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**An Investigation into Teachers Perceptions of the Newly Introduced
Program for First Year LMD at the Department of English: the case
of First Year Teachers at Biskra University**

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment
of the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, Amani MENFOUKH, do hereby declare that this dissertation is my own original work that has been compiled in my own words. This work has not been falsified or used for other courses and examinations. Nor has another person, university, or institution for another degree or diploma previously, or concurrently, published it, unless explicitly acknowledged (In-text citation and the list of references).

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Dedication

I gladly dedicate this work to

the most precious people in my heart who always give me strength and hope.

They are the sunshine of my life, my father and my beloved mother

May Allah protect them.

My beloved sisters Soraya, Wahiba and Dahbiya.

My dear brothers Faicel and Hamlaoui.

My dearest nephews

To the ones who enthusiastically encouraged and helped me and with whom I went

through life journeys and

Shared a lot of unforgettable memories

My dearest friends: Ikhlal, Hayam, Imane and Zina.

To all my relatives and friends who sincerely supported me with their prayers,

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Abstract

One of the ultimate goals of universities¹ is to offer valuable education journey that is not only rich of the necessary tools, resources, and experiences but also to equip students with the skills and knowledge they need to succeed in various aspects of their lives. This commitment to excellence motivates universities to regularly update and improve their academic programs². This study aims to explore teachers' perceptions³ on the new introduced program for first year students at the department of English, seeking to assess its effectiveness and coherence. To reach this end, a qualitative method was used to approach the problem via collecting data using a questionnaire addressed to 15 first year teachers and an interview done with 3 teachers of linguistic and phonetics module. The findings show that the majority of the respondents are not satisfied with this new program⁴, and the major difficulties they reported are related to time and the detailed content compared with students' level. Eventually, they have had difficulties in the implementation⁵ of the program.

Keywords: Universities, Academic programs, Teachers' perceptions, New program, Implementation

List of acronyms

EFL English as a Foreign Language

HE Higher education

QA Quality Assurance

TD Tutorials

TP Practical work

List of tables

Table 6 Teacher Interview Schedule.....	68
Table 7 The teachers' qualification.....	68
Table 8 Teachers overall impression of the new introduced program.....	68
Table 9 The alignment of the program with the provided materials.....	71
Table 10 The effect of the new program on teachers' methods of teaching.....	72
Table 11 The difficulties that face the teachers while implementing the new program.....	74
Table 12 Suggestions from teachers toward the new program.....	78

List of figures

Graph 4.1 Teachers academic degree.....	55
Graph 4.2 Teachers' years of experience.....	56
Graph 4.3 Teachers' gender.....	56
Graph 4.4 The overall quality of the new introduced program.....	57
Graph 4.5 Assessing the content of the new introduced program.....	58
Graph 4.6 The comprehensibility and alignment of the new program with the educational standards.....	58
Graph 4.7 The appropriateness of the program in terms of its scope and objectives.....	59
Graph 4.8 Teachers' satisfaction with the variety and diversity of topics covered within the new program.....	59
Graph 4.9 Difficulties in covering all the content within the designed timeframe.....	60
Graph 4.10 The materials and resources provided for implementing the program.....	61
Graph 4.11 The learning needs and objectives of students.....	60
Graph 4.12 The level of motivation among learners.....	62
Graph 4.13 Students' understanding of the content.....	63
Graph 4.14 Learners 'engagement or motivation.....	63

Graph 4.15 The overall learning experience of students under the new program.....64

Graph 4.16 Teachers' satisfaction with the new program.....65

Graph 4.17 Teachers' involvement in the decision-making process.....65

Graph 4.18 the right to refuse the program.....66

Graph 4.19 the assessment of the effectiveness of the new program compared with the previous one.....67

Graph 4.20 The selection of one program over the other.....67

List of Appendices

Appendix 1. Table 2. <i>First year instruction modules in EFL (Semester one 2016)</i>	94
Appendix 2. Table 4. First year instruction modules in EFL (Semester two 2016).....	96
Appendix 3. Table 4. First year instruction modules in EFL (Semester one 2021).....	97
Appendix 4. Table 5. First year instruction modules in EFL (Semester two 2021).....	99
Appendix 5. Teachers' questionnaire.....	101
Appendix 6. Interviews Transcript.....	106

contents

Declaration.....	2
Dedication.....	3
Acknowledgements.....	4
Abstract.....	5
List of Abbreviations and Acronyms.....	6
List of Tables	7
List of Figures.....	8
List of Appendices.....	10
Content.....	11

General Introduction

1. Background of the study	16
2. Statement of the problem.....	17
3. Research Question.....	18.
4. Aim of the research	18
5. Significance of the study.....	19
6. Research Methodology.....	19
7. Population and Sampling	19
8. Structure of the Dissertation.....	20

Chapter One : Understanding the Quality of Academic Programs

Introduction.....	22
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1.1. Overviewing academic programs	22
1.1.1 Definition Bank.....	22
1.1.1.1. Definition and scope of academic programs	22
1.1.1.2. Curriculum definition.....	23
1.1.1.3. Course definition.....	24
1.1.1.4. Syllabus definition.....	24
1.2. Ensuring Quality of Academic Programs	24
1.2.1. Quality Assurance in higher education.....	24
1.2.2. The concept of quality.....	25
1.2.3. Quality assurance definition	25
1.2.3.1. Principles of quality assurance.....	26
1.2.3.1.1. Benchmarking.....	26
1.2.1.1. Accreditation.....	27
1.2.1.1. Continuous improvement	27
1.2.2. Essential standards for academic program excellence	28
1.3. Teachers involvement in decision- making process.....	29
1.3.1. Teachers decision-making in classroom.....	29
1.3.2. Teachers decision-making outside the classroom.....	30
1.3.2.1. The Role of shared governance.....	32
Conclusion.....	34

Chapter Two: Evolution of Algerian Higher Education

Introduction.....	36
2.1. Overviewing the Algerian higher education.....	36
2.1.1. Stage one: 1962-1968.....	37.

2.1.2. Stage two: 1970-1998.....	37
2.1.3. Stage three: since 1998.....	41
2.2. Overview of the English Department and EFL curriculum.....	42
2.2.1. The previous program.....	43
2.2.2. The new program.....	45
Conclusion.....	47

Chapter three: Field work and data analysis

Introduction.....	49
3.1. Research Method.....	49
3.2. Participants.....	49
3.2.1. The population of the study	49
3.2.2. The sample of the study.....	50
3.3. Data Gathering Tools and Procedures.....	50
3.3.1. Questionnaire.....	50
3.3.2. Aim of teachers questionnaire	51
3.3.3. Description of teachers questionnaire	51
3.3.4. Administration of teachers questionnaire.....	52
3.3.1. teachers interview.....	53
3.3.1. Aim of teachers interview.....	53
3.3.1. Description of teachers interview.....	53
3.3.1. Administration of teachers.....	54
3.4. Data analysis tools and procedures	54
3.3.1. Data analysis procedures for teachers questionnaire	54
3.3.1. Data analysis procedures for teachers interview.....	54

3.5. The analysis of the questionnaire.....	55
3.6. The analysis of the interview.....	68
3.7. Discussion of the Results	81
Conclusion.....	84
General Conclusion.....	86
Limitation.....	87
Recommendation.....	87
References.....	89
Appendices.....	94
ملخص الدراسة.....	114

General Introduction

In the realm of higher education, universities bear the responsibility of continually improving and evolving education to provide enhanced opportunities for students, not just equip them with the knowledge that will help them succeed; they also nurture students' personal growth, self-awareness, confidence, and practical skills essential for their future careers. In addition, offer them real-life experiences by teaming up with companies and other institutions.

One way they do this is by creating programs. Universities invest significant efforts and resources in developing these programs, carefully considering factors such as curriculum design, teaching methodologies, facilities, and resources. The goal is to create comprehensive and effective educational experiences that prepare students for the challenges of the modern world.

However, the success of these programs depends heavily on the perspectives and insights of educators. Teachers possess invaluable knowledge and understanding of the needs and aspirations of both students and society. As such, their perceptions play an important role in shaping the effectiveness and relevance of educational programs because they serve as the architects behind educational institutions, utilizing their expertise to align education with current trends.

1. Background of the study

Teachers' perceptions can have a big impact on how well a new program is put into action. Ali Ostovar-Namaghi's study looked at how language teachers evaluate changes in the curriculum. They found that teachers consider factors like how effective the changes are, whether they meet student needs, and if they align with educational goals. So, if teachers feel good about the program, they are more likely to

support it and try their best to make it work. Otherwise, they might not give it their full effort if they are not satisfied with it.

On the other side, They believe that teachers should not only make these changes into practice but also have a role in deciding what changes should be made Ostovar-Namaghi(2017). When teachers are involved in making decisions at schools or universities and participate actively in discussions about those matters, it can lead to better outcomes. Pashiardis(2022) states that their participation helps create a positive and supportive learning environment which will benefit both educators and students.

2. Statement of the problem

It is widely approved that effective programs must be designed to meet the specific needs of students, which involve different skills, backgrounds, and methods of learning. Shen states that any changes made in education start by thinking about what students need and what they find interesting. (Shen, 2008).

Teachers serve as the primary source for gathering essential information about students. Beyond their traditional roles of teaching and guiding students, They play as a link between students and decision-makers, not only in conveying students' needs but also in actively participating in the creation of educational programs by identifying and addressing the gaps and maintaining the relevance of program content. So, without this collaboration, they may find it difficult to apply to those programs without having a chance to share their perceptions. Therefore, the present study seeks to investigate the teachers' perceptions on the new introduced program devoted to first year LMD students.

3. Research Questions:

This research seeks to answer the following research questions

RQ1: What are teachers' Perceptions toward the newly introduced program?

RQ2: to what extent this program is effective for EFL learners?

RQ3: what are the potential challenges that may face teachers when applying the new university program ?

4. Aim of the research

Studying teacher's perceptions about a new program allows us to determine its effectiveness, what challenges they are experiencing, and whether it is workable or not. Their input allows us to evaluate how it affects learners' studying and whether there are any challenges in putting it into action. We may use their feedback to improve the curriculum, provide appropriate assistance to instructors, and make decisions about future educational goals. In this manner, we can ensure that the program fulfills the requirements of all education members.

- To understand teachers' perceptions and attitudes towards the newly introduced academic program.
- To identify the perceived benefits and challenges associated with the application of the new academic program from the teachers' perspective.
- To explore teachers' expectations regarding the impact of the new academic program on student learning outcomes.

5. Significance of the Study

This program was introduced only this year, thus, drawing attention to the academic community trying to explore significant findings through the understanding of teachers' perceptions concerning its implementation, on one hand. It is a gap that has not been studied in University Mohamed Kheider. In other hand

6. Research Methodology

The study will adopt a qualitative research design. This design involves collecting and analyzing qualitative data to explore and explain findings .

The study seeks to investigate Teachers' Perspectives on the Introduction of a New Academic Program at Mohamed Kheider University conducted during the academic year 2023/2024 to obtain a mixture of different perspectives and opinions.

The techniques that will be used to collect data are mainly questionnaires and interviews. The questionnaire contained both open-ended questions and close-ended questions for the first year English teachers to collect their opinions about this new program, and how effective it is. Interviews will be administered to first year English teachers of the written expression module to engage in conversation with them. Thus, providing an opportunity to collect valuable feedback on these educational programs and curriculum changes. Those tools provide a variety of data gathered from the participants. To have a large overview of the area of interest.

7. Population and sampling

The target population for this research is first teachers of English at Biskra University. The sample of this study comprises two groups 15 teachers of first year answer the questionnaire and 3 teachers of linguistics and phonetics module are

interviewed were chosen based on the course they teach. The said participants were selected through a Random Sampling technique.

Structure of the Dissertation

Chapter One: Outlines academic program basics, defining terms like academic programs, curriculum, major, course, and syllabus. It also delves into quality assurance in higher education, covering benchmarking, accreditation, and continuous improvement. Moreover, it explores how teachers contribute to decision-making within educational institutions, highlighting the importance of shared governance in fostering an effective teaching and learning environment.

Chapter Two: Offers insights into Algerian higher education, charting its progression through stages and reforms. It delves into the historical background, shifts in policies, and educational endeavors that have influenced the present landscape of higher education in Algeria. Furthermore, it examines particular elements like curriculum enhancement, institutional framework, and teaching approaches specifically within the English department.

Chapter Three: Outlines the fieldwork, considered the important phase of the research, where outcomes will be attributed. It details the data collection techniques, analysis procedures, and result interpretations. Ultimately, the chapter presents an elaborate analysis and discussion of the findings.

Chapter One : Understanding the Quality of Academic Programs

Introduction.....	22
1.1. Overviewing academic programs	22
1.1.1. Definition Bank.....	22
1.1.1.1. Definition and scope of academic programs	22
1.1.1.2. Curriculum definition.....	23
1.1.1.3. Course definition.....	23
1.1.1.4. Syllabus definition.....	24
1.2. Ensuring Quality of Academic Programs	24
1.2.1. Quality Assurance in higher education.....	24
1.2.2. The concept of quality.....	24
1.2.3. Quality assurance definition	25
1.2.3.1. Principles of quality assurance.....	25
1.2.3.1.1. Benchmarking.....	26
1.2.3.1.1. Accreditation.....	26
1.2.3.1.2. Continuous improvement	27
1.2.3.1.3. Essential standards for academic program excellence	27
1.3. Teachers involvement in decision- making process.....	28
1.3.3. Teachers decision-making in classroom.....	29
1.3.4. Teachers decision-making outside the classroom.....	29
1.3.4.1. The Role of shared governance.....	32
1.3.4.1.1. Definition of shared governance	33
1.3.4.1.2. The concept of shared governance	33
Conclusion.....	34

Introduction

The education system is continually developing to stay updated with the advancements in technology and society; this ensures that programs offered to students are enhanced to meet the needs of the job market. This chapter offers an overview of academic programs, providing some definitions such as academic programs, curriculum, major, course, and syllabus. Additionally, it examines the importance of quality assurance in higher education, including its concepts of benchmarking, accreditation, and continuous improvement. Furthermore, the chapter discusses the role of teachers in decision-making processes within educational institutions, emphasizing the significance of shared governance in creating a supportive and effective environment for teaching and learning.

1.1. An Overview of Academic Programs

1.1.1. Definition Bank

This section covers the definitions of academic programs, curriculum, courses, and syllabus, focusing on their roles in educational structure and student development:

1.1.1.1. Definition and scope of academic program

An academic program is like a well-organized package of classes and activities designed by institutions to help learners achieve specific learning goals. This includes not only the structure of the curriculum but also criteria for assessment, final projects, practical experiences, regulations, and the involvement of faculty and staff in guiding the student's journey through college. From a broader perspective, academic programs aim to produce graduates who are capable of meeting societal needs and entering specific professions upon graduation.

Historically, such programs have nurtured specialized skills to address a wide range of contemporary challenges, shaping future professionals in fields like electrical work, filmmaking, chemistry, and politics. Today, there's a growing emphasis on interdisciplinary and innovative thinking rather than strict specialization, reflecting the evolving expectations of the workforce.

The term "development of academic programs" refers to the ongoing process of revising and restructuring academic offerings in response to changes in society. This includes factors such as scientific advancements, technological innovations, and shifts in cultural norms. Designing academic programs requires both scientific rigor and artistic creativity. A successful program should integrate findings from empirical research, be tailored to the unique needs of its student community, and remain adaptable to changes in national and global educational priorities. Academic programs need to stay at the forefront of professional development and align with broader trends in higher education to effectively prepare students for the challenges of the future. Shen(nd)

1.1.1.2. Curriculum definition

Su (2012) stated that the word "curriculum" indeed derives from the Latin verb "currere," which means "to run." Initially, "currere" referred to a racing chariot or race track. Over time, it evolved into a diminutive noun "currículum" or "curriculum," which referred to the course of races or the course to be run. In modern educational terms, it refers to the set of courses and their content offered at a school or university. The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program, According to Mulenga (2018). To put it differently, when we talk about "curriculum," we are referring to the entire set of

subjects the students will learn in school, plus the aims and objectives they are expected to meet as part of their education.

