

**People's Democratic Republic of Algeria**  
**Ministry of Education**  
**Directorate of Training**

**at**

**Prospects for the realization of a**  
**Training plan**  
**For teachers of English**  
**PES & PEM**

**School year: 2012/2013**

---

**Page 2**

**Plan proposed by the Ministry of National Education  
Directorate of Training**

**1**

1

---

**Page 3** Realization prospects: training plan for teachers of English & PES PEM September 2012

**G.Boufedji & Z.Kal**

2

**Translation of the above official document of the Ministry of National Education,  
Directorate of Training  
Didactic unit for the teaching of the English language  
And method of teaching**

**1-General introduction to didactics**

- R Concept of didactics
- R Importance of course development
- R Teaching Pedagogy
- R Curriculum Analysis

**Educational evaluation**

- R Concept / content of the pedagogical evaluation
- R Types of evaluation
- R Field of Pedagogical Evaluation
- R Examination: (notion of the examination, types of exams, assessment analysis remediation)
- R General principles for the preparation of examinations
- R Process for the development of exam topics
- R Techniques for developing exam questions
- R Characteristics of a Good Review Subject

**notation**

- R Preparing a Good Review
- R Criteria for developing questions
- R Preparation of the rating scale
- R Evaluation Scales
- R Correction techniques

- R Analysis of student achievement
- R Objective sought through the correction of the examination

## 2- Teaching methods

- R Meaning of the method
- R Modern teaching strategies

### The teaching aids

- R Teaching aids and teaching technologies
- R Definition of the means and its historical evolution
- R Types of means and their classification
- R Basis for choosing the appropriate means for a given course
- R Basis for the use of teaching aids
- R The need to design didactic materials from the local environment
- R Evaluation of means

*It should be noted that on the basis of this plan, we have undertaken research and A reflection followed by proposals which we reproduce below, and which we Subject to the discretion of the Directorate of Training.*

## REVIEW OF RESEARCH AND REFLECTION

### 1-General introduction to didactics

#### r Concept of didactics

"**Language teaching** is all the methods, assumptions and principles Which allow teachers, trainers, authors of learning tools - Including manuals and software - to optimize the teaching / learning processes of foreign languages. "

[http://fr.wikipedia.org/wiki/Didactique\\_des\\_langues](http://fr.wikipedia.org/wiki/Didactique_des_langues)

As regards the teaching of the English language, it will be proposed in the second part this document a training plan linked to the official program based on *the approach by competence*, Approach recommended by the Ministry of Education in accordance with the standards.

The teacher will implement the didactic strategies necessary to achieve the Objectives set by the official program.

*\* (See analysis of the Pyramid of Brumfit and Rossner applied to the Algerian educational system)*

*\* How to Approach and Implement the New Algerian Syllabus - Pre-service & In-service Training -*

#### r The importance of the course development

"Didactics differs from pedagogy in the central role of disciplinary content and

By its epistemological dimension (the nature of the knowledge to be taught). "

The term "pedagogy" refers to the methods and practices of teaching and that all the qualities required to transmit any knowledge \*. Showing pedagogy means teaching a knowledge or experience by methods adapted to an individual or a group of individuals. "

Adapted from <http://fr.wikipedia.org/wiki/P%C3%A9dagogie>

\* To remind that the support points are the *aims of the project* which aims to acquire:

- knowledge (knowledge)
- know-how (mastery of techniques and skills-LSRW-)
- well-being (behavior and attitudes)
- know-how (professional skills)

The teacher will inform himself of the texts included in the reference frame and the official programs. It must be organized in order to provide instruction that meets the objectives assigned. It will take into account the preparation or preparation of the courses, hence the need to add to the study of proposed 3 P by WFMackay:

- Presentation
- Practice
- Production

The teacher is required to translate the curriculum into courses. It becomes a teacher-researcher by conducting didactic works of his discipline.

It will emphasize the teaching of the *educational project* based on the assigned objectives.

