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**An Evaluation of the Second Generation English as a Foreign Language  
Curriculum with Special Reference to Intellectual and Personal-social  
Competencies and Core Values: the Case of Boumechaal Sadek, Beghoul  
Abderrehmane and Tarek Ben Ziad Middle Schools, Jijel**

Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in  
English Language Sciences

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## **Dedication**

*In the name of Allah the most merciful and companionate, I lovingly dedicate this work to:*

- ✓ *My beloved parents, especially my dear mother whom I am proud of. Thank you mother for your support, patience, and for being mindful about my studies. Without you, I would not have been what I am now.*
- ✓ *My beloved father for his support, his encouragement and his confidence in me. Thank you for being proud of me all the time.*
- ✓ *My beloved brothers, sisters, nephews, nieces and all members of my family.*
- ✓ *My relatives, my teachers, and all my friends.*

*Thank you all*

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## **Dedication**

*I dedicate this work to:*

- ✓ *My loving parents, Nouredine and Fatiha whose words of encouragement and support for tenacity are echoing forever in my ears.*
- ✓ *All My sisters and brothers: Kamilia, Sid-Ali, Hamida, Hicham, Karima, Mounir, Ammar, Tarek And Amel who are always round for helping me.. You are very all special; the same feelings go for my nephew “kassiimoo”.*
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## Abstract

The Algerian educational system has recently introduced a new school reform in the primary level and first year middle school, which is called Second Generation School Reform. The aim of this reform is mainly to develop the cross-curricular competencies and core values and improve on rote learning and knowledge accumulation. The competencies that a teacher should focus on are intellectual, methodological, communicative, and personal-social. Also, the values of national identity, national conscience, citizenship, and openness to the world are the main universal values that a teacher should implement during his/her teaching process. As the school reform is only implemented during the school year of 2016-2017, little is known on its effectiveness. This study attempts to evaluate the core aspects of this school reform (that is, intellectual and personal-social competencies and the aforementioned core values) in English as a foreign language classes at Boumechaal Sadek, Beghoul Abderrehmane and Tarek Ben Ziad middle schools, Jijel. In order to investigate this research concern, a classroom observation and two questionnaires were implemented with EFL teachers from different middle schools, including the aforementioned ones, and first year students of those middle schools. The observation aims at evaluating the incorporation of the aforementioned competencies and values in each lesson, while the two questionnaires were addressed to a sample of 12 teachers and 46 students to evaluate the new programme from the students' and teachers' perspectives. The findings show that teachers indeed apply these competencies and values in each lesson, but they face some obstacles concerning students' different abilities which are clearly noticeable in individual or group work, time limitation and the application of the standard steps of the lesson by teachers because of the overloaded programme.

### **List of Abbreviations**

**CB:** Competency Based

**CBA:** Competency Based Approach

**CBLT:** Competency Based Language Teaching

**CLT:** Communicative Language Teaching

**EFL:** English as a Foreign Language

**ICT:** Information and Communication Technology

**L2:** Second Language

**MS1:** First Year Middle School

**N:** Number

**PDP:** Pre, During, Post

**PPU:** Presentaion, Practice, Use

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## *General Introduction*

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### **1. Introduction/Background**

Instituted first by the Algerian Ministry of Education for the academic school year of 2002/2003, the competency based approach (CBA) has been considered as an educational revolution in teaching English as a foreign language. It is defined as a know-how which integrates a number of skills, knowledge and attitudes to be efficiently used in problem solving situations. However, many factors do not lead to a successful achievement of the principles of this approach. Chief among these issues is the heavy syllabus which is not compatible with the scheduled time; actually, teachers complain that there are usually two or three new structures to teach for each lesson session. Consequently, another curriculum has been introduced in the academic school year 2016/2017 for the first year middle school known as the second generation curriculum, which brings new reforms in the Algerian education system.

The reform of the new curriculum affects the syllabus and the textbooks. The responsibility of designing the second generation curriculum was assigned to the Algerian Curriculum National Committee. The second generation curriculum focuses on two fundamental concepts: cross-curricular competencies and core values. The former is an interrelated set of attitudes, skills, and knowledge that are applied in a particular context for successful learning and living. The latter concentrates on teaching values which are important and lasting beliefs or ideals shared by members of culture about what is good or bad, desirable and undesirable. They have a major influence on a person's behaviour and attitudes and serve as broad guidelines in all situations. There are four kinds of cross-curricular competencies: intellectual, methodological, personal-social and communicative, and there are two types of values: individual, which are related to the development of the individual personality, and collective values that are related to solidarity of the community or the norms of equality, justice and socialisation (Curriculum of

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English for Middle School Education 2015). Among these values are national identity, national conscience, citizenship and openness to the world.

From the short experience of one researcher of this study as a 1<sup>st</sup> year middle school EFL teacher with the new curriculum, it has been noticed that many teachers are facing some obstacles with regard to the implementation of the principles of the new curriculum (cross-curricular competencies and core values). Those obstacles are summarized into two main points. First, it seems that the lack of variation in the topics in each sequence creates a kind of boredom for both teachers and learners, which lead to hinder the accurate implementation of cross-curricular competencies and core values. Second, teaching the content of the textbook and precisely implementing cross-curricular competencies and core values requires highly competent and experienced teachers; besides, the implementation of this new curriculum coincides with the employment of a huge number of novice teachers who have not received enough training about the application of the new curriculum.

On the whole, although the new reform of the curriculum and the textbooks promises a lot of positive changes in the educational system of Algeria, teachers are struggling while implementing intellectual and personal-social competencies and core values.

### **2. Statement of the Problem**

The Algerian educational system has witnessed many reforms for the sake of improving teaching and learning processes since the independence; however, because of some weaknesses of the previous curriculum, the second generation curriculum has been imposed. Among its principles: cross-curricular competencies (intellectual and personal-social) and core values. These principles should be implemented accurately by teachers, but teachers may face some obstacles, such as: how to draw out the required competencies and values from each new lesson, and this requires highly competent teachers to deal with the implementation of these two

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principles. The researchers mission is to check if these principles are implemented appropriately by each teacher either novice or experienced.

### **3. Aims of the Study**

In the process of learning and teaching a foreign language, the accurate implementation of each principle of the curriculum plays a major role for the successful achievement of the curriculum. Hence, during the application of the curriculum, teachers must overcome all the problems that would hinder the accurate implementation of the curriculum. Accordingly, the aim of this study can be summarized into three main points. First, it evaluates the implementation of intellectual and personal-social competencies and core values. Second, it investigates the main problems faced by teachers in implementing those principles. Third, it will attempt to provide teachers with useful recommendations which may help them in implementing the cross-curricular competencies (intellectual and personal-social) and core values.

### **4. Research Questions**

This study seeks to answer the following questions:

- a. Are the intellectual and personal-social competences implemented appropriately and accurately in the classroom
- b. Are the core values implemented appropriately in the classroom?
- c. What are the difficulties that teachers encounter during the implementation of the intellectual and personal-social competencies?
- d. What are the difficulties that teachers encounter during the implementation of core values?



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### **5. .Research Hypothesis**

In order to answer the research questions, it is hypothesised that if teachers encounter problems in implementing the two principles of the curriculum: cross-curricular competencies (intellectual and personal-social) and core values, the application of the second generation curriculum would not be deemed successful.

### **6. . Research Methodology**

The main purpose of this study is to evaluate the implementation of the new curriculum in terms of cross-curricular competencies (intellectual and personal-social) and core values in the Algerian middle schools. In the course of this research two instruments will be used. First, two questionnaires will be administered to 12 English teachers who will constitute the sampled population of this study as well as 50 students of first year middle school. Second, a classroom observation will take place during the teaching process with 4 teachers in different sessions inside the classroom with first year middle school in Boumechaal Sadek and Beghoul Abderrehmane middle schools in Ouled Askeur and Taher.

### **7. Organization of the Study**

The present research is divided into two chapters, the theoretical and the practical chapters. The theoretical chapter contains two sections. The first section deals with the Algerian school reforms from 1990; while, the second section presents the second generation curriculum, focusing on the cross-curricular competencies and core values. The practical chapter contains also two sections; the first section deals mainly with the research methodology, and the second one provides the results along with the analysis and discussion.

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Generation Curricula*

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### **Introduction**

This chapter discusses the main reforms and changes in the Algerian curriculum starting from independence until recent years .It is divided into two sections. The first one is considered as an overview of the first generation curriculum. It covers the history of English in Algeria and its status and importance, and also shedding light on competency based approach which is considered as one of the most successful methods in language teaching. The second section covers the new curriculum reform, which is known as the second generation curriculum; it discusses the exit profile, as a part of the second generation curriculum, and the cross-curricular competencies and core values and their main types.

### **1.1. The First Generation Curriculum**

Enhancing the educational system is a priority for any responsible authorities in the word since education is considered as a tool used by the leaders to form a better future generation. Being fully aware of the importance of English as a foreign language on both national and international level, the Algerian policy has given this language a considerable position within the educational system. Consequently, this latter has witnessed many reforms as an attempt to improve learning and teaching of English language and to keep up with globalisation and modernisation.

### **1.1.2 .Brief History of School Reforms in Algeria from 1990**

After a long period of instability in all domains in Algeria in the 1990 , a process of peace and reforms was initiated in the early 2000.Consequently, many sectors have witnessed noticeable changes as a step towards achieving progress in those sectors which would lead to the progress of the whole country .So the sector of education was involved in

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those reforms as an attempt to enhance teaching and learning .Hence ,teaching foreign languages was taken into consideration and has given a special status within the educational reform . Concerning the teaching of English language, the Algerian government introduced English as the second foreign language in primary school instead of French in 1993.Then, English language was removed from primary school few years after the implementation and taught only at middle school. It was primary learned for educational reasons such as to pass exams. It is mostly used in the formal classroom environment; so, there were few opportunities to use it for daily communicative purposes. (Bellalem, 1990)

In 2001, the ministry of education announced an educational reform and a lot of changes occurred concerning the situation of teaching English. The status of English as a foreign language does not change, but its value within the educational reform has increased. Moreover, language teaching in the Algerian schools has gone through a number of approaches each with its focus and characteristics. Like any country in the world, the Algerian educational system was influenced by the shift of language teaching. This latter brings new roles for both teachers and learners for the sake of finding out more effective teaching approaches and methods.

In 2016, according to the national curriculum, a new educational reform has been launched; it brought a considerable number of changes. The latter involves both curriculum and textbook as an attempt to bridge the gaps that are observed in the previous curriculum as well as in the textbook. Thus, the new curriculum focuses on some principles among them:

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- The learning processes based on the construction of knowledge with much emphasis on learners' needs and their interest as well rather than on the transmission of knowledge.
- Developing communicative competence is considered one of the most important goals that should be reached.
- The relationship between the teacher and the learner should be strong. Moreover, there should be a constant interaction between the two because it is the teachers responsibility to prepare a good atmosphere for learners in order to facilitate learning and to help them to act the same way in real life situations.

