People's Democratic Republic of Algeria

Ministry of National Education

Inspectorate General of Pedagogy   **Department of Basic Education**

Methodological Guide for Novice Teachers

Middle School Context

Academic Year-2019/2020

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Introduction

Teaching English as a foreign language in the context of middle school is a challenging task. Teachers at the beginning of their career can face some challenges which prevent them from delivering their lessons effectively. Novice teachers should obtain a set of skills, knowledge, values, attitudes and beliefs which should manifest in the classroom activities. The teachers' competencies should be reviewed consistently. Moreover, novice teachers should be aware of some key concepts related to teaching in this educational setting. Thus, the aim of this paper is to build teachers' competencies and also is to provide them with a guide which targets and clarifies some key concepts of the official learning plans.

1. The Four Learning Situations

In this section, we attempt to highlight the **four learning situations**, the framework in which they are taught and how they can be taught and presented.

Type	Objective	Procedure	Methodology
⊖ **Initial Situation / Starting off**	*It is an identification phase* *It is the involvement of the students through curiosity or emotion that means their "hearts" (as well as their minds) are switched on.(Engagement)*	• This situation gives **a hint** about the global competence / exit profile and should allow to install a part of it. • Learners **are engaged in a problem solving situation** where the teacher announces the communicative intentions and break it down **into learning objectives and lessons** ❖ It is a problem solving situation meant to introduce the communicative intention of the sequence in terms of discourse, topic and structure. ❖ The main focus is on **discourse**. It needs supports. It is the macro situation and belongs to the same family of the other situations(famille de situations)	• *Teachers will give a global problem-solving situation never met before as a starting off to declare the communicative intention then break it into learning objectives and lessons* • This situation **can** be taught through **PDP** framework (listening & speaking) This lesson framework helps teachers plan and deliver effective **listening, watching video** and **reading** lessons. The framework is based on research and using it helps ensure students are motivated, **engaged** and active before, while and after (pre, during and post – PDP) **listening to, watching** reading a text. In this context (listening & speaking), the stages of the framework are: • <u>Pre</u>: Ss prepare to **listen**: - they talk about **their knowledge or and experience** with the topic of the listening. - they understand the meaning of **key vocabulary** in the script. - they **understand** what they will listen or for in the text **before** they begin working with it - they can make **predictions** about what the text will be about. • <u>During</u> Ss **focus their attention on the listening** and complete tasks which develop **and deepen their understanding** of the text progressively (i.e., from simpler and more general to more complex and more specific). They can also do tasks that help them develop specific listening skills. • <u>Post</u> Ss extend and **integrate the understanding** and knowledge they gained from working with the listening into other skills areas or contexts. **NB: A simple situation of integration may be set to install the writing habit.** • There are many **communicative** tasks that enable learners to be engaged in the **target problem solving situation** which **can be solved through videos, songs, dialogues, debates, drama, role-plays, interviewing, chat, email .. ect**

Type	Obj	Procedure	Methodology
② Learning /Install ressources	*It is a stage of a teaching sequence where students focus on the construction of something (grammar, pronunciation, discourse,…). It is similar in meaning to learning.* (Study)	• This situation **introduces the linguistic content related to grammar, lexis and pronunciation (LGP)** • Reading lesson is taught after **the presentation of all the grammar lessons**. It is taught through PDP framework (pre, during and post reading)	• *Teachers install resources in a learning problem solving situation related to the environment and interests of the learners.* • This situation is taught via **PPU framework (presentation, practice, use)** and **PDP** (pre, during and post reading) *1/ PPU Framework (grammar lessons)* This is a framework for designing **language/ grammar** lessons. It is not the only one, but is effective for helping create lessons that are *organized, coherent, and lead to a clear lesson objective*. The stages of a **PPU** lesson organized in this way are: • **Present -** During this phase, Ss understand the *context* being used**, the *form*, *meaning* and *use* of the vocabulary, function(s), pronunciation point or grammar, which are the focus of the lesson. (Awareness)** • **Practice -** Ss practice the speaking skills and/or the language component of the lesson by doing tasks which ➢ are designed to help Ss increase their **accuracy or correctness** ➢ move from Ss' having no choice of what to say (repetition or drills) to more, but still limited, choice of the form, meaning, or use of the skill or language they use in the activity. **(Accuracy)** • **Use -** Students use the language or skill to complete a *communicative* task similar to an activity they will or may do outside the classroom. **(Fluency)** **NB: A simple situation of integration may be set to install the writing habit.** *2/ PDP Framework (Skill lesson)* • **Pre**: Ss prepare to **read**: - they talk about **their knowledge or and experience** with the topic of **the reading.** - they understand the meaning of **key vocabulary** in the text - they **understand** what they will **read** or for in the text **before** they begin working with it - they can make **predictions** about what the text will be about. • **During** Ss **focus their attention on the reading** and complete tasks which develop **and deepen their understanding** of the text progressively (i.e., from simpler and more general to more complex and more specific). They can also do tasks that help them develop specific reading skills.(skim, scan, reading for detailed/deep understanding) • **Post** Ss extend and **integrate the understanding** and knowledge they gained from working with the reading into other skills areas or contexts.
❖ *Each lesson starts with a warmer to engage pupils for what's coming through word map, spider map, flashcards, classroom discussion ect*			