### r Pedagogy education

Teaching pedagogy is essentially aimed at helping teachers to:

"- clarify two key concepts in modern psychology: teaching styles and styles

Learning,

- get to know each other better as teachers;
- best know the students as learners "

**Ref. Informations Pédagogiques n° 40 - March 1998 Under the direction of Professor Jean THERER**

### r Analysis of curricula

It is important for the teacher to read and understand a curriculum in order to make it an appropriate application.

It is expected that during the training initiated by the Directorate of Training, a study program will be carried out in relation to the content of the programs

Teachers in each of the levels in which they practice.

Recall that the official programs have been developed by GSD (by *Specialized Groups Discipline*) that met the guidelines of the NOC (*National Programs Committee*). These were implemented in 2003 and revised in 2008.

### Educational evaluation

## r Meaning / content of educational assessment

"In pedagogy, one speaks of competence assessment to designate the process of The level of student learning, for example, from an external Simply from the lesson learned previously. In some doctrines it is a practice Essential to learning. "

[http://fr.wikipedia.org/wiki/%C3%89valuation\\_%28p%C3%A9dagogic%29](http://fr.wikipedia.org/wiki/%C3%89valuation_%28p%C3%A9dagogic%29)

## r Evaluation Types

Despite its subjective nature, evaluation remains the indispensable educational tool **before, during and after training.**

Depending on the objective assigned to it, it differs from one stage of the Cycle of learning.

- **Before** learning', the **diagnostic** evaluation should be intended to Diagnosing a state of the art in order to identify the level of pupils As well as their needs
- **During** learning, assessment is fundamentally a source of knowledge and Training for the student. She cultivates in him the analytical skills and ability to situate oneself, Understanding the learning process to better understand its scope and evolutions.

From this perspective, it is fair to say that, as far as the evaluation is **formative** for students, it is also **formative** for the teacher.

As for the teacher, the evaluation remains for him an indispensable pedagogical tool, Should enable it to examine in detail all the errors likely to have Tainted and / or enamelled its device of appreciation.

5

- **After** learning, assessment is **summative** in that it controls the decision Of control measures.

The utility sought through such a mechanism lies both at the level of the teacher and Of the learner, who find themselves at the heart of the evaluation to enable them to locate the types of errors subject to discussion and **remediation.**

## Dr. Field of educational assessment

The classical, even "traditional" evaluation of the teacher on the work of the learner The pupil, has certainly favored the emergence of various other forms of evaluation Interactive, involving the direct involvement of the pupil by an active role on his own job .

It should also be pointed out that other forms of evaluation such as self-

Mutual evaluation and co-evaluation have been identified and are Capable of:

"... to develop a more conscious and controlled regulation of learning processes"

**Linda Allal and Edith Wegmuller (Purposes and functions of the evaluation. (Special issue - March 2004),**

- **self-evaluation**

One of the student's recurring trends is his inclination to share his Assessments of his learning methods, his evolution, the difficulties And obstacles encountered, the results recorded, etc ... .. all this, for the certain purpose To deepen its understanding of teaching strategies, and thus to Disabilities.

- **Mutual evaluation**

This is an interaction between two or more students, who are confronted Reciprocal or joint evaluation of their respective approaches, difficulties and / or Obstacles, evolutions, respective expected results and respective strategies.

- **The co-evaluation**

In this case, the co-assessment is organized around the self-evaluation of the pupil Or a group of students who are confronted with the evaluation of the teacher Progress, difficulties and barriers, strategies, outcomes Learning etc.

**r Review: (concept of the examination, examination types, balance sheet analysis remediation)**

"The concept of evaluation covers several realities. The evaluation may cover several elements Of the educational reality. It affects both the apprenticeship sector and the programs.

- Applied to learning, its purpose is twofold:

- determine if there is learning
- determine its quality "

<http://pf-mh.uvt.rnu.tn/63/1/evaluation-travail-eleve.pdf>  
Evaluation of student work by Touhami Ladjili



### r **General Principles of test development**

The general principles for the elaboration of examination subjects must be based on certain criteria As prescribed by the MEN.