### **1.1.3 .The Status of English in Algeria**

To know different issues about English language and particularly its status in Algeria, one should first have an idea about the sociolinguistic situation in Algeria. It is worth remembering that the official language in Algeria is standard Arabic, French from the other side, is considered as a first foreign language. Concerning English, it is considered as a foreign language.

English is taught compulsorily throughout the Algerian middle, secondary school as well as university. It does not play a crucial role in the national and social life of the Algerian people because it is not one of the historical components of the Algerian cultural identity. Moreover, it is not the students' natural communicative environment. Thus, it is commonly used in formal classroom. To some extent, teachers of English was the only source that can provide people, particularly students, with information about English language and the way of thinking and living of the English speaking people. In addition, the entire cultural context and life style in Algeria is totally different from the one in any

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English speaking country. For these reasons, people do not seem to resort to it to live their intellectual, social and economic daily realities (Hayenne, 1987).

However, in the recent years, the status of English language has changed due to the recent political and economic developments in Algeria. After the dramatic spread of English language in the world and the increase of awareness among people concerning the importance of English, the Algerian government start promoting the teaching of English language .Thus , the educational ministry has announced new reforms to develop and improve learning and teaching English in Algeria.

### **1.1.4. The Importance of English as a Foreign Language in Algeria**

Nowadays, it is necessary to know languages since the world joins together in a global village. English is regard as the world's language; so, the demand for learning it is increasing daily. English is considered the primary international language of technology, global business and international diplomacy. It is the most widely spoken language after Chinese. It is considered as a lingua franca used by people of different nations as it is stated by Varghese (1989). As a result, the number of speakers of English is increasing every day. What is noticeable these days is that most people who speak English are not English and were not born in an English speaking country, so English seems to be not only to attract people notice, but also to access their heart and their minds as well. MacKay (1992) demonstrates in her book that the secret behind the widespread of English is the idea that there is a certain proficiency in English that may provide social and economic gain. According to Kitao:

English is the major language of news and information in the world. It is the language of business and government even in some countries



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where it is a minority language .It is the language of maritime communication and international air traffic control, and it is used even for International traffic (1996, p.1).

Because of the importance of English at the national and international level, the Algerian government gives more attention to this language and emphasises on teaching it. Consequently, the Algerian curriculum developers incorporate English as another foreign language to be taught in the national educational programme. Thus, learning English is of a great benefit to any Algerian, either students or non-students; it is considered as a window to the outside world because it offers the opportunity to people to participate in modernisation, communication with others, to help them to form relationship and to know how to interact in different social contexts. Moreover, English seems as a source of knowledge, and through it, people can read books from other countries and check recent researches.

### **1.1.5. The Competency Based Approach**

The starting point of the CBA was a controversial issue among researchers. It is said that the notion of CBA was first introduced in USA in the late of 1960's.However,some researchers do not agree with this view . Chelli (2010, p. 14) stated that “the theoretical roots of CBA lie in the behaviorist models of human psychology from the 1950's”. Henny (2005) also agrees with Chelli about the starting point of CBA. He claimed that the situation and the circumenstancies after the Second World War was the reason for the emergence of CBA .All the circumstances at that time led to the need for practical English for people rather than academic English acquired in school (Richard, 2001, p.23-24) because of the role of English as an international language and its influence on many fields at that time.

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CBA emerged as result of educational reform in the three levels: primary, middle and secondary schools .This emergence is considered as an extension of communicative language teaching (CLT) that is launched in 1970 which imposed itself in the practice of modern foreign language teaching. Although CLT has attracted the world 's interest ,the result obtained after the implementation of CLT shown that “Even the pupil has reached certain mastery of the language ,the fact that in practice his performance has remained at a very low level”(program of English as foreign language ,2003 P. 5).so that this lead to the birth of CBA

### **1.1.5.1. The Emergence of Competency Based Approach (CBA) in Algeria**

The Algerian government has adopted a new educational system characterized by the use of CBA in 2002 as a first step in the educational reform. This reform led to a series of changes at the level of both syllabus and textbook in a way that fits the new approach.The CBA as its name implies based on building up competencies and abilities of learning. Hence, many scholars advocate that competency itself is a function of these core components: attitude, skills, and knowledge.

### **1.1.5.2. Definitions of CBA**

Competency Based Language Teaching (CBLT) is the name given to the application of competency based (CB) instruction principles to language teaching. The unit of progression in CB programme is mastery of specific competencies and skills because it is learner-centered. It consists of teacher basing their instructions on concepts expecting to foster deeper understanding. Its main concern is to equip the students with the necessary skills and abilities needed for real life situations they would commonly

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encounter. According to Richards and Rodgers (2001), it is viewed as an educational movement that advocates defining educational goals in terms of precise measurable description of knowledge and skills and behaviours that students possess at the end of the course of study. Thus, according to the US office of education as Savage (1993) stated, CBA is considered as a performance-based process that indicates the mastery of the basic life skills needed by individuals to overcome problems and to function proficiently in society. (US. Office of Education, 1978). Schneck (1978) also defined CBA as an outcome based instruction that is adapted particularly to cover the needs of learners, teachers and the community as well.

### 1.1.5.3. Characteristics of CBA

The characteristic of CBA can be summarised as following:

The first apparent characteristic of CBA is the focus on learning and pupil's activities rather than the teacher's role, and on life skills rather than teaching language in isolation.

Individualised or student- centered instructions in context, pace and level; objectives are defined in term of individual needs (Aurebah, 1986) cited in Richards (2006).

- It based on building up competencies and abilities of language learning.
- Its activities is mainly based on interactions .
- It is centered on the learner and based on his creative participation in learning process. It aims to make the learner capable of coping with the demands of the words.
- Task or performance oriented instruction, and the emphasis is on overt behaviour rather than the abilities or knowledge about language and skills (Aurebah (1986 cited in Richard , 2003 p.37)

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- It focuses on successful functioning in society. The goal is to help students to become autonomous individuals capable of coping with the demands of the world.
- It aims to help the learners to become autonomous individual.
- The competencies that is supposed to be achieved are identified in advanced, and learning should be self-paced.(Sullivan,1955).
- Assessment is considered the most important integrated part in implementing the CBA.
- It is a problem-solving approach that places learners in certain situations in order to examine their capacities and abilities when dealing with problems.
- Learners are seen as active participants in learning processes and Outcomes are recognized and decided by both learner and teacher.

### 1.1.5.4. Objectives of CBA

Helping learners to become effective in performing intellectual, communicative, cultural and social task is the main objective of CBA. In other words, CBA's aim is preparing the learner to be competent in the real life tasks. According to Chaibi (2006), the learner :

- The learner will be able to use the power of analysis as well as imagination, to set and to test hypotheses.
- The learner will be able to solve problems and think critically.
- The learner will be able to transfer their English learning competencies to other learning situations.

The objective of CBA in the Algerian context seeks to cover four (4) areas according to the British council (as cited in Semoud 2012) . They can be summarised as following:

#### ✓ **Linguistic/Communicative Objectives**

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- Providing the learners with the needed tools for both university and professional life.
- Ensuring the development of the four skills: speaking, listening, reading and writing to understand and communicate in foreign languages like French and English.

### ✓ **Methodological /Technical Objectives**

- Emphasising the use of technological tools such as computers and internet to encourage research and documentation.
- Encouraging and supporting autonomous learning by providing strategies.
- Strengthening intellectual and mental abilities..

### ✓ **Cultural Objectives**

- Developing positive attitudes towards others.
- Understanding one's own culture through exploring different cultures.
- Fostering interdisciplinary through integrating all the learners' achievements via the use of the topics of school subjects

### ✓ **Socio-professional Objectives**

- Helping the learner to benefit from the resources in English (technical, scientific, and cultural production) that they would consult in university or in their professional life.

### **1.1.5.5. Shortcoming of CBA**

Any educational reform generates some constraints related to several factors. One of the apparent constraints is the situation of the classes. Prabhu (1994) stated that the ideal class members are about 16 learners, which is not the case in Algeria. Moreover, the time scheduled for teaching English is not compatible with the overload program. Consequently, there is no time for fun activities like the practice of role play, games which are so effective for motivating learners.

## EVALUATION OF THE SECOND GENERATION CURRICULUM

In conclusion, Algeria is still endeavoring for developing educational curricula to lead the learners to be proficient speakers of English language. Consequently, new reform known as the second generation curriculum has been initiated in the academic school year of 2016/2017 for primary school and first year middle school.

## Introduction

This section will mainly focus on the main important principles of the second generation curriculum, which are cross-curricular competencies (intellectual and personal-social) and core values in addition to a description of first year middle school textbook of English *My Book of English*. Before introducing them, we will deal with an overview about the second generation curriculum; then, we will move to the exit profile, its definition, characteristics and aims.

### 1.2. The Second Generation Curriculum

The new curriculum follows the main important characteristics of competency based approach. “In the new curriculum, language is viewed as a set of interacting competencies. The tasks on the course book are therefore always centred on the learners and the focus on the development of their capacities in order for them to acquire competencies” (Tamrabet et al, 2016, p.5). The second generation curriculum stands for developing a set of competencies which are related to intellectual, methodological, personal, social and communicative areas, in addition to some universal values like, national conscience and citizenship. Therefore, teaching English under the second generation curriculum is no more forwarding grammar rules, vocabulary and other linguistic knowledge, but it is to integrate a set of competencies through different tasks and activities. When these competencies are developed by the learner, it will enable him/her to solve problems faced in real life situations.

#### 1.2.1. The Exit Profile

One of the terms of the second generation curriculum is the exit profile. At the end of the school year, a first year middle school learner is supposed to have learned some given competencies: skills, knowledge and attitudes, and also some values. These competencies and

values are determined by the second generation curriculum for the sake of an essential learning that the student should master; the exit profile is a tool of the educational curriculum.

### **1.2.1.1. Definition of the Exit Profile**

The exit profile is a set of aims that the learner should reach at the end of the lesson or the school year; these aims are put by the curriculum itself. It means that the exit profile should serve the aims of the curriculum. Soulbysy (2009) stated that the exit profile refers to statements which illustrate based learning that should be reached by students either at the end of the course or at the end of the programme. When a graduated learner can accumulate the competencies that he/ she has learned in the classroom and use them to solve different problems faced in the real life settings, it means that the exit profile is well ordered and arranged. Kenney(2011) declared:” the exit profile is a range of interacting knowledge, skills and attitudes that reflect the complexities inherent to the process of learning, and represent[s] the essential, enduring and integrated learning that a graduate of a program should possess” (p.52). The exit profile is mainly the set of competencies that the learner should acquire during his learning period; these competencies are ought to be kept with him in his/her whole life in order to use them in solving real life problems.

