

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
IBN KHALDOUN UNIVERSITY OF TIARET
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH



Curriculum Planning in Teaching English as a Foreign Language

**Case Study: First Year Level at Bouchikhi Elmadani
Middle School of Ain Dhab -Tiaret**

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment
of the Requirements for Master Degree in Didactics

Submitted by

Nadjet BAGHDADI
Saliha BENDREM

Board of Examiners

Mr. Djillali BELAIDOUNI	Chairman	Ibn Khaldoun University of Tiaret
Dr. Djillali MOURI	Supervisor	Ibn Khaldoun University of Tiaret
Mr. Mohammed Larbi SI MERABET	Examiner	Ibn Khaldoun University of Tiaret

Academic Year: 2019-2020

Dedication

I dedicate this research work to my beloved parents who have raised me to be the person I am today.

This humble work is also dedicated to my sisters, my little brother, and my best friends especially my twine Maria and MILOUDI Ikram.

Nadjet Baghdadi

Dedication

I would like to dedicate this humble work to my parents; who taught me the right and the wrong things in life and always stood beside me in all periods.

I also dedicate this work to all persons who encouraged me even by a word from family members, relatives and friends.

I dedicate this work to all those who care and ask.

Saliha Bendrem

Acknowledgements

First, this extended research would have been impossible without helping of ALLAH.

We would like to thank our supervisor Dr. MOURI Djillali for his guidance, his advice and his patience during the research process.

We are deeply grateful to all teachers for their contributions in completing the questionnaire.

To conclude, we would like to thank all our families and friends for their support in all school years.

To each of the above, we extend deepest appreciation.

Abstract

Curriculum design is a word used to depict system organization for content, materials and time with class or course.

This study investigates the Curriculum Planning in Teaching English as a Foreign Language of middle school Bouchikhi Elmadani, Ain Dahab, Tiaret. It aims at investigating such topic among 13 teachers of first year middle school. Therefore, through gathering and analyzing data by tool of questionnaire, we attempt in this research to show how teachers plan a curriculum in teaching English for middle school, and if the curriculum planning is effective for teacher, for school and for students or not. The questionnaire's findings showed that most of teachers see that their curriculum planning is effective; moreover, they use different materials and ICT in order to facilitate presentations of lessons, make students enjoy and motivate them to learn. It is also based on the content to be taught and time to be followed, but they sometimes face problems when planning the curriculum.

Keywords: Curriculum Planning; Teaching English as a foreign language; content; materials; time; ICT use.

List of Tables

Table01: Teacher's Age

Table02: The Used Materials in Teaching

Table03: Teacher's Problems While Designing a Curriculum

Table04: The Use of ICT in Designing a Curriculum

Table05: Teachers Method or Approach Followed in Their Curriculum Planning

Table06: The Used Method in Curriculum Planning

Table07: The Impact of Method and Approach on Teaching

Table08: The Use of Software or Supportive Program while Designing a Curriculum

Table09: The Meaning of a big Picture in Curriculum Design

Table10: Procedures when Student's Behavior Disrupts Carefully Designed Curriculum

LIST OF FIGURES

FIGURE 01: TEACHER'S GENDER

Figure02: Teaching Experiences

Figure03: The Feelings of Students while Using ICT

Figure04: Appropriate Time to design a Curriculum

Figure05: Ways of Assessment and Evaluation for Students

Figure06: The Effectiveness of Curriculum Plan for Teacher, School, and Students

List of Acronyms and Abbreviations

TEFL: Teaching English as a Foreign Language.

ICT: Information and Communication Technology.

PPP Approach: Presentation, Practice and Production.

AOL: Assurance of Learning

Q: Question.

Table of Contents

Dedication	II
Acknowledgements	III
Abstract	IV
List of Figures	V
List of Tables	VII
Table of Contents	IX
General Introduction	01
1- Statement of the Problem	02
2- Research Questions	02
3- Objectives of the Study	02
4- Hypotheses	02
5- Means of Research	02

Chapter One

Curriculum Planning in TEFL

Content

Introduction	06
I.1 Background	07
I.2 Definition of terms	08
I.2.1 Teacher	08
I.2.2 EFL Students	09
I.2.3 Curriculum Planning	09
I.1 Definition of Curriculum Planning	09
II.2 Strategies of Designing a Suitable Curriculum	10
II.2.1 Meeting the Needs of Students	10
II.2.2 Asking for Help	11

II.2.3 Selection of a Supportive Program or Software	12
II.2.4 Avoiding Pre-packaged Curriculum	13
II.2.4 Scheduling Planning Time (Organizing it by sections and units)	13
II.2.5 U-Turns (This means you can change to the opposite direction)	14
II. 3Main Elements in Designing Curriculum Planning	15
II.4 Curriculum Processes	16
II.4.1Development of Learning Materials (ex ; School textbooks)	16
II.4.2 Selection of ICT products Use of technology)	17
II.4.3Teacher Training (handbooks and guidebooks for teachers)	18
II.4.3Curriculum Management (Inspection reports)	19
II.4.4 Curriculum Evaluation (Reports over results)	20
II.5Difficulties facing teachers when designing a Curriculum Planning	20
Conclusion	23

The Practical Aspect

Data Collection and Analysis

Content

Introduction	26
1. Tools	27
3. Details of Questionnaire	27
4. Data Analysis	27
5. Finding and Discussion	27
5.1. Findings	27
5.2. Discussion	37
Conclusion	39
General Conclusion	40
List of References	42
Appendix	45

General Introduction

Curriculum design is a method for teachers to design instructions and identify which content, materials and time to follow. Any teacher needs a curriculum planning in his carrier in order to avoid some problems in the classroom, so in this present research we deal with Curriculum Planning in Teaching English as a Foreign Language (TEFL) for first year students in middle school.

The present research has the following objectives that are considered as the nucleus of this study:

1. To identify the main elements of designing curriculum planning in TEFL.
2. To determine the strategies to plan a curriculum.
3. To analyze whether curriculum planning is effective or not.
4. To investigate if the curriculum plans according to the students' needs.
5. To show how much it helps the teacher for teaching very well.

Moreover, most of teachers are facing problems while designing a curriculum in TEFL, they face lack of materials in schools, lack of equipment such as libraries, resources, school halls and others, but the most common problem is time and lack of team planning.

Some important questions can be asked:

1. What should teacher know before planning a curriculum unite or lesson for his/her students?
2. How does the teacher find his/ her curriculum planning in teaching English as a foreign language?
3. Does the teacher involve ICT in his curriculum planning in TEFL?

As answers the research, the following hypotheses have been set up:

1. Before planning a curriculum unite and lessons, a teacher may gather information about what the students know and what they do not, which means to design content according to the students' needs, then put the appropriate materials for appropriate lesson.
2. May be the teachers find that their curriculum in TEFL is successful and effective.

3. May be the teacher use ICT in order to facilitate teaching English as a foreign language.

For the methodology, we will use quantitative method to collect data about our topic by the instrument of questionnaire with the teachers of first year in middle school of Bouchikhi Elmadani, Ain dahab, Tiaret.

This current research work consist of two chapters, the first chapter deals with curriculum planning in TEFL and its main concepts, its main elements, its strategies and the common problems that teachers face in designing a curriculum.

The last chapter sheds light on the tool research that will be used, details of this tools, data analysis, it deals with both quantitative and qualitative analysis for data collection from unique tool that is represented by the questionnaire, in addition to this there is a discussion of these findings.

Any teacher needs a curriculum planning for doing his/her job very well and avoids problems that will face him/her in the classroom, so in this case we deal with curriculum planning in teaching of EFL especially for first year students in the middle school. So, what are the benefits and objectives of the present study?

Methods

It is better for using a qualitative method.

Research Tools

We will do quationnair with teachers of first year in the middle school mentioned above.

Fieldwork

This research has a relation with the subject of how to design a curriculum planning for first year students in the middle school.

Finally, we can say that this work is to analyze and determine the impacts of Algerian curriculum planning in TEFL middle school learners. The project also deals with the main elements of the curriculum and the suitable way in designing it.

