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**EFL education in Africa;
Comparative analysis of curriculum design in EFL
context in English in terms of breadth and depth between Nigeria and Algeria**

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Dedication

To my beloved late parents who instill in me the conviction that education is the best spotlight that can illuminate one's way and pave way for a better and meaningful life. Also to my beloved Sheikh Muhammad Nazifi Alkarmawi who stand alone behind me and make sure that I am useful to myself and to my parents.

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Abstract

EFL education is a vital component in non-native English-speaking countries, equipping learners with essential language skills needed for academic, professional, and global communication. Its significance lies in its ability to provide students with comprehensive English knowledge, tailored to their respective cultural and linguistic contexts or in preparation for opportunities abroad. This study undertakes a comparative analysis of the EFL curricula in Algeria and Nigeria, two nations with distinct linguistic histories and educational frameworks, Identify areas for improvement and purpose adaptation. The study highlights the mutual benefits of learning from each other's approaches, offering practical recommendations for curriculum designers, policymakers, and educators. Ultimately, the findings of this research will not only inform future curriculum development in Algeria and Nigeria but also provide a blueprint for enriching EFL education to better equip students with the language skills necessary to thrive in today's interconnected world.

Keywords: EFL, Curriculum, Comparative Study, Education, Curriculum Enhancement, Curriculum Writers, Policy Makers

List of Tables

Table 2.2 Krippendorff's six steps of doing documents analysis (2004)	29
Table 3.8 breadth results.....	47
Table 3.9 depth results.....	49

List of abbreviations and acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

ICT: Information and Communication Technology

CEFR: Common European Framework of Reference for Languages

ESP: English for Specific Purposes

L1: First Language (Mother Tongue)

L2: Second Language

FL: Foreign Language

TEFL: Teaching English as a Foreign Language

TESOL: Teaching English to Speakers of Other Languages

ELT: English Language Teaching

BSC: Bachelor of Science

PhD: Doctor of Philosophy

CRF: Course Registration Form

UNESCO: United Nations Educational, Scientific and Cultural Organization

NA: Needs analysis ISP is a name of a scholar one whom the twenty principals belongs

Table of contents

Dedication.....	i
Acknowledgment.....	ii
Abstract.....	iii
List of tables.....	vi
List of abbreviations.....	vii
General introduction.....	02
 Chapter one: Curriculum design, its component and its approach	
1.1 Introduction.....	7
1.1.2 Formulating Research Question.....	8
1.1.3 Significance Of The Study.....	8
1.2. Definitions Of Curriculum Design In Educational Context.....	9
1.2.1 Definitions of Curriculum Design In EFL.....	9
1.2.2 Approaches to Curriculum Design: Product Approach.....	10
1.2.3 Implementing Product Approach.....	11
1.2.3.1 Needs Assessments.....	11
1.2.3.2 Process Of Needs Assessments.....	12
1.2.3.3 Process Of Needs Assessments In EFL.....	12
1.2.3.4 Purpose Of Needs Analysis.....	13
1.2.3.4.5 Role Of Needs Analysis.....	14
1.2.3.4.6 Framework For Conducting Needs Analysis.....	15
1.2.4 Components Of Curriculum Design.....	15
1.2.4.1 Aims Of Curriculum Design.....	16

1.2.4.2 Syllabus.....	16
1.2.5 Sources Of Curriculum Design.....	17
1.2.5.1 Science As A Source.....	17
1.2.5.2 Society As A Source.....	17
1.2.5.3 Moral Doctrine As A Source.....	17
1.2.5.4 Knowledge As A Source.....	18
1.2.5.5 Learners As A Source.....	18
1.2.6 Design Dimensions In Documents Analysis.....	18
1.2.6.1 Scope.....	18
1.2.6.2 Integration.....	18
1.2.6.3 Sequence.....	18
1.2.6.4 Articulation.....	18
1.2.6.5 Balance.....	19
1.2.6.6 Continuity.....	19
1.3 Curriculum Design's Relation With Its Components.....	19
1.3.1 Scope.....	19
1.3.2 Integration.....	19
1.3.3 Sequence.....	19
1.3.4 Articulation And Balance.....	20
1.3.5 Continuity.....	20
1.4 Curriculum Development.....	20
1.4.1 Defining What Will Be Taught.....	20
1.4.2 Identifying Who Will Be Taught.....	20
1.4.3 Determining How It Will Be Taught.....	20
1.4.4 Interconnectedness Of Its Components.....	21

1.5 Phases and steps in curriculum development.....	21
1.5.1 Phase One.....	21
1.5.2 Phase Two.....	21
1.5.3 Phase Three.....	21
1.5.3.1 Product Curriculum.....	21
1.5.3.2 Test And Revise Curriculum.....	22
1.5.3.3 Recruit And Train Facilitators.....	22
1.5.3.4 Implement Curriculum.....	22
1.5.3.5 Design Evaluation Strategy.....	22
1.5.3.6 Reporting And Securing Resources.....	22
1.6 Formulations Of Aims, Goals and Objectives.....	23
1.6.1 Institutional Goals And Aims.....	23
1.6.1.1 Defining Specific Learning Objectives.....	23
1.6.1.2 Learning Outcomes And Educational Alignment.....	23
1.6.1.3 Educational Objectives And Educational Goals.....	23
1.6.2 Formulation Of Objectives.....	24
1.6.2.1 Classifications Of Objectives.....	24
1.6.3 Selection Of Contents.....	25
1.6.3.1 Organization Of Contents.....	26
1.6.3.2 Selection Of learning Experiences.....	26
1.6.4 Components Of Learning Experiences.....	27
1.6.4.1 Principals Of Selecting Learning Experiences.....	27
1.6.4.2 Organization Of Learning Experiences.....	28
1.6.4.3 CriteriaF for Organizing Learning Experiences.....	28
1.7 Assessment.....	29

1.7.1 Conclusion

Chapter Two: Research Methodology

2.1 Introduction.....	29
2.1.1 Historical Evolution Of Documents Analysis.....	30
2.2 Six Steps Of Documents Analysis.....	31
2.2.1 Text Or Data.....	30
2.2.2 Data Language.....	31
2.2.3 Analytic Construct.....	32
2.2.3.1 Representational Technique.....	32
2.2.4 Validity.....	32
2.2.4.1 Types Of Validity.....	32
2.2.5 Reliability.....	32
2.2.6 Unitizing Data.....	34
2.2.6.1 Types Of Units.....	34
2.2.6.2 Sampling Units.....	34
2.2.6.3 Coding / Recording.....	35
2.2.6.4 Context Units.....	35
2.2.7 Sampling In Documents Analysis.....	36
2.2.7.1 Sampling Technique In Documents Analysis.....	38
2.2.7.2 Sampling Size.....	38
2.2.7.3 Coding.....	38
2.2.7.4 Function Of Coding And Recording.....	38
2.2.7.5 Reducing Data.....	39
2.2.8 Inferring In Documents Analysis.....	40
2.2.9 Narrating In Documents Analysis.....	41

2.3 Qualitative Documents Analysis.....	42
2.4 Formulating Research Question.....	42
2.4.1 Interconnected Coding And Analysis.....	42
2.4.2 Manual Analysis.....	43
2.4.3 Data Contextualization.....	43
2.4.4 Reporting Findings.....	43
2.5 Comparative Analysis.....	43
2.6 Research Question.....	43
2.6.1 Context.....	43
2.6.2 Validating Evidence.....	43
2.6.3 Documents Analysis As An Investigating Tool.....	44
2.6.4 Comparing Similar Phenomenon.....	44
2.7 What Is Documents Analysis.....	45
2.7.1 Specific Use Of Documents.....	45
2.7.2 Analyzing Documents.....	45
2.7.3 Selection Of Documents.....	46
2.7.4 Sampling Technique In Documents Analysis.....	46
2.7.5 Thematic Analysis.....	46
2.7.6 Reflexive Approach.....	46
2.7.7 Coding.....	46
2.7.8 Documents Selection.....	47
2.7.9 Data Collection Plan.....	47
2.7.10 Preliminary Reading.....	47
2.7.11 Detailed Analysis.....	47
2.8 Interpretations.....	47

2.9 Research Findings.....	47
2.10 Conclusion.....	47
 Chapter Three: Results, Interpretations, suggestions and limitations	
3.1 Introduction.....	47
3.1.1 Addressing One Year Difference.....	47
3.1.2 Research Question.....	47
3.2 Scope Of The Results.....	48
3.3 Structure Of The Analysis.....	48
3.4 Comparative Discussions.....	48
3.5 Data.....	49
3.5.1 Unitizing The Data.....	49
3.6 Qualitative Documents Analysis.....	49
3.7 Sampling.....	49
3.8 Results Of The Breadth.....	49
3.8.1 In-depth Analysis Of The Breadth Results.....	50
3.9 Depth.....	50
3.9.1 In-depth Analysis.....	56
3.10 Validity.....	53
3.11 Reliability.....	57
3.12 Suggestions.....	57
3.12.1 Implications For Curriculum Designers In Algeria.....	57
3.12.2 Expanding Course Offering To Enhance Breadth And Depth.....	57
3.12.3 Enhancing Language Specific Courses.....	57
3.12.4 Expanding Education-focused Courses.....	58
3.12.5 Strengthening Pedagogical Skills And Classroom Managements.....	59

3.12.6 Expanding General Study Courses.....	60
3.12.7 Expanding Literature Courses.....	61
3.13 Implications For Curriculum Designers In Nigeria.....	61
3.13.1 Streamlining Course Load Across Academic Years.....	61
3.13.2 Direct Integration Of Culture Courses Into The Curriculum.....	62
3.13.3 Introducing Translation Course.....	62
3.13.4 Incorporation Of Foreign Language To Enhance Employability.....	62
3.13.5 Fostering A Comprative Education Approach.....	63
3.13.6 Research Contribution.....	63
3.13.6.1 Recommendation For Curriculum Designers For Both Countries.....	63
3.14 Limitations.....	63
3.14.1 Technological.....	63
3.14.2 Time Constraint.....	64
3.14.3 Data Collection Challenges.....	64
3.14.4 Originality Of The Research.....	64
3.14.5 Internet Dependency.....	64
3.15 Directions for future researchers.....	64
3.15.1 Effects Of The Limitations.....	65
3.15.2 Conclusion.....	65
3.15.3 General Conclusion.....	65
3.15.4 References.....	65
3.15.5 Appendices.....	78

General introduction

The research work falls within the broader field of Education, with a specific focus on curriculum design, particularly in the area of English as a Foreign Language (hereafter EFL). EFL plays a pivotal role in non-native English-speaking countries like Algeria and Nigeria, where the language is considered essential for academic achievement, global communication, and economic development. Despite their distinct historical, cultural, and linguistic backgrounds, both nations have integrated English into their educational systems to respond to the increasing demands of globalization. Algeria, traditionally influenced by French due to its colonial past, is transitioning towards English as a key foreign language, especially in academic and professional contexts. In contrast, Nigeria's deep-rooted engagement with English, a legacy of British colonization, has established it as the nation's official language, medium of instruction, and a unifying force among its diverse ethnic groups. The growing importance of EFL in both countries highlights the necessity of exploring how their curricula cater to the linguistic and educational needs of learners.

Context of the study

In terms of the context of the study, Algeria's shift towards English and inclusion of English in primary school curriculum, is part of broader educational reforms aimed at increasing the country's participation in global discourse, particularly in the fields of science, technology, and international relations. The Algerian Ministry of Education has undertaken significant reforms, including the updating of EFL curricula, teacher training initiatives, and the integration of digital resources, reflecting a strategic move to place English at the heart of the nation's academic framework. On the other hand, Nigeria's well-established relationship with English, both as a lingua franca and an educational medium, plus being independent course of study, has resulted in a well-developed EFL curriculum that balances language teaching with the country's cultural and linguistic diversity. Nigerian EFL programs are embedded within a system that integrates English at all levels of education, preparing graduates to navigate the country's multilingual landscape. By comparing these distinct educational approaches, this study aims to provide insights into the strengths and weaknesses of EFL curriculum design in both nations, creating a platform for mutual learning and improvement.

Rationale of the study

The rationale for the study lies in the growing importance of English in global communication and education, making this comparative study both important and necessary. Algeria's evolving relationship with English presents an opportunity to refine its EFL curriculum, ensuring it aligns with international standards and prepares students for global engagement. Meanwhile, in Nigeria, where English is well integrated into the educational system, there remains room for curriculum enhancement by incorporating modern teaching methodologies and addressing emerging challenges in language instruction. This research seeks to explore how both countries' curricula can benefit from each other, and making each country's curriculum academically sound, using a detailed analysis of curriculum breadth and depth to identify potential areas for improvement. The findings aim to contribute not only to academic understanding but also to provide practical recommendations for educators and policymakers in both nations.

Focus of the study

To clarify the focus of the study, this research concentrates on the comparative analysis of EFL curricula in Nigeria and Algeria, specifically examining their breadth and depth using the twenty principles of curriculum design proposed by Nation and Macalister 2010. By analyzing curriculum documents from both countries, the study aims to highlight key strengths and areas for improvement, offering a comprehensive understanding of how EFL education is structured and delivered in these distinct educational contexts. The analysis will focus on critical curriculum components, including language skills, cultural integration, and pedagogical strategies, and evaluate how effectively each country's approach to EFL education meets its educational objectives.

Significance of the study

This research is particularly valuable because the comparative study of EFL curricula in Nigeria and Algeria addresses the broader educational goal of improving language learning outcomes in non-native English-speaking countries. As English becomes increasingly important in global academia and business, it is essential that both nations ensure their EFL curricula are capable of meeting the challenges of the 21st century. By identifying best practices and areas for mutual improvement, this research has the potential to influence curriculum reform, teacher training, and educational policy in both countries. Moreover, it contributes to the ongoing discourse on effectively teaching English in diverse cultural and linguistic environments, offering insights that could be applied to other non-English-speaking countries facing similar challenges.

Statement of the problem

The problem statement addresses the fact that, despite the recognized importance of EFL in both Algeria and Nigeria, limited research exists comparing their respective curricula, and lack of such research renders the curriculum locally aligned but globally lame. Lack of such research makes the teaching practice though sound but not very well. This leaves gaps in understanding how each country addresses the challenges of teaching. This study seeks to fill that gap by conducting a comparative analysis of EFL curricula, focusing on the breadth and depth of the curriculum design. The problem of fixed curriculum even though both curricula are being checked consistently but it somehow exist in both contexts, the core problem explored in this research is how effectively the EFL curricula in Nigeria and Algeria meet the linguistic, educational, and cultural needs of their learners, and how these curricula can be improved to enhance language learning outcomes. Additionally, the research examines whether the curriculum design in both countries aligns with modern educational practices and the global demands for English language proficiency through twenty principles of I.S.P Nation and Macalister's twenty principles.

Purpose of the study

The purpose of the study is to conduct a comparative analysis through the lens of the leading research question which EFL curricula in Nigeria and Algeria, focusing on the breadth and depth of Algeria's and Nigeria's curriculum design. By examining how these two countries develop, implement, and assess their EFL curricula, the study aims to identify mutual benefits of course addition or reduction that can enhance English language teaching in both nations. The research also seeks to explore how these curricula are structured to meet the linguistic and educational needs of students in distinct socio-political contexts, thereby contributing to a deeper understanding of effective EFL curriculum design and its broader implications for language education.

Research methodology

The research methodology employs qualitative document analysis using coding, data will be broken down from the main curriculum documents for easier study and comparison. Utilizing curriculum documents from universities in Nigeria and Algeria. The study systematically analyzes the breadth (number and variety of courses offered) and depth (quality and comprehensiveness of content) of the EFL curricula, guided by Nation and Macalister's twenty principles of curriculum design. The twenty principals contained a list of insightful scholastic suggestions and ideas that EFL curriculum should incorporate. The collected data enable a thorough comparison of curriculum structures, instructional strategies, and content focus across different levels of EFL education.

Delimitation of the study

In terms of delimitation, the study is framed by specific choices in theory, methodology, participants, and site. Grounded in the twenty principles of curriculum design by Nation and Macalister 2010, the research adopts qualitative document analysis, focusing on the content and structure of EFL curricula from select universities in Nigeria and Algeria. The study is limited to only university because the study examines university's curriculum.

Objectives of the study

The primary research objectives through leading research question of comparative analysis of Algeria's and Nigeria's curriculum design are as follows:

1. To compare the design of EFL curricula in Nigeria and Algeria, evaluating their breadth and depth. By comparing breadth and depth the study will pinpoint areas where there is a need for adding or dropping a course into respective curriculum, and branching off a new aspect of a particular course for example where single course contained much depth the course can be divided into two for example literature of Algeria can be divided into African and European novels or dramas, this will lead to introduction of new courses that will enrich the curriculum.
2. To identify strengths and areas for improvement in both curricula.
3. To provide recommendations for curriculum designers and policymakers.
4. To contribute to the broader understanding of EFL curriculum development.

Hypothesis?

The study is exploratory that set it free from any hypothesis as the study focus on the comparison of EFL curriculum of Algeria and Nigeria, the study seek to study the EFL curriculum documents by coding the chunks of data for easier study and see how well each curriculum's content align with the twenty principals of Nation and Macalistar.

Organization of the study

The research is organized into three chapters. Chapter One introduces the theoretical framework, discussing the historical, and educational factors that influence EFL curriculum design in Algeria and Nigeria. Chapter Two outlines the research methodology, with an emphasis on qualitative document analysis and Nation and Macalister's twenty principles of curriculum design. Chapter Three presents the findings, comparing the alignment of both curricula with these principles and offering recommendations for enhancing the EFL programs. The study stresses the need of even distribution of courses and addition of new ones for Nigeria like adding one foreign

language to enhance employability and translation inspired by Algeria, while for Algeria it offers some courses inspired by Nigerian curriculum for adaptation and enhancement. Ultimately, this research inform future reforms in EFL education by advocating for adaptive, inclusive, and culturally relevant language programs that prepare students in Algeria and Nigeria for success in a globalized world. The practical implications of the research include education reform, teacher training and professional development, language planning and enhancing students learning outcomes. This study opens up a new door for the upcoming researchers to explore the context of EFL curriculum different than the areas this study explored. There is no suggested question and hypothesis because the field is evolving day in day out, so researchers should look at the context of their study in order to tailor question that will serve best recommendations based on their preferences.

Chapter one: Review of the related literature

1.1 Introduction

In countries where English is not the primary language, such as Algeria and Nigeria EFL plays a crucial role in the educational landscape. Despite their distinct historical, cultural, and linguistic trajectories, both nations recognize the value of English for academic research, international communication, and economic development.

However, their diverse socio-political contexts have significantly influenced how educational institutions integrate EFL into their curricula. In Algeria, English is increasingly gaining prominence as a vital second language, particularly within academic contexts.

Historically, Algeria's linguistic environment has been dominated by French, one policy that support this was In the mid-1990s, the Algerian Ministry of National Education implemented a key policy regarding foreign language education at the primary school level. Starting from the fourth grade, students were given the option to choose between studying English or French, with the decision largely resting on parental choice. While some families opted for English, the majority selected French, reflecting a higher preference for the latter. Soumia G. a legacy of its colonial past. However, globalization and recent educational reforms have elevated the importance of English, positioning it as a key foreign language and shifting policy focus towards its integration. Also, Following the Arabization reforms of 1971 and the global financial shifts, the prominence of English in Algeria began to grow, particularly as a tool for international communication. By 2013, the use of French started to decline, making way for English to gain traction among the younger generation Mami, 2013. This shift can be attributed to the phenomenon of globalization, which has significantly impacted Algeria. As a result, English is increasingly viewed as more relevant than French due to its global status. Rezig 2011, notes that by 1993, the Algerian government sought to introduce English in primary schools alongside French, offering students the option to choose between the two as their second foreign language. This change reflects Algeria's strategic goal of aligning with global economic and cultural standards, recognizing English as the predominant language of international communication.

Similarly, The growing emphasis on English in Algerian education illustrates the country's broader ambition to enhance its global engagement and equip its citizens with the linguistic skills necessary for participation in the international arena. In contrast, Nigeria's relationship with English has been deeply rooted in its colonial history with Britain. As the official language of Nigeria, English holds a central role in trade, education, governance, and media, serving as a unifying force among the country's diverse ethnic communities. English is not only a medium of instruction but also a lingua franca that facilitates communication across Nigeria's over 500 linguistic groups. This widespread use underscores the language's significance in the Nigerian educational system, where it functions as both a subject of study and a daily tool of communication. The entrenched position of English in Nigeria reflects its critical importance in national development and underscores its utility beyond the classroom. This study aims to explore and compare the tertiary EFL curricula of Algeria and Nigeria, focusing on the design and implementation of EFL programs in both countries. While both contexts acknowledge the importance of EFL, there remains a substantial gap in comparative studies on curriculum design, hindering the identification of best practices and areas for improvement. Through an in-depth examination of the breadth and depth of EFL curricula, this research seeks to provide valuable insights for educators, curriculum designers, and policymakers.

Conclusively, After the Arabization reforms in 1971 and global financial shifts, the role of English as a key means of communication grew within Algeria's increasingly globalized context. By 2013, French usage began to diminish, allowing English to gain more influence, particularly among younger generations Mami, 2013, It is evident that globalization has greatly impacted Algeria, with English emerging as a more powerful and relevant language due to its global significance, gradually overtaking French. Rezig 2011 highlights that as early as 1993, the Algerian government sought to offer children in primary schools the choice between learning English or French as a second foreign language, reflecting the shift in linguistic priorities. However, the initiative to offer English as a second foreign language in primary schools did not reach all institutions, as early statistics indicated that French remained the preferred choice among parents. By the early 1990s, English was recognized as a second foreign language (FL2), and after the 2000 reform, it gained the status of

a first foreign language (FL1) (Mami, 2013). In recent years, English has further solidified its position as the language of science and technology (Berrabah, 2014), becoming a medium of instruction in several faculties at Algerian universities.

By highlighting the strengths and limitations of each country's approach, the study aims to contribute to the enhancement of EFL education in Algeria and Nigeria, ultimately fostering more effective language teaching practices tailored to their unique educational landscapes.

1.1.1 Statement of the Problem

EFL education aims to equip non-English speakers with proficiency in English within environments where English is not the primary language. However, there is a notable gap in understanding how EFL curricula are structured, particularly in countries like Algeria and Nigeria, where research on this issue remains limited. Despite the critical role of English proficiency in both contexts, there is a pressing need for a cross-national comparison to examine the methods and effectiveness of EFL instruction in each country. This research addresses the significant problem of the lack of comprehensive comparative analysis of EFL curriculum design between Nigeria and Algeria. This gap inhibits the identification of best practices, potential areas for improvement, and the development of tailored strategies to enhance EFL education outcomes in both nations. The study aims to scrutinize the courses offered at the university level within the EFL context, specifically focusing on programs in English education and literature. In Nigeria, this is formalized as a Bachelor of Arts in Education B.A. (Ed.) English, whereas in Algeria, it is categorized simply as a degree in English. By exploring the depth and breadth of these curricula, this research seeks to illuminate the strengths and shortcomings of each system, ultimately contributing to more effective EFL pedagogy in both settings.

1.1.2 Formulating of research question

In qualitative content analysis, particularly when comparing EFL curricula between Nigeria and Algeria, research questions are formulated inductively, emphasizing a humanistic approach that differs from the hypothesis-driven methodology typical of quantitative content analysis. This study seeks to uncover differences and similarities in the depth and breadth of EFL education within the two countries, providing a basis for identifying best practices and informing strategies tailored to enhance EFL learning outcomes. The aim is to ultimately contribute to the broader understanding of English language teaching in non-English-dominant settings by identifying key aspects that define effective EFL curriculum design in both contexts.

1.1.3 Significance of the Study

This research is significant as it offers critical insights for curriculum designers, policymakers, curriculum developers, and language educators in Nigeria and Algeria. By conducting a comparative analysis of EFL curricula in the two countries using the twenty principles of curriculum design proposed by Nation and Macalister (2010), this study seeks to identify key strengths, weaknesses, and areas of mutual benefit within each curriculum. The significance of this research lies in its potential to inform curriculum enhancement strategies that are sensitive to the unique sociocultural and educational needs of each context. For instance, by examining specific areas such as course content, teaching methods, language skills emphasis, and assessment practices, the study will reveal how Nigerian and Algerian curricula can draw on each other's best practices to address gaps in their EFL education systems. The insights gained from this study are expected to guide informed decisions that can lead to more robust and effective EFL teaching practices. In Algeria, where English is increasingly positioned as a pivotal language for global communication, adapting lessons from Nigeria's long-standing integration of English in education can help streamline curriculum reforms and pedagogical strategies. Conversely, Nigerian curriculum developers can benefit from Algeria's recent efforts to diversify language education and incorporate more contextually relevant teaching practices, and

evenly distribution of courses over the years of study. Ultimately, this comparative analysis aims to foster curriculum innovations that enhance language proficiency, enrich learner experiences, and better prepare students for the demands of a globalized world. By spotlighting effective curriculum design principles tailored to the specific educational contexts of Nigeria and Algeria, this research contributes to the broader discourse on optimizing EFL education in non-English-dominant settings.

