Evaluation of the students' teaching competence in Teachers Training Schools according to basic teaching curricula

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Abstract: To ensure the success of the process of training student teachers in Teachers Training Schools, it is necessary to understand the primary and middle schools curricula. It might be important to understand their learning goals and objectives, highlight their approaches and pedagogies, and examine their contents and evaluation methods. This research aims to explore the basic teaching curricula to gain a general picture of the manner of evaluating the teaching competence of the student teachers in Teachers Training Schools in line with the requirements of basic teaching. To meet the objectives of this study, the contextual challenges (most importantly the educational approaches and teaching and evaluation methods) are taken into account in this research.

Keywords: Basic teaching curricula; Educational approaches; Evaluation of teaching competence; Teaching and evaluation methods; Teachers Training School.

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1. INTRODUCTION

Teachers Training School is one of the most important training institutions for future teachers, due to its qualified human factors, curricula, syllabuses and specialized teaching means. It concerns with preparing basic education teachers of primary and middle schools, according to an educational plan that takes into account the student teachers' outputs in constructing their competencies so that they can practice them in their future profession.

It is worth mentioning, the biggest challenge encountering Teachers Training Schools appears in graduating student teachers who are able to put their acquisition into classroom practice. The success of this process depends on understanding the reality of the school environment and its challenges: starting with the school management and its plan, the classroom and its organization, the schoolyard and its playground, and the educational and social interaction with the school staff and the pupils' parents.

From this point of view, it is necessary to design Teachers Training Schools curricula to meet the requirements of basic teaching curricula, and with what is expected from Teachers Training Schools in terms of graduating qualified teachers for the purpose of understanding the process of educational work in accordance with modern curricula that raise problems in understanding and practice. Thus, it is the responsibility of Teachers Training Schools to build curricula that correspond with the basic teaching curricula views, in all modules and training, to serve the future teacher, who has been prepared to accommodate these curricula.

By using a descriptive approach, this paper attempts to present the process of reforming basic teaching curricula and their references and to explain the educational approaches used in these curricula in order to formulate a picture of how to evaluate Teachers Training Schools students according to principles of curricula.

Therefore, the research seeks to answer the following questions:

1. What are the foundations of the basic teaching curricula and their reforms?
2. What are the educational approaches on which basic teaching curricula are based?
3. How to evaluate the teaching competence of the Teachers Training Schools students according to these curricula?

2. Basic teaching curricula and their reforms

As it is well known, the educational process in Algeria began after the independence with traditional curricula that followed an approach that aimed at implementing syllabuses and encyclopedic knowledge (Ministry of National Education MNE, 2009, p8). It is an approach that aims to transfer the contents and measure the information that the pupil acquires from textbooks by reading, memorizing and repeating, and on the basis of which he or she is evaluated.

Beginning with the school year (1990/1991), the educational system adopted the objective-based approach that invested behavioral theories in building educational objectives that are in line with the psychological nature of the learner and urged his or her behavior to invest in all the senses in learning instead of the negative attitudes in receiving, watching and listening.

Since the academic year (2003/2004), the National Curriculum Committee realized the necessity of completing a methodological guidance document that framed the process of preparing curricula, so the Law of Orientation of National Education No. 04-08 23 (January 2008) was issued to replace the decree of April 16th, 1976. It defines the foundations, principles, and organization where the Constitution was the first reference, emphasizing on the one hand the national, democratic, and scientific character that is open to modernity and the world of the educational system, and its integration with global trends in the field of education on the other hand (MNE, 2009, p2,11).

Thus, *The General Reference to Curricula* was printed and published in 2009. It is the first reference for the approval of the curricula, and it is the one that defines the conceptual framework of the general curriculum. It includes the subject syllabuses, and choosing the basic practical concepts that should be prepared for pupils (the curriculum, teaching and learning, capacities and competencies, incidental and special competencies and general skill...). It organizes the field of knowledge that should be acquired for the learners in the fields of subjects and prepares evaluation and leadership devices in the various stages of curricula preparation and implementation (MNE, 2009, p24).