Theoretical Aspect

Chapter One

Curriculum Planning in TEFL

Chapter One

Curriculum Planning in TEFL

Content

Introduction	06
I.1 Background	07
I.2 Definition of terms	08
I.2.1 Teacher	08
I.2.2 EFL Students	09
I.2.3 Curriculum planning	09
I.1 Definition of Curriculum Planning	09
II.2 Strategies of Designing a Suitable Curriculum	10
II.2.1 Meeting the Needs of Students	10
II.2.2 Asking for Help	11
II.2.3 Selection of a Supportive Program or Software	12
II.2.4 Avoiding Pre-packaged Curriculum	13
II.2.4 Scheduling Planning Time (Organizing it by sections and units)	13
II.2.5 U-Turns (This means you can change to the opposite direction)	14
II. 3 Main Elements in Designing Curriculum Planning	15
II.4 Curriculum Processes	16
II.4.1 Development of Learning Materials (ex ; School textbooks)	16
II.4.2 Selection of ICT products Use of technology)	17
II.4.3 Teacher Training (handbooks and guidebooks for teachers)	18
II.4.3 Curriculum Management (Inspection reports)	19
II.4.4 Curriculum Evaluation (Reports over results)	20
II.5 Difficulties facing teachers when designing a Curriculum Planning	20
Conclusion	23

Introduction

Education is a term that refers to teaching and learning process, in one hand teaching means a process that transfers information from teachers to learners , it bases on the teacher`s experiences and it helps people to learn. On the other hand learning is a procedure of getting knowledge, attitude and skills by formal or informal at schools or colleges, it is a broad process; both processes are based on the curriculum that is planned by the teacher.

In this chapter, we are going to talk about a historical background of Curriculum, and then we move to definition of terms that are Teacher, EFL Student and Curriculum planning, then definition of curriculum planning. After that strategy of designing a suitable curriculum, in addition to this we are going to talk about the main elements in designing. There is also a curriculum process represented by designing of course; in this chapter each title includes subtitles. Finally, we will talk about the difficulties that face teachers when designing a curriculum.

1. Background

Curriculum is a very difficult and hard task that faces the Educational responsibilities, at first comes the teacher as the designer of the curriculum and the server of it, because he is who teaches its content to the learners.

Curriculum as a different domain of study is relatively new, but it is old enough to need historical treatment, this historical work has been neglected, as many have pointed out, at the 1974 meeting of AERA, O.L. Davis called for curriculum histories in five areas:

1. The history of patterns of adaptation and adaptation of specific curriculum programs from McGuffey's readers to the BSCS.
2. The influence of the authoritative plan for the school programme, such as the competence movement, the Conant proposals, and the serum cardinal laws.
3. The association between the curriculum development theories of the 1930's and recent curriculum advanced.
4. The development of the curriculum over time in individual schools.
5. The impact of individual people on curriculum Davis (April 1975:01) noted that Reguel's was the only general work on this paper; it was presented at the annual meeting of the American educational research association, it is based on an unpublished doctoral dissertation, Northwestern University, 1975. Subject that has still appeared there have been work on individuals or on specific subjects, yet no work has treated the general topic of ideas on curriculum covering the years since 1940.

Segneel has dealt with the formative years of the curriculum field, 1890 to 1940 in this date the participants were a lot and the domain was more established, this investigation was about the contribution of the some individuals to several aspects of curriculum, which bring the framework.

The framework was selected from Beauchamp curriculum is separated into three areas:

1. Curriculum design
2. Curriculum engineering
3. Curriculum planning

2. Definition of Terms

2.1. Teacher

As we have been taught through couples of years of learning, teacher was the honest and the great person who teaches the others science, knowledge and share them his information, he is the person who gives advice and opinion, from him we learn attitudes and disciplines. He is almost a prophet.

A teacher has been defined differently by many scholars, although all scholars indicate to teaching profession. The TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process. (TUKI, this quotation refers to the role of teacher which to make learning and teaching as an easy process.

According to Nyerere (27 August 1966),

A teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge, teachers are capable of living and molding the youths such that their power is paramount as they determine the fate of the society.

Songe (2002:26) defined a teacher as a person i.e.

An expert who is capable of imparting knowledge that will help learners to build, identify, and to acquire skills that will be used to face the challenges in life, the teacher also provides to the learners knowledge, skills and values that enhance development, an educated person is capable of utilizing the available opportunities in both private and public sectors". Both quotations mean that teacher teaches his/her students the knowledge that he/she have it also attitudes, skills, and values that helps them to face any challenging in their life.

According to Mbise (2008),”moreover, a teacher has been defined as a person who has knowledge, skills and special trainings in teaching, explaining and educating, the teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as affective domain”, this means teacher is the person who responsible about explanation and who makes a changing in behavior also emotional side.

2.2. EFL Student

EFL is an abbreviation that means English as a foreign language, we use this abbreviation to talk about students who are studying English that is not their first language in their own country such as Algerian person learning English in Algeria, but they cannot pronounce English words as the native speakers, so EFL teacher should do his best to build a good learning environment and try to engage his learners in real-life situation where they can improve their pronunciation and become understanding, also EFL students can be more confident when they listen and speak to native and non-native speakers by this method they can improve their speaking and listening skills

2.3. Curriculum Planning

It is a process and a method of teaching to design instructions; it is very essential and necessary to make teaching and learning successfully, in this case the teacher is a prime principal in curriculum planning, curriculum is collective effort between instructor and students since they are part in the decision making process which focuses on the content and the method of teaching, it also has relation with values, beliefs and theories, it can be more general.

According to David Nunan (1988:01), " The curriculum is seen in terms of what teachers actually do: that is, in terms of "what", rather than "what should be". That means curriculum based on teacher action not on teacher manner, however Saylor, Alexander and Lewis in Akangbou(1984 as cited in Kurumeh, Mary 2015:63) think of the curriculum as the subject and subject matter therein to be taught by the teacher and learner by the student, which means teacher who is the person that is responsible to design a curriculum and learners get it. Also according to Tombs and Tierney (1999:06), "the initial phase of curriculum development where the process is defined in terms of a problem in design. Curriculum problem is identified and a solution formulated with emphasis on context, content, and form». This means curriculum planning is the first Process of curriculum which helps the teacher to find problems of curriculum then try to solve it in the side of content, form and context.

1. Definition of Curriculum Planning

Curriculum planning is a dynamic process; it is also a chain of permanently variables of designed learning experiences. Curriculum planning is based on some criteria which are:

- The selection of content and learning experiences are based on some sources.
- Content and learning experiences are chosen by one or more people, their choice are focused on specified criteria and/or affected by a number of factors.
- The learners should face a changing in behavior and these changes should be those predicted by teachers in the teaching learning process.

According to Lee& Dimmock (1999 as cited in Olibie, Eyiuche Lfeoma 2013:444) highlights that curriculum planning requires decision-making which is, choosing from among alternative future courses of action, which means it is process for selecting content and objectives, then the action to accomplish it.

Curriculum planning indicates to the designing and conveyance of directives, which are the important element of efficient instructional program, its purpose is to supply a logical approach to fulfilling pre –chosen institutional and curriculum goals.

2. Strategies of Designing a Suitable Curriculum

Curriculum design is a hard, difficult and complex process, so in order to design an effective and benefit curriculum for EFL learners, teachers have to follow certain strategies which are:

2.1 Meeting the Needs of Students

It is one of strategies when teachers design a curriculum, he/she should pay attention to what students need, in order to use different ways for providing them the content they need, engage and motivate them to learn, this way can help teachers to know about learner's knowledge, their interesting, and their understanding.

According to Kirsten Lee Haward (02th, 2004) when teachers begin each planning session, there are few simple questions that should be asked:

- What is the basic idea that the students need to learn?
- What are the different ways to learn this idea: Demonstration? Games? Shared experience?

- If there is reading involved, do they have to read it by themselves or can they use other tools and strategies to get information?

I think about the assessment in the same way:

- Is a test the best way to find out whether students learned the information?
- In what different ways can students show their understanding? Which will be meaningful for them?

Teacher should use the materials appropriate to teach content for the learners, then which materials should be enjoyable and interesting to make students engage and participate, as a result they can understand the lesson and here the teacher can know what students need; by this way the motivation of learners to learn is increased. In this curriculum planning, the teacher wants the best for learning and the ability of learners to learn.