1.1.1.3. Course

As (Cambridge dictionary) a course can be defined as a set of classes or a plan of study on a particular subject. Usually leading to an exam or qualification at the end of it. In other words refer to a series of lectures, discussions, or other lessons in a particular subject. To graduate from high school (vocabulary.com)

1.1.1.4. Syllabus

Outlines the specific content or subjects to be covered in a course. It differs from methodology, which concerns the instructional methods employed to teach those subjects. (Syllabus design Master 2 didactics) a syllabus is a comprehensive document that provides essential information about a college course. It includes the topics to be covered and specifies the due dates for all coursework, including tests, quizzes, and exams. Shorelight (2023)

1.2. Ensuring Quality Of Academic Programs

1.2.1. Quality Assurance in Higher Education: Principles and Implementation

With the increase of global competition for jobs and better living standards, countries are working to make education much more. They understand that good education helps students get better jobs and improve their lives. So, governments and schools are trying to improve education quality. They seek to make sure students learn the skills they need to succeed in the job market. Some researchers have been really curious, so they have looked deeply in the quality of academic programs. They have

studied how things work in real-life classrooms and what actually makes academic programs rich the standards they found that stakeholders apply quality assurance theory in order to guarantee that their programs reach the quality standards

1.2.2. The concept of quality

Quality is defined in simple terms by Mohit (2017) as it is the key characteristics that define and distinguish a product, service, organization, or entity. The traditional definition of the term "quality" is excellence; refers to how good something is compared to other similar things, indicating its degree of excellence, aiming to achieve the highest standard possible

Campbell & Rozsnyai (2002) they approached defining quality in terms of the threshold saying that involves establishing specific standards and criteria. Any program, department, or institution that meets these norms and criteria is considered to be of quality. The advantage of setting a threshold is that it is objective and can be verified. However, there are arguments that setting a threshold leads to uniformity across the higher education system. This argument might apply if institutions adopt a "compliance" mentality and only aim to meet the minimum requirements.

1.2.3. Quality assurance

According to Archibong, Ugbong, & Nsor (2024) quality assurance in higher education can be described as the degree to which education meets the needs and demands of its clients. Barrows (2002) States that (QA) in (HE) covers a broader activities and measures aimed to ensuring that educational institutions and programs meet specific Standards of quality. Furthermore, it involves conducting systematic reviews of educational programs and processes to maintain and improve quality, equity, and efficiency Kusmawati & Madhakomala (2023), through creating and

putting into action policies and procedures, setting criteria for evaluating educational effectiveness, overseeing academic programs and services, and continuously reviewing and enhancing educational practices.

In order to effectively implement Quality Assurance (QA) measures within Higher Education (HE), it is essential to comprehend the fundamental principles that form the basis of this process. Such as Benchmarking, accreditation, and continuous improvement. Benchmarking means comparing an institution's performance with industry standards to find areas needing improvement. Accreditation is a formal process checking if an institution meets quality criteria. Continuous improvement is about consistently evaluating and enhancing educational programs based on feedback.

1.2.3.1. Benchmarking

Benchmarking is one of most recent approaches that are used by organizations to evaluate performance quality Magdy (2021). According to Edith Cowan University (ECU) benchmarking is defined as a continuous and systematic process of comparing products, services, processes, and outcomes with other organizations or exemplars, aiming to improve outcomes by identifying, adapting, and implementing best practice approaches Scott (2011). It is part of a broader strategy for the improvement of quality management, through systematically evaluating and comparing different aspects of an educational program or institution to identify best practices and areas for improvement. According to Kayyali (2023), Benchmarking allows institutions to compare their performance with industry standards and best practices. This process involves collecting and analyzing data from similar institutions to find areas for improvement and set quality benchmarks. By this, institutions can learn from others, identify program weaknesses, and improve strategies. This can be done internally, by

comparing programs within the institution, or externally, by comparing with other institutions locally or globally. For example, the Algerian English department could use benchmarking by collaborating with international universities that have effective English programs through partnerships or exchange programs; they have the opportunity to adopt the teaching methodologies, curriculum design, and assessment practices used in these institutions. Through these benchmarking activities, Algeria could enhance the quality of its English department and ensure that its graduates are competitive on a global scale.

1.2.3.2. Accreditation

Is a formal process where an external body evaluates and recognizes the quality and standards of an educational institution or program. Kayyali (2023) has gone through the meaning of accreditation and states that this process serves as a mechanism to confirm the quality and credibility of educational programs offered by an institution. Accreditation entities evaluate multiple facets of the institution, such as curriculum structure, faculty qualifications, student services, facilities, and educational achievements. By providing external validation and acknowledgment, accreditation fosters trust among students, employers, and the broader community. Karnwal (2020) believes that accreditation helps institutions collaborate because accredited institutions are known for their quality, making them attractive partners for research and other collaborations. When we talk about accreditation in Algeria, specifically the English department, they may seek accreditation from international accrediting organizations specializing in English language education, by applying the evaluation process conducted by these international accrediting bodies to ensure that their English department meets global standards of excellence in language education.

1.2.3.3. Continuous improvement

Means constantly making changes and improvements to teaching methods, school practices, and educational strategies over time. It is a process that does not have a specific end goal but aims for ongoing development. According to Kayyali (2023) Continuous improvement stands as a foundational principle in assuring quality within higher education. It acknowledges that quality is not a fixed state but a continuous journey. It involves the planning, implementation, assessment, and modification of educational methods and programs based on feedback and evaluation. Internal and external assessments help institutions recognize strengths, weaknesses, and areas needing improvement. Sodikin, Parmujianto, & Anwar (2024) States that this approach ensures that improvements are guided by appropriate efforts, recognizing the key role of people in boosting productivity for the purpose of empowers institutions to make informed decisions in order to improve educational quality. As observed by Darling-Hammond & Plank (2015) a continuously improving system enhances professional learning and collective capacity in classrooms, schools, and districts. For example, Algerian universities consistently update their academic programs, aiming to enhance their quality and effectiveness to engage regular evaluations of curriculum content, teaching methodologies, and learning outcomes, and closely monitor feedback from students and faculty members.

1.2.4. Essential Standards for Academic Program Excellence

To ensure quality and effectiveness, academic programs must meet specific standards:

- **Learning Goals and Curriculum Structure**

- Programs must define clear learning objectives and requirements, outlining the knowledge and skills to be gained.
- Curricula should offer a well-rounded education with comprehensive and progressive learning experiences.
- Learning outcomes must be transparent and accessible to enrolled students. NECHE (2021)

- **Program Evaluation and Enhancement**

- Institutions must routinely assess programs to improve their quality.
- Evaluation should consider student achievement, program effectiveness, and external feedback.
- Faculty should actively contribute to program evaluation and enhancement. Muhammad, et al (2015)

1.3. Teachers' involvement in decision making

1.3.1. Teachers' decisions-Making in classroom

In the classroom, teachers serve as more than just conveyors of knowledge; Unciti & Ramon (2023) affirmed that they make countless decisions every day to support the teaching-learning process and create an environment that fosters the physical and psychological development of students, ensuring the best possible learning experience.

Firstly, teachers carefully plan what they're going to teach and how they're going to teach it. They have to think about what goals they want their students to achieve, assess what their students already know, and choose the most effective ways

to teach new concepts. This involves selecting appropriate teaching materials, strategies, and technology, as well as deciding whether students understand

Secondly, teachers make moment-by-moment decisions to adjust their plans to be more flexible and adaptable. They have to respond to unexpected questions, disruptions, and changes in student needs. Teachers learn to make these adjustments through their experience in the classroom and their ability to think on their feet

Third, teachers make decisions to achieve varied goals for their students, including academic success, good behavior, and social skills. They have to deal with these goals and find ways to work on them all at once.

Finally, teachers make decisions to interact with their students in different ways. They need to keep an eye on what's happening in the classroom and respond to any problems or distractions. Effective teachers are skilled at maintaining a positive and supportive classroom environment where students feel comfortable and engaged in their learning. (Brubaker, 1993)

1.3.2. Teachers decision-Making outside the classroom

Research has shown that when teachers participate in decisions related to curriculum, instruction, assessment, professional development, school culture, and policy, they are more likely to feel empowered, motivated, committed, and satisfied with their work. According to Lipham (1983) administrators must make a concerted effort to involve teachers in managerial decisions where they perceive a sense of exclusion. They are more likely to collaborate with their colleagues, share their expertise, and innovate their practices. Hence, Teachers should not be only "token

involvement ", they need to know that their opinions count and can make a real difference.

Alsubaie (2016) emphasized that teachers should be involved in decisions that are personally important to them or when they have considerable expertise on the subject. "Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom." (Alsubaie, 2016)

Teacher involvement in decision-making can enhance the relevance, responsiveness, and effectiveness of educational programs and policies, as teachers can provide valuable insights, feedback, and suggestions based on their classroom experiences and student needs. Dunstan (1981) described five major advantages of participative decision making which include the following:

- **The encouragement of human growth and development**

Participative decision-making creates an environment where people can talk openly, share their ideas, and take on tasks. This gives them a chance to learn from each other, improve how they communicate and solve problems, and develop personally and professionally. Being part of decision-making can make people feel more responsible for their roles and help them contribute to what the institution wants to achieve.

- **more willing acceptance of decisions**

When faculty members are included in making decisions, they tend to feel more like those decisions are theirs, and they're more likely to stand by them. When everyone's opinions are taken into account, decisions are better suited to meet everyone's needs. This makes them more willing to support the decisions, leading to more teamwork.

- **Enhanced quality of decisions**

Involving everyone in decision-making means getting different viewpoints, knowledge, and skills with varied backgrounds. This mix of ideas makes discussions richer and helps evaluate options more thoroughly. Ultimately, it leads to decisions that are better thought out and based on a broader range of insights. This approach allows institutions to find better solutions for complex problems.

- **Enhanced sense of teacher belonging**

When teachers are included in decision-making, they feel like they really belong in their workplace. Being part of discussions, having their opinions considered, and playing a role in decisions about their job, makes them feel connected to the school and their colleagues. This sense of belonging boosts their satisfaction at work.

- **The satisfaction of teachers' desires for democratic structures**

When teachers are part of decision-making, they get to share their thoughts on things that affect them, showing that their opinions are valued. This creates an environment where everyone feels respected and trusted, making the institution a better place to work. Short & Greer (1989)

1.3.2.1. The Role of Shared Governance in Educational Institutions

1.3.2.1.1. Definition of shared governance

Shared governance is a collaborative method of decision-making and management in an institution, involving all parties in shaping its direction and policies. This model emphasizes the involvement and input of all community members, collaborating towards mutual objectives and collective achievements.

As what is mentioned in A Statement by the Higher Education Program and Policy Council Shared governance is the set of practices under which college faculty and staff participate in significant decisions concerning the operation of their institutions

1.3.2.1.2. The concept of shared governance

This theory fosters the relationships and trust between teachers and administrators to establish a nurturing and collaborative environment. This gives teachers a chance to participate actively in governing institutions, where they contribute to decision-making concerning school policies, curriculum design, professional growth, and initiatives for college enhancement. Simplicio (n.d) affirmed that faculty members should have a significant role in determining university policies. By involving teachers in shared governance, schools can apply the varied viewpoints and knowledge of educators to tackle obstacles, encourage innovation, and improve overall school performance. As claimed by Levin, Vázquez, & Martin (2020) Shared governance is a vehicle (or mechanism) where faculty members have a way to express their voices and views in making decisions at the institution. According to Short and Greer (1989) this theory empowers teachers by allowing them express their

opinions on critical school matters and participate in decisions that directly impact them. This collaborative decision-making fosters a sense of ownership among staff members and ensures the successful implementation of decisions. Furthermore, shared governance in participatory management cultivates trust, increases teacher morale, and enhances overall teacher effectiveness. These advantages align with the principles of shared governance, emphasizing collaboration, transparency, and inclusivity in decision-making processes within educational settings.

Conclusion

In the journey of education, academic programs serve as the maps guiding students toward their goals. As society and technology evolve, educational institutions must continuously update these maps to keep students on the right path. Quality assurance measures act as checkpoints along the way, ensuring that students receive the best education possible. Through collaboration and shared governance, teachers contribute to the evolution of education, creating an environment where students can learn. By adopting these principles, educational institutions can navigate towards excellence.

Chapter Two: : Evolution of Algerian Higher Education

Introduction.....	36
2.1. Overviewing the Algerian higher education.....	36
2.1.1. Stage one: 1962-1968.....	37
2.1.2. Stage two: 1970-1998.....	37
2.1.3. Stage three: since 1998.....	41
2.2. Overview of the English Department and EFL curriculum.....	42
2.2.1. The previous program.....	43
2.2.2. The new program.....	45
Conclusion.....	46

Introduction

The Algerian higher education system has undergone significant transformations over the years, reflecting the country's commitment to providing quality education and meeting the evolving needs of its students. This chapter provides an overview of the Algerian higher education, tracing its development through key stages and reforms. It explores the historical context, policy changes, and educational initiatives that have shaped the current state of higher education in the country. Additionally, it delves into specific aspects such as curriculum development, institutional structure, and teaching methodologies within the English department.

2.1 An Overview of the Algerian higher education

Attending college in Algeria is seen as a significant achievement in education, because it is considered as the appropriate and ideal place where students invest their time and efforts to study attentively and acquire advanced knowledge. Therefore Algeria places a great importance on its higher education since it is the advanced stage among the other education. The country is consistently engaged in updating and renewing it since independence to ensure that the offered curriculum aligns with the international standards, in addition to equip students with required skills for employment opportunities. BOUCHIKHI & BARKA (2017) mentioned that before Algeria's independence on 1962, university courses were mainly for the wealthy French living in Algeria. Very few Algerians participated. Although almost 8 million people lived there, the University of Algiers, founded in 1909, and its branches in Oran and Constantine in 1960/1961. Only about 500 students studied there.

After independence, Algeria began an extensive training program to fill the gap created by France's settlers. According to HADJIRA (2017) free education is provided within legal boundaries and in accordance with public morals and every Algerian has the right to education, ensured by the government, which will progressively establish various schools and educational facilities. Primary education is tuition-free in all public schools. This shows Algeria's commitment to provide all citizens with a good education and ensuring justice and equality. These efforts are not undertaken once, but gradually it could be summed up to three essential stages.

2.1.1. Stage one : 1962-1968

During this period, the higher education career was under the guidance of the Ministry of Education. There was just one university in the capital Algiers, known as Algiers 1 University or Benyoucef Benkhedda University. It is considered the oldest and most prestigious organized university in the country. It has a rich history, emerging from the integration of faculties such as letters, medicine, law, and sciences. Later on, two more universities developed in Oran and Constantine. These additional establishments enhance the reliability of Algeria's higher education system and provide students from different parts of the country with greater opportunities to obtain high quality education and achieve their academic goals.

2.1.2. Stage two: 1970-1998

The significant change in this stage is that the ministry of higher education was established in 1970. It was officially named The Ministry of Higher Education and Scientific Research, holds the responsibility of making decisions and regulating the HE, focuses on improving education quality, supporting research, and ensuring fair access to higher education for all Algerians. These efforts manifested after a year by what is called Decree of 1970 which focused on four main objectives:

- Focusing on "Algerianization" of the education staff and developing the academic level led them being sent abroad, Bouchikhi & Barka (2017) affirmed that the objective was to modify educational programs to match the requirements of the revised economic strategy, which involved replacing foreign teachers.
- Because they encountered a significant lack of teachers proficient in the Arabic language, most disciplines became taught in Arabic rather than the French.
- Increasing the number of universities across the entire region.
- Diversifying the academic specialties which reached 150 branches within 4 disciplines. (TALBI, 2015)

The later, was noted in the department of foreign languages, the English division was separated from the French one, This modification removed the necessity for all students to learn the same subject, their focus was shifted towards emphasizing English studies, Additionally, students were given the choice to study other languages such as German, Italian, or Russian. In terms of assessing students and their achievements, significant change was made firstly, students' advancement from one semester to the next depended on their success in specific modules or courses. Some of these modules were named as "prerequisite", i.e. students had to pass them to move on to the next semester. Failing these prerequisite modules resulted students couldn't join in the courses of the following semester.