Hence, the educational system was strengthened with a new view on education, based on examining the previous curricula, criticizing their contents, and examining their results. *The General Reference to Curricula* described the device established in 1976 as being unable to keep pace with the rapid development and, technological and scientific transformations, as well as the lack of organization and structure, and the preparation of rigid curricula and textbooks with little change (MNE, 2009, p19).

The current curricula have adopted competency based-approach which aims to adapt the contents according to the learners' needs and their psychological and cognitive nature in learning and acquisition, and to create a social environment that support them to continue learning outside school, and to exploit the value system in its religious, societal and global dimensions to achieve the requirements needed to build their competencies.

3. Educational approaches in basic education curricula

The success of the educational curricula in Teachers Training Schools depends on understanding the educational curricula in primary and intermediate levels, and understanding their contents starting with the general learning goals and objectives, approaches and pedagogies, activities and means, and evaluation methods, in order to be consistent with the requirements of basic education in light of emerging challenges.

3.2. Educational approaches and their foundations
3.2.1. Behaviorism

The work of B. F. Skinner in *Verbal Behavior* (1957) was the most prominent work that appeared in the study of human linguistic behavior based on: stimulus, response, and reinforcement. It was a major work that developed an approach and used it in teaching by focusing on the child's behavioral interaction where stimulus-response connection was very necessary. It is a psychological approach that considers the child's behaviors as reflexes of stimulus through repetition and reinforcement.

In this regard, rewarding good behavior is a practical method to motivate learners to improve their skills and perform better in the classroom. Repeating some important structures and sentences is helpful for improving language competence and memorization system. Changing structures and models is also important to improve performance and make learners avoid getting bored. Our basic curricula rely on these behavioral notions that focus on the learner's behavior when using his/her senses, gestures, and body movement in learning.

3.2.2. Cognitive Constructivism

Since the 1990s, constructivism has become an influential force, shaping educational reform in many areas of the school curriculum and generating many new approaches to learner-centered education. This is certainly the main influence on the content presented in university methodology courses for trainee teachers at this time. The fundamental principles of constructivism have their roots in the learning theories of John Dewey (1933), Jean Piaget (1983), and Jerome Bruner (1961). In various respects, these pioneers emphasized the essential role of activity and firsthand experience in shaping human learning and understanding (Westwood, 2008, p3).

For Piaget, individual cognitive development was considered a relatively solitary act, biological timetables and stages of development, and social interaction was claimed only to trigger development at the right moment in time (Brown, 2007, p14).

As a school of thought, constructivism focuses then on the individual's knowledge construction process in understanding and analyzing according to the different stages of the individual's mind. It emphasizes the cognitive development of the child and the appreciation of the internal capabilities and external knowledge in building the child's abilities gradually, linguistically, and cognitively in thinking, perception, analysis, and organization.

3.2.3. Social constructivism

It is a social cognitive approach based on an interactive theory that considers society as an important source of the knowledge construction process. Among its most prominent figures was the Russian psychologist Lev Vygotsky who believed that social interaction was foundational in cognitive development and rejected the notion of predetermined stages (Brown, 2007, p13-14).

He started his approach from his observations about the changes in the child's language and its transformation from an internal language to a social language when the child interacts with his/her parents and peers, then, generating what he called the zone of proximal development (ZPD).

"*It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*" (Vygotsky, 1978, p86). It is a mental space in which cooperation, interaction, and dialogue take place between the child and his/her surroundings until improving the language and thinking skills.

3.2.4. Communicative approach

When languages spread in Europe, the communicative approach emerged. Thus, the Council of Europe has taken care of the issue. Then, Wilkins authored *Notional syllabuses, and* Van Ek, then Coste Daniel, and his colleagues authored *Threshold Level*, which was the cornerstone of approach (Martinez, 1996, p69-70).

