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The Effect of Curriculum on Learning EFL
The Case of First Year in Berkeuk Ben Souague
Middle School at Sidi Boubkeur

A Dissertation Submitted to the Department of English in Partial
Fulfillment of Master Degree in Didactics of EFL (LMD)

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Dedication

This dissertation is dedicated to my family. A special thanks to my loved parents; **Mokhtar** and **Fatima**, whom support me all the time. To My brother **Mohammed El-Mostapha**, my sisters **Khouloud** and **Sarah**, who were all the time supporting and encouraging me to realize this work. I also dedicate this work to my friends.

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Abstract

Among all developments that happen all over the fields; the education system has to keep pace with it because it is the most important one among all of them. This is why all the developed countries have a special interest in education, which leads to set a plan of the important things that it can be taught in order to create well educated generation, and it can't be done without the improvement of the curriculum, this is what Algerian government trying to do since the independent. Furthermore, The research aims to study the effect of the curriculum on pupils' learning mainly EFL, because English is considered as the most spoken language in the world. The research has been applied in Berkak Ben Souague Middle School in Sidi Boubkeur. The reason behind choosing the middle school is to observe errors of the program in the first year because it is the first time that pupils going to study English; so it is considered as a sensitive period which determined whether pupils will graduate with good vocabulary or not. In order to get a good result; there are different research tools which have been used: two questionnaires, one for pupils and the other for teachers, and classroom observation. The results obtained from this study show that most of pupils claim that the overloaded curriculum effects on their learning. Finally, the curriculum has an important role in increasing or decreasing pupils' learning; in this case, the educational ministry makes an effort to develop it and modify it each time.

Key words: educational system, overloaded, curriculum, development, improvement, Algeria, EFL.

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List of Abbreviations and Acronyms

EFL English as a Foreign Language.

BEG Brevet d' Enseignement Général.

BEF Brevet d' Enseignement Fondamentale.

PNA People's National Assembly.

BEM Brevet d' Enseignement Moyen.

BAC Baccalaureate.

PPP Presentation Practice Produce.

General Introduction

General Introduction

The education has become the most important and interesting case in the society; in which a lot of efforts have been done to improve it, in order to create a well educated generation. The interesting has been raising since developments that have been seen in other fields. In this case, all governments in different countries decided to do their best in order to increase their efforts to build a good and well organized curriculum, which can help teachers and learners to improve their abilities and make them acquire the experience that leads them to creativity and innovation; in order to face the social and life changes.

Scholars work very hard to find the appropriate approach, pedagogical entrance and effective educational strategies seeking to ensure the quality of learning and the pursuit of excellence. Through time Algerian government tries to improve the educational system; this is why they try different systems and plans a different curriculum, hopefully to improve the educational level of both teachers and learners to gain a new knowledge. However; they take a huge step on each time the curriculum has been changed, because most of these curricula are copied from others countries and trying to apply it in our schools, which are completely different from their in many aspects. Because of that they may face many problems in dealing with the new system, i.e. new courses, new strategies and new experience. These difficulties may decrease learners and teachers' achievements.

The problems of the Algerian educational system is that they may plan a curriculum, but they do not accomplish it in a good way, i.e. they do not give an importance for teaching strategies or methods. Also, it may contain many and difficult courses, which pressure learners, e.g. in the case of middle school, where pupils brains may find too many difficulties to understand some lectures. In this case; they will be studied only to seek of marks; nothing more than that. This is why at the end of each final exam, pupils tore down their books and copybooks, and then throw it in front of the school's door; as if they want to tell them that they do not need their useless information anymore.

In order to develop the research and look for solutions for these problems, three main questions have been asked:

1- What is the link between the curriculum and teachers/ learners' achievements?

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- 2- How can the overload curriculum affect pupils' learning?
- 3- What is the appropriate curriculum plan for teaching English in the middle schools?

The main hypotheses that are springing out from these questions are:

- 1- The good and well structured curriculum can increase teachers and learners' achievements.
- 2- The overload curriculum can affect negatively on students' learning.
- 3- The courses of English in middle school curriculum may be plan in easy and funny way in order to give a good result.

The importance of this research lies in the study of the changes of the curriculum, especially the case of teaching English in middle schools, and how this changing effect on pupils learning. It also focuses on the ability of teachers on changing their methods and strategies after each time the curriculum has been changed. The research measures the effectiveness of curriculum, and diagnoses the exact reasons that lead to its success or fail. Moreover, it suggests the objective way of choosing the easiest way of dealing with educational challenges that was led by the curriculum changes.

The objective of this research is to observe the new reforming of the educational system; especially the curriculum and whether they achieve their objectives and goals behind this changing, focusing on EFL. In addition to contributing the responsible authorities to clarify the importance of reforms, in order to fit with society as well as to increase pupils' achievements. As far as the research is up to prove that, it is not appropriate to blame teachers for pupils' weaknesses, however; the curriculum structure plays a deep role in this case too.

In order to achieve these objectives and get answers to the research questions, different instruments have been used: two questionnaires; one for pupils and the other for teachers in addition to classroom observation; using both qualitative and quantitative approaches to analyse data.

The research is divided into four main chapters; the first chapter is a theoretical background of curriculum, which discusses the curriculum context in general way, mentioning its types, objectives and aims. In addition to its improvement through time, in

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addition to the discussion of Algerian curriculum and its reform, as well as it deals with reasons behind changing it several times.

The second chapter is about the description of teaching/learning situation in Algeria mainly EFL. The research has been applied in the first year of middle school Berkeuk Ben Souague in Sidi Boubkeur. The reason behind choosing this class is to make a study about whether pupils understand their lectures as well as to see whether they can use some of English words. In order to have the desirable results, the research applies different research tools to collect data, which are questionnaires for pupils and teachers; as well as classroom observation. While the third chapter is concerned with analysing results, by using both qualitative and quantitative approaches. Whereas the fourth one dealing with suggestions and recommendations, which may help teachers to simplify the program to learners.

The research faces problem concerning writing literature review, in which the lack of resources written in English. Furthermore, the main focus of the research is the Algerian curriculum, and the only sources that have been found these later are written in Arabic.

Chapter One

1.1 Introduction

In education, in order to know when, how and the most important, what are courses that it can be thought to pupils, a plan was set in order to know how to deal easily with courses and how educational process will be going on, and that what is known by the curriculum. All countries do their best in order to improve and master in all fields; especially in the education system, because it is considered as the most important field among all the other, this leads to increase the interest in developing the curriculum and reform the educational programs. Since the independence, the Algerian government has done her best in order to improve the educational system through changing the curriculum several times; however, teachers and learners face a lot of problems and difficulties on each time the curriculum has been changed.

This chapter is discussing the concept of curriculum in a general way; its definition and types as well as its goals and objectives; in addition to, the discussion of development Algerian educational system and the reform of the curriculum.

1.2 The Definition of Curriculum

The word curriculum is a Latin word which means ‘a race’ or ‘course of race’. The first time when the curriculum word use as an educational context is in the Profession Regia, which is published posthumously in 1576 by professor Petrus Ramus in Paris university (Hamilton, 2014:55).

The curriculum is defined as a plan of the educational process, including descriptions of materials that will be used in order to help pupils to improve their outcomes and learn easily. It also provides norms, strategies and other aspect that can help to organize schools. In addition to that, John Kerr defines it as: “All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of school” quoted in Kelly (2009:10). I.e. it is more like skills; attitude and performance in which pupils are expected to learn it from their school. Moreover, it is considered as the agreement between the state and the educational professionals as well as the countries on what learners should learn during their educational process. Furthermore; Braslavsky (1999) defines it as: “ why, what, where, how and with whom to learn”, i.e. the curriculum planning depends on the place and time, it also may take into consideration the

religions and the tradition of countries, e.g. Algerian curriculum does not mention any courses about other religions except the Islamic religion in order to not get confused between them.

It is obvious that it is difficult to define the concept of the curriculum because it has very different meanings. However, researchers defined it in perspective and descriptive or both of them:

The perspective definition of the curriculum gives an idea about what may happen in the classroom. It has not often taken a form of plan, program or what are the needs that may take place in the classroom (Ellis, 2004:04). As far as, the role of teachers is to take place in the classroom, i.e. how many times the teacher can follow the program, if he can do any modification; in other meaning “The developer proposes, but the teacher disposes” (Ibid). It means that the teacher can reform the curriculum to fit with his/her classroom level. Bobbitt defines the curriculum as “The entire range of experiences, both directed and undirected, concerned in unfolding the abilities of the individual” (1918:43). Hence, the experience of teachers allows them to make changes in the program and modify the curriculum in the right way without making mistakes that can complicate the courses rather than facilitate them.

As far as the school, it plays a great role in the success of the curriculum by providing the necessary materials and the appropriate conditions. According to Tyler: “The curriculum is all the learning experiences planned and directed by the school to attain its educational goals” (1957:79). Popham & Baker agree with that by claiming that “Curriculum is all planned learning outcomes for which the school is responsible... curriculum refers to the desired consequences of instruction” (1970:48) i.e. the school is the number one responsible for the outcomes of learners; by picking up the right courses from the curriculum and modify it. Moreover, the teacher can guide his/her pupils to facilitate the learning process; this is what Caswell & Campbell try to explain by saying that “The curriculum is composed of all the experience children have under the guidance of the teachers” (1935:66). In these cases, prescription definition is all what is concerned of the teachers’ role is to increase his/her pupils’ outcomes and experience.

Descriptive definition is concerned about all the experiences that the curriculum provides to learners, in which they can use it inside or outside the school. Hopkins claims that “those learnings each child selects, accepts and incorporates into himself to act with, on and upon, in subsequent experiences” (1941). Hence, the experience that is gained by the given courses and units which can help learners to improve their levels and acquire a new experience that can allow them to reconstruct their knowledge. Hass claims that “the set of actual experiences and perceptions of the experiences that each individual learner has of his or her program of education” (1987), those experiences have a relation to improve their skills, and help them to solve their problem.

Moreover, both of prescriptive and descriptive curricula are very important because it reflects to appropriate way, which teachers use in order to modify the program to fit with students whom trying to understand and study these programs to acquire experiences and improve their level.

1.3 Types of Curriculums

The educational system plans certain curriculum, which is obliged to be used in all schools. However, the ways of the use are different because of the teachers’ modification. In this case, different types of the use of curriculum can be found, which are: the recommended curriculum, the written curriculum, the supported curriculum, the taught curriculum, the tested curriculum, learned curriculum and hidden curriculum.

- The recommended curriculum is proposed by high making body such as minister of education and scholars. It is presented as a list of goals, suggested graduation requirements and recommendation. However, low making body such as schools may also recommend to some courses among others based on certain elements such as the national identity and environment of the school.

- The written curriculum provides the basic plans of the courses, in addition to the objective, teaching materials and the methodology that are used to produce a lecture in an easy and appropriate way. It is made by curriculum experts with the participation of teachers, who believe that the written curriculum can be authentic. Schmoker claims that “there is every reason to believe that these capacities [the ability to read, write and think effectively] if acquired across the disciplines, will change lives by millions and will redefine the possibilities of public education” (2007:488) i.e. the well known of what the

students read in schools and the well plan of the curriculum make it considers as the most important component of authentic literacy.

- The supported curriculum refers to the instructional materials and resources that are used in order to support and apply the curriculum such as textbooks, audio-visual materials and so on. These kinds of materials help teachers to use the curriculum in a good way for successful teaching–learning process, which allow for the students to be lifelong learners.

- The taught curriculum is all what teachers deliver to students, i.e. whatever was taught in the classroom either lectures or activities. It contains different teaching-learning strategies to improve the students' need.

- Tested curriculum refers to the assessments such as quizzes, portfolios and final exams, which are given by teachers in order to evaluate the progression and the outcomes of learners. It also evaluates the teaching process during and after each lecture they teach.

- Learned curriculum refers to what the students have been learned in the classroom as well as their achievements and outcomes, which are indicated by the results of the tests. It also can be measured by behaviours that occur as a result of school experiences.

- Hidden curriculum refers to non applied curriculum; however, it plays an important role in teaching, which includes the norms of society where learners live, i.e. the lectures are planned according to the culture of the schools, which they take into consideration the religion and traditions. Elizabeth Vallance (1973)claims that hidden curriculum is “the unstudied curriculum, the covert or latent curriculum, the non-academic outcomes of schooling, the by-products of schooling, the residue of schooling or what schooling does to people”. While, Philip. W Jackson has completely different idea about it, because the term of hidden curriculum refers to him, he claims that it is not always means a negative thing. Hidden curriculum emphasized specific skills such as “learning to wait quietly, exercising restraint, trying, completing work, keeping busy, cooperating, showing allegiance to both teachers and peers, being neat and punctual, and conducting oneself courteously” (1968:17) i.e. the hidden curriculum focus on the non- academic activities that have been applied in or out of schools.

By these types of curriculum, learners and teachers can identify the nature of the curriculum, which may use in different schools. In addition to what should be taught and what should not be mentioned in the classroom.

1.4 The Components of the Curriculum

In order to plan a curriculum, it takes a long time and efforts to design it in an appropriate way that could lead teachers and learners to meet their desired goals and improve their outcomes. The curriculum contains the four basic elements, which are: the curriculum aims; goals and objectives, curriculum content or subject matter, curriculum experience and the last one is curriculum evaluation. These four elements are strongly related to each other.

- The curriculum aims, goals and objectives identify what it can be done, i.e. design a set of rules, criteria and guidelines to explain the goals of the chosen curriculum and control its improvement, taking into consideration the policy that is used to plan it, these policies have a direct effect on students' outcomes, which have been examined by teachers and administration hoping to achieve their goal.

- The curriculum content is the information that is delivered to the students. It is very important for the curriculum to contain interesting information, which can be taught at schools, i.e. the curriculum content is a medium in which the objectives are accomplished. The elements of the content are: fields of study, programs of study, courses of study, units of study and lessons, these elements are strongly linked together.

- Fields of study are an organized learning experience, which has been taught to the students in multi-years period; each level has a specific field of study. It can be broad or narrow.

- Programs of study are a set of learning experience, which are delivered to a specific group of learners, e.g. the programs of study in the first year of middle school are not the same as the one in second years. One field of study contains several programs of study; another example could be the differences of the hours of study on each subject, i.e. five hours of mathematics and three hours of English.

- Courses of study are considered as set of learning experiences within a field of study delivered over a certain period of time.

- Units of study are subset of course of study, i.e. each course of study contains a set of units, usually lasting for three weeks. The teacher can plan a set of goals to be achieved on each time s/he starts new unit in order to help the students to improve their outcomes by its end.

- Lessons are a subset of unit of study, i.e. one unit contains at least six lessons, each one of them lasts for 30 minutes to 90 minutes. The teacher can add or omit things depending on his/her pupils' level.

The biggest concern is to choose the information that will fit with the learners' level and in order to form a sound content; taking into consideration the organization of the learning contents, balance between the given courses and the learners' level, articulation, sequence, integration and continuity. Those elements can guarantee the success of the curriculum and educational system.

- The curriculum experience is considered as one of the important components in which it plans learning strategies and methods that can put the curriculum contents into action work, i.e. applying the curriculum in schools in order to produce outcomes.

- The curriculum evaluation identifies the quality and the effectiveness of the planning courses. The success of the curriculum can be defined by observing the students' outcomes. According to Print "process evaluation examines the experiences and activities involved in the learning situation, i.e. making judgments about the process by which students acquired learning or examining the learning experience before it has been concluded" (1993:188). It's involves three main stages: the observation of the events, transactions and background information.

The evaluation process includes the evaluation of the teachers and students' behaviours, content and learning environment.

