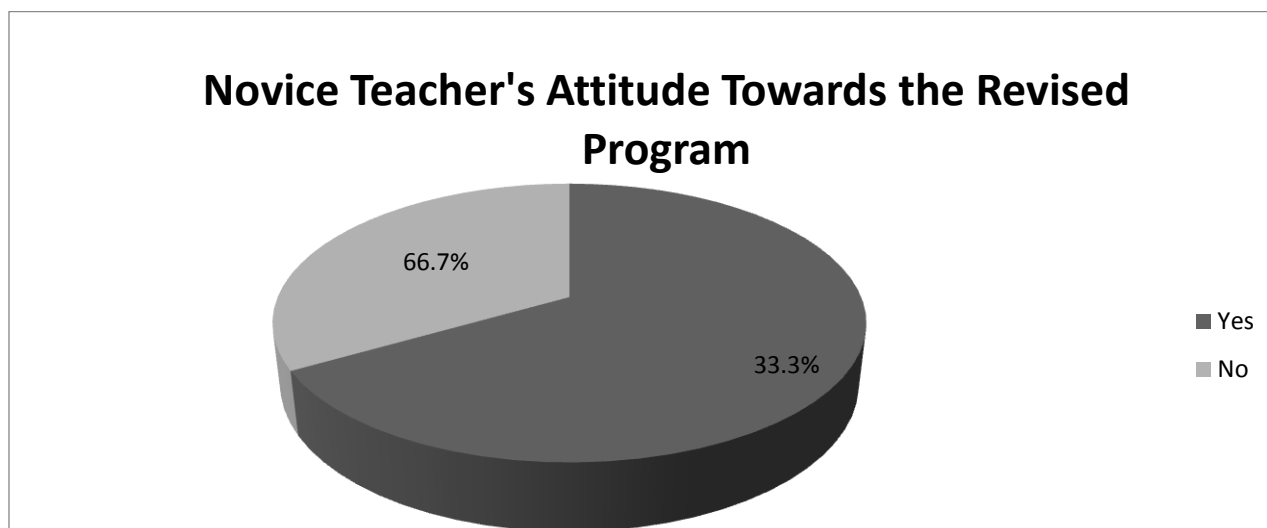
Graph 1: Novice Teachers' Attitude towards the Revised Program

Table 7 and graph 1 show that 66.7% of teachers find that the program is well thought-out, while the minority (33.3%) of them finds it complicated. For this reason, we started getting deeper in asking questions to figure out the reason behind their answers.

3.1.1.3 Lesson Plan

The lesson plan is one of the demanded documents that the teacher must have. It enables him to prepare the lessons before delivering them in an organized way. Hence, the revised curriculum has brought changes within the structure of the lesson plan such as the integration of cross-curricular competencies, the core values and its structure in general.

We have asked the teachers about their opinion towards the structure of the revised lesson plan, and their answers are summarized in the following table and graph:

Answers	Number	Percentage
Helpful	5	27.8%
Well-structured	7	38.9%
Complicated	6	33.3%

Table 8: Novice Teachers' Attitudes towards the Structure of the Revised Lesson Plan

The table shows the attitudes of the teachers towards the structure of the lesson plan. It is accompanied by the following graph too.

Novice Teachers' Attitudes towards the Structure of the Revised Lesson PLan

- 33,3%
- 27,8%
- 38,9%

Legend: Helpful, Well-structured, Comlicated
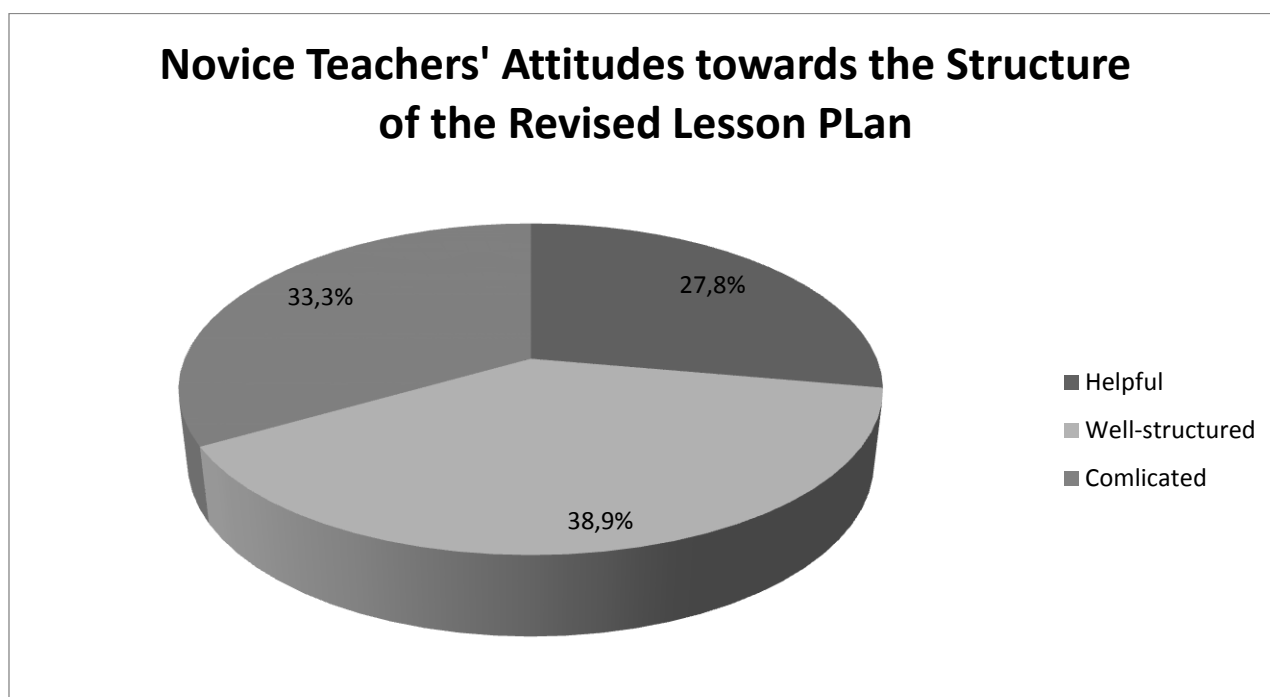
Graph 2: Novice Teachers' attitudes towards the Structure of the Revised Lesson Plan

Table 8 and Graph 2 show that 12 teachers (66.3%) find the structure of the revised lesson plan helpful and well-structured, and only 6 teachers (33.3%) find it complicated and difficult to be prepared.

Then, we moved to ask them about the details in the revised lesson plan including cross-curricular competencies. The surprising issue is that 7 teachers over 18 attended the training and mention cross-curricular competencies in each lesson plan they prepare and are not familiar with this term. We asked them

whether it is important to mention them in a lesson plan or not, and their answers are presented in the table below:

Answers	Number	Percentage
Yes, they have to be mentioned	11	61.1%
No, they are not important to be mentioned	7	38.9%

