

The Algerian Middle School Curriculum Review

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Abstract:

This scholarly article review underpins a comprehensive new prospect that the Algerian middle school could unfold. This examination investigates the structure, content, and effectiveness of fulfilling the peer's educational vacuum. This paper study employs a mixed-method approach by incorporating qualitative analysis in curriculum materials (documents, textbook) with quantitative surveys and assessment data. Undoubtedly this article highlights both the strengths and deficiencies of the curriculum. It detects areas that should be improved, not only its improvement but also proposes potential empowerment. The promising results set the grounds for the curriculum to cover the optimum subjects to use in the classroom setting. This study would ample on the perspectives of practical and critical thinking. Assembly, this paper identifies the interchangeable correlation between the curriculum and the international criteria. Assumptions and recommendations are cardinal in devolving unwavering curricula, manifested in the peculiarities of interdisciplinary approaches, learner-centered pedagogies, and technology integration. The contribution of this study is to foster the ongoing discourse of curriculum development and educational enhancement in Algeria. The encouragement and insights that this study would promote could be remarkable for curriculum designers and educators who seek to elevate the curriculum's systematic values.

Keywords: Review, Curriculum, Algeria, Middle School, Critical Thinking, Deficiencies, Improvement.



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1 INTRODUCTION

2 Educational Curriculum in Algeria:

3 General Overview:

French colonialism took over the educational system in Algeria. The imposed education system served the French colonial agenda to meet the European population's needs and to harness the Western countries' cultural norms in the mind of the Algerian peers. Many peers were children of the colonists. Teachers taught French as a first language, and Arabic as a foreign language.

At the beginning of the 1963 school year, the educational system was not formed yet, and the school enrollment was at the average of 850,000. Teachers received a limited training abroad and college instruction was beyond many teachers repertoire at that time. Hence classrooms were improvised. In 1967 a gradual improvement was sensed in the school rating it climbed to 1.5 million, to approach 3 million by 1975 and then reached 6.5 in 1991 to 1992.

In 1972 the Algerian government passed education adjustments that issued to the nine-year basic education program. Additional adjustments were in 1976 imposed a mandatory expansion of education years from 6 years to 10 and ensured that education remains discharged.

The infrastructure of the education was based on 6+3+3 model: six years in the elementary school, three years in the middle school, and 3 years in high school, these nine years are vital in forming the peers education journey

4 Educational Objectives:

In 1962, Algeria inherited an education system based on European subjects taught by foreign teachers in French. The Algerian government urged redesigning the curriculum and setting the pace that represents the genuine cultural norms and social standards folded by the religious rules. The government highlighted the core principles of indigenization, i.e. indigenizing curriculum is about reforming curriculum and teaching activities to include more indigenous knowledge into the curriculum's context. It goes beyond adding Indigenous scholars to the syllabus by "weaving or braiding together two distinct knowledge systems so that learners can come to understand and appreciate both" (Antoine et al., 2018, Section 1), also Arabization and stressing the



importance of scientific subject along with the technical studies the educators at that time had on mind to enhance literacy, educators planned to enrich the educational system with scientific and technological fields that have long term goals which reflect on the thriving different industrial sectors in the government.

5 Subjects That Are Being Studied in the Algerian Schools:

In the long road of the nine years in the Algerian schools, peers should be subjected to cycles divided into three years. Initially, all the peers take classes in Arabic, Islamic Studies, Mathematics, Political Education, History and Geography, Physical Science, Foreign Languages (French, English), Information Technology, Art and Music, Physical Education, and Natural Science.

In 1992to1993, the English language was part of the FL programme and the French language in the three cycles. Recently, EFL took place in primary school after President Abdelmajid Tebboune stated teaching EFL should start from the 3rd-grade primary school till the 5th grade.

6 Teaching Methodologies in the Algerian Schools:

The Algerian educational system is still influenced by the French one nowadays because it implements the fact-acquisition orientation; in teaching instructs, it relies heavily on memorization methods. The teaching materials are still so often backwards that educators use boards, chalk, and textbooks. ICTs can hardly be found in Algerian public schools as teachers lack the expertise to use this teaching method.