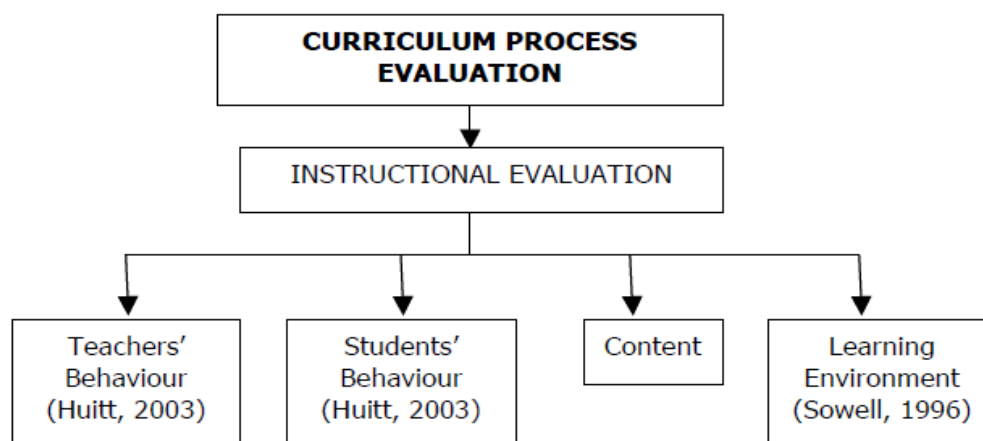


Figure 1.1. Components in Curriculum Process Evaluation.

- The evaluation of teachers includes their behaviours, which has been explained by Hult (2003) who claims that the teacher behaviours consist all of the actions that s/he makes in classroom including three categories: first; planning the lectures and preparing the appropriate methods to facilitate it for the students, second one is management, which refers to the control of the teacher in classroom and the third one is the instructions that are given by the teacher to guide their learning process.
- The evaluation of students' behaviour including their outcomes and their actions in the classroom, e.g. the interaction between them and the teacher (Ibid).
- The evaluation of the contents if it fits with the level of the students.
- The evaluation of the learning environment, which is a very important factor in the success of the curriculum. Sowell (1996) asserts that the instructional curriculum, which is actually used in the classroom often, varies from the planned curriculum due certain factors such as learning environment i.e. proving suitable environment for learning.

1.5 The Curriculum Development

The curriculum development is a process of improving the components of the curriculum in order to reach and raise its efficiency and effectiveness. Some educators consider it as the improvement of a small part of the curriculum or change it and replace it with another one. E.g. the ministry decides to change the years of study in middle school from three years to four years. In addition, to changing all academic books, this is what's known by the whole change of the curriculum. While the change in small part in curriculum such as the change of the program add or delete some lectures.

Mudjawir and El-Deeb claim that the curriculum development process is “to make appropriate adjustments in some or all the elements of the curriculum and its scope, according to a deliberate plan to improve the educational process and upgrading it” (2000:585)¹. This means that whenever the curriculum is developed the educational process is improved. Mustapha sees that the development of the curriculum is “to review of all elements of the curriculum goals; in addition to address all the factors that relate to curriculum and affect on it and be affected by it” (2000:171)². In this case, the curriculum development depends on the factors that affect the educational process such as social and

¹ Personal translation from Arabic to English.

² Personal translation from Arabic to English.

psychological factors. Damardache claims that the curriculum development process is “making innovations and improvement in its fields; in order to improve and upgrade the educational process, so that it can lead to improve learners’ behaviours” (1985:206)³, i.e. the well developed curriculum leads to the improvement of learning outcomes.

1.5.1 The Reasons of Curriculum Development

The educational system won’t change the curriculum, if there were not enough reasons that can force them to develop it. Some of the reasons for developing a curriculum are:

- The most important reason is the learners’ outcomes; the government changes the curriculum to fit with the learners’ level and to improve their outcomes.
- Improve it and brings it to a high degree of internal and external efficiency and effectiveness.
- The desire to raise the effectiveness of the educational process, to catch up with other developed countries.
- The occurrence of the political, economical and social transformations at both local and international levels, which make the government changes it according to these transformations.

1.5.2 Curriculum Development Methods

As it mentions before; the concept of curriculum development means to change or improve it; either one element or all of it. However, there is a difference between change it and develop it. Hence, the change of the curriculum can be positively or negatively, while the development of curriculum is always in positively changed of its elements. The curriculum development methods can be divided into two types: traditional method and modern development method.

- Traditional development method, which is small changes of one of the curriculum elements such as:

- Deleting and adding: it means to delete or add a part of some elements.

³ Personal translation from Arabic to English.

- Offering and delaying: where the subject has been modified by providing some of the topics and delaying other for some reasons.
 - Correction and reforming: get rid of some printing and scientific errors, or reviewing of the methods of study to make it easier to understand and removes the ambiguity.
 - Substitution and modification: it means to replace and update the old information by another new or re-examine the old information and modify it.
 - Develop one of the curriculum elements or more, such as the development of teaching methods.
- Modern development methods: the development of a comprehensive process of dealing with the curriculum in general, starting with reforming the objectives and goals, ending it with evaluation. Therefore, the modern development of the curriculum plan may begin with the development of objectives and formulate it. Moreover, re-examined the selection of content, then organize it in appropriate way based on the latest research on each field. In addition to choose of teaching and learning methods, this may change from the traditional one, because of the novelty of the content and educational experience. E.g. the teacher may use collective methods instead of the individual method because of the increase of students' number. This development is incomplete if not accompanied with teacher training in order to give them skills, information and trends that qualify them to deal with the new curriculum efficiently and effectively.

1.5.3 The Main Steps in Developing a Curriculum

The development of the curriculum passes through many steps in order to come up eventually with good structure and effective curriculum. The main steps of developing a curriculum are:

- Identify an issue/ problem/need: the first step in curriculum development is to identify problems that affect negatively on its success, such as bad students' outcomes or overload syllabus.
- Form curriculum development team: after identifying the problem, the team of developing a curriculum has been selected in order to discuss about the role and responsibility of each member. The collaboration between them is the key to the success of this process because no single individual has all the skills to design and improve the

curriculum by himself. So the first step in the work is to identify their strengths and weaknesses, and determine if they have the experience of dealing with this case. In addition to, the awareness of the objectives and the goals of this process in order to make it succeed.

The team consists of educational designers, subject matter experts, youth development/ human development specialists, writers for youth, graphic designers, youth artists, members of the target audience, i.e. the curriculum user such as teachers and learners. The reason behind choosing the youths to participate in the process is because they may have some ideas and creativity that it may make different.

- Conduct needs assessment and analysis: this step focus on the educational problems and who are directly affected by it, in order to isolate the contributing factors and find solutions. In this step there are two main parts; the first one is need assessment, which is proving information about the learners' outcomes and their needs, while the second one is to analyse the finding data.

- Choose the curriculum content: the choosing of the content depends on the objectives that have been identified by the team members. Taking into consideration learners' environment and others factors that can affect the curriculum continuity.

- Choosing of teaching methods: it determined the appropriate teaching methods and strategies for each lecture and each educational level to raise the motivation of learners and increase their learning desire, which push them to improve their experiences in order to become more creative.

- Choosing the educational activities: the ability to choose the appropriate activities that have direct contact with the content, promote the learning process and help teachers to check their students' outcomes. The main condition of preparing activities are: connected with the lecture, diversity, appropriate for the learners' level, taking in consideration the individual difference, help them to acquire positive attitudes and improve their outcomes.

- Defined the learning aids: the educational process depends on system of teaching aids and techniques that help both of teachers and learners to achieve the objectives of the curriculum. Nowadays, the use of technology in the classroom facilitates the learning process. The curriculum can't be developed without providing developed material such as computers, projectors; for both teachers and learners to facilitate the learning-teaching process.

- Choosing the evaluation methods: the appropriate choice of the evaluation methods allows for teachers to get the real results about their students' outcomes, because of those different assessments such as oral/written tests, practical tests and final exams that have been chosen carefully by team members in order to fit with the learners' level.
- The configuration for testing the developed curriculum: the education minister makes a decision by forming supervisors and committees to supervise the whole process and write the academic books for learners and teachers' guides. In addition to, establish training courses for teachers to be sure to cover the information and facts. Moreover, planning the suitable time table for teaching; making sure of the success of the curriculum. Furthermore, the reasons behind testing the curriculum before applying it are: conformity of availability of some condition such as the teachers' experiences, books, educational materials and its consistency with the objectives of the curriculum. In addition to, the ability to identify the problems that can face the development process.
- Applying the curriculum: after making sure that everything is fine considering the development process. The minister sets a day for applying the curriculum in all the schools over the county, at the beginning of school years.
- Evaluate the developed curriculum: applying the curriculum does not mean the end of the process because the team members start again by evaluating the new curriculum and see if it needs some changes or improvements. In this case, the process of curriculum development does not stop; in fact, it is a continuous process.

1.6 The Problems of the Curriculum

It may find many problems in the curriculum, which can affect negatively on learning, one of the most common problems, which may be found in the curriculum is oversimplified or extensive complexity. Mario Brady (2000) claims that: "If only it could be that simple! Teaching, real teaching, involves the altering of the images of reality in the minds of others", i.e. the program that provided in the curriculum may not be too difficult to grasp by learners or too easy, which they may get bored with it. Another problem which is overwhelming and disorganized content, the human brain cannot handle massive and non ordering data. Hence, every day the teacher gives to his/her pupils a few from this and few from that; random information does not fit together logically, because of that pupils do not remember most of the given information (Mario, 1997). While, the third problem is the limitation of learning resources. The curriculum restricts learners on specific, limited

source of knowledge, i.e. teachers teach their pupils only what they got in the academic papers, this way kills the pupils' creativity. Mario Brady states that:

“When I say students should study here-and-now phenomenon, I mean it literally. We should discard, at least initially, all secondhand versions of reality. Shelve the books. Put away the lecture notes. Shut off the projectors and the computers. Close the library. . . Turn to the students and say simply, ‘Look around you. What’s going on here?’” (1995:116)

The learners may learn from their environment and from things that are around them, and not stick only on the academic papers. Whereas, the fourth problem is fragmented knowledge. Hence, the courses that are taken by learners are not related to each other, i.e. each one is separated from the others and this can make it difficult in understanding. The good planning and well organized curriculum makes the learning much easier. Mario Brady claims that:

“Education is supposed to help learners understand, everything relates to everything. It’s a systemically-integrated whole, the parts of which are mutually supportive. The curriculum should model that whole, should help learners discover or create a corresponding conceptual framework or structure of knowledge, and it doesn’t. Instead, it breaks reality into myriad small pieces and studies each piece in isolation, with hardly a hint either of how the individual pieces relate to each other or how they fit together to form the whole” (2011:11)

The courses can be linked together in order to get better results in learning progression, because if the curriculum includes random courses can effect negatively on pupils' learning, in which they may forget what they have been learned in previous lectures, because there are no link between them that may remind them of it.

1.7 Algerian Curriculum

Educational minister has made great effort to build well structured curriculum, which can help the improvement of the educational process and keep pace with all what happened in the current time. In addition to preper the learners to face all the challenges and silve their problems. Since the independent 1962 the Algerian curriculum has changed many times hoping for keeping up with the other countries' development.

1.7.1 Different Stages in Reform Algerian Curriculum

The Algerian curriculum passes through different development stages because on each time the minister of education tries new system. However, it won't fit with learners because it has been adopted from other counties in which are totally different from the Algerian community in many aspects.

After the independent; Algeria was still facing the colonizer's effect on Algerian people, which he tries to kill the identity of the people by changing their language, religion and behaviour. The first thing they do is to open a French school and oblige learning French language and culture and prohibited teaching and learning Arabic or Quran. In this case, most of Algerians at that time do not know how to write or read Arabic. That makes the curriculum reforming much difficult at the beginning because the government starts from the zero. In spite of this; Algerian government get the help from other countries in order to plan curriculum, and employed foreign teachers and experts to teach learners. As it is mentioned before that reforming Algerian curriculum passes through a lot of changing which are:

- 1962-1970: at the beginning of this period the Algerian education system still influenced by the colonized culture. The team of experts has been employed in order to set plan of what, who and how educational process will work. The main changes that happen in this stage are:

- Hiring teachers without making any test.
- Write academic books and papers.
- Building schools all over the country.
- Employ teachers from other nationalities.

- The educational process divided into three parts which are:
 - Primary school: learners study for 6 years degree, ending it with final exam of the 6th year in order to graduate.
 - Middle school: learners have 3 different options to choose between them, the first one is general education study, which lasted for 4 years ending it with final exam to get BEG degree. While the second one is technical education which last for 3 years in order to get a Professional Efficiency Degree. Whereas the third one is agricultural education, learners study for 3 years and get an Agricultural Efficiency Degree.
 - Secondary school: it also includes 3 options to finish their studies: the first one is general education in which learners study for 3 years to prepare General BAC in mathematics or philosophy or science, or Technical BAC in technical mathematics or technical economy. While the second one is industrial and commercial education in which learners study for 5 years. The last one is technical education which last for 3 years.
- 1970-1980: in this period the government sets rules about the obligatory of education, in addition to build an others schools because of the rise in learner numbers. The main changes that happen in the educational process are:
 - Primary school: it does not see any changes except the change in the name of the final exam in 6th year to become the exam for entering the 1st year.
 - Middle school: in this stage the students of middle school were studied only general education for 3 years instead of 4 years, and delete the technical education. The special in this stage is making the first final exam in middle school.
 - Secondary school: does not see any changes in this period.
- 1980-1990: in this stage; the education minister links between the primary school and the middle school in one school calls the basic school, which last for 9 years. While the secondary school that sees many changes such as teaching new subjects such as technology, languages, sports and data processing.
- 1990-2003: it does not see many changes except the change the name of final exam in 9th grade to be BEF. Moreover, abandon all the improvements that happen in the secondary school in the previous stage. In addition to, the use of some technology in most schools.

The education minister does not stop at this stage; indeed they try again to change completely the curriculum, hoping to improve it and develop the educational skills of the learners, in order to develop the society. Hence, the development of the curriculum and educational system have direct relation with the development of the nation.

1.7.2 The Reorganizing of the Algerian Curriculum

The idea of reorganizing the curriculum was posted in PNA on 27 July 2002 and by the years 2003-2004 the minister of education Benbouzid Boubekour collects team of experts consist of 24 members in order to build and develop new curriculum. The main changes that happen in this stage are:

- The total reform of curriculum.
- Reforming of the curriculum goals
- The change of the academic books and rewrite teachers' guide.
- Including the preparatory school in the education system and consider it as the main period in education, and oblige it by the year of five; this decision apply in 2007.
- The change in the study's years of primary school from 6 years to 5 years.
- The change in the study's years in middle school from 3 to 4 years, and ending it final exam to get BEM degree.
- In 2006 the graduation of last batch of 6th grade in primary school.
- Add new subjects in primary school.
- Teaching French language in 2nd year instead of 4th year, but later on they change it in 3rd year.
- Teaching English in 1st year middle school instead of 8th grade.
- In secondary school; the students have two options to choose between them; literature and experimental science.

1.7.3 The Goals of Reforming Algerian Curriculum

The Algerian educational minister and curriculum development team try to reform the curriculum on each time they find problems with it, hoping to improve it in order to take place in the world educational system. The reason behind reforming of the curriculum is to achieve some goals such as:

- Improving the quality of education.
- Promote a plan for training teachers.
- Improve the educational program and teaching aids.
- Re- builds the education structures.
- Encourage the students for learning and improving their outcomes.
- Develop the learners' knowledge.
- The implementation of new technology.

1.7.4 The Distinction between Traditional and New Curriculum

The old curriculum is described as a set of information and facts, which the learner can learn it by heart, unlike the new curriculum that came up with new method that allow to learners to depend on themselves and do not rely on the teacher most of the time. Each one of the old and new curriculum has characteristics:

1.7.4.1 The Characteristics of the Traditional Curriculum

The traditional curriculum is built in order to fit with traditional schools and traditional learning of that time. Hence, the most importance thing at that time i.e. after the independence is to teach the pupils in order to get a job. The main characteristics of this curriculum are:

- The team of experts is the only one that can modify the curriculum, while the role of teachers is to restrict to these changes.
- Focusing only on the given information, learning by heart and denial the imagination and the creativity of learners.
- The main concern of the team is the lectures and neglects the individual differences of learners.

- The lectures are separated from each others.
- The main goal is the success of learners on the exams, and considering learning by heart the only method for success.
- The teachers do not have the right to criticize or modify the curriculum.
- The main sources of information are teachers and the academic books.

1.7.4.2 The Characteristics of the New Curriculum

Because of the changes that happen in the recent time, the curriculum has been changed in order to fit with the modern schools. The main characteristics of the new curriculum are:

- The curriculum does not focus only on the information, it also concerns with the creativity of learners and the use of the information in their daily life.
- Both of teachers and learners have the right to give their opinion in the developing process of the curriculum.
- The teachers can modify the lectures by adding or removing some information in order to fit with the learners' levels, taking the individual differences into consideration.
- The role of teachers is to guide learners in order to build their knowledge.