These new concepts helped design the syllabus according to concepts, not contents. It starts with the learners' levels by defining their thresholds for the purpose of building higher levels that guarantee the possession of a minimum level of mastery of linguistic and communicative competencies. They are the basis of communicative teaching, not only in teaching language but rather the different sciences and arts. Wilkins preferred the notional syllabus because it helps "*organize language teaching in terms of the content rather than the form of the language*". It takes the communicative facts of language into account from the beginning without losing sight of grammatical and situational factors. Unlike the grammatical syllabus which "*seeks to teach the language by taking the learner progressively through the forms of the target language*", or the situational syllabus which recreates "*the situations in which native speakers use the language. While in neither case would it be denied that languages are learned for the purpose of communication, both leave the learner short of adequate communicative capacity*" (Wilkins, 1976, p18-19).

The term "communicative competence" (CC) was coined by Dell Hymes (1972, 1967) who referred to CC "*as that aspect of our competence that enables us to convey and interpret message and to negotiate meanings interpersonally within specific context*" (Brown, 2007, p218-219).

According to Brown (2007, p241), there are four interconnected characteristics as a definition of communicative language teaching (CLT):

1-Classroom goals are focused on all the components of CC and not restricted to grammatical or linguistic competence.
2-Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational

> *language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.*
> *3-Fluency and accuracy in order to keep learners meaningfully engaged in language use.*
> *4-In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.*

3.2.5. Competency-based approach CBA

In the 1900s, CBA appeared in the educational field, with the ideas of Guy Le Boterf, who defined "competence" as a knowledge development process in collection, transformation, and management. It was initiated based on the research of Jean-Marie De Ketele in 1996. It adopts a number of basic principles of the communicative approach, as it considers language as a communication tool, and puts the learner in a learning position that enables him/her to know the purpose of learning, makes him/her independent, and gives him/her competencies, including communicative competence. Guy Le Boterf has classified this knowledge into the:

- **Theoretical knowledge**: knowledge of comprehension and interpretation, knowledge related to the future professional environment of the student, or knowledge related to adaptation and what is appropriate for reactions.
- **Cognitive behavioral skills**: knowledge of learning and thinking, processing information, social or relational knowledge, knowledge of ways of cooperation and how to act, and practical knowledge, which is taking action and carrying out duties.
- **Emotional sources**: which are the sense of the situation, and the sensitivity of feelings, such as the physiological sources related to self-management of energy, and taking necessary measures (Robert, 2008, p12-13).

The competency-based approach reflects the concern of logic of learning centered on the pupil, on his actions and reactions in the face of problem situations, compared to logic of teaching based on knowledge to be acquired. In the competency-based approach, the pupil is trained to act (seek information, organize, analyze situations, develop hypotheses, evaluate solutions, etc.) according to problem situations chosen as life situations. These situations that make up the learning situations are an opportunity to install and consolidate skills (MNE, 2009, p21).

Teacher and pupil appear as partners in the teaching/learning process. The organization of the class into small units or groups, the progress in learning, and the progress of activities within each group or at the level of the "class" are dictated solely by the needs of the training processes. The success of the training process and the adopted system are then measured in terms of skills actually installed; thus the learner, faced with a problem situation, should show

his ability to analyze this situation, to produce solutions that are adapted to him/her, to evaluate the relevance of alternative solutions (MNE, 2009, p8-9).

4. Evaluation of the student teachers' teaching competence

Evaluation is a procedure for collecting information about the effectiveness of a particular educational syllabus, its acceptability, and adequacy for the purpose of making a specific decision. Evaluation is mainly directed at knowing the extent to which the goals and objectives of the syllabus have been achieved (Richards & Rodgers, 1999, p158).