2.2 Asking for Help

Curriculum design is a complex process, especially for the novice teacher who needs a help from the others teachers those who have experience in teaching process, so novice teacher is considered as a novice designer, he faces many problems while designing because of lack of knowledge and talents needed in order to create collaborative design process, and also to develop teacher's expertise as quoted by Hamdelzalts and Havenes(2009), Petrat(1993) and Walker(1975)(as cited in Huizing et al 02/09/2014:34) stated that collaboration creates opportunities to exchange experiences and expertise. In addition to this, teacher should develop knowledge and skills. There are six types of knowledge and skills based on activities in existing curriculum and instructional design models that are identified by Huizing (2009) which are as relevant for teachers for creating design process:

1. Knowledge and skills to formulate a problem statement.
2. Ideas generation skills.
3. Systematic curriculum design skills.
4. Formative and summative evaluation skills.
5. Curricular decision-making skills.
6. Implementation management skills.

Teachers should design materials that have related with subject matter knowledge, of course if they face a problem, they should ask the monitor if they

have, but if they do not have monitor, they can ask teacher who have experience for helping.

According to Huizinga (2009as cited in Tjarak Huizing et al02/09/2014) stated that there are two types of knowledge and skills related to subject matter knowledgefor designing a curriculum materials which are relevant for teacher designer, namely:

- 1) Knowledge and skills to keep subject matter knowledge up-to-date.
- 2) Knowledge and skills to gain insights into learners 'subject matter knowledge difficulties which means for fist type the teacher uses different strategies to keep subject matter knowledge up-to-date and the second type means teacher must know about the difficulties that face learners with subject matter knowledge, by the helping of monitor or teachers who have experience. The teacher can overcome difficulties and make the curriculum effective.

2.3 Selection of a Supportive Program or Software

There are some teachers who do not design a curriculum by themselves, but they use a supportive program or software, then while using this supportive program or software they have to take into account the students' needs, students' learning process, design a materials such as games, videos, and choose books in order to improve the performance of the learners. Teacher can design assessment software to see important materials for learners, when the designer wants to use software, he/she should select the appropriate software application for designing curriculum, then understand which types of application software is available for him/her, software has several functions:

- Administrating of information
- Processing of data
- Building visuals
- Associating resources together
- Counting figures

Teacher selects a supportive program or software because:

- They are modern, easy, quickly, simple to use and guide the teacher while designing a curriculum.
- They make teachers to access curriculum in any time and make them to modify some points like delete, add or change it for future use.

- They have a direct influence on the involvement of students in the classroom.
- They help teachers to gain time after spending a lot of time in designing curricula.

These are the major reasons why teachers are selecting a supportive program or software.

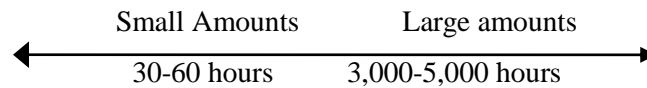
2.4 Avoiding Pre-packaged Curriculum

Packaged curriculum is an important tool for learning especially if the teacher needs it as a sample, he/she can look on it, and so on. It is not proposed that the teacher takes the curriculum as his/her set course of action, boxed curriculum can fit on one level of students, so the working on teacher's learners is different from the working on the other teacher's learners. As a result, the teacher finds himself/herself re-building and re-structuring the curriculum in order to benefit the level and needs of learners, so pre-packaged curriculum will reduce the teacher's skill, therefore teachers should avoid this.

2.5 Scheduling Planning Time (Organizing it by section and units)

Time is the most important strategy in curriculum design of course it takes into consideration each units and sections, this time can be either in semester or yearlong according to each school subjects. All periods in the day should take the same number of minutes that is approximately 45 minutes, with planning this time should include the attention of learners and the number of topics that share the time; in any case, in actual practice it is seldom the innate demand of a topic that defines the measurements and form of its time. Dimensions are set and each topic has to be suitable for time available, here time can be under control of teachers in a classroom. They is considered as the administrators or designers of the curriculum. However, there are probabilities for impacting the timing within the individual language class, some writers, for instance, Carroll (1975) and Burstall et al. (1974), and some system of education(as cited in ed Robert Keith Johnson 2010) they have claimed a great deal of importance to the time aspects,(Stern,1985)(P.218)

A Total amount of time:



B Distribution of time:

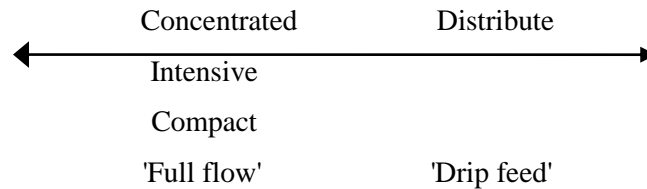


Figure 01: Timing Strategies

In this case, teachers will be allowed to dedicate various amounts of time to various subjects within prescribed limits. If, for instance, 20 minutes per day of English were demanded on average, with an amount of 60 hours in school year, that time could be designed for 20 minutes each day, or an hour twice a week, two hours once a week, a half-day in each week or, in an extreme, all day for unique weeks once a year.

2.6 U-Turns (this means you can change to the opposite direction)

When novice teacher for first year students advance curriculum in the first time, he has to know that he will not be a perfect in his initial attempt, even for the fourth or fifth attempt, but it's ok, also the final products have some mistakes, here the teacher should to correct it. It's important to implement this curriculum, begin teaching from it; the teacher should be ready in order to see what works in the curriculum if some of that do not work. So there is a mistake, therefore teachers try to see what needs to be corrected.

2.7 Plan for Feedback and Assessment (evaluation of your plan with students)

Assessment is the practical of gathering evidence of progress in learners learning, it is an integral part of the learning and teaching cycle, it brings information for both instructor and learners on the process of development in learning and teaching, in other word assessment in a effectual process to make a final judgment of our curriculum effectiveness, and that through the models of assessment used:

A/ Formative Assessment: Teachers may use oral questioning, observation of learner's performance, projects; tests can be practical and written. These methods also help teachers for getting feedback in order to make the decision on the next step

will be done for to avoid some mistakes or problems for the students as well as teacher can develop his plan and strategies.

The second model of Assessment is:

B /The summative Assessment: It gives information about what the learners have got at the end of the unity; it can be as a test and examination, measuring students' standards or attainments, testing them in order to give marks and grades, by those marks, teachers and learners make what is called as feedback on their performance and competency. By this feedback, the teacher can know the difficulties and the weak points, or unsuitable points in this design, thus; he can solve what is wrong and treat the matter in positive way.

3. The Main Elements in Designing the Curriculum Planning

As known, any teacher when he/she wants to design a curriculum, he/she should focus on elements, but if he/she forgot one of them this curriculum will not be effective.

According to Hostford in Badmus(2002 as cited in Kurumeh, Mary Seraphina 2015) the curriculum planning and development include agreement on the essential elements of the task:

- (i) Statement of objectives and purpose
- (ii) Content selection
- (iii) Organization and determination of the sequence of learning opportunities
- (IV) Selection of materials and facilities
- (v) Evaluations.

(i, e ,purpose , content, sequence, materials and evaluation)

3.1 Statement of Objectives

This means the aim of the course, if the course meets the needs of learners or not, it describes learning results.

3.2 Language Content

Teaching includes the basic elements of language such as (grammar, function, topic skills, process and text) when teacher design a course content, he/she pay attention to the level, culture, social also taking learner`s needs into consideration.

3.3 Design and Organization

Design the content according to the change of the social and what the learners need then organize it by logical order.

3.4 Methodology

It means the tool, methods and materials that are used while teaching language in course, it includes (grammar materials, listening materials and reading materials) best materials help a lot that make teacher as a part of his or her teaching. They should relate the materials to the content that will teach, and then get feedback about learners. Finally encourage them to engage during the lecture.

3.5 Evaluation

It bases on various aspects of language syllabus like curriculum design; here teachers are going to evaluate students by test, homework, exam and project. By this way; it make teacher to know if the curriculum is effective or not, it is an important element according to Tayler (2002:65), it is essentially the process of determining to what extent the educational objectives are actually being realized by the programme of curriculum and instruction. In other term the purpose not only serves as the best for selecting and organizing of learning experiences, but the standards against which programme is assessed.

At the end, these are the basic elements for educational community; in this case objectives are considered as the most important elements in curriculum by the professor or the instructors, then these five elements should be linked together if one of them is missed. The curriculum design will fail, but if all of them exist, the curriculum design will be successful.