Table 9: Novice Teachers' Attitudes towards Mentioning CCC in a Lesson Plan

Moreover, the graph presented below fosters the clarification of our findings.
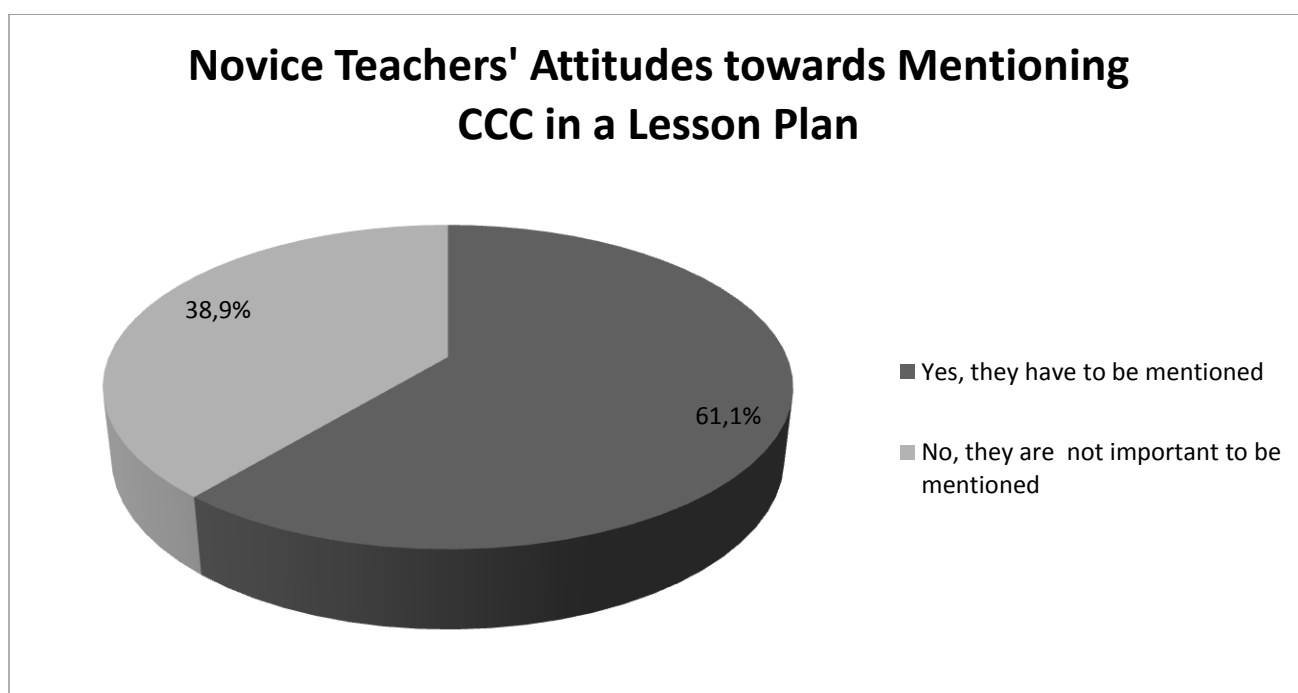
Graph 3: Novice Teachers' Attitudes towards Mentioning CCC in a Lesson Plan

Table 9 and graph 3 show that 11teachers (61.1%) think that CCC (Cross-curricular Competencies) have to be mentioned in a lesson plan. 7 (38.9%) teachers think that it is not necessary to mention them and they are the ones who are not familiar with CCC. Therefore, their answers cannot be reliable.

Another important part of the lesson plan is core values. Teachers were asked if they find it important, and their answers are classified in the following table and graph:

Answers	Number	Percentage
Yes, they are important	14	77.8%
No, they are not important	4	22.2%

Table 10: Core Values Importance

Besides the table displayed above, we have designed a graph to illustrate better the results.
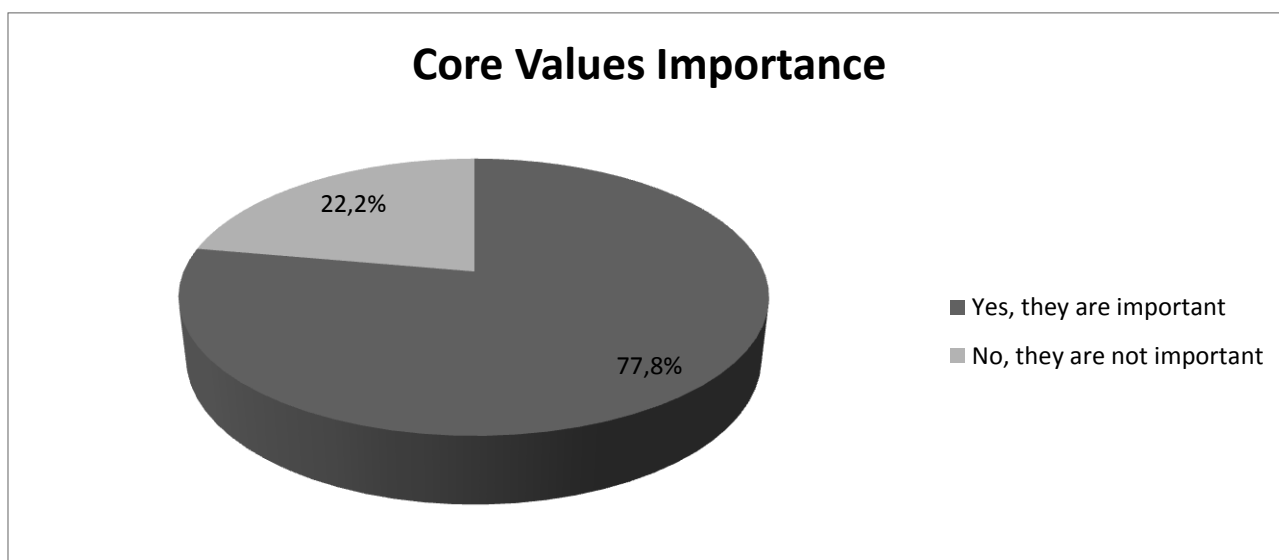
Graph 4: Core Values Importance

Table10 and graph 4 disclose that most of the teachers (77.8%) think that core values are important and their integration in learning is a must.

3.1.1.4 Materials

When planning lessons, teachers rely either on the textbook or the repartition given by the ministry. In this prospect, we have asked them about the material used when preparing lessons in order to see whether the textbook is beneficial or not, and the answers are presented in this table:

The material	Number	Percentage
Repartition	9	50%
Textbook	4	22.2%
Both	5	27.8%

Table 11: The Selected Material to Plan a Lesson

Table 11 reveals that 50% of the teachers rely on the repartition given by the ministry of education to prepare their lessons, and 22.2% of them use the textbook. 27.8% (5 teachers) rely on using both materials in order to better deliver their lessons.

3.1.1.5 The Use of the Textbook

The textbook is a teaching/learning material that contains texts, scripts, pictures and tasks that can help the teacher to use some of them according to the learning objectives. We have prepared a question concerning the teachers' use of the textbook when selecting texts and scripts, and this table shows their answers:

Answers	Number	Percentage
Yes	3	16.7%
No	15	83.3%

Table 12: Novice Teachers' Use of Textbook

Table 12 clarifies that the majority of novice teachers do not use only the textbook in preparing their lessons. Accordingly, we wanted to see if they use internet in doing so to check their digitalization. Their answers are presented in the table below:

Answers	Number	Percentage
Yes, they use internet	16	88.9%
No, they do not	2	11.1%

Table 13: The Use of Internet as an Extra Material

Table 13 shows that 16 teachers over 18 use internet to select tasks, texts, and scripts in their teaching, and only 2 teachers still use the printed materials.

3.1.1.6 The Use of ICT

The use of ICT is allowed in teaching. So, we decided to see whether teachers implement this method or not and if it motivates learners. This table summarizes their answers:

	Answers	Number	Percentage
The use Of ICT	Yes	12	66.7%
	No	6	33.3%
The learners' motivation	Yes	15	83.3%
	No	3	16.7%

Table 14: The Use of ICT and Motivation

Table 14 reveals that 66.7% of the instructors use ICTs in teaching as extra materials to motivate their learners and the only 6 teachers do not use it but they believe that it is a source of motivation.

3.1.1.7 Lessons

Among the core components of the curriculum are the lessons. We have selected a set of questions to novice teachers related to pupils' understanding of the revised lessons, and their opinion towards grammar and pronunciation lessons, and finally the integration of communicative tasks.

We devoted a question about the pupils' understanding of lessons first, and all teachers agreed that their learners always find some difficulties in understanding lessons even when the curriculum and the program are being revised.

In the repartition, grammar lesson must be taught in one session. Thus, we wanted to see the number of sessions teachers truly make to deliver one grammar lesson, and their answers are classified in this table:

Answers	Number	Percentage
One session	1	5.6%
Two sessions	14	77.8%
Over three sessions	3	17.7%

Table 15: Grammar sessions

Table 15 clearly shows that most of the teachers spend more than one session in delivering one grammar lesson unlike what is mentioned in the repartition.