Table 2.1. *The English curriculum under the Reform of Higher Education*

	HEADING	Hours/Week
Semester I	Oral comprehension and expression. Phonetics	8
	Written comprehension and expression	8
	General sociology (French)	4
	Arabic (contemporary literature)	4
Semester II	Oral comprehension and expression. Phonetics	8
	Written comprehension and expression. Introduction to Literature	8
	General Linguistics	3
	Cultural sociology (French)	3
	Arabic (contemporary literature)	3
Semester III	Oral comprehension and expression. Phonetics	5
	Written comprehension and expression.	6
	Linguistics	2
	Civilization	3
	Literature	4
	Arabic (contemporary literature)	3
Semester IV	Oral comprehension and expression. Phonetics	5
	Written comprehension and expression.	6

	Linguistics	2
	Civilization	3
	Literature	4
	Sociological study of literary texts	2
	Arabic (contemporary literature)	3
Semester V	Oral comprehension and expression. Phonetics	4
	Written comprehension and expression.	4
	Linguistics	4
	Civilization	2
	Literature	4
	Psychology	2
	Language of science and technology	2
	Arabic (contemporary literature)	3
Semester VI	Oral comprehension and expression.	3
	Written comprehension and expression.	3
	Linguistics	4
	Civilization	2
	Literature	4
	Educational Technology	2

	Language of science and technology	2
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After 10 years, in the academic year 1982/83, a fourth year was included, which required modifications to the curriculum, it was divided into two parts: the first part involved attending seminars in TEFL (Teaching English as a Foreign Language), and for the second part, students had to choose between doing practical teaching training or writing a dissertation. However, later on, these options were removed and lectures were offered instead.

The term becomes annual and evaluation methods were updated. They introduced yearly assessments where students are graded annually. If students fail certain modules, they can make up for it by performing better in others. Initially, failing was marked at 7 out of 20, but it was later changed to 5 after student protests. Furthermore, in September, they began conducting additional exams for students who needed to retake failed subjects. This practice became standard starting in 1983.

An extra exam was scheduled in June for students who needed to repeat failed subjects. The ministry tried to remove this extra exam, but whenever they tried, the students protest. (HAMADI, 2018-2019)

2.1.3. Stage three since 1998

This period refers to a time when the education system was further developed and strengthened. This was achieved through the implementation of Act No. 99-05, which was passed on April 4, 1999, and is known as the Higher Education Guidance Act. It played a crucial role in bringing together and organizing the various regulations that govern higher education in the country. Essentially, it provided a comprehensive framework that helped to streamline and improve the overall

education system, in addition to transition to the LMD system due to certain imperfections in the classical system, in 2004 that brought a new structure on the universities system. Now, higher education is divided into three stages: Bachelor's, Master's, and PhD. (BOUCHIKHI & BARKA, 27 – 29 October 2017)

The main goal is to raise the quality of Algerian degrees to match European standards by introducing innovative teaching methods and curricula for teachers, researchers, and students. Hamadi mentioned the aim from innovation of this system by saying that:

"What is more motivational in the new system (LMD) is that the latter will make the Algerian university studying programs files which are more compatible with those around the world. This strategy improves the world wide mobility of Algerian faculties and students. In addition to that, these new educational reforms are aimed at making institutional autonomy better while producing learning outcomes more familiar to the need of the labor market." HAMADI (2018-2019)

2.2. Overview of the English Department and EFL Curriculum

The department of English is located at the faculty of Letters and Languages, University of Biskra. Historically, the National Institute of Foreign Languages and Letters was founded in 1998, The faculty of Letters and Languages consists of three sections, notably English, French, and Arabic Letters. Enrolled students come from different parts of the country and also from abroad, and they are Baccalaureate holders from three different streams; Life and Natural Sciences, Mathematics,

Humanities and foreign Languages. The task of the English department is to prepare students for the 'Licence degree'. The time spent for this purpose in the LMD system is three years, during which the learners are presented with the necessary knowledge needed, consolidating their linguistic knowledge already acquired before.

During the three years, students are intended to gain complete knowledge in courses of Grammar, Written expression, Oral expression, Phonetics/Phonology and other subject matters such as Linguistics, Literature, Culture, ICT, Research Methodology, as compulsory areas. Delineating various teaching units, subjects, credits, coefficients, and assessment methods. Each unit is assigned a specific number of credits, indicating the expected workload, and a coefficient, representing its significance in grading. Weekly hours for lectures (Cours), tutorials (TD), and practical work (TP) are provided. The assessment methods are specified as continuous assessment, comprising 50%, and exams, comprising the other 50%. In the following we are going to show the modules taught during the first years of instruction, i.e., two training semesters along with credits, coefficient, and time allotted as well as the mode of evaluation.

2.2.1. The previous program

Semester one offers a range of modules in English as a Foreign Language (EFL), focusing on various language skills and academic techniques. These modules are divided into different units:

The Fundamental Units: concerns with writing expression and oral expression with a total of 8 credits and a coefficient of 4, these modules involve three hours each week; totaling 45h00 over the semester. In addition to that grammar, phonetics, and linguistics, each carrying 4 credits with a coefficient of 4 and require 55

hours of study over the semester. Therefore, the introduction to literary Texts and Cultural given 4 credits with a coefficient of 2. Which require 27h30

The Methodological Unit: introduces academic techniques and text analysis, providing 6 credits with a coefficient of 3, and a total of 55 hours

The Discovery Unit: covers the module of social sciences and humanities, it gives 2 credits and a coefficient of 1, requires about 27.5 hours of study.

The Transversal Unit: includes foreign language module which is French language with a credit value of 2 and a coefficient of 1, time allocation of 22.5 hours, totaling 45 hours.

Every semester involves taking a set of courses that add up to a certain number of credit hours. Credit hours show how much time is spent in class and on course work. While the basic structure of these courses and credit hours stays the same throughout in the second semester, the specific topics covered in each course may change from one semester to the next. This change allows for a thorough exploration of the subject matter over time, helping students develop a deep understanding as they progress through their studies. See Appendix 1 and 2

For instance in the written expression module, in the first semester students embark on mastering writing skills. They begin by grasping the essentials, such as subjects, predicates, and complements, including direct and indirect objects. Exploring sentence structures like simple, complex, and compound sentences, alongside an introduction to various types of clauses, lays the groundwork for their understanding. As they move into the subtleties of phrases, which enhance their comprehension of language nuances and composition intricacies.

moving into the second semester, the curriculum broadens its focus to encompass the crucial aspect of punctuation. Here, students refine their understanding and application of punctuation marks, recognizing their significance in enhancing coherence and clarity within written expressions. Through practical exercises and theoretical insights, equipping students with the tools necessary for effective communication in academic and professional contexts. (Elhamei, 2017)

2.2.2. The new program

The significant modification in the updated program involves the integration of the phonetics and linguistics modules into one module. However, in practice, teachers continue to address these subjects separately. During each session, they focus on one module exclusively. Furthermore, they omit the social sciences and humanities module with some modification in the written expression curriculum.

the first semester structure, detailing various teaching units and their corresponding subjects, credits, coefficients, and weekly schedule.

The fundamental unit: encompasses subjects like written and oral expression, language grammar, linguistics and phonetics, and literary text analysis, each with specified lecture and tutorial hours and evaluated through a combination of continuous assessment and exams at the end of the semester.

Methodological units: cover university work techniques, reading, and text study, along with ICT and e-Learning, with evaluations primarily based on practical assessments.

The discovery unit: explores civilizations through lectures and tutorials, while **the transversal unit** focuses on foreign language. The semester comprises 30

credits with 17 coefficients, totaling 1125 hours across lectures, tutorials, and practical sessions, facilitating a well-rounded educational experience. Promoting a comprehensive learning process. See Appendix 3

Same modules taught in the first semester remain the same as the second one. The main difference between the first and second semesters lies in the specific subjects taught within each unit and their focus areas. While both semesters follow a similar structure with Fundamental, Methodological, Discovery, and Transversal units, the content of the subjects may vary. However, the goal of both semesters stays consistent in providing students with a comprehensive education. See Appendix 4

In the written expression module, changes have occurred in how the course is structured over the first and second years. Before, basic topics were covered in the first year, with more advanced ones introduced later. Now, foundational skills are taught in the first semester, while in the second one they acquire what was typically introduced in the second year.

The second semester then introduces more advanced topics that were typically addressed in the second year. This means that students start with essentials of writing skill earlier as mentioned before, moving to what is paragraph and how it is shaped in addition to its types.

By the end of their first year, students emerge with a comprehensive understanding of writing fundamentals. They are not only capable of crafting well-structured paragraphs but also equipped with the skills necessary to navigate more advanced writing tasks in their academic journey

Conclusion

In conclusion, the journey of Algerian higher education is marked by a continuous excellence and adaptation to changing educational paradigms from its early attempts to make education more accessible after gaining independence to recent reforms aimed at improving quality; Algeria has shown a strong desire to enhance its higher education system

Chapter three: Field work and data analysis

Introduction.....	49
2.2. Research Method.....	49
2.3. Participants.....	49
2.3.3. The population of the study	49
2.3.4. The sample of the study.....	50
2.4. Data Gathering Tools and Procedures.....	50
2.4.3. Questionnaire.....	50
3.3.1.1. Aim of teachers questionnaire	51
3.3.1.2. Description of teachers questionnaire	51
3.3.1.3. Administration of teachers questionnaire.....	52
3.3.2. teachers interview.....	53
3.3.2.1. Aim of teachers interview.....	53
3.3.2.2. Description of teachers interview.....	53
3.3.2.3. Administration of teachers.....	54
3.4. Data analysis tools and procedures	54
3.4.1. Data analysis procedures for teachers questionnaire	54
3.4.2. Data analysis procedures for teachers interview.....	54
3.5. The analysis of the questionnaire.....	55
3.6. The analysis of the interview.....	68
3.7. Discussion of the Results	81
Conclusion.....	84

Introduction

The current study seeks to investigate the teachers' perceptions on the new introduced program. Basically, the present chapter of this research demonstrates the field work which is regarded to be the most significant part of the entire study to which the results will be ascribed. In this respect, the chapter provides the description of each data collection methods, data analysis and the interpretation of the results. Finally, a detailed description and discussion of the results will be introduced as an attempt to answer the research questions of this study.

3.1. Research Method

The study adopted a qualitative approach since it was aimed at exploring teachers' perceptions on the new introduced program. The qualitative data analysis method was chosen because it is more in line with the scope of our study, which necessitates a great understanding of how our participants make sense of the phenomenon under investigation in order to gain essential data. Ugwu & Eze Val (2023) state that the main objective of qualitative data collection methods is to obtain textual data for research and analysis.

3.2. Participants

3.2.1. The population of the study

The target population of this study includes first year teachers at the department of foreign languages at Biskra University. They are composed of 43 teacher who teach different modules and 6 teachers who teach linguistics and phonetics module.

3.2.2. The sample of the study

The sample consisted of (15) teachers who were randomly selected. Besides, three (3) teachers of linguistics and phonetics were randomly selected to provide appropriate data.

3.3. Data Gathering Tools and Procedures

Data collection methods refer to the tools and techniques researchers use to gather information needed for their study. These methods help researchers measure and collect data to achieve their research goals, Kabir (2016, p. 202) defined data collection as “the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.”

3.3.1. Questionnaire

The researcher relied on teacher's questionnaire. It was used as an instrument for gathering data because it is considered as the most convenient instrument in the descriptive method. This questionnaire was designed to first year teachers of English language to express their views and perceptions toward our subject which was the helping hand to answer the addressed questions of this research.

Teachers' questionnaire in this study displays a variety of questions to EFL teachers to evaluate the new introduced program for first year students. The target aim behind the use of this data collection tool is to obtain the different views and attitudes that EFL teachers have toward the new program.

3.3.1.1. Aim of teachers' Questionnaire

As stated above, the current study targets university EFL teachers. This questionnaire has been sent to teachers. Eventually, we have obtained about (15) questionnaires. The key objective behind the use of this data collection instrument is to extract efficient information by giving teachers time to consider their responses carefully. Moreover, this questionnaire aimed at obtaining good response rate of the different views and perceptions that English language teachers may have toward the new introduced program.

3.3.1.2. Description of teachers' Questionnaire

The questionnaire is composed of (20) questions. It was divided into four sections. All the questions were multiple-choice questions. The teachers had to tick a suitable answer from options according to their opinions.

The first section dealt with background information (Q1-Q3). Therefore, the teachers were invited to demonstrate their Degree and years of teaching experience. The second section (Q4-Q10). Teachers were invited to rate the overall quality of the new program, also to assess its content and whether it is comprehensive and aligned with the educational standards (Q4-Q6). In addition to ask them about the program length and the variety of topics covered within the new program (Q7-Q8). Moreover, the researcher asked if there were any difficulties with time or the provided materials (Q9-Q10).

In section three, the teachers were asked about the students' performance, whether the new program address the students' needs and their level of motivation (Q11-Q12). Moreover, the researcher asked about the students understanding of the

content taught (Q13). In addition, he tried to explore if there is any change noticed in the learner's engagement or motivation compared to the previous program (Q14). Also he asked them to evaluate the overall learning process under the new program (Q15). In the last section (Q16-Q20). The teachers were asked about their perceptions on the new introduced program, first start with asking them about their satisfaction and whether they were involved in the decision making or not, also if they have the right to refuse it (Q16-Q18). The researcher asks teachers to assess the effectiveness of the new program compared with the previous one, and to choose one over the other (Q19-Q20). Finally, the researcher invites the teachers to add any further comments, insights or suggestions.

3.3.1.3. Administration of the questionnaire

The researcher primary objective is to gather teachers' opinions through an online questionnaire. However, she encounters some obstacles in which the teachers did not respond to the emails sent to them, led the researcher to look for solution, consequently, she designed bar-code to the questionnaire URL in order to facilitate the process for her and for the teachers as well. Despite these efforts, the desired level of participation was not achieved. Consequently, the researcher decided to print copies and distribute them again to the teachers.

They were provided with full instructions and informed that their answers would be taken into consideration, and there were no true or false answers. Rather, we needed only to check their opinions about our topic.

3.3.2. Teachers' Interview

According to Kabir(2016)the interview is when you ask questions and get answers from people participating in a study.He added that it can be structured,semi-

structured, and unstructured. The purpose behind the teachers' interview is to collect teachers' different views about the new introduced program. This interview aimed to discuss teachers' overall impression.

3.3.2.1. Aim of Teachers' Interview

It aimed to analyze the teachers' perceptions on the new introduced program. The researcher also used it to support the results obtained from teacher's questionnaire. The aim of the interview is to obtain firsthand perspectives, opinions, or data directly from the individuals involved, contributing to the research.

3.3.2.2. The Description of Teachers' Interview

The researcher interviewed three (3) first year teachers of linguistics and phonetics at Biskra University. The researcher provided them with four (6) main questions and she provides a free space for their personal suggestions. Teachers have been asked about their overall impression on the new introduced program and if it is aligned with the provided materials. In addition, they were asked whether this new program affects their teaching methods and what difficulties they face while implementing the new program. The interviewer coordinates the conversation and asks questions, while the interviewee responds to the questions. It helps the researcher to collect information about people's opinions, thoughts, experiences, and feelings about the new introduced program for first year students.

3.3.2.3. Teachers' interview administration

Table 1. *Teacher Interview Schedule*

Teacher	Teacher A	teacher B	teacher C
Date	March 12th	march 17 th	May 9th

The interviews were conducted with three teachers of first year English language who teach linguistics and phonetics module at Biskra University. The process was conducted over three dates, each teacher select the day when he would be available.