Type	Objective	Procedure	Methodology
③ Learning to Integrate	*What happens when students try to use all and/or any language to complete some kind of a task. It is putting their acquisition and learning into action.* (*Activation*)	• Is the situation where learners reinvest and mobilize what has been learned in the whole sequence through working **in groups**	• *Teachers train their learners on how to integrate, and mobilise their resources and re-invest them in a problem solving situation, through group work. Thus, teachers will be able to identify the learners' strengths and weaknesses, deal with moderation and organise remedial work in tutorial sessions.* • This lesson is taught via PPP framework (presentation, practice, use) **see page 05** *A suggested lesson procedure:* • Warmer: the teacher makes a quick revision of what has been dealt with during the whole sequence through word map, spider map ect • Presentation: the teacher presents the situation, he uses some CCQs and ICQs to make learners understand what they should do to solve the situation • **Practice stage:** the learners are engaged in the writing process **in groups** • **Use stage**: learners exhibit and show their writing productions orally then the teacher selects an average production, writes it in the board for peer-assessment **NB: a grid of evaluation helps a lot. The learners should select the best product convincingly.**

Type	Objective	Procedure	Methodology
④ Integration / Assessment	*What happens when students try to use all and/or any language to complete some kind of a task. It is putting their acquisition and learning into action.*	• In this situation, learners integrate all what has been learned in the whole sequence **individually**	• *The learners will have to work individually as integration is an individual learning process. Teachers will give them a problem solving situation of integration for the sake of <u>assessment.</u>* • This situation may be dealt with as a write lesson may be taught through PDP framework (pre, during and post-writing) or it may be a form of **formative assessment.** *A suggested lesson procedure:* • **Warmer**: the teacher engages pupils for what's coming through word map, spider map, flashcards, classroom discussion ect • **Pre-writing stage**: the teacher **personalizes the situation**, via some questions, mind map, brainstorming.. • **During-writing stage**: the learners are engaged in the writing **process** individually through collecting ideas, drafting, revising, editing, revising, editing again and again… • **Post-Writing stage**:Revising, correcting and editing the final draft using a grid of evaluation (check-list) to assess the learner's production. **NB: it may be self-assessment/ peer-assessment or whole class assessment.** ➢**Assessment grid for the situation of integration:**

Criteria	Indicators **The learner can**
Relevance	
Use of correct linguistic tools	
Coherence	
CCC	
Values	
Excellence	

Indicators: can do statements

NB: In all cases, a grid of evaluation (check-list) helps a lot. The learners should be able to reflect on their own performance using criteria (self assessment) since the approach is based on developing learners' autonomy.

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3. Suggested Sequence Plan

Level:	
Sequence:	
Global competence:	

Target Competences:
       ☙
       ☙
       ☙

Project:….

Situation	Lesson focus (Language/skill)	Objective (SWABT)	Framework (PPU/ PDP)	Domain	CCC	Values
✓ **Starting off**						
✓ **Learning/ install resources**						
✓ **Training for Integration**						
✓ **Integration/ Assessment**						

Remediation & Moderation

Depending on the areas of improvement already detected throughout the sequence.