Another debating issue is the change in pronunciation lessons. To support the researchers' observation during the experiment, some questions were devoted for pronunciation lessons related to whether it is easy to be taught and the way it is taught. This table and graph show the teachers' answers:

Answers	Number	Percentage
Yes, they are easy to be taught	9	50%
No, they are not easy to be taught	9	50%

Table 16: Pronunciation Lessons' Teaching

The following graph illustrates the table's results:

Pronunciation Lessons' Teaching

50% 50%

■ Yes, they are easy to be taught
■ No, they are not easy to be taught
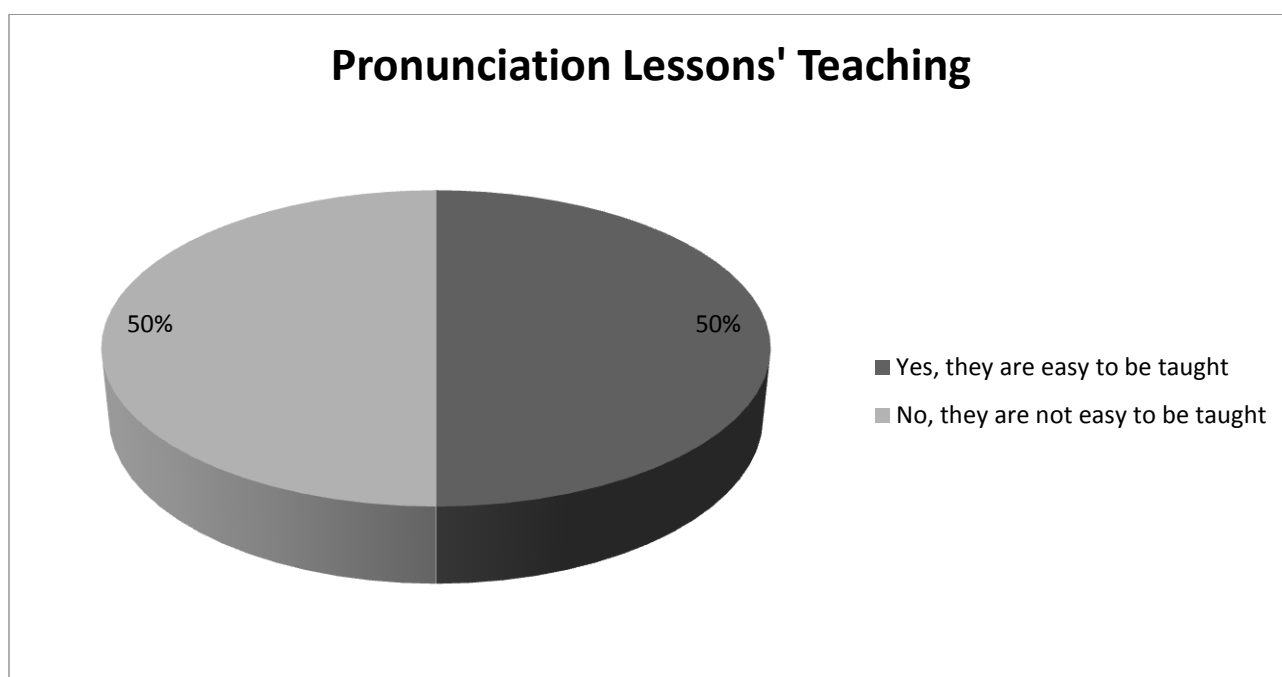
Graph 5: Pronunciation Lessons' Teaching

Table 16 and graph 5 clarify that half of the teachers find pronunciation lessons easy to be taught and the other half find it difficult. We wanted to know about the way they teach them the sounds, and their answers are as follows:

Extract one: "If the sound has a rule, I tell them the rule and insist on it"

Extract two: "I use drilling and constant repetition"

Extract three: "Practicing the sound is one of the many ways to teach English sounds. I pronounce the sound and make them repeat it after me"

Extract four: "I provide as many examples as I can"

Extract five: "I make them use dictionaries, repeat dialogues, sentences, and texts containing the target sounds, and drilling"

From what teachers have answered, we can observe that they emphasize drilling and repetition to make the learners practice the target sounds.

Each lesson must include a communicative task by the end of it where the learners can investigate what they have learnt during the whole lesson. Communicative tasks are considered to be very important according to what the revised curriculum states. Thus, we devoted a question in the questionnaire related to this issue about how often they use them, and the teachers answers are shown in the following table:

Answers	Number	Percentage
Always	6	33.3%
Sometimes	10	55.6%
Rarely	2	11.1%
Never	0	0%

Table 17: Novice Teachers' Use of the Communicative Task

The table above shows that 6 teachers (33.3%) always use the communicative task, and 10 of them (55.6%) sometimes use it. The communicative tasks affect the pupils' writing productions and performance and if they are not applied constantly, it will decrease the learners' willing to practice the language.

3.1.1.8 The Teachers' Attitudes towards the Revised Reform

As an ending question, we devoted a section in the questionnaire to ask novice teachers about their opinion towards the revised reform in general, and their answers are as follows:

Extract 1: *"I find the revised reform as means to rectify previous failures in making a curricular and to meet the needs for updated means in teaching and learning as a process. The reform aims at facing the challenges of globalization and how to prepare the new generation in order to face those challenges."*

Extract 2: *"It is a good reform for the educational system but it contains many difficult lessons and even complicated ones such as pronunciation for the 1st year."*

Extract 3: *"I think that it is a good change that aims at improving the quality of learning."*

Extract 4: *"I think it is beneficial and achievable"*

Extract 5: *"It is positive on one side because it makes the learner responsible for his own learning, he makes researches he learnt by himself, he relies on himself instead of relying on the teacher. He keeps the teacher as a supervisor monitor and helper. On the other side, it includes some negative points because not all the learners have the same surrounding; some pupils find difficulties to acquire the language because they lack the sources of knowledge which the system relies on."*

Extract 6: *"It is so useful and enjoyable"*

Extract 7: *"It is the same as the previous one"*

Extract 8: *"I think that the revised reform is just ink on papers where it has become a big mistake. Its motto is: "Students lost in the maze of second generation amendments"."*

Extract 9: *"It has some advantages, but it should not be final. It should take in consideration the Algerian context being not very updated in comparison to that the rest of the world. It also should be flexible in matter of social classification."*

Extract 10: *"It is boring and tiring. The traditional is more useful"*

Extract 11: *"It is the same with the old one, but it is a matter of concepts"*

Extract 12: *"I think that they are suitable and achievable"*

Extract 13: *"It is good, but long"*

Extract 14: *"It is helpful, but it needs brilliant pupils"*

Extract 15: *"I think that it is good, but the program is too long and cannot be taught in one year. I like the new first year MS book and how they enriched with pictures and games"*

Novice teachers' answers enabled us to divide them into two categories; one category is for those who are with the revised curriculum and the changes it brought to education, and the other category is for those who see that it has some drawbacks.

3.1.2 Experimental Teachers' Questionnaire Analysis

We have selected some questions to veteran teachers asking them about some general questions about teaching, their career, and their use of CBA in class:

-The majority teaches only two levels, but there are some teachers who teach all the four levels and we can notice that their answers are different from the others.

-The target population has more than eight years experience in teaching.

-All of the teachers use CBA and apply its main characteristics in their classes.

Then, they were required to answer about some questions that enable us to build reliable results related to these issues:

3.1.2.1 Training

The teachers were asked whether they attended the training of September and October to know about the revised curriculum and its main characteristics including the revised plan structure, the new textbook, preparing sequences, etc. They have all attended the training which means that they were well trained to work with the new standards.

3.1.2.2 Lesson Plan

Some questions were asked to veteran teachers concerning the lesson plan and all the issues related to it.