### **1.2.1.2. The Exit Profile Aims**

For every curriculum, there is an exit profile to serve its aims. The latter includes different resources that must be installed in every school year or in every key stage (level). According to Vanier College (2014), the exit profile has mainly two aims:

- *A Tool of the Educational Curriculum*

The exit profile is a very important tool to achieve the aims of the curriculum, and it enables others to evaluate the curriculum. These aims attempt to serve the educational needs of a specific community. Allaire (1996) stated: “... an integrated vision of the fundamentals of study and what the student should be able to do at the end of the program” (p.86). The



fundamental aim of the exit profile is first and foremost to achieve a basic learning that develops the learners' competencies to solve problems which are more complex than the problems they used to solve. Adam (2007) declared: "The exit profile can effectively guide curriculum development, including course frameworks, course outlines, lesson plans, and assessment tools". The exit profile includes all the principles of the curriculum that a teacher implements in his/her teaching process. For example, when the teacher plans his lessons, he should determine the objectives that his learners should reach at the end of the lesson, and if these objectives are reached by the learners, the exit profile put by the curriculum is reached as well.

- *A Tool for Student-centred Learning*

In the second generation curriculum, the aims of the competency based approach are served by the exit profile, such as cantered learning, focusing on the acquisition of new competencies, or developing the previous ones. Adam (2007) claimed:

The adoption of a learning outcomes approach focuses activity on the learner and away from the teacher. It promotes the idea of the teacher as a facilitator or manager of the learning process and recognises that much learning takes place outside the classroom without a teacher present (p. 12).

The learner's autonomous should be present in the learning process; the teachers' mission is to be a guide and a facilitator, and to let the learners discover knowledge by themselves. Among the aims of the second generation curriculum is to create autonomy in learners, and the exit profile should serve this aim. The learner does not depend on the teacher any more in learning; this autonomy will help the learner to find solutions encountered in real life situations.

### 1.2.1.3. The Main Characteristics of the Exit Profile

With reference to Vanier College Article (2014), there are different characteristics should be included in a successful exit profile, such as: “active”, “accessible”, “current”, “integrative”, “realistic”, and “concise”.

- **Active:** When planning a lesson, the teacher is supposed to put concrete objectives should be reached by the learner. It is said that an exit profile is active when the learner is able to demonstrate his learning and achieve the required objectives.
- **Assessable:** The exit profile should be assessable or measurable; the objectives achieved at the end of the lesson or at the end of the year should be measured. The learner’s entry profile and exit profile are ought to be different regarding to the learning outcomes of the whole school year, and this difference should be noticeable. Soulbys (2009) introduced the learning outcomes as: “achieved results or consequences of what was learned (i.e., evidence that learning took place)” (p.15). This evidence must be clear and measurable.
- **Current:** Each exit profile should serve learners needs. the teacher has the authority to adjust the objectives of the lesson according to learners expectations by focusing on the learners’ needs and emphasising on the strong points of his learners and the weak ones that prevent them from progressing and development in order to let the teaching and learning process runs smoothly and successfully. The exit profile should be revised in order to ensure that it goes hand in hand with the learners’ expectations (Desjardins & Rioux, 1996).
- **Integrative:** In each sequence of new English textbook for first year middle school, there is a lesson which is entitled “*I learn to Integrate*”. In this lesson, the learners are supposed to integrate in a piece of writing the knowledge, skills and attitudes that they have acquired in the whole sequence. One of the characteristics of the exit profile is the ability to integrate the resources.

- **Realistic:** The objectives must be authentic in the sense that they must not be neither above the abilities of the learners nor similar to the objectives already reached by the learner in the previous school years (i.e, the entry profile).
- **Concise:** The objectives must be as clear and succinct as possible; the exit profile should not include detailed and irrelevant objectives. Clarity is required in each objective.
- **1.2.2. Cross-Curricular Competencies**

Teaching cross-curricular competencies is one of the aims that the second generation curriculum stands for. Each exit profile of each key stage includes these competencies.

### **1.2.2.1 Definition of Cross-curricular Competencies**

Cross-curricular competencies has different definitions; one of is that provided by Quebec Educational Program, which is as the following:

The idea of cross-curricular competencies corresponds to practices already used by many teachers and other educators concerned with appealing their students' cognitive, social and emotional resources to enable them to better integrate their learning. A cross-curricular competency may be defined as the capacity to act effectively by mobilising a variety of resources (2001, p.1).

So, cross-curricular competencies are presented by the teacher to induce unintentional learning with the help of some resources which can be different tasks and activities. Teachers, in this regard, can address learners using in an indirect way to get them acquire these competencies.

The cross-curricular competencies are divided into four types: intellectual, methodological, personal and social, and communicative competencies. They complete each other in the sense that teachers teach them through integrating them while they are supposed to work on information through exercises, problem solving, critical judgement in addition to

working cooperatively. As a result, during the learning process, more than one cross-curricular competency are emerged at the same time (Québec Education Program,2001).

### **1.2.2.2. Kinds of Cross-curricular Competencies**

The cross curricular competencies according to the second generation curriculum are grouped in four (04): intellectual competency, methodological competency, communicative competency, and social and cultural competencies. Each one of them contains a group of sub-competencies (Curriculum of English for Middle School Education 2015 p8) .

#### **✓ Intellectual Competency**

It concentrates on a five competencies that the pupil should master, which are:

- *The learner can use his critical thinking skills when gathering information for learning and research*

Critical thinking or the use of judgment reflects the pupils' understanding of the learning situations. The development of this competency in the learners creates a kind of courage on them to show their thoughts and understanding. Also, it helps them to explore and search for evidence and information that support or falsify their judgment, and this leads the learners to achieve learning.

- *The learner can understand and interpret verbal and non-verbal messages*

Developing the communicative competency is a main objective in foreign language classes and an objective of the second generation curriculum as well. One crucial part of communication is non-verbal. Jakobson (1960) claimed that the focus of the communicative competency is not only the verbal one; non-verbal behaviours play an important role in conversations. The use of gestures, body language and facial expressions is a kind of interaction that helps teachers to control and check the understanding of the learning situations by the learners.

- *The learner can solve problem situations using a variety of communication means*

Students must learn to be flexible to use a variety of methods, techniques and strategies through different means of communication. The custom of using a variety of communication means to solve problem enhance the learning and make it easier. The new English textbook for first year middle school contains a set of activities that encourage learners to use means of communication, such as E-mail, blogs and letters.

- *The learner can show creativity when producing oral and written messages*

Newell and Shaw (1972) defined creativity as a generation of imaginative new thoughts and ideas. Another definition which is stated by Higgins (1999) that a creative production must have value. This intellectual competency must be developed during the essential learning.

- *The learner can show some degree of autonomy in all areas of learning*

As it is mentioned before, the second generation curriculum supports the idea of centered learning and autonomy. Holec (1981) defined autonomy in learning as a self-direction and control of the learning process; the teachers' mission is to control and monitor his learners letting them depend on themselves to solve tasks. The aim from autonomy in learning is to prepare them to rely on themselves in solving problems might be met in real life situations.

#### ✓ **Methodological Competency**

According to the English Curriculum for Middle School Education (2015), there are seven sub-competencies which are related to the methodological competency:

- *The learner is actively involved in pair or group work*
- *The learner develops strategies for listening, interpreting and producing oral or written messages.*

- *The learner acquires efficient and effective study methods on how to mobilise the resources*
- *The learner demonstrates intellectual honesty and efficient time management*
- *The learner can use information and communication technology for learning and research or whenever he needs it*
- *The learner can evaluate his own performance*
- *The learner values the work of others*

✓ **Communicative Competencies**

With reference to the English Curriculum for Middle School Education (2015), the communicative competency consists of three main sub-competencies, which are:

- *The learner acquires the ability to communicate with others through ICTs.*
- *The learner uses digital means like blogs, webpage, discussion forums, Facebook, Twitter, and other sites of social media to interact with learners of other cultures using English as a means of communication.*
- *The learner uses drama and role play to communicate through English.*

✓ **Personal and Social Competencies**

It was stated on the Curriculum of English for Middle School Education (2015) that personal and social competencies are composed of six (06) sub-competencies:

- *The learner is aware of his own role and the role of others in project development*

The second generation curriculum focuses on the group work in different learning situations, among these situations, the project work. At the end of each sequence, the teacher groups his students; each one of them should know his focus and his responsibilities in order to produce a work which all the members of the group have contributed in.

- *The learner's behaviour is consistent with our national values*

Each community has its conventional norms and values. The teachers' mission is to adapt his learners' behaviours according to the Algerian values.

- *The learner is honest and responsible when working alone or with others.*

The learner must handle the responsibility regarding to the tasks or the assignments oriented to him.

- *The learner is aware of his Algerian identity and expresses it in English.*

The constituents of the Algerian identity should be frequently included in different classroom activities so that the learner can express them in English.

- *The learner is keen to socialize through oral or written exchanges.*

Socialization through verbal communication is very important. The teacher must accustom his learners to produce oral communication such as role-plays, and written communication such as letters, dialogues and conversations.

- *The learner demonstrates solidarity and generosity.*

Socialization cannot occur if there are no principles such as solidarity and generosity between members of a society. The learner must first take these principles from the classroom in order to be an effective future citizen.

### **1.2.3. Core Values**

Including values in every available occasion is one of the teachers' missions. They have the responsibility to add values to their learners' attitudes and to build future citizens which are full of moral norms "Teachers are permanently involved in values education... sometimes... without even realising that they are teaching values" (Cohelberg & Truel, p.7). This means that teachers include values implicitly without recognising that they are doing so.

### **1.2.3.1. Definition of Values**

Values have different definitions; one of is that provided by Munro (2002), which is as the following:

Values describe, and provide a means of talking about, what is important to us. They are ideals we hold that give significance and meaning to our lives and hence they underpin our beliefs, influencing the decisions we make, the actions we take, and the life we lead. Understanding values helps us to understand how we create our own reality and gives us insight into the personal realities of others.

The importance of values enjoins on the teacher to implement them during the teaching process. The understanding of values influences the way that learners think and behave.

### **1.2.3.2. Teaching Values**

Hacker (2012) stated: “We need educators who do not insist on their own interpretation of moral principles, rather educators who help children to develop their own skills in applying morals to their live”. The essential objective of teaching values is to make the learners understand the values which their society or country has developed and to embolden the learners’ awareness of owning values.

### **1.2.3.3. Core Values in the Second Generation Curriculum**

One of the most important aims of the second generation curriculum is to teach values to educators. This curriculum focuses mainly on three (03) main categories of values which are “national identity”, “national conscience” and “citizenship and openness to the world” (Curriculum of English for Middle School Education 2015):



### ✓ **National Identity**

One of the teacher's missions is to focus on creating the spirit of patriotism in his learners. Johnson (2014) claimed:

Each teacher should find ways to show their own patriotism. Find good things to say about country and country's heroes. With a little effort teachers can create class projects that allow students to learn patriotism from local veterans and local and national history.