As for teachers, evaluation is a procedure for assessing the effectiveness of the teachers in the classroom. Thus, it concerns their teaching competence which is the sum of the knowledge, skills, and values that the teachers acquire, and build during their formation period in order to practice them according to the specifics of each educational cycle and the needs of the learners therein, so that teaching in the primary school differs from the middle or secondary schools. Due to this, it becomes necessary to intensify the teaching of educational curricula for the basic cycles in Teachers Training Schools. Therefore, it is necessary to focus on the practical side in all school subjects, such as allocating at the end of each course or semester practical courses showing how to practice their knowledge, skills, and values.

4.1. The role of teachers and their tools in the basic education

It is no secret that the role of Arabic language teachers at primary school is not limited to only teaching the Arabic language, but also entrusts them with other scientific, mathematical, literary, and artistic educational materials. Thus, teachers should emphasize both the linguistic specialty at the level of language teaching, grammar, morphology, conversation and writing, and the scientific specialty in teaching mathematical, scientific and technical concepts.

Teachers of French or English at primary school or teachers of middle school, in all subjects should also distinguish between the subject taught at its general scientific level and at its level of teaching, such as distinguishing between scientific grammar, which is the general grammar and the educational grammar which pertains to a specific category of the basic education cycle. The future teacher has to learn how to distinguish between grammar in its entirety, and what the learners need in terms of grammar that gradually realizes their linguistic competence in speaking and writing

Furthermore, the role of language is not limited to the subject of the language itself, but rather across all scientific, mathematical and artistic subjects, so that linguistic immersion is achieved and scientific thinking grows. Due to this, learners increase their love for language, creativity in understanding science, and passion for reading and writing. In this way, the student teacher should prepare and use various means and tools according to the nature of the lesson and the capabilities of the institution, such as scenes, pictures, posters, audio-visual recordings, audio tapes, photo projectors, films, slides...

It is also crucial to activate the role of the school magazine in encouraging writing and creativity, and the role of the children's theater in training pupils on pronunciation, intonation, listening, understanding, speaking, and interaction. Reading in the library and using computer and Internet should be encouraged to develop their skills.

According to *Teacher's Guide Middle School Year Two* (2017b, p17-21), the books are very helpful for Children who like reading stories in their imaginative world. Thus, reading stimulates creativity and inspiration. So, it is important to be a habit when young learners have to be trained to become good readers. Some activities and tasks in the coursebook need to be done outdoors. Learners need green spaces for recreation and pruning such as a visit to different parks which brings joy and happiness and develop their imagination and inspiration.

Visits to exhibitions, monuments, museums, or tourist areas help pupils immerse themselves in knowledge and take it from its source, so it becomes entrenched in mind and pushes them to think and produce.

Additionally, the learning of ICT has become a necessity because it allows first a more effective learning of the pupil, then the professional development of the teachers and finally the promotion of the school. The use of new communication technologies in teaching also requires a change in the teacher's working methods. In particular, they allow focusing more on learning rather than on the transmission of knowledge. They further highlight his/her functions as animator, mediator, guide and tutor. They promote the updating of knowledge, skills and pedagogy. They link virtually teachers to researchers from all over the world (MNE, 2009, p23-24).

4.2. Evaluation of the performance of student teachers

Teaching the educational curricula in Teachers Training Schools' syllabuses is an urgent necessity in all academic years so that the student teachers learn how to use their knowledge and skills in building their teaching competencies. The key is to understand the basic education curricula and adapting their knowledge to the requirements of the learners. In the basic cycles, they distinguish between the subject with its general concepts, branches, and complexities, and extract learns' needs from it. Thus, the student teachers train in the way of presenting lessons in short teaching models according to each subject and its specificity.

On this basis, student teachers are evaluated at the end of each semester after they are assigned to prepare teaching models in the form of lesson plans according to the educational curricula. Then, evaluation starts with criticizing the way they prepare for the lesson or the model lesson plan, and the way they present the lesson, up to criticizing their method of evaluation.

4.2.1. Evaluation of the student teacher's lesson plan

The lesson plan is a very essential stage for teachers to organize the lesson before implementing it in the classroom. It includes all the documents that help better exploit his/her knowledge and experience in teaching. It is a

written document that shows the detailed plan of the organized stages during the lesson or the course.