First, they were asked whether they find it necessary to mention cross-curricular competencies and core values in a lesson plan. The table and the graph show their answers:

Answer	Number	Percentage
Yes	5	55.6%
No	4	44.4%

Table 18: Mentioning Core Values and CCC

To back up the table, the following graph elucidates the results:

Experimental Teachers' Attitude towards Mentioning Core Values and CCC
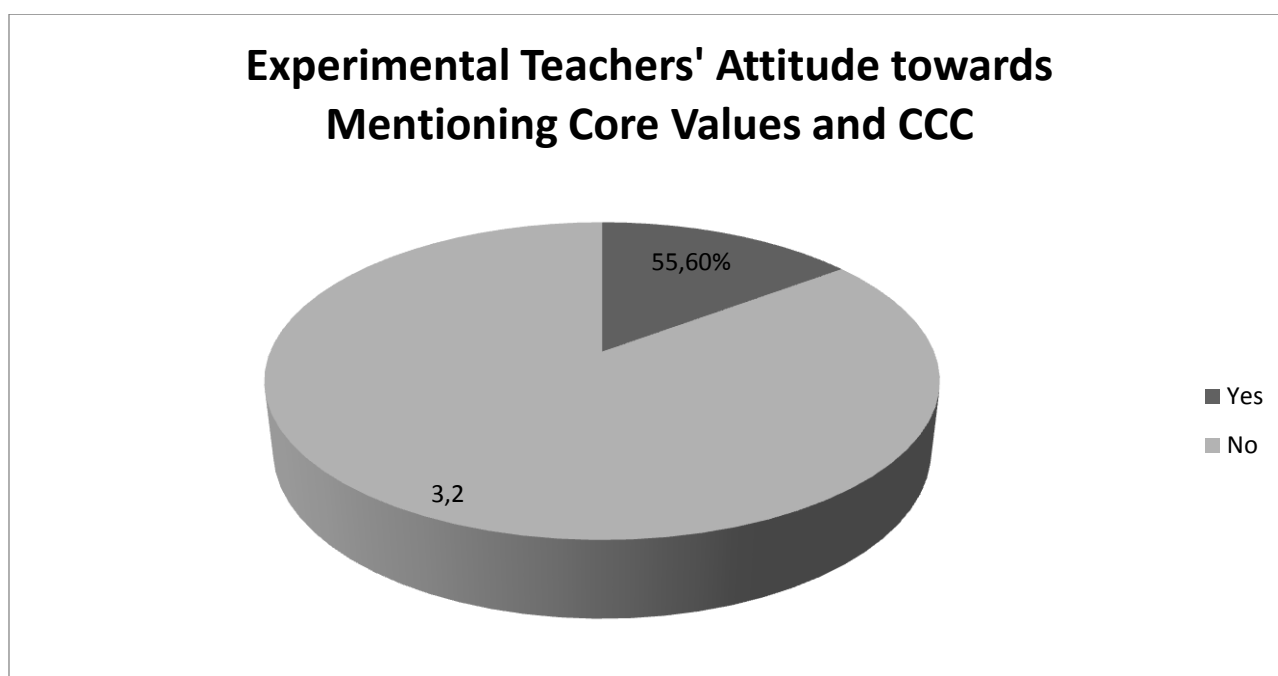
Graph 6: Experimental Teachers' Attitude towards Mentioning Core Values and CCC

Table 18 and graph 6 signify that 55.6% of EFL teachers find it necessary to mention core values and CCC in the lesson plan, and 44.4% of them find them additional and useless.

Second, they were asked about whether they prefer the previous lesson plan structure or the new lesson plan structure. Their answers are structured in the table below:

Answers	Number	Percentage
The previous lesson plan	7	77.8%
The new lesson plan	2	22.2%

Table 19: Lesson Plan Structure Preferences

According to table 19, the majority of the teachers prefer the previous lesson plan structure.

Then, we asked the instructors about the time they spend in preparing the lesson plan, and this table shows their answers:

Answers	Number	Percentage
It is time consuming	8	88.9%
It is not time consuming	1	11.1%

Table 20: Lesson Plan Timing

Table 20 illuminate that 88.9% of instructors believe that the new lesson plan is time consuming and only one teacher claimed that it affects the delivery of the lessons. Their answers are as follows:

Extract 1: *"The teacher spends too much time on papers (it means preparing and writing) whereas the most important thing in our job is the quality of teaching and learning"*

Extract 2: *"I spend too much time on preparing details which are not really important in teaching, and then it makes me feel tired to give the best I can do."*

Extract 3: *"There are a lot of steps to follow and they are not important. It decreases my energy to teach"*

The teachers answer that preparing the lesson plan with all these unimportant details affects the delivery of their lessons. However, six teachers do not suffer from this issue.

It is the same result concerning the preparation of all the demanded documents of teaching.

3.1.2.3 The Program

We asked the learners about attitude towards the revised program in comparing to the previous one. The table and the graph show their answers:

Answers	Number	Percentage
Well-structured	8	88.9%
More complicated	1	11.1%

Table 21: Experimental Teachers' Attitudes towards the Revised Program

The following graph displays the table's results:

Experimental Teachers' Attitudes toward the Revised Program

11,10%

88,90%

■ Well-structured
■ More complicated
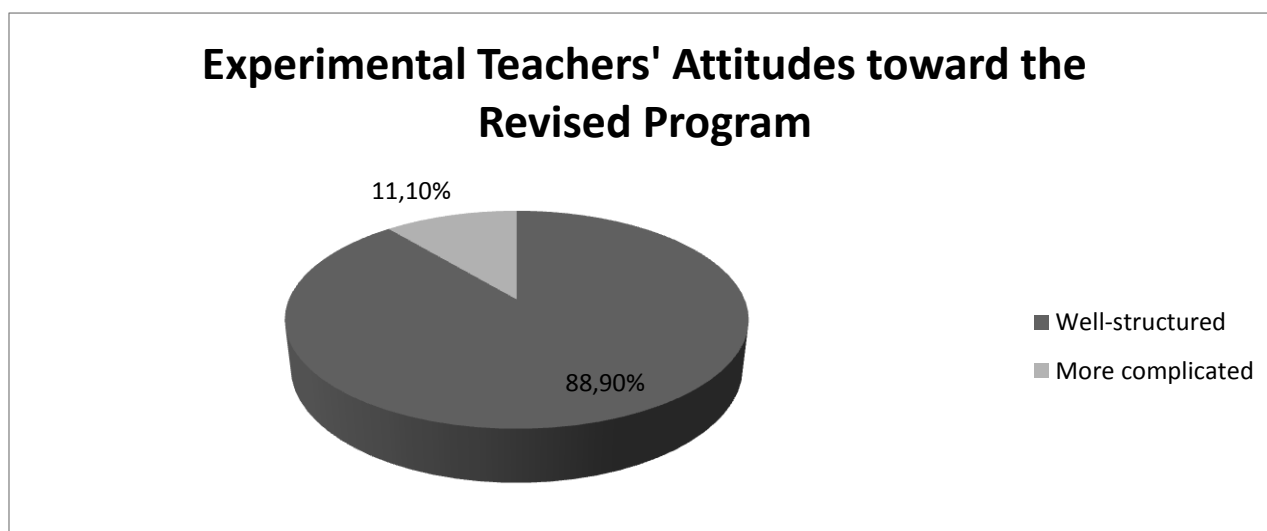
Graph 7: Experimental Teachers' Attitude towards the Revised Program

Table 21 and graph 7 indicate that 8 teachers (88.9%) find the revised program well-structured and less complicated than the previous one.