4. Curriculum Process

4.1. Development of Learning Materials (ex, School textbooks)

It is logical to use quality textbooks; resources, materials chosen or advanced for students, textbooks are considered as the most important material that motivates learners to learn new information, get new ideas and help teachers to do their jobs completely in the classroom.

Sufficient textbooks should:

- Textbooks should have purpose that is only for learning.
- It should guide teacher to pay attention to the previous knowledge of learners.
- Help student to understand the relationship between phenomena and scientific ideas.

- Lead learner`s interpretation and reasoning.
- Give practice with scientific ideas.
- Give assessment tasks and criteria for scanning learners` development, and motivate them to investigate beyond classroom.
- Schools should select science textbooks that will motivate learning effective of learners, so schools must take into consideration the following conditions :
- Textbook approach and coverage facilitate talents, postures, values and attitudes that advanced in the curriculum.
- The appropriate content for teaching which means if the content helps the learners to understand or not and balance the capabilities.
- Which the language can be used and the appropriate learning activities.
- Using of examples and illustration whether they are suitable for learning or not or cause to distraction.
- When Teachers use their science textbooks, they should take into consideration the following:
- Preserving the learning targets and goals of a key stage in mind and recognize the focus of each unite.
- Corresponding the content with the science curriculum of the school and confirm that there is a stable coverage of the learning target and goals.
- Deleting certain parts, the more able students may pass the easy part, and the less able student may pass the more hard parts, and adapting the content or Re-content or the exercises to make them more challenging, so as to start critical thinking and give rise to creativity in their learners.
- As another choice to textbooks on the recommended lists, schools are supported to:
 - Improve their learning and teaching materials in order to meet the needs of the students.
 - Adopting a broad kind of an appropriate learning resources materials e.g (school-based curriculum, projects, useful information from internet; the media).

4.2. Selection of ICT product Use of technology

As known, we are living in a technological society that means technology accompany side by side with us in any field of work, or anywhere. So the most important role play by communicative network is called ICT which means to initialize of information and communication technology, Ran Oliver (2002) states

that ICT is a power that changes most aspects of human life, p 64, that means ICT has a great role to facilitate connection between humans and between human and society to help him/her to live as they want and with any field of work specially in education system and consequently in the design of curriculum.

Curriculum design is considered as the rope to educational system, it is in association with other fields of education, and nowadays, globalization extra to ICT have affected curriculum, this operation create a new transformational tendency.

The program of curriculum designing should bring the suitable curricula with specific attention to this new changes absolutely with prediction of those change that are supposed occurred. ICT has affected the society in general and training exercises and factors in particular, and also curriculum as an operation for collection and format the elements of learning, so this impact can touch each element of curriculum, and if this impact is not being planned in worthwhile scientific way, it can lead to instability curriculum. Decision maker with their expert help them to make special decision for each element of curriculum, in ICT-based curriculum are consist on five main elements 1. Input 2. Process 3. Output 4. Environment 5. Evaluation and feedback, in this case input divided in three parts:

1. Data origin
2. 2. Data resources that include: a) ICT centre , b) Organization and institution
3. Educational resources and research data

According to Angeli and valanides (2009 as cited in 02/09/2014) claimed that teacher designers are exerted to determine whether the use of ICT is beneficial for offering the subject matter and to select and integrate appropriate ICT-based materials in the lesson series they are designing (p.38) In this case the teacher when designing a curriculum, he should use ICT which appropriate for subject matter.

4.3 Teacher Training (handbooks and guide books for the teachers)

Teaching is an amazing field that makes teachers help their students a lot. In addition to this, teacher training indicates to policies, procedures and provisions that are planned to supply teachers with knowledge, behaviours, skills and attitudes they need to their jobs well in classroom, schools, the professional that are part in training are called teacher trainer, According to Danielson (1996 as cited in Lynn 2005) stated that:

When designing curriculum, a vital component of teacher training, it is important

To determine which curriculum design process is effective to allow for the teacher

To demonstrate knowledge of content and pedagogy, demonstrate knowledge of

Students, select suitable instructional goals, demonstrate knowledge of resources

Design coherent instruction, and assess students learning, components of planning

And preparation tasks required of beginning teachers. (P.27)

This quote means for effective teaching, teacher should follow those six components in planning and preparing of curriculum, in this case, teacher should select which curriculum design appropriate for him/her in order to:

- To let him/her demonstrate knowledge of content and pedagogy which means teacher should understand the subject and its concepts to make him/her sure that students can understand the subject.
- To demonstrate knowledge of learners means to get information about the level of each student alone and he should know their skills, knowledge, their needs and their interesting.
- Choosing appropriate educational objectives means to determine what is assumed to be learned, they are important for both teacher and learner also they are helpful in the evaluation process.
- To demonstrate knowledge of resources means that teacher should know what is materials and resources that can be used in classroom which are available by school, society, organization and on the internet to develop the level of the student.
- Design coherent instruction means there are sequences which linked together as a result teacher should follow it.
- Assess student learning is the most component for teacher training to assess his learners by assumed assessment plan, one of its assessment that can be use is formative assessment which includes both students and teacher use of data.

Teacher's training can use those six components by depending on handbooks or guidebooks for designing a suitable curriculum.

4.4 Curriculum Management (Inspection reports)

Cardon (2003 as cited in Kyahura (2013:04) defines that curriculum management as an academic leadership, instructional leadership or management of the core business of the school, teaching and learning process. It means explanation guarantee and implementation of curriculum policy statement, and it is related with efficiency

learning and teaching. In addition, for effective preparation for curriculum have to be actual, responsive, and new.

In curriculum management, students will be evaluated if they learn the content and realize the objectives which have been established. Therefore the teacher should select the methods that can help for developing student learning, and then the effectiveness of curriculum management lies in revising the curriculum in itself. Here the curriculum indicates to talents efficiencies and knowledge areas which are include by program.

In 'Curriculum Management Handbook' (2015:05) stated that curriculum management includes content (theories, skills, competences, etc.), pedagogy (delivery modes, teaching methods), and structures (how the content is organized into majors and programs into an integrated platform of learning and teaching). So the responsible of the assessment is the same in Assurance of Learning (AOL), AOL has two goals: the fist is to demonstrate learners skillfulness, the second one is to continuously develop learner learning.

4.5 Curriculum Evaluation (Reports over results)

As known that curriculum is designed interaction of students with materials, content, resources and process for evaluating the achievement of educational objectives, so here evaluation takes part in curriculum in order to know its effectiveness in English. James Brown claimed that "evaluation is systematic collection and analyses of all relevant information necessary to promote the improvement of curriculum and asses its effectiveness and efficiency as well as the participants 'attitudes within the context of a particular institutions involved."

In this case, the father who created the notion of curriculum evaluation is John Stuart Mill (1806_1873), it means the word that was used a lot in educational discussions when developing a new curricula, here curricula should be evaluated in all sort of ways, some curriculum theorists such as Wheeler claimed that evaluation process itself should focus more on subjective rather than objectives, which means evaluation should neglect objectives evaluation, in addition, curriculum evaluation is related to subject-matter content or student performance process or to evaluate the effectiveness of the materials, if it is easy and enjoyable and evaluate the content if it is easy to understand or not and evaluating its information.

5. Difficulties Facing Teachers when Designing a Curriculum Planning

Curriculum design is a complicated process; as a result teacher faces many problems while designing it:

5.1 The Absence of Curriculum Framework

As usual, designing a curriculum is a complex process. Most of teachers think that they can design a curriculum because they can make a plan for lesson, make a plan for summative assessments, and they have spent all their professional life for designing curriculum and instruction. Fenwick English (2000:02) stated that curriculum is any document that exists in school that defines the work of teachers by identifying the content to be taught and the methods to be used. This quote means that in any curriculum that design and exist in school should be determined which content that makes teacher teach it and which methods that appropriate for this content.

5.2 Tradition

Tradition is the common problem that that the teacher faces while designing a curriculum, this tradition reminds teachers to the way of writing curriculum, this scheduling of the bell, concatenation of units, the textbooks that adopt or number the days that take it on each unit, if teacher start curriculum design with tradition, as a result learners will not be ready for the future, some traditions deserve save then make sure that this traditions do not prevent the progress.