The table below explains the differences between the old and the new curriculum (Dr. Tammar & Ben-Brikah, p10)⁴

Fields	Traditional curriculum	New curriculum
Curriculum	<ul style="list-style-type: none"> • Focus on the quantity, i.e. what learners learn, and how many students succeed. • Focus only on information. • The learners adapt in order to fit with the curriculum. 	<ul style="list-style-type: none"> • Focus on the quality, i.e. how learners learn, and if they use the information in their daily life. • Taking the creativity of learners into consideration. • Modify the curriculum in order to fit with learners.

⁴ Personal translate from Arabic to English.

Planning	<ul style="list-style-type: none"> • A team of experts only can develop the curriculum. • It concerns only with the lectures. • Focus on the programs. 	<ul style="list-style-type: none"> • The teachers and learners can help in developing the curriculum. • The main concern is learners. • Focus on all the elements of the curriculum.
Program of courses	<ul style="list-style-type: none"> • The most important element. • The teachers do not have the right to modify it. • The lectures are separated from each other. • The academics' books are the only source of information. 	<ul style="list-style-type: none"> • It is tools that can help learners to improve their knowledge. • The teachers can modify lectures to fit with the learners' level. • The lectures are linked to each others. • There are many sources of information.
Method of teaching	<ul style="list-style-type: none"> • Learning by heart. • Do not care about the non academics activities. • Does not have enough teaching materials for facilitating the learning process. 	<ul style="list-style-type: none"> • Build their own knowledge. • Care about non-academics activities. • There are many teaching tools to facilitate the learning process.
Learners	<ul style="list-style-type: none"> • They have negative role, do not involve in the developing process. • They are judged by their exams' marks. 	<ul style="list-style-type: none"> • They have positive role, they are involved in the developing process. • They are judged by their abilities of learning.

Teachers	<ul style="list-style-type: none"> • The controller of the classroom. • The teachers are judged by their students' outcomes. • They do not take the individual differences of learners into consideration. • Encourage the sense of competition between learners in the classroom. 	<ul style="list-style-type: none"> • Collaboration between teachers and learners. • The teachers are judged by their abilities to helping learners. • They take the individual differences of learners into consideration. • Encourage the sense of collaboration between learners in the classroom.
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Table 1.1. The Differences between the New and the Traditional Curriculums.

Through this table Tammar & Ben-Brikah try to say that the new curriculum is more suitable for improving the learning process, because it gives the opportunity for learners to become the centred of the educational process, unlike the old one, which focuses on teachers as the only controller of the teaching-learning process.

1.8 Conclusion

It is not appropriate to ignore the issues and the errors of the curriculum, it has to be developed and changed by adding all what is new and important in any domain and delete what is non important, to build a strong curriculum which can have a positive effect on pupils' learning, this is why it is developed in systematic and objective way; far from subjectivity, taking advantage from the experience of the other countries. The curriculum is considered as an important step that can guarantee the success of the society.

Based on the previous information, it may seem to the others that it is easy to plan a curriculum and apply it in all the schools all over the county, but in the fact it is not, because non well structure curriculum can lead to the failure of the educational system and that may lead to fail of the community.

Chapter Two

2.1 Introduction

English is now considered as important language that can be learned; not only for communication purposes in people's daily life, but also to keep pace with the world improvements; e.g. trade, the developments in science and technology. This makes the Algerian Ministry of Education includes it in the curriculum as second foreign language.

The purpose of this chapter is to present a review about the Algerian educational context specifically teaching EFL in the middle schools, particularly first year pupils as well as a systematic description of the educational content of the curriculum in middle school. The outset of this chapter will be concerned with the teaching of EFL, it focuses specially on the context of teaching, and it discusses the teaching / learning conditions.

2.2 The Status of EFL in Algeria

The English is the most language used in the world, the statistics show that more than half of the world's population speak English because of the spread of the globalization. English is used in different fields such as science, technology, trade, business and so on. In this regard, Cook states that "in recent years the growth of English has been further accelerated by startling expansion in the quality and speed of international communication" (2003:25). Moreover, the English is taught as a foreign language because of its importance in international communication, this is what makes Algerian ministry includes it in the curriculum as a second foreign language.

The ministry of education in Algeria includes teaching/learning foreign languages in their policy, particularly English which is considered as the second foreign language. From 1962 to early 1970, the learners were able to choose between 6 foreign languages; Russian, Italian, Spanish, German, English and French. Nevertheless, the majority of them choose to learn English, because of her international status in which it is considered as the worldwide language; as well as, the availability of a sufficient number of teachers comparing with the other foreign languages. These reasons lead the education authority to the compulsory orientation of students toward the study of EFL, while a minority was oriented to the other foreign languages.

Since the independence, Algeria reforms its educational system many times for the sake of improving educational process and increases the learners' outcome. EFL was part of these improvements. Until 1980's, French was considered as second foreign language;

then it changed to be the first foreign language; while English occupied to the second place. EFL though its first years of middle school till the third year in secondary school; while in the university it is a field of studies itself. Despite of this, the use of English still weak in the Algerian community due to many reasons such as:

- Age: in Algeria; English starts to be learned by the age of 13's, which is considered as an inappropriate age for acquiring a new language.
- Social factors: in which most of the learners are influenced by their parents and grandparents who still considers foreign language as the language of the enemy, this can be noticed by the learners answer when you ask them about the reason behind failing in this language, they say "it is not my language".
- The learners are influenced by the teachers of the target language; they seem to have a positive attitude toward the teachers who use Arabic to explain for them what is ambiguous; unlike the teachers who use only the target language is their speech.
- The large numbers of the learners in one class can make the teachers focus only with small numbers and neglect the others.
- Lack of teaching materials in English lecture.

2.3 EFL in Curriculum

EFL has been included in the educational system in most of the countries all over the world. The main reasons that oblige them to include it in the curriculum are to reinforce the creativity, cognitive and communicative abilities, as well as; encouraging solidarity and promoting intercultural understanding, in which learning EFL is considered as a tool for inquiry into wider culture of English speaking countries. These much importance which has been given to teaching EFL makes the ministry of education in Algerian includes the teaching/learning of foreign language mainly English hopes to provide the learners with the valuable educational i.e. the acquisition of communicative competence and develops the four skills of the language. In addition to develop the social-cultural experience that can allow them to use English fluently in any occasion, and to facilitate the access in different sources of knowledge that are written in English, what make them open-minded to other cultures; the syllabus designers view that:

“The study of English must imperatively be conceived with the objective of helping our society to get harmoniously integrated in modernity. This means a fully complete participation in a rising linguistic community of people who use English in all types of transaction. This participation must be based on sharing and exchanging ideas as well as experiences in the fields of science, culture and civilization. This will make it possible to know oneself and the other.” (Program of English as a Second Foreign Language, 2003:02)

The ministry of education programmed EFL to be taught in first year middle school, i.e. from the age of thirteen, which most of the scholars see that this may make the learners have less opportunity to master it.

2.3.1 EFL at the Middle School

The middle education school lasts for four years for preparing to get BEM degree, which is the key to the secondary school. In the old curriculum the EFL was taught in 8th grade, i.e. EFL learning lasts for only two years in the middle school, however; the 20th century and all the changes that happen in this period mainly the spread of globalization and since English is considered as language of globalization; pupils start learning it in the first year of middle school where the teachers introduce EFL to the learners as a second foreign language for the first time.

Despite of the importance of learning EFL, but it still had a coefficient that is less important than other subjects, e.g. coefficient of Arabic and mathematics is two while English only one. As far as the time load is only two hours and a half per week. By the end of middle school, the teachers hope to give their learners enough information that can allow them to acquire the language skills; in order to help them to express themselves and use EFL fluently in any situation.

2.3.2 The Syllabus

The syllabus is the program of each subject, which is designed by the curriculum development team with the help of the teachers. Slattery and Carlson define it as a “contract between faculty members and their students, designed to answer students' questions about a course, as well as inform them about what will happen, should they fail to meet course expectation” (2005:160). Hence, it allows for the learners and the teachers

to understand their relation and their roles. As well as it decreases the confusion on the policy related to the courses and its objectives. In addition to providing teaching materials and the important dates e.g. the dates of the exams. It contains a set of different units that are selected based on the learners need. Since it is the first time for the first year middle school pupils to study English, the ministry chooses carefully the units; starting the program by warm up lectures to introduce EFL to pupils, by first teaching them the alphabet and some vocabularies that may need it in their daily life.

The syllabus contains seven units each one divided into three main sequences, at the end of each unit; pupils supposed to make oral or written projects within group work relying on a teacher's guide. These projects require much effort because the work is done outside the classroom without the help of the teachers. This step can help pupils to improve their interactive skills, however; sometimes it is ignored by teachers and pupils because of the loaded curriculum and limited time, in addition to; low self confidence, in which they avoid this kind of work most of the time, i.e. pupils are afraid to present their works. Unfortunately pupils are studying EFL only to pass the exams and not to establish the ability of effective communication.

3.3.3 Textbook

The textbook is considered as the most important teaching materials, which can help the teachers to improve the teaching process; Ur claims that: "the textbook represents a clear framework, and helps teachers to regulate and time the program" (1996:193). As well as; it can provide the pupils' needs to increase their learning process, Grant thinks that the textbook facilitates the learning; by claiming that "... the textbook is reassurance for most students. It offers a systematic revision of what they have done, and a guide to what they are going to do" (1987:08), i.e. textbook is a map for pupils in which they can rely on to guide them to the next step in their learning process.

As far as the first year middle school English textbook starts with warm up lectures to give pupils idea about English; it contains seven units each unit divided into three sequences. The textbook of this level focus on improving listening and speaking skills for pupils this is why it is included in all the sequences. Each one of these units has objectives and goals set to be achieved by pupils at the end of each one. The following table shows the objectives of each unit. (Quoted from first year textbook page 9 to 12)

Units	Objectives
Unit one "Hello"	<ul style="list-style-type: none"> • Using greeting words: hello, nice to meet you... • Asking for information: where is, what is... • Making phone calls, talking about nationality. • Introduce yourself.
Unit two "Family and friends"	<ul style="list-style-type: none"> • Introducing people. • Asking and giving information about people (height, age, job...) • Talking about family members. • Describing people's physical appearance.
Unit three "Sport"	<ul style="list-style-type: none"> • Describing a place. • Locating a place. • Naming a sport. • Talking about sport activities. • Talking about daily activities and hobbies.
Unit four "In and out"	<ul style="list-style-type: none"> • Talking about present and everyday activities. • Giving information about animals. • Telling the time.
Unit five "Food"	<ul style="list-style-type: none"> • Asking about prices. • Saying quantities. • Ordering a meal. • Describing a process. • Discriminating between goods. • Talking about ailments.
Unit six "Invention and discoveries"	<ul style="list-style-type: none"> • Talking about past events. • Asking and giving information about inventions. • Talking about people's lives. • Giving people's biographies.

Unit seven “Environment”	<ul style="list-style-type: none"> • Talking about the weather. • Naming and describing animals. • Expressing intention. • Talking about the right and duties.
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Table 2.1. The Units’ Objectives.

As far as the design of the textbook, it is important to be well designed and colourful to attract the pupils’ attention. Harmer claims that “... books tend to be much more colourful than in the old days, students enjoy looking at the visual material in front of them” (2007:117); since it is the first time for pupils to study EFL, the textbook contains keywords, short sentences and not long paragraphs. Dr. Grazib claims that:

“The first year middle school textbook doesn’t contain texts apart from some short passages and paragraphs. The majority of the first year middle school textbook unit files is based on vocabulary lists, short sentences and dialogue” (2014:44)

The pupils do not have the ability to read the full paragraph, this is why the first year middle school textbook design in order to fit with the pupils’ abilities and level, using simple words and small dialogues to enhance their speaking skill and improve their vocabulary.

2.3.4 Approach to Teaching EFL

The approach is a set of ideas or viewpoint toward teaching, which are included in the curriculum. According to Harmer; the approach is “describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning” (2001:78) i.e. it is considered as beliefs and principles about the learning process that are used in the classroom. Moreover, there are two main approaches that are included in the new curriculum, which are competency based approach and communication based approach. These two approaches aim to introduce EFL to pupils in easy way. Furthermore, teachers know how to choose the appropriate approach that can fit with their pupils’ level in order to facilitate learning EFL for them.

2.3.4.1 The Competency Based Approach

Recently Algerian Education Ministry has modified the curriculum. One of these modifications is adopting a new approach calls competency based approach in 2005/2006. By adopting this approach, it makes the transition from teacher to learner centered approach. In some way, it is considered as a good method to move a step forward by making sure that the learners grasp what they learn inside the school and use it in real situation outside the school, i.e. it is considered as a bridge between school and real life.

Within the competency based approach; the language is introduced to the learners to be practiced in different situation that can occur in their daily life. This approach allows for the learners to improve their language and develop their ability of problem solving, it links the learners' needs in and out of the school i.e. they learn how to use EFL in different situations. Therefore, the teachers help the learners to practice using language in any contexts appropriately. The following table presents the competency based English teaching.

The goals	<ul style="list-style-type: none"> • Allow for the learners to use range of English skills and knowledge in communication in or out of school. • It focuses on the ability of learners to use English. • Help the learners to acquire intellectual competencies at school and know how to use it in problem solving outside school.
The role of the learners	<ul style="list-style-type: none"> • The role of the learners is positive, in which they are involved in any activity. • They use the four skills (speaking, writing, reading and listening) in an appropriate way to exchange ideas and information. • They figure out the language rules by themselves. • They use strategies to help them learn and communicate fluently. • Take responsibility for their own learning. • The learners become the centre of the educational process.

The role of the teacher	<ul style="list-style-type: none"> • Provide the learners with the appropriate experiences to meet their interests and needs, in addition to support pupils to be the centre of the educational process. • Creating comfortable environment that helps learners to work on collaborative way in order to encourage the positive interaction between them. • Providing communicative practice that helps learners to use English for exchange idea. • They are considered as mediator between learners and knowledge, their role is to guide, help and encourage the learners.
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Table 2.2. The Competency Based English Teaching.

The aim of using a competency based approach in teaching language is to make pupils feel more interested and motivated to learn more. Beside of this they will be able to use EFL to express themselves and exchange ideas, in addition to take an active role in their learning process, which help them to build their self esteem.

Moreover, it is also very helpful for the teachers, in which they will spend less effort. Unlike the traditional method, where the teachers are considered as the only source for knowledge and they are obliged to give all the information for their pupils. The competency based approach allows for them to give advice and facilitate the learning process for their pupils, in which they will have more time to observe their improvement and check their understanding. Hence, in competency based teaching pupils are actively engaged in the learning process, while the teachers plan and organize tasks for them.

2.3.4.2 Communication Based Approach

Communication based approach focuses on learning the language through communication, when learners are involved in real conversation with their peers or their teachers, e.g. oral presentation and group discussion. The pupils gradually acquire the language and learn it appropriately to be able to use it in real situations to express their ideas. Richards and Rodgers (2001:161) set the characteristics of language teaching using the communication based approach which are:

- Language is a system for expression of meaning.
- The primary function of language is to allow interaction and communication.
- The structure of language reflects its functional communicative used.
- The primary units of language are not merely its grammatical and structural feature, but categories of functional and communicative meaning as exemplified in discourse.

Moreover, the goal of the classroom is to develop the communicative competence of the learners; focusing on the fluency, meaning and form. Berns claims that “while involvement in communicative events is seen as central to language development, this involvement necessarily require attention to form. Communication cannot take place in the absence of structure, or grammar...” (1990). Hence, the learners cannot communicate and use the language fluently without mastering in grammar and have good knowledge of grammatical rules. In this case, the teachers may teach grammar in relation to communication need.

The lectures contain certain activities, where pupils can communicate and interact with each other. In which, there are extensive use of pair or group work. During these activities, the role of the teachers is to facilitate, monitor and providing feedback.

2.4 Description of Teaching/Learning Situation

The study in the middle school lasts for four years to prepare pupils to pass the BEM exam, which is considered as the key for getting enters to the secondary school. The success of pupils in this period depends on many factors such as, the teachers, the syllabus and teaching/learning conditions inside the classroom, i.e. the interaction between teachers and pupils in which the teachers play a positive role to influence pupils’ behaviours toward the language. In addition to, providing teaching materials that are used in the classroom mainly the textbook and teacher’s guide. These conditions help the teachers to fulfill their job in an appropriate way; as well as, it plays a great role in improving and motivate pupils to develop their outcome. Moreover, the teaching/ learning situation has a direct effect on teaching/ learning process, in which it can effect positively or negatively on education.