7 A Historical Scope of the Language policy in Algeria:

After the independence of Algeria in 1962, there were vital issues left by the French occupation; among them was the language. Undoubtedly, after over a century of colonization, many identity profiles in the country were tarnished and removed. Consequently, the French language dominated the country to reach all the educational institutes."The Algerian situation is complex, as it is a crossroad of tensions between French, the colonial language and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic." (Tabory and Mala,1987:64).

Decision makers in Algeria tried to rectify the damage of the French colonization, and they initiated harnessing the first language that the Algerian government should



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underpin. Therefore, they issued the "Arabization "reform, which stated that the Arabic language is the government's first language and the only language that should take place in all the governmental premises. " Without recovering that essential and important element, which is the national language, our efforts would be vain, our personality incomplete, and our entity a body without a soul" (Mostari,2004:26). The controversy of Arabization after independence drastically influenced politicians and educators because the French language occupied all sectors. Therefore, forcing the Arabic language was a challenge that weighed on both parties; the motive the French language and the language of religion and the Arab world forced their way to get the confession of all people from different positions in the government to implement Arabic as the first language of Algeria.

8 The Implementation of English in the Algerian schools:

After immense reforms that the Algerian education system has witnessed, the integration of the English language has finally seen the light. In 1993, the Ministry of Education passed a reform recognising teaching EFL in the primary school cycle. Thus, peers had the right to choose between English and French as mandatory foreign languages. "this program has been acknowledged in several primary schools. Unfortunately, most parents at that time preferred to teach their kids the French language over English" (Nadia, 2011). As a result, EFL failed to take place in the primary schools.

9 The First Sights of Teaching English in Middle School:

In 2002, the Algerian decision-makers structured a reform of the national education. The foreseen insights that educators had at that time was a novel epistemology of teaching English in middle school, initiated in the 6th year in middle school. This unprecedented progress weighs on a shift in reforming the EFL curriculum that conquers the urge of the new world and entails structuring learning the English language to cope with the modern world language and enrich the pupils' repertoire. With optimum reform, new methods and approaches should be chime with it. The cardinal linearity educators sought was engaging the learners in the learning process to evoke self-centeredness in their peers and harness their autonomous learning



capacities. According to the precedent ex-president of the national Education Benbouzid ,
L'Approche par Compétence dans l'Ecole Algérienne

“Une réforme globale visant l'édification d'un système éducatif cohérent et Performant s'impose donc aujourd'hui pour permettre à la société algérienne de faire face aux multiples défis du 21ème siècle” (Xavier Roegiers' 2006).

The Competency-Based Approach in the Algerian School. A comprehensive reform aimed at building a coherent and efficient educational system is therefore necessary today to enable Algerian society to face the multiple challenges of the 21st century.

The former minister had the conception of the crucial role that schools and all the academic settings compel in Algerian society. Moreover, he urged that the new reform has tertiary prospects on the scale of knowledge and on the perspective of shaping the generation's mindset; the fruitful reform could promote teaching and learning English to modernize the Algerian curricula.

stated that” There are two influential paradigms that could be seen in the internal and external challenges “(Roegiers. 2006) .To start with the internal challenge, he ought to believe that the Algerian curriculum signifies the moral values of tolerance and dialogue, preparing the learners to exercise their patriotism in a constitutional society.

10 The Fundamental Schooling System:

In 1976, a reinvigorated pedagogy design called the essential school was applied. It was a fusion of the primary and middle school (09 years), with all the topics taught in Arabic except for the foreign languages. But when Minister Mostepha Lacheraf came to office, French was re-enforced in teacher training.

Within this pedagogy design, English was introduced in middle school at the age of 13. As this approach has challenges for language acquisition. They suggest that children in immigrant families are more likely to acquire a flawless accent, while learners in puberty may only master other aspects of the language, such as syntax and vocabulary ,Steinberg (1993, p. 209), Oyama (1976), Tahta et al. (1981), and Scovel (1988). This complexity is further underscored by “affective filter hypothesis, which posits that one must be open to the message so that it reaches the language acquisition device (LAD) (Intake). Not all the input reaches the LAD; somewhere along the way it



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is filtered, and only part of it is acquired. Krashen (1982) .This filtering process occurs in the affective filter, which acts as a barrier, restraining the input portion. This underscores the importance of early language learning in the Algerian context.