1.2. Definitions of Curriculum Design in an Educational Context

The term "curriculum" originates from the Latin word "currere," meaning a racecourse or a track leading to a defined objective or destination.

In the educational context, the concept of curriculum has been interpreted in various ways by scholars, reflecting its multifaceted nature. Tanner and Tanner (1995) define curriculum as "a plan or program of all experiences which the learner encounters under the direction of a school," highlighting the comprehensive scope of curriculum that includes not only academic subjects but also extracurricular activities, school culture, and social interactions that collectively shape the learner's experience. Similarly, Gatawa (1990) describes curriculum as "the totality of the experiences of children for which schools are responsible," reinforcing the idea that curriculum extends beyond formal subjects to encompass all learning experiences orchestrated by the educational institution. This definition aligns closely with Tanner and Tanner's perspective, emphasizing the holistic nature of curriculum as an integrated educational journey rather than merely a set of isolated courses. Sergiovanni and Starrat (1983) further support this expansive view by defining curriculum as "that which a student is supposed to encounter, study, practice, and master," indicating that curriculum is a dynamic process involving various elements that contribute to student learning. This definition underscores the active engagement of students in learning activities, suggesting that curriculum involves not only what is taught but also how it is taught and experienced. In contrast, Beach and Reinhartz (1989) present a more narrowly focused definition, viewing curriculum as a "prescribed series of courses to take," which centers on the structured sequence of academic subjects offered within the educational system. This definition aligns with the traditional view of curriculum as a formal plan of study that outlines specific courses required for academic progression. For the purpose of this research, the term "curriculum" will primarily refer to the structured set of courses undertaken during the schooling period, aligning with the definition offered by Beach and Reinhartz (1989).

In effect, this focus is particularly relevant in the context of comparing EFL curricula between Nigeria and Algeria, where the analysis will specifically examine the design, depth, and breadth of language courses within each educational system. While acknowledging the broader interpretations of curriculum as a comprehensive educational experience, this study will concentrate on the academic components, particularly the EFL courses, to provide a detailed comparative analysis of how these are structured and delivered in each national context. Overall, these diverse definitions highlight that curriculum is not a monolithic concept but rather a complex construct with varied interpretations. For this study, adopting the narrower definition of curriculum as a series of courses enables a focused examination of EFL curriculum design, facilitating a clearer comparison of the educational approaches employed in Nigeria and Algeria.

1.2.1 Definitions of curriculum design in EFL context

The term "curriculum" traces its roots back to ancient Greece, where it referred to running tracks or chariot courses, symbolizing a structured path or racecourse. Etymologically derived from the Latin "currere," meaning "to run," the term now broadly signifies a course of study within educational settings.

While traditionally perceived as a sequence of textbooks or a list of topics and objectives, contemporary definitions of curriculum extend far beyond these simplistic interpretations, embracing a more complex and dynamic understanding. Connelly and Clandinin (1988) conceptualize curriculum as a "life course of action," a reflection of both the paths already traversed and those yet to be pursued. This perspective positions curriculum as a flexible and evolving element, meticulously crafted to achieve specific educational goals (Mahrudin,

2012). Within the context of EFL, the curriculum is designed to endow learners with advanced literacy skills, recognizing English as the predominant language of global communication across fields such as commerce, arts, sciences, mathematics, and economics (DepEd, 2016). Le and Tran (2021) describe the EFL curriculum as a systematic framework that delineates the content, objectives, and pedagogical methods for teaching English. It encompasses essential language skills, including speaking, listening, reading, and writing, alongside critical components like vocabulary, grammar, and pronunciation. This holistic approach emphasizes that curriculum is not merely about the courses offered but also the content and competencies embedded within those courses. Wiggins and McTighe (2006) elevate the role of the curriculum by portraying it as a transformative tool that translates external standards and local educational objectives into a coherent plan for effective teaching and learning. Rather than being a mere list of topics, facts, and skills, the curriculum functions as a strategic map that aligns learning activities and assessments with desired student outcomes, shifting the focus from what is taught ("input") to what students ultimately achieve ("output"). In defining EFL, Iwai (2011) highlights it as "the learning of English by individuals in countries where English is not the primary language of communication," emphasizing that EFL learners engage with the language outside native English-speaking contexts.

Nunan and White (1988; 1989) extend this view, noting that the EFL curriculum encompasses all content to be taught and the objectives to be achieved, including language skills, learning goals, and necessary courses. Richards (2001) outlines curriculum design as incorporating key elements: aims, intended learning outcomes, syllabus, teaching methods, and assessment. These components are interlinked, shaped by underlying educational philosophies and visions. Aims articulate the overarching purpose of the curriculum, guiding what students are expected to learn, whether teaching the language to non-native speakers or honing specific skills such as grammar or writing. Intended learning outcomes define the competencies students should acquire, ensuring clarity and alignment between teaching and assessment. The curriculum also details the complete set of courses students will undertake, often organized into a scheme of work (monthly) and a syllabus (weekly). Teaching methods represent the instructional strategies employed to develop language skills, while assessment methods evaluate student performance, ranging from daily assessments to final examinations. Nation and Macalister (2010) stress that effective EFL curriculum design requires careful consideration of various factors, including learners' existing knowledge, resource availability, time constraints, teacher expertise, and the strengths and limitations of the curriculum itself. They conceptualize curriculum design as an iterative, adaptable process that accommodates varying levels of language proficiency, with each stage building upon the foundational skills established in preceding levels.

In EFL contexts, such a progressive approach ensures that advanced courses enhance foundational skills, integrating language learning strategies, varied assessment methods, and instructional materials aligned with frameworks like the Common European Framework of Reference for Languages (CEFR) or national educational standards (Dewi and Qamariah). These comprehensive definitions converge on the understanding that curriculum involves both the courses studied and their content, supplemented by related activities within the school setting. Throughout this study, the term "curriculum" will specifically refer to the structured courses offered within educational programs, reflecting Beach and Reinhartz's (1989) more focused definition while acknowledging the broader educational contexts outlined by other scholars. This perspective facilitates a targeted analysis of EFL curriculum design, particularly in the international comparison of Nigeria and Algeria, enabling the identification of best practices and areas for improvement in EFL education across diverse educational landscapes.

1.2.2 Approaches to Curriculum: The Product Approach

The design, implementation, and evaluation of EFL curricula are profoundly influenced by various methodological approaches, among which the Product Approach, as articulated by Ralph Tyler, stands out as particularly significant. This approach begins with the end in mind, defining the desired outcomes or "products" of the teaching and learning process before delving into the curriculum's structure and

content. Tyler's model emphasizes the systematic development of language skills, aiming to produce measurable and observable results in learners, such as proficiency in phonetics, phonology, grammar, and other critical components of the English language.

The Product Approach is deeply rooted in the principles of industrial and commercial sectors, where systematic processes are employed to achieve specific, tangible outcomes. In this context, education is viewed as a technical endeavor akin to manufacturing, where needs are identified, plans devised, implemented, and outcomes rigorously evaluated. EFL courses designed under this approach are structured to equip students with both theoretical knowledge and practical language skills, mirroring the process of producing a well-defined product. This perspective positions the curriculum as a strategic framework for organizing the instructional efforts of language teachers, thereby aligning educational objectives with teaching practices.

A curriculum designed using the Product Approach emphasizes skills and attributes deemed essential by language experts. In EFL contexts, this translates into an educational framework focused on empowering students with comprehensive knowledge and practical command of English. Tyler's model offers a robust foundation for curriculum design, guiding educators through a clear, systematic process. Tyler (1949) identifies four fundamental questions that underpin the development of any curriculum:

What educational purposes should the school seek to attain?

This question directs curriculum designers to establish clear educational goals and objectives, which serve as the cornerstone of the entire curriculum. In EFL, these purposes often revolve around equipping students with a solid understanding of the target language, including specific skills such as listening, speaking, reading, and writing, tailored to meet the needs of various proficiency levels.

What educational experiences can be provided that are likely to attain these purposes?

Here, the focus shifts to determining the instructional content and learning activities that will effectively achieve the defined objectives. In EFL, these experiences encompass a range of practical language skills imparted through structured lessons, interactive tasks, and immersive learning environments. The curriculum is designed to provide learners with exposure to real-world language use, reinforcing theoretical knowledge with practice-oriented activities. How can these educational experiences be effectively organized? Effective organization of educational experiences is critical to the Product Approach. In EFL settings, this involves sequencing courses in a logical progression, starting with foundational language skills and gradually advancing to more complex linguistic concepts. This structured, hierarchical organization ensures that learners build upon their existing knowledge, facilitating a coherent and cumulative learning experience that enhances language acquisition. How can we evaluate whether these purposes are being achieved? Continuous assessment and evaluation form the backbone of the Product Approach, providing feedback on the effectiveness of the curriculum and the attainment of educational goals. In EFL contexts, this typically involves a combination of formative assessments, such as quizzes and classroom observations, and summative evaluations, including final exams and language proficiency tests. These assessments are designed to measure students' progress and ensure that the curriculum's objectives are met. Jiménez Raya (2007) highlights the applicability of Tyler's principles in EFL curriculum development, emphasizing the importance of a systematic design that includes clear objectives, organized experiences, and rigorous evaluation processes.

In the EFL context, this approach aims to produce proficient language learners capable of navigating complex linguistic environments, both academically and in real-world settings. The Product Approach's strength lies in its clear, goal-oriented structure, which not only provides a roadmap for educators but also sets transparent expectations for students. By focusing on defined outcomes, this approach facilitates a targeted, efficient learning process, aligning curriculum design with the ultimate aim of enhancing language proficiency. However, critics argue that its prescriptive nature may overlook the dynamic, evolving needs of learners, particularly in diverse and culturally varied EFL contexts like Nigeria and Algeria. Despite these critiques, Tyler's Product Approach remains a foundational model

in curriculum development, offering valuable insights into how structured, outcome-focused education can lead to effective language learning outcomes.

1.2.3 Implementing the Product Approach

The implementation of the Product Approach in curriculum design involves a systematic sequence of steps to actualize its full potential, ensuring that educational objectives are met effectively. Taba (1962) proposed a model comprising seven linear steps that guide curriculum developers through the design and implementation phases. When applied to the EFL context, these steps ensure that the curriculum is tailored to meet the specific language learning needs of students. The first and arguably most critical step in this process is Needs Assessment.

1.2.3.1 Needs Assessment

Needs assessment is the foundational step in implementing the EFL curriculum, serving as the cornerstone for creating effective and relevant teaching materials. This process involves the systematic collection and analysis of information regarding students, their learning environments, and their prospective professional settings. The insights gained from this analysis help curriculum developers determine the content and instructional strategies that will best meet the needs of learners. In EFL contexts, needs assessment is particularly important as it directly informs the selection of language skills, vocabulary, grammar, and communication strategies to be included in the curriculum. According to Brown (2001), needs analysis is a crucial element in identifying the linguistic competencies that students must acquire to understand and use the target language effectively. It examines not only what learners already know but also what they need to learn, thereby ensuring that language instruction is both relevant and targeted (Lestari, 2014).

1.2.3.1 The process of needs assessment in EFL:

Current Knowledge and Skills: This aspect focuses on evaluating what students already know and can do with the English language. For instance, assessments may reveal that students possess basic reading skills but struggle with conversational fluency. This understanding helps in identifying gaps in their language proficiency that need to be addressed through the curriculum. **Learning Contexts and Environments:** Needs assessment also considers the broader learning environment, including the classroom setting, available resources, and the socio-cultural context in which students are learning English. This understanding helps educators tailor the curriculum to better fit the realities of students' daily experiences. **Future Workplace Requirements:** For EFL learners, particularly those at tertiary levels, understanding the language demands of their future professional settings is crucial.

Needs assessment explores the specific English skills that students will require in their careers, whether they are aiming for roles in academia, business, technology, or other fields. This focus ensures that the curriculum is not only educationally sound but also practically relevant. **Stakeholder Input:** Effective needs assessment involves consulting various stakeholders, including students, teachers, employers, and policymakers. Each group provides valuable perspectives that contribute to a more comprehensive understanding of what the curriculum should address. For example, employers may highlight the need for advanced business English skills, which can then be integrated into the curriculum design. Conducting a needs analysis is instrumental in aligning teaching materials with the requirements of teachers, who act as facilitators, and students, who are the primary beneficiaries of the curriculum. By systematically identifying language needs, curriculum developers can design courses that not only fill knowledge gaps but also motivate learners by addressing their specific goals and aspirations. Prasetya (2021) emphasizes that the main purpose of conducting needs analysis in EFL is to ensure that the curriculum aligns with the unique needs and characteristics of learners at different proficiency levels.

By identifying these needs, educators can create instructional materials, learning activities, and assessments that are specifically tailored to help students achieve their language learning objectives. Needs assessment ultimately serves as the foundation for the entire curriculum design process, guiding decisions about content, teaching methodologies, and evaluation strategies that are most likely to

enhance student engagement and achievement. To summarize, needs assessment in the EFL curriculum context is a comprehensive process that examines the linguistic, communicative, and functional requirements of learners. It ensures that educational materials and instructional approaches are directly aligned with students' current abilities, learning environments, and future language use scenarios. By grounding curriculum development in a thorough needs analysis, educators can create a more relevant, effective, and motivational learning experience that significantly enhances language acquisition and overall educational outcomes.

1.2.3.2 Process of Needs Analysis

According to Prasetya (2021), the process of needs analysis is pivotal in developing a curriculum that effectively meets learners' needs and goals. This process involves several critical steps: among which is, Identifying Learners' Goals and Objectives, This initial step focuses on understanding why learners are studying English, what they hope to achieve, and their specific language learning goals.

In an EFL context, this means determining the outcomes learners aspire to, such as achieving proficiency in English for academic, professional, or personal reasons. For instance, if learners aim to improve their English for academic purposes, the curriculum might include courses in academic writing and research skills. Goals such as mastering English phonetics might necessitate focused courses on the sounds and pronunciation of English. Analyzing Learners' Learning Styles and Preferences Understanding how learners prefer to learn is essential for designing an effective EFL curriculum. This involves assessing their preferred instructional methods, such as whether they benefit more from visual aids, interactive activities, or traditional lectures.

Additionally, analyzing learning styles helps in tailoring the curriculum to include engaging and effective activities. For example, some learners might thrive in communicative language teaching settings that emphasize conversation practice, while others might prefer structured grammar exercises. Needs analysis also involves evaluating learners' current proficiency levels in the four primary language skills—listening, speaking, reading, and writing—to ensure that courses are designed to address these areas appropriately. Examining Language Requirements, This step involves identifying the specific language skills, vocabulary, grammatical structures, and functional capabilities that learners need to meet their goals. For example, learners who need English for business purposes may require training in business vocabulary, negotiation skills, and formal writing. Conversely, those preparing for academic study might need a stronger focus on academic language, research skills, and essay writing.

By pinpointing these requirements, curriculum designers can ensure that the content aligns with learners' practical needs and future use of the language. Considering Learners' Contexts Taking into account the learners' cultural, social, and professional contexts ensures that the curriculum is relevant and applicable to their real-life situations. For instance, EFL learners from different cultural backgrounds might have distinct language needs based on their societal norms and professional expectations. Incorporating contextually relevant content helps learners apply their English skills more effectively in their everyday lives and professional environments. Bocanegra-Valle (2016) emphasizes that aligning curriculum content with learners' contexts enhances the practicality and relevance of the education provided. Collecting Learner Feedback Soliciting feedback from learners is crucial for understanding their preferences, learning styles, and specific areas of interest. This feedback can be gathered through surveys, interviews, or focus groups and provides valuable insights into what learners find most beneficial and engaging.

By integrating this feedback, curriculum designers can refine the curriculum to better meet learners' needs and expectations. For example, if learners express a preference for more interactive and communicative activities, the curriculum can be adjusted to include more group work and real-life simulations. Informed by these steps, curriculum designers can strategically determine the content, instructional approaches, materials, and assessment methodologies that best address learners' requirements. This process ensures that the EFL curriculum is not only comprehensive but also tailored to provide a focused and impactful language learning experience. By aligning the

curriculum with learners' needs and goals, educators can enhance the effectiveness of English language instruction and support learners in achieving their desired outcomes.

1.2.3.3 Purpose of Needs Analysis

The purpose of needs analysis in the context of EFL is crucial for ensuring that educational goals and objectives are met effectively. Needs analysis serves as a foundation for designing curricula that align with students' goals and contextual requirements. As outlined by Maulani Dewi and Amariah (2023), the primary functions of needs analysis are as follows:

Identifying Learner Needs Needs analysis helps in discerning the current knowledge, skills, and abilities of learners, as well as their interests. This process typically involves gathering data through surveys, interviews, observations, or assessments. By identifying what learners already know and what they need to learn, educators can design a curriculum that is both relevant and meaningful. For instance, if an analysis reveals that learners lack advanced speaking skills, the curriculum can incorporate targeted activities to address this gap.

Determining Learning Objectives Based on the identified needs, needs analysis aids in establishing clear and specific learning objectives. These objectives define what learners are expected to achieve by the end of the curriculum. Clearly defined objectives guide the selection and sequencing of content, instructional strategies, and assessment methods. For example, if the objective is to enhance learners' academic writing skills, the curriculum will include focused training on academic writing conventions and practices.

Tailoring Content and Resources Needs analysis is instrumental in selecting and organizing content and resources that best suit learners' needs. This ensures that the curriculum includes relevant and up-to-date information, examples, and activities.

By tailoring content to align with learners' interests and requirements, educators can enhance engagement and motivation. For instance, if learners express a need for business English, the curriculum can be adapted to include relevant case studies and business communication exercises.

Adapting Instructional Strategies Learners have diverse learning styles and preferences, which can significantly impact their learning experience. Needs analysis helps identify these preferences, guiding the selection of appropriate instructional strategies. For instance, if a needs analysis reveals that learners prefer interactive and hands-on activities, the curriculum can be designed to include simulations and role-playing exercises. This alignment between instructional strategies and learner preferences optimizes the effectiveness of the learning experience.

Addressing Contextual Factors The needs analysis process considers various contextual factors that influence curriculum design, such as cultural, social, economic, and environmental elements. By incorporating these factors, the curriculum becomes more relevant and sensitive to learners' backgrounds and circumstances. For example, in a multicultural classroom, the curriculum might include materials that reflect diverse cultural perspectives to ensure inclusivity.

Evaluating Effectiveness Needs analysis supports the ongoing evaluation of the curriculum's effectiveness. Regular assessment of learner progress and feedback helps determine if the curriculum meets its intended goals and objectives. This continuous evaluation process allows for timely revisions and improvements, ensuring that the curriculum remains aligned with learners' evolving needs. As noted by Fitriana and Kusrihandayani (2017), this iterative evaluation helps maintain curriculum relevance and effectiveness.

In addition to these core purposes, needs analysis in language learning encompasses a broad range of assessments and evaluations to tailor instruction effectively. According to Nur and Sulistyani (2018), needs analysis also addresses:

Identifying the language skills required for specific roles or professions.

Assessing the adequacy of existing courses and identifying specific training needs.

Recognizing shifts in language learning directions and detecting gaps between current proficiency and required skills.

Gathering information on learners' difficulties, creating demographic profiles, and assessing language proficiency levels.

Investigating language use in everyday life, understanding previous educational experiences and attitudes, and evaluating pre-literacy and literacy skills.

Overall, needs analysis is a comprehensive and essential step in curriculum design that ensures educational content and

methods are well-suited to learners' needs, contexts, and goals. It facilitates the development of effective, learner-centered curricula that promote meaningful and impactful learning experiences.

1.2.3.4 Role of Needs Analysis

Conducting Situational Analysis Assessing the effectiveness of the current program helps identify strengths and areas for improvement. Situational analysis involves reviewing how well the existing curriculum meets learners' needs and making necessary adjustments. The role of needs analysis in EFL education is pivotal for ensuring that curricula are effectively aligned with learners' requirements and educational goals. By establishing a direct connection between teachers, students, teaching materials, instructional methods, and assessments, needs analysis serves as a foundational element in curriculum design and implementation. Its primary objective is to enhance the educational experience by tailoring the curriculum to meet specific learner needs and context-specific requirements.

Identifying Language Skills for Specific Roles Needs analysis helps in identifying the specific language skills required for various roles, such as those in business, academia, or tourism. For instance, EFL students in a university setting may need to acquire a broad range of English skills to function effectively in academic and professional environments. By pinpointing these skills, educators can design targeted curricula that address the practical requirements of different roles. **Assessing Course Adequacy** Evaluating the adequacy of existing courses is another critical function of needs analysis. This involves determining whether current courses meet the needs of potential students and deliver the desired outcomes. If a course is found lacking, it may be necessary to modify, update, or even replace it to ensure it aligns with students' needs and expectations.

Determining Specific Training Needs Needs analysis identifies which students require specific training in certain language skills. In diverse EFL classrooms, students may have varying levels of proficiency and distinct needs. Tailoring teaching materials and approaches to these varying needs ensures that each student receives appropriate support and instruction.

Recognizing Significant Changes Identifying and adapting to significant changes in educational or linguistic needs is crucial. Needs analysis can highlight shifts in language learning requirements or educational trends, allowing educators to adjust the curriculum accordingly. This adaptability ensures that the curriculum remains relevant and effective in changing contexts.

Identifying Skill Gaps Recognizing gaps between students' current abilities and their required competencies is a key function of needs analysis. By addressing these gaps, educators can design courses that bridge the distance between students' existing skills and their learning goals, thereby enhancing their overall language proficiency. **Gathering Information on Learning Challenges** Collecting detailed information about learners' specific challenges, such as difficulties with certain language skills or learning disabilities, enables educators to tailor support and resources effectively. This targeted approach helps in overcoming barriers to learning and improving students' overall educational experience.

1.2.3.5 Framework for Conducting Needs Analysis

Khan (2007) recommends a structured framework for needs analysis adapted from Dudley-Evans & St. John (1998), which includes:

Gathering Learner Information Collecting data on learners' motivations, attitudes toward learning English, previous educational experiences, and cultural backgrounds provides a comprehensive understanding of their needs and preferences.

This information can be obtained through institutional records or direct interactions with learners. **Collecting Information on Learning Styles** Understanding learners' preferred learning styles and specific needs helps in designing instructional strategies that align with their preferences. This could involve analyzing whether learners prefer visual aids, interactive activities, or other types of instruction. **Determining Skill Importance** Evaluating the importance of specific language skills and learners' preferences for acquiring these skills informs the curriculum design process. This ensures that the most relevant skills are emphasized in the curriculum. **Examining Teacher-Learner Relationship** Understanding the dynamics between teachers and learners, including role expectations and interactions,

helps in creating a supportive learning environment. This relationship is crucial for effective teaching and learning. Gathering Preferences for Teaching and Learning Activities Identifying the types of activities learners find most engaging allows for the incorporation of these activities into the curriculum. This increases learner engagement and motivation, enhancing the overall learning experience.

In summary, needs analysis plays a fundamental role in curriculum design by ensuring that educational programs are aligned with learners' needs and contexts. It facilitates the creation of relevant, engaging, and effective curricula that address specific learning requirements and enhance the overall educational experience.

1.2.4 Components of Curriculum Design

Curriculum design requires a holistic approach in which each element works synergistically to create a unified educational structure. As Ornstein and Hunkins (2014, p. 153) note, "To design a curriculum, we must consider how its parts interrelate." This interconnected perspective is crucial in evaluating educational philosophies, content selection, instructional strategies, and assessment methods, ensuring they align cohesively with the overarching educational objectives. In the context of EFL curriculum development, this approach allows for the alignment of language teaching objectives with learner needs, instructional content, and assessment practices. The curriculum's evolution, from its initial conceptualization to its practical implementation, is guided by an understanding of how these components interact to support language acquisition. Contemporary curriculum design is not static; it is shaped by historical educational practices and is continually refined to influence and improve future learning environments.

This dynamic and adaptable framework ensures that the curriculum remains relevant, learner-centered, and effective in meeting the specific needs of EFL students, ultimately fostering a more meaningful and impactful language learning experience.

1.2.4.1 Aims of the Curriculum

The aims of a curriculum are fundamental in defining the overarching purpose of the educational experience, particularly from the learner's perspective. In the context of comparing EFL curricula between Algeria and Nigeria, these aims highlight the intended language outcomes and competencies that students are expected to achieve within each educational system. According to Thanavathi and Vimaleswari, the aims serve as a guiding framework, outlining the desired outcomes of the EFL programs and setting clear expectations for language acquisition and proficiency.