5.3 Time

The major problem that the teacher faces is time-consuming process while curriculum designing which means the teacher spends a lot of time while designing a curriculum, district directors make an effort to find enough time for designing a curriculum because the teachers need to teach. for instance, if teachers are asked to teach from 8:00 Am to 3:00 Pm, then they write a curriculum from 4:00-6:00Pm, as a result they may not refine the final product.

Some school district determine just a week in summer for writing a curriculum, this method is the best for teachers, in other school district, teachers are asked to write a curriculum during the lunch break for the student, the best time for designing a curriculum is in afternoon but during morning is difficult, so here teacher should which appropriate time for designing a curriculum especially for the novice teacher because this is the first time that they are going to design.

5.4 Emerging New Technologies

The existence of technologies, such as social media, facebook, twitter, instagram, is the important parts in youth's lifestyles, but the problem is in its use between younger generation of learners and older generation of teachers, the latter leads to the problem for education like in designing a curriculum. The first problem according to Nager (2013 as cited in Aydin et al.2017) has emphasized is that teachers and school leaders often see technological experimentations as outside the scope of their job descriptions (PP82-83), which means teachers see that the technologies has no relation with their jobs.

According to Harween (2013 as cited in Aydin et al.2017:82) stated that some experienced teachers prefer using approaches they already understand and do not utilize the technology they have been given. Which means some teachers those who have experience in teaching, they like to use the approaches which they found it rather than to use technologies which they gave to them.

Some schools pay for teacher to use this technologies in their curriculum but when they find that this technologies have a negative influence on teaching and learning process they do not use it, but if they have a positive impact, teacher have to continuo for using them, therefore teachers should to know how to applied this technologies in their curriculum design, if they do not know, they must be neglect them.

5.5 Globalization

Globalization, as a process, has challenged with all human lives and all social programs, it also has challenged on educational system, according to Santoro(2009 as cited in Aydin et al,2017:84) stated that many teachers have a little working experience in globalization and diversity context, the need to develop culturally responsive pedagogies has become extremely urgent.which means teachers have a little knowledge how to work with globalization especially old generation teachers, so teacher should know how to live with globalization, according to Herrera(2012as cited in Aydin et al 2017:85) highlights that teachers must know how to teach culturally diverse students and understand their needs.

According to Aydin &Damagaci, (2017), Leek, (2016) (as cited in Aydin et al 2017:88) stated that the goals of curriculum and instruction should be clear, as should the aims of topics presented in school textbooks. Which means the objectives

of curriculum should be simple and clear as same to the subject that exist in textbooks.

Conclusion

As a conclusion to this chapter, let us focus on the title of dissertation in order to confirm the main points found in it: Curriculum Planning in Teaching English as a Foreign Language (TEFL) in middle school.

In this project, at first we have studied in which date curriculum planning appeared, second, we have dealt with the most important terms that exist in it such as teacher and EFL students, third, we have defined the notion of curriculum planning which is considered as the most important point in this project. Then strategies that teacher can use while designing. in this way, we have tried to set the main elements in curriculum planning which are statement of objectives and purpose, content, organization and determination of the sequence of learning opportunities, materials and evaluation. If one of them is absent this leads to failure of curriculum, all the elements should be linked together, with the specification of the main elements of curriculum planning. We moved to curriculum process, at this point, we come upon with development of learning materials, selection of ICT, teacher training, curriculum management and curriculum evaluation.

Last but not least, we have talked about the problems that teachers face while designing such as the absence of curriculum framework, tradition, time which is considered as the major problem facing any teacher, the problem of emerging new technologies especially for old generation teachers, then globalization.

Finally, we would like to highlight that through working on this master dissertation, we have enjoyed ourselves a lot as we have been dealing with a topic that is interesting. We hope that this work could help the next generation young student, and the people that are interested by this essential area: Teaching English as a Foreign Language (TEFL)

The Practical Aspect

Data Treatment and Analysis

The Practical Aspect
Data Collection and Analysis

Content

Introduction	26
1. Tools	27
3. Details of Questionnaire	27
4. Data Analysis	27
5. Finding and Discussion	27
5.1. Findings	27
5.2. Discussion	37
Conclusion	39

Introduction

This chapter will present the tool that was used in order to collect information about Curriculum Planning in Teaching English as a foreign language (TEFL) in Bouchikhi Elmadani middle school in Tiaret (Ain Eldaheb) as sample, and to ensure, later on, we are going to talk about the details of the questionnaire which includes two sections, The first one involves personal information about the respondents, the second section is about respondents reflection on Curriculum Planning in TEFL, then we touch how to analyze this data quantitatively or qualitatively or by both. Finally, the findings that we recorded or acquired from the instrument used will be discussed.

1. Tools

As the research tool, the questionnaire is used as a means to collect data by asking some questions then give them to the respondents, these questions can be open-ended or close-ended questions. The information that gathered from this questionnaire will be analyzed quantitatively and qualitatively.

A questionnaire can be defined as a research means that includes a set of questions planned to gather information about certain topics. For Seliger and Shohamy (1989:172), the questionnaire is considered as, “printed forms for data collection, which include questions or statement to which the subject is expected to respond, often anonymously”. Which means the questionnaire may have close-ended questions including “Yes” “No” items or open-ended questions like asking about informants ‘thoughts or view points. In this case, the respondents are anonymous, in order to give them a kind of freedom when providing their answers.

3. Details of Questionnaire

A questionnaire that is already between our hands is addressed to teachers of middle school. It is divided into two sections; the first one aimed to gather general information about respondents; their age, gender, and their teaching experiences, the second section is composed of 13 questions in order to examine how teachers are going to plan their curriculum; each teacher has expressed his own answers and suggestions.

4. Data Analysis

Data analysis is an important step in reporting the research results; this section reports the results of data analysis of the present study. These means were administered to provide data for the finding of the research, the results were collected by questionnaire in Bouchikhi Elmadani, Ain Daheb, Tiaret will be analyzed quantitatively and qualitatively.

5. Finding and Discussion

5.1. Findings

Q01: Sample’s Age

Answers	Numbers	Percentage
---------	---------	------------

30-35 years old	12	92.3%
35-40years old	1	7.7%
40-45years old	0	0%
More than 50 years old	0	0%

Table01: Teacher's Age

The above table shows that the majority of teachers are (92.3 %) between 30-35 years old while the other teachers are (7.7%) between 35-40 years old.

Q02: Sample's Gender

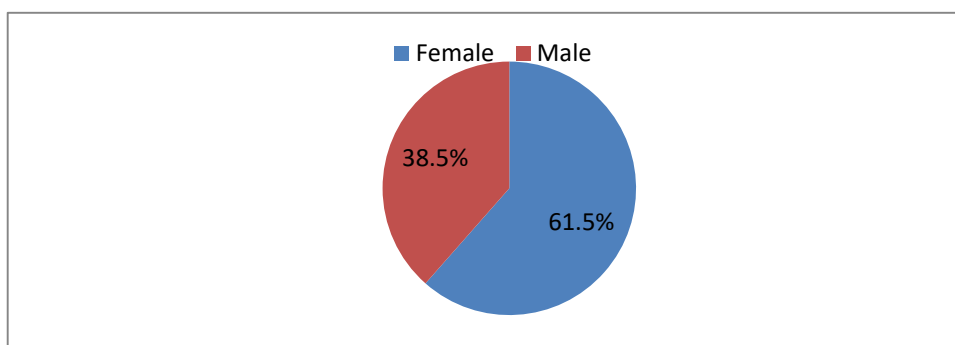


FIGURE 01:TEACHER'S GENDER

THE ABOVE TABLE SHOWS THAT 13 TEACHERS ANSWERED, EIGHT OF THEM ARE FEMALE (61.5%), AND FIVE OF THEM ARE MALE (38.5%).