The reorganization rotation was pinnacle only in 1989, although in preparation, the rudimentary pedagogy design adhered to the separation of the elementary level, incorporating degrees one to six and the middle school level of grades seven to nine. (Unesco Report, 2005). Even though government underpinning for the specialized practicum agendas meant to yield middle- and higher-level technicians for the industrial sector, a deprecating deficiency of workers in fields that require those specialized dexterities.

11 Objectives of EFL teaching and learning in Algeria:

In Algeria, the prominent substance of teaching and learning English as a foreign language is structured by the Algerian official curricula for English, June 1999. The curricula provide an encyclopedic framework, stating that the learner should be competent in communication in its various factors and contexts. The four main objectives are stated as follows: socio-cultural objectives, humanistic objectives, educational objectives, and academic objectives. These objectives should be learned through the progress of cognitive abilities and skills. Hence it is catered to the subjects in the curriculum because these skills are the basis of any efficient language acquisition. As the Bloom's Taxonomy learning hierarchy (*always according to the Algerian directives of June 1999.*)

- I. **Knowledge:** *state, recall, and reproduce.*
- II. **Comprehension:** *predict, identify, explain, illustrate.*
- III. **Application:** *predict, select, use, construct.*
- IV. **Analysis:** *select, compare, and break down.*
- V. **Synthesis:** *summarize, argue, organize, and conclude.*
- VI. **Evaluation:** *judge, select, support, attack, and evaluate.*

12 Objectives of middle school instruction:

In this era of global communication, it's commendable that our middle school students are expected to have dedicated approximately 250 hours to English learning (4



hours per week in 3 AF and 5 hours per week in 4 AF). They should have acquired the basic English (structures and vocabulary) necessary to express the four principal functions of the language, which are description, instruction, narration, and socializing, as well as the four linguistic skills (listening, speaking, reading, and writing).

This diligent effort should lead them to proficiency in the basic features of the English language, encompassing the four primary functions of description, instruction, narration, and socializing in the four linguistic skills of listening, speaking, reading, and writing.

- ✓ listening to and understanding oral messages.
- ✓ guided production of simple oral messages.
- ✓ reading of simple passages and showing their understanding of them (without interfering with the oral) through performing various activities of linguistic checking.
- ✓ writing simple personal letters.
- ✓ filling simple forms and writing elementary application letters.
- ✓ Take notes and write simple summaries of medium-length texts.

Although this supposedly gained knowledge is significant, exam results show that most learners experience difficulties using the foreign language (English) correctly during their first years in secondary school. This situation and the divided timetable have led secondary school teachers to devote much of the teaching sessions to brushing up on the studied linguistic stock. The insufficient time allocated to teaching English has not helped. Bearing in mind that 2 hours per week for the scientific classes and 3 hours for literary courses during their first year in secondary school are just sufficient to preserve some of the gained language, they have to restrict their objectives to the mere reactivation of essential elements seen in the previous two years. They supplied a few more functions and structures for the literary streams, whereas they restricted the effort to selected functions that relate to English for Specific (ESP) and their related structures for the scientific stream. Besides that, some school administrators believe English is a secondary language, and they often schedule it at inconvenient times (the afternoons) when the pupils could be more energized and motivated. Most of the time, all these factors hinder the learners' performance.



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13 Methodology:

This examination employs an illustrative qualitative approach (survey, interviews,) from 40 Wilaya over Algeria. Hence, data was accumulated through interviews and documents. For example, the annual curriculum, academic session schedule, syllabus, lesson plans, and assessment tools were analyzed. Reversal analysis, data display.

14 Data Collection Methods:

Surveys:

An average of 100 surveys were circulated in each Wilaya, resulting in 40 (Wilayas) 100 (surveys/Wilaya) = 4,000 surveys collected. These surveys were designed to seize a broad standpoint on teachers opinion about the curriculum.