The teacher must be attentive to every point of the course to extract values of nationalism and patriotisms which are mentioned in the national curriculum:

- *The learner values the three dimensions of his identity (Arab, Islam, and Tamazight) and expresses them through English.*
- *The learner asserts his Algerian personality by including the founding myths of Algeria in his oral or written messages/stories.*

### ✓ **National Conscience**

There are two (02) main points that the National Curriculum highlights about teaching national conscience, which are:

- *The learner is conscious and proud of his rich historical, linguistic and cultural heritage.*
- *The learner shares this wealth with others through English.*

### ✓ **Citizenship and Openness to the World**

Citizenship and openness to the world are also values that the Algerian National Curriculum concentrates on. "It's the job of the education system to prepare our young people for the challenges and opportunities of a changing world." (R. Bhakoo, 2011). Learners must be aware of others' cultures, especially in this era of development and technology. In the

National Curriculum, there are nine (09) characteristics are supposed to be found in learners, which are:

- *The learner demonstrates his respect for the nation's symbols and his readiness to protect them.*
- *The learner behaves as a responsible and committed citizen.*
- *The learner is aware of the need to respect and protect his environment.*
- *The learner conveys a culture of peace and tolerance through English.*
- *The learner shows his commitment to national or international community projects.*
- *The learner is affected with universal values.*
- *The learner promotes the rights and duties of the good citizen.*
- *The learner likes learning about others' cultures and exchanging with others.*
- *The learner is tolerant and non-judgmental.*

#### **1.2.4. Description of the Textbook *My Book of English***

The recent English textbook meets with the main objective of the second generation curriculum of English language for first year middle school and CBA as well, which is the link between competencies acquired in the classroom in order to use them in solving problems faced in real life situations. It is entitled "My Book of English" and composed of a pre-sequence followed by five sequences. The total number of its pages is 160. The head of the project is the inspector of national education Tamrabet Lounis. The other teachers who contributed in designing this textbook are: Boukri Nbila (middle school teacher trainer), Hammoudi Abdelhak (university teacher) and Smara Abdelhakim (middle school teacher trainer).

The sequences of the text book are structured as following: Me and my Friends, Me and my Family, Me and my Daily Activities Me and my School, and Me, my Country and the

world. Each sequence contains some points the teacher must focus on, which are entitled as following:

- **I listen and do**

This lesson is considered as the most important in each sequence because it contains the most important keys. The teacher should prepare and present it as careful as possible. The learners in this session must be active, and the teacher should focus on integrating the four cross-curricular competencies on one hand and shed light on the required competencies on the other hand. The teacher should also promote the required core values. Among the techniques used by the teacher in this lesson: flash cards, pictures, gestures, videos, synonyms, antonyms, translation, guessing and drawing. One point should be avoided by the teacher in this lesson, which is introducing grammar rules. (Tamrabet et al. 2016).

- **I pronounce**

“Pronunciation is an important feature of oral interaction. Teaching pronunciation does not mean teaching the phonetic system of English” (Tamrabet et al. 2016 p9). The pronunciation in this textbook is presented in a funny way. This lesson also makes learners active because they try to pronounce new sounds. The teacher always focuses on implementing the required competencies and core values. Some of materials and media used in this lesson are: records, videos, songs, drawings and flashcards.

- **My Grammar tools**

One of the characteristics of CBA is teaching grammar inductively or implicitly. The teacher never introduces grammar rules. The learners should extract them through the different activities introduced by the teacher.

- **I practise**

In this section, the teacher evaluates his learners' learning outcomes by involving them in different activities. The teacher here is supposed to identify the points of strength and weakness in order to prepare remediation for tutorial sessions. The activities that the learner is involved should meet the required cross-curricular competencies and core values.

- **I read and do**

The framework should be applied by the teacher in this lesson is the pre-reading (brainstorming and warming), during-reading (silent reading and reading comprehension question) and post-reading (producing oral or written tasks related to the topic of the reading text) (PDP). The teacher is also supposed to apply different techniques such as: skimming, scanning and reading for a gist. The learner is always supposed to acquire the competencies and values planned by the teacher.

- **I learn to integrate**

“The learners are involved in selecting and classifying the resources they need, the skills they will use and the values/attitudes to be instilled” (Tamrabet et al. 2016 p.11). This session is devoted to integrate the resources. The teacher adopts group work technique to involve the learners in producing a collective piece of writing.

- **I think and write**

The presentation, practice, use (PPU) framework is applied in this lesson. The learner should follow all the steps of writing: outlining, drafting, re-drafting, editing and publishing. The objectives set by the teacher should be reached by the learners by the end of the lesson and all the cross-curricular competencies and core values taught in the whole sequence.

- **I play**

“Play is fundamental to your learners’ development. It encourages creativity and helps children to learn social skills” (Tamrabet et al. 2016 p.14). Games motivate learners and develop their Intellectual and personal-social competencies.

- **I enjoy**

This section aim is to please learners by introducing songs. The teacher can add other materials to make the session funnier.

- **My Pictionary**

This section can be taught also as a game. It can be presented also in tutorial session as a revision.

- **My Project**

Tamrabet et al. (2016) stated:

Each term, the learners have to present a personal or a collective project. The main objective of the project is to help the learners to work together and socialise. It helps the teacher discover many aspects and hidden competencies and social skills (p.15)

The project work is very important for the learners. It integrates and installs the acquired resources much more, and it lets the teacher to know more about his learners abilities.

## **Conclusion**

This section tackled the main changes in the Algerian middle school curriculum. It dealt with the definition of the exit profile and its aims. In the second generation curriculum, the exit profile of first year middle school includes a group of cross-curricular competencies and core values that must be taught for learners of this stage. Cross-curricular competencies are an interrelated set of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living. They are supposed to be developed by every student, in every grade and across every subject discipline area. Also, this section dealt with core values, defining values and need for teaching them; the researchers listed the main kinds of the core values as they are mentioned in the second generation curriculum. Finally, the researchers made a general description of the English first year middle school textbook “*My Book of English*”.

***Chapter Two:***  
***Research Methodology and***  
***Data Analysis and Interpretation***





**Chapter two: Research Methodology and Data Analysis and Discussions**

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## **Chapter Two: Research Methodology and Data Analysis and Discussion**

### **Introduction**

This chapter is devoted to the presentation and the analysis of data obtained through the implementation of the present research .It consists of two sections: The first section is about research methodology; it focuses on the research paradigm, population, research instruments, data analysis as well as limitations of the study. The second section is concerned with the analysis of data obtained from two different tools, namely, classroom observation and questionnaire (questionnaire for both teacher and students).

### **2.1. Research Methodology**

This section deals with the main elements related to research methodology: research paradigm, participants, research instruments, data analysis, and limitations of the study.

#### **2.1.1. Research Paradigm**

As far as this research is concerned, the methodology used to achieve its aims is descriptive in nature. This research paradigm is more appropriate for this piece of research because it yields authentic and accurate data that can be handled easily by a first time researchers. A set of topics relative to second generation Algerian English language curriculum were submitted to a significant number of curricular users for evaluative purposes. In other words, all the subjects were asked the same questions to arrive at a consensus on the value of the innovative curriculum.

Moreover, the study uses a quantitative approach for data collection and analysis. The questionnaires included mostly close-ended items and the classroom observation used a

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systematic observational schedule. This means that the question researched were identified in advance.

### **2.1.2. Participants**

The population of the current study consisted of two groups: English as a foreign language (EFL) teachers of middle school, teaching in Beghoul Abderrahmane and Boumechaal Sadek Middle Schools in Taher and Ouled Askeur, and first year middle school students from the above mentioned schools in addition to Tarek Ben Ziad Middle School in Taher.

#### **2.1.2.1. Sample-participant in Classroom Observation**

The sample of teachers consisted of a mixture of novice and experienced teachers .The total number of the teachers' sampled population was four teachers, teaching in Beghoul Abderrehmane Middle School in Taher and Boumechaal Sadek Middle School in Ouled Askeur. Most of these teachers attended a considerable number of scheduled seminars about the second generation curriculum. The teachers were purposefully observed and questioned only with students of 1<sup>st</sup> year middle school for this reason. Hence, the main objective is to evaluate the implementation intellectual and personal-social competencies and core values when teaching each lesson.

#### **2.1.2.2. Sample-respondent to the questionnaire**

The subjects of the sampled population for the administration of the questionnaires includes both teachers and students .First, the teachers' questionnaire was directed to 12 teachers some of them are from the aforementioned schools: Beghoul Abderrehmane Middle School in Taher and Boumechaal Sadek Middle School in Ouled Askeur, and the others are

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from different middle schools in Jijel, The population is a mixture of novice and experienced teachers. Second, the total number of students' population is 50 students. The students are of both sexes. Their age ranged between 12 to 14 years old, and they were selected from different first year classes from Boumechaal Sadek Middle School in Ouled Askeur, Beghoul Abderrahmane in Taher.

### **2.1.3. Research Instruments**

In this piece of research, both classroom observation and questionnaire are adopted to fulfill the objective of the study. The former research tool is valuable in the sense that it would provide us with authentic data gathered directly from the classroom. The latter research tool is important for this research work because of its capacity to collect data on a large scale. Furthermore, the questionnaire enables the researchers to get the required data easily and within the time allotted for this study.

#### **2.1.3.1. Questionnaire**

According to Malhotra and Peterson (2006), a questionnaire is a set of questions for obtaining information from respondents; it is the main means for collecting data in a standardized way so that the data will be consistent and coherent for analysis. In this study, the researchers used both teachers' and students' questionnaire.

- **Teachers' and Students' Questionnaires**

Two questionnaires were used to gather information from both teachers and students. The questionnaires aim at evaluating the implementation of the new curriculum in terms of core values and cross-curricular competencies with first year students in Boumechaal Sadek, Beghoul Abderremane, and Tarek Ben Ziad middle schools. The teachers' questionnaire is also distributed to other teachers from different schools in Jijel. A questionnaire is one of the

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most useful tools. It is often perceived as a partly valid research instrument to elicit available information from the informants. Seliger and Shohamy (1989) consider the questionnaire as being one of the procedures of data collection a teacher can use to provide her/him a good and expanded picture of the phenomenon he/ she is studying.

- **Description of Teachers' Questionnaire**

The questionnaire is composed of only one section. In total, the questionnaire included seventeen (17) questions (see Appendix A). The questionnaire aims at collecting different information from the respondents for evaluating the implementation of cross-curricular competencies (intellectual and social-personal) and core values. In the current questionnaire, close-ended questions were used because they are easier for respondents to answer and they are also easy to analyse. Close-ended questions are the sort of questions that specify the set of responses as well as their format. They could be presented by multiple-choice questions or a scale (Malhotra & Peterson, 2007, p.183).

This questionnaire includes questions like: “Do you face any difficulties while teaching values of citizenship and making your pupils proud of their nationality?”, “Do students react in a non verbal way to verbal messages by using body language or gestures as a reaction to teacher’s questions or explanation?”, “Is the student able to use the markers of his identity (name, nationality, cultural heritage) when introducing himself to others?”. These questions fundamentally target the main aspects of our research and guide us to collect the data necessary to verify the hypothesis of implementing values and competencies while teaching.