2.4.1 School

The environment is a very important factor in the success of the learning/ teaching process, according to Dubin and Olshtain “the actual physical environment of the classroom (light, the shape of the room, etc.) is also significant and may affect the learning process positively or negatively” (1888:32), this includes the size of the classroom, the heat and other factors. The good environment encourages the learners to study, and it has a positive influence on pupils’ attitude toward learning; unlike bad environment which the learners may get bored with learning, e.g. classroom is cold in the winter and hot in the summer. Moreover, pupils have the right to study in nice; healthy environment that can increase their learning process.

There are only two middle schools in Sidi Boubkeur. Moreover, the research has been applied in Berkek Ben Souague Middle School in Sidi Boubkeur. Berkek Ben Souague middle school contains six hundred sixty-four (664) pupils (312 girls and 352 boys) in all the levels; among them one hundred eighty-two (182) pupils are studying in the first year. The pupils are distributed in twenty-two (22) classes, which are divided as the following, six (6) for first year, six (6) for the second year, five (5) for the third year and five (5) of the fourth year. The classroom seems large, warm in the winter and very illuminated because of the large windows that are constructed in ways that allows the sunlight to enter. As far as the teachers; it contains thirty six (36) teachers (21 women and 15 men) including four (4) for teaching EFL. The environmental conditions of this school seem to be appropriate for successful learning/teaching process.

2.4.2 Classroom Management

Classroom management refers to a set of skills and strategies that are used by the teachers to organize pupils and to keep them focused and attentive on a particular task. Brophy claims that:

“Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students’ attention to lessons and engagement in activities)” (2006:17)

Hence, classroom management is the actions of the teachers to create an appropriate environment for academic and social learning (Evertson and Weinstein 2006).

They also have described five types of actions that can help the teachers succeed in managing their classroom (quoted by Korpershoek et al, 2014:11) which are:

- Develop the relationship between the teachers and their pupils in order to create positive interaction.
- Organize and develop teaching strategies that can help pupils to access easily to learning.
- The teachers can encourage their pupils to engage successfully in academic tasks.
- The teachers can promote and reinforce the development process of students' academic-social skills and self regulation. In addition to make pupils responsible for their own behaviour.
- The ability to know how to use the appropriate intervention to solve pupils' problems.

In order to have strong classroom management skills, the teachers set clear rules to keep controlling in the discipline; taking into the consideration the pupils' reaction toward the consequence of each behaviours. The teachers can create an atmosphere, which increases the likelihood to keep working on the class. Those strategies are linked directly to pupils' academic achievements.

2.4.3 Time Load

The pupils of first year middle school are learning EFL in accordance with other subjects, in which they begin their study in most of the days at 8:00AM until 12:00AM in the morning with a short break for 10 minutes at 10:00AM. While at noon; they start at 1:30PM until 5:30PM, with a short break at 3:30 PM to take a rest. The following table is a sample of timetable of one of the first year classes. (Appendix A)

	Sunday	Monday	Tuesday	Wednesday	Thursday
08:00 to 09:00 Am	Mathematics	French English	Geography	Civil Education	French
09:00 to 10:00 Am	Arabic	Mathematics	Arabic	Arabic	Arabic
10:00 to 11:00 Am	English	Sport	Free time	French	English
11:00 to 12:00 Am	French			Islamic education	Physics

		The afternoon				
01:30 to 02:30 Pm	Drawing	Mathematics	Free time	Science	Science	
		Arabic				
02:30 to 03:30 Pm	Islamic Education	History			Physics	French
03:30 to 04:30 Pm	Remedial lessons in Mathematics				Mathematics	Mathematics
04:00 to 05:30 Pm	Remedial lessons in French and Arabic	Free time			Free time	Free time

Table 2.3. Timetable of One of the First Year Middle School.

The time available for learning language is very important, mainly if it is the first time to study it, according to Dubin and Olshaim who claim that time “is a key factor and can easily be determined since any planning takes into account the available hours per week in school year” (1888:32). However, the time available for teaching/learning EFL is very short compared with other subjects, in which they study EFL only two hours and a half per week. The following table shows the available time to study each subject.

The subjects	The available time (per week)
Mathematics	05 hours and a half
Science	Two hours
Physics	Two hours
Arabic	Six hours
French	Five hours
English	Two hours and a half
Civil education	One hour
Geography	One hour
History	One hour
Islamic education	One hour
Drawing	One hour
Sport	02 hours

Table 2.4. The Available Time for Each Subject.

As it seems that the time available for teaching/learning English is not enough for the learners to acquire language in an appropriate way, unlike the Mathematics and Arabic, which take much importance in the curriculum and educational system, this may lead pupils to focus only on those subjects and neglect English.

2.4.4 Teaching Materials

Teaching materials are the selection tools that are used to facilitate the learning-teaching process. In the past, it refers only to the textbook and teacher guide. However, today; it takes broader considerably, including novels, website, technology, picture, etc. The curriculum development team is able to select wide range of materials that can fit with the level of pupils, in which it can be used by the whole class or individually.

The schools may provide not only purchased the materials, but also it can provide online materials, e.g. create its own website or forum to inform the students with the necessary information and courses. In addition to the materials that are generated by the teachers and pupils, e.g. sometime teacher bring videos and pictures to facilitate the educational process and make pupils understand easily. These instruments allow for pupils to interact with the words and ideas easily, in order to develop their abilities such as reading, listening, thinking, speaking and writing.

The appropriate selection of the teaching materials can increase the development of the learning-teaching process. However, the non well selection can create problems in the classroom. Instead of facilitating things, it will be more complicated. Moreover, there are set of conditions that are taken into consideration in order to make the appropriate choice, which are:

- Selecting the materials requires in depth knowledge, experience, ability and responsibility to meet with their learning objectives. However, responsible selection demands not only the education and experience, but also the ability to defend the choices made.
- Schools can take teachers and pupils' opinions into consideration and involve them in order to make wise decision taking into consideration pupils' needs and level.
- Teaching materials align with the school and fit with the pupils' level, in order to reach the curriculum goals and objectives.

- The aim of teaching materials is to decrease the difficulties of teaching-learning process.

2.4.5 Assessment

Assessments refer to set of tasks and tests that are part of the curriculum to evaluate the pupils' outcome and check their understanding. It is used by the teachers to gather information about the quality of their teaching process as well as pupils' learning. (Hanna & Dettmer. 2004). After the teachers gather data about what pupils know, they provide them with supportive feedback. There are 3 types of assessments that are used by the teachers, which are: diagnostic, formative and summative assessments.

- **Diagnostic:** it occurs at the beginning of the unit of study. It helps the teachers to identify the current knowledge of pupils by using pre-tests or warm up activities. This kind of assessment allows for the teachers to identify the difficulties that face pupils before starting the lecture, in order to know where they focus their time and efforts.

- **Formative assessment:** it is considered as a range of tasks used by the teachers during the learning process, in order to check pupils' understanding and evaluate their academic progress during the lecture. It is usually used during or at the end of each course as well as it can be given as homework. It helps the teachers to identify the pupils' strengths and weaknesses. Therefore, the reason behind using such assessment is to make pupils aware of their learning needs and interests.

- **Summative assessment:** it is used to evaluate pupils' outcomes and academic achievement. It takes place when the learning process has been completed. It is usually used to evaluate pupils by giving them marks at the final exams or final project.

These assessments identify how pupils learn and if they understand and grasp what they are learning, in order to determine whether the teachers' methods and techniques are effective or not.

2.4.6 Reinforcement Vs Punishment

The teachers use certain techniques that can help them to manage the classroom. The ability to select the adequate technique can motivate pupils to develop their learning process. The most common techniques that are used in managing the classroom are either reinforcement or punishment.

Reinforcement is considered as any consequence that increase the probability of the behaviour to occur in the future, e.g. the teachers can reward pupils when they learn new vocabulary. Welberg claims that “reinforcement or reward for correct performance has the target overage effect” (1984:23). Hence, the ability of choosing the appropriate reinforcement that fit with behaviour has a positive and direct impact on increasing the developments of pupils’ performance.

Furthermore, punishment is considered as any consequence that follows undesirable behaviour, in order to decrease it. Burns states that “punishment creates a set of conditions which are designed to eliminate behaviour” (1995:108). Hence, the teachers use punishment in order to decrease the probability of the behaviour to occur in the future.

Some teachers consider punishment as the best and easiest technique to control the classroom, as it is more effective than reinforcement because the teachers believe that pupils are responsible for their own learning and behaviours so they have to do their best to avoid punishment. Moreover, they consider reinforcement as a weakness because it is necessary to use power to control pupils. Moreover, unlike the punishment, reinforcement has great impact on changing pupils’ behaviour and increasing the educational performance.

2.4.7 Teachers’ Profile

Berkeuke Ben Souague Middle School is concerned the English teaching team consists of four (4) teachers almost similar in respect of educational qualification, however different in the experiences. Among of them two teachers who are concerned with teaching first year. They are very kind women; they know how to treat and communicate with their pupils and gain their respect. As far as, the first year middle school teachers are completely different in their experience, in which one of the teachers has been teaching for 30 years; while the other one has been teaching for only 4 years. They gain their experience through practicing, as well as, through educational seminars and formative periods.

The goal of the teachers is to promote a good behaviour and well educated generational, they also attempt to influence their pupils' attitude toward learning English, in which they try their best to teach and gives information to pupils that can allow them to use English fluently at any situation that may face them.

At the beginning of their teaching experience; they face many problems concerning teaching EFL at middle school; especially the first year because pupils do not have any idea or background about the English language. The pupils at this level are studding EFL for the very first time in one hand, and in the other hand; the individual differences is considered as the most difficult challenge that may face the teacher because pupils are different from each others, some of them like to learn a new things and get excited about it while the other do not. The role of the teachers is to know how to deal with each one of the pupils, and know these differences to be able to teach them and increase their positive attitude toward learning EFL.

2.4.8 Pupils' Profile

The pupils play an important role in this research work. Indeed, they are very helpful for achieving the purposes of this study. One hundred and eighty-two pupils have been chosen as a sample for this research (85 girls and 97 boys), among them three (3) foreign pupils from Western Sahara and sixteen (16) pupils are repeated the year (6 girls and 10 boys). There are forty-two (42) pupils (20 girls and 22 boys) live far from where they study so they are obliged to stay in school at midday to have lunch. The average of their ages balance between nine to eleven (9 to 11) years old. Those pupils are distributed in 6 classes (Appendix B). The following table shows the distribution of pupils on classes.

Classes	Foreign pupils		Pupils live in Sidi Boubkeur		Pupils live out of Sidi Boubkeur		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
1MS1	00	00	13	10	03	04	30
1MS2	00	00	12	12	04	02	30
1MS3	00	00	13	11	03	02	29
1MS4	00	00	12	11	04	04	31

1MS5	00	00	13	11	02	04	30
1MS6	00	03	12	07	06	04	32
Total	00	03	75	62	22	20	182

Table 2.5. The Distribution of Pupils in Classes.

The pupils have different characteristics, i.e. level of intelligence that ranges from high to low, skill level (writing and reading skills) and also they are different in eco-social environment. That's always pushes their teacher to behave differently with each one of them. Furthermore, the reasons the first year middle school classes have been chosen rather than other classes, because in this stage; pupils start learning English for the first time. So the research aims to study the effect of the curriculum on their EFL learning.

2.5 Conclusion

Algeria reforms the curriculum to fit with the new developments, in which it includes English as second foreign language, because it has a quite important role, because it is concentered as worldwide language and most of countries use it as a first or second language. Moreover, the EFL situation in Algeria witnessed a number of changes that characterized it since 1962, in which at the beginning it was given much importance than the current time.

In fact the reason behind adopting the new policy of teaching and learning EFL is to make progress in all aspects of life; e.g. economy, cultural, social, etc. In addition, to improve the use of EFL by adopting the new teaching and learning approach call competency based approach; as well as communication based approach, in order to allow for pupils to be responsible for their own learning and don not relay all the time on teachers.

Chapter Three

3.1 Introduction

The chapter concerns with analyse teachers-learners situation, referring to the effect of the curriculum on learning EFL at the level of first year at Berkeur Ben Souague middle school; during the school year 2015-2016. This chapter considers as the first step to investigate about the research questions and tests the reliability of hypotheses; using both qualitative and quantitative approaches for analyse results.

In order to get the desirable results, different research instruments have been applied; questionnaire for teachers, questionnaire for pupils and classroom observation. The chapter examines the results to determine whether the overloaded curriculum can have an effect on pupils' achievement.

3.2 Analysis of Questionnaires

The questionnaire is considered as the easiest and non-expensive way of collecting data. As well as, it can save time and energy for the research. It is considered as a great method to collect the information, especially if the questionnaire is well structured and systematic. The research applies two questionnaires; one for teachers and the other for pupils; hoping to collect enough information about the topic, in order to make a step forward in answering the research questions.

3.2.1 Teachers' Questionnaire

The teachers' questionnaire is one of the research instruments (Appendix C), which is submitted only to two teachers of first year middle school. It aims to understand the relationship and the interaction between teachers and their pupils. In addition, to get a clear idea about the teachers' point of view about curriculum and English syllabus. In addition to know if the time available is enough for teaching EFL appropriately to the first year middle school pupils and make them acquire it and adopt it as a second foreign language that can be used in their daily life.

3.2.1.1 The Description of Teachers' Questionnaire

The teachers' questionnaire consists of thirteen questions; including both direct and indirect questions that are divided into two main parts. The first part of the questionnaire consists of four questions. The purpose of this part is to collect biographic information about teachers in order to write the teachers' profile. In this part of the questionnaire that teachers have been asked about their experiences as teachers of middle school, especially the first year, as well as their goals of teaching.

However, the second part of the questionnaire consists of nine questions. The purpose of this part is to know more about the learning and teaching situation of the EFL. In addition, to get an idea about what teachers really think about the current curriculum and its effect on pupils' learning.

3.2.1.2 Teachers' Questionnaire Analysis

The teachers' questionnaire divided into two parts the first part contains four questions while the second part contains nine questions. This chapter concerns with analyse the second part; using both qualitative and quantitative approaches to analyse the data and test the validity of the research hypotheses.

The first question is set to know the challenges that may face teachers in their teaching process of first year middle school. According to the results; the teachers face hard problems concerning teaching this level, because pupils are still beginners. Hence, they do not have a clear idea about EFL. They claim that it is not easy to teach something from the zero, especially new language, because they are at the age of thirteen, in which they can't be able to acquire new language easily. Furthermore, it is their duty to simplify things to pupils; as well as, to teach them EFL in the easy and appropriate way in order to be able to use it in any occasion. In addition to the individual differences of pupils, in which some pupils have a negative attitude toward English.

The second question aims to know if pupils understand their teacher' explanation from the first time or not. The teachers give a clear idea that it depends on the pupils' individual differences, in which some pupils can understand from the first time. However, the majority of pupils understand from the second time. Moreover, there are few pupils, whom cannot understand when the teacher is explaining for the whole classroom, in this

case; the teacher is obliged to explain the lectures for them individually or within small groups.

The third question has been asked to know if the teachers use Arabic language in their explanation. The results obtained show that teachers use Arabic from time to time, because there are some ambiguous and difficult words and expressions need to be translated for pupils to transmit the message to them in an easy way.

The fourth question is set to know about the language that is used to answer their questions. Teachers claim that pupils are mixed up between Arabic and English. Hence, pupils start answering using English and whenever they face a hard word that they don't understand or know, they replace it with an Arabic word. However, teachers immediately translate and correct the word for them in order to remember it.

The fifth question discusses the pupils' outcomes. The results obtained show that the outcomes are differentiated from one pupil to another. Hence, some pupils take excellent marks, while the others are below the average. Moreover, teachers say that the pupils' outcomes in any formative assessment, e.g. tasks or homework are very good. However, when it comes to the summative assessment, some pupils' work is not like the usual.