3.4. Data analysis tools and procedures

3.4.1. Data analysis procedures for teachers' questionnaire

The collected data from questionnaire was entered into SPSS, which is a software tool used for statistical analysis and data management. The data processed with SPSS is commonly used in surveys, data mining, market research, and similar applications. (Williams, 2024)

This allowed us to calculate the frequencies and percentages for each question, giving us a better understanding of how participants responded. After that, we used pie charts to visually represent these calculations. Each pie chart showed the proportion of responses for a specific question, making it easier to understand the data. This analysis and visualization process helped us summarize and communicate the main findings from the questionnaire.

3.4.2. Data analysis procedures for teachers' interview

Since the interview was orally, the first step the researchers do is the transcription of the audio records and this later was done via OTTER; it is software for transcribing speech to text using artificial intelligence and machine learning **Source spécifiée non valide**. It is known for its accuracy and efficiency in

converting spoken words into written text, after that the data was cleaned then coded and sectioned into themes to carry out the thematic analysis.

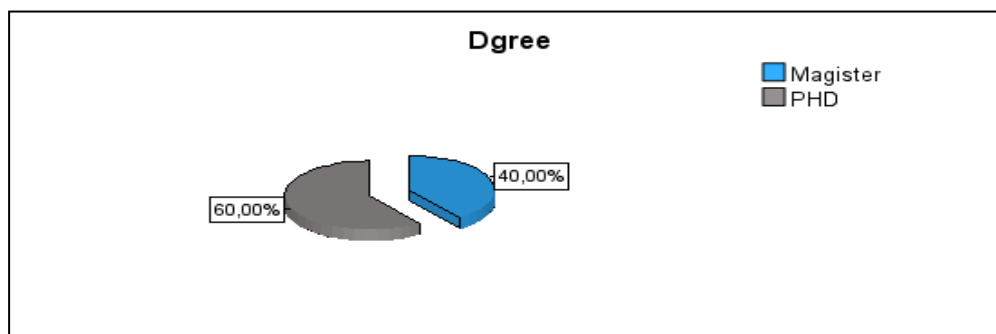
3.5. The analysis of the questionnaire

Section one: Background Information

Given the relevance of this information to the study, the graphs below provide an overview of the sample's background information in terms of degree, years of experience, and gender

Question One: what your currently academic degree ?

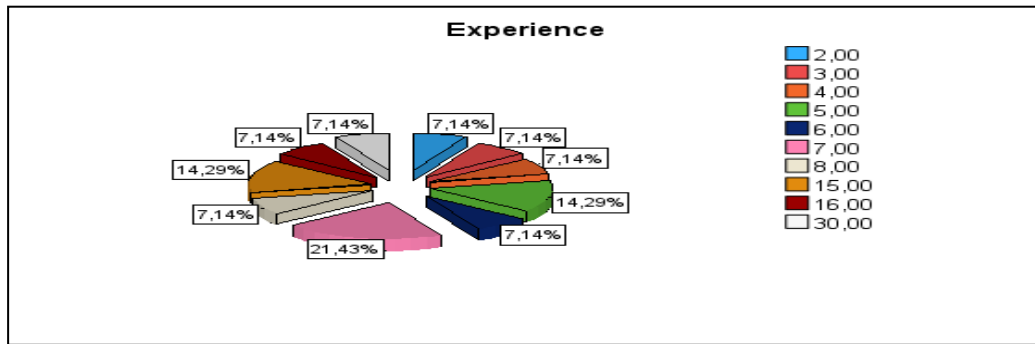
Graph 4.1 *Academic Degree*



The objective of this question was to obtain an image of the of the sample's relative variety in terms of academic degree. As indicated in the graph, the degree is divided into two categories across the sample, 60% are PHD holders and 40% are magister.

Question Two:

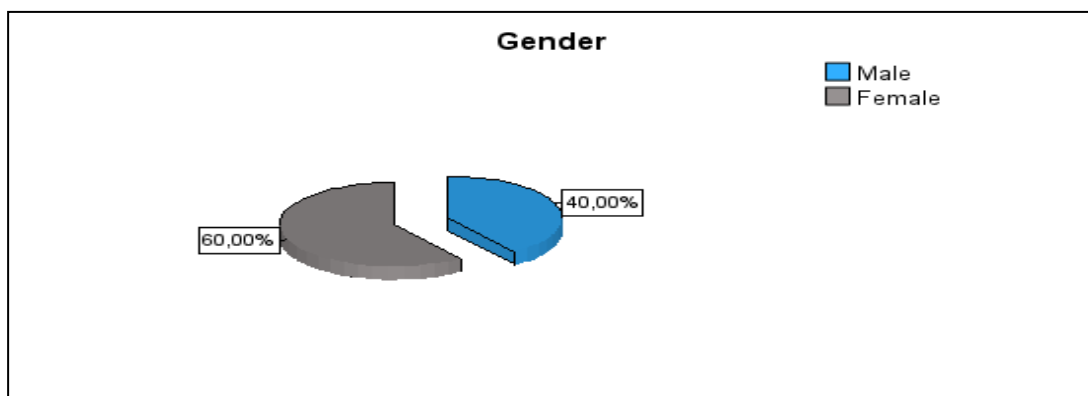
Graph 4.2 Teachers' years of experience



The pie chart above demonstrates the years of teaching experience of teachers in order to differentiate and compare insights across varying levels of professional expertise. From 1-5 years a percentage of (35.74%), while a percentage of (35.71%) represents teachers who their years of experience from 6-8 years, therefore, a percentage of (21.43%) illustrates teachers who their experience between 15 and 16 years. The last percentage (7.12 %) goes for teachers that their teaching experience over 30 years.

Question Three:

Graph 4.3 Teachers' gender



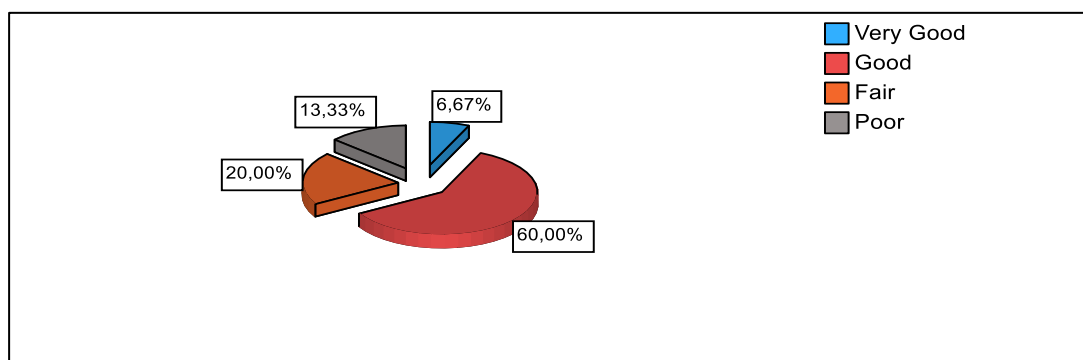
This pie chart shows that 09 of respondents, 60% were females; whereas, 40% were males. This question was used to set the ground for the upcoming questions through

which we aimed to have an idea about each gender's attitude toward the new introduced program.

Section two: The Program effectiveness

Question Four: How would you rate the overall quality of the new introduced program?

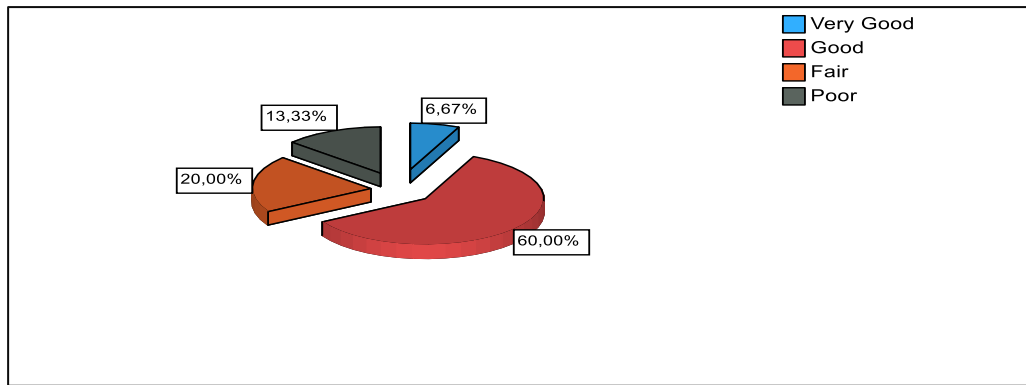
Graph 4.4 The overall quality of the new introduced program



As demonstrated in the chart above, the majority of teachers (60%) answered that the quality of the new program is good, while (20%) replied that it is fair, however, we have a percentage of (13.33%) of teachers who state that the quality of the program is poor in contrast, (6.67%) of teachers answer with 'Very Good' showing their satisfaction with the quality provided in this new program.

Question five: How do you assess the content of the new introduced program?

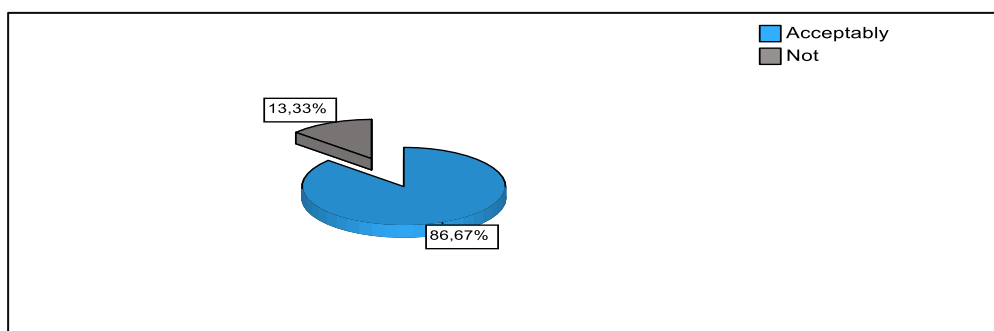
Graph 4.5 Assessing the content of the new introduced program



As graph (1) above illustrates, the majority of teachers (69.6%) evaluate the content of the new program as it is “good”, while (20%) of teachers said that is good to some extent, however, we have a percentage of (13.33%) of teachers who view that the program is poor. For the least percentage (6.67%), it represents the teachers who answered with “Very Good” showing their satisfaction across the new program.

Question six: Is the content provided in the new program comprehensive and aligned with the educational standards?

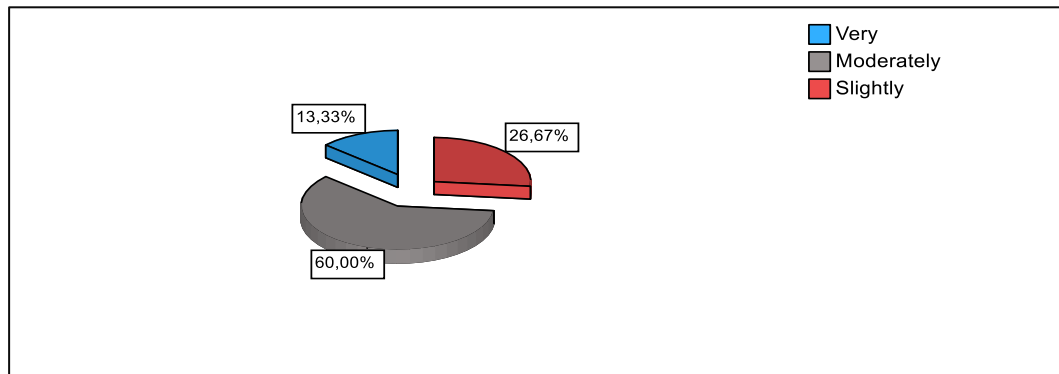
Graph 4.6 *The comprehensibility and alignment of the new program with the educational standards*



As for the third question, while asking teachers about the content provided in the new program whether it is understandable and reach the educational standards; (86.67%) of teachers answered that it is acceptable. However, (13.33%) of the respondents said that it does not.

Question seven: Do you find the program length appropriate in terms of its scope and objectives?

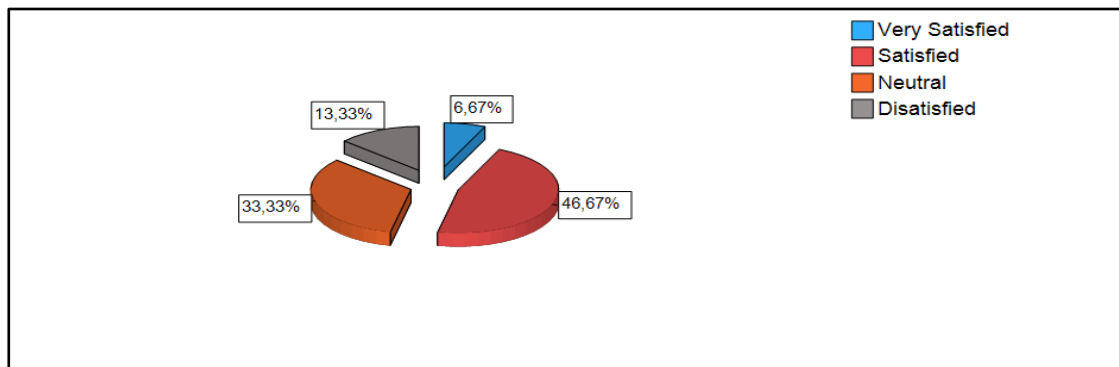
Graph 4.7 *The appropriateness of the program in terms of its scope and objectives*



Results in the figure above indicated that, the majority (61%) of respondents believe that the program's length is moderately suitable to its intended scope and objectives. Moreover, a rate of (26.67%) of respondents argues that the new program's length is slightly in accordance with its scope and objectives. While, a value of (13.33%) They assert it aligns very well with its scope and objectives.

Question Five: How satisfied are you with the variety and diversity of topics covered within the new program?

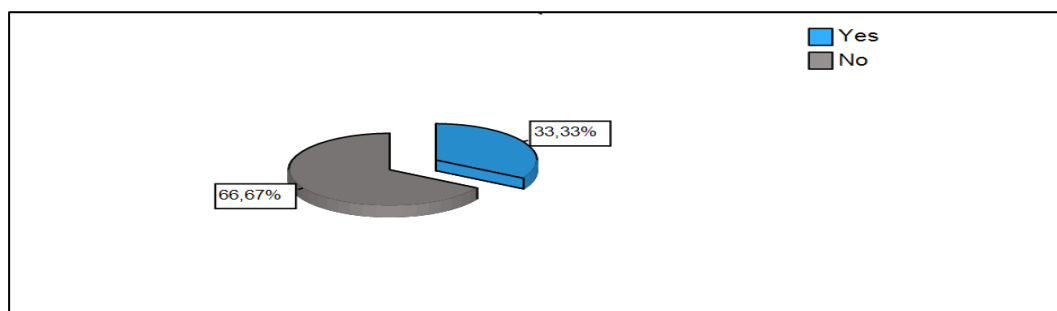
Graph 4.8 Teachers' satisfaction with the variety and diversity of topics covered within the new program.



Concerning the variety and diversity of topics covered in this new program, and how satisfied teachers are with it, in the table (46.67%) of the respondents are satisfied. Whereas, a proportion of (33.33%) Teachers who hold a neutral opinion regarding the variety and diversity of topics covered in this new program. Furthermore, a rate of (13.33%) of teachers dissatisfied with, in contrary a percentage of (06.67%) answered with very this implies their pleasure with the new program

Question six: Have you experienced any difficulties in covering all the content within the designed timeframe?