For example, while Algeria's EFL curriculum might emphasize fostering communicative competence in formal and academic settings, Nigeria's EFL curriculum could focus more on functional language use and practical communication skills tailored to diverse sociocultural contexts. Such distinctions reflect broader educational objectives, with Algeria possibly prioritizing a deeper understanding of linguistic theory, while Nigeria emphasizes language as a tool for real-world interaction. Crucially, the aims of each curriculum articulate the specific educational outcomes linked to engaging with the EFL content, setting them apart from broader institutional or national goals, such as promoting English for international mobility or academic success. These aims provide a structured direction for curriculum design, aligning the teaching methodologies, course content, and assessment strategies with the unique linguistic needs and aspirations of students in both countries. By comparing these aims, we can better understand how the EFL curricula of Algeria and Nigeria are designed to address specific educational goals, respond to local language learning needs, and contribute to the overall development of English language proficiency among learners. Intended learning outcomes specify the competencies students are expected to develop upon successful completion of the curriculum. These outcomes represent the anticipated achievements of students who fully engage with the program or unit and meet the assessment criteria.

Effective strategies for defining learning outcomes include: Clarity and Actionability: Learning outcomes should be expressed in actionable terms, emphasizing specific skills and abilities. For example, instead of vaguely stating, "students will understand why," a more precise formulation would be, "students will be able to summarize the main reasons why." This approach enhances clarity for

students and supports educators in designing appropriate assessment tasks. Diversity of Outcomes: Incorporating a variety of learning outcomes enriches the curriculum, encompassing both cognitive objectives (such as mastering facts, theories, and principles) and performance outcomes (such as executing procedures, conducting calculations, or effectively communicating findings).

1.2.4.2 Syllabus

The syllabus serves as a detailed guide to the core content of an EFL program, outlining the specific topics, themes, and language skills to be covered. In comparing the EFL syllabi of Algeria and Nigeria, understanding the principles guiding content selection is crucial to appreciate how each country structures its language instruction. Alignment with Learning Outcomes: The content must directly support the intended learning outcomes of the EFL curriculum, ensuring a clear focus on educational goals. In the Algerian context, the syllabus may emphasize academic English and formal language use, aligning with the country's aim to prepare students for higher education and academic pursuits. In contrast, Nigeria's syllabus might focus more on practical language skills, emphasizing communicative competence in diverse social and professional contexts.

Ensuring that the syllabus content aligns with these outcomes helps avoid distractions from irrelevant topics that could undermine the learning objectives. Appropriateness to the Level of Study: The syllabus should present material that progresses logically, guiding students through increasingly complex language concepts that build on their prior knowledge. For instance, Algeria's EFL syllabus might introduce students to linguistic theory earlier, reflecting an academic focus, while Nigeria's syllabus might prioritize foundational language skills before advancing to more complex communicative tasks. Ensuring that the content is neither too basic nor too advanced is key to maintaining student engagement and motivation across both contexts. Currency and Integration of Research: The syllabus should incorporate the most current language teaching methodologies and, where possible, integrate recent research developments relevant to EFL. In Algeria, this might include contemporary approaches to language pedagogy that emphasize cognitive and social dimensions of learning, while Nigeria might integrate practical applications of language in everyday communication.

Exposure to the latest research can enrich the curriculum, even at introductory levels, fostering a deeper understanding of language acquisition and use. By adhering to these principles, alignment with learning outcomes, appropriateness of study level, and integration of current research, educators can design EFL syllabi in both Algeria and Nigeria that are coherent, relevant, and responsive to the educational needs of their students. This approach not only ensures that the curriculum remains purpose-driven but also adaptable to the evolving landscape of language education, making it more effective in addressing the distinct language learning needs of students in both countries.

1.2.5 Sources of Curriculum Design

Curriculum design in EFL contexts such as Algeria and Nigeria is shaped by various sources that influence its content, structure, and objectives. Understanding these sources is crucial for developing educational programs that are culturally relevant, learner-centered, and aligned with societal needs. The following are key sources that inform curriculum design:

1.2.5.1 Science as a Source

Curricula influenced by scientific principles prioritize observable, measurable elements and a systematic approach to learning. This perspective fosters problem-solving skills and emphasizes "learning how to learn." In Algeria, EFL curriculum designers might employ data-driven approaches, such as using assessment results to monitor students' language progress and adjust teaching strategies accordingly. In Nigeria, technology-enabled tools that provide real-time feedback on students' pronunciation or grammar can be utilized to quantify learning outcomes, ensuring instruction is continuously tailored to student needs. This scientific orientation aligns with both countries' efforts to create responsive and adaptable language learning environments.

1.2.5.2 Society as a Source

Societal influences play a pivotal role in curriculum design, encompassing political, cultural, and economic considerations. In Nigeria, EFL curriculum design is often guided by national education policies, such as the Universal Basic Education program, which emphasizes equitable access to quality education. Similarly, in Algeria, bilingual education policies shape EFL curricula to promote both Arabic and French, reflecting the linguistic realities of the society. Addressing societal critiques, such as the representation of marginalized groups, is essential. Incorporating diverse perspectives within EFL curricula in both countries can promote cultural sensitivity and inclusivity, ensuring that language education resonates with all learners.

1.2.5.3 Moral Doctrine as a Source

Curricula grounded in moral doctrine focus on values, ethics, and spiritual development, often weaving these elements into the educational content. In EFL contexts, this source can manifest through the inclusion of culturally relevant literature and texts that teach language skills while imparting moral lessons. For example, Algerian EFL curricula might integrate proverbs and narratives that reflect societal values, enhancing language learning with ethical insights. Similarly, in Nigeria, embedding culturally significant stories and discussions on ethics within the EFL curriculum supports a holistic educational approach that goes beyond language acquisition to encompass moral development.

1.2.5.4 Knowledge as a Source

Rooted in classical academic traditions, this source emphasizes the intrinsic value of knowledge, guiding questions such as "What knowledge is of most worth?" In EFL curricula in Algeria and Nigeria, this approach often focuses on core linguistic skills—grammar, syntax, vocabulary—viewing language as both a practical tool and an intellectual pursuit. This aligns with educational philosophies that advocate for cultivating critical thinking and analytical skills through rigorous language study, preparing students not just to use English, but to engage with it thoughtfully and critically.

1.2.5.5 The Learner as a Source

Recognizing the learner as a central source of curriculum design shifts the focus to students' needs, interests, and learning processes. Influenced by developmental theories such as those of Rousseau, this approach emphasizes creating curricula that align with students' cognitive abilities and learning styles. In Algeria, EFL curricula might incorporate interactive and student-centered teaching methods, such as project-based learning, to engage students actively in their language acquisition. In Nigeria, adaptive learning technologies that cater to individual learning progress and cultural contexts can enhance engagement and personalize the learning experience, making the curriculum more effective and meaningful.

1.2.6 Design Dimensions in Curriculum Development

In curriculum design, particularly within EFL contexts in Algeria and Nigeria, it is essential to consider multiple dimensions to ensure that the curriculum is both comprehensive and effective. According to Thanavathi and Vimalaswari, the critical dimensions of curriculum design include scope, integration, sequence, articulation, balance, and continuity. These dimensions collectively contribute to developing an educational framework that is engaging, coherent, and aligned with students' needs. Here's how each dimension plays a crucial role in EFL curriculum design:

1.2.6.1 Scope

Scope refers to the breadth and depth of content and experiences offered to students. It encompasses the range of topics and the diversity of educational experiences provided. In EFL settings, determining scope involves addressing the balance between different language skills—reading, writing, speaking, and listening—and integrating cultural and contextual knowledge relevant to Algeria or Nigeria. For example, an EFL curriculum in Algeria might incorporate local cultural elements, such as historical events and traditions, to make

language learning more meaningful. Similarly, in Nigeria, including literature from a variety of Nigerian authors can enhance students' language proficiency while fostering cultural awareness.

1.2.6.2 Integration

Integration involves linking various types of knowledge and experiences to provide a cohesive learning experience. This approach helps students view knowledge as interconnected rather than fragmented. In EFL contexts, integration can be achieved by connecting language learning with other subjects, such as history or social studies. For instance, in Nigerian classrooms, integrating EFL instruction with social studies might involve projects where students use English to investigate and discuss local community issues, thereby demonstrating the practical application of language skills.

1.2.6.3 Sequence

Sequence addresses the order in which content and experiences are presented, ensuring that learning progresses in a cumulative and logical manner. This dimension considers how curricular elements build on each other to promote effective learning. In EFL education, sequencing might involve progressing from basic vocabulary and sentence structures to more complex language tasks, such as essay writing or public speaking. For example, an EFL curriculum might start with fundamental greetings and basic conversation skills before advancing to more sophisticated language functions, or it might adopt a whole-to-part approach where students understand complete narratives before analyzing vocabulary and grammar.

1.2.6.4 Articulation

Articulation refers to the interrelatedness of curriculum components, both vertically and horizontally. Vertical articulation ensures that foundational skills prepare students for more advanced content, while horizontal articulation connects concurrent subjects. In Algeria, vertical articulation might involve designing introductory language courses that lay the groundwork for advanced studies. Horizontal articulation could involve coordinating EFL lessons with other subjects, such as integrating language learning with civic education in Nigerian schools, allowing students to practice English while engaging with content related to citizenship and governance.

1.2.6.5 Balance

Balance involves giving appropriate emphasis to different aspects of the curriculum to avoid overemphasis on certain areas at the expense of others. In EFL curricula, this means ensuring equal attention to receptive skills (listening and reading) and productive skills (speaking and writing). For instance, an overemphasis on grammar in Algerian classrooms could hinder the development of conversational skills, while in Nigeria, a focus on exam preparation might limit opportunities for creative language use. Achieving balance is crucial for creating a well-rounded curriculum that addresses all dimensions of language learning.

1.2.6.6 Continuity

Continuity involves the repetition and reinforcement of key curriculum components over time, supporting the ongoing development of essential skills. This dimension aligns with Jerome Bruner's concept of the "spiral curriculum," where core ideas and skills are revisited and expanded at increasing levels of complexity. In EFL contexts, continuity might involve systematically revisiting reading comprehension strategies or vocabulary acquisition across different grade levels. For example, in Algeria, continuity could be achieved by revisiting thematic units, such as travel or health, with increasing linguistic complexity over several years. Similarly, in Nigeria, continuous practice of public speaking skills across grades can enhance fluency and confidence.

1.3 Curriculum Design's Relationship with Its Components

Curriculum design is a strategic endeavor that integrates multiple components to craft a cohesive and effective educational experience. As Ornstein and Hunkins (2014) assert, successful curriculum design entails the systematic organization and integration of content, pedagogical strategies, and experiences to align with the educational goals of an institution. The interplay among key components—

scope, integration, sequence, articulation, balance, and continuity—determines the coherence and responsiveness of the curriculum to students' needs. The following outlines how each component contributes to curriculum design, particularly within the context of EFL programs in Algeria and Nigeria:

1.3.1 Scope

Scope delineates the breadth and depth of content included in the curriculum, described by Ornstein and Hunkins as its "horizontal organization" (2014, p. 158). This dimension dictates what content is taught, the level of detail, and how instructional time is allocated. In EFL curricula, scope involves decisions about including cultural contexts alongside linguistic skills. For example, an Algerian EFL curriculum might incorporate local cultural elements and historical contexts, while a Nigerian curriculum might integrate literature from diverse Nigerian authors. The scope ensures that the curriculum covers a comprehensive range of topics and skills, addressing both affective (values and attitudes) and psychomotor (motor skills and coordination) domains.

1.3.2 Integration

Integration connects various types of knowledge and experiences, creating a unified learning journey. Ornstein and Hunkins define integration as "linking all types of knowledge and experiences contained within the curriculum plan" (2014, p. 160). This dimension promotes a holistic approach, integrating language learning with other subjects like history or science. In EFL settings, integration helps students apply English in diverse contexts and understand its relevance beyond the classroom. For instance, in Nigeria, EFL instruction might be linked with social studies projects that explore community issues, allowing students to use English in practical, real-world contexts.

1.3.3 Sequence

Sequence refers to the order in which content and learning experiences are presented, facilitating cumulative and continuous learning. Ornstein and Hunkins emphasize that "Curricular experiences should increase brain development" (2014, p. 159), highlighting the importance of structuring learning to support cognitive growth. Theories by Rousseau and Piaget advocate for aligning curriculum sequence with learners' cognitive development. In EFL education, sequencing might involve starting with basic conversational skills and gradually advancing to complex grammar and writing tasks. This ensures that each stage of learning builds upon previous knowledge, promoting effective cognitive development.

1.3.4 Articulation and Balance

Articulation ensures that curriculum components are coherent both vertically (progressing through educational levels) and horizontally (across concurrent subjects). Vertical articulation involves structuring earlier learning to prepare students for advanced content, while horizontal articulation connects subjects taught simultaneously, enhancing interdisciplinary learning. Balance, on the other hand, involves maintaining appropriate emphasis across various curriculum components to prevent overemphasis or neglect. In Algerian EFL curricula, achieving balance might involve ensuring equal focus on speaking, listening, reading, and writing skills, tailored to the specific needs of students.

1.3.5 Continuity

Continuity emphasizes the repetitive and reinforcing nature of curriculum elements, ensuring that knowledge and skills are deepened over time. This dimension aligns with Jerome Bruner's concept of the "spiral curriculum," where core ideas are revisited at increasingly complex levels as students progress. Ornstein and Hunkins note that continuity involves the vertical repetition of instruction to deepen learning (2014, p. 160). In EFL contexts, continuity might involve consistently practicing foundational skills, such as vocabulary and reading comprehension, across different grades. For example, in Nigerian EFL programs, continuity can be achieved through recurring engagement with culturally relevant texts, progressively challenging students as their proficiency increases.

1.4 Curriculum Development

Curriculum Development is an iterative process that encompasses the creation, design, implementation, and continuous refinement of integrated learning plans. It involves a systematic approach to evaluating and enhancing educational frameworks to ensure they meet defined objectives and address the needs of students effectively. This cyclical process includes aligning the planned, delivered, and experienced curricula to create a cohesive educational experience. Effective curriculum development integrates key components such as scope, integration, sequence, articulation, balance, and continuity to prepare students for future academic and professional challenges.

Phases of the Curriculum Development Process "Every Journey Begins with the First Step." According to Thanavathi & Vimalaswari, the curriculum development process is structured and comprises several interconnected phases. Each phase influences the others, ensuring that content, learners, and instructional methods interact cohesively. The phases defined by Thanavathi & Vimalaswari are:

1.4.1 Defining What Will Be Taught

The initial phase involves identifying the content and skills to be imparted. This requires a critical analysis to determine relevant knowledge and its applicability to learners' needs. In EFL contexts, such as in Algeria and Nigeria, curricula might focus on communicative competence, cultural literacy, and critical thinking to address both linguistic and socio-cultural needs.

1.4.2 Identifying Who Will Be Taught

This phase emphasizes understanding the learners—considering their backgrounds, characteristics, and learning needs. In EFL settings, curricula may be tailored to accommodate diverse proficiency levels and cultural contexts. For example, Algerian students may benefit from curricula that incorporate French influences, while Nigerian students might require a stronger focus on bridging local languages with English.

1.4.3 Determining How It Will Be Taught

This phase involves selecting instructional strategies, methodologies, and materials to deliver the content effectively. Teaching methods should be adaptable to the learners and their environment. In Algerian and Nigerian classrooms, task-based learning or interactive workshops may be used to enhance engagement and practical language use, supplemented by technology like language learning apps.

1.4.5 Interconnectedness of Components

The phases are interconnected; choices in content influence teaching strategies, and learner characteristics shape these strategies. For instance, a curriculum emphasizing speaking activities necessitates a classroom environment that supports open communication, possibly requiring teacher training for discussion facilitation and group management. Evaluating and Refining the Curriculum. Evaluation is a crucial component of curriculum development, involving continuous feedback from learners, instructors, and performance data. This phase helps in refining the curriculum based on effectiveness and cultural relevance. Piloting curriculum components in various Algerian and Nigerian settings helps assess their effectiveness and ensures they meet educational goals.

1.5 Phases and Steps in Curriculum Development

Curriculum development involves several phases, as outlined by Thanavathi & Vimalaswari. These phases often overlap and allow for ongoing evaluation and adjustment to maintain relevance and effectiveness:

1.5.1 Phase I: Planning:

"Nobody plans to fail, but failure results from a failure to plan." The planning phase sets the foundation for the curriculum, involving:

Identifying the Issue, Problem, or Need: This often starts with identifying a need or problem within a specific context, such as low communicative proficiency or outdated methods in Algerian and Nigerian EFL contexts. Forming the Curriculum Development Team: A diverse team of experts, including subject matter specialists, instructional designers, and local educators, ensures comprehensive input and contextual relevance. Conducting Needs Assessment and Analysis: Techniques such as surveys, focus groups, and environmental

scanning gather empirical data to inform curriculum design. For example, surveys in Algeria might reveal gaps between theoretical knowledge and practical language use.

1.5.2 Phase II focuses on defining outcomes, selecting content, and designing methods:

State Intended Outcomes: Outcomes specify the expected changes in learners' knowledge, skills, attitudes, or behaviors. For EFL settings, this might include enabling students to use English confidently in academic and social contexts.

Select Content: Content should be relevant and aligned with educational goals, addressing both theoretical knowledge and practical skills. For EFL curricula, this might include speaking activities, grammar exercises, and cultural tasks.

1.5.3 Phase III: Implementation:

This phase involves putting the curriculum into practice, which includes teacher training, resource allocation, and piloting in classrooms. Continuous feedback is crucial for identifying areas for refinement and ensuring the curriculum's effectiveness.

Phase IV: Evaluation and Reporting:

Evaluation is an ongoing process that assesses the curriculum's effectiveness through formative and summative assessments, feedback, and performance data analysis. Results from this phase guide adjustments to ensure alignment with intended goals.

1.5.3.1 Produce Curriculum Product

After finalizing the content and experiential methods, the production of curriculum materials begins with developing instructional guides, lesson plans, multimedia resources, and assessments. This phase involves a thorough review of existing materials to determine their suitability for adaptation or incorporation into the new curriculum. Evaluating these resources for relevance, accuracy, cultural sensitivity, and alignment with the intended educational outcomes is crucial. Effective curriculum materials should be clear, engaging, and accessible, addressing different language proficiency levels and cultural contexts. Collaboration among subject matter experts, instructional designers, and educators is essential to ensure that materials cater to diverse learning preferences and technological access, utilizing a combination of print, digital, and interactive formats.

1.5.3.2 Test and Revise Curriculum

Testing the curriculum is a critical step involving piloting it in selected sites to gather feedback and identify areas for improvement. This formative evaluation requires selecting diverse test sites that represent the range of the target audience, such as urban and rural schools or institutions with varying resource levels. Feedback is collected through observations, surveys, and focus groups involving both learners and facilitators. Based on this feedback, the curriculum is revised to address any identified gaps and improve its effectiveness. This iterative process ensures that the curriculum is refined and enhanced before its full-scale implementation, making it more effective and responsive to the needs of the learners.

1.5.3.3 Recruit and Train Facilitators

The success of curriculum implementation depends significantly on the competence and preparedness of facilitators. Recruiting facilitators with the right expertise, teaching skills, and cultural familiarity is essential, particularly in diverse educational contexts like Algeria and Nigeria. A comprehensive training program is necessary to ensure that facilitators understand the curriculum's goals, content, and instructional methods. This training typically includes detailed sessions on instructional strategies, content delivery, assessment methods, and techniques for managing diverse learning environments. By equipping facilitators with the necessary skills and knowledge, the curriculum can be delivered effectively, fostering a supportive and engaging learning experience for students.

1.5.3.4 Implement Curriculum

Implementation is the final step in the curriculum development process, where the curriculum is introduced into the educational setting. Successful implementation requires meticulous planning, effective communication, and ongoing support. Strategies include promoting

the curriculum through orientations, professional development sessions, and continuous communication with facilitators to ensure their buy-in and consistent delivery. It is also essential to establish monitoring and support systems, such as regular check-ins and feedback loops between facilitators and curriculum developers, to address any issues that arise and ensure that the curriculum is being implemented as intended, thus achieving its educational goals.

1.5.3.5 Design Evaluation Strategies

Evaluation is a crucial component throughout the curriculum development process and continues after full implementation. Formative evaluation occurs during the needs assessment, product development, and testing stages, providing ongoing feedback to refine the curriculum. Summative evaluation is conducted after the curriculum is fully implemented to assess its overall impact and effectiveness. This evaluation answers key questions about whether the curriculum met its intended outcomes and how it influenced learners' knowledge, skills, and behaviors. Simple and effective procedures, such as pre- and post-tests, surveys, and interviews, help generate reliable data, with guiding questions focusing on observed changes in learner performance, the effectiveness of instructional methods, and any unforeseen challenges encountered during implementation.

1.5.3.6 Reporting and Securing Resources

Reporting and securing resources are essential for ensuring the continued success and development of the curriculum. The reporting phase involves clearly communicating evaluation findings to key stakeholders, including educational authorities, funders, and policymakers, highlighting both successes and challenges. Effective reporting can facilitate securing additional funding and support by demonstrating the curriculum's positive impact on learners. Based on evaluation results, plans for ongoing development, scaling, or adaptation of the curriculum should be made, focusing on integrating technology, enhancing facilitator training, and expanding reach to underserved communities. This approach helps ensure that the curriculum remains dynamic, relevant, and impactful.

1.6 Formulation of Aims, Goals, and Objectives in Curriculum Design

Defining Aims, Goals, and Objectives, The articulation of aims, goals, and objectives is fundamental in curriculum design, serving as the cornerstone that ensures alignment with an institution's overarching mission and educational philosophy. These elements create a structured framework that guides teaching and learning processes, promoting coherence among all curriculum components towards a unified purpose. According to Thanavathi & Vimalaswari, this alignment is crucial for establishing a clear direction and ensuring that all aspects of the curriculum work together effectively.

1.6.1 Institutional Goals and Aims

Institutions must first establish broad goals and aims that reflect their mission and educational values. These overarching statements provide a general direction for curriculum development. For example, an institution focused on fostering critical thinking and practical skills should integrate these elements throughout its curriculum. Aims, typically articulated at the institutional or program level, define the overall purpose of the course and guide the management of learning. For instance, a university with an English language program might aim to develop advanced communication skills and cultural awareness among its students, aligning with its mission to produce globally competent graduates.

1.6.1.1 Defining Specific Learning Objectives

Specific learning objectives are precise, measurable outcomes that align with the broader aims and goals of a curriculum, serving as pivotal components in guiding the teaching and learning process. These objectives clearly outline the knowledge, skills, attitudes, and competencies that students are expected to acquire by the end of a course. According to Dr. C. Thanavathi and Mrs. T. Vimalaswari, well-defined objectives must be explicit, achievable, and aligned with the course's teaching strategies and assessment methods, ensuring a seamless connection between instructional intent and student outcomes.

Objectives function as navigational tools for educators, helping them select suitable teaching methodologies and learning activities, such as problem-solving tasks, debates, and case studies aimed at fostering critical thinking. In the context of EFL curricula in Nigeria and Algeria, these objectives play a crucial role in addressing the unique linguistic, cultural, and educational challenges of each country. In Nigeria, where English serves as a unifying language among diverse ethnic groups, objectives often emphasize communicative competence and practical language skills essential for socio-economic participation. In Algeria, where English is gaining prominence as an alternative to French, objectives are increasingly designed to develop advanced communication skills and cultural awareness, aligning with the country's aspirations for global engagement. By ensuring coherence among various course elements, content, assessments, and instructional methods, objectives create a structured learning journey that addresses the specific needs of students in both nations.

Furthermore, clearly articulated objectives provide students with a roadmap of expectations, allowing them to track their progress and understand the competencies they need to develop, ultimately enhancing the overall effectiveness of EFL education in these diverse educational landscapes.

1.6.1.2 Learning Outcomes and Educational Alignment

Learning outcomes specify what students should be able to demonstrate upon successful completion of a course, focusing on the learner's achievements rather than the instructor's intentions. These outcomes are crucial for assessing student performance and guiding the creation of assessment tools that measure whether students have attained the intended competencies.

For example, in the EFL context of Nigeria, learning outcomes might emphasize students' ability to use English effectively in both academic and professional settings, reflecting the language's role as the medium of instruction and a key factor in socio-economic mobility. An advanced EFL curriculum in Nigeria might expect students to participate in debates or deliver presentations, demonstrating clear articulation, logical reasoning, and cultural awareness, which are essential skills in the Nigerian multilingual and multicultural landscape. In Algeria, where English is increasingly viewed as a gateway to global opportunities and a strategic alternative to French, learning outcomes often focus on developing students' proficiency in engaging in complex discussions in English, with an emphasis on fluency, intercultural communication, and the ability to navigate diverse linguistic contexts. For instance, an Algerian EFL curriculum may set outcomes that require students to analyze English texts, participate in simulations of international business meetings, or write reports on global issues, thereby preparing them for a more competitive global environment.

These learning outcomes ensure curricular coherence and alignment with the institutional mission, necessitating continuous refinement to meet the evolving needs of stakeholders, including students, employers, and the broader academic community in both Nigeria and Algeria.