Q03: Teaching experiences

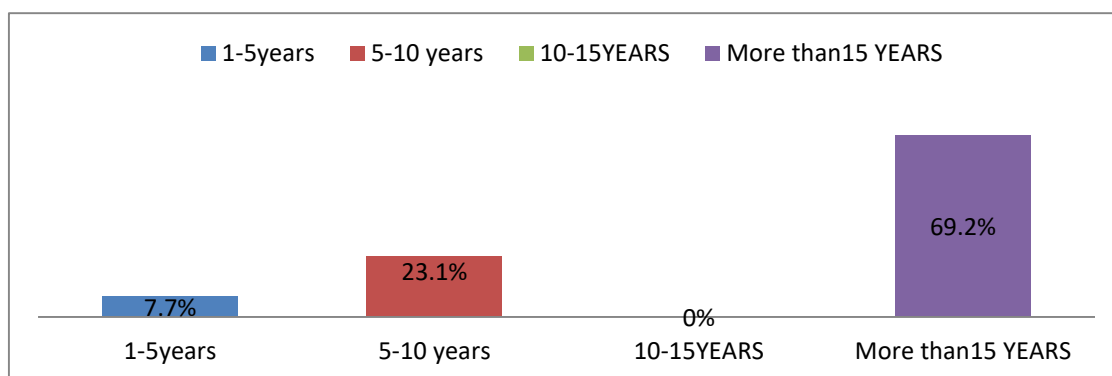


Figure02:Teaching Experience

The above figure shows that the majority of teachers are (69.2%) have teaching experiences more than 15 years while the others (23.1%) from 5-10 years, the rest(7.7%) choose 1-5 years and no one have 10-15 years.

Q04: why did you choose to become a teacher?

The answers that are given by teachers are the following:

The majority of teachers claim that they choose to become a teacher because they like teaching, and it is considered as a noble job.

Q05: What are your strengths and weaknesses as a teacher?

At this question, we attempt to know which strengths and weaknesses of teachers.

The majority of teachers claim that strengths when they feel that their learners have understood the lesson and get enjoyed during the explanation, while their weaknesses are their kindness, friendly sometimes, pressure because of the large number of pupils in the classroom, and low responses to the educational instruction.

Section Two

Q 01: Which materials do you use while teaching?

Answers	Number	Percentage
Handouts	6	46.2%
Books	4	30.8%
Videos	3	23%

Table02: The Used Materials in Teaching.

This table shows that most of teachers prefer to use handouts by percentage (46.2%), while the other teachers prefer to use books by (30.8%), then the use of videos is ranked last (23%).

In addition to this, some teachers state that there are other tools which are; Flashcards, recording, Maps, Songs, Games, Data-show, Pictures, Textbooks and Audios.

Q02: Do you face some problems while designing a curriculum?

Answers	Number	Percentage
Always	1	7.7%
Sometimes	7	53.8%
Rarely	2	15.4%
Never	3	23.1%

Table03: Teacher's Problems While Designing a Curriculum.

Table 03 reveals that (53.8%) are sometimes facing problems while designing their curriculum, (7.7 %) Always, (15.4%) Rarely and (23.1%) Never face problems.

Q03: Do you use ICT in your curriculum design?

The teachers were asked whether they used ICT in their curriculum design or not, they responded with always, sometimes, rarely, and never in the following table:

Answers	Number	Percentage
Always	2	15.4%
Sometimes	10	76.9%
Rarely	0	0%
Never	1	7.7%

Table04: The Use of ICT in Designing a Curriculum

Table 04 shows that the majority of teachers sometimes use the ICT (76.9%), while (15.4%) always use it and just (7.7% who never do.

Q04: When presenting your lecture and using ICT, do you feel your students are interested.

The answers are presented in the following figure:

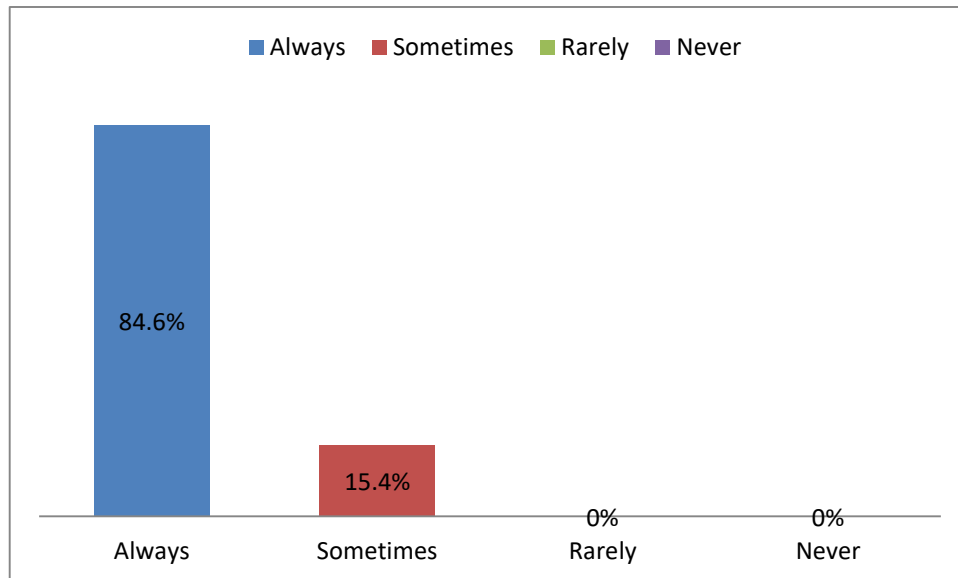


Figure03: The Feelings of Students while Using ICT.

This figure shows that the majority of teachers (84.6%) said that their students are always interested through using ICT, while (15.4 %) of teachers claim that they are sometimes interested.

We asked teachers to state some reasons of using ICT, and these reasons are the following answers:

“Using ICT makes my pupils enjoyed”

“They will be more motivated & they participate”

“They love ICT presentation”

“Some of the ICT materials capture the attention of pupils”

“Because they followed me till the end when I present my lecture”

“Watching videos help them to understand& motivate them”

“In my opinion, it is a good method to help teachers in presenting a lesson and students to understand more”

“Generally, ICT is one of the tools that attract learners and help us to for a better presentation of lesson while using ICT you can gain learner’s attention easily”

“Because they need such materials to make them interested in the class”

Q05: Do you follow any method or approach in your curriculum planning?

We tended to ask them whether they follow a method or approach in designing their curriculum or not, they responded with Yes or No in the following table:

Answers	Number	Percentages
Yes	11	84.6%
No	2	15.4%

Table05: Teachers Method or Approach Followed in Their Curriculum Planning

Table shows that (84.6%) are following a method while designing a curriculum, unlike the minority (15, 4%) does not use any method. Then we asked teachers to state which one they prefer to use, their answers are represented in the following table:

Answers	Number	Percentage
Eclectic Approach	4	36.4%
Constructive Approach	3	27.3%
PPP Approach	5	45%

Table06: The Used Method in Curriculum Planning

The above table shows the majority of teachers 45% use PPP Approach, while 36. 4%for Eclectic Approach and the last usage of approach is Constructivist Approach (27.3%).

In this case, teachers were asked to tell how they found the impact of using method or approach on teaching; their answers are represented in the following table:

Answers	Number	Percentage
Low	0	0
Medium	9	69.2%
High	4	30.8%

Table07: The Impact of Method and Approach on Teaching.

As the above table shows that most of teachers (69.2%) find the impact of their method medium, while 30.8% find it high. In contrast, no teacher chooses the third option (low).

Q06: Which times do you prefer to design your curriculum?

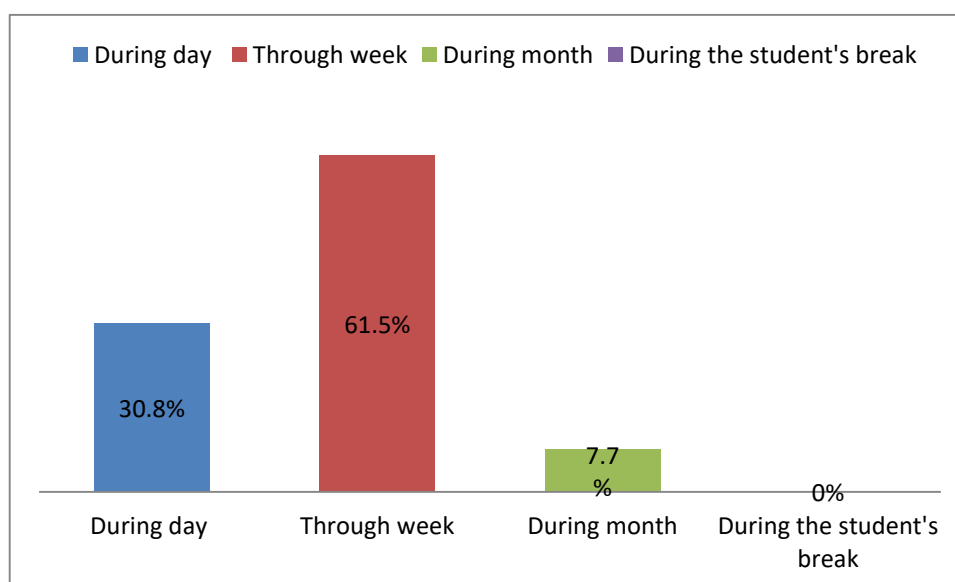


Figure04: Appropriate Time to design a Curriculum.