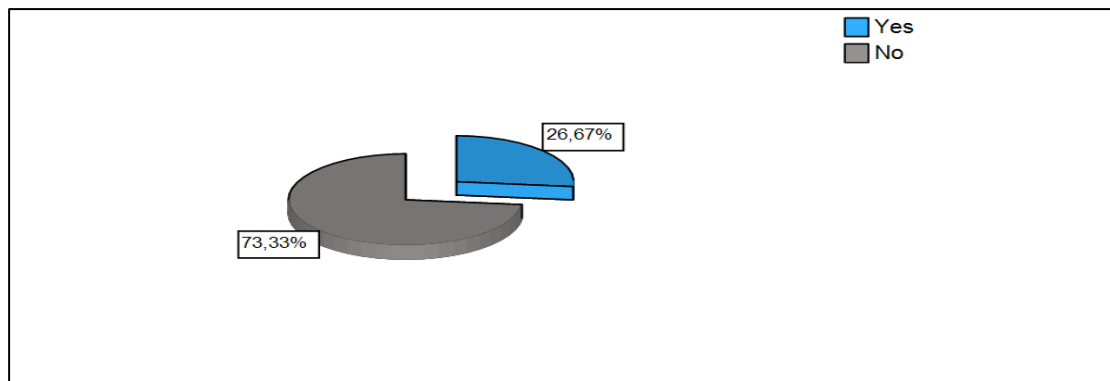
Graph 4.9 Difficulties in covering all the content within the designed timeframe.



As indicated in the figure above, when teachers were asked whether they Ever had trouble fitting all the content into the allotted time, most of them (66,67%) respond with “No”, whereas (33,33%) respond with “yes”. Their responses are supported by certain claims, such as students are not motivated to receive that huge amount of information so they are always in need of make-up sessions.

Question seven: Are the materials and resources provided sufficient for implementing the program effectively?

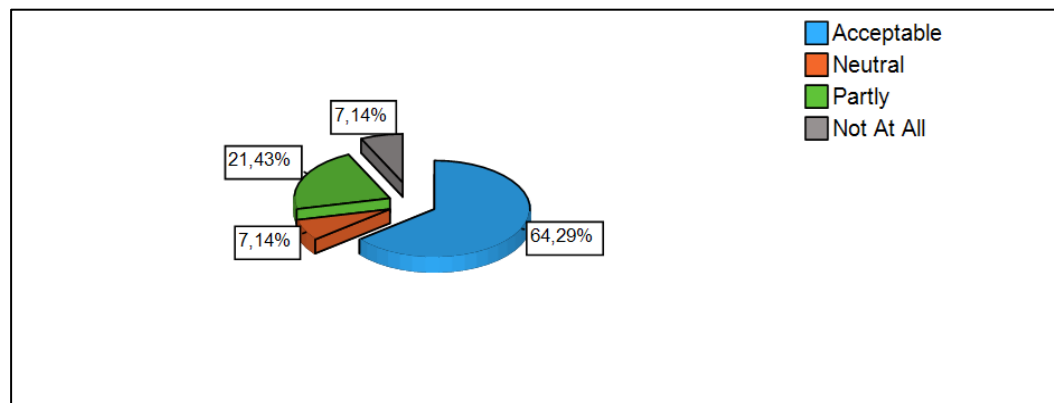
Graph 4.10 *the materials and resources provided for implementing the program.*



According to the results demonstrated on the Graph above, the higher rate (73.33%) goes to the teachers who answered by “No” They justify their opinion by pointing out the absence of laboratories, sources, and even training necessary for the implementation of this program. From the other point of view, the lower rate (20.67%) stands for the teachers who answered by “Yes” believe that the new program does not contain any sophisticated items that require special setting.

Section Two: Student Performance

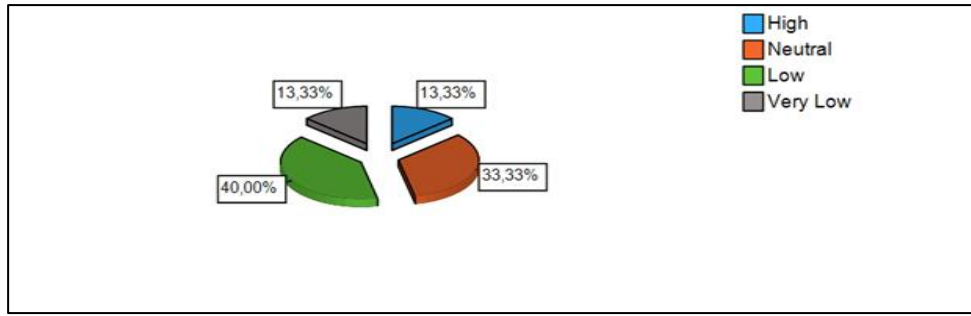
Question Eight: In your opinion, how well does the new program address the learning needs and objectives of students?

Graph 4.11 *The learning needs and objectives of students*

A percentage of (64.29%) of teachers think that they believe the program adequately meets the needs and objectives of the learners in an acceptable manner. while (21.43%) They consider the program fulfill the learners' needs and objectives to some degree. While, a value of (7.14%) was divided among those who answered by neutral and not at all.

Question Nine: would you describe the level of motivation among learners towards the new program?

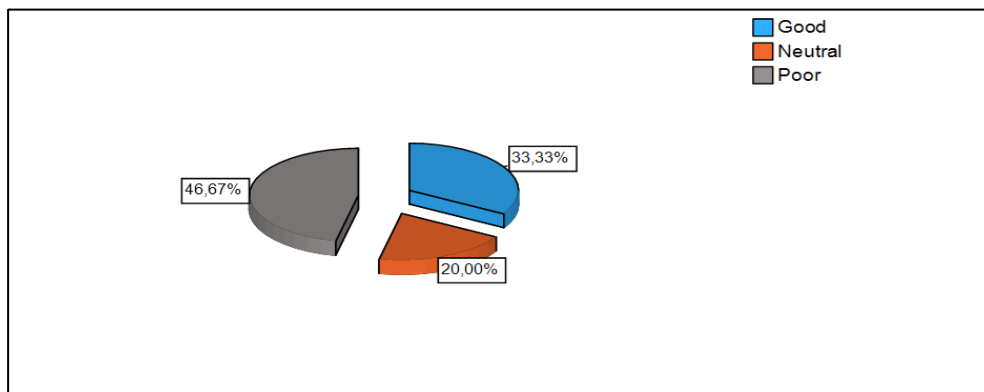
Graph 4.12 *the level of motivation among learners*



As it can be noticed in the chart above, teachers were asked to evaluate the level of motivation among the student (40%) of them answered with low. a rate of (33.33%) of teachers responded by neutral. In contrast, other teachers with a percentage of (13.33%) described the level of motivation with high. Yet, the last response took the same percentage as the previous (13.33%) answering by very low.

Question Ten: How do you perceive the students' understanding of the content taught in the new program?

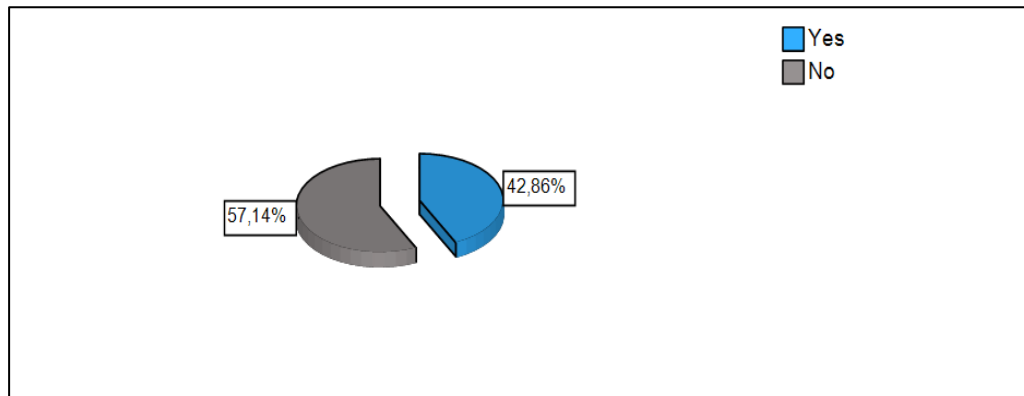
Graph 4.13 students' understanding of the content



When asking teachers how they perceive the understanding of their students, the majority of students (46.67%) answered with "Poor". While (33.33%) of teachers answered that the students' understanding is "neutral". Furthermore, a rate of (20%) of teachers described the students' understanding as it is "good"

Question Eleven: have you noticed any changes in the learners 'engagement or motivation compared to previous program?

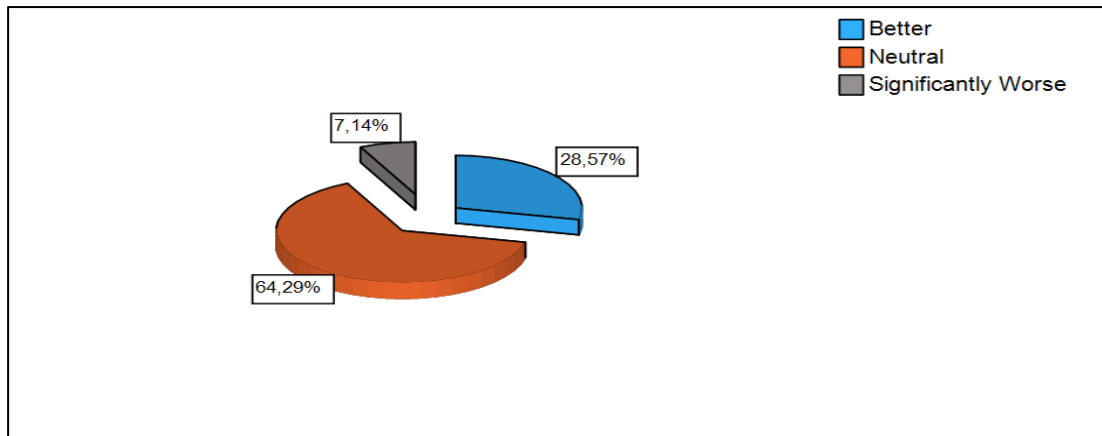
Graph 4.14 *learners 'engagement or motivation*



Concerning teachers' evaluation of learners' engagement and motivation compared to the previous program as presented in the chart (57.14%) of the respondents had answered with "No". This implies that there is no difference. Whereas, a proportion of (42.86%) goes for teachers who notice a change and improvement in learner's engagement and motivation.

Question Twelve: how do you perceive the overall learning experience of students under the new program compared to the previous one

Graph 4.15 *the overall learning experience of students under the new program*

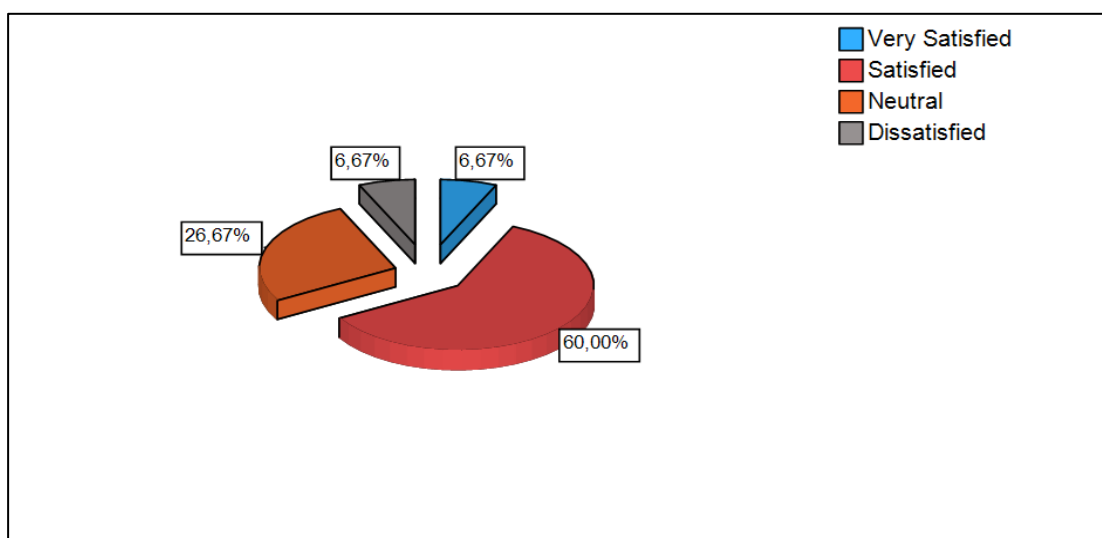


According to the results illustrated above, the majority of teachers with a percentage of (64.29%) have answered that the overall learning experience of students under the new program compared to the previous one, appears neutral. In the other hand, a considerable percentage of students (28.57%) answered that the Learning experience is better compared to the previous program. In addition to, a rate of (7.14%) responded with 'Significantly Worse'.

- **Section Three:** Teachers' perceptions

Question Thirteen: How satisfied are you with this new program?

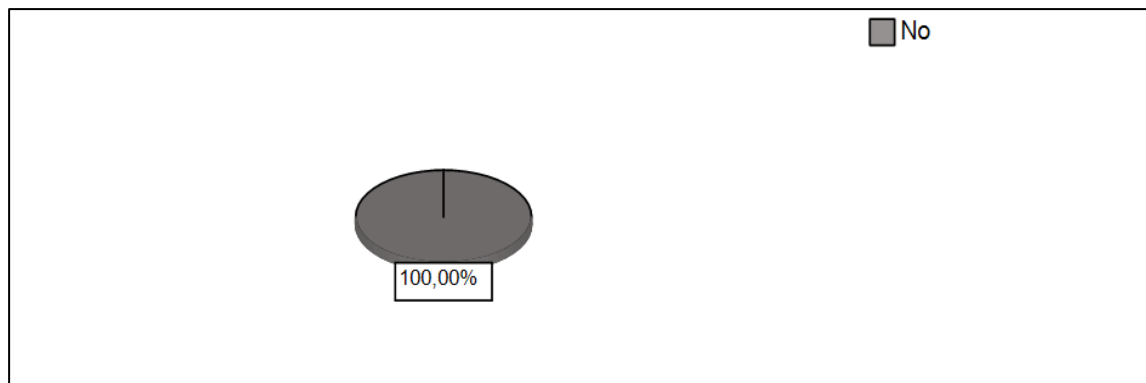
Graph 4.16 Teachers' satisfaction with the new program



In this question, teachers were asked about their satisfaction with the new program. The majority of teachers (60%) reported that they are satisfied with the new program, showing their willingness to work with it. Moreover, a rate of (26,67%) of respondents with neutral, While, a value of (6,67%) was allocated between those who were very satisfied and those who were dissatisfied.

Question Fourteen: Were you involved in the decision making process for these changes?

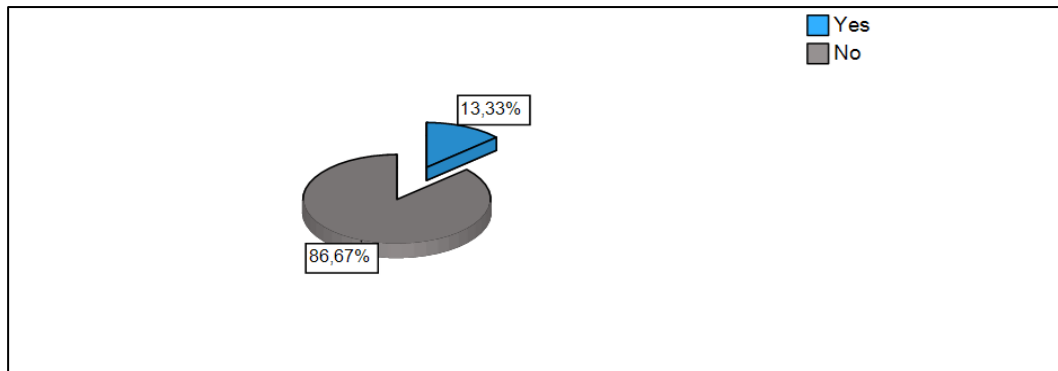
Graph 4.17 *teachers' involvement in the decision-making process*



The (graph 19) reveals that (100%) of teachers answered “No” which means that they were not consulted or did not have a say in the decisions made regarding the new program.

Question fifteen: Do you have the right to refuse it?