The sixth question examines whether the available time for teaching EFL in first year middle school is enough or not. The result obtained shows that for the beginners, the time available is not enough for them to acquire the language, because they have no idea about English, so they need more time to learn it appropriately and not only two hours and a half per week. They think that at least it should be four to five hours per week in order to have enough time to revise the previous lectures because sometimes pupils forget what they have learned.

The seventh question discusses the teachers' point of view about the curriculum. Both of the teachers agree that the curriculum is copied from another country and it is not suitable for our children. Moreover, it contains difficult information concerning all subjects, which is sometimes hard for pupils to understand and learn it in short time. Furthermore, the curriculum does not take into account the balance between time consistency, textbook content and pupils' abilities.

The eighth question has been asked to know what teachers think about the English syllabus for the first year middle school. They claim that the syllabus is very rich and sufficient for the first year, since it encompasses some necessary aspects of learning EFL; in one hand. However, in the other hand; it is overloaded; sometimes teachers are obliged to present three lectures in only one hour in which it is beyond the pupils' abilities. In addition to that, the syllabus does not fit with the textbook. Hence, some lectures are included in the syllabus, but do not exist in the textbook and vice versa.

The ninth question aims to get an idea about the types of teaching materials that are used by teachers. The results show that teachers rely on the textbook as an academic reference to provide information for pupils as well as a teacher's guide. However, sometimes it is not enough for them, so teachers may use other sources of knowledge to get the necessary information, such as the internet, books and so on. As well as, they may depend on their personal knowledge.

The teachers' questionnaire helps this research to get the desirable information about the teachers' point of view about the curriculum and what are the problems that may face them each time.

3.2.2 Pupils' Questionnaire

The purpose behind using a questionnaire for pupils (Appendix D) is to know their attitude toward learning EFL and what they think about it, i.e if they take it into consideration as a second foreign that may be used in their conversations. In order to get an idea about their outcome what they have learned in the classroom. In order to collect the desirable information the questionnaire has been submitted to one hundred and eighty-two (182) pupils.

3.2.2.1 The Description of Pupils' Questionnaire

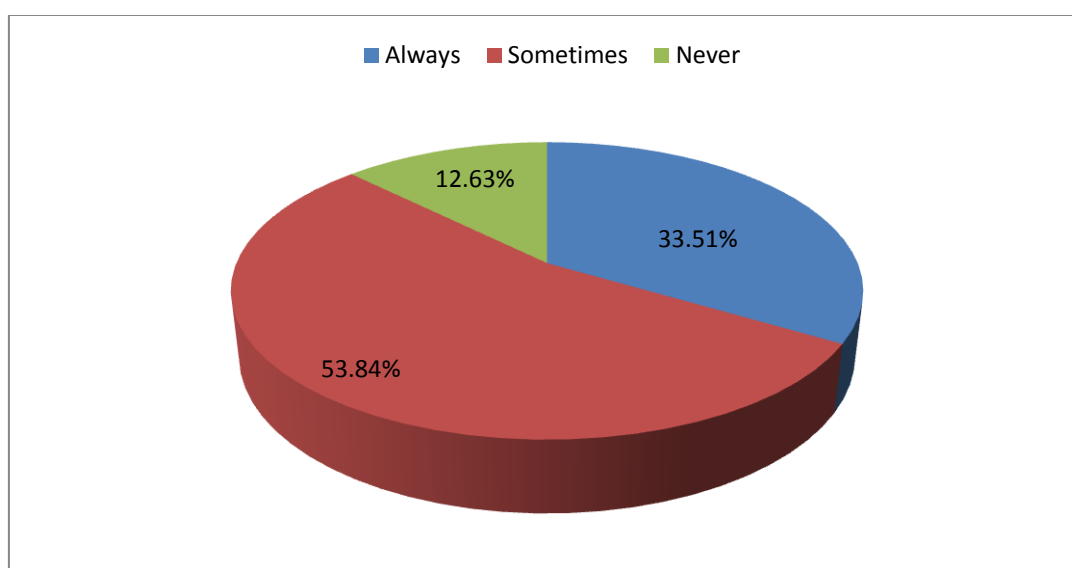
Pupils' questionnaire consists of nine questions that are divided into two main parts. The first part includes five direct and indirect questions, in which it is set to have a clear idea about what pupils think of the English language. This part is written in Arabic language. The reasons behind using Arabic language rather than English, because it contains difficult words and the pupils' level does not allow them to understand it. As well as, to feel comfortable when they use their mother language to express their thought and ideas rather than a foreign language.

Moreover, the second part is concerned with simple activities, in which it consists of four activities in order to check pupils' understanding and to diagnose their outcomes, taking into consideration the form and the meaning of the words. These activities have been selected according to the classroom observation.

3.2.2.2 Pupils' Questionnaire Analysis

Pupils' questionnaire is used to identify the attitude of pupils toward learning EFL, as well as to collect more information about the research in order to find answers about the research questions.

The first question aims to know if pupils face any problem in reading words in English language. The results are set in the following pie-chart.



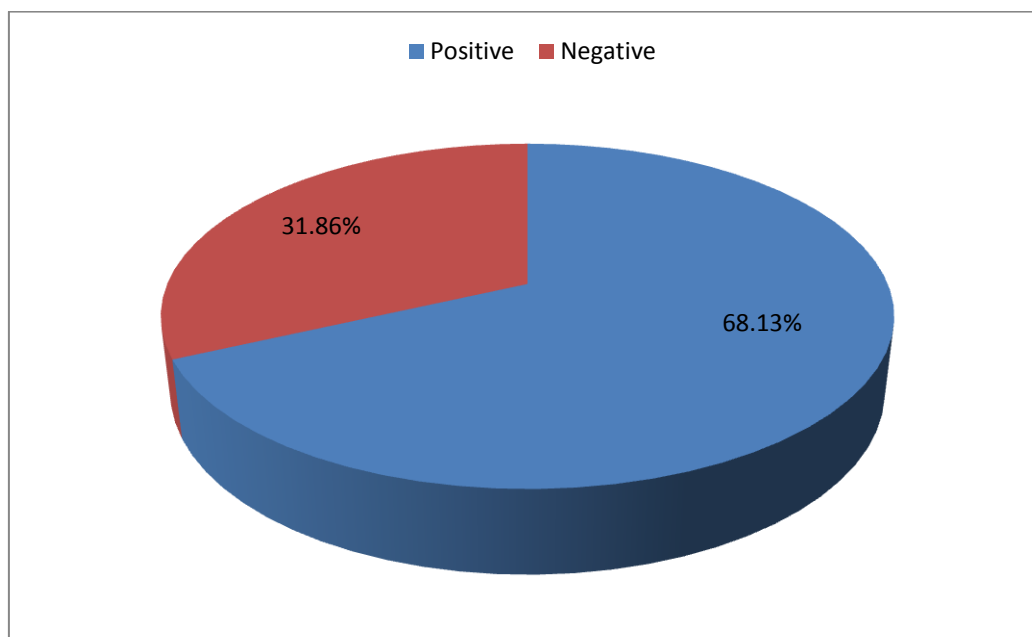
Pie chart 3.1. Problems' Ration of Pupils.

The result shows that 23 pupils that represent 12.63 % of pupils have never faced any problem with reading any word in the textbook, because before going to the classroom, they practice at home with the help of their brothers. While 98 pupils that represent 53.84% of pupils have faced few problems during reading and sometimes they need the help of their teacher, because they may face some hard words that they can't read easily. Whereas, 61 pupils that represent 33.51% of pupils claim that they always face problem with reading, in which they can't read easily without the help of their teacher.

The pupils may face problem in reading, because of the lack of practice either at home or at classroom. However, it is not the only reason, the textbook does not contain any long text to read, and there are only words and small dialogues. Moreover, there is no

reading session that is included in the curriculum, where pupils can improve their reading skill.

The second question is set to know the attitude of pupils toward learning EFL. The reason behind asking this question is to know whether pupils like English or not. The results are set in the following pie chart.

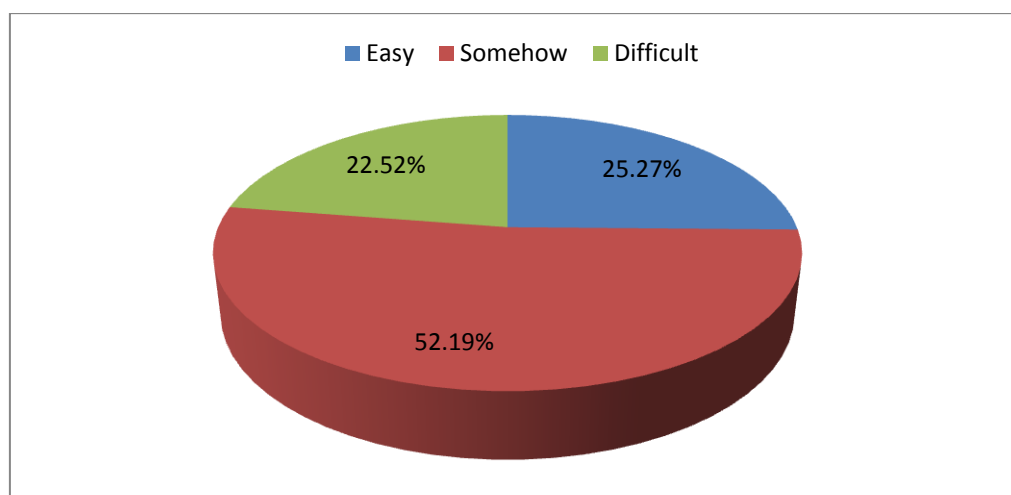


Pie chart 3.2. The Pupils' Attitude toward EFL.

The results are obtained reveal that 68.13% of pupils have a positive attitude toward EFL i.e. they like to learn it and adopt it as a second foreign language. While 31.86% have a negative attitude toward learning EFL.

The pupils divided into two categories. The first one like to learn EFL, because they consider it as a new and interesting language; as well as, it is much easier than French. Some pupils claim that because they like their English teacher, they try their best to improve themselves to please her. While the second category has a negative attitude toward learning EFL; claiming that they can't learn a foreign language, because they do not need it. As well as, they do not learn French even if they have been studying it since primary school, so how can they learn English in only a few months.

The reason behind asking the third question is to have an idea about how hard or how easy does pupils find learning EFL. The results obtained are in the following pie chart.

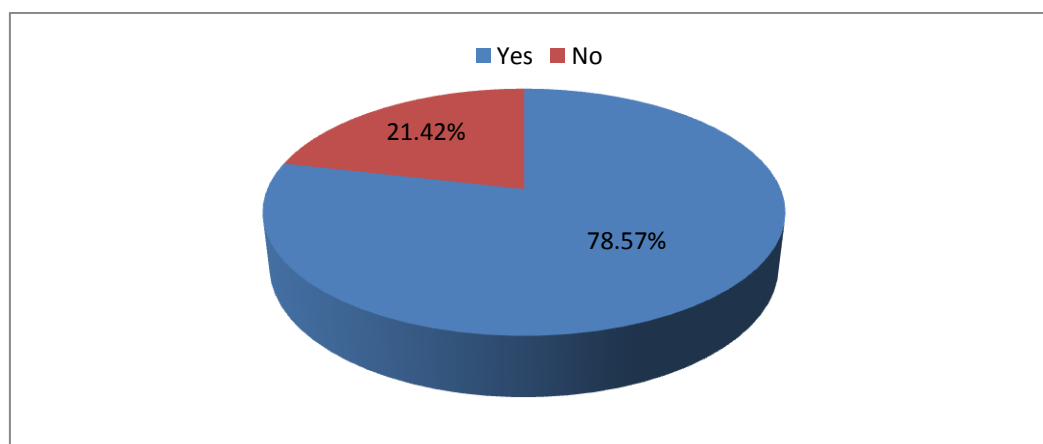


Pie chart 3.3. Pupils' Opinion about Learning EFL.

The pie chart above displays that 25.27% of pupils find learning EFL is easy. In fact, it is easier than French. While 22.52% find it so difficult, because they cannot understand most of the lectures; in addition to the problem in understanding the teacher's pronunciation. Whereas 52.19% of pupils claim that learning EFL is somehow difficult, because sometimes they have problem in understanding some tasks especially in grammar.

The fourth question examines whether pupils use some English words in their daily life out of the classroom. The results obtained show that all pupils agree that they do not use EFL out of the classroom, because there is no one in which they can interact or have a conversation with. However, they try to learn new words at home by reading English books for beginners, but never use it in their casual conversation.

The fifth question has been asked to get an idea about the effect of the curriculum on learning EFL. The results obtained are in the following pie chart.

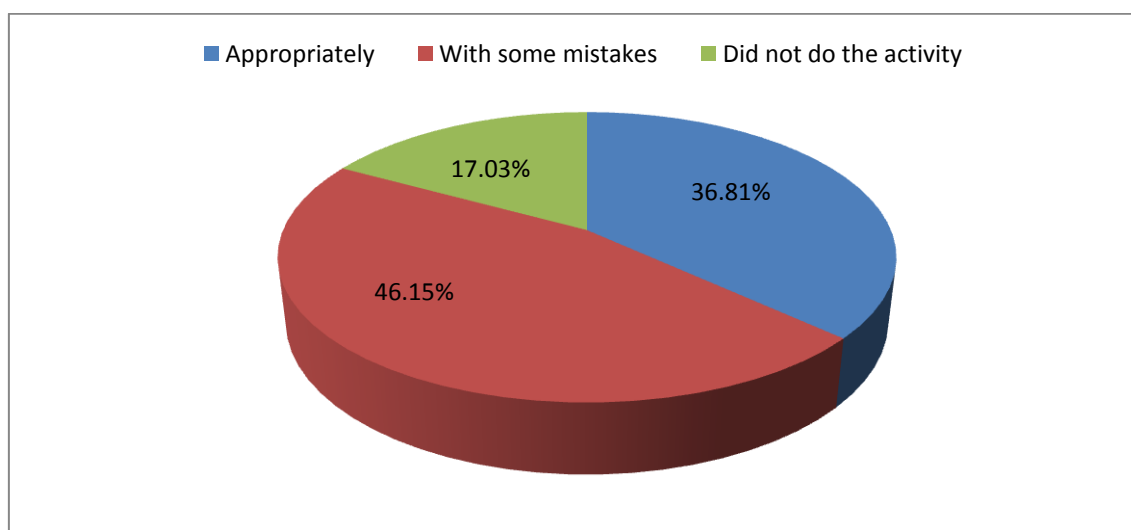


Pie chart 3.4. The Effect of Curriculum on Pupils' Learning.

The results show that 21.42% of pupils claim that the curriculum does not effect on their learning, because they know how to manage their time and give each subject the time that it needs. While 78.57% claim that the overloaded curriculum has an effect on their learning, because sometimes they do not have the opportunity to revise their English lectures or do their homework, as well as, their focus will be on the necessary subject, such as mathematics and Arabic.

The second part of the questionnaire concerned with activities, in order to check pupils understanding in some of that they have learned during their learning experiences. Those activities have been chosen depending on the classroom observation.

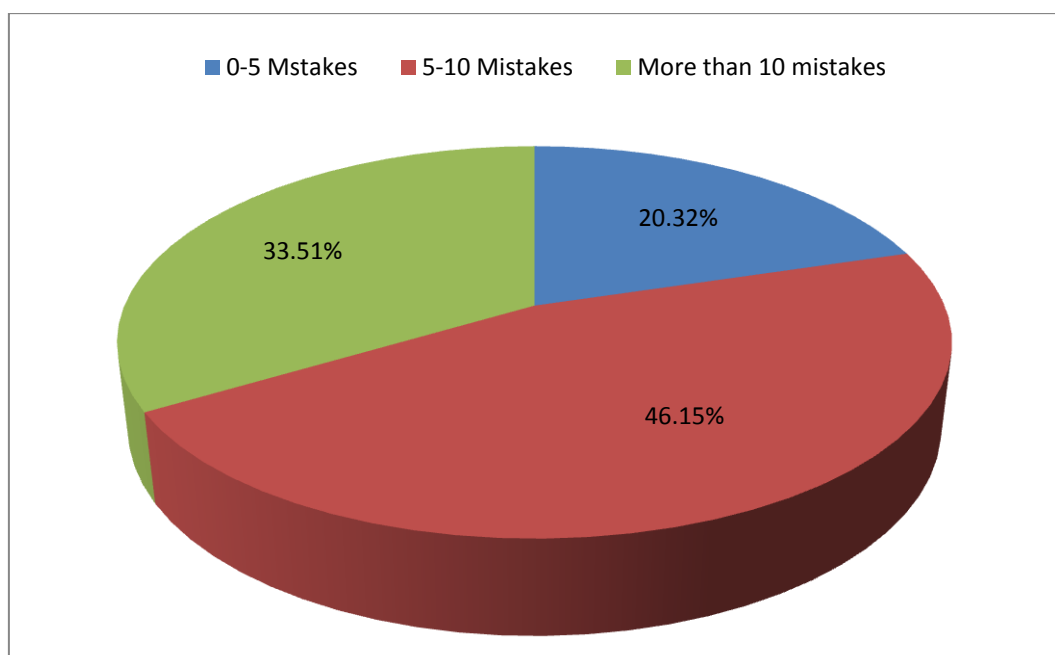
The first activity has been chosen in order to know if pupils are able to introduce themselves, because at the very first lectures in the English syllabus pupils learn how to introduce themselves to the others. The results obtained set in the following pie chart.