- **Description of Students' Questionnaire**

Students' questionnaire also contains one section. On the whole, it includes 13 questions (see Appendix B). The section is devoted to different information concerning the

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implementation of cross-curricular competencies (intellectual and personal-social competencies) and core values (national identity, national conscience and openness to the world). The first and the second questions are intended to know the students' gender, and if they participate in the classroom. Then, the remaining questions were asked in order to have a clear image about the inclusion of different sub-competencies of intellectual and personal-social competencies and core values when teaching with the second generation curriculum. In other words, the researchers intended to verify the hypothesis of whether the students are exposed to different aspects of the values and competencies when learning. This section included some questions like: "On whom do you rely to solve individual activities correctly?", "Does your teacher give you the chance to comment on others' questions and answers respectfully?", "Does your teacher remind you, from time to time, of the linguistic, cultural, and historical heritage of your country?". These questions aim fundamentally to check the learner's autonomy; if he/she uses the aspect of critical thinking, and also the learner's awareness of their identity and national conscience.

### **2.1.3.2. Classroom Observation**

Classroom observation is a process in which the researcher attends a number of sessions and records the teachers and students actions. In an attempt to have a useful insight into what is happening in the FL teaching situation, the classroom observation was one of the acceptable tools for gather authentic data. Dornyei (2007) goes a step forward while maintaining that: "...classroom observation provides direct information and it is one of the three basic data sources for empirical research" (p. 178).

- **Description of the classroom observational scheme**

A structured classroom observation scheme was used in this research. The observation form was designed in advance with a checklist (see Appendix C) in order to be used in the

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classroom during each session. Each teacher of the selected sample was observed two times during the third term 2017. Hence, a total of 8 sessions were observed sequentially. The aim is to evaluate the implementation of cross-curricular competencies and core values by novice and experienced teachers in Boumechaal Sadek Middle School and Beghoul Abderrahman Middle School. The classroom observation scheme consists of seven (07) items about intellectual and personal-social competencies: “The learner can sort out the general meaning of a text, the learner is able to make contact with the interlocutor, the learner can react and understand ideas of a text of his level, the learner can give his/her opinions confidently in the classroom”; The researchers observed those criteria in the classroom and coded the results in the checklist. However, the data obtained was interpreted qualitatively in a form of prose.

### **2.1.4. Preliminary Work and Pilot Study**

As an attempt to have a general idea about how the competencies and the values are implemented during the teaching process, the researchers first attended a preliminary observation before starting the official classroom observation. Researchers selected a mixture of experienced and novice teachers, from three (03) middle schools (i.e., Beghoul Abderrehmane Middle School, Tarek Ben Ziad Middle School in Taher and Boumechaal Sadek Middle School in Ouled Askeur) and observed them. On the basis of this preliminary observation, the researchers designed the observational checklist and the questionnaires.

### **2.1.5. Procedure**

To evaluate the implementation of teaching intellectual and personal-social competencies and core values for first year middle school students, a classroom observation scheme and a questionnaire were designed to obtain the data needed.

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Firstly, the classroom observation was carried out during the third term starting on April 12<sup>th</sup>, 2017. The classroom observation took place in Boumechaal Sadek and Beghoul Abderrehmane middle schools in Ouled Askeur and Taher. It has taken around three (03) weeks to be accomplished. Researchers first took the permission from the administration of both middle schools to have a look on the time table of the sampled population to attend their classes orderly. During the observation, the researchers observed carefully how teachers incorporate intellectual and personal-social competencies and core values relying on a checklist that is prepared in advance.

Secondly, just after the classroom observation has been carried out, a questionnaire was handed out to 12 first year English language teachers from different target schools. Also, a questionnaire for students was distributed in the same middle schools in addition to Tarek Ben Ziad middle school. This questionnaire was administered on May 14<sup>th</sup> and was returned back on the same day. The pupils' questionnaire was naturally implemented in Arabic because the students could not understand the questions in English.

### **2.1.6. Data Analysis**

This study aims at finding out the extent to which the competencies (intellectual and personal-social) and the core values are implemented in each session in first year middle schools. As already mentioned before, the study focused on a qualitative design for both data collection and analysis. First, the data were collected and organized in forms of tables for both questionnaires, while the data yielded by classroom observation were tabulated in the checklists (Appendix c). Then, the next step was the analysis of these data; the results of the classroom observation scheme were interpreted qualitatively through prose texts, while the questionnaires were presented in statistical tables in a form of percentage and numbers.



### **2.1.7. Limitation of the Study**

Throughout the course of conducting this piece of research, several limitations have been encountered which made it a difficult task for the researchers to accomplish the required work appropriately.

Firstly, time constraint was the major problem in the sense that the duration which was allotted to carry out this research was insufficient since this type of research is time consuming especially when it comes to the practical part. Secondly, the second generation curriculum has been applied recently. Therefore, researchers found a difficulty in finding the relevant documents. As the new syllabus is only applied during this academic year of 2016-2017, the syllabus documents arrived late to the target schools. Thirdly, the total number of the selected sample was only twelve (12) teachers because there are a limited number of teachers who work with MS1 classes and other teachers teaching the same subject matter could not provide an accurate and valid evaluation since they were experiencing with this syllabus.

To sum up, the present section has dealt with the research methodology and research instruments which help the researchers to collect data and to analyse them to fulfill the end of the research at hand.

### **2.2. Data Analysis and Presentation**

The current section is devoted to data analysis and presentation which were gathered from the research tools discussed above.

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**2.2.1. Presentation and Analysis of Teachers' and Students' Questionnaires**

This part of the second chapter represents and discusses the findings obtained from different sources using a variety of tools that have been previously discussed. As said earlier, the aim of implementing these tools is to evaluate the implementation of cross-curricular competencies (intellectual and personal-social) and core values (citizenship/ openness to the world).

**2.2.1.1. Presentation and Analysis of Teachers' Questionnaire**

This section presents the data obtained from the teachers' questionnaire in the form of tables:

**Question 1:** (Have you received any training sessions about the second generation curriculum?)

Table 01

*Teachers' Background Knowledge about the 2<sup>nd</sup> Generation Curriculum*

<b>Options</b>	<b>N</b>
<b>Yes</b>	09
<b>No</b>	03

The aim from this question is to know the teacher' background knowledge about the new curriculum. Table one above shows that the majority of the selected sample has received training sessions about the second generation curriculum. The teachers who have not received the training sessions were actually invited to attend them, but they did not. Consequently, if teachers fail to apply the new curriculum, this does not mean it is due to shortage in training.

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**Question 2:** (Do your students react in a non-verbal way to verbal messages through using body language or gestures as a reaction to the teacher's questions or explanation?)

Table 02

*Pupils' Reaction in a Non-verbal Way to Verbal Messages*

<b>Options</b>	<b>N</b>
<b>Yes</b>	12
<b>No</b>	00

This question aims at evaluating the acquisition of the intellectual competency that is related to the learner's reaction to verbal messages in a non-verbal way. The table above demonstrates that all the sampled population said that their students are able to react in a non-verbal way to verbal messages through the use of body language and gestures when responding to the teacher's questions and explanations. This means that learners are capable to understand the teacher's verbal messages.

**Question 3:** (Can the students sort out the general meaning of an oral message?)

Table 03

*Students' General Understanding of English Oral Messages*

<b>Options</b>	<b>N</b>
<b>Yes</b>	08
<b>No</b>	04

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This question aims at knowing the learners ability to understand an oral message in English. The table above shows that  $\frac{3}{4}$  of the informants replied that their pupils can sort out the gist of an oral message. One of the teachers claimed that he trains his learners on this competency via exposing them to audio script and videos. Another one reported that he relies on visual aids and pictures to make their pupils do so.

**Question 4:** (Do students behave confidently when using English in the classroom?)

Table 04

*Students' Self-confidence*

<b>Options</b>	<b>N</b>
<b>Yes</b>	05
<b>No</b>	07

The aim from this question is to evaluate the learners' self confidence. Table illustrates students' self-confidence when they talk in English in the classroom. 58% of the teachers find this as one of the problems that they encounter with their learners.

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**Question 5:** (Do students show some degree of autonomy?)

Table 05

*Students' Autonomy*

<b>Options</b>	<b>N</b>
<b>Yes</b>	06
<b>No</b>	06

The aim from this question is to evaluate the learners' autonomy. The table above shows that half of the population (50%) said that their pupils are autonomous; the teacher is only a guide and a facilitator. The remaining teachers claim that their pupils rely on them in many different situations because they are still young learners.

**Question 6:** (Are students able to ask and answer questions using simple phrases and sentences?)

Table 06

*The use of English in Oral Interaction*

<b>Options</b>	<b>N</b>
<b>Yes</b>	09
<b>No</b>	03

The aim from this question is to check the use of English by the learners in the oral interaction. The results tabulated above show that the majority of the informants claim that their learners are able to ask and answer questions using simple phrases or sentences. The

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remaining teachers claim that their learners cannot use English at all when they interact with their teachers; instead they talk in Arabic. One of the teachers said: “The use of English exclusively occurs with brilliant students or those who study in private schools”.

**Question 7:** (Do students ask for clarifications during your explanation of the lesson?)

Table 07

*Students' Attention and Intellectual Presence*

<b>Options</b>	<b>N</b>
<b>Yes</b>	12
<b>No</b>	00

This question aims at evaluating students' attention and intellectual present by asking questions for clarifications. The table 07 demonstrates that all the participants said that their pupils ask for clarifications when they find some ambiguities. This phenomenon occurs frequently in the classroom, as it is represented in the following table.

**Question 8:** (If the answer of the previous answer is “Yes”; it is?)

Table 08

*The Frequency of students' Questions for Clarifications*

<b>Options</b>	<b>N</b>
<b>Always</b>	06
<b>Sometimes</b>	04
<b>Often</b>	01
<b>Rarely</b>	01

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This question's objective is knowing the frequency of students' questions for clarifications. This table shows the frequency of asking for explanations by the learners. Half of the sampled population claims that their pupils "Always" follow this method for a better understanding of the lesson. Only one of the teachers said that his pupils "rarely" do so.

**Question 9:** (Do you face any difficulties when teaching pupils to socialise through oral or written exchanges?)

Table 09

*Obstacles When Teaching Learners Socialisation through Oral/Written Exchanges*

<b>Options</b>	<b>N</b>
<b>Yes</b>	05
<b>No</b>	07

This question aims at checking if the teacher finds problems when teaching socialization through oral or written exchanges. Table above shows that more than half of the selected sample does not face any difficulty when teaching pupils to socialise through oral or written exchanges. The aim from this question is to verify the learners' social competency development.

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**Question 10:** (If your answer to the question 2 is “Yes”, what kind of difficulties do you face?)