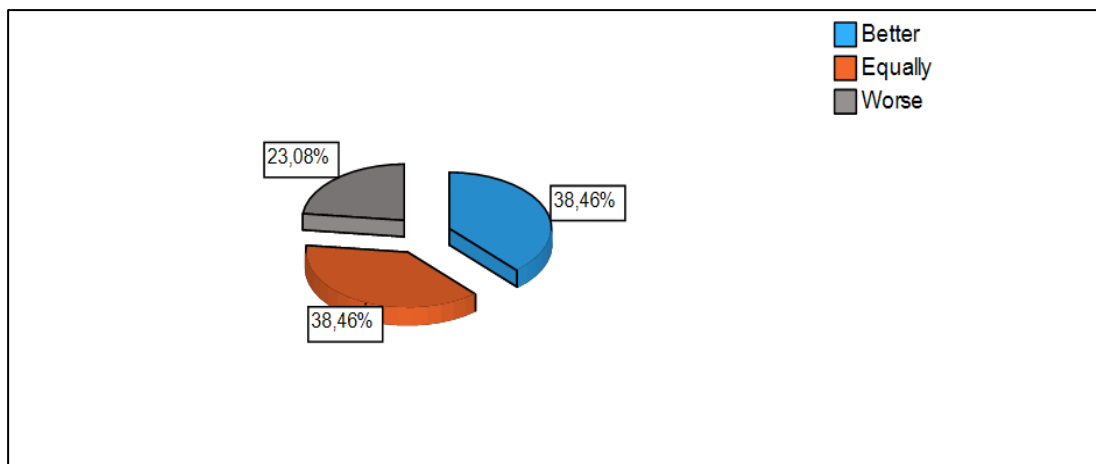
Graph 4.18 *the right to refuse the program*



As the figure above shows, (66.67%) of teachers answered with “No” which means that they could not refuse the decision of the new program, whereas, a proportion of (13,33%) goes for those who answered by “Yes”.

Question sixteen: How do you assess the effectiveness of the new program compared with the previous one?

Graph 4.19 *the assessment of the effectiveness of the new program compared with the previous one*

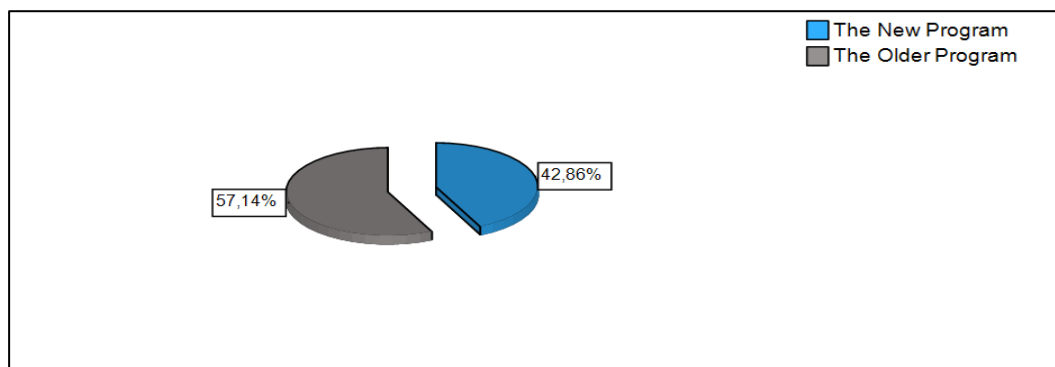


As the pie chart above indicates, a rate of (38.4%) of teachers responds that the effectiveness of both programs is equal, in contrast, other teachers with the same percentage answered that the effectiveness of the new program is better than the

previous one. Another rate of (30.4%) goes for teachers who see that the effectiveness of the program became worse.

Question seventeen: If you had the opportunity to select one program compared with the previous one?

Graph 4.20 *The selection of one program over the other*



As indicated in the pie chart above, teachers were asked to choose one program over the other, most of them (57.14%) select the older program, whereas a rate of (42.86%) choose the new one.

3.6. the analysis of the teachers' interview

Question 01. What degree do you currently hold?

Table 5.1 *The teachers' qualification*

Teacher A	Teacher B	Teacher C
PHD degree	PHD degree	Magister degree

The teachers' answers reveal that one has a master's degree while the two others have a PhD degree. This suggests that they have sufficient qualifications to teach the module of linguistics & phonetics.

Question 02 what is your overall impression of the new introduced program ?

Table 5.2 Teachers overall impression of the new introduced program

Teachers	Responses
Teacher A	<p>Well, concerning the new introduced program for me is irrelevant and is not pertinent, okay? Simply because how do we say it doesn't serve students okay? It doesn't contribute to their improvements okay into direct improvements, right? For example, by merging for example, two modules into one module. So this creates difficulty, difficulty and the level of the student and the difficulty and the level of the teacher and the difficulty and the level of the content to be executed. Okay? Because it's not that easy for example, to teach linguistics, for example, in in about overall sessions of either 10 or 15 hours in a semester. So that is or fanatics chill, or even with other modules because there were other modules Okay, such as the speaking and listeners is each okay. Or, for example by teaching them, written expression, okay, syllabus, right, and merging the first year syllabus, really second year syllabus. Okay, so this is very hard for the freshmen students.</p>
Teacher B	<p>For me the program is not problematic. The content most of the content has already been dealt with in the previous curriculum and the way that what is different is basically the way of teaching and how the lessons are</p>

	supposed to be delivered.
Teacher C	<p>It wasn't easy to proceed with the newly suggested program. There were some difficulties. Felt, even felt by students, some inconveniences, some flashbacks, some neglected aspects. So each time there's something new to tell them. There is no stability, even in the given lectures, this is for linguistics. Now as to phonetics. So far no real witness difficulties, right. So it is all about linguistics. So between teachers, we wouldn't call it as what to us, there is no satisfaction, about what, what is ought to be taught and what really, as teachers, we estimate what is to be taught. So, and we were obliged to make if you want a compensation between what is found in the Viva, and what we used to teach before, right. I did my best; I gave them a detailed account. Right? It was the same as given by my colleagues. But I did. I tried to explain them in more simplistic way, but it wasn't enough. It's still vague. It's too vague. They say they say it overtly it's it was too difficult for them. So I'm not even satisfied as about what you have taught so far. Just something to be evaluated.</p>

The participants expressed dissatisfaction with the newly introduced program, highlighting its irrelevance and lack of pertinence. They mentioned that the program did not serve the students or contribute to their improvement. For instance, merging two modules into one created difficulties for both students and teachers. As most of the interviewee agreed, the program is difficult to understand and not helpful for effective learning. After analyzing the responses and completing the coding process, two main themes became apparent. They are outlined as follows:

Dissatisfaction and Instability

Appearing in the teacher's responses, reflecting their dissatisfaction with the new program. They express issues about the program not meeting their expectations and lacking stability in terms of content delivery and student engagement. There is a sense of dissatisfaction with the program's effectiveness in facilitating learning and academic progress among students.

Relevance and Pertinence of the Program

The interviews consistently show that teachers feel the new program not relevant or suitable for students' needs and abilities. Teachers are worried that the program isn't helping students learn better or improve academically. One teacher points out how hard it is to combine two different modules like linguistics and phonetics, which makes it tough for both students and teachers. It's clear that there's a mismatch between the program's content and what teachers actually need to teach. This mismatch makes it difficult for teachers to implement the program. For example, one teacher mentions the difficulties faced in teaching linguistics and phonetics, where the content does not seem to match, this leads to challenges in delivering the curriculum effectively.

Question three: Did the new program align with the provided materials?

Table 5.3 *the alignment of the program with the provided materials*

Teachers	Responses
Teacher A	No, it does not align with provided materials
Teacher B	So if you're talking about the list of references or the list of books suggested, then I think there is absolutely

	correspondence and there is no relevance between the content that is provided and the references suggested. But I think every teacher has to go beyond the list of references and try to find appropriate material to teach with since we're not provided with, let's say, video, you know, material or anything that goes beyond text or books and references
Teacher C	Not exactly or not at all right. We have no. To be honest, I haven't used any suggested materials. So sometimes we are not assured them some they're not available. Yes. We're struggling we are struggling with the terms who are selling or what to teach, we have no time to discuss right or to think about using the available materials and they are not available as I told you. Yes, I showed them some pictures from time to time but it is not enough

From the overall teachers' responses, the new program doesn't match well with the materials provided. They are having trouble making the program work with the resources they have, showing that the curriculum and materials don't fit together smoothly. One prominent theme that emerges from the responses of the teachers is:

Misalignment with Provided Materials :

Teachers expressed concerns about the lack of correspondence between the content they were expected to teach and the resources available to support their teaching. For instance, one teacher mentioned that there was no relevance between the content provided and the suggested references. This lack of alignment created challenges for teachers in delivering effective lessons and engaging students. The

mismatch between the program and the materials hindered the teaching process and impacted the overall effectiveness of the program. An example of this can be seen in the statement where a teacher highlighted the struggle of not being provided with materials beyond text or books, such as video resources. These forced teachers to find alternative ways to teach.

Question four: Did the new program affect your teaching methods?

Table 5.4 *the effect of the new program on teachers methods of teaching.*

Teachers	Responses
Teacher A	I'm not going to lie I didn't appreciate and I didn't like and I'm not convinced to such program, okay. Because you know why simply I am here to teach, I am not here to finish the program. Because there is a difference between teaching because when we teach what we do, we change other's behavior, but if we are going to rely to this program, so, there will be now changes
Teacher B	I believe so, because what has been suggested is not just a different content, but also different materials. I mean, texts obviously, and references and mainly different teaching method. So we are right now expected. We are expected now to to provide content in different way. So now we are being told that we need to that we need to, for instance, present the session in the form of discussion that I need to include my students. And that, that we have to talk generally about the content and the lecture, and that we need to spark discussions with them on to engage them as much as we can. Participation matters in the context, or in the way of teaching suggested, and it sounds logical to me. And in fact, it's it wasn't very hard and, or problematic to me,

	<p>since this is the way I usually provide lessons, I usually kind of provide the content in the form of a lecture in the form of a lecture, and I usually do to kind of provide other things to students. But in addition to that, I can usually just talk to them generally and discuss ideas right from the beginning. And this is something I usually do during my sessions</p>
Teacher C	<p>Yes, of course. Yes. It did. You find yourself obliged to, to do your best right to find the best method to convey the message in in a simpler way, right? Sometimes we need to use Arabic Just to simplify the notes, right. So to try different ways, had to change your rethink the one that you that you that I use so far new decision use previous years. That was just one year. But it wasn't the same method. It wasn't Yes, it wasn't the same method.</p>

All three teachers agree that the program has prompted changes in their teaching methods; its influence obliged them to adapt their approaches to encourage student engagement and simplify content delivery. Despite varying perspectives one main theme emerged:

Adaptation and Acceptance of New Teaching Methods:

They acknowledge that the program has influenced how they teach, prompting them to find alternative approaches to effectively deliver content. For example, some have shifted towards more interactive teaching techniques like discussions to enhance learning outcomes. Teacher b states that they are now expected to present the content in a different manner, and conduct sessions through discussions to actively involve

their students. This means they need to have general conversations about the content and lecture, sparking discussions to engage them as much as possible.

Additionally, teachers express a willingness to adapt their teaching approaches to simplify complex concepts and make the content more accessible to students; teacher c mentioned that they sometimes use Arabic just to make the concepts easier to understand. Even though it is hard, this demonstrates teachers' acceptance and actively look for new and creative ways to teach and get students involved in learning.

Question Five: What difficulties do you face while implementing the new program?

Table 5.5 *the difficulties that face the teachers while implementing the new program*

Teachers	Responses
Teacher A	Time okay. Yes, we need time. Very good. We need time. Even the content itself is not well established. Okay. For example, in linguistics, right? If you start teaching students with Ferdinand de Saussure concepts, do you think that they are able to understand these concepts, long Red Barrels and syntagmatic paradigmatic synchronic diachronic, right? So, the program is not, frankly speaking, is not effective. It's okay. Because the linguistics normally we start with language we understand what his language, okay? Design features of a human language, okay? The mediums of language like speaking, writing and so on. And then we go to linguistics, and even linguistics we have objectives and we have okay. And then by the end of normally, by the end of first year, syllabus of linguistics, we introduce students to general concepts to linguistics which is Ferdinand de Saussure so by the second year, the first lecture they will have it what is it? It's an Introduction to Modern Linguistics and traditional grammar and structuralism and then they are going to start with Ferdinand de Saussure

Teacher B	<p>No difficulties. But I have a problem with one of the modules I teach, which is the fresher's module called linguistics and politics, it is problematic because we got because we have content that doesn't seem to match. So I teach linguistics, which is like the general discipline, and it is basically general linguistics, you know, knowledge about the discipline. And at the same time, I'm teaching phonetics, so it's called linguistics and phonetics, it doesn't it does not sound like it fits. Yeah, there is no match between the, it's very hard, and it's very challenging for me to match the contents of both of these, of this domain, subdomain, but we're trying to make it work. And I think, in addition to this, in addition to this, the references that are being suggested, some of them are outdated. So I have to bring my own materials. And again, we're not provided with any materials that are, you know, in a video form, or any artifacts outside those books, you know, and those articles that have been suggested. So that is a little bit of a problem, because in a way or another my content will be different, you know, and it will be kind of, you know, changing the content, when we, you know, from the content, let's say of another teacher. So, inevitably, the content of our lessons will be different because of the references and the way we teach.</p>
Teacher C	<p>Difficulty maybe it's with the explanation. I did my best for the explanation, and notes. Sometimes you find yourself doing something in vain that they cannot make things easier.</p> <p>So the news themselves are different. It's beyond the level. What I felt is sometimes with the student themselves. It's not with the student themselves, but it's beyond its higher. Higher beyond there. it doesn't match with students first year students level. Yeah, maybe we should leave this for second year, maybe third year when they are Because first year is just an initiation. Right? They're not used to linguistics. It's something that is</p>

	<p>abstract, right. That's why they dealing with language itself know something about language, write something about them. Good. So it's, the language is difficult. It's somehow technical. Speaking about linguistic terms, plus the notes plus the notes themselves, they are highly abstract, or they are very highly abstract. I did say I did my best to make them somehow concrete they can be a simple, concrete, mean, they can understand them easily. But in vain. I mean, I haven't found really that satisfactory. Feedback. This was a difficulty at the beginning then. Then they had been it was it was over. Because as far as the two the two modules were kept separate, right. It was difficult at the beginning to be honest. Yes. Concerning the notes or the notions or the information they were given the second semester, why it was so difficult for them. As I said, they have yet collected enough background about what is language and what is linguistics, then we found ourselves given them the theory that these theoretical linguistics is not even. So the first word first semester was somehow accessible to them speaking about macro linguistics microstate. Six. And though, though we agreed, right, with our colleagues that the notions will be superficial as possible as we can, but this did no. Help. Right? It was tough. It wasn't helpful. It was still difficult, even though we tried to simplify things, not to gain such that it is impossible because it's the nature of the topic itself. So yes, yes. You cannot simplify it. Yes. It wasn't enough.</p>
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The challenging content of the program created difficulties for teachers. They needed to invest significant time and effort to fully grasp the material, prepare their lessons effectively, and explaining complex concepts to ensure clear understanding for students. Time constraints emerged as a prominent challenge for teachers, as indicated by their responses. This theme is further elaborated below.

Time and Difficulty in Explanation

Teachers expressed concerns about the challenges they faced in delivering the content effectively within the allocated time frame and in a manner that students could comprehend. One teacher highlighted the difficulty in merging modules, such as linguistics and phonetics, which led to confusion and challenges in teaching the content cohesively. The need for more time to cover complex topics like Ferdinand de Saussure's concepts in linguistics was also emphasized, for example, one teacher mentioned the struggle of teaching detailed and complex topics like Ferdinand de Saussure's concepts in linguistics in a simplified manner to cater to the students' understanding level. The difference between how deep the content was and how ready the students were to understand such complex information was clear. This led to a mismatch between what was expected and what actually happened. Teacher c states that the content doesn't fit the level of first-year students. Maybe we should leave it for the second or third year when they are more prepared. First year is just an initiation; they are not familiar with linguistics yet. It is all new and abstract to them.