Pie chart 3.5. The Pupils' Ability to Introduce Themselves.

The results show that 36.81% of pupils introduce themselves and express their ideas appropriately in a small paragraph. While 46.15% of pupils make some mistakes, they have missed some words. However, 17.03% of pupils have difficulties in introducing themselves in which they do not do the activity.

The second activity aims to have an idea if pupils remember some words that have been mentioned in their textbook, these words have been chosen randomly. The following pie chart shows the number of the mistakes that are made by pupils. However, only the meanings of the words are taken into consideration in analysing the data and not the structure i.e. the spelling.

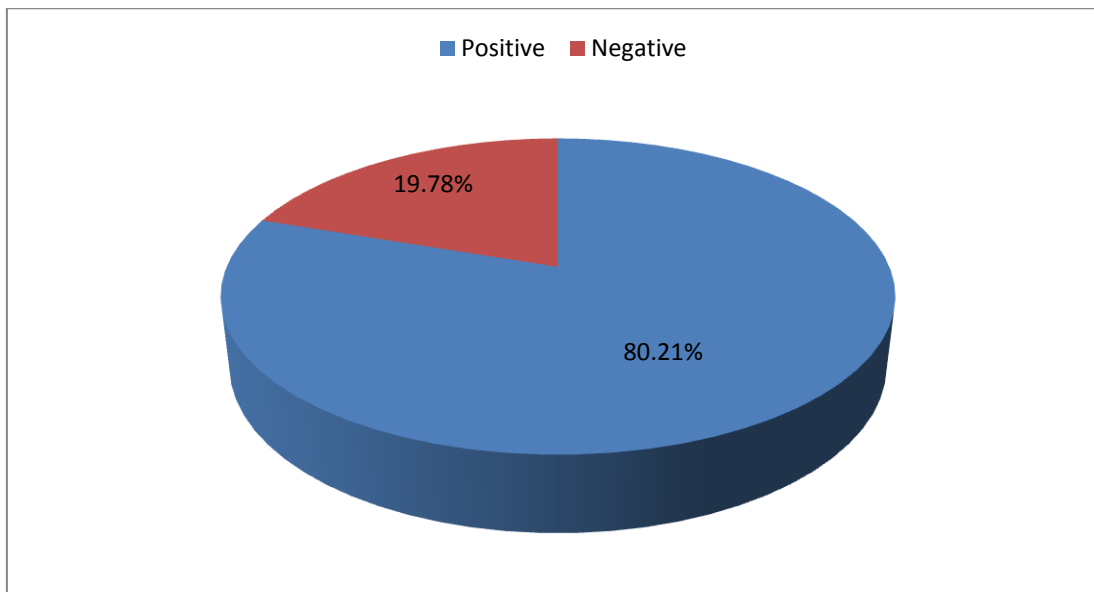


Pie chart 3.6. The Number of Pupils' Mistakes.

The results obtained show that 20.32 % of pupils have missed translates between 0 to 5 words, in which it is considered as an excellent work, because they have missed only a few words. While 46.15 % of pupils have missed between 5 to 10 words, in which it is considered as an average rate. Hence, almost half of the pupils have good English vocabulary. Whereas 33.51 % of pupils have missed translate more than 10 words, in which it is considered as a negative performance. Moreover, all pupils have misspelled almost half of the words and most of them write it as they pronounce it, because they do not use to write it. In this case, they need more time for practicing to enhance their writing skill.

The third activity aims to know if pupils are able to write the days. Taking into consideration the meaning and the structure of the words in analysing data. The results obtained show that most of the pupils know all days. However, concerning the spelling; they know how to spell only the days that are used to write it each and every week i.e. the only days that they attend English lectures. While the other days, they only know its meaning, but not the structure, because they never write it before.

The fourth activity has been set to check the grammatical outcomes of pupils by giving them verbs to conjugate. The results have been set in the following pie chart.



Pie chart 3.7. The Grammatical Outcomes of Pupils.

The results obtained show that the majority of pupils, who represent 80.21% have a positive outcome concerning the conjugation of the verbs in the present tense. While 19.78% of pupils have a negative outcome. Some of those pupils forget to add “s” after she, he and it or forget to omit “to” before conjugate the verbs.

Pupils’ questionnaire allows to add more information about pupils’ learning EFL and their attitude toward it, through checking their understanding and outcomes using set of activities.

3.3 Analysis of the Classroom Observation

The classroom observation is one of the most common research instruments for collecting quantitative data. The classroom observation has been used to know how the lectures are going on; as well as, to get the real relationship between the teacher and their pupils.

The time spend in classroom observation is almost three weeks, in order to admire the attitude of both teachers and pupils during the lectures. The classroom observation aims to know more about pupils, how they can accept the given information and then remember it in order to use it in the future. As well as, take an idea about the teachers’ methodology

that makes the lecture easy to understand, and how teachers manage and control their classrooms.

The classroom observation allows us to get an idea about the interaction between teachers and their pupils. As well as the techniques and the methods that are used by teachers to increase and develop their outcomes. This chapter concerns with analyse the data that are collected using observation. As far as, there are two teachers of first year middle school; in this case, there are two different methods and techniques. Hence, “A thousand teachers, a thousand methods” Chinese Proverbs.

One of teachers starts her lecture by worm up activity that has been given to them as homework. This activity is concerned as an introduction to the next lecture. She asks one of pupils to correct the activity and when he finishes the correction. The teacher asks the rest of them if they figure out any mistakes. Hence, pupils correct the mistakes to their peer and not the teacher. She has been only guiding them.

The teacher claims that in the very first months, she used PPP method in which she has to be the centre of the classroom, in which she presents the lecture for pupils and then she gives them tasks to practice; moreover, this method takes a long time. However, now pupils have quite enough knowledge that allows her to adopt a competency based approach, where pupils become the centre of the classroom. Moreover, she tries to make them predict about the lecture using their pre-existing knowledge.

Moreover, the other teacher uses the PPP method, in which she considered as the centre of the classroom and the only source for knowledge. She starts her lecture by introducing and presenting the lecture to her pupils by giving them the rules, and then checks their understanding through activities. Moreover, when pupils make mistakes, she corrects for them immediately. Hence, more teacher’s talks and less pupils’ talks.

As far as, teaching materials; the main materials that are used in teaching are the textbook and teacher’s guide, in which it provides not only the lectures for both pupils and teachers, but also the activities to check their outcomes. Since it is the first time that pupils study EFL, teachers provide materials such as pictures to facilitate the learning process and build their vocabulary. As far as grammar; the textbooks do not provide enough activities to practice; in this case, most of teachers are obliged to search about some tasks from other sources such as, internet. For what concerns listening comprehension; teachers try to use

auditory tapes, however; the learners find difficulties in understanding because they are beginners and they do not able to understand the native speakers yet. The teachers cannot provide everything for pupils, so they advise them to go to the library, where they can find extra sources of knowledge.

In addition to that, the interaction between the teacher and her pupils is positive, in which have strong and positive competition to get the teacher's intention. As far as, the pupils' attitude toward learning EFL is different from one class to another and from one pupil to another. Some of them are very interested to learn new language, while the others do not take it into consideration.

The results obtained from the classroom observation show that the success of teachers in increasing and improve the pupils' outcome depends on their methods and techniques in order to facilitate and modify the lectures that are included in the curriculum to fit with their pupils.

3.4 The Interpretation of the Results

The different research instruments have great help in gathering the desirable data about the effect of the curriculum on pupils' learning. The results obtained indicate that teachers of the first year middle school have great responsibility for their pupils' learning, because at this level, pupils are studying EFL for the first time, so teachers spend more time and effort to introduce the new language for them. The pupils may face some challenges concerning learning EFL; moreover, teachers are obliged to explain several times and facilitate things for them. Furthermore, sometimes teachers use Arabic language to explain the ambiguous words.

Because of the individual differences of pupils, their attitude toward learning EFL is differentiated from one pupil to another. Hence, some pupils find it easy to be learned and try to improve themselves, while the others see it as a difficult subject and they fail at it. However, the appropriate choice of the techniques and methods allow for teachers to decrease the pupils' negative attitude toward learning EFL.

Moreover, the attitude of teachers and pupils is not the only reason for the failure in learning EFL. In fact, the curriculum plays also a great role to increase or decrease the pupils' learning of EFL. The overloaded curriculum can effect on the pupils' learning, in which some pupils do not have time for revising their English lectures; they pay more

attention to the necessary subject with higher coefficient and neglect English. As far as, the English syllabus contains many lectures and the allocated time for those lectures is not quite enough for pupils to acquire English language.

3.5 Conclusion

This chapter concerns with analysing the data gathered in the investigation in order to find out the relationship between the curriculum and teaching- learning EFL. The analysis of the data shows that teachers may find difficulties in dealing with the first year middle school, because of the overloaded curriculum and syllabus in which they cannot have a chance to finish the program at the time or give pupils what they need. As well as pupils, with all the pressure and all the information that they get from different teachers in different subjects, they won't have time for learning English.

Despite of this, teachers do their best to facilitate the program for pupils and choose the appropriate teaching materials that can help pupils to understand easily and do not rely only on the textbook, because sometime the textbook does not provide everything to the pupils and teachers.

Chapter Four

4.1 Introduction

The chapter aims to propose some useful suggestions and recommendations that may help to facilitate learning EFL for the first year middle school and increase their educational skills. Furthermore, the suggestions are set upon certain conditions that have a relation to pupils' attitude toward learning EFL, as well as; teachers' point of view about the curriculum. These suggestions concern with the teachers' role in facilitating EFL and decrease the negative attitude of some pupils toward it. In addition to the role of pupils to improving their educational skills and increase their outcome.

This chapter may give an idea about the feature of the curriculum that may fit with the pupils' level. Moreover, the given suggestions and recommendations are not considered as the final solution. However, it sets to make learning EFL more enjoyable and easier for both teachers and pupils.

4.2 The Features of the Curriculum

The curriculum aims to be coherent and have a structured content which is characterized by a number of the features, which are set in the following suggestions that may help to improve and develop the curriculum in order to guarantee the success of the education:

- Curriculum may focus mainly on learning, taking into consideration all the developments and the changes that happen in the world, e.g. including technology in education.
- Curriculum may focus not only on the content or pupils' outcome, but also it may take into consideration teaching-learning approaches, in which the appropriate choice of approach allows for pupils to develop their educational skills.
- Curriculum may focus not only on learning, but also to enhance the enjoyment of learning.
- The content can be relevant to real life of pupils, in order to have the opportunity to use what they have learned and apply it to find a solution for their problems.
- Curriculum can make a balance between what have been taught and the level of pupils, taking individual differences into consideration.
- Curriculum can link between the acquisition of knowledge and the development of educational skills and experience, i.e. use their knowledge to develop their skills.

- Providing appropriate assessments for each subject, which are directly connected to pupils' needs. In addition, to provide positive and effective feedback to fulfil their needs.
- School can help to modify the curriculum according to its circumstances and pupils' needs and interests, in order to meet its own unique requirement.
- The design of the curriculum can be clear and flexible in order to have positive effects on pupils' learning and motivate them to be lifelong learners.

4.3 Effective Curriculum Creation

Based on what have been seen before, the curriculum can play important role in term of providing the learners with the adequate skills and educational experience. This can allow them to know how to deal with the current changes in all the fields. In addition, to give them the opportunity to solve their own problems depending on what they have learned. The education minister changes and creates the curriculum several times in order to keep pace with the development that happens in all the fields, e.g. science, technology and so on. Moreover, creating a new and effective curriculum allows for pupils to have an idea about what happens in the world. Hence, they can develop and increase their own knowledge.

Furthermore, one of the most important steps that may help pupils to increase their knowledge is to include EFL as a subject in early age, because nowadays; English is considered as a worldwide language and any information they look for it; they will find it written in English. Hence, mastering in EFL give them a broader opportunity to know and look for anything they want. However, in order to create an effective curriculum. The development team can focus on the goals and the content of the curriculum.

4.3.1 The Goals

Before creating any curriculum, the development team plans a set of goals, in order to be achieved at the end of each school year. These goals have been chosen carefully in order to face the challenges of the current time. The following suggestions are considered as initial goals that can be set to be achieved:

- Develop and reinforce self- censorship of teachers.
- Develop the necessary skills that can serve the teachers and pupils' needs.
- Help the learners to adopt self-learning skills.

- Increase and develop pupils' behaviour.
- Create a positive atmosphere to make a positive connection between pupils and their learning environment.
- Helps pupils to use their learning experience in their daily life.
- Use technology in learning.
- Increase the learning outcome.
- Reinforce and motivate pupils to perform at a higher level of efficiency.
- Translate curriculum goals into behavioural skills acquired by pupils, that can help them adapt to the requirements of the current time.
- Links the goals with the society needs and its problems, this push the individual to find the appropriate method to achieve these goals.
- Plans realistic and clear goals that can lead to successful learning.

4.3.2 The Content

The content is the important element in the curriculum, it is considered as the translation of the goals. Moreover, the content has been selected carefully to increase and develop the learning process, because of the new changes that imposed the new world and increasing human knowledge; as well as, the revolution of global communication. Furthermore, choosing content is a complicated and difficult process that needs much effort from the experts to select the appropriate information from the vast amount of knowledge. In addition, to give special attention to the information that achieved the educational goals and the purpose of the curriculum. The following suggestions are about the principle that it may take into consideration when choosing the content:

- The content does not conflict with Islamic religion.
- Means to help the individual to achieve the educational goals.
- Taking into consideration the characteristics of the learners and their needs.
- Link the content to the social and educational environment.
- Including some lectures about the tradition and social situation of the society.
- The content fits with the pupils' level, starting with the easiest to the most complicated lectures, and link between them.
- Add topics that may contribute to formulating pupil's personality and develop their positive attitude toward learning.

- Focus on society needs and its problems, as well as; the requirement of the current generation.
- The best selection of the content and the topics can develop the creativity of the learners.
- The content can be modified by teachers, in which they can add or omit information according to pupils' needs.
- Be sure to link between the theoretical and the practical side of the lecture.
- The topics have to provoke pupils thinking in order to make a link between the new knowledge and what they have learned before.
- Develop the textbook's content to be accepted by teachers and pupils.

4.4 The Role of Manager and School

The school is a learning association included in a proceeding with procedure of reflection, advancement and change. This happens with regards to co-operation between the school manager and his assistance to accomplishing various interconnecting and supportive role. The purpose of the school is to advance the most noteworthy nature of instructing and learning for its pupils, in addition to focal in controlling the school group towards understanding its ideal potential.

The principal assumes an urgent part in stimulating and propelling the staff, in confirming and empowering their endeavours, in encouraging an energetic procedure of correspondence, and in building up a proceeding process of consultation. It is critical that inventiveness is energized, that educators are given the degree to express completely their individual gifts and mastery, and that the majority of the staff share a feeling of proprietorship in the arranging, usage and the achievement of the instructing and learning process.

The principal is critical in making a mutual vision for the educational modules in the school and in giving dynamic and rousing educational modules' authority. The procedure of educational program improvement will permit the essential, together with the staff, to recognize instructional objectives that are both applicable and sensible and that will mirror the necessities, aptitudes and circumstances of the students, and the remarkable character of the school and its surroundings.

Accomplishing these objectives requires a profound comprehension of, and a pledge to, the standards supporting the educational modules and the ways to deal with instructing and discovering that are innate in it. It additionally requires the advancement of methods and structures inside of the school that will encourage a procedure of predictable educational programs and authoritative arranging. This ought to incorporate the designation of the applicable obligations to delegate principals, collaborator principals, and uncommon obligations instructors.