1.6.1.3 Educational Objectives as End Qualifications

Educational objectives represent the ultimate qualifications that students are expected to achieve upon completing their study program. These comprehensive statements encapsulate cumulative learning experiences and align with both internal and external expectations. The tuning process clarifies which subjects contribute to specific objectives, supporting curriculum evaluation and decision-making. Strategically formulating aims, goals, and objectives enhances curriculum effectiveness by ensuring that every component—content, teaching methods, and assessments—works in harmony. This alignment with the institution's mission and educational philosophy fosters a dynamic educational environment where the curriculum continually adapts to evolving expectations.

1.6.2 Formulations of Objectives

In language curricula, objectives are fundamental, guiding educators and learners towards specific, measurable outcomes. Widdowson (1983) describes objectives as the pedagogic intentions of a course, designed to be accomplished within its duration and assessed upon completion. In the context of EFL, well-formulated objectives aim to integrate course content effectively into students' knowledge bases.

For instance, in Nigeria, EFL objectives often focus on developing students' communicative competence in academic and professional English, reflecting the country's reliance on English as the official language of instruction and business.

A typical objective might include enabling students to write persuasive essays or conduct research presentations, skills crucial for success in Nigerian universities and the workplace. J.C. Richards further elaborates that objectives are precise statements detailing the specific changes a program seeks to achieve, ensuring coherence with broader curriculum goals. In Algeria, where English is gaining prominence as a strategic language of global access, EFL objectives often emphasize the ability to understand and produce spoken and written English in various contexts, such as international business or science. An example objective might involve students mastering the language needed for academic discussions or the analysis of English media, aligning with Algeria's increasing focus on integrating English to support its internationalization efforts. Skilbeck (1984) highlights that objectives should be clear and concise to ensure that learning outcomes and instructional actions are easily understood by both teachers and students. This clarity is crucial in both nations, where diverse linguistic backgrounds require straightforward and actionable educational targets.

Objectives are directional and dynamic, guiding the educational process toward targeted goals while remaining adaptable through ongoing evaluation and refinement. Additionally, objectives must be legitimate and systematically related to overarching educational aims and real-world contexts, ensuring their relevance and effectiveness. In both Nigeria and Algeria, this relevance is underscored by the need to equip students with English skills that support academic success and global engagement, reflecting each country's socio-educational aspirations.

1.6.2.1 Classifications of Objectives

Objectives in curriculum design are traditionally categorized into three domains: cognitive, affective, and psychomotor. The cognitive domain focuses on intellectual abilities, such as understanding semantics or analyzing linguistic meaning, which is particularly relevant in EFL settings.

For instance, in both Nigeria and Algeria, cognitive objectives may include developing students' abilities to critically analyze English texts, comprehend complex grammatical structures, or apply language rules in varied contexts, reflecting the emphasis on academic and professional English proficiency. The affective domain involves attitudes, values, and appreciation, essential in literature studies where students develop a deeper understanding of literary works and cultural narratives. This is particularly significant in Algerian EFL contexts, where exposure to English literature often serves as a gateway to understanding Western cultures and enhancing intercultural communication skills. Similarly, in Nigeria, affective objectives aim to foster appreciation for diverse English texts, cultivating an open-minded approach to global narratives. The psychomotor domain pertains to motor skills, important in technical areas and specific language aspects like pronunciation, which is crucial for learners in both countries striving to improve their spoken English to meet international standards. Mager (1975) refines objectives by identifying three critical components: behavior, conditions, and standards. Behavior specifies the expected learner action, often articulated using action verbs, such as "analyze," "compose," or "pronounce," guiding students toward precise outcomes. Conditions outline the context for the behavior, such as engaging in group discussions or presenting findings orally, common practices in Nigerian and Algerian classrooms aimed at fostering active language use. Standards establish the criteria for acceptable performance, ensuring that objectives are not only aspirational but also measurable. Steiner's approach further specifies the action, conditions, timeframe, and mastery level, facilitating the creation of clear and measurable learning targets that enhance teaching and assessment strategies.

This structured approach helps both Algerian and Nigerian educators craft objectives that are directly aligned with their students' linguistic needs, fostering a more effective EFL learning experience.

1.6.3 Selection of Content

Content selection in an EFL curriculum involves a deliberate and systematic process of choosing materials that align with broader curriculum objectives, ensuring that each course effectively contributes to language learning. The initial step in this process is the formulation of a course rationale, which articulates the course's purpose, identifies the target audience, and outlines the teaching approach (Richards, 2001).

In EFL contexts like Nigeria and Algeria, content spans diverse linguistic domains, including phonetics, semantics, and pragmatics, offering students a comprehensive language education. In Nigeria, content often focuses on enhancing communicative competence to prepare students for academic and professional environments where English is essential. Meanwhile, in Algeria, the content is increasingly geared towards developing proficiency in English to align with the nation's educational reforms and the growing global emphasis on English over French. A well-developed rationale addresses key questions, such as identifying the intended audience (e.g., non-English speakers), specifying the course focus (e.g., specific aspects of English), and detailing the teaching and learning approaches (e.g., varied instructional methods). For instance, EFL curricula in Nigeria may emphasize language functions that support multilingual communication in a culturally diverse environment, while in Algeria, a strong focus might be placed on pragmatic skills to facilitate international engagement. The rationale guides course planning, defines the teaching and learning experiences the course aims to offer, and ensures alignment with the course's values and goals (Posner & Rudnitsky, 1986). Decisions about content selection reflect underlying assumptions about language use and learning, influencing how content is organized to support effective second language acquisition (Richards, 2001).

For instance, a writing course may integrate grammar instruction, language functions, skill development, process strategies, and specific text types, ensuring that multiple facets of language learning, from structural knowledge to practical application, are addressed. This comprehensive approach is particularly vital in both Nigeria and Algeria, where EFL curricula are designed not only to impart linguistic skills but also to equip learners with the cultural and communicative competencies necessary for navigating local and international contexts.

1.6.3.1 Organization of Content

Organizing content within curriculum design necessitates selecting a suitable syllabus framework and structuring instructional blocks to facilitate the learning process effectively (Richards, 2001). In EFL contexts like Nigeria and Algeria, the choice of a syllabus framework is influenced by various factors, including subject area knowledge, beliefs about essential language skills, and insights from applied linguistics research. For instance, Nigerian EFL curricula often adopt a communicative approach, emphasizing functional language skills that address the nation's multilingual landscape and the practical needs of students in academic and professional settings.

Conversely, Algerian EFL curricula are increasingly shaped by international trends and local educational reforms that prioritize English over French, reflecting a broader shift towards global integration. The design of these syllabi is further informed by practical experiences in managing language programs, incorporating strategies that have proven effective in real-world teaching scenarios. In Nigeria, this might involve integrating content that enhances students' ability to engage with English in diverse social and cultural contexts, reflecting the country's linguistic diversity. In Algeria, the focus might be on developing content that aligns with international standards, preparing students for broader educational and professional opportunities. National and international trends in language education also play a significant role, guiding syllabus design to ensure it remains contemporary, adaptable, and reflective of global shifts towards English as a key language of communication.

This combination of factors shapes a syllabus that is relevant and responsive to learners' needs, integrating evidence-based practices and effective real-world strategies to enhance language learning outcomes. Both Nigeria and Algeria strive to organize EFL content that not only fosters linguistic proficiency but also equips students with the skills necessary for meaningful participation in a globalized world.

1.6.3.2 Selection of Learning Experiences

Selecting learning experiences involves adapting content to suit students' needs and learning contexts, a critical process in EFL curricula design in countries like Nigeria and Algeria. In EFL, this entails breaking down language elements—such as grammar, vocabulary, and pronunciation—into manageable units that align with students' capabilities and linguistic backgrounds. Learning experiences are defined as “deliberately planned experiences in selected situations where students actively participate, resulting in desirable changes in behavior” (Curriculum Development and Implementation) (Richards, 2001).

In Nigeria, learning experiences often include practical communication tasks that reflect the multilingual and multicultural context of the country. For example, classroom activities might focus on role-plays and discussions that simulate real-life interactions, helping students navigate English as a second language in diverse social and professional scenarios. In contrast, Algerian EFL programs might emphasize formal language use and academic skills, reflecting the nation's focus on aligning with international educational standards and moving away from French-dominated language instruction. For instance, an Algerian curriculum might incorporate activities such as analyzing English texts or engaging in structured debates, fostering critical thinking and language precision. Both approaches underscore the need to tailor learning experiences that not only build language proficiency but also resonate with the students' everyday linguistic and cultural realities.

By carefully selecting learning experiences, EFL curricula in Nigeria and Algeria ensure that language learning is both meaningful and contextually relevant, preparing students for effective communication in diverse contexts.

1.6.4 Component of Learning Experience

Learning experiences in EFL curricula encompass carefully selected situations, activities, and interactions that facilitate language acquisition. These experiences can be theoretical, fostering cognitive development through tasks like grammar analysis or reading comprehension, or practical, yielding tangible outcomes such as improved speaking fluency or writing skills.

In EFL settings, these experiences typically occur in classroom environments where students actively engage with the target language, collaborate with peers, and synthesize linguistic knowledge through meaningful participation. In Nigeria, where English serves as an official language and a medium of instruction, classroom activities often emphasize practical communication skills relevant to both academic and everyday contexts. Components of learning experiences might include interactive group discussions, storytelling, or project-based tasks that reflect the multilingual and multicultural realities of Nigerian society. In Algeria, where English is increasingly prioritized as a foreign language, learning experiences often integrate theoretical aspects like vocabulary acquisition with practical tasks such as oral presentations or debates.

This approach not only fosters language proficiency but also aligns with the nation's educational shift towards global standards. For instance, role-playing activities in Algerian classrooms can simulate real-life scenarios, enabling students to practice language use in various formal and informal contexts. Overall, these components are designed to bridge the gap between theoretical knowledge and real-world application, ensuring that students in both Nigeria and Algeria develop the necessary skills to navigate English language use effectively in their respective sociocultural environments.

1.6.4.1 Principles of Selecting Learning Experiences

The selection of learning experiences in EFL curriculum design is guided by key principles that ensure their effectiveness and relevance. Firstly, alignment with the program's philosophy is crucial, ensuring that learning experiences are consistent with the broader goals and objectives of the curriculum. This alignment helps maintain a unified educational approach that supports the development of targeted competencies.

In the context of Nigeria, where English proficiency is essential for academic and professional success, learning experiences might focus on practical language use, such as business communication or academic writing. Similarly, in Algeria, which is increasingly prioritizing English for global engagement, learning experiences might emphasize intercultural communication and global English usage. Secondly, relevance to real-world applications is vital. Learning experiences should help students see the practical value of their education, fostering engagement and retention. For instance, Nigerian EFL programs might incorporate activities related to English for specific purposes, such as preparing for international exams or job interviews, while Algerian programs might include tasks that reflect global English standards, such as participating in international forums or conferences. The integration of theory and practice enriches learning experiences by combining conceptual understanding with hands-on application. This approach prepares students for real-world language use by bridging the gap between academic knowledge and practical skills. In both Nigeria and Algeria, this might involve combining theoretical lessons with practical exercises, such as using language in real-life scenarios or engaging in simulated interactions. Lastly, promoting critical thinking is essential for developing analytical skills that are crucial for language proficiency. Encouraging students to analyze, evaluate, and create using the target language helps them become more effective communicators.

In Nigeria, this might involve debates or problem-solving activities in English, while in Algeria, it could include critical discussions on global issues or literature. Together, these principles ensure that learning experiences are dynamic, impactful, and geared towards preparing students for practical language application beyond the classroom, aligning with the educational goals and societal needs of both Nigeria and Algeria

1.6.4.2 Organization of Learning Experiences

Organizing learning experiences in an EFL curriculum involves structuring them into coherent units to maximize their educational impact and support language proficiency development. This process begins with grouping related content into distinct courses, each designed to address specific skill areas such as writing, speaking, and comprehension (Richards, 2001).

For example, in Nigeria, an EFL curriculum might be organized into separate modules focusing on business English, academic writing, and conversational skills, each with its own set of objectives tailored to the needs of students preparing for professional or academic environments. In Algeria, similar structuring might include courses on intercultural communication, advanced grammar, and English for global contexts. Effective grouping ensures that each component is purposefully designed to enhance overall language proficiency, allowing for targeted instruction and comprehensive skill development. Strategic placement of learning experiences is also crucial. Vertical placement ensures that learning experiences build progressively, with each course or unit reinforcing and expanding upon previously acquired knowledge. For instance, foundational courses in Nigerian EFL programs might introduce basic grammar and vocabulary, while advanced courses progressively delve into more complex language structures and professional applications. In Algeria, this could involve starting with basic communication skills and advancing to specialized language use in academic or international settings. Horizontal placement involves integrating learning experiences across different subject areas to foster interdisciplinary connections.

This approach encourages students to apply language skills in various contexts, enhancing their ability to transfer knowledge across different domains. In both Nigeria and Algeria, this might mean linking language skills with other subjects such as cultural studies or technical fields, providing a more holistic educational experience. By maintaining these vertical and horizontal relationships, the organization of learning experiences supports a cohesive educational journey, reinforcing existing knowledge and facilitating the integration of new concepts. This structured approach ensures that students receive a well-rounded education that prepares them for practical language use in diverse contexts.

1.6.4.3 Criteria for Organizing Learning Experiences

Effective organization of learning experiences is underpinned by three key criteria: sequence, integration, and continuity. Sequence involves arranging learning experiences from simpler to more complex, allowing students to build their understanding progressively. For example, in Nigerian EFL programs, students might first engage with basic vocabulary and grammar before advancing to more complex tasks such as academic writing or business communication. In Algeria, this progression might begin with foundational conversational skills and move toward specialized language use in international contexts. Integration ensures that the curriculum is cohesive by linking different content areas to create a unified educational journey. This might involve integrating language skills with cultural studies, allowing students to see the connections between linguistic proficiency and cultural understanding. For instance, an EFL course in Nigeria might integrate English with Nigerian cultural contexts, while an Algerian course might combine language learning with studies on Francophone literature. Continuity emphasizes the importance of building on prior knowledge, reinforcing learning, and enhancing the retention of concepts. By ensuring that each new learning experience builds on previous ones, students are better able to retain and apply what they have learned. For example, a continuity approach in Nigeria might involve revisiting key grammar concepts in advanced courses to reinforce and apply them in more complex contexts. Similarly, in Algeria, continuity might be achieved by integrating previously learned vocabulary into new, more complex discussions or texts. Together, these principles create a structured curriculum that supports meaningful and continuous learning progression, ensuring that students develop language skills in a coherent and integrated manner.

1.7 Assessment

Assessment focuses on measuring whether specific course objectives have been met by observing student performance, while evaluation provides a broader judgment of the curriculum's overall impact, including the attainment of goals, teaching efficacy, and educational outcomes. Evaluation involves multiple stakeholders teachers, learners, external experts and employs various methods such as tests, observations, and feedback to assess planning, content, and instructional effectiveness, ensuring accountability and guiding necessary adjustments.

1.7.1 Conclusion

The chapter begins by introducing the concept of EFL, contextualizing it within the linguistic histories of Algeria and Nigeria. It emphasizes how analyzing EFL curricula can significantly enhance language education in both countries. The chapter then transitions into outlining the research problem, followed by the formulation of research questions through the lens of qualitative document analysis, while also highlighting the significance of the study. In defining EFL within educational and linguistic frameworks, the chapter adopts a product-oriented approach to curriculum design. Key components such as needs analysis, curriculum design elements, aims, and syllabus structure are discussed in depth. Additionally, the chapter elaborates on the process of curriculum development, including the formulation

of goals, objectives, and learning outcomes specific to EFL instruction. Finally, the chapter concludes with a discussion on assessment practices in EFL, underscoring their importance in measuring the effectiveness of the curriculum and its alignment with educational objectives.

Chapter two: research methodology

2.1 Introduction

This chapter delves into the research methodology, focusing on document analysis to evaluate EFL curriculum design in Nigeria and Algeria. It details the systematic processes employed in data collection and analysis, emphasizing the assessment of curriculum effectiveness and adaptability.

Content analysis, interchangeably document analysis, methodically examines texts and symbolic content, independent of the author's or user's perspectives. Although content analysis formally emerged in English scholarship in 1941, its relevance has been solidified across diverse fields, with its roots tracing back to mass communication research. It gained significant recognition post-World War II, largely due to Berelson's influential work in 1952, which extended its application from media studies to a broad spectrum of academic disciplines. The early sociological engagement with content analysis in the 1930s marked a turning point, particularly with methodologies such as survey research and polling. Landmark studies, like Woodward's 1934 newspaper analysis, highlighted the growing interest in using content analysis to capture public sentiment. Berelson further refined the methodology, positioning it as a scientific approach for evaluating mass communication and journalistic practices, thus demonstrating its wide-ranging applicability beyond the media. Content analysis's adaptability spans multiple disciplines, including education, where it has been instrumental in analyzing educational materials and examining broader societal changes, such as shifts in political values and attitudes. The interdisciplinary nature of content analysis was further emphasized by the 1955 Social Science Research Council conference, which highlighted its role in interpreting complex symbolic content across fields. This study employs document analysis to critically evaluate EFL curricula in Nigeria and Algeria, focusing specifically on the curricula's richness and quantity. By systematically examining curriculum documents, the research aims to identify strengths, uncover gaps, and suggest areas for improvement in both educational contexts. Content analysis will be utilized to explore how these curricula address linguistic skills, cultural nuances, and effective language teaching strategies. This approach allows for a comprehensive assessment of the curricula's quality (depth) and scope (breadth), providing valuable insights into EFL curriculum design within distinct socio-cultural environments. The findings will inform recommendations to refine curriculum development, ultimately contributing to the broader discourse on language education in EFL contexts.

This chapter employs the twenty principles of curriculum design proposed by I.S.P. Nation and Macalister (2010) as a guiding framework, integrating content and document analysis to deliver a thorough evaluation of EFL curricula in Nigeria and Algeria. Krippendorff (2004) outlines six critical steps for conducting document analysis, which will be thoroughly examined in the following subsections to align with the objectives of this research.

2.1.1 Historical Evolution of Document Analysis

The evolution of document analysis is intrinsically connected to its development, a methodology that has become pivotal in examining educational materials, such as EFL curricula in countries like Nigeria and Algeria. Originally formulated for analyzing mass media, content analysis gained widespread traction after World War II, particularly through Berelson's seminal work in 1952, which expanded its application beyond media to various academic disciplines, including education. The growing complexity of media and information in the mid-20th century prompted researchers to explore innovative methods for examining diverse content types. Early

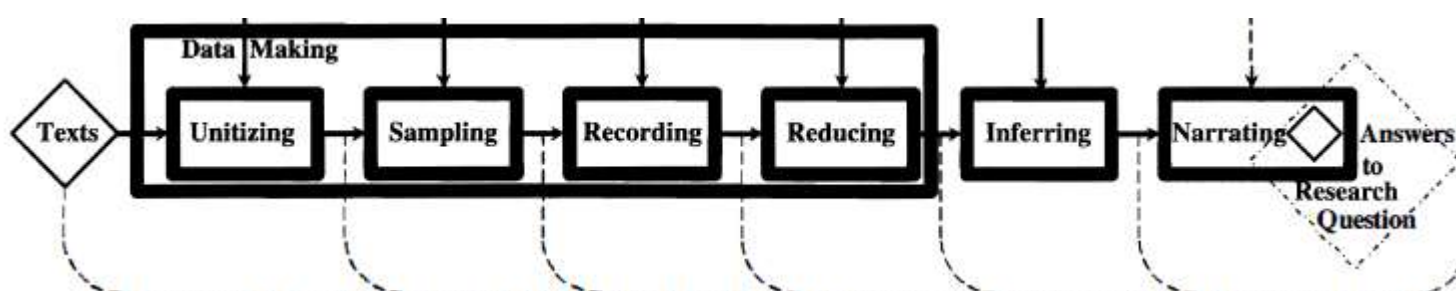
adopters in psychology and the social sciences applied content analysis to personal records, interviews, and other documents, demonstrating its versatility in uncovering social and psychological patterns.

This interdisciplinary usage cemented content analysis as a valuable tool for studying educational materials, a focal point of the current research. In the educational context, content analysis has been employed extensively to evaluate textbooks, curricula, and instructional resources, offering insights into how reading and learning are influenced by broader cultural and social dynamics. This makes it particularly suitable for scrutinizing EFL curricula, as it helps reveal how language teaching aligns with the cultural and educational objectives of different contexts, such as in Nigeria and Algeria. Content analysis's capacity to analyze a broad array of symbolic content, from cultural narratives to academic texts, positions it as an ideal method for investigating how curriculum design supports language acquisition. The inclusion of cultural and linguistic content analysis directly supports the research goals, which aim to elucidate the distinct characteristics of EFL education within varied social settings. A key milestone in the field's development was the 1955 conference organized by the Social Science Research Council, which convened experts from linguistics, psychology, anthropology, and related fields. This event underscored the expanding relevance of content analysis across academic domains and its potential in evaluating educational materials.

Understanding the historical evolution of document analysis provides a robust methodological foundation for this study, which seeks to critically assess EFL curricula in Nigeria and Algeria. Through content analysis, the research aims to dissect how these curricula address language skills, cultural elements, and pedagogical approaches, thereby offering a nuanced evaluation of language education effectiveness in these contexts. The analysis will draw on the twenty principles of curriculum design articulated by I.S.P. Nation and Macalister (2010), providing a structured framework for examining the unique dimensions of EFL curricula in Nigeria and Algeria.

2.2 Six steps of documents analysis

Krippendorff 2004 proposed six steps to actualising any documents analysis study, below each section will be dissect:



Krippendorff 2004 Six steps of Documents analysis

2.2 Text or Data (Documents to be Studied)

In the comparative analysis of EFL curriculum design between Nigeria and Algeria, Krippendorff (2004) emphasizes that data in content analysis, such as curriculum documents, are utilized as they exist without questioning their inherent meaning. This contrasts with controlled experiments, where data are specifically generated to address research questions.

In content analysis, the focus is on pre-existing texts, in this case curriculum documents, in this case that were not initially designed with research in mind. These documents are systematically analyzed to identify meaningful structures and units, providing insights into curriculum design and revealing potential differences between the Nigerian and Algerian contexts. Krippendorff underscores the importance of acknowledging the analysts' interpretive frameworks while considering the texts' intended audiences and purposes. Analysts must be vigilant against biases and focus on aspects of the texts that are less influenced by the authors' original intentions. This

approach is crucial for objectively comparing and understanding the EFL curriculum design in both countries, ensuring that the analysis reflects the curricula's true nature rather than being colored by the analysts' preconceptions.

Beaugrande and Dressler (1981) outline seven criteria that define a text suitable for content analysis: cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality. These elements structure a text in a linear sequence adhering to grammatical rules and dependencies, thus forming a cohesive message. In the present research, curriculum documents are presumed to embrace these criteria, interconnected by devices like recurrence, anaphora, cataphora, ellipsis, and conjunctions, which create coherence and meaning through contextual relationships and implications.

2.2.1 Data Language

A data language serves as a systematic framework that categorizes, measures, and interprets data, bridging the gap between unstructured observations and formal scientific analysis.

For content analysts, this language encompasses textual elements, images, verbal exchanges, and observed phenomena, organized into categories, variables, notations, and formats compatible with computational methods. According to Krippendorff (2004), a data language mediates between the experiential aspects of interpreting texts and the formalized analytical methods used to process these observations, distinguishing syntactical elements from semantic ones. An effective data language is crucial for ensuring accurate interpretation and analysis of data. To meet this goal, the syntax of data languages in content analysis must satisfy three essential criteria: they must be free of ambiguities, align with the analytical methods employed, and adequately represent the phenomena of interest.

These criteria ensure that the data language bridges the gap between raw observations and structured analysis, providing a reliable foundation for drawing meaningful insights.

2.2.2 Analytic Construct

The concept of an analytic construct is highly relevant within the context of comparing EFL curricula in Algeria and Nigeria because it provides a structured framework for analyzing and interpreting the curricular documents. In this research, the analytic construct serves as the guiding model that links the textual content of the curriculum documents with the research questions, specifically focusing on aspects such as the richness and number of courses, teaching methodologies, and alignment with educational standards like those proposed by Nation and Macalister (2010). In this cross-boarder comparison the analytic construct helps operationalize the relationship between the curriculum texts and the intended inferences about EFL education in the two countries. For example, it frames how analysts can systematically identify themes and patterns within the documents, such as pedagogical approaches or educational priorities, and relate these findings to broader contextual factors like national educational policies and socio-cultural influences.

By using an analytic construct, the research ensures that the inferences drawn from the textual analysis are not merely subjective but are guided by a defensible model that aligns with the context of the study. Moreover, Krippendorff's (2004) insights into developing analytic constructs by drawing from expert knowledge, established theories, and context-specific practices are directly applicable here. The study employs these principles to ensure that the analytic construct accurately captures the nuances of EFL curricula in both Algeria and Nigeria, enhancing the validity of the comparative analysis. This structured approach allows the research to systematically connect the data (curriculum content) with the outputs (findings), thereby producing meaningful conclusions about the strengths and areas for improvement within each curriculum.