Evaluation stems then from the student teachers' detailed plan. First, they are evaluated by examining the conformity of their lessons with the basic curricula. Second, the content of the lesson plan is evaluated at the level of linguistic and scientific errors and the extent to which it is acceptable to the learners of the targeted educational cycle. Finally, the educational means are also evaluated in the level of their suitability for explaining and clarifying the lesson for the purpose of realizing validity and reliability.

In addition to validity and reliability which are obviously important to us, relevance is related to both: training a competent hunter implies that he is able to make a series of gunshots in the center of a moving target, and not simply at the center of a stationary target (De Ketele & Gerard, 2005, p1-26).

4.2.2. Evaluation of the method of opening the lesson

The evaluation of students begins with their teaching performance, starting with the lesson opening or warm up, which is a starting position related to answering questions arising from the pupils' daily life such as their own hobbies, new scientific discoveries, school life... in the purpose of starting communication with them.

Communication in the classroom is very useful to make the lesson successful. Either verbal communication (conversation and dialogue) or non-verbal communication (behaviors and gestures) help pupils better understand the lesson. It is the key of classroom management, which organizes and helps pupils progress their skills. The teacher should use his/her body and face, move in the classroom, change his/her voice, and interact with the situations in order to make learners avoid getting bored, make them motivated, and help them better communicate with him/her.

It is required to achieve educational communication between the teacher and pupils through a pedagogical contract. The contract starts with the rules that pupils should apply before and during the lesson. Then, a contract extends to the content of the material, so the teacher clarifies at the beginning of the lesson or the syllabus, the objectives that determine what pupils will be able to do at the end of the course. So, pupils are integrated into proposals and contracts with them.

Hence, the contract shows the two basic roles of the teacher in providing knowledge and being open to the pupils' proposals. It also shows in return the two basic roles of the learner in showing a spirit of responsibility and realizing that the issue of his/her independence depends on respecting the terms of the contract (Robert, 2008, p52).

According to *Teacher's Guide Middle School Year two* (2017b, p16):

> *Teachers should set clear learning targets and objectives and share learning intentions of their lessons with learners. Hence, by allowing learners to*

> *know the purpose of a lesson or a task from beginning*
> *and with the necessary back up to their zone of*
> *proximal development, they will be able to make*
> *better decisions about the ways and means to achieve*
> *what they are expected to learn what they can do with*
> *the chunks of language.*

Therefore, the student teacher is evaluated on the effectiveness of alerting the audience and stimulating their motives and inciting them to continue listening and paying attention, such as in asking a question, exposing a problem, or presenting a short story or a puzzling riddle. This enables the learners to answer the questions and interact with the problems, in addition to clarifying the goals and objectives of the lesson.

As it is known, the general learning goals are derived from the society's philosophy and orientations, which are the values to be instilled in the learners' hearts. It is linked to religion, identity, and local and global culture. These are values that aim to build the conscience of the individual before developing his/her mind and perceptions in order to achieve the development of society and country.

It is worth mentioning that the student teacher should understand the goals and objectives of basic teaching, which are based primarily on values and ethics, and their dedication to the learners. As for the learning objectives, they differ from one study subject to another, depending on the nature of the subjects, such as the difference between literary subjects and scientific subjects. The student teacher should be able to understand the objectives of each subject and how it builds the learner's skills. He/she should learn how to formulate precise learning objectives using different approaches such as behaviorist, cognitive, socio-cognitive, communicative, competency-based approaches.

In 1956, Benjamin bloom and his colleagues developed three taxonomies in classifying educational learning objectives:

- **Cognitive taxonomy**: is the taxonomy of cognitive educational objectives including: cognitive process and knowledge dimensions that form a matrix of development in factual, conceptual, procedural, and meta-cognitive knowledge.
- **Affective taxonomy**: covers abilities, values and emotional experiences.
- **Psychomotor taxonomy**: includes physical skills used in performance (Richlin, 2006, p44-51).