The leading body of administration has an obligation regarding the general administration of the school and the proper convenience of pupils. It has a critical part to play in the community oriented procedure of guaranteeing that the instructional needs of every one of its understudies are distinguished and catered for. Furthermore, it has an obligation in supporting and encouraging the arranging and usage of the educational modules in the school and in formally endorsing the school arrangement.

The manager gives an important gathering to the declaration of the perspectives and the worries of the diverse intrigues it speaks to. It has a specific capacity in advancing association in the instructive and authoritative procedures of the school and in guaranteeing compelling correspondence between the distinctive hobbies included. Moreover, he also has an obligation regarding supporting and checking the characteristics of the school, which is dictated by social, instructive, good, religious or social qualities and conventions. Inside of the assets accessible to it, the manager gives back to the execution of the educational programs. It can also contribute fundamentally to staff spirit in the school and to compelling educational program advancement by empowering and encouraging the expert improvement of instructors.

The foundation of close connections between the school and its local community can be commonly advantageous. The circumstances of schools change, and some have more unmistakably identifiable local community than others. In any case, it ought to be a general desire that the school would be seen as a key asset in enhancing the personal satisfaction in the community, thus, see the community as a rich resource from which to draw instructive help. It is fundamental that school arranging to take cognisance of what the group brings to the table in making pertinent and successful learning encounters for its youngsters, and in recognizing the commitment those pupils can in turn make to the community.

4.5 Teachers' Role

The teacher is the key factor in teaching- learning situation. His role as an information provider and a learning condition mediator. In this appreciation Merini takes note of that: "... no matter how important and no matter how good the textbook, the method...are the major component responsible for the success or failure of the teaching/learning process remains the teacher" (1989:117)

In this light, we may say that the teacher's attitude toward the language and the errand of its learning are imperative. He ought to have clear teaching objectives and endeavour hard to transmit such objectives to his take after learners. Additionally, he is required to facilitate any ambiguous information that may face these objectives are worried to guarantee satisfactory teaching/learning conditions for most of learners. To accomplish his target goals, the instructor is seen to be the key specialists in making the learning circumstance suits most learners' desires by meeting his learners' needs. He ought not, then, deny the way that he is the main responsible for forming his learners' attitude toward learning EFL, through his interaction, evaluation technique, and classroom and time management.

In this manner, the teacher is required to be sufficiently proficient and knowledgeable on what constitute his teaching assignments, have clear objectives about his educating and figures out how to make these objectives clear to his learners to enhance their learning results. In fact, his duty is to convey English to a superior position in his learner's brain, at first. At that point, re-evaluate his teaching methodology. Moreover, with a cautious arranging, the sufficient choice of exercises that fit with most of pupils' needs and learning objectives; as well as, the association of each individual learner in the teaching-learning circumstance, the instructor will create a warm atmosphere and motivated learning environment for his pupils.

It is the nature of teaching more than anything else that decides the accomplishment of pupils' learning and advancement in school. The educator offers a wide collection of information and knowledge and activities proficiently showing great arranging and coordinating the learning process. He/ she has an important role as a minding facilitator and aide who translates pupils adapting needs and reacts to them. This role is educated by concern toward the uniqueness of pupils, an appreciation for the uprightness of the pupil as a learner. The educator's experience allows him or her to translate the necessities of pupils

and prerequisites of the educational programs keeping in mind the end goal to give compelling learning encounters.

The nature of the relationship that the instructor builds up with pupils is of principal significance in the learning process. The instructor's sympathy toward the prosperity and the effective advancement of pupils is the premise for the production of a steady situation that can encourage their learning. A relationship of trust in the middle of educator and pupils makes a situation in which the pupil is cheerful in school and propelled to learn. Moreover, the nature of the learning encounters the teacher picks and incorporate pupils' current information and capability in a way that will contribute adequately to the development of his or her applied structure. In doing this, the educator will make note of the distinctions in pupils, their hobbies and inspiration, their differed identities, and the numerous courses in which they learn. Furthermore, it is the teacher of the educator to guarantee that the predictability of pupils' adapting needs is served by a learning process that is rich and differed. This includes the teacher in classroom arranging and in the more extensive procedure of school arranging, settling on judgements and choices about the decision of substance, the way distinctive components of substance are joined, and the arrangement in which these are presented.

Different types of classroom organization will supplement the assortment of taking in the educational programs brings to the table. Working cooperatively or individually, and whole classes teaching and learning will all be suitable specifically learners' interaction and in achieving distinctive learning objectives. In addition to well classroom organization, the instructor will bring a rich, creative and imaginative scope of techniques and assets to the learning process. Moreover, in order to provide successful learning experiences to pupils that are applicable to the difficulties of contemporary society, the instructor needs to receive imaginative ways to deal with instructing and to know about the changes and advancements in instructive hypothesis and practice. It is vital, in this way that the educator focuses on a procedure of proceeding with expert reflection, advancement and renewal.

4.5.1 Teaching Methodology

Passing knowledge appropriate to pupils is the most challenging things for teachers. Furthermore, getting pupils' attention is one of the hardest things in teaching; in this case, teachers know how to develop and increase the passion and enthusiasm of their pupils by choosing the appropriate methodology and technique that allow them to facilitate learning EFL especially for the beginners. According to the researchers, teaching methodology is different prescriptions that are applied in the classroom. In addition, to shaping ideas for presenting EFL in an easy way to develop pupils' educational skills and increase their outcome. The teachers choose the appropriate methodology that fit with their pupils' learning, in order to have practical classroom.

Clearly, a great technique can be exceptionally valuable to learners, if the teacher does his best to make it fit his learners, Finocchiaro claims that "Language teaching will always remain an art in the hand of enthusiastic, competent, and caring teachers" (1982:11). In this manner, in teaching EFL, the instructor is required to suit his own teaching in an approach to make his learners discover how vocabulary identifies with what they need to say by helping them produce important and systematic precise messages. To succeed in improving learners EFL learning, teachers are similarly prescribed not over compressing the instructing of too many structures in one lecture. Actually, they are encouraged to show one item at a time. In order to give pupils the chance to retain what they have learned from their EFL lectures.

The EFL teacher ought to realize that it has been demonstrated that the sensible utilization of the first language to clarify some ambiguous terms in English can be helpful for some learners who may depend on language interference between their native language and the target language to more profound their comprehension of EFL. Since language experts trust that language acquisition happens when learners don't feel the need to make resort to correct implications in their own language.

Moreover, teachers may present EFL to pupils in both written and oral forms to address learners' needs in order to give them a chance to improve the use of EFL to achieve communicative purposes. In addition, to paying attention to the use of assessments to increase their outcome. Hence, teachers have to be careful about choosing the activities for their pupils in order to develop their educational skills and raise their interest and guarantee their full engagement by using meaningful activities to avoid boredom.

4.5.2 The Use of Technology

Obviously, we are living in a world, where the technology takes a great place in our life, in which it is involved in all areas including the educational system in order to improve the teaching - learning process to keep pace with all the challenges of the current time. Moreover, the use of technology in education has become a tool that cannot be ignored. Furthermore, the developed countries took the idea of using technology in the educational process, in fact; it becomes obligatory to use it in some schools, in order to facilitate the education and enhance the learners' outcome. Hence, the teacher of EFL can provide his classroom with technological tools, e.g. video or audio tape to enhance the listening skill. However, the use of technology has to fit with the level of pupils, and helps them to improve their positive thinking, so they can use it to look for the information that they need. The use of the technology has an important role in facilitating EFL to pupils. The following suggestions show the use of technology to develop pupils' outcomes:

- The use of technology to improve verbal communication, in which teachers can show a comic story using videotape to their pupils. The story can include a real voice that can read out loud, music, pictures and sound effects in addition subtitle that allows for pupils to read and with the story. Moreover, when the story ends, teachers may ask few pupils to re-acting the story once again. Furthermore, using technology can be helpful to develop the speaking skill, where teachers can bring video or audiotape of native speakers in order to make pupils practice to use good English.
- The use of technology to improve the vocabulary, in which teachers may provide pupils or advise him to use the internet, where they can find some websites that help the beginner to develop their vocabulary, by providing pupils with pictures, sounds and video in order to reinforce their learning skill. Moreover, the technology helps pupils to learn vocabulary faster than the traditional way.
- The use of technology to improve reading skill, in which there several ways to develop the reading skill of pupils. The teacher can use the whiteboard or data show to display a text to pupils, and then ask them to read it, when they end of reading, the teacher can bring the audio tape of that text for pupils in order to hear it and correct their pronunciation errors. Hence, the verbal and visual systems in technology give pupils an opportunity to better understand the text. Moreover, technology can build fluently reading and reinforce the self learning for pupils.

- The use of technology to improve writing skill, in which writing paragraph can be difficult for some pupils, because they may miss-spell some words. However, with the help of technology they can be corrected immediately, this way can develop the pupils' ability in writing good English. Hence, pupils can use a word processor during their writing expression in order to help them to improve their writing skill, including; grammar, vocabulary and structure of the text.
- The use of technology to improve listening skill, in which the teacher can provide audio tapes of native speakers or English music to pupils. The repeated listening to these kinds of tapes help to develop the pupils' listening skill; as well as, it can make them understand English words easily and distinguish between them. In addition to enhancing their EFL learning. Furthermore, there are several websites that offer innumerable listening exercises to test and improve their listening skill.

The use of technology in teaching-learning EFL has many advantages especially if it is applied in first year middle school, where pupils have less opportunity to acquire EFL and use it in an appropriate way. Alsied and Pthan (2013: 66-67) laid out a set of advantages of using technology in learning EFL, which are in the following:

- The use of computer technology can make EFL learning easy and interesting.
- The use of computer technology offers many opportunities for language learners, to learn the language by their own using internet.
- The use of computer technology, with the internet, provides language learners many opportunities of practicing and using English.
- The use of computer technology also helps the learners to assess and test themselves and get feedback.
- The use of computer technology offers students the option of self-directed learning and to connect learning to valuable work skills and personal use.
- The use of computer technology makes language learning learner-centered.
- The use of computer technology provides opportunities for EFL learners to work both on their own and as part of a group to find their own learning needs and to use the English language in an authentic situation.
- The use of computer technology in EFL teaching can motivate students because the learning environment is more enjoyable.

- The use of computer technology in EFL classroom can help students to understand the complex concepts more easily.
- The use of computer technology in EFL classroom can help students to learn at their own pace.
- The use of computer technology in EFL instruction can provide a multisensory learning environment.
- The use of computer technology in EFL instruction can help students to learn independently through self - discovery.
- The use of computer technology can increase students' participation in activities in the classroom.
- The use of computer technology can increase interaction in the classroom and provide a more active role in learning
- The use of computer technology provides much needed exposure of target language in various forms for the EFL learners.
- The use of computer technology helps EFL teachers to promote a constructive class environment.

Using technology in learning EFL shows a positive effect on pupils' learning, in which it can be used to help in teaching EFL, such as verbal and writing language, as well as increasing and developing vocabulary. Despite of this computer cannot take the place of teachers; in fact, it is considered as a tool that it may be used to facilitate learning.

4.5.3 Promoting Learning Motivation

The motivation and EFL learning are strongly related to each other. Without using motivation in the classroom, teachers cannot achieve teaching- learning objectives. According to Ellis “Tapping into motivation is crucial for language teachers because we know that motivation is one of the key factors driving language learning success” (1994). Moreover, the teacher has a great part of the success this process the negative attitude of pupils is concerned as the biggest challenge for the teacher of EFL. If the teacher does not try to motivate his pupils, the learning process gets affected negatively on pupils' improvement. In this respect, the choice of the appropriate strategies and technique play important role to increase the pupils' motivation. Dornyei (2001) laid out a set of the strategies that may help teachers to promote their pupils' motivation. These strategies are the following:

- For the sake of creating the basic motivational conditions, the teacher may:
 - Demonstrate and talk about your enthusiasm for the course material, and how it affects you personally.
 - Take the students' learning very seriously.
 - Develop a personal relationship with your students.
 - Develop a collaborative relationship with students' parents.
 - Create a pleasant and supportive atmosphere in the classroom.
 - Promote the development of group cohesiveness.
 - Formulate group norms explicitly, and have them discussed and accepted by the learners.
 - Have the group norms consistently observed.
- For the sake of generating initial motivation, the teacher may:
 - Promote the learners' language-related values by presenting peer role models.
 - Raise the learners' intrinsic interest in the language learning process.
 - Promote 'integrative' values by encouraging a positive and open-minded disposition towards the target language and its speakers, and towards foreigners in general.
 - Promote the students' awareness of the instrumental values associated with the knowledge of target language.
 - Increase the students' expectancy of success in particular tasks and in learning in general.
 - Increase your students' outcomes by formulating explicit class goals accepted by them.
 - Make the curriculum and teaching materials relevant to the students.
 - Help to create realistic learner believe.
- For the sake of maintaining and protecting motivation, the teacher may:
 - Make learning more stimulating and enjoyable by breaking the monotony of classroom events.
 - Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.
 - Make learning stimulating and enjoyable for the learners by enlisting them as active tasks participants.
 - Present and administer tasks in a motivating way.
 - Use goal-setting methods in your classroom.

- Use contracting methods with your students to formalise their goal commitment.
- Provide learners with regular experiences of success.
- Build your learners` confidence by providing regular encouragement.
- Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.
- Build your learners` confidence in their learning abilities by teaching them various learner strategies.
- Allow learners to maintain a positive social image while engaged in learning tasks.
- Increase student motivation by promoting cooperation among the learners.
- Increase students` motivation by actively promoting learner autonomy.
- Increase the students` self-motivating capacity.
- For the sake of encouraging positive self-evaluation, the teacher may:
 - Promote effort attribution in your students.
 - Provide students with positive information feedback.
 - Increase learner satisfaction.
 - Offer rewards in a motivational manner.
 - Use grades in motivating manner, reducing as much as possible their demotivating impact.

The teacher's role is to know the individual differences of his pupils in order to know how to choose the appropriate kind of motivation that they need. Moreover, the success in the teaching- learning process depend on the teacher's ability in distinguished between the pupils' characteristics and treat them accordingly to enhance their interaction. In fact, it is necessary to provide pupils with frequent and immediate positive feedback in order to supports them, because in this level they need to be reinforced positively to motivate them to learn EFL and have positive attitude toward it.

The pupils need to understand the reason behind learning EFL; in order to accept the motivation. Hence, pupils may ask themselves “do I need EFL in the future?”. The role of teachers is to decrease the negative attitude or thoughts toward EFL and motivate and reinforce their positive attitude toward it; through activating their curiosity of learning EFL and stimulate them to succeed and achieve better results. These can be done through a few steps that the teacher may use to motivate pupils for learning EFL, which are:

- One of the successful methods to motivate pupils is to include them in group work, where they can take benefit from each other, because the best way to learn EFL is to interact and communicate with the other.
- The teachers may use a reward system to reinforce the positive attitude toward learning EFL and adopt it as a new language that it can be used in the future. Furthermore, the teacher has to pick up the appropriate reward that fit with each pupil.
- Correcting the mistake immediately and indirectly, without hurting or humiliate pupils are considered as an effective motivation for learning. If the teacher stops at every mistake and correct it using negative interaction with the pupils, this may lead them to become reluctant to participate, decrease their self confidence and afraid of making mistakes.
- The teacher may use language games to motivate pupils, and he may also set a competition for them to enjoy and learn at the same time e.g. the hidden word, guessing game and so on. These kinds of games may enhance their vocabulary.
- The use of different teaching materials, e.g. comic books, videos, audio tape and so on helps teachers to improve teaching- learning process and facilitate EFL for them. These kinds of motivation reinforce the positive attitude of pupils and develop their outcomes.
- The use of the first language to translate the hard item of pupils in order to understand. Hence, pupils may get bored when the teacher uses only English to explain the lectures, because there are some ambiguous words need to be translated.

The teacher can spend a big effort to motivate pupils in learning EFL and achieve better results. Moreover, teachers may use different kinds of strategies to promote the pupils' motivation.