3.1.2.4 The Textbook

All experimental teachers agreed that the new textbook is better and more useful than the previous one. Thus, they were asked their use of the textbook, and their answers are presented in this table:

Answers	Number	Percentage
Always	1	11.1%
Sometimes	7	77.8%
Rarely	1	11.1%
Never	0	0%

Table 22: Experimental Teachers' Use of the Revised Textbook

Experimental teacher do not fully rely on the textbook to plan the lessons and choose tasks and scripts.
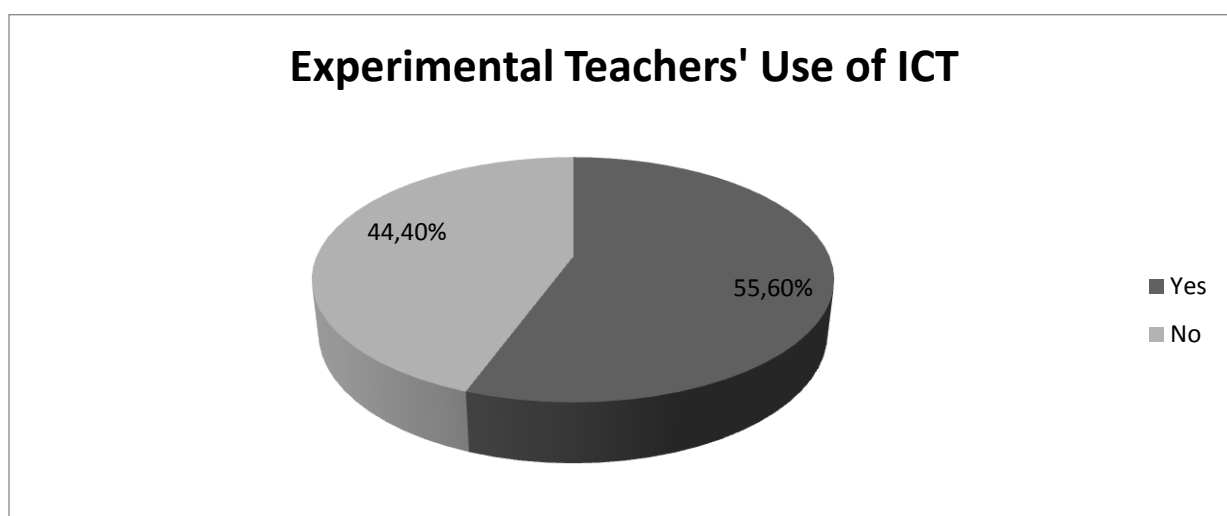
3.1.2.5 The Use of ICT

One of the most important questions was about the use of ICT and whether the teachers rely on these tools in teaching EFL. The table and the graph below show their answers:

Answers	Number	Percentage
Yes	5	55.6%
No	4	44.4%

Table 23: Experimental Teachers' Use of ICT

In addition to the table, the graph below imparts the results.

Graph 8: Experimental Teachers' Use of ICT

Table 23 and graph 9 disclose that 55.6% of EFL teachers use ICT's tools to teach, while 44.4% of them do not use it. It can be due to their generation that is not as digitalized as the current one.

3.1.2.6 Lessons

We moved to ask them about their attitudes towards the lessons of the revised program including a comparison between the previous and the revised lessons focusing on pronunciation lessons which is a part of the experiment. The teachers' answers are presented in the tables bellow:

Answers	Number	Percentage
Reliable	3	33.3%
Early to be taught	6	66.7%

Table 24: Experimental Teacher's Attitudes towards Pronunciation Lessons

This graph gives us a clear insight about the findings:

Experimental Teachers' Attitude towards Pronunciation Lessons
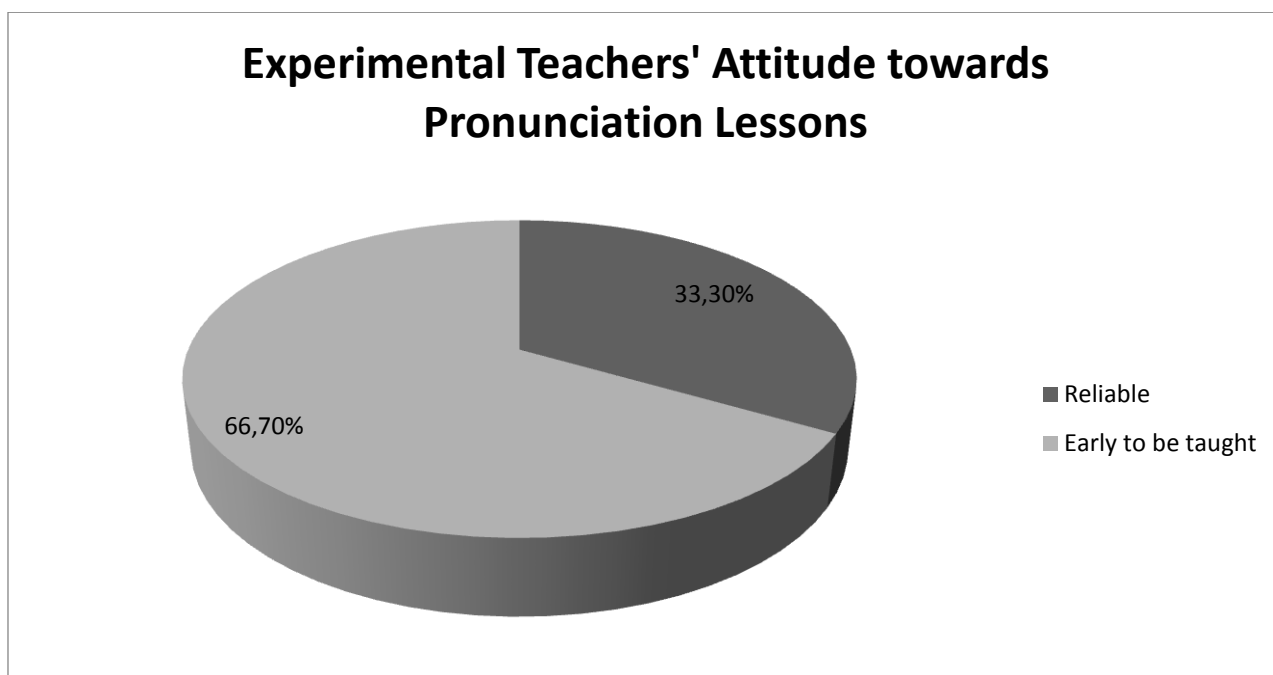
Graph 9: Experimental Teachers' Attitude towards Pronunciation Lessons

Table 4 and graph 9 above show that the teachers' attitudes towards the pronunciation lessons. 6 EFL teachers (66.7%) believe that they are early to be taught at this level, while only 3 EFL teachers (33.3%) find them reliable.

We can notice from the questionnaire that teachers agreed that there were not the same pronunciation lessons previously; the current ones include additional lessons.

We included an open-ended question about the learners' attitude towards these lessons from the teachers' observation in classes. Their answers are as follows:

Extract 1: *"Some of the pupils understand pronunciation lessons. Whereas, the others do not understand"*

Extract 2: *"There is no problem with pronunciation lessons"*

Extract 3: *"The lessons of pronunciation at this level focus only on simple sounds and pupils can perceive them easily."*

Extract 4: *"First year pupils discover English for the first time, so this new subject makes them eager to learn and try to be good at English and it is the same case for pronunciation lessons."*

Extract 5: *"They like them"*

Extract 6: *"Some lessons are well perceived, while others are hard to be perceived"*

Extract 7: "We used to teach pupils in an old way when we deal with pronunciation. It focused on drilling but now I think it becomes more than drilling and it helps learners more and more"

Extract 8: "My pupils are lost and confused"

Extract 9: "Pronunciation lessons are good to be taught at this level (single vowel sounds). Pupils find them helpful for correct pronunciation and writing of some words"

The majority of the teachers see that some of the learners are perceiving pronunciation lessons positively, while the others are facing difficulties in dealing with the.

3.1.2.7 Pupils Productions

Pupils reinvest all what they have learnt during the sequence in the writing and integration phase. We asked the teachers about the pupil's productions either in the integration and the communicative tasks, or in exams and tests. Their answers are as follows:

Extract 1: "When correcting my pupils' productions, I notice that they cannot produce sentences with correct word order. Also, they cannot write meaningful sentences. They think in Arabic and translate in English. They do grammar and spelling mistakes. They have a problem with tense concord (Third person singular)."

Extract 2: "The majority applies what they have learnt during the sequence".

Extract 3: "Pupils always do their best to improve themselves but still a big work to be done since they keep making mistakes in spelling, grammar, and so on."

Extract 4: "Some ideas are not well organized. They do a lot of spelling mistakes and their sentences are not linked correctly."

Extract 5: "Concerning first year learners, the pupils are keen on writing about themselves, their families and their friends."

Extract 6: "They do not have enough vocabularies to express what they want to say or express"

Extract 7: "Some students face a lot of problems while producing a piece of writing such as spelling mistakes, grammar mistakes, punctuation, reordering ideas. Others cannot understand the topic."

Extract 8: "Some of the pupils apply the grammar rules, others do not. Every day, I do my best to make them better."