In summary, the analytic construct is central to this study as it formalizes the process of drawing inferences from the EFL curricula, ensuring that the analysis remains contextually grounded and systematically aligned with the research objectives. This enhances the overall reliability and relevance of the findings, making them valuable for educators, curriculum designers, and policymakers in both Algerian and Nigerian EFL contexts.

2.2.2.1 Representational Technique

Once texts have been recorded and analytical constructs applied, the content analyst must present the inferences in a manner that is clear, interpretable, and pertinent to the research objectives. Identifying patterns and relationships within the findings can reveal insights that might be overlooked by unaided observation, allowing hypotheses to be tested and reinforced through comparison with other methods or data sources, Krippendorff's (2004). This comparative approach structures the validity of the content analysis, adding depth to the inferences and addressing any information gaps. For this research, infographic tables will be employed as the primary representational technique due to the condensed nature of the analysis and the focused scope of the twenty principles of curriculum design by I.S.P. Nation and Macalister (2010). These tables will succinctly convey the key findings, facilitating an efficient comparison of the EFL curricula in Nigeria and Algeria while maintaining clarity and coherence in the presentation of results.

2.2.2.2 Validity

Validity means how accurately a study measures what it aims to investigate without bias. In qualitative research, particularly in document analysis, maintaining validity is crucial for ensuring that findings are credible and accurate Krippendorff's (2004). This study ensures validity by focusing on two key aspects: breadth (range of topics) and depth (quality and detail of content). This helps keep the study focused on the relevant parts of the EFL curricula in Algeria and Nigeria while reducing potential biases. By aligning the analysis with the twenty curriculum design principles of I.S.P. Nation and Macalister (2010), the study uses a clear framework that provides a consistent way to evaluate the curricula. This alignment acts as a safeguard against outside influences and keeps the research on track. Content validity is strengthened by carefully selecting documents that represent the actual EFL curricula in both countries, ensuring that the data is reliable and comprehensive. Construct validity is supported by coding and categorizing the data according to established principles, accurately reflecting what the research intends to measure. Input from experts and thorough preliminary readings further improve validity, ensuring the analysis aligns with recognized educational standards and theories. In content analysis, validity is achieved when the conclusions drawn from texts match independent evidence, observations, other theories, or practical outcomes. According to Riffe, Lacy, and Fico (1998), validity in research should aim to be as truthful as possible, reflecting real-world situations accurately. This idea of truthfulness includes different forms of validity: face validity, social validity, and empirical validity. Face validity refers to findings that seem reasonable and credible on the surface because they align with common sense. However, face validity is subjective and may not always stand up to detailed examination, emphasizing the need for more thorough checks.

2.2.2.2.1 Types of Validity in Content Analysis

In content analysis, ensuring the validity of findings is essential for the credibility and reliability of the research according to Krippendorff's (2004). Different types of validity assess whether the analysis accurately captures the intended constructs and produces meaningful results.

A. Content Validity: This type of validity evaluates whether the analysis comprehensively covers all relevant aspects of the subject under study. For example, in analyzing EFL curricula from Nigeria and Algeria, content validity would involve ensuring that all critical components, such as language skills, pedagogical strategies, and assessment methods, are thoroughly examined. This ensures that the analysis does not overlook any essential curricular elements that are pivotal to understanding the educational context.

B. Construct Validity: Construct validity focuses on accurately measuring abstract concepts that cannot be directly observed, such as language proficiency or cultural attitudes in educational settings. In the context of comparing EFL curricula, construct validity would

involve defining observable indicators that represent these constructs, such as the inclusion of communicative activities to measure language competence. The analysis should ensure that these indicators align with theoretical expectations and educational standards.

C. Criterion-Related Validity: Also known as instrumental validity, this type examines how well the results correlate with an external benchmark or predict future outcomes. For instance, criterion-related validity in EFL curriculum analysis might involve comparing curricular elements against established frameworks, determine how well the curricula align with international standards. This can include concurrent validity, which looks at current alignment, and predictive validity, which assesses the potential impact of the curricula on future language learning outcomes. These types of validity are crucial in content analysis, as they ensure that the research findings are not only methodologically sound but also relevant and applicable within the specific educational contexts being studied.

2.2.2.3 Reliability

Reliability ensures that research findings are consistent and can be repeated, Krippendorff's (2004). This study enhances reliability through a systematic and clear approach, including a detailed coding guide based on Nation and Macalister's curriculum design principles. This guide helps minimize subjective judgments and ensures the coding process is applied consistently across the curricula. The use of official, authentic curriculum documents from both Nigeria and Algeria ensures the data is stable and accurate. Reliability is further reinforced by cross-checking, peer reviews, and expert feedback, which help identify and resolve discrepancies in data interpretation. Documenting every research step—from data selection to analysis—allows for replication, enhancing the study's reliability in comparing the EFL curricula.

2.2.3 Unitizing the Data

Unitizing means breaking down data into manageable parts for analysis and reporting (White & Marsh, 2014). In this study, data will be divided based on Nation and Macalister's twenty curriculum design principles, allowing for a detailed assessment of how the Nigerian and Algerian curricula match these standards. This segmentation will help evaluate the depth (quality and comprehensiveness) and breadth (range of topics covered) of the curricula, providing a clear picture of their effectiveness. Unitizing involves three main types of units: sampling units, data collection units, and units of analysis. Sampling units help define what will be studied, data collection units are used to measure specific aspects, and units of analysis serve as the basis for presenting findings. Although these units often overlap, they do not always match exactly. Usually, the sampling unit is the main document from which other units are derived, making it easier to systematically identify and retrieve relevant information. For this research, data will be segmented based on comprehensiveness and quantity to evaluate how well the EFL curricula in both countries meet the proposed standards. Unitizing ensures that relevant data segments are systematically categorized for detailed examination, supporting a clear analysis of the curricula. Different units of analysis—like sampling, recording, context, measurement, and enumeration units—serve various purposes in any study. Researchers must justify their unitizing methods, showing that the selected units effectively represent the necessary information and that no essential data is lost during segmentation. By carefully unitizing the data, this research aims to preserve the integrity of the analysis, ensuring that relationships within the EFL curricula are accurately captured. This approach helps build a comprehensive understanding of language education in Nigeria and Algeria, supporting a reliable comparison of the two curricula and enhancing the overall validity and reliability of the study's findings.

2.2.3.1 Types of Units in Content Analysis

In content analysis, understanding the different types of units is crucial for structuring data effectively. The three main types according to Krippendorff's (2004). are sampling units, recording/coding units, and context units. Each of these serves a specific function in organizing and interpreting data.

2.2.3.2 Sampling Units

Sampling units are the specific elements chosen for analysis, such as newspaper articles, sections of speeches, or individual curriculum documents, that represent the broader set of data under study. These units are carefully selected to capture the essence of the research focus, akin to how individuals are chosen in surveys, Krippendorff's (2004). However, unlike in survey research, where sampled and recorded units often coincide, sampling units in content analysis may not directly align with recording or context units, necessitating careful definition and management. In the context of EFL curriculum analysis, sampling units could include individual course syllabi, curriculum guidelines, or specific educational policy documents from Nigeria and Algeria. For instance, a curriculum document might be chosen as a sampling unit, while individual courses or topics within that document serve as recording units. This distinction allows for a detailed examination of content without conflating the broader curricular framework with its specific components. A critical aspect of selecting sampling units is addressing potential biases that arise from the interconnected nature of textual data. For example, EFL curriculum documents often reference national education policies or align with broader educational standards, which are interlinked. This interconnectedness means that sampling units must be selected to include sufficient contextual information to understand these relationships without allowing them to skew the analysis. By strategically defining sampling units whether it be whole documents or carefully chosen sections researchers can ensure that their findings accurately reflect the broader educational contexts. This approach minimizes the risk of misinterpretation due to unacknowledged links between texts, thereby preserving the integrity of the analysis and enhancing its relevance to curriculum studies.

2.2.3.3 Recording/Coding Units

Recording or coding units are the fundamental segments of content within sampling units that are specifically identified for description, coding, or analysis in content analysis, Krippendorff's (2004).

While sampling units define the broader scope of what is included in the study, recording units provide the necessary granularity for a detailed examination, enabling researchers to uncover deeper insights from the data. In the context of comparing EFL curricula in Algeria and Nigeria, the sampling units might include entire curriculum documents from each country.

However, the recording units would be smaller, distinct elements within these documents, such as specific course descriptions, instructional objectives, pedagogical strategies, or assessment methods. This division allows for a more nuanced and systematic analysis, as it focuses on the individual components that contribute to the overall curriculum design. For example, if one were analyzing a curriculum document as a whole, it might simply be categorized broadly as aligned with communicative language teaching or traditional grammar-focused instruction.

However, by breaking down the document into recording units like lesson plans, course objectives, or evaluation criteria, analysts can capture the intricate details that reflect the curriculum's true pedagogical intent and practical implementation. This level of detail enables a more comprehensive comparison of how each curriculum addresses specific aspects of language instruction, such as the emphasis on speaking versus writing skills or the integration of cultural content. Recording units are often the smallest meaningful segments that contain sufficient information for analysis, such as specific phrases, sentences, or sections of text that align with the research questions. For instance, in this study, recording units could include instructional guidelines, sample exercises, or descriptions of learning outcomes. These units can be organized at multiple levels, creating a hierarchical structure that ranges from broad categories (e.g., overarching curriculum goals) down to finer details (e.g., specific teaching methods used within a single course). This hierarchical approach allows for a layered analysis that not only identifies surface-level differences between the Algerian and Nigerian EFL curricula but also delves into the underlying educational philosophies and contextual factors that shape these programs. By defining and analyzing recording units systematically, research can achieve a more detailed and contextually relevant interpretation of the curricula. This approach facilitates the identification of patterns, themes, and discrepancies that may not be apparent when considering the documents as undifferentiated wholes.

It also allows for a targeted evaluation of specific components within the curricula, such as how well they adhere to recognized principles of language instruction, including those outlined by Nation and Macalister (2010). Ultimately, the use of recording units enhances the precision and depth of the content analysis, providing a robust framework for drawing meaningful inferences about the similarities and differences between the EFL curricula of Algeria and Nigeria.

This detailed examination not only contributes to a better understanding of each curriculum's strengths and weaknesses but also supports the development of recommendations for improving EFL education in both contexts.

2.2.3.4 Context Units

Context units are the broader segments of text that establish the boundaries within which recording or coding units are analyzed, providing the essential background and setting that aid in accurately interpreting these smaller units. Unlike sampling and recording units, context units are not directly measured or counted but play a pivotal role in ensuring that the analysis of recording units is grounded in the appropriate framework, offering depth and coherence to the study Krippendorff's (2004).

In the context of comparing EFL curricula between Algeria and Nigeria, context units help frame the analysis of specific curricular components, such as course descriptions, learning outcomes, or instructional methods, by situating them within the broader educational framework. For instance, while recording units might focus on individual course objectives or pedagogical strategies within the curriculum documents, the context units could encompass the entire section of the document related to language skills development, teaching methodologies, or evaluation approaches. These context units provide the necessary background to understand how each recording unit contributes to the overall aims and structure of the curriculum. For example, when examining the richness and number of EFL courses in the selected documents from Ain Temouchent University in Algeria and Bayero University Kano in Nigeria, context units help provide clarity on how specific course elements align with national educational goals, institutional priorities, or broader pedagogical trends. The context unit could be the entire curriculum document or a specific section on teaching philosophy, offering insights into how individual courses fit within the wider curricular framework and addressing questions about the intended outcomes of EFL instruction in each setting. Unlike sampling units, which determine what content is included in the study, and recording units, which focus on specific segments for detailed analysis, context units provide the interpretative backdrop that ensures recording units are analyzed within the appropriate educational, cultural, and institutional context.

For instance, a course description may emphasize communicative language teaching, but understanding its true emphasis requires examining it within the broader context of the curriculum's stated goals, such as promoting intercultural competence or enhancing academic writing skills. Without adequately defined context units, the analysis of recording units risks being disconnected from the larger educational narrative, leading to potential misinterpretations of the data. The size and scope of context units can vary significantly depending on the analytical needs of the study. They might range from a few sentences surrounding a recording unit, such as a paragraph describing teaching methods, to entire curriculum sections detailing the overarching pedagogical philosophy. In this comparative analysis, context units could include introductions to curriculum documents that outline institutional language policies, contextual notes on educational reforms, or sections summarizing the intended learning outcomes for each year of study. These broader sections help elucidate why certain courses are structured the way they are and how they align with larger educational objectives, thus anchoring the analysis in a meaningful context. While larger context units provide a richer backdrop for understanding recording units, they also introduce challenges, such as the potential for inconsistent interpretations due to the expanded content scope. For instance, analyzing an entire curriculum document as a context unit might offer valuable insights into the educational philosophy behind the course offerings, but it can also complicate the analysis by introducing multiple, sometimes conflicting, perspectives.

Therefore, careful definition and alignment of context units are crucial to balance the need for comprehensive understanding with the practicality of managing and interpreting the data consistently. By meticulously defining and employing context units, researchers can ensure that their analysis of the EFL curricula remains coherent, contextually relevant, and reflective of the nuanced educational landscapes of Algeria and Nigeria. This approach not only enhances the validity of the study's findings but also deepens the understanding of how specific curricular elements are shaped by broader educational contexts, ultimately contributing to more informed recommendations for enhancing EFL instruction in both countries. Context units, thus, serve as the connective tissue that links individual recording units to the larger curricular and cultural frameworks, allowing for a more holistic and insightful comparative analysis.

2.2.4 Sampling in Content Analysis

In qualitative content analysis, sampling is a deliberate and strategic process aimed at selecting documents that offer the most pertinent insights into the research question. Unlike quantitative research, which often employs random sampling to achieve broad generalizability, qualitative content analysis which this study utilise, prioritizes the distinctiveness and context-specific relevance of each document.

This approach is particularly valuable when examining complex, contextually rich subjects like EFL curricula, as it enables a focused exploration of how different educational frameworks embody key pedagogical principles. For this study, the selection of EFL curriculum documents from Nigeria and Algeria is purposefully driven by the need to scrutinize how each country's curriculum aligns with its broader educational goals, pedagogical philosophies, and cultural contexts. By carefully choosing these documents, the research aims to uncover nuanced insights into the structural and thematic elements of EFL education in both countries. This purposive sampling strategy facilitates a detailed comparison, revealing how curricular design reflects national priorities in language education and how these align or diverge between the two contexts. Sampling in content analysis also serves to highlight representative subsets of data that mirror broader trends, while recognizing the complexity inherent in analyzing text at multiple levels. Unlike simpler sampling methods used in surveys or experiments, selecting representative text samples in qualitative research requires careful consideration of various analytical levels, such as individual words, sentences, paragraphs, or entire sections of a document. This complexity necessitates a strategic approach to ensure that the selected samples are not only representative of the broader dataset but also align with the study's objectives, thereby offering a clear window into the underlying themes and patterns. For instance, in the context of this cross-national comparison, the sampling process involves selecting specific courses, thematic areas, or key pedagogical strategies within the EFL curricula of Ain Temouchent University in Algeria and Bayero University Kano in Nigeria. By focusing on these elements, the analysis captures the core components of each curriculum, allowing for a comparison that highlights similarities and differences in how language instruction is conceptualized and implemented.

This approach not only facilitates a detailed examination of curricular content but also enables an understanding of the broader educational philosophies that inform EFL instruction in both settings. Furthermore, qualitative content analysis often employs sampling techniques that emphasize the selection of quotes or examples to illustrate broader trends within the data. These illustrative samples serve to reflect similar cases not explicitly shown, thereby creating an implied generalization that speaks to the overall patterns observed within the data set. In this study, sampling targets representative curricular elements, such as descriptions of language skills development, course objectives, or pedagogical approaches. This allows the research to delve into the depth and breadth of the curricula, offering insights into how specific courses contribute to the overarching goals of EFL education in each country. The choice of sampling units in content analysis is critical because it defines the scope of the analysis and determines which aspects of the documents will be emphasized. By selectively sampling relevant parts of the curriculum documents, the research ensures that the analysis remains tightly aligned with the study's objectives. For example, examining the course descriptions and syllabi helps reveal how each curriculum prioritizes different language skills, such as speaking, writing, or intercultural communication, and how these priorities reflect national educational standards

or institutional goals. Sampling, therefore, plays a dual role in qualitative content analysis: it helps focus the research on relevant data subsets, and it ensures that these subsets are representative of broader curricular trends.

This approach is particularly valuable in this study as it allows for a meaningful comparison of the EFL curricula from Nigeria and Algeria, highlighting distinct educational contexts while drawing attention to areas of commonality and divergence. Through purposeful sampling, the research not only captures the unique characteristics of each curriculum but also provides a robust foundation for making informed comparisons, ultimately contributing to a deeper understanding of EFL education in these two countries. By employing a purposive sampling strategy, the study aligns its data collection with its analytical goals, ensuring that the selected curricular elements accurately represent the broader educational narratives of Nigeria and Algeria.

To sum it up, this approach not only enhances the validity of the study's findings but also provides a structured basis for interpreting how each curriculum reflects and responds to the linguistic and pedagogical demands of its respective context. Consequently, the sampling process in this content analysis is not merely about data selection but is a critical step in constructing a coherent and insightful comparison of EFL education across these two diverse educational landscapes.

2.2.4.1 Sampling Technique

This study employs a comprehensive sampling technique guided by specific research questions aimed at comparing EFL curriculum designs in Nigeria and Algeria. The analysis focuses on all relevant curriculum documents from selected universities in both countries, such as course lists and syllabi. By examining the entire set of available documents, this approach ensures complete coverage of the curricula, eliminating the need for partial sampling and allowing for a detailed examination of the depth and breadth of each curriculum. This method aligns with the study's objectives and provides a full picture of how language education is structured in the respective contexts. Analyzing the entire dataset enhances the validity of the findings, ensuring that the results reflect the true content and design principles of the curricula.

2.2.4.2 Sample Size

Krippendorff (2004) notes that determining an appropriate sample size in document analysis is crucial for confidently answering research questions, particularly in qualitative studies like curriculum comparison. Although there is no one-size-fits-all answer, analysts can determine sample size through various strategies. One approach is to adjust the research questions to fit the available data's scope, aligning them with the constraints of sampling theory. Another method involves experimenting with different sampling sizes to find the most representative sample. The split-half technique can also be used, where the sample is divided into two halves, and results are compared to ensure consistency and reliability. These strategies help ensure that the sample is sufficient to yield valid and meaningful findings, particularly in complex analyses like comparing EFL curricula from Nigeria and Algeria (Krippendorff, 2004).

2.2.4.3 Coding

Qualitative coding is an adaptable process that evolves as researchers engage with the data. Unlike rigidly predefined codes, coding in this study develops as new themes emerge from the analysis of the EFL curricula, such as unique teaching methods or thematic elements. This flexible approach is well-suited to uncover unexpected aspects of how each curriculum addresses educational goals. Coding and recording play a pivotal role in content analysis, serving two main functions. First, they create permanent records of data, whether it's spoken words, images, or written text. This enables the data to be revisited, analyzed, and compared over time, providing a structured basis for interpretation. For instance, while texts can be repeatedly read, they require further coding to become analyzable. Second, recording and coding transform raw data into an organized format, making it interpretable. This process often relies on human judgment to read, interpret, and code the data, especially in qualitative research where nuances and context are critical. Although computer-aided text analysis offers efficiency, it often fails to capture the subtleties embedded in texts, underscoring the need for human involvement

Krippendorff (2004). In this study, coding is essential for a systematic analysis of the EFL curricula from Nigeria and Algeria, facilitating a detailed comparison of educational content across these different contexts.

2.2.4.4 Function of Coding and Recording

Recording and coding are foundational elements of content analysis that often pose challenges for researchers. According to Krippendorff (2004), recording involves documenting observations based on what analysts read, see, or find, ensuring these observations align with their analysis. Coding systematically categorizes data using specific rules, often requiring nuanced interpretation that automated tools cannot fully achieve. While mechanical measurements in the natural sciences ensure consistent data, content analysis of social phenomena often demands the cultural competence of human coders to capture deeper meanings. Despite advancements in computer-aided text analysis, researchers frequently rely on human judgment to accurately interpret complex data, especially in studies involving curriculum comparisons where educational content requires careful analysis. Coders, therefore, play a crucial role, blending systematic categorization with interpretive skills to produce valid, meaningful insights (Krippendorff, 2004). This approach is particularly relevant for this study, as it ensures that the nuanced details of the EFL curricula from Nigeria and Algeria are accurately captured and compared.

2.2.4.5 Reducing Data

Data reduction is a fundamental step in content analysis, particularly when dealing with extensive and intricate datasets. This process involves condensing large volumes of information into more manageable and interpretable forms without losing the essence of the original data. In content analysis, effective data reduction allows researchers to focus on the most relevant aspects of the data, facilitating a clearer understanding of the material under investigation, Krippendorff (2004). This step is crucial for ensuring that the analysis remains coherent, efficient, and aligned with the research objectives, especially in comparative studies like this one, which examines EFL curricula in Nigeria and Algeria.

One common technique used in data reduction is the type/token statistic, which lists distinct types (such as words or phrases) along with their frequency of occurrence. This method provides a streamlined representation of the data, summarizing repeated elements into frequency counts. Unlike a full tabulation of every instance, this approach highlights patterns within the data, allowing researchers to discern key trends and themes without wading through all raw data entries. While this technique offers an efficient overview, it also allows for the reconstruction of the original data if needed, preserving the integrity of the information. However, employing statistical reduction methods such as correlation coefficients or distribution parameters does involve some degree of information loss. The necessary abstraction inherent in these methods means that certain nuances of the original data may be overlooked. This is particularly relevant when reducing qualitative data, where context, subtlety, and complexity often play a critical role in shaping understanding. Despite this, data reduction remains invaluable as it distills the data into its most informative components, making the analysis more targeted and comprehensible. In qualitative content analysis, data reduction techniques such as rearticulations, summaries, and thematic categorizations play a vital role in distilling the data to its most essential elements. Rearticulations involve rephrasing data in ways that capture the main ideas without unnecessary detail, while summaries condense longer sections into concise overviews that highlight key points. Thematic categorization, on the other hand, involves organizing data into meaningful groups based on recurring themes, facilitating a focused examination of patterns and insights relevant to the research questions. In the context of this study, which compares the EFL curricula of Nigeria and Algeria, data reduction serves to condense voluminous curricular content into manageable units that reflect the curricula's depth and breadth. By focusing on core elements—such as course descriptions, learning objectives, and pedagogical strategies—data reduction helps to bring clarity to the comparative analysis. This method allows the research to highlight crucial differences and similarities between the curricula, enabling a detailed examination of each curriculum's strengths and potential

areas for improvement. For instance, data reduction might involve summarizing key curricular features, such as the emphasis on language skills development or the integration of cultural components in language teaching. By distilling these aspects into thematic categories, the analysis can more easily compare how each curriculum addresses language proficiency, intercultural competence, and pedagogical effectiveness. This focused approach ensures that the study remains aligned with its objectives, providing a clear, structured basis for evaluating the educational frameworks in both contexts. Moreover, data reduction enhances the coherence of the analysis by filtering out extraneous information that could distract from the main findings. This is particularly important when dealing with complex educational documents, where extraneous details can obscure the key themes that are central to the research. By reducing the data to its most relevant components, the study ensures that the analysis is both comprehensive and comprehensible, allowing for meaningful insights to emerge. However, it is crucial to balance the need for reduction with the requirement to preserve essential details that are critical for valid conclusions. Care must be taken to ensure that the reduction process does not strip the data of its contextual richness or compromise its interpretive value. In this study, data reduction is carefully managed to maintain the integrity of the original documents while highlighting the elements that are most pertinent to the comparative analysis of EFL curricula. Through careful application of data reduction techniques, this research streamlines the analysis, making it possible to draw well-founded conclusions about the strengths and weaknesses of each curriculum. By focusing on representative aspects of the curricula, such as course offerings, thematic emphases, and instructional approaches, data reduction facilitates a nuanced comparison that aligns closely with the study's objectives.

This approach not only enhances the efficiency of the analysis but also ensures that the resulting insights are clear, coherent, and directly applicable to understanding the educational contexts of Nigeria and Algeria. Ultimately, data reduction is not merely a mechanical process of cutting down data volume; it is a strategic approach that enhances analytical clarity and depth. By distilling the data to its most essential elements, the research can provide a focused, insightful examination of how EFL education is structured and implemented in two distinct educational settings, offering valuable implications for educators, curriculum designers, and policymakers seeking to improve language instruction.

2.2.5 Inferring in Content Analysis

Abductive inference in content analysis serves as a powerful tool for researchers to transcend mere surface-level descriptions of textual data, uncovering deeper meanings, implications, and the contextual significance embedded within the text. This approach diverges from conventional deductive or inductive reasoning by emphasizing the formulation of plausible explanations that connect observed data to broader contextual understandings, Krippendorff (2004). Abductive inference relies on warrants justifications that bridge the gap between the text and established knowledge, ensuring that the drawn inferences are credible, valid, and deeply rooted in the contextual framework of the study. Unlike deductive reasoning, which tests hypotheses based on general rules, or inductive reasoning, which builds generalizations from specific observations, abductive reasoning focuses on developing the most plausible explanation for the observed data. In content analysis, this means making informed assumptions that connect specific textual elements to wider contexts, such as societal norms, cultural values, or institutional practices. The strength of abductive inference lies in its capacity to draw on contextual knowledge, expert insights, and theoretical frameworks, allowing researchers to go beyond what is explicitly stated in the text and explore the underlying forces shaping the data, Krippendorff (2004).