Question Six: What suggestions do you have regarding the new program?

Table 5.6 *Suggestions from teachers toward the new program*

Teachers	Responses
Teacher A	The program needs a change, okay. It needs a change at the level of the content means content to be taught. It needs reconsiderations about the time okay, because it's not that easy, for example, to merge linguistics with phonetics. It's not that easy. Impossible. It's just beside mission
Teacher B	I'm against teachers who are refusing completely using this, this combo or this, let's say, newly introduced program? So I'd say I would go and I would

	<p>definitely follow the conva, I would follow this new program is just that my suggestions would be to probably be, new kind of introduce material, you know, and not just in a printed form, in the form of books and articles, but maybe in video</p> <p>Introduce materials that are online that students will be able to kind of read on their own, you know, individually, and also things that would be intriguing and interesting for them, you know. Additionally, I'd say looking at, or using a variety of different formats of materials, you know what materials with different formats would certainly be useful. And I think students are more intrigued and they're more let's say excited and more open to, you know, to be exposed to different materials in different formats than to read it imprints, you know, this is one suggestion, the other would be to revise the content that is being suggested in each module, the content sometimes is not really coherent, and we need to move gradually, you know, and in a coherent manner, things have to be connected, you know, logically, otherwise the student may get really lost in the middle of the process</p>
Teacher C	<p>The program has to be revised. Yes. Yes, yes. Concerning phonetics, I think it's still the same problem they say they find they still find it difficult. But it is my said it's most of practice with phonetics. It's they can manage right for linguistics, which is not manageable</p>

The teachers emphasized the significance of making substantial revisions to both the content and structure of the program. They highlighted the need to ensure that the material presented aligns more effectively with the students' learning needs and levels. This may involve reorganizing the curriculum to provide more coherent and logical topics, as well as ensuring that the content is presented in a manner that is accessible and engaging for students

The program should be revised:

The teachers all agreed that changes were essential for the program, they shared a common goal to update what they teach, how they teach it, and the materials they use, this involved carefully reviewing the program's structure and content to ensure it remained relevant and effective in supporting student learning, we support this claim by quoting teacher B who stated that revise the content that is being suggested in each module, the content sometimes is not really coherent, and we need to move gradually, you know, and in a coherent manner, things have to be connected, you know, logically, otherwise the student may get really lost .'

Introduction of Diverse Materials:

The teachers emphasized the importance of matching the program with how students learn nowadays, making learning easy and supportive. Key to this was providing different and updated materials, like videos and online resources. By using a mix of tools, the teachers aimed to make learning more interesting and help students engage better with the lessons, making the program more effective teacher B stated that using a mix of different types of materials can be really helpful. Students tend to find it more interesting and exciting when they have access to various formats. For example, instead of just reading things in books, having videos, online resources, and other types of materials can make learning more engaging. This is one suggestion for improving the learning experience.

3.7. Discussion of Results:

In brief, the study at hand had a set of objectives to reach including assessing the current academic program that has been introduced to first year students, this work

attempted to recognize the teachers' perceptions towards the new introduced program, employing a qualitative method that generated comprehensive data collected from participants involved in the study. The study used two data collection tools; teachers' questionnaire, and interviews. The data obtained were used to address and possibly answer the four central research questions. The answers of the four questions will be discussed in accordance to the findings obtained from the data analysis.

Furthermore, the questionnaire results indicate that the majority of teachers perceive the overall quality of the newly introduced program as good. In terms of content and structure, most teachers consider it positive, while in the interview findings teachers expressed their dissatisfaction, noting its lack of relevance and effectiveness. They indicated that the program did not meet the needs of students and did not contribute to their improvement.

When asking teachers about how they evaluate their students' understanding, the answers varied. A significant number of teachers expressed concerns, describing the students' comprehension as "poor", they justify their attitudes by stating that the new program encompasses difficult and complex concepts, especially in the modules of linguistics and phonetics. They mentioned that first-year students do not have the capacity to understand such a large amount of information.

Based on the feedback gathered, teachers do not consider the materials and resources provided to be sufficient for implementing the program effectively. They express concerns about the lack of essential resources such as laboratories, materials, and training necessary. Same opinion was imposed in teachers' interview which indicates that there is a significant mismatch between the new program and the materials provided for its implementation. This emphasizes the importance of

applying the principle of continuous improvement, not only to academic programs but also improving the materials and resources to ensure that it is aligned and sufficient to a successful implementation of the program according to Kendell & Taylor (2003) to achieve this goal, they needed to not only improve how tasks were carried out, but also to encourage changes in the institution.

Moreover, the feedback from teachers regarding difficulties in covering all the content reveals a mixed response. While a majority of teachers responded negatively, indicating that they have not experienced challenges in fitting all the content, notable percentage of teachers reported encountering difficulties. Highlighted student motivation levels and the volume of information to be covered, often resulting in the need for additional sessions or "make-up" sessions, this later was significantly emerged in teachers interviews, they found that the program's challenging content posed difficulties for teachers and students, requiring them to invest considerable time and effort to understand and teach it effectively. This may be a result of the lack of implementation of shared governance, as mentioned in the theoretical chapter. When asked about their involvement in decision-making, all teachers responded negatively with 'No' according to Lipham(1983) it is essential for administrators to involve teachers in important decisions where they might feel excluded. This includes things like deciding how the college is structured, looking at how well different subjects are doing, bringing in new staff, deciding on the new goals, and creating important rules. Without adequate input from teachers in the decision-making process, there may be a disconnect between the design and implementation of the program and the practical realities faced by educators in the classroom. According to Al-miman (2018) Faculty members, being the primary interface with students physically, socially, intellectually, and emotionally levels, are regarded as the key for determining the

quality of education. Becker et al. (2023) in this concern affirmed 'When universities engage faculty in regular and well-maintained governance practices, institutional decisions can move more rapidly, allow for many voices to be heard when making decisions, ensure the nuances of how implementation may vary across units and levels are considered, and generally feel more equitable' (p.26) This means that when universities involve faculty members in consistent and well-structured governance procedures, decisions made by the institution can happen more quickly. It also allows for diverse perspectives to be considered during decision-making processes, ensuring that the various ways in which plans are carried out across different departments and levels are taken into account.

We received unexpected findings from teachers. The results from the interview showed that teachers express negative perceptions towards the new introduced program although they agreed on its ability to meet the needs of students. Teachers noticed differences between what the program aimed to achieve and what actually happened in the classroom. This highlights the need of careful assessment to make sure it meets the needs and expectations of teachers and students.

Additionally, teachers emphasized that due to the difficulty of the new program students encountered difficulties in understanding the content provided, this impact negatively on their classroom engagement and motivation during their learning process. Teachers observed that students struggled to understand the content, which impacted their active participation in class activities. Consequently, this negative effect on engagement and motivation threatens students' overall learning experience.

The potential challenges that may face teachers when applying the new university program to their teaching process could be attributed to the length of the

program and the materials provided, all teachers agree that time allotted is not enough neither to complete the whole program nor to ensure students understanding as we mentioned before the content was hard to fit and teachers were in need for time to choose both the content and the method of delivery to ensure ease and clarity for students' comprehension.

Conclusion:

This chapter is about data analysis and interpretation. Its principal goal was to investigate the teachers' perceptions on the new introduced program. In addition, a discussion of the theoretical background for the study methodology was offered. A questionnaire and an interview instruments were used to gather the information needed for the research. Furthermore, graphs and tables were used to examine and present the results. Besides that, each question was analyzed and discussed, and a discussion of the findings was presented at the end of the chapter. Its principal goal was to investigate the teachers' perceptions on the new introduced program.

General Conclusion

General Conclusion

The current study investigated the teachers' perspectives on the new introduced program for first year EFL students. The research case study was first year LMD teachers at Mohamed Kheider Biskra University selected randomly in the academic year 2023/2023. It comprised 18 teachers. Moreover, the research followed a qualitative method using questionnaire and interviews with teachers as data gathering tools.

The research was divided into a theoretical part and a practical one. The first part was made up of two chapters. Chapter one provides an overview of academic program elements like curriculum, courses, and syllabi, emphasizing their role in achieving specific learning objectives, emphasizing the importance of maintaining and enhancing their quality. The chapter also discusses the implementation of quality assurance mechanisms in higher education institutions to ensure standards are met. Furthermore, it highlights the pivotal role of teachers in shaping and refining academic programs, emphasizing the need for their active involvement in decision-making processes. Chapter two tackled the evolution of the Algerian higher education how has evolved significantly, prioritizing quality and alignment with global standards. The reforms have focused on updating curricula and ensuring English students receive comprehensive instruction in both foundational and advanced areas of study. The last chapter illustrated the practical part of this research and included the analysis of the data collected of both questionnaire and interview. The findings showed that teachers are not satisfied with the new introduced program stating that its content was not suitable for the proficiency or comprehension level of the students. Also, teachers assert that the resources or materials available are inadequate for the implementation of this new program. We have shown that they were not involved in

any decision-making processes related to this program. Consequently, teachers encounter difficulties in executing this program, such as insufficient time and low levels of student motivation. The results obtained from the questionnaire and the interviews revealed the necessity of revising the content of this new program. The analysis also revealed the requirement for collaboration between stakeholders and teachers to effectively address the identified issues.

Limitation

In conducting any research, the researcher encounters some obstacles that obstruct the research process progress. In our study, we faced the following difficulties:

This research work aimed mainly at investigating teachers' perceptions on the new introduced program for first year EFL students, one potential limitation of this study is the small sample size of participants. With only 15 first-year teachers surveyed and three linguistic and phonetics teachers interviewed, the findings may not fully represent the diverse range of perspectives and experiences.

Limitations concerned also the gathered data, when teachers are hesitant to share their true opinions because the topic is sensitive; it affects how data is collected. This means the information gathered might not truly represent what the teachers actually think or feel. So, the data might not be as accurate or reliable as it could be.

Additionally, the focus on a single university and a specific academic program may limit the generalizability of the findings to other institutions.

Recommendations:

The results that obtained from both teachers interview and questionnaire give us the light to suggest some recommendations for administrators in order to increase the

participation of teachers in the decision-making process, In addition to enhance the effectiveness of the new program.

- ❖ Implementing a year of testing can be a valuable approach to gauge the effectiveness of the program and make necessary adjustments. Through systematic testing and observation over an extended timeframe, they can gain a deeper understanding of how the program operates in various contexts and its impact on students, teachers, and the whole educational environment.
- ❖ Engaging teachers in collaborative communication and involving them in decision-making processes. Their expertise and experiences are valued through fostering open communication and actively seeking their input. Opportunities for collaboration and transparent decision-making are provided to empower teachers to contribute meaningfully to program development.
- ❖ Essential materials should be offered. These include up-to-date textbooks and instructional materials corresponding with the curriculum, multimedia resources such as educational videos and interactive presentations to enhance learning experiences, classroom supplies and equipment necessary for hands-on activities and experiments, access to technology such as computers and data shows tablets for research and digital learning

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Appendices

Appendix 1. Table 2.2 *First year instruction modules in EFL (Semester one 2016)*

Unités d'enseignements	Matières Intitulés	S I P J O O	a o u S L P a J O O	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code: UEF 1.1 Crédits :8 Coefficients 4	Compréhension et expression écrite 1'	4	2		3h00		45h00	55h00	50%	50%
	Compréhension et expression orale ¹²	4	2		3h00		45h00	55h00	50%	50%
UE Fondamentale Code : UEF 1.1 Crédits : 8 Coefficients :4	Grammaire de la langue d'étude 1	4	2		3h00		45h00	55h00	50%	50%
	Phonétique corrective et articulatoire 1	2	1		1h30		22h30	27h30	50%	50%
	Initiation à la linguistique 1 (concepts)	2	1		1h30		22h30	27h30	50%	50%
UE Fondamentale Code : UEF 1.1 Crédits : 4 Coefficients :2	Initiation aux textes littéraires	2	1		1h30		22h30	27h30	50%	50%
	Culture (s)/ Civilisation(s) de la Langue 1	2	1		1h30		22h30	27h30	50%	50%
UE Méthodologique Code: UEM 1.1 Crédits :6 Coefficients :3	Techniques du travail universitaire 1	4	2		3h00		45h00	55h00	50%	50%
	Etude de textes 1	2	1		1h 30		22h30	27h30	50%	50%
UE Découverte Code : UED 1.1 Crédits : 2 Coefficients:1	Sciences sociales et humaines 1.	2	1	1h30			22h30	2h30		100%
UE Transversale Code : UET 1.1	Langue(s) étrangère(s)1	2	1		1h30		22h30	2h30	50%	50%

Crédits :2 Coefficients:1										
Total semestre 1	30	15	1h30	21h00		337h30	362h30			

Appendix 2. Table 4. First year instruction modules in EFL (Semester two 2016)

Unités d'enseignements	Matières Intitulés	S I P 4 0 0	U S P 4 0 0	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code:UEF 1.2 Crédits : 8 Coefficients : 4	Compréhension expression écrite 23 et Compréhension expression orale 24 et Grammaire de la langue d'étude 2	4	2		3h00		45h00	55h00	50%	50%
UE Fondamentale Code:UEF 1.2 Crédits : 8 Coefficients : 4	Phonétique corrective et articulatoire 2 Initiation à la linguistique 2 (concepts) Littératures de la langue d'étude 1	4	2		1h30		22h30	27h30	50%	50%
UE Fondamentale Code : UEF 1.2 Crédits:4	Culture (s) Civilisation(s) de la Langue 2	2	1		1h30		22h30	27h30	50%	50%
UE Méthodologique Code : UEM 1.2 Crédits :6 Coefficients :3	Techniques du travail universitaire 2 Etude de textes 2	4	2		3h00		45h00	55h00	50%	50%
UE Découverte Code : UED 1.2 Crédits : 2 Coefficients :1	Sciences sociales et humaines 2	2	1	1h30			22h30	2h30		100%
UE Transversale Code : UET 1.2 Crédits : 2 Coefficients:1	Langue(s) étrangère(s) 2	2	1		1h30		22h30	2h30	50%	
Total semestre 2		30	15	1h30	21h00		337h30	362h30		

Appendix 3. Table 2.4 First year instruction modules in EFL (Semester one 2021)

Unités d'enseignement	Intitulé des matières	Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
U E Fondamentale Code : UEF 1.1 Crédits : 8 Coefficient : 4	Compréhension et expression écrites 1 ¹	4	2		3h00		45h00	55h00	50%	50%
	Compréhension et expression orales 1 ²	4	2		3h00		45h00	55h00	50%	50%
U E Fondamentale Code : UEF 1.1 Crédits : 8 Coefficient : 4	Grammaire de la langue d'étude 1	4	2		3h00		45h00	55h00	50%	50%
	Linguistique et phonétique 1 ³	4	2		3h00		45h00	55h00	50%	50%
U E Fondamentale Code : UEF 1.1 Crédits : 2 Coefficient : 1	Etude de textes littéraires de la langue d'étude 1	2	1		1h30		22h30	27h30	50%	50%

U E Méthodologique Code : UEM 1.1 Crédits : 9 Coefficient : 5	Techniques du travail universitaire 1	4	2		3h00		45h00	55h00	50%	50%
	Lecture et étude de textes 1	4	2		3h00		45h00	55h00	100%	
	TIC et e-Learning	1	1		1h00		15h00	10h00	100%	
U E Découverte Code : UED 1.1 Crédits : 2 Coefficient : 2	Civilisations de la langue d'étude 1	2	2	1h30	1h30		45h00	5h00	50%	50%
U E Transversale Code : UET 1.1 Crédits : 1 Coefficient : 1	Langue(s) étrangère(s) 1	1	1		1h30		22h30	2h30	100%	
Total Semestre 1		30	17	1h30	23h30		375h00	375h00		

Appendix 4. Table 2.5 First year instruction modules in EFL (Semester two 2021)

Unités d'enseignement	Intitulé des matières	Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			CC*	Examen
U E Fondamentale Code : UEF 1.2 Crédits : 8 Coefficient : 4	Compréhension et expression écrites 2 ¹	4	2		3h00		45h00	55h00	50%	50%
	Compréhension et expression orales 2 ²	4	2		3h00		45h00	55h00	50%	50%
U E Fondamentale Code : UEF 1.2 Crédits : 8 Coefficient : 4	Grammaire de la langue d'étude 2	4	2		3h00		45h00	55h00	50%	50%
	Linguistique et phonétique 2 ³	4	2		3h00		45h00	55h00	50%	50%
U E Fondamentale Code : UEF 1.2 Crédits : 2 Coefficient : 1	Etude de textes littéraires de la langue d'étude 2	2	1		1h30		22h30	27h30	50%	50%
U E Méthodologique	Techniques du	4	2		3h00		45h00	55h00	50%	50%

Code : UEM 1.2 Crédits : 9 Coefficient : 5	travail universitaire 2								
	Lecture et étude de textes 2	4	2		3h00	45h00	55h00	100%	
	TIC et e-Learning	1	1		1h00	15h00	10h00	100%	
U E Découverte Code : UED 1.2 Crédits : 2 Coefficient : 2	Civilisations de la langue d'étude 2	2	2	1h30	1h30	45h00	5h00	50%	50%
U E Transversale Code : UET 1.2 Crédits : 1 Coefficient : 1	Langue(s) étrangère(s) 1	1	1		1h30	22h30	2h30	100%	
Total Semestre 2		30	17	1h30	23h30	375h00	375h00		

Appendix 5. Teachers' questionnaire

- **Background information**

Q1. What degree do you currently hold?