An examination makes it possible to assess whether the educational objectives are met. It will determine the points Strengths and weaknesses of teaching and learning.

The teacher will schedule remediation sessions to help students correct Various errors and to prepare them for the official final examination (Patent of / Bachelor)

### r **approach to the development of exam subjects**

In this regard, we propose to organize a workshop during which different Models for official examination subjects.

Teachers will be asked to select inputs corresponding to the themes listed in the Programs, to adapt these inputs at the level of learners and to develop Questions / tasks / exercises and present them in such a way as to comply with the official prerogatives of the MEN.

This work could be considered as a group project that would lead to the Bank of subjects to be added to the Teacher's File.

### r **preparation of examination questions Techniques:**

A typology of exercises as well as test models will be presented to the teachers.

The teacher-supervisor will have the task of enlightening the teacher on techniques of elaboration Tests for different purposes:

- during the apprenticeship period in the form of continuous supervision
- after the learning period to judge the level acquired by the learner. The level will be Measured by notes which will be decisive for the passage of the pupil to a higher level.

### r **Characteristics of a good subject Review**

A good subject of examination must meet certain specific objectives, such as those Listed by Christine Froidevaux below:

"- Assess whether educational objectives have been achieved, which implies that they have been defined and exposed

-Measure the effectiveness of its teaching (course / TD / TP) ... and improve it if necessary!

r Identify students who did not understand, to better support or fulcrum "

CIES - March 9, 2009 - Ch Froidevaux <http://media.education.gouv.fr/file/65/5/6655.pdf>.

### **notation**

Scoring is an assessment technique used to assess ongoing controls Or several points developed during the learning period. The rating is also Revealing the degree of assimilation of the courses given during a given period of learning.

It translates the summative evaluation into assessments and figures or letters. In Algeria, the Learners are often scored on 10 or 20 points, which will multiply in relation to the coefficient

Assigned to the subject taught.  
 The learner will familiarize himself with the typology of exercises proposed to him in order to  
 Prepare for official examinations.

#### r terms of preparing a good review

The design of exam topics must meet certain principles such as:

- identify the language points to be evaluated in relation to the teaching received
- aiming at the objectives of a given education
- give the student an opportunity to think about how to solve a problem (problem solving)
- use tools familiar to learners

#### r Criteria development issues

A good subject of examination must meet the criteria cited by the MEN and respond to the program  
 Taught in the field.

Examination subjects must be well presented, legible and feasible.

The instructions should be clear and applicable

The student should be familiar with the typology of exercises used in a subject.

During teacher training, it is important to schedule sessions based

On the analysis of subjects of official examinations and to propose practical

Which teachers will develop subjects.

#### r Development of rating scale

The scoring system will be developed according to the objectives that the teacher will set  
 The learning period. The teacher will test and rate the students according to one or more points of  
 The teaching he has given. It should allow all students to  
 Points correctly so as not to discourage them.

The questions asked must correspond to a balanced scale that meets the objectives.

eg.

Reading comprehension: 7 points

Language study (Grammar & vocabulary) 8 points

Writing 5 points

#### r Assessment Scales

The copy of the final official examination is intended to be evaluated, annotated and corrected by two  
 At least. It is considered a final summative evaluation to close the  
 Learning path of a given level: medium or secondary in English.

The scoring system is pre-set, and the scorer will refer to the scoring  
 The candidate's copy as objectively as possible.

#### r Correction Techniques

Consider, for example, copies of the baccalaureate that are subject to 2 corrections. A

Third correction is required in the case where the first two  
4 points or more.

The rating is based on the pre-established scale. The average of the marks awarded by Examiners / markers shall be multiplied by an official coefficient and recorded in the A general average which will determine the final result, that is, success with or without Mention on the one hand and failure on the other.