Table 10

*Kinds of Obstacles When Teaching Learners Socialisation through Oral/Written Exchanges*

<b>Options</b>	<b>N</b>
<b>Engaging learners in oral interaction</b>	02
<b>Differences between pupils' levels</b>	01
<b>Time limitation</b>	01

This question is related to the previous one; it aims at identifying the problems faced by the teachers when teaching learners to socialize through oral or written exchanges. Only four (04) participants claim that they face difficulties when they teach their learners to socialise through oral or written exchanges. The table above shows difficulties listed by the teachers. Two (02) teachers face problems when engaging their learners in oral interaction. One of the teachers' comments: “pupils generally do not practice English; so they rely on their mother tongue”.



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**Question 11:** (Do you raise your students' awareness towards the necessary skills for group work?)

Table 11

*Teaching the Importance of Group Work*

<b>Options</b>	<b>N</b>
<b>Yes</b>	09
<b>No</b>	03

This question aims at knowing if the teachers work on introducing the importance of group work. As it is shown in the table above, almost the whole sampled population (75%) encourages its learners to work in groups. One of the teachers said that he does not raise his students' awareness to the necessity of group work because he faces different problems when he involves them in this technique.

**Question 12:** (Do your students like working in groups?)

Table 12

*Students' Aptitude to Group Work*

<b>Options</b>	<b>N</b>
<b>Yes</b>	11
<b>No</b>	01

The aim from this question is to check the students' aptitude to group work technique. The results obtained show that the majority of the teachers claim that their learners like to

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work in groups. Our aim from this question is to evaluate if the informants teach their learners social competencies through different methodologies.

**Question 13:** (Do your learners have problems in working together?)

Table 13

*Verifying Problems faced by Learners in Group*

<b>Options</b>	<b>N</b>
<b>Yes</b>	05
<b>No</b>	07

This question aims at verifying if there are problems faced by the learners when they are involved in group work. Although the learners like working in groups, as it is represented in table 12, teachers face some difficulties when they involve them in group work. The results obtained from question 13 show that nearly half of the population face some obstacles. These obstacles are represented in the following table.

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**Question 14:** (If the answer for the previous question is “Yes”, where is the problem?)

Table 14

*Problems faced by Learners in Group Work*

<b>Options</b>	<b>N</b>
<b>Communication</b>	01
<b>Collaboration</b>	02
<b>Respect</b>	01
<b>Others</b>	01

This question is related to the previous one; its aim is to identify problems faced by the learners while working in groups. This table demonstrates the different difficulties faced by teachers when they apply group work technique in the required activities. Two (02) teachers claim that “collaboration” is one of the main problems that the learners confront in group work activities. One of the teachers selected another choice in addition to “collaboration” which is “communication” in L2 since the learners are still young and they are not exposed to the second language to the extent that they can use it to communicate; instead, they rely on their mother tongue more. The teacher who selected the choice “others” explains that his own problem is his brilliant learners “show off” and expose their abilities when they work in groups with pupils of average level.

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**Question 15:** (Do students respect each others' opinions?)

Table 15

*Students' Respect of Their Different Opinions*

<b>Options</b>	<b>N</b>
<b>Yes</b>	07
<b>No</b>	05

This question aims at knowing if the learners respect each others' opinions. The results tabulated above show that more than half of the population answered with "Yes" when they were asked whether their learners respect each others' opinions or not; five (05) teachers said "No" because the learners are still young, and each one wants to convince the other with his/her point of view.

**Question 16:** (Do you face any difficulties while teaching values of citizenship and making your pupils proud of their nationality?)

Table 16 *Teaching Values of Citizenship and Being Proud of the Nationality*

<b>Options</b>	<b>N</b>
<b>Yes</b>	00
<b>No</b>	12

The aim from this question is to evaluate the implementation of values of citizenship and national identity. This table shows that almost all the teachers do not find any difficulty when they teach learners values of citizenship. A teacher claims that the history of Algeria

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can foster the spirit of patriotism without teaching it to the learners in different contexts. The teacher's job in this case is to be reminder of these aspects.

**Question 17:** (If your answer to the previous question is "Yes "what kind of difficulties do you face?)

This question is related to the previous one; the aim from it is to identify difficulties faced by the teachers in implementing values of citizenship and national identity. The researchers didn't mention any difficulty because none of the teachers claim that he/she faces some obstacles when they teach their learners values of citizenship and being proud of their nationality.

**Question 18:** (Is the student keen on learning about other's cultures?)

Table 17

*Students' Aptitude to learn Others' Cultures*

<b>Options</b>	<b>N</b>
<b>Yes</b>	09
<b>No</b>	03

This question's aim is to check if students like working in groups. The results obtained from this question (75%) indicate that almost the whole sampled population admitted that their learners like to learn about others' cultures and discover the differences between their own culture and others' cultures.

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**Question 19:** (Is the student able to use the markers of his identity (name, nationality and cultural heritage) when introducing themselves to others?)

Table 18

*Learners' Ability to use the Markers of their Identity*

<b>Options</b>	<b>N</b>
<b>Yes</b>	11
<b>No</b>	01

The aim from this question is to check the learners' ability to use markers of their identity. The results obtained from the last question demonstrate that nearly the whole informants answered with "Yes" when they were asked if their learners are able to use the markers of their identity when they introduce themselves to others.

**2.2.1.2. Presentation and Analysis of the Students' Questionnaire**

The results obtained from the questionnaire of students are represented in the tables below:

**Question 1:** (Indicate your gender?)

Table 19

*Students' gender*

<b>Gender</b>	<b>N</b>
<b>Male</b>	15
<b>Female</b>	31

This question aims at identifying the learners' gender. This table represents the students' gender. Females are dominant. The table displays that 67% of our sample are

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females. This feminine dominance may refer to the fact that the number of females in Algerian middle schools is more than the number of males. In other words, there is no gender bias on the part of the researchers.

**Question 2:** (Do you participate in the classroom?)

Table 20

*Students' Participation*

<b>Option</b>	<b>N</b>
<b>Always</b>	18
<b>Sometimes</b>	16
<b>Never</b>	31

This question aims at checking the frequency of the learners' participation in the classroom. The results obtained show that the percentage of students who participate in the classroom is 73%. However, only 39% of students indicate that they participate 'always'.

**Question 3:** (Do you interact with each other when doing activities?)

Table 21

*Student-student Interaction*

<b>Option</b>	<b>N</b>
<b>Yes</b>	35
<b>No</b>	11

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This question aims at evaluating the learner-learner interaction in the classroom. The results obtained show that the majority of students (35) interact with each other when doing activities. This indicates that the teachers engage their students to work in pairs or in groups to exchange ideas about a given task or activity.

**Question 4:** (On whom do you rely on to solve individual activities correctly?)

Table 22

*Checking Students' Autonomy When Doing Activities*

<b>Option</b>	<b>N</b>
<b>On the teacher</b>	7
<b>On other students</b>	0
<b>On yourself</b>	39

This question aims at knowing if learners are autonomous or they depend on others in doing activities. The answers tabulated above show that almost all the sampled population relies on themselves when doing individual activities (85%). By contrast, none of the informants say that they rely on other students to solve individual tasks correctly. It could be assumed that most of the participants are autonomous learners.

**Question 5:** (Does your teacher encourage you in group work?)

Table 23

*The Application of Group work Technique*

<b>Option</b>	<b>N</b>
<b>Yes</b>	42
<b>No</b>	04



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The aim from this question is to check if the teachers implement group work technique. Nearly all the participants responded that their teachers encourage them to work in groups. These results confirm the responses to the third question that the teachers promote interaction in the classroom.

**Question 6:** (Are the activities of the textbook helpful for a better understanding of each lesson?)

Table 24

*The Importance of the Textbook for a Better Understanding of Each Lesson*

<b>Option</b>	<b>N</b>
<b>Yes</b>	43
<b>No</b>	03

This question aims at evaluating the importance of the textbook and if it meets the objectives of the lesson. The students were asked to evaluate the activities of the new textbook of English (if they are helpful for a better understanding of the lessons or not). 43 out of 46 agreed that indeed the activities of the textbook help them to understand their lessons.

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**Question 7:** (Do you like learning about others' cultures?)

Table 25

*Students' Aptitude to the Openness to the World*

<b>Option</b>	<b>N</b>
<b>Yes</b>	43
<b>No</b>	03

This question aims at evaluating the learners' aptitude to the value of openness to the world. Considering table above, the majority of our sampled population likes to learn about others' culture; the table exhibits that 43 of the informants answer with 'Yes'.

**Question 8:** (Does your teacher remind you, from time to time, of the linguistic, cultural, and historical heritage of your country?)

Table 26

*Learners' use of Markers of Their Identity*

<b>Option</b>	<b>N</b>
<b>Yes</b>	42
<b>No</b>	04

The aim from this question is to identify if the learners are aware of the markers of their national identity. This question is about evaluating teaching learners' national identity and conscience; most of our sample said that their teachers work on national identity and national conscience. Besides, when reading the questionnaire for the students, one of them

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claimed that he likes to develop these aspects when he learns. Once the teacher asks the pupils if they agree with their mate, the majority of them do agree.

**Question 9:** (Does your teacher give you the chance to comment on others' questions and answers respectfully?)

Table 27

*Developing Critical thinking and Creativity*

<b>Option</b>	<b>N</b>
<b>Yes</b>	40
<b>No</b>	06

The aim from this question is to evaluate the implementation of tasks that foster critical thinking and creativity. This table shows that approximately all the students find some freedom when they answer questions and give their opinions about each others' answers; i.e., teachers give chance to their pupils to express their ideas confidently and freely.

**Question 10:** (Can you use simple phrases and sentences to ask and answer questions?)

Table 28

*The Use of the Target Language during Interaction*

<b>Opinion</b>	<b>N</b>
<b>Yes</b>	16
<b>No</b>	30

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The aim from this question is to check the learners' ability to use English in oral interaction. The table above indicates that less than half of the sampled population said that they are not able to present their questions, answers, and comments using the target language. This shows that there is a lack of students' active stock of vocabulary. This may refer to the very limited time when students are being exposed to English. Two hours a week cannot help pupils to achieve that level when they interact orally in English.

**Question 11:** (Are the topics taught in the classroom related to those you face outside the classroom [real life situations?])

Table 29

*Teaching real life situations*

<b>Opinion</b>	<b>N</b>
<b>Yes</b>	30
<b>No</b>	16

The aim from this question is to know if the learning situation have similarities with real life situations. As shown above, students make a comparison between topics and activities they learn in the classroom and what they encounter in their real life situations. More than half of the informants find similarities between what they do inside and outside the classroom.

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**Question12:** (Do you have problems when working in pairs?)

Table 30

*Pair Work Difficulties*

<b>Opinion</b>	<b>N</b>
<b>Yes</b>	11
<b>No</b>	35

The aim from the question above is to know if there problems feaced by the learners when working in groups. As displayed in table above, a minority of the students encounter some specific problems when working in pairs. The 11 students who reply with ‘yes’ were asked to identify the kind of the problem. The choice of ‘respect’ is the top cause provided by the students. The choice of ‘problems in communication’ comes next. Besides, only 2 students do not like to work in groups.