In the context of analyzing EFL curricula from Nigeria and Algeria, abductive inference becomes particularly valuable for understanding how specific curriculum elements reflect broader educational policies, cultural dynamics, or societal demands that are not immediately apparent in the documents themselves. For instance, an EFL course emphasizing communicative language teaching might suggest a broader policy shift toward practical language use in everyday communication, aligning with global trends in language education. Similarly, the presence of specific literary texts in the curriculum could indicate cultural preservation efforts or align with national

identity-building strategies. These inferences are not directly observable but are inferred through the abductive process, which links the curriculum content with contextual knowledge. The abductive approach allows researchers to ask, “What must be true for this content to appear in the way that it does?” and then provide justifications that connect the curricular elements to broader, often unspoken, contextual realities. For example, the emphasis on specific language skills, such as writing or speaking, might reflect national educational priorities, workplace demands, or the influence of international benchmarks like the Common European Framework of Reference for Languages (CEFR). To ensure that these inferences are robust and defensible, researchers employ warrants, which serve as the logical connectors between the textual evidence and the inferred meanings. Warrants draw from established theories, prior research, or contextual knowledge, providing a rationale for why a particular inference is reasonable. In the analysis of EFL curricula, warrants might include references to national language policies, educational reform initiatives, or societal needs identified in related literature. These connections validate the inferences, ensuring they are not mere speculation but grounded in a broader understanding of the educational landscape. For instance, when analyzing the curricula, a researcher might infer that the inclusion of specific pedagogical approaches reflects the influence of international educational standards. This inference would be warranted by evidence of the country's participation in global educational networks or alignment with international language proficiency frameworks. Similarly, the absence of certain content, such as modern digital literacy skills, could be inferred as a gap in policy adaptation, justified by a review of recent policy documents or educational reports highlighting these issues. Abductive inference thus enriches content analysis by adding layers of meaning that extend beyond what the text explicitly communicates. It allows researchers to explore the hidden dimensions of curriculum design, such as the implicit goals of education, cultural values being promoted, or the responsiveness of the curriculum to socio-economic needs. By making these connections, abductive reasoning provides a comprehensive understanding of how curriculum elements serve broader educational and societal functions, offering insights that are critical for stakeholders aiming to enhance curriculum development. In the comparative analysis of EFL curricula from Nigeria and Algeria, abductive inference is instrumental in interpreting the distinct features of each curriculum. It helps elucidate how the differences and similarities in course content, pedagogical strategies, and learning outcomes reflect underlying contextual factors such as historical legacies, cultural imperatives, and policy directions. This deeper understanding informs recommendations for curriculum improvement by highlighting areas where alignment with contemporary educational needs and global standards can be strengthened. Overall, abductive inference is a critical analytic tool that enables content analysis to move beyond descriptive accounts, providing richer, contextually informed insights. It bridges the gap between textual data and the broader educational, cultural, and societal contexts in which these texts exist.

By carefully applying warrants, researchers ensure that their interpretations are credible, insightful, and aligned with the realities of the study context, ultimately enhancing the validity and impact of their findings. This approach not only deepens the analysis but also positions the research to offer actionable conclusions that resonate with the lived experiences and educational aspirations of the target populations.

2.2.6 Narrating in Content Analysis

Narrating the results of content analysis is a critical step that transforms raw data into a coherent and impactful narrative, making the findings accessible and relevant to various stakeholders, including scholars, educators, practitioners, and policymakers. Narration is not merely about presenting data; it is an interpretative act that involves elucidating the significance of the findings, contextualizing them within the broader academic discourse, and highlighting their practical implications Krippendorff (2004).

By effectively narrating the results, researchers can bridge the gap between complex analytical processes and real-world applications, ensuring that the insights gained from content analysis are both comprehensible and actionable. A well-structured narration provides a clear and systematic presentation of the findings, guiding the audience through the analytical journey from data collection to conclusion.

This involves detailing how the content analysis was conducted, why it was chosen over other research methods, and how the results align with or challenge existing literature. For example, in a study comparing EFL curricula from Nigeria and Algeria, narration would involve not just a description of the identified themes and patterns but also an exploration of how these findings relate to existing educational theories, curriculum design principles, and national educational policies. Moreover, narration helps to justify the methodological choices made during the research process. In the context of content analysis, this means explaining why this method was preferred over alternatives like direct observation, interviews, or surveys. Content analysis allows for the examination of existing texts without the influence of the researcher's presence, making it ideal for studies where historical or institutional documents are the primary data sources. This method is particularly relevant when analyzing curricular materials, where the aim is to understand how educational objectives are framed and delivered across different contexts. By narrating these methodological justifications, researchers provide transparency and enhance the credibility of their work. The style and structure of narration are often influenced by the intended audience and the conventions of academic writing. For instance, research published in academic journals must adhere to specific guidelines regarding the presentation of findings, including clear articulation of the research questions, detailed descriptions of the data analysis process, and comprehensive discussions of the results. Peer reviewers play a crucial role in evaluating the clarity, relevance, and impact of the narrated findings, often focusing on how well the research connects with the existing body of knowledge and its potential contributions to the field. An effective narrative not only presents the results but also situates them within the broader context, linking the findings to theoretical frameworks and empirical studies that inform or contrast with the analysis. For example, in comparing the EFL curricula of Nigeria and Algeria, narrating the findings might involve discussing how the identified curricular themes reflect broader educational trends, such as the emphasis on communicative language teaching or the integration of digital literacy skills. The narration would highlight how these findings align with international standards like the CEFR and suggest areas where the curricula could be further developed to meet emerging educational needs. Narration also plays a crucial role in articulating the practical implications of the findings, making them relevant beyond the academic sphere. In the context of EFL curriculum analysis, this could involve recommendations for policymakers and educators on how to enhance curriculum design, incorporate more inclusive pedagogical strategies, or address identified gaps in language education. By connecting the findings to actionable recommendations, narration ensures that the research has a tangible impact, informing curriculum reform efforts and shaping future educational practices. Furthermore, effective narration requires an understanding of the audience's needs and expectations. Scholars may seek detailed methodological explanations and theoretical linkages, while practitioners might be more interested in practical takeaways and recommendations for implementation. Narration must, therefore, be tailored to resonate with the audience, balancing technical rigor with accessible language and actionable insights. This adaptability ensures that the narrative remains engaging and relevant, whether it is presented in an academic journal, a conference presentation, or a policy report. In addition, narrating the results of content analysis involves addressing potential limitations of the study, including any biases inherent in the data selection or analysis process. Acknowledging these limitations not only enhances the transparency of the research but also provides a foundation for future studies to build upon. For example, in narrating the findings of the EFL curriculum analysis, researchers might discuss the constraints related to the availability of curricular documents or the subjective nature of thematic interpretation, suggesting areas where further research could provide deeper insights.

Ultimately, narration serves as the bridge between the analytical process and its broader implications, ensuring that the findings are not only understood but also valued by the intended audience. It translates the complexities of content analysis into a narrative that highlights the research's significance, aligns it with existing knowledge, and offers a clear pathway from data to actionable conclusions. By skillfully narrating the results, researchers can amplify the impact of their work, contributing valuable insights that inform educational theory, practice, and policy, and ultimately enhancing the understanding of the phenomena under study.

2.3 Qualitative Document Analysis

Both qualitative and quantitative content analysis methods involve common steps, such as selecting relevant texts, breaking the texts into manageable parts, and analyzing the content within its context (White & Marsh, 2014). However, qualitative analysis differs in its emphasis on exploring meanings, themes, and patterns rather than testing predefined hypotheses. This approach is especially suitable for studying the EFL curricula in Nigeria and Algeria, where the focus is on understanding the educational content's depth and breadth.

2.4 Formulating Research Questions

Unlike quantitative analysis, which tests set hypotheses, qualitative analysis is exploratory, adapting to new insights that emerge during the research. This study uses research questions to guide the analysis of EFL curricula in Nigeria and Algeria, examining how each curriculum aligns with the educational principles outlined by Nation and Macalister (2010). This approach allows the research to adjust as new findings arise, leading to a richer understanding of the content.

2.4.1 Interconnected Coding and Analysis

In qualitative research, coding is more than labeling data; it involves ongoing analysis and interpretation. Unlike quantitative methods, where coding and analysis are separate, qualitative coding serves as an active tool for deep data comprehension (White & Marsh, 2014). In this study, coding the EFL curricula will help identify how each curriculum addresses instructional methods and content depth, enabling a comprehensive comparison of educational approaches in Nigeria and Algeria.

2.4.2 Manual Analysis (Without Software)

Though software can aid in coding and organizing data, this study will employ manual methods to ensure a close, hands-on interaction with the texts (White & Marsh, 2014). Manual analysis allows the researcher to engage deeply with the documents, capturing nuances that automated methods might overlook, aligning with qualitative research principles.

2.4.3 Data Contextualization

Understanding context is essential in qualitative analysis. The researcher examines how each curriculum is influenced by educational, cultural, and societal factors, such as how the needs of Nigerian or Algerian students shape EFL curriculum design. This contextual understanding clarifies why specific teaching methods or content areas are prioritized.

2.4.4 Reporting Findings

The findings will be reported to highlight key themes and patterns observed in the curricula. Detailed descriptions will be provided, focusing on how each curriculum addresses educational goals, identifies strengths and weaknesses, and offers suggestions for improvement. The aim is to provide a clear, evidence-based comparison that can inform curriculum development and policy decisions in both contexts.

2.5 Comparative Analysis

The study will compare the EFL curricula of Nigeria and Algeria, assessing how each aligns with the educational principles of Nation and Macalister (2010). This comparison will explore similarities and differences in curriculum design, teaching methods, and content focus, offering insights into how each country addresses its unique educational challenges.

2.6 Research Questions in Document Analysis

Research questions are foundational in guiding content analysis, helping analysts navigate their inferences from texts (Krippendorff, 2004). In comparing the EFL curricula of Nigeria and Algeria, clear research questions ensure that the analysis remains focused and grounded in evidence. This approach contrasts with open-ended exploration, which risks producing unfocused findings. By starting with

specific questions, the study systematically examines aspects such as instructional methods, language proficiency goals, and assessment strategies, ensuring that findings are validated through empirical evidence rather than speculative interpretations.

2.6.1 Context

Krippendorff (2004) posits that context is a construct created by the analyst, representing the conceptual environment of a text and the situation in which the text functions. In content analysis, context guides the approach to interpreting texts, serving as the analyst's best hypothesis about how the texts were created, what they mean, and what they reveal within their socio-cultural and educational environments. The present research situates its context within the unique socio-cultural and educational challenges of Nigeria and Algeria, as well as the broader global landscape of EFL education. Context in content analysis includes all the knowledge applied to the texts, ranging from scientific theories to empirical evidence and intuitive insights into how texts are read and understood (Krippendorff, 2004). The present study's context is firmly rooted in EFL education, specifically examining how Nigerian and Algerian curricula are constructed and understood within their respective contexts. For instance, political analysts, psychologists, historians, and other scholars engage texts with unique research questions and conceptual tools, each constructing distinct contexts. These varied contexts highlight that texts can be placed within multiple interpretative frameworks, including those of the authors, audiences, and other stakeholders (Krippendorff, 2004).

2.6.2 Validating the Evidence

Content analysis, often lacking direct observational evidence, should be "validatable in principle," even if practical validation is challenging (Krippendorff, 2004). This requirement ensures that research questions pursued in content analysis are empirically grounded, thus maintaining the integrity of the analysis and its findings. Bowen (2009) stresses the necessity of critically evaluating documents, acknowledging that not all data is accurate or relevant, and that documents should not be taken at face value. Researchers must scrutinize documents to identify potential misinformation, assessing the authenticity, credibility, and representativeness of the data. In the present research, data were generated from interviews with a trusted Algerian faculty member and a former Nigerian student, ensuring that the information reflects genuine curriculum details without bias or manipulation. By rigorously analyzing and comparing the EFL curricula of Nigeria and Algeria against Nation and Macalister's (2010) twenty principles of language curriculum design, this study aims to validate its conclusions. The research emphasizes interpreting the data rather than merely reproducing it, critically evaluating the curricula's alignment with the study's conceptual framework to ensure data validity and reliability (Bowen, 2009).

2.6.3 Document Analysis as an Investigative Tool

Content analysis is a significant investigative tool among various research methods, encompassing a wide range of techniques and applications. Leites and Pool (1942, cited in Berelson & Lazarsfeld, 1948) identify four primary functions of content analysis: confirming existing beliefs, correcting specialists' misconceptions, resolving expert disagreements, and formulating or testing hypotheses about symbols. Berelson (1952) expands on this by detailing various uses, such as describing communication trends, tracing scholarly developments, comparing international differences, and evaluating media content against objectives. Content analysis originally emerged from journalism and mass communication but has since expanded into numerous empirical fields, including psychiatry, psychology, history, anthropology, education, philology, and linguistics (Stone, Dunphy, Smith, & Ogilvie, 1966). It can be applied to diverse data types, including texts, images, sounds, and artifacts, allowing analysts to infer features of any defined context (Krippendorff, 2004). In this study, content analysis is used to compare EFL curricula from Nigeria and Algeria, leveraging this method's versatility to draw insights from textual data and contextualize findings within the broader field of EFL education.

2.6.4 Comparing Similar Phenomena

In comparative research, it is essential to dissect and analyze texts at a granular level. For instance, when evaluating the EFL curricula of Nigeria and Algeria, it is crucial to categorize and scrutinize the documents based on distinct aspects such as educational objectives, teaching methods, and curriculum content. This approach ensures that each segment of the curriculum is examined according to its specific contributions and significance to EFL education. This method parallels the analytical strategies used in other domains, such as comparing texts by time periods to study trends or by sources to evaluate media treatments. In this context, documents should be differentiated based on factors like national educational policies, curricular frameworks, or pedagogical approaches (Stone, Dunphy, Smith, & Ogilvie, 1966). The present study will focus on educational policies and pedagogical approaches, comparing inferences drawn from curricula within their specific contextual frameworks rather than merely on textual properties alone.

2.7 What is Document Analysis?

Document analysis is a structured research method aligned with the principles of content analysis, facilitating the extraction of meaningful insights from various texts within defined contexts. It involves the systematic and objective examination of documents—ranging from printed materials to visual media—to uncover patterns, themes, and insights that are not directly generated by the researcher (Krippendorff, 2004). This method is particularly useful for comparing educational curricula, as it allows for a detailed evaluation of content, scope, and instructional design. In the realm of curriculum design, especially in EFL contexts, document analysis provides a structured approach to assess how different countries, such as Algeria and Nigeria, design their language education programs. EFL curricula are essentially collections of courses and educational materials crafted to meet specific learning objectives. By systematically analyzing these curricula, researchers can evaluate their alignment with recognized principles of effective language instruction, such as Nation and Macalister's (2010) twenty principles of curriculum design. These principles emphasize the importance of both depth and breadth in curricular content to ensure comprehensive and pedagogically sound language programs. Document analysis in this study will focus on comparing key elements of the EFL curricula in Algeria and Nigeria, including course offerings, instructional approaches, and underlying educational philosophies. For instance, the Algerian curriculum may emphasize communicative methods influenced by its historical and cultural context, whereas the Nigerian curriculum might prioritize literacy and grammatical accuracy tailored to its sociolinguistic needs. Berelson's (1952) definition of content analysis as “a research technique for the objective, systematic, and quantitative description of the manifest content of communication” underscores the importance of objectivity and systematicity, which are also central to document analysis in curriculum studies. The goal is to delve into the qualitative dimensions of curriculum design, assessing how each curriculum addresses learner needs and adheres to international standards. To validate findings, the research will employ a comprehensive evaluation of curriculum documents, including digital copies of course lists, syllabi, and policy guidelines from universities in both Algeria and Nigeria. This will involve comparing these documents against established criteria and the twenty principles of curriculum design, drawing empirically grounded and contextually relevant conclusions. Document analysis will enable a detailed examination of curricular content and offer a broader understanding of how EFL education is influenced by national policies, cultural contexts, and societal needs.

2.7.1 Specific Uses of Documents

Documents are pivotal in research, providing context and depth. They offer historical insights and background information, essential for situating findings within a broader narrative. In this research, analyzing curriculum documents from Algerian and Nigerian universities will reveal the historical roots, educational philosophies, and pedagogical frameworks shaping these EFL programs. This approach not only contextualizes the study but also highlights socio-cultural and educational influences on EFL instruction. Documents also serve as a foundation for generating research questions and guiding observational inquiries. By examining curriculum documents, researchers can identify key areas for further exploration, such as gaps in language instruction or alignment with international standards. For example,

analyzing the EFL curricula of Algeria and Nigeria will assess their alignment with Nation and Macalister's (2010) twenty principles, focusing on content quality and breadth. Furthermore, documents guide the development of research instruments, such as interview guides and observational checklists. Data extracted from documents can inform targeted questions that explore specific curricular components or instructional strategies. Researchers should leverage library catalogs, archives, and institutional repositories to access relevant materials, enriching the analysis and enhancing the study's credibility. The relevance and applicability of documents must be critically assessed to ensure they align with the research objectives and educational contexts (Atkinson & Coffey, 1997, 2004).

2.7.2 Analyzing the Document

Document analysis involves a systematic process to extract relevant information from documents, fulfilling specific research objectives. It includes techniques such as skimming, in-depth reading, and interpretative analysis. This iterative approach integrates content and thematic analysis, allowing for a deep engagement with the material to uncover underlying themes and insights (Bowen, 2009). In this research, the focus will be on analyzing EFL curriculum documents from universities in Algeria and Nigeria, integrating information to support comparative analysis. Content analysis will organize data into meaningful categories related to the research questions, such as teaching methodologies, assessment strategies, and alignment with international standards. By categorizing information according to thematic elements and research questions, the study will highlight both commonalities and differences between the curricula. The analysis will go beyond data extraction to include thoughtful interpretation of content within each country's educational and cultural contexts. Combining content and thematic analysis will provide a nuanced understanding of EFL education in Algeria and Nigeria, offering insights into curriculum design and its implications for language instruction. Document analysis will thus serve as a critical methodological tool, enabling a detailed exploration of curricular content and fostering cross-contextual learning and improvement in EFL education.

2.7.3 Selection of Documents

Selecting appropriate documents is a foundational step in document analysis, necessitating careful attention to several critical factors to ensure the reliability and relevance of the data. Authenticity is crucial for confirming that the documents are genuine and unaltered. In this study, documents from Algeria are sourced from a high-ranking official at the University of Ain Temouchent, while Nigerian documents come from a recent graduate and include course registration forms. To ensure credibility, the documents are verified for accuracy and trustworthiness, with all being obtained from reputable individuals within their respective educational institutions. Representativeness is addressed by selecting documents that exemplify typical EFL courses, thus providing a clear representation of the curricular structure at both universities. Additionally, meaning is assessed to ensure that the documents are clear and provide pertinent information for a comprehensive analysis of the EFL curricula in both Algeria and Nigeria. These stringent criteria ensure that the selected documents form a solid basis for the research, enabling a thorough comparison and insightful examination of English language education in these contexts.

2.7.4 Sampling Technique in documents analysis

To complement the criteria of authenticity, credibility, representativeness, and meaning, an appropriate sampling technique is essential (Flick, 2018; Bowen, 2009). This study employs purposive sampling, which allows for the intentional selection of documents that align closely with the research objectives. The number of documents is not predetermined but is based on the research questions and objectives. The sample size is deemed sufficient when additional data collection no longer provides new insights, a concept known as redundancy (Merriam & Tisdell, 2016). For this research, the sample comprises digital copies of course lists from Algeria and Nigeria, acquired via

email. This method ensures that the documents are both manageable and focused, facilitating a comprehensive comparison of the EFL curricula in these two contexts.

2.7.5 Thematic Analysis of the Documents

Following document selection, thematic analysis will be utilized to examine the documents. This approach is chosen for its flexibility, making it suitable for diverse types of studies, including this one (Braun & Clarke, 2006). Thematic analysis facilitates the identification and interpretation of patterns and themes within the curriculum documents, providing a structured means to explore and compare the EFL curricula of Algeria and Nigeria. This method will uncover underlying themes and trends, offering insights into how each context addresses English language education.

2.7.6 Reflexive Approach

A reflexive approach underscores the importance of researcher subjectivity as a critical element in the analysis process, especially when comparing EFL curricula. It involves deliberate reflection on the selected documents to generate meaningful data while striving to minimize bias and sentimentality. This approach acknowledges that research, including the comparative analysis of EFL curricula between Algeria and Nigeria, is inherently influenced by the researcher's perspective. Reflexivity is essential to critically examine how personal views and feelings shape the interpretation of findings. In this study, reflexivity will help navigate the complexities of comparing educational frameworks, ensuring that the analysis of curriculum documents remains as objective and insightful as possible, while also recognizing the inevitable influence of the researcher's personal context (Braun & Clarke, 2013; Patton, 2015).

2.7.7 Coding

In the reflexive approach, coding is a dynamic process that evolves throughout the study, allowing researchers to uncover and explore unexpected meanings beyond mere data summarization. This flexibility enables codes to be adjusted, split, or renamed as interpretations develop, leading to themes that capture shared meanings within the data (Braun et al., 2019). For this research, coding will focus on evaluating the depth and breadth of the courses. Depth refers to a detailed analysis of course content and pedagogical approaches, while breadth encompasses the number and variety of courses within each curricular aspect. This approach ensures a comprehensive and nuanced comparison of the educational frameworks in both contexts.

2.7.8 Documents Selection

The documents selected for this study include EFL curriculum designs from Algeria's Ain Temouchent University and Nigeria's Bayero University Kano. The Algerian curriculum document was acquired through an official department agent, ensuring its validity, reliability, and authenticity. The Nigerian curriculum document was obtained from a recent graduate's Course Registration Form (CRF), validated and signed by the school's level coordinator. Both documents provide a comprehensive view of each university's EFL curriculum, allowing for a comparative analysis of depth and breadth and highlighting areas where each curriculum can benefit from the other.

2.7.9 Data Collection Plan

Unlike traditional studies, document analysis does not employ data collection instruments; however, it requires a systematic plan. This study focuses on course lists categorized by academic year: first, second, and third years for Algeria, and first through fourth years for Nigeria. This division facilitates a structured approach to analysis.

2.7.10 Preliminary Reading

The documents will undergo an initial reading to identify relevant themes, primarily consisting of course listings and their respective study years. This preliminary step ensures that the researcher becomes familiar with the content before conducting a detailed analysis.

2.7.11 Detailed Analysis

Following preliminary reading, a comprehensive analysis will be conducted, focusing on the study's objectives—examining the curricula in terms of depth and breadth. This approach will help identify strengths, weaknesses, and areas where both curricula could benefit educators, curriculum designers, and policymakers.

2.8 Interpretations

The data gathered from the detailed analysis will be interpreted by comparing and contrasting the EFL curricula of the two universities. Special attention will be given to identifying and mitigating personal biases to ensure objective results.

2.9 Research Findings

The findings will be reported comprehensively, detailing the implications for EFL education in both countries. The report will conclude with recommendations for curriculum improvements, aiming to enhance the effectiveness of EFL instruction in both contexts.

2.10 Conclusion

In conclusion, qualitative document analysis utilizing pre-existing texts proves to be an invaluable research method, especially when alternative qualitative methods are impractical. By analyzing established documents, researchers can conduct thorough examinations that yield significant and actionable insights. This approach is particularly effective in educational research, as it facilitates a deep understanding of curricular frameworks and pedagogical practices, offering a nuanced perspective on how different contexts—such as the EFL curricula in Algeria and Nigeria—address educational goals and challenges.

Chapter three: Result and interpretations, suggestions, and limitation

3.1 Introduction

This chapter presents the results and discussions from the qualitative document analysis of EFL curricula in Nigeria and Algeria. The focus is on examining the depth and breadth of the curricula, utilizing a manual analysis method. Coding was implicitly employed to relate curriculum principles to each document.