These were the answers of the teachers concerning their pupil's productions. We can highlight some problems they face while writing, such as, grammar, spelling, punctuation, transition, etc.

3.1.2.8 Experimental Teachers' Attitude towards the Revised Reform

Teachers were allowed to express their opinion towards the revised curriculum in general, and these are their answers:

Extract 1: *"I prefer the old program because it had clear learning objectives with target structures and lexis. It was not intensive. It was well sequenced (sequences with clear lessons: listening, speaking, reading and writing). It had some well-structured lessons."*

Extract 2: *"The new curriculum is more motivational and encourages self-confidence and group work."*

Extract 3: *"There are a lot of interesting elements in the new program because it prepares the new generation for the future with all the changes surrounding us. But we should insist on the learner and the learning process to achieve our goals."*

Extract 4: *"Because the new program makes the pupils share in the learning process, they are active in the class."*

Extract 5: *"It focuses on the national identity. The book is well-organized. Pupils like the way the book is designed."*

Extract 6: *"It is well sequenced and most of learning objectives are learners' level and meet their age interest."*

Extract 7: *"Well, I find the new one richer and it provides us with more authentic texts."*

Extract 8: *"Concerning the program, it is too long for one year. Pronunciation is difficult for them. Texts of sequence 4 and sequence 5 are very difficult for first year level. The textbook is more like Pictionary than a book. Finally, it is good but it has to be revised."*

From the above answers, we can conclude that teachers believe that the revised curriculum is good. However, it has to cover some areas and angles to make it better.

3.2 Analysis of the Interview

One of the utilized instruments is the semi-structured interview with the EFL inspector of Tissemsilt. She was required to organize training for EFL teachers and it is the same case for the inspectors of other subjects. The training content was about the revised curriculum and the preparation of the learning sequences for first MS years. In this prospect, we tried to interview the inspector to gather information about her attitude towards the change within the curriculum.

3.2.1 Procedure

The interview took place in messenger because the inspector was not in Algeria. However, the virtual interview was also beneficial. It included a set of questions which are mentioned previously:

-How did you perceive the news that a revised curriculum is going to be implemented?

-Did you find difficulties in training the teachers? Can you describe the experience?

-How did you see your teachers perceive the revised curriculum?

-What do you think about the revised lesson plan?

-What do you think about the revised textbook?

-What do you think about the revised curriculum and its implementation in basic studies?

After receiving the questions, the inspector answered in an organized way through messenger, and her answers are mentioned below.

3.2.2 Results

The results of the semi- structured interview are classified according to the rubrics announced above:

3.2.2.1 The Inspector's Training

The inspector was asked about her reaction towards the news that a new curriculum is going to be implemented this year, and she answered:

"Well, once we heard the news about the new curriculum. We started being worried of what it consists of since we used to face plenty of problems with the previous curriculum. I was expecting more things but most of what I was looking for did not appear"

It is clear from what she stated that it was not surprising news, inspectors were expecting this change.

3.2.2.2 Teachers' Reaction

We moved to ask her about the teachers' reaction and the difficulties she faced when training them, and she said:

"Well, I did face some problems with trainees since I am obliged to train them on a new curriculum and it is obvious to face difficulties. Concerning the teachers' attitudes,

most of them were against the change because they were used to the previous one and the previous teaching sequences."

The inspector claims that the teachers were against the change at the beginning and she found difficulties in training them.

3.2.2.3 The Revised Lesson Plan

The inspector was asked about her opinion towards the revised lesson plan in comparison to the previous one. Her answer is as follow:

"I have noticed that there are not big differences between the old ways of planning our lessons and the new ways. Except that we started highlighting the core values and talk about cross-curricular competencies"

So, the inspector believes that there are no big changes within the lesson plan.

3.2.2.4 The Revised Textbook

We included a question about the textbook and asked about the inspector's opinion about the changes brought at this level. Her answer is mentioned bellow:

"For the revised school book, we find some changes but still poor, the fact that makes us keeps SARSing it to make it more useful and helpful"

She believes that the textbook changed to fit the learners' needs but it is still poor. She included the word SARS that is the abbreviation of "Select, Adapt, Reject, and Supply", and it is used as a verb in the teaching context. she emphasizes on selecting, adapting, rejecting, and supplying from the textbook and do not rely on it as the only material used in teaching.

3.2.2.5 The Inspector's Attitude towards the Curriculum

At the end of the interview, the inspector was asked about her opinion towards the revised curriculum in general. Her answer was:

"It was good enough for some of them on one hand and it was a bit unclear how to deal with the new curriculum with other teachers. It depends on their qualities and competencies"

The inspector's opinion was neutral. She claims that it is beneficial for some teachers and learners and ambiguous for the others.

3.3 Analysis of the Experiment

As it has already been mentioned, the experiment encompasses lessons of pronunciation taught with the revised method with first year MS learners. The procedure and the results are depicted below:

3.3.1 Procedure

The experiment took place in Saoula Ahmed Ben Chohra Middle School with 1MS2, 1MS3, 1MS4, and 1MS5 classes. The learners were cooperative and motivated to learn pronunciation. Five pronunciation lessons were delivered during the current year 2016/2017 and a set of comments were recorded after each lesson.

3.3.2 Results

The major results of the experiment are reviewed and followed by a discussion of them in relation to the already raised hypotheses.

3.3.2.1 Content Delivery

The content of the lessons was not long. Each lesson included three tasks in three stages with PPU frame work (Presentation, Practice, and Use):

The first stage is about the presentation of the target sounds in a meaningful context where the learners will be able to identify these sounds and their transcription.

The second stage is about practicing the sounds with a game, a song, or video to make them enjoy doing the required tasks.

The third stage is about using and investigating what they have learnt in a creative way.

At the end of each lesson, we formulated a set of comments concerning the pupils' attitudes, what worked, and what hindered. These are the comments we recorded:

Observer's comment:		
What worked	**What hindered**	**Actions point**
- Pupils liked the use of ICT's tools. - Drilling gives positive results. - Games motivate the learners.	- Pupils cannot distinguish between letters and sounds. - Pupils forget the sound once they leave the class. - Pupils feel lost when having more than two sounds in one lesson.	- Maximizing drilling. - Reviewing the previous sounds before tackling new ones. - Referring to the difference between letters and sounds.

Table 25: Comments after the Experiment

The teacher's comments included positive and negative points that are observed during lessons and ways to improve the content delivery.

3.3.2.2 The Use of ICT

Presentation stage is delivered with the use of some ICT's tools for some of the lessons, and sometimes it is implemented in the practice phase. The pupils like the use of ICT in class and they feel motivated.

3.3.2.3 Assessment

Assessment is done by giving the learners the opportunity to express themselves by creating sentences containing the target sounds and praising their oral and written productions.

Assessment enabled us to check the learners' understanding and to build up some results about the implementation of the methods and tools used during lessons.

The learners liked the way the lessons went through. However, they could not make the difference between letters and sounds and they forget the sounds even when repeating them several times.

3.4 Discussion and Interpretation of the Main Results

In this section, the focus will be on discussing the main results which emerged from the questionnaires, the interview, and the experiment.

The result shows that novice teachers see that teaching is tiring and difficult; it can be due to their hyper-effort they make in teaching or because of their inability to use CBA in class that decreases their efforts by including the learner as a part of the teaching-learning process.

When we interacted with teachers, we recognized that the learners started to be motivated to learn English as a new subject. Thus, conclusions can be build towards the success or failure of the revised curriculum if the motivation is kept the same by the end of the year, and this what we actually observed during the experiment.

Teachers attended the training concerning the introduction of the revised curriculum under the supervision of the inspector and it was beneficial to an extent especially for novice teachers who are new in the domain teaching to interact with experimental teachers. The training included the introduction of cross-curricular competencies, core values, and the preparation of the program sequences.

The results show that preparing the new lesson plan and all the demanded documents are time-consuming. However, it does not affect the teachers' delivery of the lessons.

Also, most of the teachers are with the integration of cross-curricular competencies and core values, and they appreciate the new lesson plan structure.