**Question 13:** (Can you sort out the general meaning of what your teacher says?)

Table 31

*Interpretation of Oral Messages*

<b>Opinion</b>	<b>N</b>
<b>Yes</b>	38
<b>No</b>	08

The aim from this question is to know the learners’ ability to interpret and understand an oral message. The students were asked to evaluate their level; if they can sort out the

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general meaning of oral messages in English. Most of the students said that they were able to get the meaning of the teacher's speech when he explains the lessons.

### **2.2.2. Results from Classroom Observation**

In order to carry out this observation, seven criteria were selected concerning the intellectual and personal-social competencies. Eight sessions were attended with four (04) teachers in two different middle schools. The researchers purposefully selected the sessions in which the target competencies should or could occur in practice. Hence, the observed sessions were as follows: *I read and do* and *I learn to integrate with each teacher*; these lessons were selected from Sequence 3 of the textbook.

- **Results of Learners' Ability to Read for a Gist**

The lesson of *I read and do* was about daily activities. The four teachers (A-B-C-D) applied the pre-reading, during reading; and post-reading framework (PDP). In the pre-reading stage, teacher B and C reviewed the learners about daily activities and explained the new vocabulary that is mentioned in the text, but the other teachers just introduced the title of the text. In the during-reading stage, the teachers asked the learners to read the text silently. After this, the learners read the text entitled *A Day in the Life of an English Pupil*, the teachers asked their learners some questions about the reading comprehension. The majority of the learners participated and responded to the questions and most of the answers were correct according to the teacher B and the teacher C, but only the brilliant learners with the other teachers were able to do so. The result obtained shows that a good brainstorming in the pre-reading stage and giving the sufficient time for each stage is key to the learners' understanding of the general meaning of the written text in a reading session.

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- **Students' Interaction**

In both lessons, the teachers involved their learners in different activities. The factor of interaction was present between the learner-learner and the teacher – learners, but the degree of interaction differs from one class to another.

- **Interaction in second language (L2) between the Teacher and the Learner**

Interaction and communication in L2 is one of the biggest challenges for first year middle school students. The four (4) teachers that we observed generally use L2 to communicate with their learners, but when the learners try to use just simple words, phrases or sentences with their teacher or their classmates they fail. Only brilliant students can do so; we asked teacher A from Beghoul Abderrehmane Middle School to explain the observed point, and she said that: “Only learners who study in private schools can use English because they are exposed to English several hours”.

- **Learners' Confidence when Expressing Their Opinions**

The four observed teachers provide enough room for their learners to give their points of view confidently. In *I learn to integrate* lesson, the teachers asked their learners to do the task in page 88 of the course book together. They read the daily activities mentioned in the task; then, they asked their learners if they like to do those activities or not. The learners gave their points of view freely with some degree of self-confidence.

- **Students' Ability to do Individual Activities**

In *I read and do lesson*, the four teachers asked their learners to do some activities individually; these activities are of two different types: gap filling and multiple choice tasks. The majority of learners could do these activities individually with teacher B and teacher C.

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By contrast, small number of learners with the other teachers could do these activities individually; the others asked for teacher's help.

- **The Application of Group Work Methodology**

In *I learn to integrate* lesson, the teachers warmed up their learners by reviewing them the daily activities; then, they explained the appropriate knowledge, skills, and attitudes that the learners need to write a letter in which they talk about their mothers' daily activities. Next, they asked their pupils to work in groups of three and four pupils and write the letter together. At the end of the lesson, the learners of the four classes could produce acceptable pieces of writing.

- **Learners' Ability to Manage Their Time in doing Activities**

When the learners asked to do the tasks, the teachers gave them a specific period of time to finish each task. Indeed the learners could respect the given time and the majority of the pupils of the different classes could finish these activities.

This section of this chapter dealt with the presentation and analysis of data obtained from research tools. The next section will be devoted to the interpretation of the findings analysed already.

### **2.3. Data Discussion and Interpretation**

The discussion comprises comparison between the questionnaires and revisiting the research questions.

#### **2.3.1. A Comparison between teachers' and students' Questionnaires**

When the researchers have designed the questionnaires of teachers and students, we included some similar questions to make a comparison between the answers obtained from the



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informants. The comparison between the students' and the teachers' questionnaires is framed round thematic categories presented below.

- *Students' Autonomy*

Autonomy is one of the intellectual competencies which a teacher is supposed to accustom his/her learners to. The researchers have incorporated two questions about autonomy; one was for teachers (Do students show some degree of autonomy when doing individual activities?), and the other one was for learners (On whom do you rely to solve individual activities correctly?). The results obtained from these questions indicate that there is a degree of autonomy shown on the part of the learners. Only half of teachers stated that their learners are autonomous, but for the learners, 85% of them claimed that they are autonomous when they are involved in individual activities.

- *The Application of Group work Technique*

Group work helps learners to be more sociable and improve English communication skills. When the teacher applies this method in his/her classes, it means that he works on teaching the social competency to his learners. The researchers asked the informants many questions about group work. When the learners were asked if their teachers encourage them to implement group work, 96% responded that their teachers do so. The result obtained from the question posed to the teachers also shows that the majority of teachers teach the social competency through group work methodology.

- *Problems Faced by Learners in Mutual Work*

Socialisation through group work is sometimes unreachable if the learners find problems or difficulties when working together. The researchers directed two different questions for our samples. Teachers were asked if they face some difficulties, expliciting the

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difficulties might occur. Only 40% of the teachers claimed that they encounter obstacles in terms of respect, communication and collaboration. The learners were asked about difficulties in pair work; 24% of them indeed said that they face problems also in respect and communication or detesting group work.

- *Students' Aptitude to learn Others' Cultures*

Openness to the world is one of the values that must be taken into consideration by the teachers when they work on the second generation curriculum. The researchers, consequently, employed two questions about teaching openness to the world and citizenship through introducing others' cultures and valuing them by the students. The teachers' question (Is the student keen on learning about others' cultures?) enabled the researchers to know that 75% of the teachers work on this value; 91% of the learners also said that they like to learn topics about others' cultures.

- *Learners' Ability to use the Markers of Their Identity*

Another value that must be taught in the second generation curriculum is the national conscience. The learner can talk about the markers of his/her identity and shares them with others in English. The teachers were asked if their learners are able to use the markers of their identity when they introduce themselves to others; 92% said that their learners can do so. The same result was obtained from this question from the learners' perspectives.

- *Developing Critical Thinking and Creativity*

The intellectual competency comprises a set of sub-competencies; one of them is critical thinking. The teacher should develop this skill among his/her students by involving them in different classroom activities. Thus, a question was posed to evaluate learner's use of critical thinking. It was about giving the chance to the learners to comment on others'

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questions and answers respectfully in a student-student interaction; 58% of the teachers said that this really occurs in their classes, and 86% of the questioned learners said that they judge their classmates' questions and answers.

- *The Use of the Target Language during Interaction*

Communication in L2 during interaction between students and also between students and their teacher is a sign of intellectual and communicative competencies achievement. The researchers asked both teachers and students about the use of the target language in classroom interaction. On one hand, the majority of teachers (75%) mentioned that their learners are able to do so. On the other hand only 34% of the learners confess that they can use English in oral interaction.

- *The Interpretation of Oral Messages*

The learner's ability to understand and interpret oral or written messages is also a sign of intellectual competency achievement. When the learners were questioned if they can sort out the general meaning of an oral text in English, 82% of them said that they have already developed this skill; also, 67% of the teachers claimed that their learners are able to do so especially when exposing them to written materials and media. Hence, it could be said that the students manage to acquire the competency of interpreting oral messages.

After highlighting the major similarities and dissimilarities between the teachers' and the students' questionnaires in terms of the data obtained, it is high time the researchers took up and answered the research questions set up in the introduction.

### **2.3.2. Revisiting the Research Questions**

The analysis of the results obtained from the teachers' questionnaire, the students' questionnaire, and classroom observation show that although the second generation

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curriculum is recently applied, cross-curricular competencies( intellectual and personal-social) and core values are applied by teachers either novice or experienced.

In evaluating the appropriate and accurate application of the intellectual and personal-social competencies in the classroom, the researchers analysed them into sub-competencies to extract the exact results from the different research tools. The majority of the sampled population flows easily with these two (2) principles, and neither the teachers nor the learners encounter serious obstacles.

In designing research means, the researchers selected different criteria concerning the implementation of core values of the second generation curriculum: national identity, national conscience, citizenship and openness to the world. The results obtained yielded clear evidence that these values raise the learners' aptitude toward learning. The teachers find them as a source to attract learners' attention even if they are taught implicitly.

Lastly, even though the researchers do not focus much more on the new English textbook (if it is helpful to teach/learn cross curricular competencies and core values) by posing only one question about it (Do the activities in the textbook helpful for a better understanding of the lesson?) (See Appendix B), the result of this question gave the researchers a clear idea that the textbook is indeed helpful.

### **Conclusion**

This chapter has presented the research methodology, and data gathered from the research tools, as well as the contextual discussion of the major findings. These findings show that the cross-curricular competencies (personal-social and intellectual) and core values are implemented by the teachers, either novice or experienced. Nevertheless, these two principles are not fully implemented, and both teachers and learners encounter some problems

## EVALUATION OF THE SECOND GENERATION CURRICULUM

concerning students' different abilities which are clearly noticeable in individual or group work, time constraints, and the application of the standard steps of the lesson.

## ***General Conclusion***

## **General Conclusion**

The fundamental goal of this study has been firstly to evaluate the implementation of cross-curricular competencies (intellectual and personal-social) and core values (national identity, national conscience, citizenship and openness to the world) in three middle schools, Boumechaal Sadek in Ouled Askeur, Beghoul Abderrehmane and Tarek Ben Ziad in Taher, Jijel; Secondly, it has aimed at finding out the difficulties encountered by teachers during the implementation of these competencies and values.

To achieve this research aim, two instruments were incorporated into the research design. First, a classroom observation scheme was implemented with eight teachers (novice and experienced) from the aforementioned schools. Second, in order to crosscheck results from the classroom work and to increase the validity of the data, two questionnaires were administered to twelve (12) teachers and forty- six (46) students in the three different middle schools.

All in all, the analysis of data obtained from research tools has indicated that teachers of MS1 in Boumechaal Sadek , Beghoul Abderrehmane and Tarek Ben Ziad succeed, to some extent, in implementing the cross-curricular competencies (intellectual and personal-social) as well as core values. Thus, it can be said that teachers do not encounter many difficulties either during the application of cross-curricular competencies or the core values.

The only difficulties worth mentioning are time constraints, students' unpreparedness for team work, and the heavy syllabus workload.

## **Pedagogical Recommendations**

On the basis of the results that stemmed from the current research, the researchers suggest the following recommendation for a successful application of the second generation curriculum in middle school EFL classes.