4.5.4 Creating Positive Classroom

One of the EFL teacher's roles is to create a positive environment for learning, in order to achieve the educational goals. Hence, with a positive environment, pupils are encouraged to improve their learning and develop their outcome. Richards and Bohlke suggest that “positive atmosphere of the classroom really depends on how the teacher and the students build up a sense of rapport and mutual trust” (2011:08). The following suggestions may help teachers to create a positive environment:

- The teacher-pupils interaction: the positive relationship between pupils and their teacher may increase the interaction between them. Hence, the teacher tries to have a conversation with their pupils in the classroom as much possible as they can to improve their communication skill, because some of them do not have the opportunities to use EFL out of the classroom.
- Provide pupils with positive feedback: pupils are glad when they get positive feedback from the teacher, in which it can raise their self confidence. In addition, to encourage them to improve their educational skills.
- Involve all pupils in activities using group or pair work, in which they can interact with each other and they can learn from each other.
- Getting the pupils' attention: the teacher has to attract pupils using different kind instruments and interesting topics in order to gain their attention.
- The use sense of humour: it is necessary from time to time, to make jokes and not be serious all the time, in order to help pupils to relax and chance their mood.
- The appropriate choice of the assessments to evaluate the pupils' outcomes appropriately. In addition, to give them a chance to know weakness and discuss it with their pupils in order to avoid it in the future.
- The appropriate time management allows for the teacher to control on the lecture, as well as to give a chance for pupils to be fully engaged in the lecture. Moreover, it is better to give the pupils break at the end of the lecture for 5mn, in which the teacher may talk to them in order to know the problem that they face in learning EFL. This way the teacher can gain pupils' confidence.
- Reinforce pupils whenever they make progress, in order to motivate their learning process.

The positive classroom atmosphere helps pupils to improve their educational skills. Teachers do best to create a warm atmosphere for pupils to learn in an easy and comfortable way.

4.6 Pupils' Role

The overload curriculum has an effect on pupils' learning, especially learning EFL, because it doesn't take much importance, unlike the other subjects regarding time load and coefficient. In addition, the content and the planned syllabus that contains many lectures. Despite of that, teachers do their best in order to simplify it to pupils. However, the overloaded curriculum is not an excuse for their negative attitude toward ESL. Moreover, they may do their best in order to improve themselves by themselves and do not rely only on their teacher i.e. they can become self directed learners. The following suggestions may help pupils to improve their EFL:

- The pupils can set goals to be achieved in their learning process. Moreover, they may start with small steps in order to meet their goals.
- The pupils may plan a schedule that can help them to manage their time in order to facilitate the learning process and allow them to know their organize their priorities.
- The pupils can learn how to motivate themselves by finding the positive aspect of learning EFL.
- Most of pupils rely only on their textbooks or copybooks to get information. Moreover, they may attend an extra course of learning EFL, which can be available on the internet in order to improve themselves as well as they may find a new information.
- Learn new words every day in order to expand their vocabulary, because the more words they know, the better they can express their ideas.
- The pupils may speak to the other, e.g., peers, family members or to speak out loud to themselves. This way may give them the opportunity to hear how the words are pronounced in order to improve their speaking skill.
- The pupils may read English book e.g. comic books whenever they get a chance to enhance their reading skill.
- Watch English movies and listen to the English songs and write their lyrics in order to have a chance to read it again and learn it by heart, in order to improve both of their listening and reading skills
- Whenever they listen to a song or watch a movie, try to write what you hear, especially the ambiguous words to look for it and learn it. This way allows them to improve their writing skill.

- The pupils may reward themselves when they reach their target goals at the end of each learning process.

Learning a new language takes a long time, pupils may take their time in learning and do not get frustrated at every problem they may face. Whenever they learn new thing in English, the more they may have a chance to improve their skills.

4.7 Recommendation

The given recommendation cannot give a solution to the curriculum development, but it aims to evaluate the curriculum development process.

- Check there is good reason for changing the curriculum, because curriculum changing can effect on the teaching- learning process.
- Set clear goals and make sure that at the end of the teaching-learning process the curriculum goals are achieved.
- Formulate the curriculum according to the local environment, and the nature of Algerian learners starting with analysing the pupils' needs.
- Make sure that the chosen content and methods are suitable for each level.
- Including EFL in early age to give pupils the chance to learn it appropriately.
- Including technology to facilitate the teaching- learning process.
- Provide the necessary materials to facilitate and increase the learning and teaching process.
- Make sure that the assessment activities are appropriate for each level.
- Make sure that the time available is suitable for each subject.
- Give importance to EFL because of its global status.
- Make sure that the syllabus and the textbook are strongly related to each other and not different in order to avoid the ambiguity.
- Make sure to balance between the time consistency and the textbook.
- Take the pupils individual differences into consideration.

4.8 Conclusion

As it seems that the success or the failure of the curriculum depends on the well structure. However, it is not an excuse for teachers and the learners for not making any effort to progress their abilities. In addition to the well structure, both of teachers and pupils have an important role in order to make it successful.

The quality of the teaching process can determine the success of pupils' learning and development in school. Moreover, teaching EFL in the first year of middle school may consider as a challenge for both of them, because it is the first time for pupils to learn it; in this case, teachers may facilitate the lectures and modify the program in order to fit with the pupils' level. Furthermore, it is also pupils' responsibilities to take the learning process into consideration and do their effort to learn; as well as, trying their best to reply to themselves and become self directed learners.

General Conclusion

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The educational system faces many challenges in the current time, because of all the development that happens in all the fields, this is why the educational system and mainly curriculum requires special treatment. Moreover, the Algerian education ministry tries from the independence to change and modify the curriculum several times hoping to prepare the pupils to engage with the modern world. Moreover, the curriculum focuses on the importance of developing the learning experience in order to enable them to acquire knowledge, values and skills, in which it provides for them full experience that allow them to develop themselves.

The reason behind choosing this topic is to study the effects of curriculum on pupils' learning of the English language, especially if the pupils face any difficulties in acquiring it as a new language. The research study was applied in the middle school in order to observe and test the validity of the hypotheses, in addition to find the appropriate answers to the research questions.

The results taken from this research study have revealed that the curriculum was considered as the most important element in education, which all the countries try to improve it so as to enhance their educational systems by improving the curriculum, because the success or the failure of community depends on the quality of the education, which depend itself on the well structure curriculum. Moreover, the good planning of the curriculum plays a positive role in improving the pupils' educational level. It has several types such as explicit, implicit and hidden; each type completes the other, the teachers can identify the nature of the current curriculum which is used in their school.

The curriculum has a direct effect on teaching – learning achievement, in which it is considered as the main controller of all what happen in the school and classroom. Hence, teachers follow what the education minister provides to them. Furthermore, it is the responsibility of the curriculum development team to create a curriculum that can be relied on to increase the teaching- learning achievement and develop the education process. Moreover, the Algerian education ministry tries most of time to copy the curriculum from other countries, in this case the most of the information does not fit with our society or the parent may consider it as inappropriate for their children to attend.

General Conclusion

Furthermore, there is a strong relationship between the curriculum and pupils learning any small mistake can effect on it. Moreover, the Algerian curriculum may have a problem concerning the overloaded programs and lack of time, in which pupils can face many problems in focusing on all subjects, so they focus only on the main subjects such as mathematics and Arabic. However, this may effect on their EFL learning, in which some of the pupils do not give her much attention. In addition to the contradiction between the textbook content and the syllabus, where there are some lectures are included in the syllabus and are not mentioned in the textbook, this what confused the teachers. Moreover, the textbook does not provide everything to pupils. In this case, the teachers find themselves obliged to rely on other resources, looking for the information and trying to facilitate it and make it clear in order to fit the pupils' level. The English language curriculum of the first year middle school has to be clear and simple, because they still beginners and do not have any idea about EFL. Moreover, the textbook can be provided by a simple vocabulary at the beginning and then start to complicate a step by step, it may also plan reading session to develop their reading skill. The teachers try their best to increase the positive attitude of their pupils toward learning EFL. Despite of this, pupils cannot rely only on their teacher in learning EFL; however, there are several ways that allow them to learn EFL by themselves and improve their language skill.

As final comment; the curriculum planning may seem easy for others but in fact it is not, small mistakes can make a huge disaster in the learning process. The change and the compression of curriculum can effect negatively on pupils' learning, many people blame the teachers for the bad education forgetting that the teachers follow what they are given.

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Assessed on 16/04/2016.

Appendices

Appendix A

Timetable

وزارة التربية الوطنية

مديرية التربية لولاية سعيدة
متوسطة بركاك بن صواق - سيدي بوبكر -

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التربية لولاية سعيدة
متوسطة بركاك بن صواق - سيدي بوبكر -

استعمال زمن الأقسام للسنة الدراسية 2015 / 2016

القسم	2م1	مسؤول القسم	0
الأحد	الاثنين	الثلاثاء	الأربعاء
رياضيات	فرنسية/انجليزية	جغرافيا	تربية مدنية
لغة عربية	رياضيات	لغة عربية	لغة عربية
انجليزية	تربية بدنية		ل/فرنسية
ل/فرنسية	تربية بدنية		انجليزية
13سا و30د - 14سا و30د	رياضيات/ل/عربية		تربية اسلامية
14سا و30د - 15سا و30د	رسم		فزياء
14سا و30د - 15سا و30د	رياضيات/ل/عربية		علوم طبيعية
15سا و30د - 16سا و30د	تاريخ		علوم طبيعية
15سا و30د - 16سا و30د	تربية اسلامية		علوم فيزيائية
16سا و30د - 17سا و30د	اس رياضيات		رياضيات
	اس /عر/فر		رياضيات

رياضيات	مخلفي خيرة	علوم اجتماعية	مسعود قديرة
فزياء	بن مسعود زهرة	ل/فرنسية	عطا الله نورة
علوم طبيعية	بيطار كريمة	انجليزية	بوجلال لبية
لغة عربية	آيت والي حكيمة	تربية بدنية	فيداح الطيب
تربية اسلامية	آيت والي حكيمة	رسم	0

مدير المتوسط

Appendix B

The Number of Pupils

السنة الأولى متوسط															
المكررون			المجموع العام			الخارجيون			نصف داخليون			الداخليون			الأقسام
المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	
3	1	2	30	14	16	23	10	13	7	4	3	0	0	0	1م1
2	2	0	30	14	16	24	12	12	6	2	4	0	0	0	2م1
3	1	2	29	13	16	24	11	13	5	2	3	0	0	0	3م1
3	1	2	31	15	16	23	11	12	8	4	4	0	0	0	4م1
2	0	2	30	15	15	24	11	13	6	4	2	0	0	0	5م1
3	1	2	32	14	18	19	7	12	10	4	6	3	3	0	6م1
16	6	10	182	85	97	137	62	75	42	20	22	3	3	0	مج

السنة الثانية متوسط															
المكررون			المجموع العام			الخارجيون			نصف داخليون			الداخليون			الأقسام
المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	
2	1	1	28	14	14	24	12	12	4	2	2	0	0	0	1م2
3	1	2	30	16	14	19	8	11	11	8	3	0	0	0	2م2
7	1	6	29	14	15	25	10	15	4	4	0	0	0	0	3م2
8	3	5	29	15	14	18	10	8	9	3	6	2	2	0	4م2
5	0	5	29	12	17	20	9	11	9	3	6	0	0	0	5م2
8	2	6	31	16	15	20	10	10	6	1	5	5	5	0	6م2
33	8	25	176	87	89	126	59	67	43	21	22	7	7	0	مج

السنة الثالثة متوسط															
المكررون			المجموع العام			الخارجيون			نصف داخليون			الداخليون			الأقسام
المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	
8	3	5	33	18	15	26	15	11	7	3	4	0	0	0	1م3
6	2	4	32	18	14	25	14	11	7	4	3	0	0	0	2م3
4	4	0	30	16	14	20	9	11	8	5	3	2	2	0	3م3
6	0	6	31	15	16	15	4	11	12	7	5	4	4	0	4م3
7	3	4	32	16	16	25	11	14	7	5	2	0	0	0	5م3
31	12	19	158	83	75	111	53	58	41	24	17	6	6	0	مج

السنة الرابعة متوسط															
المكررون			المجموع العام			الخارجيون			نصف داخليون			الداخليون			الأقسام
المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	المجموع	إناث	ذكور	
8	3	5	30	12	18	22	8	14	8	4	4	0	0	0	1م4
14	7	7	29	11	18	21	5	16	4	2	2	4	4	0	2م4
8	3	5	27	9	18	22	5	17	5	4	1	0	0	0	3م4
9	2	7	32	14	18	23	11	12	6	0	6	3	3	0	4م4
7	2	5	30	11	19	25	9	16	5	2	3	0	0	0	5م4
46	17	29	148	57	91	113	38	75	28	12	16	7	7	0	مج

126	43	83	664	312	352	487	212	275	154	77	77	23	23	0	مج/ع
-----	----	----	-----	-----	-----	-----	-----	-----	-----	----	----	----	----	---	------

Appendix C

Teachers' Questionnaire

The questionnaire is submitted to you, necessary for conducting a work of research concerning the effect of curriculum on learning EFL in first year middle school, and wish your sincere of collaboration.

Part one:

1. First year of teaching :
2. Experiences:
3. What are your goals in education?
 - a) To create well educational generation
 - b) Teach them EFL so they can use it in their daily life
4. How do you describe your relationship with the pupils? Positive Negative

Part two

1. What are the challenges that you are facing as a teacher of EFL in first year middle school?

- a) Lack of time
- b) Pupils are beginners

2. Did the pupils understand?
 - a) From the very first time
 - b) Explain one more time
 - c) Explain several times
3. Do you use Arabic in explaining: always sometimes never

Why?.....
.....

4. How the pupils answer your questions? Arabic English
5. How can you describe your pupils' outcomes? Good Bad

Explain:.....
.....

6. Is the time available in teaching EFL for the first year middle school is enough for them to acquire the language? Yes No

7. What do you think in the curriculum?

.....
.....

8. What do you think in the English'syllabus of first year middle school?

.....
.....
.....

9. What do you rely on when you prepare your lessons?

Textbook Personal knowledge Others resources

Appendix D

Pupils' Questionnaire (Original Version)

Part One

1. هل تستطيع قراءة أي كلمة باللغة الانجليزية بسهولة ؟ نعم لا
2. ماهو موقفك اتجاه اللغة الانجليزية ؟ ايجابي سلبي
3. كيف تجد اللغة الانجليزية ؟ سهلة نوعا ما صعبة
4. هل تستعمل اللغة الانجليزية في حياتك اليومية؟ نعم لا
5. هل يؤثر المنهاج التربوي على تعلمك للغة الانجليزية ؟ نعم لا
- كيف؟
-
-

Part two

Do the following tasks

1. Introduce yourself in English, using your name, age, weight, heigh, hair, eyes, father's job and mother's job.

.....

.....

.....

.....

2. Translate the following words

ام	.....	Father	.....
اخ	.....	Sister	.....
قلم	.....	Smile	.....
كتاب	.....	Read	.....
تكلم	.....	Job	.....
كرة القدم	.....	Stand up	.....
جميلة	.....	Look	.....

احمر	.....	Door	.....
مرحبا	.....	Car	.....
اسمع	.....	Country	.....

3. Write the days in English:

.....
.....
.....

4. Give the correct form of the verbs

I (to be) Betty Wilson

I (to have) one brother.....

His name (to be) Jack. He (to play) football

.....

Jack and I (to like) sport

English Version

Part one

1. Can you easily read any word in English? Yes No
2. What is your attitude toward learning English? Positive Negative
3. How do you find learning English? Easy Somehow Difficult
4. Do you use English in their daily life? Yes No
5. Does the curriculum effect on the learning of EFL? Yes No

How?.....

.....

Part two

Do the following tasks

5. Introduce yourself in English, using your name, age, weight, height, hair, eyes, father's job and mother's job.

.....

.....

.....

.....

6. Translate the following words

ام	.....	Father	.....
اخ	.....	Sister	.....
قلم	.....	Smile	.....
كتاب	.....	Read	.....
تكلم	.....	Job	.....
كرة القدم	.....	Stand up	.....
جميلة	.....	Look	.....
احمر	.....	Door	.....
مرحبا	.....	Car	.....
اسمع	.....	Country	.....

7. Write the days in English:

.....
.....
.....

8. Give the correct form of the verbs

I (to be) Betty Wilson

I (to have) one brother.....

His name (to be) Jack. He (to play) football

.....

Jack and I (to like) sport