- Identify the non acquired criteria.
- Design activities related to non acquired criteria for the sake of remediation and moderation

Assessment grid for the situation of integration with criteria

Criteria	Indicators/ **The learner can**
Relevance	
Use of correct linguistic tools	
Coherence	
CCC	
Values	
Excellence	

Support document Pages 24/MS1Teacher's Guide page 106

*Each situation should be broken into lessons. The teacher should prepare his lessons accordingly. **Teacher's Guide (Page 56)/ The support document (page 88/89)**

4. Glossary of Key Concepts

Key Concepts	
Accuracy	It is the degree of **correctness** which a student achieves when using **l**exis, **g**rammar, and **p**ronunciation.
Assessment	Assessment in education is the process of *gathering, interpreting, recording,* and *using* information about pupils' responses to an educational task and informing about the process of teaching learning in the perspective of **improvement.**
Blooms' taxonomy	It is a hierarchy that is developed by Bloom in order to indicate how levels of thinking are prioritized and ranked. It is based on the concept that thinking starts from remembering then it moves to other stages in order to reach higher stages. Its implication in teaching is shown in designing lesson plans, tests and exams. The tasks must be based on gradation which means moving from simple to complex and finally reaching the activity that fulfills creation which is "the situation of integration"
Cognitive Effort	When students are encouraged to think about what they are seeing, hearing or working on, rather than just repeating mindlessly.
Coherence	Coherence is where the 'pattern' or shape of the lesson/ sequence makes sense. Instead of being a chaotic mess, there is some sensible sequence or thread to the lesson/ sequence**.**
Cohesion	How things stick together in text, lessons, sequences..
Communicative tasks	The kind of tasks that **motivates** learners to communicate in order to solve a real life situation.
Competency	The ability **to use different** skills and knowledge in various situations that may differ from those in which they were learned.
Competency-based approach	The Competency-Based approach is based on linking **learning** carried out **at school** to **varied and relevant contexts-of-use** in order to make the learning useful and durable. The aim is for students to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both in and out of school. **Students will thus see learning as being worthwhile and having relevance both for their studies and their future**.
Continuous assessment	It happens when teachers **mark/ score** a student's work at **frequent intervals** and use the marks to build into that student **final results.**
Curriculum	It is usually a **national-level** document and compulsory; reflecting **goals and values** for society and citizens but **not** usually **dealing in detail with content or delivery;** usually broad based but may have a local, optional element, allowing for attention to the needs of linguistic .
Discovery activities	Students are shown language and asked to try to **work out how it works** (rules, ..) for themselves, rather than being told by the teacher.
Drill	A **technique** where the teacher asks students to repeat words and phrases, either in chorus or individually, and then gets them to practice, substituted (but similar) phrases still under the teacher's direction.
Exit profile	The exit profile describes what students should **know** and be able **to do** by the end of a level/ stage/ cycle. **Example:** By the end of the middle school, the learner will be able **to interact, interpret and produce** oral and written messages/texts of average complexity, of a **descriptive**, **narrative**, **argumentative** and **prescriptive** type, using verbal and non-verbal supports written texts, audio and visual aids in meaningful situations related to his environment and interests.