The graph above represents the time they prefer to design a curriculum, the results show that most of teachers design a curriculum through week (61.5%), during day (30.8%), and then no one prefers to design it during the student's break. Finally, (7.7%) of teachers prefer to design it during month.

The other teachers said that there were other times which are; during vacations, weekends, and at the night of everyday.

Q07: What ways assess and evaluate your students?

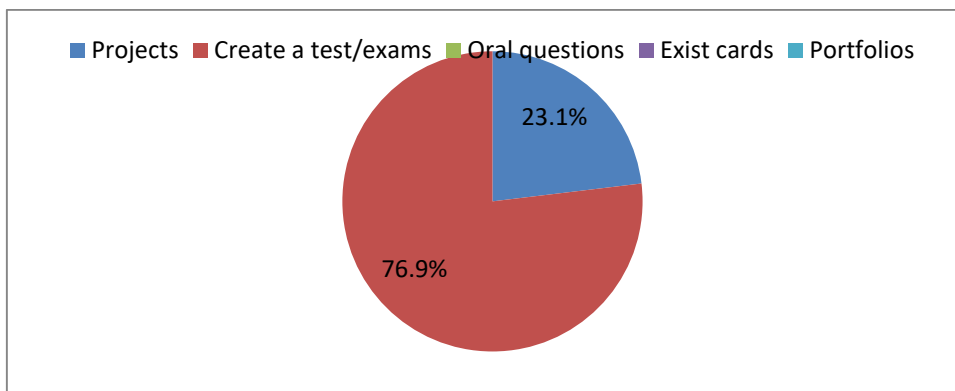


Figure05: Ways of Assessment and Evaluation for Students

The above figure shows that the majority of teachers (76.9%) create test/exams; the others (23.1%) prefer using projects for evaluate and assess their students, while no one chooses the other options.

Q08: Do you use a software or supportive program while designing a curriculum?

Teachers were asked whether they used a software or supportive program while designing a curriculum. Their answers are represented in the following table:

Answers	Number	Percentage
Yes	9	69.2%
No	4	30.8%

Table08: The Use of Software or Supportive Program while Designing a Curriculum

The table shows that the majority of teachers are using a software or supportive program (69.2%), while (30.8%) do not use it.

Q09: Do you think your curriculum plan is effective for you, for your school and for your students?

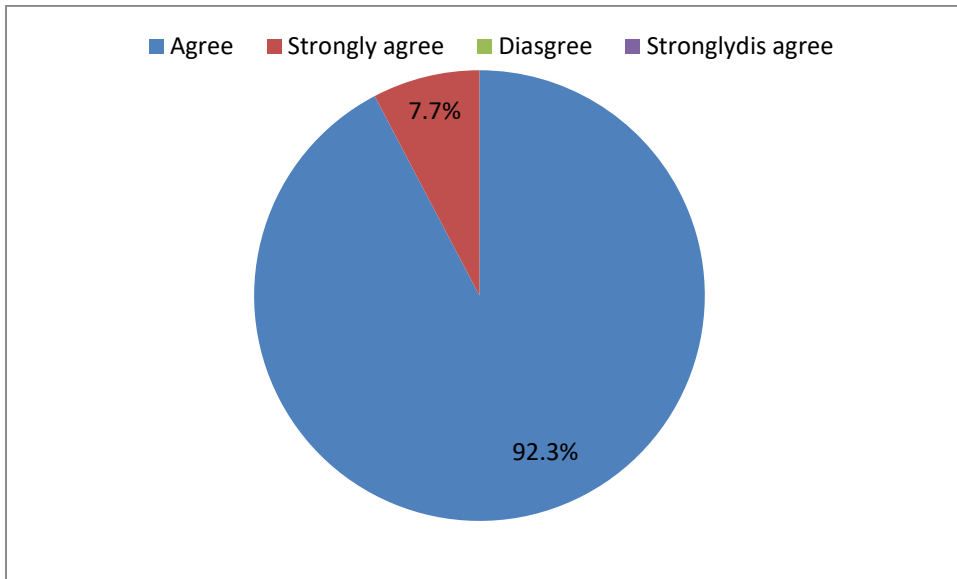


Figure06: The Effectiveness of Curriculum Plan for Teacher, School, and Students

The above figure shows that the majority of teachers (92.3%) agree about the effectiveness of curriculum plan and (7.7%) strongly agree about it.

Q 10: For you, what does it mean to see the big picture in curriculum design?

Answers	Number	Percentage
Know exactly what are you going to teach each day	8	61.5%
Have some end and goals in mind	3	23.1%
Plan a big project for the end of unit	2	15.4%

Table09: The Meaning of a big Picture in Curriculum Design

The table above shows that most of teachers (61.5%) see that the meaning of seeing a big picture in curriculum design is to know exactly what we are going to teach each day, (23.1%) have some end and goals in mind, and the last ones (15.4%) plan a big project for the end of unit.

Q11: What should you do when the student’s behavior disrupts your carefully designed curriculum?

Answers	Number	Percentage
Punish those students	4	30.7%
Rewrite your entire curriculum because it's clearly not well designed	1	7.7%
Meet with those student's parents about moving them to another class	3	23.1%
Modify your curriculum to meet those student's needs	5	38.5%

Table10:Procedures when Student's Behavior Disrupts CarefullyDesigned Curriculum

At the level of this question, we asked teachers if the student's behavior disrupts their carefully designed curriculum, and what they should do. Most of them about (38.5%) modify their curriculum to meet the student's needs, (30.7%) of them punish those student, (23.1%) meet with those student's parents about moving them to another class, (7.7%) state that they have to rewrite their entire curriculum because it's clearly not well designed.

Q 12:

Teachers are asked if they use a curriculum plan of a given publisher or their own curriculum planning. Why?

Through the answers we obtain, we find that most of the teachers rely on a given publisher curriculum, they have justified their answers as the following:

“I use the curriculum plan of a given publisher because it is very helpful”

“I use the curriculum plan of a given publisher in order to create an effective curriculum planning”

“Because it is acceptable in school program”

The minority of teachers depends on themselves; also they are justified their answers as the following:

“I use my own curriculum to meet my student's needs”

Q13:

Teachers were asked when they learnt to design their own curriculum plan.

Answers that were given by the teachers are the following:

“On the first year of teaching “

“In the beginning of my teaching experiences”

“After 2years from starting teaching”

5.2. Discussion

Based on the teacher’s questionnaire, the collected data clearly show that most teachers are female more than male; they have more than 15 years of teaching experience, which means that they have experience in Curriculum Planning in Teaching English as a Foreign Language.

In the second section; the first question was about the materials they prefer to use in teaching, the results showed that the majority of teachers chose to use handouts and books because they are available and easy to use, while the minority use the video because there are some of them do not know how to use it because of the lack of knowledge to use technology or lack of data-show in schools. These materials should be related with subject matter, then for second question, teachers are sometimes facing problems while designing curriculum especially the novice teachers who do not have experiences in teaching. Majority of teachers interact with the third question that they sometimes use ICT in their curriculum because it makes students enjoyed, motivated to learn and participate during lecture. It is also considered as a good method for teachers in presenting lesson; moreover, teachers interact with question five, 84.6% state yes and 15.4% for no, this question showed most of teachers used method or Approach in curriculum planning, most of them prefer to use PPP Approach because it is effective for teaching, its influence is medium. According to teachers, they prefer to design their curriculum through week, which means each teacher can control his/ her time to design it.