3.1.1 Addressing One-Year Difference in the EFL Education of Nigeria and Algeria

EFL education in Nigeria and Algeria shares many similarities, yet a notable difference lies in the duration of the degree programs. In Algeria, an EFL degree lasts three years, while in Nigeria, it extends to four years. This raises the question of whether this difference in duration will affect the results concerning the breadth and depth of the curricula in both contexts. The answer is no. While Nigeria follows the 6-3-3-4 education system, Algeria adheres to the L-M-D (Licence-Master-Doctorate) format. In Nigeria, EFL courses are generally classified by themes, whereas in Algeria, courses are categorized and often merged under broader subjects. For instance, Nigerian curricula separate African and European novels into distinct courses, while in Algeria, both are covered within a single literature course that includes both African and European texts. Similarly, Nigeria's EFL curriculum offers phonetics and phonology as separate courses, while in Algeria, these topics are often integrated into courses like Linguistics and Phonetics. In terms of breadth, Algeria's approach to compressing courses aims to reduce the number of individual courses, whereas Nigeria's approach is to separate courses to facilitate delivery. Both approaches ultimately center on key thematic concerns of EFL education. Regarding depth, the comparative analysis will focus on evaluating individual courses and their contributions to the overall quality of EFL education in each country. The comparison of breadth will involve analyzing the total number of courses, noting where Algeria compresses topics into fewer courses. In contrast, the depth analysis will dissect the thematic importance of each course in contributing to the EFL curriculum in both countries.

3.1.2 Research question

EFL education in Africa; comparative analysis of EFL curriculum in English context in terms of depth and breadth between Nigeria and Algeria

3.2 Scope of the Results

The analysis covers both the breadth and depth of the curricula. Depth refers to the detailed examination of each course's contribution to EFL education, while breadth pertains to the number and range of courses offered. The analysis will follow the twenty principles of curriculum design proposed by Nation and Macalister (2010). Comparative infographic tables will illustrate how well each curriculum aligns with these principles. Each table will reflect high, moderate, or low alignment based on the extent to which the principles are represented in the Nigerian and Algerian curricula. The focus is specifically on course content within the curricula, excluding other aspects.

3.3 Structure of the Analysis

The breadth of the curricula will be illustrated through separate tables for Nigeria and Algeria. These tables will include columns for the year of study, aspects covered, number of courses, and the total number of courses per year. Depth will be analyzed using tables that categorize data by curriculum design principles, showing the courses in Nigeria and Algeria and commenting on their alignment with these principles. Each section will end with a summary of results, emphasizing areas of mutual benefit and potential improvements.

Also through in-depth analysis the research will delve deeply into the findings, evaluating how they correspond with the research objectives and existing literature on EFL curriculum design in Nigeria and Algeria.

3.4 Comparative Discussions

The comparative discussion will focus on how each curriculum aligns with the twenty principles of curriculum design. It will explore how the curricula from both countries address these principles and highlight any significant differences or similarities.

3.5 Data

The data analyzed consists of EFL curriculum documents from Nigeria and Algeria, sourced from reliable contacts in each country. The Algerian curriculum was provided by a faculty member via email, while the Nigerian curriculum was obtained from a recent graduate's Course Registration Form (CRF), also shared via email. Both sources are deemed credible.

3.5.1 Unitizing the Data

Data will be organized and ranked based on academic year, from the first year through the final year, for both countries. This approach will facilitate a structured analysis of the curricula.

3.6 Qualitative Document Analysis

The study employs qualitative document analysis, which is well-suited for understanding the depth and breadth of EFL curricula. This method allows for a detailed examination of educational content and curriculum design.

3.7 Sampling

Sampling in qualitative content analysis is purposeful. Documents selected for this research are specifically chosen to provide valuable insights into the EFL curricula of Nigeria and Algeria.

3.8 Results of the breadth

The infographic is designed to visually represent the breadth aspect of the research by breaking down the curriculum structure of EFL studies in Nigeria and Algeria. It systematically compares the number of years of study, each study year's focus on one of the three primary areas, and the specific number of courses offered annually. This process is repeated for all years in the respective study programs of both countries, highlighting the annual distribution of courses. The final part of the infographic will present the total number of courses offered throughout the entire study duration in each country, providing a clear comparison of the curriculum breadth between Nigeria and Algeria. The aim is to visually capture the overall course load and the annual distribution to better understand the extent and

Year	Aspect	No. Of courses	Year	Aspect	No. Of courses	Year	Aspect	No. Of courses			
1 st year	English	2	2 nd year	English	4	3 rd year	English	2			
	education	4		Education	1		Education	5			
	linguistics	1		Linguistics	1		Linguistics	1			
	Literature	2		Literature	2		Literature	2			
	GSP	1		GSP	2		GSP	2			
	Total- 10			Total-	10		Total-	12	Overall- 32 courses		
Algeria											
Year	Aspect	No. Of courses	Year	Aspect	No. Of courses	Year	Aspect	No. Of courses	Year	Aspect	No. Of courses
1 st year	English	5	2 nd year	English	6	3 rd year	English	8	4 th year	English	1
	Education	2		Education	2		Education	3		Education	5
	Linguistics	4		Linguistics	3		Linguistics	2		Linguistics	2
	Literature	2		Literature	2		Literature	2		Literature	2
	GSP	2		GSP	3		GSP	2		GSP	1
	Total-	15		Total -	16		Total-	16		Total-	11
										Overall -56 courses	
Nigeria											

focus of EFL education in both contexts. This comprehensive overview serves the core objective of the breadth analysis, which is to evaluate the overall and yearly number of courses, offering a clear insight into the comparative educational scope in EFL curriculum design.

3.8.1 In-depth analysis of breadth results

This breadth-based results holds reciprocal benefits, for each country of study:

Algeria:

Algeria could significantly benefit by increasing the number of English courses in its curriculum, drawing inspiration from Nigeria, which offers twenty English courses compared to Algeria's eight. Expanding the range of English courses would ensure that students receive comprehensive exposure to all aspects of the language, preparing them better for teaching roles or other professional opportunities where English is essential. This approach aligns with the Principle of Frequency by Nation and Macalister (2010), emphasizing the need for repeated and varied exposure to key language components to enhance mastery. Additionally, while Algeria's current education courses are adequate, incorporating a few more from Nigeria's curriculum could further equip students with a broader range of pedagogical skills, enhancing their readiness for educational roles. This adjustment would align well with the Principle of Space Retrieval, supporting spaced learning and retention over time. Regarding linguistics, Algeria currently offers only three courses, whereas

Nigeria provides a more extensive selection. Expanding Algeria's linguistics offerings would create a more robust academic foundation, aligning with the Principle of Frequency, which emphasizes consistent exposure to complex language features to deepen students' understanding. Finally, Algeria's general courses (GSP) are well-suited to the country's context and adequately cover the necessary themes, providing a strong supplementary education.

Nigeria:

While Nigeria's EFL curriculum breadth appears comprehensive, there are still areas where mutual benefits could be realized. Firstly, Nigeria could consider reducing the number of courses during the first year of study, adopting Algeria's approach of maintaining a moderate course load to prevent student overwhelm and ensure a stable learning pace. This adjustment aligns with the Principle of Interference, which cautions against overloading learners, allowing for more focused and effective learning experiences. Moreover, Nigeria could benefit from redistributing its education courses more evenly across the study years, as seen in Algeria's curriculum, ensuring a balanced progression and steady skill acquisition that aligns with the Principle of Frequency. Lastly, Nigeria's general courses (GSP) are well-aligned with international standards, providing students with the necessary general skills to complement their specialized language training.

3.9 depth

The depth analysis focuses on a detailed examination of the content within each curriculum under review. This comparison employs twenty principles outlined by I.S.P. Nation and Macalister (2010) to evaluate how effectively each curriculum aligns with expert insights. By systematically applying these principles, the study seeks to identify strengths and gaps in both the Nigerian and Algerian EFL curricula, highlighting areas where each country's curriculum could benefit from the other. These principles are not confined solely to language teaching; they possess universal applicability, making them suitable for assessing a wide range of educational curricula, including mathematics, linguistics, literature, and even practical skills like motorcycle maintenance, Nation and Macalistar,2010. Their broad applicability underscores their relevance and adaptability in evaluating curriculum success across diverse educational fields, reinforcing the validity of their use in this comparative analysis. This versatility ensures that the principles can serve as a robust framework for assessing the overall effectiveness of curricula beyond the specific domain of language education, thereby contributing valuable insights into curriculum design and educational outcomes.

Principal	Its reflection in Nigeria's curriculum	Its reflection in Algeria's curriculum	Comments/observation
1-Frequency	Higher	Higher	Frequency here refers to offering courses and experiences that cover the whole of study/discipline area: this is seen in both curriculum having courses that satisfy the EFL education.
2-Strategies and Autonomy	Higher	Higher	This principal means providing independent language users.

			Both curriculum have courses that focus on the four skills which ultimately will provide independent language users. For Algeria there are courses like writing expressions, oral expressions, reading and text analysis. For Nigeria the whole four skills are embedded in the course named use of English.
3-Spaced Retrieval	Higher	Higher	This means giving students a space to repeat over and over again the most important items about courses. All curriculum did this since all courses are being studied for a whole study duration, and some premier courses are studied twice a day.
4-Language System	Higher	Higher	All curriculum seeks to inculcate in students the overall of language system, this could evidently be seen in the major courses offered at each country's curriculum.
5-Keep Moving Forward	Higher	Higher	This means the ability of courses to cover language skills and experience progressively. this is apparent based on the list of courses each curriculum contained, making smoother transitioning from one skills to another through different courses.
6-Teachability	Higher	Higher	This ask for, sequencing most favourable language items based on the readiness of students, this is specifically for charting

			learning experiences that students have more motivation on before embarking on the other items. In both countries curriculum courses that students love the most are usually placed at morning sessions to develop the students curiosity.
7-Learning Burden	Higher	Higher	This principal underscore the notion that, courses should help students make effective use of previous knowledge. In both curriculum being for fresh graduates of high schools are built to be a kind of continuation from what the had learned at high schools. In both curriculum this can be seen in courses for Algeria like writing expressions and oral expressions while for Nigeria this is seen in courses like use of English and introduction to English.
8-Interference	Higher	Higher	This means sequencing items that happened to be together and not separate them. This is seen in both curriculum annual list of courses, for they built on the succession of courses, from first year to the last for all.
9-Motivation	Moderate	Moderate	Both curriculum have their own unique way of motivating their students, while for Nigeria it's the amount of knowledge and Algeria for it's the less demanding courses.
10-Four Strands	Higher	Moderate	This shows that a course should

			<p>maintain an approximately equal distribution of meaning-focused input, language-focused learning, meaning-focused output, and fluency activities. Nigeria address this in a blend of courses of introduction to English language, practical English grammar, use of English and English for academic purpose. While Algeria focused on the general knowledge of the language, through the courses of writing and oral expression plus grammar.</p>
11-Comprehensible Input	Higher	Higher	<p>This underscore the idea of incorporating substantial amounts of engaging, comprehensible receptive activities in both listening and reading. For Algeria this is visible in courses like oral and writing expression, for Nigeria is in introduction to English language and use of English.</p>
12-Meaning-focused Output	Higher	Higher	<p>Give learners the opportunity to produce meaningful language.</p>
13-Fluency	Higher	Higher	<p>This principal aims at instilling in students the receptive and productive fluency at all levels. This is clearly reflecting in both curriculum, in terms of courses they offer at all level, of language related.</p>
14-Output	Higher	Higher	<p>The aim of this principal here is to produce students good at</p>

			speaking and writing, both curriculum have this principal incorporated in their curriculum, in language related aspects.
15-Time on Task	Higher	Moderate	This principal call for total dedication of huge amount of time on 2 nd language acquisition, in Algeria's curriculum there is no 2 nd language acquisition course, while in Nigeria's there's a whole course about it.
16-Depth of Processing	Higher	Higher	This ask for providing time for students to digest every single knowledge they gained, this is the work of teachers and at both contexts they are taking care of it, in EFL this is essential.
17-Integrative Motivation	Higher	Higher	A course should be designed to foster the most favorable attitudes in learners towards the language, its users, the teacher's instructional skills, and their own potential for success in learning the language. This is an aspect teachers develop daily through different EFL courses.
18-Learning Style	Higher	Higher	Learners should have the opportunity to engage with the learning material in ways that best align with their individual learning styles. This is the another work of teachers to make sure they carry all students along during lesson sessions.
19-Ongoing Needs and	Higher	Higher	The selection, ordering,

Environment Analysis			presentation, and assessment of material in a language course should be continually and carefully considered based on the learners' needs, teaching conditions, and the available time and resources. This hinted that needs assessment should be ongoing and implement them in the system of education especially at the EFL education.
20-Feedback	Higher	Higher	Learners should receive constructive feedback that enables them to improve the quality of their language use. This seems to be the third tier of teachers involvement to ensuring the streamline of curriculum in EFL education, this ask for regular feedback and correctional from teachers to ensure the curriculum is up to date.

3.9.1 In-depth analysis of depth results

The comparative analysis of Nigeria and Algeria's EFL curricula against Nation and Macalister's twenty principles reveals a strong alignment with key educational standards, highlighting mutual strengths and opportunities for improvement. Both countries excel in principles like frequency, strategies and autonomy, spaced retrieval, and language system, showcasing comprehensive and well-structured language programs. Nigeria's curriculum demonstrates a broader range of courses, especially in English and linguistics, with a balanced emphasis on fluency, output, and second language acquisition. Algeria, while offering a solid foundation in general language skills and education, could benefit from expanding its English and linguistics offerings and incorporating more balanced fluency-focused activities. Both curricula effectively support learner autonomy, integrate comprehensible input and output, and foster positive language attitudes. However, Nigeria might consider reducing course overload in the early years and redistributing education courses to maintain consistency. Overall, both countries have robust EFL programs with the potential to learn from each other's strengths, enhancing the breadth and depth of their curriculum designs for more effective language education outcomes.

3.10 Validity

Validity refers to the extent to which a research study accurately measures and examines what it intends to investigate without bias. In the context of document analysis, especially in qualitative research, ensuring validity is crucial to maintain the credibility and accuracy of the findings, although some aspects of validity may appear inherent due to the open and accessible nature of the documents being analyzed. In this study, validity is established through a structured approach that frames the research questions and analysis around two critical dimensions: breadth and depth. This approach not only ensures that the study remains focused on relevant aspects of the EFL curricula in Algeria and Nigeria but also minimizes potential biases. By aligning the analysis with the twenty principles of curriculum design proposed by I.S.P Nation and Macalister (2010), the study adopts a standardized framework that serves as a benchmark, allowing for consistent and objective evaluation of the curricula. This alignment acts as a safeguard against external influences, ensuring that the research stays true to its intended focus. Moreover, content validity is strengthened by the careful selection of documents that accurately represent the current EFL curricula in both contexts. The chosen documents are authentic, reliable, and representative of the actual curriculum practices in the universities studied, ensuring that the data analyzed is both relevant and comprehensive. Construct validity is further reinforced by systematically coding and categorizing data according to the established principles, which helps to accurately reflect the intended constructs of the research. Engaging with subject matter experts for feedback and conducting thorough preliminary readings also contribute to the study's overall validity, ensuring that the interpretations align with established educational standards and theoretical frameworks.

3.11 Reliability

Reliability in this research ensures that the findings are consistent and replicable, enhancing the trustworthiness of the document analysis conducted on the EFL curricula of Algeria and Nigeria. To achieve this, the study employs a systematic and transparent approach, beginning with the development of a detailed coding guide aligned with the twenty principles of curriculum design by Nation and Macalister (2010). This guide provides clear criteria for analyzing each curriculum, minimizing subjective interpretations and ensuring consistent application of the coding scheme. Additionally, the use of authentic, official curriculum documents from both countries ensures stability and accuracy in the data analyzed. Cross-checking and peer review processes further reinforce reliability by identifying any discrepancies in the coding and interpretation of the data. Regular feedback from experts helps refine the analysis, ensuring that it accurately reflects the intended constructs of the study. The comprehensive documentation of all research steps, including data selection, coding, and analysis, provides a clear audit trail, enabling the replication of the study and enhancing its overall reliability within the context of EFL curriculum comparison.

3.12 Suggestions

3.12.1 Implications for Curriculum Designers in Algeria

This international comparison of EFL curricula in Nigeria and Algeria provides valuable insights that can inform enhancements to Algeria's curriculum, making it more comprehensive and better aligned with contemporary educational demands. While Algeria's curriculum is well-structured, it could be further enriched by drawing inspiration from Nigeria's approach, which includes a broader array of courses and pedagogical innovations. The following recommendations highlight how curriculum designers in Algeria can leverage these insights to enhance their EFL programs by expanding course offerings, updating content, and integrating broader educational, linguistic, and pedagogical perspectives. The courses advised to incorporate into Algeria's curriculum in the coming subsections should weight based on the knowledge they contained and place them at appropriate year of study to maintain smooth flow.

3.12.2 Expanding Course Offerings to Enhance Breadth and Depth

The analysis reveals that the Nigerian EFL curriculum consists of 56 courses, while the Algerian curriculum offers only 32 courses, despite Nigeria's program being one year longer. This disparity suggests that Algeria could benefit from expanding its course offerings to

cover a broader range of linguistic and educational topics. In Algeria, several topics are combined into single courses, potentially limiting the depth of exploration. For example, phonetics and phonology are often merged, whereas in Nigeria, these topics are offered as separate courses, allowing for more focused and detailed instruction. To address this, Algeria could introduce new courses that cover essential areas of English language studies. For instance, adding advanced writing courses beyond basic writing and oral expression would help students develop complex language skills suited for academic and professional contexts. Additionally, courses like “Introduction to English Language,” found in Nigeria’s curriculum, cover a wide array of English features, including history, culture, and origins. Integrating such a course would provide Algerian students with a comprehensive foundation in the structural and functional aspects of English, preparing them for advanced studies in language use and analysis.

3.12.3 Enhancing Language-Specific Courses for Modern Relevance

Algeria’s EFL curriculum is primarily grounded in traditional grammar and foundational language studies, but there is significant potential to modernize it by incorporating courses that address contemporary English usage. For example, Nigeria’s inclusion of “Contemporary English Usage” addresses current language trends, idiomatic expressions, and the evolving nature of English, ensuring that students remain proficient in real-world applications. Introducing a similar course in Algeria would enhance students’ readiness for both academic and professional challenges. Additionally, courses that examine English in various media and societal contexts would further enrich the curriculum. For instance, adding a course like “Language for Academic Purposes” would teach students to use English in scholarly writing, research, and presentations—skills crucial for academic success and professional communication. Another potential course is “English in Algeria,” modeled after Nigeria’s “English in Nigeria,” which would allow students to explore the development and adaptation of English in local settings. This would provide insights into the historical, cultural, and social dynamics that have shaped the use of English in Algeria. These additions would enable students to critically engage with English across various communication forms, including online platforms, news media, and creative writing. Such courses would bridge the gap between traditional language studies and contemporary demands, preparing students for diverse applications of the language. This approach would cultivate a deeper understanding of English as a living language that interacts dynamically with culture, society, and technological advancements, making Algeria’s EFL graduates more versatile and adaptable.

3.12.4 Expanding Education-Focused Courses to Enhance Teacher Training

The pedagogical framework of the Algerian EFL curriculum can be significantly enhanced by expanding its educational course offerings to provide a comprehensive understanding of teaching and learning processes. Currently, the curriculum includes essential courses like ICT and Didactics, but lacks depth in other critical areas of education necessary for developing well-rounded educators. Drawing inspiration from Nigeria’s curriculum, Algerian curriculum planners could introduce courses such as:

Psychology of Education: This course would provide insights into how students learn, equipping educators with strategies to support diverse learners, including those with varying cognitive, social, and emotional needs. Understanding psychological principles is essential for adapting teaching methods to individual student profiles, fostering more effective and inclusive learning environments.

Sociology of Education: This course would examine the social contexts of education, helping educators understand broader societal factors that influence learning, such as cultural diversity, socioeconomic status, and family dynamics. It would provide a deeper awareness of social issues that impact students’ educational experiences, allowing for empathetic and culturally responsive teaching practices.

Curriculum Studies: Introducing “Curriculum Studies” would enable students to understand the principles of curriculum design, development, and adaptation, preparing them for roles beyond classroom teaching. This knowledge is crucial for educators involved in shaping or refining curriculum content, ensuring it meets educational standards and addresses student needs.

Guidance and Counselling: This course would equip teachers with skills to support students emotionally and academically, which is particularly important in secondary education where students face academic pressures and personal challenges. Understanding counselling techniques would enable teachers to provide holistic support, fostering a nurturing school environment.

Special Education: A course in Special Education would prepare future teachers to meet the needs of learners with disabilities, promoting inclusive education. Training in this area would empower educators to create accessible learning experiences, implement individualized teaching strategies, and advocate for students requiring additional support.

History of Education: This course would offer a historical perspective of educational theories, practices, and policies, helping educators develop a critical awareness of current educational systems and the forces that shape them.

Philosophy of Education: Including “Philosophy of Education” would deepen students' understanding of the theoretical underpinnings of teaching and learning, encouraging critical thinking about educational values, ethics, and purposes.

Educational Administration and Planning: This course would prepare students for leadership roles by providing insights into the organizational and administrative aspects of education, such as resource management and policy implementation.

Educational Statistics: Proficiency in educational statistics is essential for assessing student performance and evaluating educational outcomes. This course would train students in data analysis techniques, enabling evidence-based decision-making in teaching and assessment.

Islamic Education: Incorporating Islamic Education would add cultural relevance and enrich students' understanding of Islamic perspectives within educational contexts, aligning with the cultural values of Algeria.

Teaching Practice: A dedicated semester for teaching practice is crucial for applying theoretical knowledge in real classroom settings, allowing students to refine their teaching skills and build confidence.

Incorporating these courses would significantly strengthen the pedagogical framework of Algeria's EFL curriculum, preparing students for the multifaceted roles they will encounter in their teaching careers.

3.12.5 Strengthening Pedagogical Skills and Practical Classroom Management

To further enhance teacher preparation, Algeria's EFL curriculum could include courses focused on practical classroom skills, such as “Media and Methods,” “Educational Statistics,” and “Educational Technology Integration.” These courses would provide essential knowledge that supports the transition from theory to effective classroom practice.

Media and Methods: This course would introduce various teaching methods and instructional media, covering the use of visual aids, multimedia resources, and interactive teaching techniques. By exploring traditional and modern methods, this course would help students adapt their teaching to different contexts and student populations.

Educational Statistics: This course would equip students with the skills to analyze data, interpret test scores, and make evidence-based decisions, enhancing their ability to measure learning outcomes and implement data-driven improvements.

Educational Technology Integration: This course would cover the use of digital tools in teaching, such as learning management systems, online collaboration platforms, and educational software. Mastering technology integration would enable educators to design engaging lessons and cater to various learning styles, fostering an inclusive learning environment.

These practical components would align with the broader goals of modern education, emphasizing adaptability, technological proficiency, and evidence-based practices. By integrating these elements, Algerian EFL students would receive a well-rounded education that bridges theory and practice, preparing them for the complexities of contemporary classrooms.

3.12.6 Enriching Linguistics and Language Studies for Greater Academic Rigor

Algeria's current emphasis on courses such as "Linguistics and Phonetics" lays a solid foundation for students in the fundamental aspects of linguistic studies. However, expanding this curriculum to include a broader range of linguistic courses could enhance academic rigor and better align Algeria's linguistic education with global standards. Drawing inspiration from Nigeria's curriculum, the introduction of courses like "Languages of the World," "Language and Society," and "Child Language Acquisition" could significantly enrich students' understanding of language beyond traditional areas, offering them a more comprehensive grasp of linguistic phenomena. Also Introduction to English Language, Introduction to Practical Grammar, Introduction to Linguistics, Contemporary English Usage, English for Academic Purposes, and English in Nigeria.

Languages of the World and introduction to linguistics: This course would introduce students to the vast diversity of global languages, exploring their structures, histories, and cultural significance. It would provide insights into linguistic typology and language families, helping students understand how languages evolve and influence each other. This broader perspective on linguistic diversity would sharpen students' analytical skills and deepen their appreciation of global linguistic dynamics. Introduction to linguistics will polish students on the foundational insights about linguistics generally.

Language and Society: A course on "Language and Society" would delve into sociolinguistics, examining how language operates within various social contexts. Topics such as language variation, multilingualism, and the role of language in identity formation would equip students with tools to critically assess the social functions of language. This knowledge is crucial for understanding how language both reflects and influences societal structures.

Child Language Acquisition: Incorporating "Child Language Acquisition" into the curriculum would offer students insights into how children acquire language, from early stages to complex sentence formation. The course would explore key theories and the cognitive, social, and environmental factors influencing language learning, bridging linguistic theory with practical applications in education and beyond.

Language Contact: Courses like "Language Contact" and "Language and Globalization" would examine how languages interact in multilingual settings, including code-switching and borrowing. These courses would also explore the impact of globalization on language use, highlighting the complex interrelations between languages in a globalized world, an increasingly relevant field of study in today's interconnected society.

Language and Communication: This course would focus on the practical aspects of language use in various communicative contexts, from interpersonal communication to media discourse. Students would develop skills in pragmatics and discourse analysis, enhancing their ability to analyze how language functions in real-world situations, thus bridging academic study with everyday applications.

Phonology and Phonetics: Strengthening the connection between phonology and phonetics is crucial for a deeper understanding of speech sounds. Combining these courses would enable students to explore the physical production of sounds (phonetics) alongside their abstract, functional roles in language systems (phonology), providing a comprehensive view of speech sound patterns.