In our curricula that have adopted the competency-based approach in achieving learning goals and objectives, the student teacher should understand the meaning of the competence that is not limited to collecting and storing information for the purpose of extracting and displaying it later,

but extends to the sum of skills, values and multiple intelligences used in solving various emerging educational problems and complex issues.

According to *The General Reference to Curricula* (MNE, 2009, p31), competence is a responsible and dependent behavior, which indicates the ability to recruit a number of resources (knowledge, methods, mental perceptions, attitudes, and behaviors) and recruit them in a specific context, in order to solve one of the problems that we encounter in life.

Moreover, the cross-curricular competencies are organized in the followings:

- **Communicative competency**: It concerns all areas of communication, expression, and verbal and non-verbal interactions. Languages - Arabic, Tamazight, foreign languages - and the various conventional languages are considered as supports for the development of communicative skills that the learner should have to access the different areas of learning. It is not only a subject of the teaching that conveys learning but also a means of establishing and maintaining harmonious relations with its environment, as such, its mastery constitutes the basic transversal skill.
- **Methodological competency**: it is the combination of capacities and procedural knowledge in order to mobilize and adapt them for problem solving situations and develop new procedures to resolve new situations.
- **Cognitive competency**: it is related to the different knowledge that can be mobilized as resources in the development of skills.
- **Social, collective, and personal competency**: all the integrative skills that can mobilize the individual and/or collective resources of a group around the realization of a project (MNE, 2009, p36-37).

Examples of Cross-curricular competencies in *Teacher's Guide Middle School Year Three* (2017a, p25-46):

- **Communicative competency**: playing roles to communicate appropriately, using information and communication technology such as blogs, website pages, forums of discussion, to interact with learners of other cultures, processing digital data.
- **Methodological competency**: working with partners, using strategies for listening and interpreting oral discourse, developing effective study methods, mobilizing his/her resources efficiently and managing his/her time rationally, using reading strategies to collect data.
- **Intellectual competency:** expressing him/herself and talking about his/her interests, using previous knowledge to relate pictures and names, deducing meaning from context, understanding and interpreting verbal and non-verbal messages, using critical thinking skills, showing some degree of autonomy in all areas of learning.

- **Personal and social competency**: socializing through oral or written exchanges, being inspired from outstanding people as role model, showing responsibility towards his/her nation and culture.

4.2.3. Evaluation of the presentation and analysis

In the beginning, the student teacher is evaluated on the presentation, simplification, and discussion by moving from the known to the unknown information and from simple to complex. It is graded according to the target age group. The presentation is subject to discussion and testing of the learners' conceptuality of the target educational cycle. It starts at this phase, with research and discovery, where knowledge is discovered through research, commentary, and discussion, then the stage of application and training, up to the conclusion.

According to the current basic curricula, teachers should follow the following important teaching methods:

a- Problem-based learning method

The problem-based learning PBL dates back to the ideas of the educational reformer John Dewey in 1916. It focuses on using problem in teaching to stimulate and develop critical thinking and organized discussion about a matter related to the learners' daily life. This inquiry learning helps learners to be autonomous in their research and opinions for dealing with problems. First, they learn to feel and identify the problem, then describe it in order to discover the causes and finally taking a better decision and resolve it.

Westwood (2008, p31-32) described the advantages of PBL in the followings:

- encouragement of self-direction in learning,
- preparation of pupils to think critically and analytically,
- empowerment of pupils to identify, locate and use appropriate resources,
- issues studied are linked closely with the real world and are motivating for pupils,
- active involvement in integrating information and skills from different disciplines,
- knowledge and strategies acquired are likely to be retained and transferred to other learning situations.
- enhancement of communication skills and social skills necessary for cooperation and teamwork.

b. Task-based method

It has emerged as a major focal point of language teaching practice worldwide (Ellis, 2005; Nunan, 2004; Skehan, 2003, Bygate, Skehan, and Swain, 2001; Willis, 1996). It draws the attention of teachers and learners to tasks in the classroom where a learner needs to have sufficient organizational competence, illocutionary competence to convey intended meaning, strategic competence to compensate for unforeseen difficulties, and then all the tools

of discourse, pragmatics, and even nonverbal communicative ability (Brown, 2007, p242-243).