Moreover, the findings reveal that teachers can assess their plans with students; most of them create tests or exams, while others prefer to use projects. If the student’s results are good, this means the curriculum plan is effective; if not, it is ineffective. For the supportive

program or software, most of teachers do not design a curriculum by themselves; they use them, because they are easy, modern and make teachers to access curriculum in any time. For the question nine, the majority of teachers claim their curriculum planning is effective; that is to say, they use the right method of designing. For the question of using a big picture in curriculum, design was asked in order to know what they want to teach each day. Question eleven was about if student's behavior disrupts the curriculum, they answered they modified it in order to meet the student's needs, provide them the content, engage and motivate them to learn and success. For the question before the last one, most of teachers use a given publisher curriculum because it is acceptable by ministry and schools' programs while the others use their own in order to meet the learner's needs. The last question, every teacher learns to design their own curriculum after one or two years of teaching, to sum up teachers were very objective because they gave their answers according to their experiences.

Conclusion

The chapter concerns with data analysis and discussion. From this section, we have concluded that teachers cannot teach without curriculum design, this way helps teachers in doing their job very neat and organized. Therefore, the educational system should give reinforcements for teachers in their curriculum designing in middle school.

We see teachers engage in ICT in their curriculum designing in order to make their learners participate and enjoy during lectures, also to help them to better understanding of language and for their interest. Besides, we understand that many teachers use different materials in their curricula, and then they design it in any time they prefer.

General Conclusion

Curriculum Planning is a way, which helps teachers to select materials, content and time, this research attempted to discuss, and analyze Curriculum Planning in Teaching English as a Foreign Language (TEFL).

The aim of this investigation is to see whether the curriculum is fitting the learners or not and if the curriculum is effective, and to identify the main elements and strategies. In this prospect, our research was divided into two chapters.

The first chapter presented the curriculum planning and its main concepts, it tackled the main elements; in this case, if teachers forget to use one of them, the curriculum planning would be ineffective. In this point, teachers should rewrite curriculum, which deals with the main strategies that help them a lot, and make them avoid problems. We also moved to the common problems that face teachers while designing a curriculum.

As for the methodology used in this investigation, the quantitative method was applied in the questionnaire that was given to teachers in Ain-Dahab, Tairat, in order to collect data about the way of designing a curriculum. The questionnaire was divided in two sections; the first section was about the personal information of teachers, then the second one was about the respondent's reflection on curriculum planning, the data were collected, they were analyzed quantitatively and qualitatively.

The last chapter covered the tool of research. We moved later to details of questionnaires followed by data analysis, findings and discussion. In the last point, we put the questionnaires' results in tables and figures and discussed them.

Our hypotheses have been partially validated and confirmed as most of teachers considered their curriculum planning effective; moreover they designed a curriculum according to their learner's needs. They also used ICT in their curriculum planning in order to facilitate teaching English language.

We faced many difficulties in conducting this investigation, one of them corona virus that led to stop study in universities which made us suffer to find sources and libraries. So, in spite of

these difficulties, we tried to complete this research and send questionnaires to teachers in order to answer in these hard conditions.

Finally, one could say that most of teachers overcame these difficulties, as they were able to plan their effective curriculum for their learner's needs while others depended on the given publisher curriculum.

List of References

- ASCD Blogger, G. (2015, October 24). *A. 8 Barriers to curriculum design*. Retrieved from . <https://inservice-ascd.Org/8-barriers-to-curriculum-design>.
- Aydin,H., Ozfidan,B.,Carothers,D. (2017). Meeting the challenges of curriculum and instruction in school settings in the united state. *Journal of Social Studies Education Research*, 8 (3), 76-92.
- College of Business. (2015, December). Curriculum managment handbook . University of Central Arkanas.
- Howard, K. L. (2004). Universal design for learning:meeting the needs of all students. *Learning &Leading With Technology*, 13 (5), 26-29.
- Huizinga, T., Handelzalts,A.,Nieveen,N&Voogt,J.M. (2014, September 2). Teacher involvement in curriculum design:need for support to enhance teachers' design expertise. *Journal of Curriculum Studies*, 46 (1), 33-57.Doi:10.1080/002202722.2013.
- Johnson, A. (2019). *7 Strategies for developing your own curriculu as a new teacher*. Retrieved from .[https:// study.Com/blog/7-strategies for-developing-your-own curriculum-as-a-new teacher](https://study.Com/blog/7-strategies-for-developing-your-own-curriculum-as-a-new-teacher).
- Johnson, R.K. (1989). *The second language curriculum*. Hong kong: Cambridge University Press.
- Keting-Gibson, L.M. (2005). *Comparison of curriculum development practice*. Educational Research Quarterly. Montana State University.
- Kyahurwa, O. (2013). *The challenges faced by primary school principals in curriculum management*. Gauteng Province/Dissertation University of South Africa, Region c.
- Lfeom, O.E. (2013 January). Curriculum planning in secondary schools:principals' practice and challenges in an era of knowledge and learning management. *International Journal of Academic Research in Progressive Education and Development*, 2 (1), 2222-6348.

- Mullen, G.J. (1940-1975). History and analysis of curriculum thought . illinois public school, Highland Park.
- Nunan, D. (1988). The learner-centred curriculum. New york:Cambridge University Press.
- Seliger, H.,&Shohamy,E. (1989). Second language research. Oxford: Oxford University Press.
- Seraphina, K.M. (2015). Curriculum and development in mathematics from the formative stage. *Journal of Education and Practice*, 6 (2), 2222-1735.
- Shahmir,S., Hamidi,F.,Bagherzadeh,Z&Salimi,L. (2010). The role of ICT in the curriculum educational system. 623-626
- The Curriculum Development Council. (2002). Key learning area curriculum guide (primary1- secondary3). The Education Department.
- White, J.P. (1971). The concept of curriculum evaluation. *Journal of Curriculum Studies*, 3 (2). Doi:10.1080/0022027710030202.
- Who is a teacher? (n.d.). Tanzania: Dar El-salaam.

Appendices

Teacher's Questionnaire

Dear Teacher,

As a part of the preparation of a Master's dissertation in English, you are kindly asked to answer the questions below, and give us your points of view. This questionnaire will help us to collect information about the Curriculum Planning in Teaching English as a Foreign Language (TEFL).

Abbreviations and Acronyms

EFL: English as a Foreign Language

ICT: Information and Communication Technology

PPP: Presentation, Practice and Production

Section one: Personal and Professional Information

Please tick (✓) the appropriate box (s):

1-Age:

- 30-35years old 35-40 years old 40-50 years old
 Over 50years old

2-Gender:

- Male Female

3-Teaching Experience

- 1-5years 5-10years 10-15years more than
15years

4- Why did you choose to become a teacher?

.....
.....

5-What are your strengths and weaknesses as a teacher?

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

SECTION TWO

Respondent's Reflection on Curriculum Planning

Please tick (✓) the appropriate box(s):

1-Which materials do you use while teaching?

Handouts Books Videos

Other tools tell us:

2- Do you face some problems while designing a curriculum?

Always Sometimes Rarely Never

3-Do you use ICT in your curriculum design?

Always Sometimes Rarely Never

4-When you present your lecture and use ICT; do you feel that your students are interested?

Always Sometimes Rarely Never

Justify.....
.....

5-Do you follow any method or approach in your curriculum design?

Yes No

If yes, which one of them do you prefer to use?

Eclectic Approach Constructivist Approach PPP Approach

And how do you find the impact of your method and approach on your teaching?

Low Medium High

6-Which times do you prefer to design your curriculum?

During day through week during the student's break

During month

Other time tell us

7- What ways do you assess and evaluate your students?

Oral questions

- Create a test /exams
- Exist Cards
- Portfolios
- Projects

8-Do you use a software or supportive program while designing a curriculum?

- Yes No

9- Do you think that your curriculum plan is effective for you, for your school and for your students?

- Agree strongly agree disagree strongly disagree

10-For you, what does it mean to see the big picture in a curriculum design?

It means:

- Know exactly what you are going to teach each day
- Have some end and goals in mind
- Plan a big project for the end of unit

11- What should you do when the student’s behavior disrupts your carefully designed curriculum?

- Punish those students
- Rewrite your entire curriculum because it’s clearly not well designed
- Meet with those student’s parents about moving them to another class
- Modify your curriculum to meet those student’s needs

12-Do you use the curriculum plan of a given publisher or your own curriculum planning? Why?

.....

.....

.....

13-When did you learn to design your own curriculum plan?

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

Thank you for the time you devoted in filling up this questionnaire.