Psycholinguistics and Applied Linguistics: Including "Psycholinguistics" would connect linguistics with cognitive psychology, offering insights into the mental processes underlying language production and comprehension. "Applied Linguistics" would focus on the practical applications of linguistic theory, such as language teaching, translation, and language policy, preparing students for careers that require a sophisticated understanding of language use in various contexts. By diversifying the linguistic offerings in Algeria's EFL curriculum, students would gain a richer and more dynamic understanding of language, better preparing them to engage with complex linguistic realities and to address both academic and societal challenges.

3.12.6 Expanding General Studies Courses to Build Essential Skills

Algeria's current curriculum incorporates some general studies courses, primarily focused on translation and Spanish language. Expanding the scope of these courses could significantly enhance students' academic, professional, and personal development, equipping them with skills that extend beyond their primary fields of study. By integrating courses such as "Use of Library, Study Skills, and ICTs," "Logic and Philosophy," and "Science, Technology, and Society," Algeria could cultivate a more holistic education model, similar to Nigeria's approach.

Use of Library, Study Skills, and ICTs: This course would provide foundational research skills, teaching students how to effectively utilize library resources, study strategies, and information and communication technologies. These competencies are crucial for academic success and lifelong learning, enabling students to access, evaluate, and apply information effectively.

Logic and Philosophy: A course in "Logic and Philosophy" would develop students' critical thinking and reasoning skills. By engaging with fundamental philosophical questions and methods, students would learn to approach complex problems systematically, enhancing their ability to construct coherent arguments and navigate ethical issues.

Science, Technology, and Society: This interdisciplinary course would explore the relationships between scientific advancements, technological innovations, and societal changes. It would equip students with the knowledge to understand and critically assess the impact of science and technology on society, fostering informed and responsible citizenship.

Peace Studies and Conflict Resolution: Introducing "Peace Studies and Conflict Resolution" would provide students with theoretical and practical tools to analyze and address conflicts at various levels. This course would promote skills in negotiation, mediation, and conflict management, essential for fostering peaceful coexistence in diverse societies.

Entrepreneurship: With a focus on economic diversification and innovation, this course would equip students with the skills to identify business opportunities and develop entrepreneurial solutions. It would encourage self-sufficiency and job creation, empowering students to contribute to economic growth and resilience.

Venture Creation and Growth: Building on entrepreneurship, this course would delve into business planning, financial management, and growth strategies, providing practical skills for starting and scaling businesses. This knowledge is crucial for students aiming to transform innovative ideas into sustainable enterprises.

Teachers and Society: "Teachers and Society" would examine the role of educators within broader social contexts, exploring how societal dynamics impact teaching and learning. The course would prepare future educators to address diverse student needs and engage with the ethical dimensions of the teaching profession.

3.12.7 Expanding Literature Courses for a More Comprehensive Understanding

Algeria's current literature courses, including "Literary Text Analysis" and "Literature," offer a foundational understanding of literary studies. However, expanding the curriculum to include courses such as "Introduction to Genre of Literature," "Literary Criticism," and "African Novel" would significantly enhance students' analytical skills and broaden their literary perspectives, making the curriculum more robust and globally relevant.

Introduction to Genre of Literature: This course would provide a detailed exploration of literary genres, including poetry, drama, prose, and non-fiction, equipping students with a nuanced understanding of literary forms and their historical development. This foundational knowledge is essential for engaging critically with texts from diverse traditions.

Introduction to Literary Criticism: "Introduction to Literary Criticism" would empower students to analyze texts through various critical lenses, such as formalism and post-colonialism. This course would enhance students' interpretive skills, fostering a critical mindset essential for advanced literary analysis.

African Novel: A course on the “African Novel” would center on the rich literary traditions of Africa, exploring themes of colonialism, identity, and social change. By engaging with African literature, students would gain a deeper appreciation of the continent’s literary contributions and a more diverse perspective on global narratives.

The European Novel: “The European Novel” would trace the evolution of the novel in Europe, covering major authors and movements. This course would provide insights into how European literature has shaped global literary traditions, enriching students' understanding of narrative techniques and thematic explorations.

African Drama: Focusing on the dynamic tradition of African theatrical expression, “African Drama” would explore plays by prominent African playwrights, highlighting drama as a medium for storytelling and social critique. This course would broaden students’ understanding of performance arts within a literary context.

Modern Poetry: “Modern Poetry” would introduce students to poetic movements from the late 19th century to the present, exploring experimental techniques and diverse voices. This course would deepen students' interpretive skills and appreciation for contemporary poetry’s role in literary innovation.

Shakespearean and Modern European Drama: This course would offer a comprehensive study of dramatic literature, from Shakespeare to modern European plays. By examining classical and contemporary works, students would gain a broader perspective on the evolution of drama and its cultural significance.

3.13 Implications for Curriculum Designers and Educationists in Nigeria

Despite having a comprehensive EFL curriculum, Nigeria can still gain valuable insights from Algeria’s approach to curriculum design, fostering a mutually beneficial exchange of educational strategies. Key areas where Nigeria could enhance its curriculum include streamlining course structures, integrating cultural studies, and broadening the scope of language offerings. These adjustments could lead to a more balanced, diverse, and globally relevant educational experience for Nigerian students.

3.13.1 Streamlining Course Load Across Academic Years

One of the notable aspects of Nigeria’s EFL curriculum is the uneven distribution of courses across the academic years. For instance, the third year of the program contains eight courses, in education, which is significantly more than in other years, potentially leading to an overwhelming workload for students. Drawing inspiration from Algeria’s more balanced course distribution, Nigeria could streamline the number of courses per year to achieve a more even load. This would not only reduce student stress but also ensure that learning remains focused and manageable, allowing students to engage more deeply with each subject. Balancing the course load would improve students' overall academic performance by providing a consistent learning pace and ample time for reflection and mastery of the material. This approach could also enable curriculum designers to ensure that each course receives adequate instructional time and resources, enhancing the quality of education.

3.13.2 direct integration of Cultural Studies courses into the Curriculum

Cultural literacy is a crucial component of language learning, as it provides students with a deeper understanding of the contexts in which the language is used. Algeria’s curriculum stands out in this regard by including a dedicated course on “Civilization,” which teaches cultural aspects independently rather than integrating them into language courses. Nigeria could benefit significantly from adopting a similar approach, integrating a standalone cultural studies course that explores the cultural, historical, and social contexts of English-speaking countries. This course would provide Nigerian students with a richer understanding of the English language’s global variations and the cultural nuances that influence communication. By exploring topics such as societal norms, traditions, and historical contexts, students would gain insights into how language and culture intersect, which is essential for developing intercultural communication skills.

Additionally, this cultural component could be expanded to include studies of Nigerian and African cultures, thus providing a comparative lens that enriches students' appreciation of both their own and other cultures.

3.13.3 Introducing Translation Studies course

Algeria's curriculum also includes "Introduction to Translation," which equips students with skills in translating English into local languages and vice versa. Nigeria could adopt this approach to enhance its curriculum by introducing a translation course that focuses on translating English into indigenous Nigerian languages. This would not only bolster students' linguistic skills but also promote the preservation and appreciation of local languages within the context of English learning. Such a course would provide practical skills that are highly valuable in multicultural and multilingual settings, enhancing students' employability in fields such as translation, interpretation, media, and international business. It would also foster a greater understanding of the linguistic structures of both English and indigenous languages, promoting linguistic dexterity and cognitive flexibility.

3.13.4 Incorporation of a Foreign Language to Enhance Employability

With the increasing global demand for EFL teachers, Nigeria could further strengthen its curriculum by integrating a foreign language component, drawing inspiration from Algeria's multilingual approach. Adding a foreign language, such as French, would not only enhance the linguistic repertoire of Nigerian students but also increase their employability across the continent, particularly in regions where French is widely spoken. Introducing French or another relevant language would provide Nigerian students with an additional skill set that complements their English proficiency, making them more competitive in the global job market. This would be especially beneficial for students pursuing careers in international organizations, diplomacy, or any context that requires multilingual communication skills. Moreover, learning a foreign language would deepen students' understanding of language learning processes, enhancing their effectiveness as language educators by giving them firsthand experience of acquiring a second language.

3.13.5 Fostering a Comparative Educational Approach

Nigeria can also benefit from adopting a comparative educational approach that examines and integrates best practices from other countries, including Algeria. By regularly reviewing and updating the curriculum to reflect global trends and innovations in EFL education, Nigerian curriculum designers can ensure that their programs remain relevant and competitive. This approach would encourage continuous improvement, allowing educators to identify gaps, capitalize on strengths, and implement strategic changes that enhance educational outcomes. For example, Nigeria could introduce more specialized courses that focus on contemporary language use, digital literacy in language learning, and advanced linguistic studies, all of which are gaining prominence in EFL contexts globally. Such enhancements would position Nigerian students to better meet the demands of modern language education and global communication challenges.

3.13.6 Research contribution

This research offers significant contributions to the understanding and improvement of EFL curricula in both Nigeria and Algeria. It highlights the importance of regular curriculum review, urging curriculum writers and policymakers to update EFL programs frequently to keep them aligned with global trends and evolving language demands. The study emphasizes the need for adding new, relevant courses to existing curricula, ensuring that they meet international standards and reflect the dynamic nature of English as a global language. Furthermore, this research underscores the value of comparative studies in curriculum design, illustrating how cross-country analyses can lead to enriched, more comprehensive educational programs. By comparing the curricula of Algeria and Nigeria, it demonstrates that integrating successful elements from one context into another can strengthen both systems. This study provides practical insights that can be applied to the ongoing development and modernization of EFL curricula, ensuring that they remain relevant, adaptable, and capable of preparing students for the demands of an increasingly interconnected world.

3.13.6.1 Recommendations for curriculum designer (in both nations)

This research provides several suggestions to enrich the EFL curricula in both Algeria and Nigeria. The key question is how these recommendations can be fully implemented in a way that remains impactful and sustainable over time. To achieve this, a strategic approach must be adopted, particularly in terms of course integration and distribution. For Algeria, the research specifically recommends the incorporation of several new courses aimed at broadening the curriculum. These courses should be carefully distributed across the three years of study to ensure a logical and progressive learning experience. Introductory courses, which lay the foundation for more complex topics, should be placed in the first year. Examples include basic courses such as "child language acquisition" or "introduction to genres of literature." These foundational courses help students acquire essential skills and knowledge early in their academic journey. As students progress to their second and third years, more advanced and specialized courses should be introduced. These could include "Applied Linguistics," "literary criticism," or "English for Specific Purposes." By delaying these more complex subjects until later in the program, students will have the necessary foundational knowledge to engage with them effectively, ensuring a deeper understanding and more impactful learning outcomes. For Nigeria, a similar structured approach can be applied. While the curriculum is already extensive, balancing the distribution of courses across the academic years will ensure that students are not overwhelmed by an uneven workload. The inclusion of courses on emerging trends in EFL, can further enhance the curriculum and better prepare students for modern linguistic challenges. Overall, the key to successful implementation lies in the thoughtful placement of courses according to their complexity, ensuring that students build their knowledge progressively. This strategy will not only enhance the educational experience but will also align the EFL curricula more closely with global standards and the evolving demands of language education.

3.14 Limitations

No research is entirely devoid of limitations. Benghalem (2018) posited that acknowledging and articulating research limitations enhances the credibility and reliability of the study, highlighting its strengths to the audience. In the context of the present study, several limitations were encountered, which are outlined below:

3.14.1 Technological Challenges

As a novice in conducting research that heavily relies on technological tools such as word processing software, the researcher faced numerous limitations. Technical difficulties included challenges in efficiently operating word processing software, managing the logistics of sending and receiving emails from supervisors, and enduring the demanding nature of working long hours on a computer. The steep learning curve and lack of proficiency with these technological aspects impeded the research process and may have impacted the overall efficiency and pace of work.

3.14.2 Time Constraints

The researcher was unable to meet the submission deadline within the stipulated timeframe due to the extensive workload and insufficient time allocation. The research process was far more demanding than anticipated, and the time provided was inadequate to complete the work comprehensively. This time pressure contributed to a rushed approach to certain aspects of the study, potentially affecting the depth and thoroughness of the research findings.

3.14.3 Data Collection Challenges

Data for this research were primarily collected through email correspondence, which proved to be a time-consuming process. Securing relevant documents from Ain Temouchent University took several weeks, and a similar delay was experienced when obtaining data from Nigerian sources. The prolonged period required to collect these essential documents significantly delayed the research timeline and introduced challenges in maintaining a steady flow of work.

3.14.4 Originality of the Research Question

The research question addressed in this study is unprecedented, with no prior research available on the topic. Consequently, the researcher faced significant challenges in identifying existing samples or models to guide the study. The absence of a clear roadmap necessitated a self-directed approach, which, while challenging, underscores the originality of the research and its potential to contribute novel insights to both the Nigerian and Algerian educational contexts.

3.14.5 Internet Dependency

The research heavily relied on internet connectivity for accessing literature, sending and receiving emails, and collecting data. Fluctuations in internet speed and connectivity issues posed significant disruptions to the research workflow, often stalling progress at critical moments. These interruptions not only delayed data collection but also affected the continuity and momentum of the research process, underscoring the limitations of depending on technology that is susceptible to connectivity challenges. These limitations, while constraining certain aspects of the study, also highlight the adaptive measures taken by the researcher to overcome unforeseen challenges. Acknowledging these constraints contributes to a more nuanced understanding of the research process and underscores the importance of flexibility and resilience in academic inquiry.

3.15 Directions for future research

This study was conducted through the specific lenses of breadth and depth, which provided valuable insights into the comparative EFL curricula of Nigeria and Algeria. However, future research could benefit from exploring more comprehensive frameworks that go beyond breadth and depth, potentially integrating a wider range of analytical dimensions for more holistic and nuanced findings. Additionally, this research employed twenty carefully selected principles to measure the breadth and depth of the curricula. Future studies could explore alternative sets of principles or even develop new methodologies that offer fresh perspectives and insights. This would allow researchers to refine the comparative analysis and potentially reveal overlooked aspects of EFL curriculum design. It is crucial for future research to consider the limitations highlighted in this study to ensure smoother execution and more robust outcomes. By addressing these constraints, future investigations can build upon this foundation and contribute to creating a more refined and innovative body of knowledge in the field of EFL curriculum design and development.

3.15.1 Effects of the limitations

For future researchers, it is crucial to carefully address the mentioned limitations to maintain a cohesive and effective research process. Challenges like technological issues and time constraints should be managed proactively. By fully accounting for these limitations, future researchers can ensure a smoother workflow, more efficient data collection, and a well-organized study, ultimately leading to more reliable and impactful research outcomes.

3.15.2 Conclusion

This chapter addresses a critical issue central to the present research: the one-year difference between Nigeria and Algeria in their EFL curricula. This discrepancy raised concerns about whether such a difference could impact the study's overall validity. However, this chapter convincingly argues that the study remains balanced and unbiased, thanks to the strategic application of twenty guiding principles designed to mitigate any potential biases or errors. The chapter delineates the research scope, emphasizing the focus on both the breadth and depth of EFL curriculum design in Nigeria and Algeria. It highlights the use of infographics as a key methodological tool for presenting results clearly and effectively, making the comparative analysis visually accessible. The chapter proceeds to present the findings of the breadth analysis, followed by an in-depth examination of these findings, elucidating the implications for each country.

Subsequently, it explores the depth analysis of the curricula, delving into a detailed evaluation of structural and content differences. The chapter also underscores the validity and reliability of the research, reassuring that the methodological rigor supports sound conclusions. The implications of these findings for curriculum designers in both Nigeria and Algeria are discussed, providing actionable insights that could inform future curriculum development. Finally, the chapter addresses the study's limitations, offering critical reflections on the challenges encountered and suggesting directions for future research. This comprehensive approach not only fortifies the study's credibility but also underscores its relevance to curriculum designers and educational policymakers in both contexts.

General Conclusion

This research undertook a comprehensive comparative analysis of EFL curricula in Nigeria and Algeria, focusing on their capacity to foster language proficiency, cultural awareness, and critical thinking. By employing qualitative document analysis, the study examined the curriculum content from Bilhadj Bouchaib University in Algeria and Bayero University Kano in Nigeria. The research focused on the breadth and depth of these programs, identifying areas of strength and potential improvement. The findings underscore the importance of curriculum design that is sensitive to each country's unique educational, cultural, and societal contexts. Both nations stand to benefit from refining their EFL curricula to align more closely with global standards while simultaneously addressing the specific linguistic needs of their students. Through such enhancements, they can significantly improve the quality of English language education, equipping students with the essential skills for academic achievement and professional success in an increasingly globalized world.

The insights gained from this study contribute to the ongoing discourse on EFL education by offering recommendations that can guide future curriculum improvements and teaching strategies in both Nigeria and Algeria. By emphasizing a responsive curriculum design, this research highlights how well-structured curricula can enhance student learning outcomes, ensuring they are prepared for the linguistic and cultural challenges posed by globalization. The scope of this research was focused on a comparative analysis of the EFL curricula at two universities: Bilhadj Bouchaib University in Algeria and Bayero University Kano in Nigeria. These institutions were chosen because they represent the prevailing EFL teaching practices in their respective countries. The study assessed the breadth (range of courses) and depth (content quality) of the EFL curriculum, focusing on key components such as linguistic skills development, course offerings, and pedagogical strategies. However, the study is limited by its focus on only two universities, which means the findings cannot be generalized to all institutions in Algeria and Nigeria. Each university may adopt unique approaches to EFL education, shaped by local policies, cultural factors, and specific educational goals. Additionally, this study relied exclusively on document analysis, which, although providing a detailed evaluation of curriculum design, did not include input from students or teachers who directly interact with these curricula. This means that while the research offers insights into curriculum structure, it may not capture the real-world challenges faced during its implementation or the actual outcomes experienced by students. Furthermore, technological and time constraints also posed challenges to the research process. Delays in obtaining curriculum documents and issues with accessing digital resources affected the depth of data collection. Despite these limitations, the study provides valuable insights into EFL curriculum design in both contexts and serves as a foundation for future research.

Looking ahead, future researchers can expand upon this study by applying the same qualitative methodology but exploring different theoretical frameworks. Instead of using the twenty principles of Nation and Macalister (2010), future studies could adopt other frameworks that capture more nuanced aspects of EFL curriculum design. Additionally, future research could move beyond the focus on breadth and depth to explore other areas of curriculum development, such as learner engagement, cultural integration, or the impact of

digital tools on language learning. This would further enrich the EFL curriculum and ensure its continued relevance and effectiveness in meeting the diverse needs of students in an evolving educational landscape.

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3.15.5 Appendices:

Algerian curriculum:

1st year 2nd year 3rd year

FIRST YEAR LICENCE

Teaching Units	COEFFICIENT	CREDIT	CONTINUOUS ASSESSMENT	EXAM
Fundamental Units	9	18		
Subject 1: Written Expression	2	4	40%	60%
Subject 2: Oral Expression	2	4	40%	60%
Subject 3: Grammar	2	4	40%	60%
Subject 4: Linguistics et Phonetics	2	4	40%	60%
Subject 5: Literary Text Analysis	1	2	40%	60%
Methodology Units	5	9		
Subject 1: Research Methodology	2	4	40%	60%
Subject 2: Reading and Text Analysis	2	4	100%	///
Subject 3: ICT and E-Learning	1	1	100%	///
Discovery Units	2	2		
Subject 1: Civilisation	2	2	40%	60%
Transversal Units	1	1		
Subject 1: French	1	1	100%	///
TOTAL	17	30		

SECOND YEAR LICENCE

Teaching Units	COEFFICIENT	CREDIT	CONTINUOUS ASSESSMENT	EXAM
Fundamental Units	10	20		
Subject 1: Written Expression	2	4	50%	50%
Subject 2: Oral Expression	2	4	50%	50%
Subject 3: Grammar	2	4	50%	50%
Subject 4: Linguistics et Phonetics	2	4	50%	50%
Subject 5: Literature	1	2	50%	50%
Subject 6: Culture and Civilisation	1	2	50%	50%
Methodology Units	3	6		
Subject 1: Research Methodology	2	4	50%	50%
Subject 2: Text Analysis	1	2	50%	50%
Discovery Units	1	2		
Subject 1: Introduction to Translation	1	2	50%	50%
Transversal Units	1	2		
Subject 1: Spanish	1	2	50%	50%
TOTAL	15	30		

THIRD YEAR LICENCE

Teaching Units	COEFFICIENT	CREDIT	CONTINUOUS ASSESSMENT	EXAM
Fundamental Units	10	20		
Subject 1: Linguistics	2	4	50%	50%
Subject 2: Literary Text Analysis	2	4	50%	50%
Subject 3: Historical Text Analysis	2	4	50%	50%
Subject 4: Written Expression	1	2	50%	50%
Subject 5: Oral Expression	1	2	50%	50%
Subject 6: Introduction to ESP	1	2	50%	50%
Subject 7: Introduction to Didactics	1	2	///	100%
Methodology Units	3	6		
Subject 1: Research Techniques	2	4	50%	50%
Subject 2: ICT	1	2	50%	50%
Discovery Units	2	3		
Subject 1: Cognitive Psychology	1	2	///	100%
Subject 2: Translation and Interpretation	1	1	50%	50%
Transversal Units	1	1		
Subject 1: Spanish	1	1	///	100%
TOTAL	16	30		

Nigerian curriculum:

1st year 2nd year 3rd year 4th year

REGISTERED COURSES							
First Semester Registered Courses				Second Semester Registered Courses			
SN	Code	Title	Credit	SN	Code	Title	Credit
1	EDU1201	Psychology of Education I	2	1	EDU1203	History of Education I	2
2	EDU1202	Sociology of Education	2	2	EDU1204	Philosophy of Education	2
3	ENG1203	Introduction to Genres of Literature	2	3	EDU1205	Curriculum Studies I	2
4	ENG1301	Introduction to English Language	3	4	ENG1204	Introduction to Literature	2
5	GSP1202	Use of Library, Study Skills & ICTs	2	5	ENG1302	Practical English Grammar	3
6	LIN1401	Introduction To General Linguistics	4	6	GSP1201	Use of English	2
Total First Semester Registered Credits			15	7	LIN1204	Languages Of The World	2
				8	LIN1205	Language And Society	2
				9	LIN1206	Child Language Acquisition	2
				Total Second Semester Registered Credits			19
Total Credits Registered for the Session: 34							

REGISTERED COURSES							
First Semester Registered Courses				Second Semester Registered Courses			
SN	Code	Title	Credit	SN	Code	Title	Credit
1	EDU2203	Research Methods	2	1	EDU2201	Psychology of Education II	2
2	EDU2205	Media and Methods	2	2	EDU2202	Curriculum Studies II	2
3	ENG2301	Introduction to Linguistics	3	3	EDU2204	Education Statistic	2
4	ENG2303	Introduction to Literary Criticism	3	4	EDU2212	Islamic Education	2
5	GSP2203	Science Technology & Society	2	5	ENG2302	Contemporary English Usage	3
6	GSP2205	Logic and Philosophy	2	6	ENG2304	The African Novel	2
7	LIN2301	Language Contact	3	7	GSP2206	Peace Studies and Conflict	2
8	LIN2303	Language and Globalization	3	8	LIN2305	Language and Communication	3
Total First Semester Registered Credits			20	Total Second Semester Registered Credits			19
Total Credits Registered for the Session: 39							

REGISTERED COURSES			
First Semester Registered Courses			
SN	Code	Title	Credit
1	GSP2205	Logic and Philosophy	2
2	EDU3202	Curriculum Studies III	2
3	EDU3208	Introduction to Guidance and Counselling	2
4	EDU3207	Introduction to Special Education	2
5	EDU3210	English Methods	2
6	ENG3301	Grammar of Contemporary English	3
7	ENG3305	Phonology	3
8	ENG3307	The European Novel	3
Total First Semester Registered Credits			19
Second Semester Registered Courses			
SN	Code	Title	Credit
1	EDU3201	Psychology of Education III	2
2	EDU3203	Educational Technology	2
3	EDU3204	Test and Measurement	2
4	EDU3205	Introduction to Educational Admin and Planning	2
5	EEP3201	Entrepreneurship and Innovation	2
6	ENG3308	African Drama	3
7	ENG3313	English for Academic Purposes	3
Total Second Semester Registered Credits			16
Total Credits Registered for the Session: 35			

REGISTERED COURSES			
First Semester Registered Courses			
SN	Code	Title	Credit
1	EDU4204	Teachers and Society	2
2	EDU4205	Advanced Research Methods	2
3	EDU4216	Islamic Ideas and Institutions	2
4	EDU4601	Teaching Practice/Micro Teaching	6
5	EEP4201	Venture Creation and Growth	2
6	ENG4301	English in Nigeria	3
7	ENG4303	Modern Poetry	3
8	ENG4312	Psycholinguistics	3
Total First Semester Registered Credits			23
Second Semester Registered Courses			
SN	Code	Title	Credit
1	EDU4411	Research Project	4
2	ENG4302	Applied Linguistics	3
3	ENG4307	Shakespearean & Modern European Drama	3
Total Second Semester Registered Credits			10
Total Credits Registered for the Session: 33			