### r objective sought through the correction of the exam

The general objective of an examination is to assess the level attained by the student. The student's grade Reflect the effectiveness of the education received as well as the degree of knowledge acquisition.

The correction of an examination should be the subject of analysis of the errors found in the copies. Identified gaps will help the teacher in the remediation phase. Thus, education, Somewhat improved, will be more effective.

## 2- Teaching methods

"Philippe Blanchet, a professor of sociolinguistics and language teaching, defines the Basic concepts necessary for the production of foreign language teaching, Learners to integrate a new language and a new culture through a pedagogy adapted. "

see video: [http://www.canal-u.tv/video/les\\_amphis\\_de\\_france\\_5/definitions\\_generales.3018](http://www.canal-u.tv/video/les_amphis_de_france_5/definitions_generales.3018)

### r Meaning Method

"A method can be defined as formalizing the rules of project success. designed In an "inductive" process, it synthesizes past experiences in order to extract the Fundamentals or best practices. Once formalized, it proposes a framework for Lead the project. This is the deductive process. Thus, the use of a method worthy of the name Allows the user to fully benefit from the experience of the designer (s) ... The right method is Which will enable me to achieve my objectives ... "

Alain Fernandez [http://www.le-perfologue.net/piloter/La\\_methode\\_2.html](http://www.le-perfologue.net/piloter/La_methode_2.html)

The method is based on didactics. It concerns designers, trainers and Teachers than learners. We will be particularly interested in the didactics of Languages and to determine the modern strategies of their teaching through the project pedagogic.

**r modern teaching strategies**

While pursuing the objectives set out in the official program,  
Strategies will be supported by appropriate  
The skill-based approach that is added to that of communication in context

*f* The teaching of skills will come under different strategies:

- Oral communication (Listening & Speaking)
- Written communication (Reading & Writing)
- Interaction between skills (eg Listening & writing. Learner will listen and take notes)

*f* The Language Points and the Pronunciation Rules will be  
Inductively taught.

*f* The teacher, as well as the learners, will become aware of the importance of the aims of the  
"A pedagogical project based on two main ideas:

1-Give the student the desire to learn to be a learner, to rediscover the pleasure of learning,  
The usefulness of the thing learned - how what I learn could serve me - its use - how  
What I have learned - the effectiveness of learning - how to learn better and  
faster-

2-Redefine the function of the teacher in his class: to teach him to be a teacher who is not  
Planning, managing, analyzing, organizing and deciding, but also reflects on a given situation and  
positions.

The teacher will learn to be a 'reflective practitioner'. "

Adapted from **The description of the educational project developed by the English GSD 2000  
Workshop C**

Thus the teacher will make decisions at the level of the classroom: The teacher must learn to  
Better to manage its class by analyzing the different situations, to detect the problems encountered and to  
To find solutions (Teacher's Development and self-reflection)

**The teaching aids**

Among the many didacticians, FWMackey contributed to research on teaching  
Languages from many angles such as

"Teacher training, writing many manual for the teaching of English  
Second / foreign language, the review of textbooks for the teaching of English, self-acquisition,  
Methodological reflections. On the other hand, some areas of interest are more linguistic than  
Such as interference, interlinguistic distance and the norm. As a pioneer,  
Since 1968, he is interested in technologies in the training of teachers,  
The use of computers in language classes since 1969, and language laboratories. "

<http://www.telug.quebec.ca/diverscite/SecArtic/Arts/2001/amartel/txt.htm>

Mackey's reflection becomes applicable today because ICTs are important  
Capital in any educational system.

**r teaching materials and educational technology**

The teaching aids should be adapted to the needs of the teacher and Facilitating the teacher's effectiveness and teacher's development. Equipment Must be adapted to both the needs of the teacher and those of the pupils to facilitate learning.