Feedback	It is what teachers tell students about **how well** they have done in terms of the language they have **used** or a task they have **performed.** It can involve *correction*, praise, etc
Formative assessment	This is **developmental**. It provides information about **learners' understanding** and helps to **identify problems** and **give feedback** to learners on what they need to do **to improve**. It is **not graded pass/fail**.
Function	It is a **reason why we communicate**. Every time we speak or write, we do so for a reason. What we say has a purpose or function (apologizing, greeting..). when we describe the function of language, we focus on the use of language and its meaning for the people who are in the **context** where it is used.
Icebreakers	Short activities used at the **beginning** of a lesson to **warm up** the students. They are often spoken activities and may involve pair work or group work.
Inductive Approach	A name given to procedures where student come into contact with examples of the language and try to work out how it is constructed, rather than having it told to them. (**Discovery activities**)
Installing resources	Implementing **grammar**, **lexis** or **pronunciation** lessons or activities that fit students' needs appropriately.
Jigsaw listening/ reading	It is where different students listen to or read different **excerpts** from a whole and then have to share what they have heard or read in order for everyone to get all the information.
KSA	Stands for; **knowledge**, **skills**, and **attitudes** that learners acquire through the learning situation. This KSA trains learners to integrate what has been learnt .
Learning objectives	A learning **objective** is a statement of what the learner will **know, understand, or be able to do** as a result of engaging in learning situation . It should be SMART.
Learning styles	They are **the ways** in which a learner naturally prefers to take in, **process** and **remember** information and skills. Our learning style influences how we like to learn and how we learn best (**VAKT**).
Learning strategies	They are the **ways** that learners **choose** and use to learn language. They include ways to help themselves identify what they need to learn, process, remember and use a new language (notes taking, highlighting, sharing…)
Multiple Intelligences	It is a theory developed originally by Howard Gardner which says that rather than thinking of people as 'intelligent' or 'unintelligent' we should recognize that we have a number of intelligences (**musical, mathematical, interpersonal** ,etc), and that different people function more or less efficiently in these different spheres.
Resources	**L**exis, **g**rammar, or **p**ronunciation.
Scan	To **look over** (or listen to) a text, trying to find some **specific information**.
Skim	To read (or listen to) a text to get the **general meaning** or **gist**.
Target competences	Language involves three basic competencies: **Interactive** competence, **Interpretive** competence and **Productive** competence. **Interactive competence** is the ability to use language orally to interact with others in order to create social relations, express needs, understand and address needs of others and to get things accomplished. Engaging in a discussion is an example of using one's interactive competency. **Interpretive competence** is the ability to understand written language through reading or spoken language through listening and to interpret it appropriately. Reading is the ability to understand and interpret written texts, listening is the ability to understand and interpret oral language. Reading and listening are thus addressed separately in the curriculum. **Productive competence** is the ability to produce coherent, appropriate and relevant messages in writing and speaking. It is also the ability to effectively express ideas and organize thoughts appropriately. Productive competency is more often associated

	with writing because writing involves producing texts such as letters or essays. Productive speaking competency is also the production of texts; it differs from interactive speaking competency in that it does not involve interaction with other speakers. Giving a lecture or a presentation are examples of using one's productive speaking competency.
Peer-assessment	When learners give feedback on each other's language, work, learning strategies, performance.
Self assessment	The student's ability to assess his learning progress.
Strategies	Are ways that help students to acquire, remember, organize and use information on an ongoing basis. The language strategies are incorporated into the competencies, rather than listed separately.
Supporting competencies	In order to develop interactive, interpretive and productive competencies, language learners also need to develop supporting competencies: 'Linguistic Competency' and 'Language Strategies'. *Linguistic competency* (LGP) includes the learning and mastery of grammar, pronunciation and the vocabulary needed in a given context. There is a separate set of descriptors of linguistic competency for each grade level. *Language Strategies* are ways that help students to acquire, remember, organize and use information on an ongoing basis. The language strategies are incorporated into the competencies, rather than listed separately.
Syllabus	is subject specific, with objectives, outcomes, assessment points, etc. It is "a document that describes what the contents of a course will be and the order in which they will be taught."

5. List of Acronyms

CCC	Cross-Curricular Competencies.
CCQ	Concept Checking Questions
ESA	Engage Study Activate
ICQ	Instruction Checking Questions
ICT	Information And Communication Technologies
KISS	Keep It Short And Simple (It: Instruction)
LGP	Lexis- Grammar-Pronunciation
MCQ	Multiple Choice Questions
MI	Multiple Intelligence
SWOT	Strengths Weakness Opportunities Threats
SWBAT	Students Will Be Able to
SMART	Specific Measurable Attainable Relevant Timely
SWON	Strengths Weakness Opportunities Next
SARS	Select Adapt Reject Supplement
PDP	Pre-Activity During-Activity Post-Activity
PPU	Presentation Practice Use
VAKT	Visual Auditory Kinesthetic Tactile