Interviews:

This pivotal method involves in-depth interviews with key stakeholders like educators, administrators, and policymakers. 20 interviews were conducted across different Wilayas, providing invaluable insights into the curriculum and syllabus.

15 Algerian Middle School Curriculum Review Data Visualization

This section presents data visualizations summarizing key Algerian Middle School Curriculum Review findings.

Graph 1: Perceived Relevance of Curriculum Content

X-axis: Low, Somewhat Relevant, Neutral, Somewhat Highly Relevant, Highly Relevant

Y-axis: Percentage of Respondents (0% to 100%)

Bars: Colored bars representing the percentage of respondents who chose each relevant category.

Example Values:

Low: 30%

Somewhat Relevant: 25% Neutral: 20%

Somewhat Highly Relevant: 15%

Highly Relevant: 10%



Insights:

A significant portion (55%, 30% + 25%) of respondents perceive the content as lacking high relevance (Somewhat Relevant or lower). This suggests potential areas for curriculum improvement to better align with student needs.

Graph 2: Availability of Necessary Teaching Materials

Pie Slices: Two slices labelled "Yes (Materials Available)" and "No (Materials Lacking)."

Slice Colors: Contrasting colours (e.g., Blue for Yes, Red for No)

Slice Sizes: Proportional to the percentage of respondents in each category.

Example Values:

Yes (Materials Available): 70% (Larger Slice)

No (Materials Lacking): 30% (Smaller Slice)

Insights:

While a majority (70%) have access to materials, a significant minority (30%) face shortages. This highlights the need for improved resource allocation or alternative teaching methods that may rely on something other than specific materials.

16 Finding and Discussion:

This section delves deeper into the Algerian middle school curriculum review findings, exploring quantitative data from surveys (n=4,000) alongside qualitative insights from educator and administrator interviews.

17 Content Relevance:

Survey Data Analysis:

Analyze survey responses related to content relevance. Consider using breakdowns by region, grade level, or educator experience to identify potential variations in perceptions.

18 Low Relevance:

A high percentage of respondents (e.g., 30%) might rate content as "low" or "somewhat relevant" on a Likert scale. This suggests a significant portion perceives a disconnect between the curriculum and real-world needs.

Specific Skill Gaps:



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Analyze responses regarding specific skills students lack. This could involve multiple-choice options or open-ended questions about critical thinking, problem-solving, or digital literacy gaps.

19 Interview Data Analysis:

Analyze interview transcripts for themes related to content relevance.

Outdated Content:

Educators might express concerns about curriculum scope that must be revised to mirror current job market demands.

Focus on Memorization:

Interviews may reveal concerns that the curriculum emphasizes rote memorization over cultivating critical thinking and appropriate knowledge application.

20 Discussion:

The combined findings suggest a need for curriculum revision. This revision should involve:

21 Alignment with 21st-Century Skills:

Integrate essential skills like critical thinking, problem-solving, communication, and cooperation into the curriculum.

Stakeholder Involvement:

To ensure the content is relevant to future needs, educators, subject-matter experts, and industry professionals should be involved in curriculum development.

Regular Reviews:

Establish a process for standard curriculum reviews to acclimate to ripening trends and skill requirements.

22 Teaching Methodology:

Survey Data Analysis:

Analyze survey replies concerning teaching methods. Consider using multiple-choice questions or rating scales to evaluate the frequency of interactive activities.

Limited Engagement:

A high percentage of respondents, 50%, might convey that interactive exercises "rarely" or "sometimes" occur. This suggests a conceivable reliance on classic, teacher-centered methods.



23 Interview Data Analysis:

Analyze interview data for themes related to teaching methods.

Teacher Frustration:

Educators might communicate frustration with limited resources or lack of activity to implement employing teaching strategies.

Student Boredom:

Interviews might indicate concerns about pupil disengagement due to overreliance on traditional methods.

24 Discussion:

The findings suggest a need for pedagogical reform:

25 Teacher Training:

Implement professional expansion programs to equip educators with practical strategies for interactive teaching and student-centred learning.