In addition to conventional teaching aids such as:

- the table, the textbook,
- reference material (dictionaries, encyclopedias, maps, ...),
- educational materials (figurines, boards, paintings, realia, ...).
- Analogue equipment: cassette player, CD player, DVD player, overhead projector,

The use of new technologies is imperative. Classes should be Minimum of a computer with data show and screen for projection.

Each school should also have one or two multimedia laboratories Internet connection.

**r Definition of means and its historical evolution**

An educational tool is a tool used by teachers to illustrate a course (class Supports), help learners to strengthen a skill relieve anxiety, fear, or boredom, because Many teaching aids are like games or incentives to help learning.

The teaching aids evolve (as mentioned in the above point) from the objects Traditional teaching methods up to the ICT (Information and Communication Technology Of Communication related to Education)

**Types of means and their classification**

- f* The program, the textbook and reference documents
- f* The different types of tables (chalkboard, magnetic board, white board, multi media board)
- f* Teacher / Learner Collected Materials: articles / photos from magazines / images / cards / boards ...
- f* Realia or objects: watch / calendar / puppets / fruits / vegetables / ...
- f* Audio Cassettes, Video Cassettes
- f* Hardware: computers, printer and other equipment such as camera, camcorder, Tablet,...
- f* Software - electronic documents: cd / images / photos / videos
- f* Intranet / Internet platform

### r Basis choosing the suitable means for a given course

Before giving a course, the teacher must prepare the appropriate teaching Facilitate classroom work. He / she must make choices in relation to the objectives and Of the available resources.

To do this, the teacher must take into account the following parameters:

- the assigned classroom (classroom / workshop / language laboratory)
- the means made available to it by the administration of the institution where the apprenticeship place
- the nature of the didactic activities
- The time allotted
- the objectives of the lesson to be dispensed
- the number of learners
- motivation

It should be noted that in this context the learner can be solicited to collect / make Of the material, being admitted that some pupils are gifted for drawing for example.

### r Basis of use of teaching resources

It is imperative that teaching and learning be supported by pedagogical means adequate.

Just as it is useful to recall the etymology of the word '*school*':

"From the Latin schola (" studious leisure, lesson, place of study "), itself derived from the ancient Greek Skhol ("stoppage of work"). "

<http://fr.wiktionary.org/wiki/%C3%A9cole>

Nowadays, the School is dedicated as a place of learning, Also a place where students spend an average of 7 hours per day.

In order to motivate them, support them in the learning process, help them develop their Skills, the teacher must propose an active method based on the rules of didactics modern. The learner will thus take a liking to school activities and participate interactively.

### r design Need for teaching materials from the local environment

In view of the reality on the ground in the field of education, the teacher is confronted with Situations and is obliged to overcome the blatant lack of teaching Necessary for the accomplishment of its noble mission of transmitting knowledge in its 4 Dimensions: knowing, knowing how, knowing to be, knowing how to become.

Often the lack in question is basic and can be summed up in the lack of paper, Facilitating the printing of a single document, absence of electrical outlets in

Class, total deprivation in winter heating, etc.

#### **r Evaluation of means**

It is useful to emphasize that a proper evaluation of the teaching  
Take into consideration the actual circumstances and conditions placed at the teacher's disposal and  
Of learners within schools in terms of material and human resources:

- educational materials as listed under the heading **Types of resources and their classification**  
On page 11 of this document
- Development of learning spaces
- An arrangement of a working room including all the facilities as well for the  
Teachers than for pupils
- Implementation of the training plan in specialized training institutes

#### **CONCLUSION**

The present study under discussion of the various points proposed in the training plan adopted  
By the Directorate of Training, is intended to be the draft of a document under preparation  
We propose to submit at a later stage, accompanied by concrete proposals, namely  
the development of a document as a manual that would cover an hourly volume of **50 hours  
training for teachers of English.**

The 50 hours are **divided into five learning units of training or Training Unit Plans**  
Supported by the results of a diagnostic evaluation in response to expectations and  
The needs of trainees leaving the university and teachers already in  
Institutions of the Algerian educational system.