- **Promoting the Spirit of Group Work**

The second generation curriculum substitutes rote learning and memorization; consequently, if the pupils are not accustomed to group work, the old practices will once again resurge to the surface. It is the teacher's job to encourage and teach their learners to work in collaboration and learn the skills of teamwork.

- **Slimming down of the Syllabus**

Many teachers in this study complained of the heavy workload allotted to each lesson that hinders a proper application or practice of competencies. Actually, the teachers claimed that they have to teach two to three structures per lesson; hence little time or no time is left for interaction and collaborative activities. In order to experience with the core competencies and target quality, the focus should be on team work than on content (knowledge accumulation).

- **Compulsory Attendance to Teacher Training**

Many teachers-participants in the study indicated that they do not attend the regional seminars held to promote the application of the second generation curriculum. The teacher's carelessness might get in the way of effective applications of the second generation curriculum. Since the syllabus is new, the teachers have to learn how to implement it in practice.



## **Implications and Future Research**

This study is a humble attempt to evaluate a facet of a National curriculum; it focused mainly on the practical application of the fundamental competencies of cross-curricular competencies (intellectual and personal-social) and core values (national identity, national conscience, citizenship and openness to the world). This evaluation could be considered as premature because in order for a school reform to succeed, it needs a considerable amount of time. It is not easy to change the old teaching/learning practices in just one or two school terms. Consequently, this evaluation of the core competencies is premature, future evaluations of the same topic might show different results.

Future studies could focus on the implementation of cross-curricular competencies and core values in both the textbooks and the syllabus documents.

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## *Appendices*



## **Appendix A**

### **Teachers' Questionnaire**

Dear teachers,

This questionnaire is a part of a research work .It aims to evaluate the implementation of the second generation curriculum in terms of cross curricular competencies (intellectual and personal-social )and core values in first year middle school.

You are kindly requested to answer the following questionnaire. Please tick the appropriate box  or make full statements when necessary.

Thank you in advance for your collaboration.

#### **Section : The Implementation of Competencies ( Intellectual and Personal-social) and Core Values**

1. Have you received any training sessions about the second generation curriculum?

Yes  No

2. Do your students react in a non-verbal way to verbal messages through using body language or gestures as a reaction to the teacher's questions or explanation?

Yes  No

3. Can the students sort out the general meaning of an oral messages?

Yes  No

4. Do students behave confidently when using English in the classroom?

Yes  No

5. Do students show some degree of autonomy ?

Yes  No

6. Are students able to ask and answer questions using simple phrases and sentences?

Yes  No

7. Do students ask for clarifications during your explanation of the lesson?

Yes  No

8. If your answer to the question 7 is "Yes"? When does it occur?

a.Always  c.Sometimes

b.Often  d. Rarely

9. Do you face any difficulties when teaching pupils to socialise through oral or written exchanges ?

Yes  No

10. If your answer to the question 9 is "Yes", what kind of difficulties do you face?

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

11. Do you raise your students' awareness towards the necessary skills for group work?

Yes  No

12. Do your students like working in groups?

Yes  No

13. Do your learners have problems in working together?

Yes  No

14. If your answer to the question 13 is “ Yes” , which kind of problems do you face ?

a. Communication in L2  b. Collaboration

c. Respect  d. Others

If others, what are they?

.....

15. Do students respect each others’ opinions?

Yes  No

16. Do you face any difficulties while teaching values of citizenship and making your pupils proud of their nationality?

Yes  No

17. If your answer to the previous question is <<Yes>> , what kind of difficulties do you face?

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

18. Is the student keen on learning about other’s culture?

Yes  No

19. Is the student able to use the markers of his identity (name, nationality and cultural heritage) when introducing themselves to others?

Yes

No

**Thank You in Advance for Your Collaboration**

## Appendix B

### Students' questionnaire

أعزائي التلاميذ

نود معرفة رأيكم الشخصي عن طريق إجاباتكم على هذا الاستبيان الذي يهدف إلى تقييم مبدئي حول التطبيق لمفهومين قاعديين تشتمل عليهما مناهج الجيل الثاني وهما: القيم التربوية والأخلاقية، والكفاءات العرضية (الفكرية، الاجتماعية والشخصية).

من فضلكم هذا الاستبيان ليس اختبارا، فلا توجد إجابات خاطئة، وليس هناك سؤال لا يتعين عليكم الإجابة عنه. نتمنى منكم أعزائي التلاميذ أن تجيبوا على أسئلتنا بكل موضوعية وشفافية.

اخترتوا الإجابة الصحيحة بوضع إشارة X في الخانة المناسبة.

1 - هل أنت ؟

ذكر  أنثى

2 - هل أنت عضو فعال ومشارك في القسم ؟

نعم  لا

3 - هل تتفاعل مع زملائك أثناء محاولتك لإنجاز التطبيقات داخل القسم ؟

نعم  لا

4 - على من تعتمد عند إجابتك الصحيحة للتطبيقات الموجهة لك داخل القسم ؟

أ - على الأستاذ

ب - على زملائك

ج - على نفسك

5 - هل يشجعك أستاذك على العمل الجماعي لبعض الأنواع من الأنشطة داخل القسم ؟

نعم  لا

6 - هل تساعدك تمارين الكتاب الجديد لمادة الانجليزية في الفهم الجيد للدروس ؟

نعم  لا

7 - هل تحب تعلم ثقافة مختلف شعوب العالم واكتساب معارف ومعلومات جديدة عنها ؟

نعم  لا

8 - هل تحب مناقشة زملائك وأستاذك في المواضيع التي تنمي فيك شعور الوطنية و الانتماء لبلدك ؟

نعم  لا

9 - هل يفتح لك أستاذك المجال للتعبير عن آرائك الشخصية من خلال تعليقاتك وطرحك لمختلف الأسئلة التي تتعلق بموضوع الحصة ؟

نعم  لا

10 - هل تستطيع استعمال جمل بسيطة وسهلة باللغة الانجليزية أثناء تفاعلك مع أستاذك أو زملائك بالطرح والإجابة على بعض الأسئلة ؟

نعم  لا

11 - هل تجد توافقا بين المفاهيم والكفاءات والمواضيع التي تصادفها داخل القسم بتلك التي تصادفها خارج المدرسة ؟

نعم  لا

12- هل تصادف أية مشاكل مع زميلك أثناء العمل الثنائي ؟

نعم  لا

13- إذا كانت إجابتك على السؤال السابق بنعم فما هي المشكلة بالتحديد ؟

أ - تجد صعوبة في التواصل

ب -لا تحب العمل المشترك

ج - تفتقد الاحترام المتبادل بينك وبين زميلك

14- هل تستطيع استيعاب المعنى العام لما يقوله أستاذ اللغة الانجليزية أثناء مختلف مراحل الدرس؟

نعم  لا



4. The learner can give his/her opinions confidently in the classroom.								
5. The learner is able to solve problems independently in an individual work.								
6. The teacher uses group work methodology.								
7. The pupil can manage time when doing his activities.								

**Notes:**

.....

.....

.....

.....

.....

.....



## ملخص

شهدت السنة الدراسية الجارية تطورا نوعيا في المناهج الدراسية الخاصة بالتعليم الابتدائي والسنة الأولى متوسط والذي عرف باسم إصلاحات الجيل الثاني . إن المبتغى الأساسي من المنهاج الجديد هو تطوير مجموعة من الكفاءات العرضية والقيم التربوية والأخلاقية لدى التلاميذ من أجل تطوير التعلم وجعله عملية انتقال من اكتساب المعارف اللغوية عن طريق حفظها وتكديسها إلى إدماجها وجعلها متكاملة مع بعضها البعض من خلال تركيز المدرس على هذه القيم والكفاءات أثناء التدريس. تنقسم هذه الكفاءات إلى كفاءات ذات طابع فكري، كفاءات ذات طابع منهجي، كفاءات ذات طابع تواصلية، وكفاءات ذات طابع شخصي واجتماعي، إضافة إلى القيم التربوية المتعلقة بالهوية الوطنية، الضمير الوطني، المواطنة، والتفتح على الحركات العالمية والاندماج فيها. وبما أنه تم تطبيق هذه المناهج الدراسية حديثا، فإن المراجع التي تهدف إلى توضيحها وتقييمها تعد محدودة جدا. وعليه، تهدف الدراسة التي بين أيديكم إلى تقييم تطبيق هذه الكفاءات بتسليط الضوء على الكفاءات العرضية ذات الطابع الفكري، الشخصي، والاجتماعي إضافة إلى القيم المذكورة آنفا من طرف أساتذة مادة الانجليزية للسنة الأولى متوسط في كل من متوسطة بومشعل الصادق، بغول عبد الرحمن وطارق بن زياد بولاية جيجل. ولتحقيق هذا الهدف، تم اختيار منهج الملاحظة العينية لمجموعة من حصص مادة الانجليزية في المؤسسات المذكورة إضافة إلى استبيانين: أما الأول فقد وزع على مجموعة من أساتذة الانجليزية من مختلف متوسطات الولاية وأما الثاني فكان موجها لتلاميذ مستوى السنة الأولى متوسط في المؤسسات المسجلة آنفا. وقد أكدت النتائج أن الأساتذة يبذلون مجهودهم من أجل تطبيق الكفاءات العرضية الفكرية، الاجتماعية والشخصية والقيم التربوية في كل درس، مع وجود عراقيل تتجلى في ضيق الوقت بسبب طول المنهاج الجديد، الفروق الفردية لدى التلاميذ والتي تظهر جليا في التطبيقات ذات الطابع الفردي والجماعي، إضافة إلى الإخلال بتطبيق المراحل الأساسية لسير الدرس بسبب طول المنهاج.

## Résumé

Le système éducatif en Algérie a récemment introduit une nouvelle réforme scolaire à l'école primaire et première année secondaire, appelée : la deuxième génération réforme. L'objectif de cette réforme est principalement de développer de nombreuses compétences transversales et des valeurs. Les compétences sur lesquelles un enseignant devraient se concentrer sont : d'ordre méthodologique, d'ordre de la communication, et d'ordre personnel et social . En plus que les valeurs de l'identité, la conscience nationale, la citoyenneté et l'ouverture sur le monde. Cette recherche est une évaluation de la mise en oeuvre de d'ordre intellectuel, personnel et social, et les valeurs susmentionnées par les enseignants d'Anglais première année moyenne. Pour enquêter sur cette recherche, l'observation en classe et le questionnaire sont mis en oeuvre à trois écoles moyennes : Boumechaal Sadek, Beghoul Abderrehmane, et Tarek Ben Ziad, Jijel. En adopté deux questionnaires, le premier pour les enseignants et le deuxième a été adressé pour les élèves pour atteindre le susmentionné but. Les résultats montrent que les enseignants appliquent les compétences transversales et valeurs, mais se heurtent à certains obstacles concernant la différence dans la capacité des élèves, gestion du temps, et l'application des étapes standard de la leçon En raison du programme surchargé