Concerning the textbook, it is well-organized and full of pictures, visual aids, games, songs, etc. According to experimental teachers, the new textbook is better than the previous one since they worked with both textbooks. However, the new textbook needs to be revised respecting the learners' level. For example, reading passages of sequence04 and sequence05 are difficult, long, and hard to be taught for first-year learners. Therefore, most of the teachers still do not rely on the textbook to prepare their lessons because they believe that it does not fully cover the learners' needs and level. Teachers use extra materials to do so, such as internet and extra books.

The majority of novice teachers use ICT's tools in class and in TD sessions while the minority of experimental teachers does not use them. However, they are aware of their importance and influence towards raising the learners' motivation and interest to learn and enjoy English lessons. This was what we did in the experiment, and learners were highly motivated when using such techniques.

Concerning the lessons, experimental teachers are still influenced by the old program. We noticed that they use the old lesson plan structure and still write on the board the previous lesson titles; for instance, they write "reading" instead of "I read and do", "Listening" instead of "I listen and do", etc. However, novice teachers use the new way.

Teachers agree that the lessons of the new program are well-structured. But, learners are still facing the same previous problems in learning that they appear when correcting their productions.

Teachers spend more than two sessions to deliver one lesson of grammar though they are required to teach it in one session according to the revised program. Thus, teachers will not be able to finish the program by the end of the academic year.

The experiment was about teaching 1MS classes pronunciation lessons that are claimed to be difficult to teachers. We observed that the content is difficult for the learners like what has been suggested previously and the techniques and the tools are enjoyable and they raise the learners' motivation.

To conclude, teachers and the inspector agree that the implementation of the revised curriculum is useful and beneficial, and it has brought a positive change to the educational system. However, the negative side appears in the inability to cover all the learners' needs and level.

3.5 Conclusion

Throughout this chapter, we have deduced through our data collection instrument that teachers are satisfied with the change the revised curriculum brought to basic studies. The inspector expected a better change covering all the learning process angles. Also, the experiment has shown that the program is a bit difficult while the techniques are of great importance. Thus, having another reform in the near future is necessary.

General Conclusion

This dissertation attempted to discuss and analyze issues related to the implementation of the revised curriculum in middle schools. The revised reform characteristics are presented throughout the whole research including the new lesson plan, textbook, program, and lessons.

The aim of this investigation is to enquire the effect of the use of the revised curriculum in the domain of EFL teaching depending on novice and experimental teachers' perception and the inspector's attitude towards this change. To stay focused on the topic we divided the work into three main chapters.

The first chapter presented an overview about ELT in Algerian schools in the last decade including a special focus on the revised curriculum. The teachers' guide was the most utilized reference since it was published to introduce the new way of teaching highlighting the most important headlines and make them clear for teachers.

As for the methodology used in this investigation, qualitative and quantitative methods were applied in both questionnaires given to novice and experimental teachers to collect their opinions and attitudes towards the revised curriculum. The semi-structured interview was another utilized instrument. It was held with the inspector who has not been available this year. However, we tried to contact her via messenger. Also, one of the most important instruments was the experiment that was done with first year middle school learners at Saoula Ahmed Ben Chohra School in khemisti, Tissemsilt. The experiment was divided into five sessions of pronunciation lessons taught during the whole academic year.

The last chapter covered the data analysis and the results concerning novice and experimental teachers and the inspector's attitude towards the revised curriculum and its main components in which the majority gave a positive feedback and expressed their satisfaction even with the few negative points that they have mentioned concerning the learners' level and needs.

Our hypotheses have been partially validated that novice teachers find the revised curriculum easy to apply in the classroom and the pupils find the lessons content hard to be perceived except that experimental teachers supported the implementation of the revised curriculum unlike what has been mentioned in the already raised hypothesis.

The negative points can be covered with the following recommendations:

- Concerning the lesson plan structure, it is claimed to be time consuming. We suggest that the teacher can prepare ready printed papers with the demanded titles by the beginning of the year and fill them whenever s/he needs them.

- Teachers can also keep the same old method in selecting texts and scripts from the textbook. It means if the teacher feels that the text does not fit the learners' level, s/he can use extra materials.
- They can use all tools of motivation to keep their learners interested in learning English.
- Concerning pronunciation lessons' content, they must refer to the target sounds in all the sessions even if they are not concerned with pronunciation.

As for the limitations, the availability of experimental teachers was an obstacle in which we wasted time looking for them. Moreover, they spent long time to answer the questionnaires claiming that they are tired and have other responsibilities. We tried to send them via facebook but they did not respond. The second issue was the availability of the inspector whom has been abroad. However, we were able to handle the problem and we tried to interact with her via messenger.

For future researches, we suggest that one can work on the same topic treating other angles that may appear with time because the results we built are of a short time investigation. Also, they can rely on the analysis of the textbook and the lesson plans to build up the research. In addition to that, they can choose a larger context within a larger population, such as, "The Implementation of the Revised Curriculum in Algerian Basic Schools". They can work on a comparison between the first generation curriculum and the second generation curriculum (the previous curriculum and the revised one) as well taking into consideration the learners' results depending on classroom observation and even a questionnaire given to the pupils since the change will not be concerned only with first-year learners.

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Appendices

1 First Year Middle School Novice Teachers' Questionnaire

Dear teachers,

This questionnaire is designed to investigate the implementation of the revised reform in the Algerian middle schools and its impact on novice teachers. Your answers will help us to validate or not validate our hypothesis. All responses will be kept completely confidential.

Section One: **Personal Information**

1- Gender: Male ☐   Female ☐

Age: 20-25 ☐   26-30 ☐   Over 30 ☐

2- Which System do you belong to?

LMD ☐   Classical System ☐

3- What year levels do you teach?

1st year level ☐ 2nd year level ☐ 3rd year level ☐ 4th year level ☐ All levels ☐

Section Two: **The Revised Reform in 1st Year Middle School Classes**

1- Teaching EFL for the first time can be challenging, how do you perceive this new experience as a novice teacher?

Tiring ☐   Difficult ☐ Enjoyable ☐ Boring ☐

Others…………………………………………………………………………………..

2- Do you see your learners interested in learning English?

Yes ☐   No ☐

3- Are they motivated?

Yes ☐   No ☐

4- Did you attend the training of September and October?

Yes ☐   No ☐

5- If YES, what was it about?

☐

6- Did you find it beneficial?

Yes ☐   No ☐

7- Do you see the new program well thought-out?

Yes ☐   No ☐

8- How do you find the structure of the lesson plan?

Helpful ☐   Well-structured ☐   Complicated ☐

9- Do you know what does it mean cross-curricular competencies?

Yes ☐   No ☐, if yes, do you find that you must include them in the

lesson plan?

Yes ☐   No ☐

10- Core Values are the principles and beliefs that are delivered through lessons. Do you

find them important?

Yes ☐   No ☐

11- What is the material that you use when planning a lesson?

Repartition ☐   Textbook ☐

12- Are the lessons provided in a textbook the same as in the repartition?

Yes ☐   No ☐

13- There are two types of lessons, what do you write on the board?

I Listen and do ☐   or   Listening ☐

I read and do ☐   or   Reading ☐

14- Do you rely only on the textbook when selecting texts and scripts?

Yes ☐   No ☐

15- If NO, Do you use internet to do so?

Yes ☐   No ☐

16- Do you use ICT in Class?

Yes ☐   No ☐

17- Do you use ICT in TD sessions?

Yes ☐   No ☐

18- Does the use of ICT motivate your pupils?

Yes ☐   No ☐

19- Do your students understand all lessons?

Yes ☐   No ☐

20- How many sessions do you make to deliver one lesson of Grammar?

1 session ☐   2 sessions ☐   over 3 sessions ☐

21- Do you find pronunciation lessons easy to be taught for pupils at that level?

Yes ☐   No ☐ , If YES, how can you make them understand how to

pronounce a sound with no rule?

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22- When correcting the pupils' productions, how often do they apply what they have

learnt in the whole sequence?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

23- How often do you use the communicative task in your lesson?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

24- What do you think about the revised Reform?