Resource Allotment:

Assign resources for technology integration, project-based learning materials, and collaborative learning environments.

Conveying the Most Reasonable Techniques:

Promote a culture of sharing the best techniques among educators via workshops or online platforms.

26 Assessment Practices:

Survey Data Analysis:

Analyze survey answers concerning assessment practices. Consider using multiple-choice or yes/no questions to measure perceptions of assessment significance.

27 Approximate Measurement:

Many respondents (e.g., 40%) might disagree that assessments accurately measure pupil knowledge.

Interview Data Analysis:

Analyze interview data for themes associated with inspection procedures.

Overemphasis on Testing:

Educators might express concerns about overemphasizing standardized testing that boosts rote memorization rather than profound learning.



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Limited Assessment Variety:

Interviews might require diverse assessment methods beyond multiple-choice questions.

28 Discussion:

The findings suggest a necessity for assessment reform:

Alternative Assessment Methods:

Investigate alternative assessment strategies, such as projects, portfolios, or performance-based assessments, that evaluate a more comprehensive range of skills.

Focus on Learning:

Pivot the emphasis from assessment for grading to the evaluation for learning, providing students with feedback to improve their understanding.

Alignment with Curriculum:

Ensure assessments accurately reflect the learning objectives and skills emphasized in the revised curriculum.

29 Resource Availability:

Survey Data Analysis:

Analyze survey responses regarding resource availability. Consider using yes/no questions or multiple-choice options about access to textbooks, technology, and other learning materials.

Resource Shortages:

Many respondents (e.g., 30%) might need more necessary materials.

30 Interview Data Analysis:

Analyze interview data for themes related to resource availability.

Inequitable Access:

Educators in specific regions or schools might express concerns about limited access compared to others.

Influence on Learning:

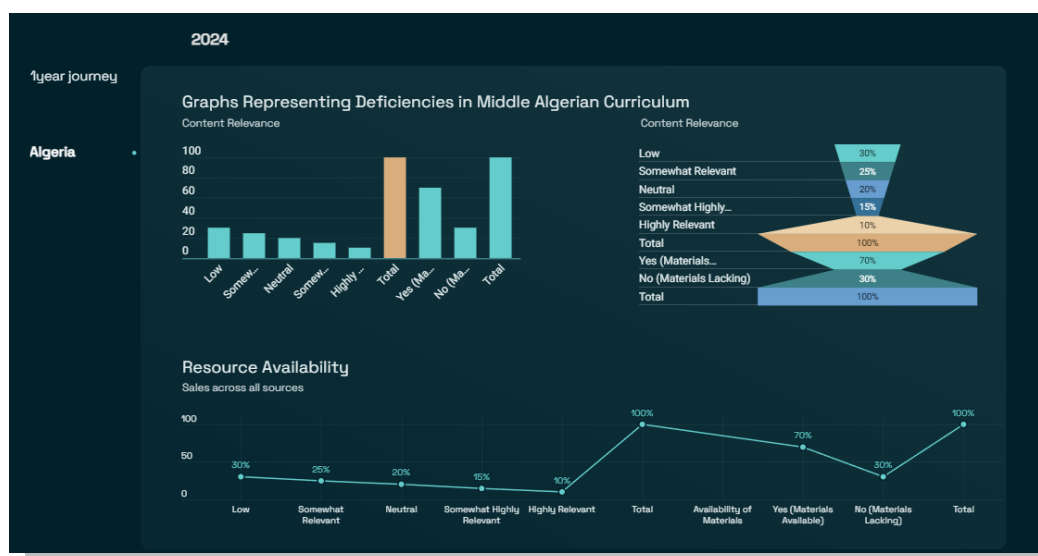
Interviews may reveal how resource shortages hinder effective teaching and student learning experiences.

31 Discussion:

The findings emphasize the importance of equitable access to learning resources.