Q2. How many years have you been teaching?

Questionnaire explores teachers' perspectives on the new introduced program at university Mohamed Kheider Biskra

The questionnaire aims to explore teachers' perspectives on the recently introduced program. By asking for feedback from teachers, we seek to gain a comprehensive understanding of their perceptions, experiences, and suggestions regarding the program's implementation and impact. Your participation in this survey is vital in shaping the ongoing development and success of our educational programs.

Q3. Specify your gender:

Male

Female

- **Regarding the program**

Q1. How would you rate the overall quality of the new introduced program?

Very Good

Fair

Good

Poor

Q2. How do you assess the content of the new introduced program?

Very Good

Fair

Good

Poor

In terms of what

.....
.....

Q3. Is the content provided in the new program comprehensive and aligned with the educational standards?

Fully **Acceptably**

Largely **Not**

Q4. Do you find the program length appropriate in terms of its scope and objectives?

Extremely **Moderately**

Very **Slightly**

Q5. How satisfied are you with the variety and diversity of topics covered within the new program?

Very Satisfied **Neutral**

Satisfied **Dissatisfied**

Q6. Have you experienced any difficulties in covering all the content within the designed timeframe?

Yes **No**

Justify:

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

Q7. Are the materials and resources provided sufficient for implementing the program effectively?

Yes

No

Justify:

.....

.....

.....

- **Student Performance**

Q8. In your opinion, how well does the new program address the learning needs and objectives of students?

Strongly

Neutral

Not at all

Acceptable **Partly**

Q9. How would you describe the level of motivation among learners towards the new educational program?

Very High **Neutral** **Very low**

High **Low**

Q10. How do you perceive the students' understanding of the content taught in the new program?

Good

Poor

Neutral Very poor

Q11. Have you noticed any changes in the learners engagement or motivation compared to previous program ?

Yes No

Justify:

.....

Q12. How do you perceive the overall learning experience of students under the new program compared to the previous one?

Significantly better Neutral Significantly worse

Better Worse

• Teachers perceptions

Q13. How satisfied are you with this new program?

Very satisfied Neutral Very dissatisfied

Satisfied Dissatisfied

Q14. Were you involved in the decision-making process for these change?

Yes No

If yes, kindly provide additional details about your role and participation.

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

Q15. Do you have the right to refuse it ?

Yes **NO**

Q16. How do you assess the effectiveness of the new program compared with the previous one?

Better **Equally** **Worse**

Q17. If you had the opportunity to select one program over the other, which one would you choose?

The New program **The older program**

What considerations would guide your decision?

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

We invite you to provide any further comments, insights, or suggestions regarding the newly introduced program. Please feel free to share anything that may not have been addressed by the previous questions.

Appendix 7. Interview Transcript

Teacher A

Q2: What is your overall impression of the new introduced program?

Well, concerning the new introduced program for me is irrelevant and is not pertinent, okay? Simply because how do we say it doesn't serve students okay? It doesn't contribute to their improvements okay into direct improvements, right? For example, by merging for example, two modules into one module. So this creates difficulty, difficulty and the level of the student and the difficulty and the level of the teacher and the difficulty and the level of the content to be executed. Okay? Because it's not that easy for example, to teach linguistics, for example, in in about overall sessions of either 10 or 15 hours in a semester. So that is or fanatics chill, or even with other modules because there were other modules Okay, such as the speaking and listeners is each okay. Or, for example by teaching them, written expression, okay, syllabus, right, and merging the first year syllabus, really second year syllabus. Okay, so this is very hard for the freshmen students.

Q3: Did the new program align with the provided materials?

No, it does not align with provided materials.

Q4: Did the new program effect your teaching methods?

I'm not going to lie I didn't appreciate and I didn't like and I'm not convinced to such program, okay. Because you know why simply I am here to teach, I am not here to finish the program. Because there is a difference between teaching because when we teach what we do, we change other's behavior, but if we are going to rely to this program, so, there will be now changes

Q5: What difficulties you face while implementing the new program

Yes, time okay. Yes, we need time. Very good. We need time. Even the content itself is not well established. Okay. For example, in linguistics, right? If you

start teaching students with Ferdinand de Saussure concepts, do you think that they are able to understand these concepts, long Red Barrels and syntagmatic paradigmatic synchronic diachronic, right? So, the program is not, frankly speaking, is not effective. It's okay. Because the linguistics normally we start with language we understand what his language, okay? Design features of a human language, okay? The mediums of language like speaking, writing and so on. And then we go to linguistics, and even linguistics we have objectives and we have okay. And then by the end of normally, by the end of first year, syllabus of linguistics, we introduce students to general concepts to linguistics which is Ferdinand de Saussure so by the second year, the first lecture they will have it what is it? It's an Introduction to Modern Linguistics and traditional grammar and structuralism and then they are going to start with Ferdinand de Saussure

Q6: Any suggestions you add regarding the new program

it needs a change, okay. It needs a change at the level of the content means content to be taught. It needs reconsiderations about the time okay, because it's not that easy, for example, to merge linguistics with phonetics. It's not that easy. Impossible. It's just beside mission

Teacher B

Q2: What is your overall impression of the new introduced program?

For me the program is not problematic. The content most of the content has already been dealt with in the previous curriculum and the way that what is different is basically the way of teaching and how the lessons are supposed to be delivered.

Q3: Did the new program align with the provided materials?

So if you're talking about the list of references or the list of books suggested, then I think there is absolutely correspondence and there is no relevance between the content that is provided and the references suggested. But I think every teacher has to go beyond the list of references and try to find appropriate material to teach with since we're not provided with, let's say, video, you know, material or anything that goes beyond text or books and references,

Q4: Did the new program effect your teaching methods?

I believe so, because what has been suggested is not just a different content, but also different materials. I mean, texts obviously, and references and mainly different teaching method. So we are right now expected. We are expected now to provide content in different way. So now we are being told that we need to that we need to, for instance, present the session in the form of discussion that I need to include my students. And that, that we have to talk generally about the content and the lecture, and that we need to spark discussions with them on to engage them as much as we can. Participation matters in the context, or in the way of teaching suggested, and it sounds logical to me. And in fact, it's it wasn't very hard and, or problematic to me, since this is the way I usually provide lessons, I usually kind of provide the content in the form of a lecture in the form of a lecture, and I usually do to kind of provide other things to students. But in addition to that, I can usually just talk to them generally and discuss ideas right from the beginning. And this is something I usually do during my sessions

Q5: What difficulties you face while implementing the new program

No difficulties. But I have a problem with one of the modules I teach, which is the fresher's module called linguistics and politics, it is problematic because we got

because we have content that doesn't seem to match. So I teach linguistics, which is like the general discipline, and it is basically general linguistics, you know, knowledge about the discipline. And at the same time, I'm teaching phonetics, so it's called linguistics and phonetics, it doesn't it does not sound like it fits. Yeah, there is no match between the, it's very hard, and it's very challenging for me to match the contents of both of these, of this domain, subdomain, but we're trying to make it work. And I think, in addition to this, in addition to this, the references that are being suggested, some of them are outdated. So I have to bring my own materials. And again, we're not provided with any materials that are, you know, in a in a video form, or any artifacts outside those books, you know, and those articles that have been suggested. So that is a little bit of a problem, because in a way or another my content will be different, you know, and it will be kind of, you know, changing the content, when we, you know, from the content, let's say of another teacher. So, inevitably, the content of our lessons will be different because of the references and and the way we teach.

Q6: Any suggestions you add regarding the new program

Okay. See, I'm against teachers who's who are who are refusing completely using this, this combo or this, let's say, newly introduced program? So I'd say so I'd say I would go and I would, I would definitely follow this the cover I would follow this new program is just that my suggestions would be to probably be suggested, you know, with new kind of introduce material, you know, and not just in a printed form, in the form of books and articles, but maybe in video.

introduce materials that are online things that students will be able to kind of read on their own, you know, individually, and also things that would be intriguing and

interesting for them, you know. Additionally, I'd say looking at, or using a variety of different formats of materials, you know, what materials with different formats would certainly be useful. And I think students are more intrigued and they're more let's say excited and more open to you know, to be exposed to different materials in different formats than to read it in print, you know, this is this is one suggestion, the other would be to, to revise the content that is being suggested in each module, the content sometimes is not really coherent, and we need to move gradually, you know, and in a coherent manner, things have to be connected, you know, logically, otherwise the student may get really lost in the middle of the process.

Teacher C

Q2: What is your overall impression of the new introduced program?

It wasn't easy to proceed with the newly suggested program. There were, there were some difficulties. Right. Felt, felt by students, some inconveniences, some flashbacks, some neglected aspects. So each time there's something new to tell them. So just to show that we are not there is no stability, even in the given lectures, this is for linguistics. Now as to phonetics. So, so far, no, no real witness difficulties, right. So it is all about linguistics. So between teachers, we wouldn't call it as what to us, there is no satisfaction, right? About what, what is ought to be taught and what really, as teachers, we estimate what is to be taught. So, and we were obliged to make if you want a compensation between what is found in the Viva, and what we used to teach before, right. So just to give you an example, because some of the second semester so we used to teach levels, levels of language, right. Levels language, one, level by level, taking general terminology. So, the difficulty, the difficulty that students used to have is just with the details, it was too detailed for them. Now, it's not about the details,

they it is not that detailed, but it's somehow difficult decisions. So we first hear this and found ourselves so so this is what we do with our classmates who are doing we can come to make. So I was saying that we used to teach the levels of the language one level, then we move to next level. Now, this year, we'll find ourselves teaching only syntax, then definitions of sentence then we found ourselves speaking about syntax from bloom field point of view, then Chomsky is point of view, how can you simplify for example, Chomsky in principles to first you I did my best, I gave them a detailed account. Right? It was the same as given by my colleagues. But I did. I tried to explain them in more simplistic way, but it wasn't enough. It's still vague. It's too vague. They say they say it overtly it's it was too difficult for them. So I'm not even satisfied as about what you have taught so far. Just something to be evaluated.

Q3: Did the new program align with the provided materials?

Not exactly or not at all right. We have no. To be honest, I haven't used any suggested materials in the glovebox and potato shell videos. So sometimes we are not assured them some they're not available. Yes. We're struggling we are struggling with the terms who are selling or what to teach, we have no time to discuss right or to think about using the available materials and they are not available as I told you. Yes, I showed them some pictures from time to time but it is not enough.

Q4: Did the new program effect your teaching methods?

Yes, of course. Yes. Yes. It did. You find yourself obliged to, to do your best right to find the best method to convey the message in in a simpler way, right? Just to simplify the notes, right. So to try different ways She had to change your rethink the one that you that you that I use so far new decision use previous years. That was just one year. But it wasn't the same method. It wasn't Yes, it wasn't the same method.

Q5: What difficulties you face while implementing the new program

Difficulty maybe it's with the with the explanation. I did my best for the explanation, and notes. Sometimes you find yourself doing something in vain that they cannot make things easier. So the notes themselves are different. It's beyond the level. What I felt is sometimes it's with the student themselves. It's not with the student themselves, but it's beyond it's higher. Higher beyond there. It doesn't match with students first year students level. Yeah, maybe we should leave this for second year, maybe third year when they are. Because first year is just an initiation. Right? They're not used to linguistics. It's something that is abstract, right. That's why they dealing with language itself know something about language, write something about them. Good. So it's, the language is difficult. It's somehow technical. Speaking about linguistic terms, plus the notes plus the notes themselves, they are highly abstract, or they are very highly abstract. I did said I did my best to make them somehow concrete they can can be a simple, concrete, mean, they can understand them easily. But in vain. I mean, I haven't found really that satisfactory. Feedback.

this was a difficulty at the beginning then. Then they had been it was it was over. Because as far as the two the two modules were kept separate, right. It was difficult at the beginning to be honest. Yes. Concerning the the notes or the notions or the information they were given the second semester, why it was so difficult for them. As I said, they have yet collected enough background about what is language and what is linguistics, then we found ourselves given them the theory that these theoretical linguistics is not even. So the first word first semester was somehow accessible to them speaking about macro linguistics microstate. Six. And though, though we agreed, right, with our colleagues that the notions will be superficial as possible as we can, but this did no. Help. Right? It was it was it was it was tough, it wasn't helpful. It

wasn't helpful. It was still difficult, even though we tried to simplify things, not to gain such that it is impossible because it's the nature of the topic itself. So yes, yes. You cannot simplify it. Yes. Okay. So even when it was in Arabic since you spoke about our ego when, when using Arabic so hard, it's still difficult even. They haven't, by the way, even in Arabic, it wasn't clear for them. It's somebody is what is when you're we were given the events with them. Yes. Yes, it is. It wasn't enough. So you

Q6: Any suggestions you add regarding the new program

The program has to be revised. Yes. Yes, yes. Concerning phonetics, concerning phonetics, I think it's still the same problem they say they found they find they still find it difficult. But it is my said it's most of practice with phonetics. It's they can manage right for you sitter, which is not manageable,

ملخص

أحد الأهداف النهائية للجامعات هو تقديم رحلة تعليمية قيمة ليست غنية فقط بالأدوات والموارد والخبرات اللازمة ولكن أيضا لتزويد الطلاب بالمهارات والمعرفة التي يحتاجونها للنجاح في مختلف جوانب حياتهم. هذا الالتزام بالتميز يحفز الجامعات على تحديث برامجها الأكاديمية وتحسينها بانتظام. تهدف هذه الدراسة إلى استكشاف تصورات المعلمين حول البرنامج الجديد للسنة الأولى، سعيا إلى تقييم فعاليته وتماسكه. وللوصول إلى هذه الغاية تم استخدام الأسلوب النوعي لمقاربة المشكلة من خلال جمع البيانات باستخدام استبيان موجه إلى 15 معلما في السنة الأولى وتم إجراء مقابلة مع 3 معلمين لغويين وصوتيات. تظهر النتائج أن غالبية المستجيبين غير راضين عن هذا البرنامج الجديد، والصعوبات الرئيسية التي أبلغوا عنها تتعلق بالوقت، فهو يفصل المحتوى مقارنة بمستوى الطالب. وبالتالي واجهوا صعوبات في تنفيذ البرنامج.