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Thank you for your precious time ☺ ☺ ☺

2 First Year Middle School Experimental Teachers' Questionnaire

Dear teachers,

This questionnaire is designed to investigate the teachers' perception towards the Revised Reform in basic education and how they are challenging this shift. We would like to ask you to help us validate or not validate our hypothesis. Your answers will be kept confidential.

1- Gender: Male ☐   Female ☐

2- How many years have you been teaching in the Middle School?

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3- What year levels do you teach?

1st year level ☐ **2nd year level** ☐ **3rd year level** ☐ **4th year level** ☐ **all levels** ☐

4- Do you use CBA while teaching?

Yes ☐ No ☐

5- Did you attend the training of September and October?

Yes ☐ No ☐

6- How do you perceive the change imposed in the curriculum?

A big change ☐ A little bit ☐ No change ☐

7- Do you find it necessary to mention cross-curricular competencies and Core Values in a lesson plan?

Yes ☐ No ☐

8- What do you prefer?

The old lesson plan structure ☐ The revised lesson plan structure ☐

9- Is it time consuming?

Yes ☐ No ☐

10- Does it affect the delivery of your lessons?

Yes ☐ No ☐

11- If YES, How?

☐

12- Do you feel tired in preparing all the demanded documents (lesson plan, project plan, sequence plan, training copy book, daily copybook, log book, etc)

Yes ☐ No ☐

13- Does this affect the delivery of your lessons?

Yes ☐ No ☐

14- How do you find the lessons of the revised program?

More complicated ☐ Well-structured ☐

15- Do you find the previous textbook useful?

Yes ☐ No ☐

16- Do you find the new textbook useful?

Yes ☐   No ☐

17- If YES, how often do you use it?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

18- Are you used to select texts and scripts from the previous textbook?

Yes ☐   No ☐

19- What do you prefer?

The previous textbook ☐   The new textbook ☐

20- Do you use ICT in teaching?

Yes ☐   No ☐

21- Which lessons do you see difficult for your pupils?

Lessons of the previous program ☐   Lesson of the new program ☐

22- What do you think about pronunciation lessons for this level?

Reliable ☐   Early to be taught ☐

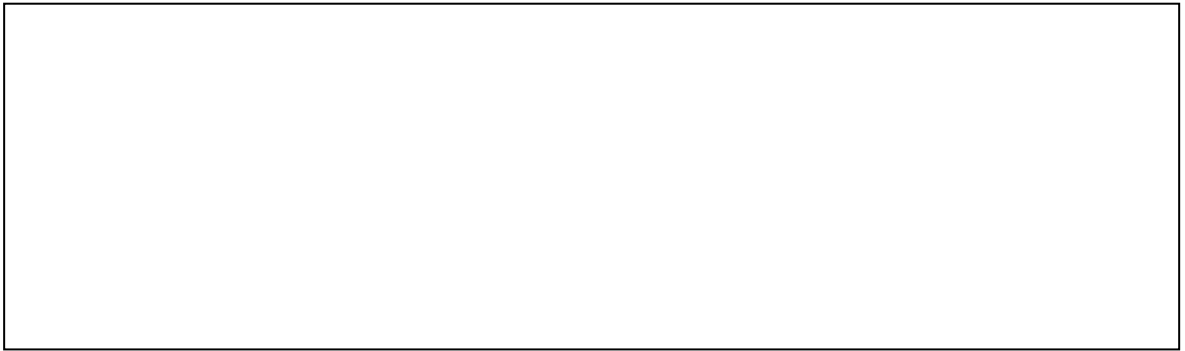**23-** Were there the same pronunciation lessons previously?

Yes ☐   No ☐

24- How do your pupils perceive these lessons?

☐

25- When correcting the pupil's productions, what do you notice?

☐

26- Which program do you prefer?

The old one ☐   The new one ☐   No one ☐

27- Justify

Thank you for your precious time ☺ ☺ ☺

3 The Lesson Plan

Sequence: 02

Level: 1ms

Lesson: I pronounce.

Learning objectives: by the end of the lesson, L will be able to pronounce words containing the sounds: /i:/,/e/, /ɵ/, /ð/

Target comp: Produce

Domains: Oral and written

Materials: The student manual, the white board.

Curricular competence:

Intellectual competence: He can identify sounds when interacting orally.

Methodological competence: He can use strategies for listening and taking turn to answer.
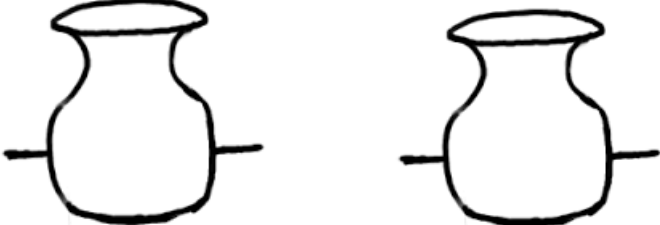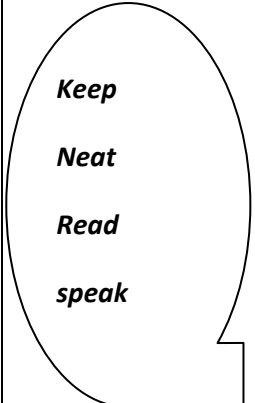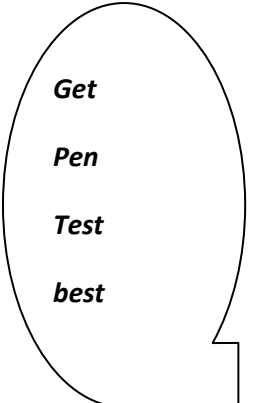
Communication competence: He can pronounce words correctly to communicate appropriately.

Personal and social competence: He can socialize through oral exchanges.

Core values: Being responsible and positive.

*   Valuing his family members.*

stages	Procedure	com	obj	tim	VA
Stage one	Warm up: T greets his L and welcomes them T invites his L to listen to the song https://www.youtube.com/watch?v=6b28b5l64WM T asks L to guess the target sound T invites his learners to watch the video https://www.youtube.com/watch?v=BZoCfWdFHns Presentation: T gives his L papers with words on them and asks them to put the words in the right box (Game) Practice: Task one: I put the words in the right column:	Inter Interpret Interpret Interpret	Elicit information from L Review colors Check L pronunciation	10' 10'	
Stage Two	<table><tr><td>The</td><td>third</td></tr><tr><td>Brother Mother This</td><td>Three Thursday Thirteen</td></tr></table> T writes the chart above on the board L complete Task two: I classify the words in the right vase	Produce	Distinguish the two sounds	10'	

/θ/   /ð/

/

Presentation 2:

Task one: I listen and repeat:

T reads the poem p 54

T asks L to read too

Task two: I listen and underline:

T asks Lto take their pencils

T says the target words containing /e/, /i:/ and asks L to underline them

T asks l to read the underlined words

Task three: I classify the words in the right bubble:

/e/   /i:/

Keep   **Get**

Neat   **Pen**

Read   **Test**

speak   **best**

Stage

Three

Produce

Inter

Interp

Consolidate the acquired stre

Identify the new sounds

10'

	Use: *T asks L to play a game* *Task four:I throw the ball in the right basket* /e/ /i:/			*10'* *d* *ore*

Inter: interpret/ **Pro:** produce/ **T:** teacher/**L:** learner/ **com:** competency/ **obj:** objective

4   Messenger Conversation

answer 1: well once we hear the news about the new curriculum.we started being worried of what it consists of since we used to face plenty of problems with the previous curriculum. I was expecting more things but most of what I was looking for didn't appear

things but most of what I was looking for didn't appear

Answer2: well, i did faced some problems with trainees since I m obliged to train them on a new curriculum and it' s obvious to face difficulties

answer 3: It was good enogh for some of them in one hand and it was a bit unclear hoiw to deal with the new curriculum with other teachers. It depends their qualities and competencies

competencies

Answer4; I've noticed that there isn't big differences between the old way of planning our lessons and the new way.except we started highlighting the core values and talk about the cross curricular cimpetencies

Answer5: For the revised school book , we find some changes but still poor .the fact that makes us keep sarsing it to make it more useful and hekpful