Algerian Middle School Curriculum Review Data Visualization



32 The Curriculum Development:

Curriculum is a systematic process designed to be adaptable, managing what will be instructed, who will be instructed, and how it will be instructed. Per segment affects and interacts with others, permitting flexibility and responsiveness to myriad educational requirements. For example, what will be instructed is affected by the learners' attributes (e.g., their stage of development in age, adulthood, and schooling). The methods of how scope is instructed are also impacted by the learners, their unique traits, and the setting. In considering these three essential segments, the following are widely held to be critical contemplations in experiential education in non-formal settings.

33 Integral Contemplations for Curriculum Development:

- Problem/concern/requirement is pinpointed (problem what),
- Attributes and requirements of learners (mark audience who),
- Modifications planned for learners (planned outputs/purposes of what the learners will be capable of accomplishing),
- The vital and applicable scope (what),
- Tactics to achieve planned outputs (how),
- Evaluation strategies for practices, scope, and planned results (What performs?).

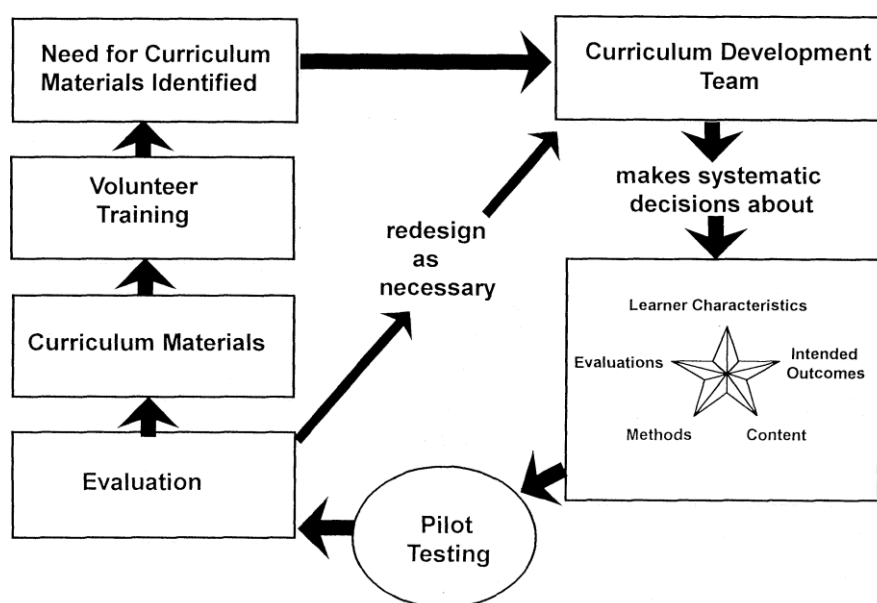


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34 The Curriculum Development Standard:

The next page (Figure 1) illustrates how these elements commune to each other and to the curriculum development process. It initiates when an case, problem, or concern ought to be addressed. If education or training a segment of the inhabitants will assist solve the issue, then a curriculum to sustain an educational endeavour evolves a emphasis, and human and financial aids are allotted.

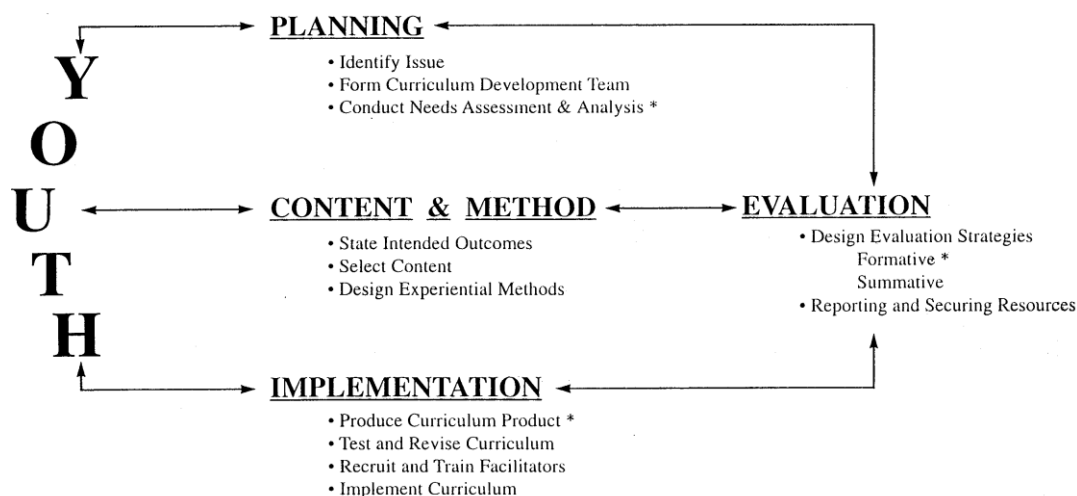
The Figure: 01



35 Phases and Stages in Curriculum Development:

Additionally, the figure 02 demonstrates how the 12 fundamental stages improve from one to the next. Furthermore, the relations and relationships of the four elementary stages of the curriculum development procedure:

- ✓ Planning,
- ✓ Content and Methods,
- ✓ Implementation,
- ✓ Evaluation and Reporting.

The Figure: 02

It is paramount to comprehend that the curriculum development process is not consistently an unbent advancement, as illustrated in a sample. This accentuates the requirement for flexibility and adaptability in the procedure, certifying educators to address the procedure's non-linear qualities with enthusiasm and capacity.

Each stage of the curriculum development process is a cooperative endeavour, with several stages or assignments to terminate in an analytical succession. These steps are not always distinct and separate but may coincide and transpire concurrently. For illustration, the curriculum development coalition recreates a vital position in all the actions, stressing their importance and essential role in the procedure. Evaluations should arise in most of the steps to reckon advancement. Designing learning exercises before learner results and content are represented and pinpointed would make no sense. Besides, scope cannot be clinched before learner results are conveyed.

36 Fundamental Curriculum Development Ambles:

Needs assessment: This is a vital phase. It applies a methodical procedure of pinpointing the learning requirements, interests, and fondness of the prey audience. Without it, a remarkable curriculum could be designed, but the proper requirements of the mark audience may not be met, stressing the significance of this procedure.

Involving youth: The target audience and volunteers (or staff) who will execute the curriculum must be concerned (i.e., they must experience as full associates of the curriculum development group).



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Recruiting and training volunteer facilitators: The position of qualified and skilled curriculum implementers cannot be overstated. Their expertise assures the quality of the curriculum enactment, delivering consolation to the audience.

Evaluating and reporting: on the curriculum's influence is not just necessary, but also furnishes a solid foundation for ensuring human and financial support from pivotal policy decision-makers. It instills confidence in the effectiveness of the curriculum.

The curriculum is designed so that students may learn because their experiences vary. Interpreting the flaws, gaps and divergences in these backgrounds is vital. Diagnosis is then an paramount first step in determining the curriculum and what should be provided to groups of learners or populations.

37 Final Analysis:

The curriculum, as a guiding light, plays a pivotal role in shaping a child's all-around development. It serves as a calming force, providing structure and direction to teaching. More than a mere collection of human knowledge, culture, and civilization, it is a torchbearer, passing on these treasures to a new generation. It is the guiding principle that fosters moral qualities, discipline, openness, collaboration, friendship, tolerance, and sympathy with others.

The curriculum is designed to foster conscious thinking, insight, judgment, and other mental capabilities. It takes into account the phases of metamorphosis and a child's development in terms of attitude, interest, values, and creative capacity. It promotes awareness and acquaintance of the physical and social environment and its constituents. It shapes the correct feelings and beliefs towards religions, new values and traditions. It encourages the development of democratic feelings and a democratic way of life among students. It integrates the knowledge of various teaching subjects in preparation for their future life. It determines the mode of interaction between teacher and students in school: The teaching method is indeed the curriculum's essence.

A learning objective is not just a simple statement. It is a powerful tool that equips both the tutor/facilitator and the learner with clear and concrete direction, guiding them on their learning journey. A clear learning intent is like a compass, providing both the tutors/facilitators and learners with a clear understanding of the subject scope and the mental processes the learner is expected to develop. It instills a



sense of purpose in their learning, making educators feel guided and learners feel focused.

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