It is a teaching method that follows activities and tasks in learning/teaching, taking into account the nature of learners who love movement and activity, and puts them in the learning center in various linguistic and intellectual situations and tasks, instead of the traditional method which is simply based on imitation, repetition and memorization with the purpose of retrieval. Then, teacher chooses varied attractive tasks that suit his/her pupils, activate their intellectual abilities and serve the target objectives.

c. Project-based method

It goes back also to the ideas of John Dewey, whose ideas have emphasized the importance of linking education to manual or industrial work or profession. According to Dewey, profession motivates child and provides him/her with direct experience and ways to communicate about realistic matters.

Westwood (2008, p33-34) clarified the advantages of project-based learning in the followings:

- It can be applied in almost all areas of the curriculum.
- It has a 'real world' orientation and promotes meaningful learning by connecting new information to students' past experiences and prior knowledge.
- Students learn how to gather and analyze data.
- Students are responsible for their own learning and increasing self-direction and motivation.
- It encourages different modes of communication and representation.
- It encourages use of higher-order thinking as well as acquisition of facts.
- It develops deeper knowledge of subject matter. It increases team-working and cooperative learning skills.

According to *Teacher's Guide Middle School Year Two* (2017b, p17-18):

> *The main objective of the project is to help the learners to work together and socialize. It helps the teacher discover many aspects and hidden competencies, research and social skills. The teacher will find out that some learners are good at drawing. Some have computer skills. Some are good at collecting and organizing data. In short, the teacher will not be surprised to discover the multiple intelligences Gardner has talked about in one class. While working with groups, the teacher will identify future leaders, collaborative learners, attentive*

> *learners and slow learners who can work better when*
> *they are involved in a task within a group.*

The project is accomplished during the learning stage by gradually completing tasks, aimed at improving the learners' competencies, as the learners use their knowledge and abilities to accomplish them. This can only be achieved by integrating what they have learned during the sequences. The teacher manages the project and set its working times using a schedule. Thus, he will help learners until they finish the project. As for learners, it is an occasion to cooperate, work in pairs and to ask for help in order to understand instructions and manage their work. Then, the teacher chooses pilot projects for the purpose of developing the other projects. It is a stage of competition between pupils where the best projects are selected and the success factors are shared after getting help and support from their teacher, school, and social environment in general.

d. Integration method

The BIEF team, as a consulting institution specialized in education, training, and project management, developed De Ketel's research on the competency-based approach and embodied it in the pedagogy of integration (Robert, 2008, p13).

It is a situation of integration where learners engage their knowledge, skills, and intelligences to learn from each other. They follow different instructions for solving a problem or answering a question using speaking and writing skills. It is not a simple solution or a direct answer, but rather an organized production that needs selective expressions and meaningful presentation. It is considered the fruit of learning through which learners are evaluated according to different criteria: relevance, cohesion, coherence, excellence… Their productions are the key to their success through different levels and indicators of mastery.

e. Playing method

As its name implies, it is a method that integrates playing into educational activities. The theatrical technique is one of the most useful techniques, which aims to activate the educational dialogue in the lesson, and involve the pupils in it to play its roles. Therefore, learning takes place by simulating the roles of the personalities (Cuq, 2003, p76).

According to *Teacher's Guide Middle School Year two* (2017b, p17), playing is fundamental to learner's development. It encourages creativity and helps to learn social skills, solve problems and think critically. It is an ideal relaxed and fun approach to learning where learners are unconsciously reinvesting the knowledge acquired in the sequence.

Hence, it is very practical to make a fun learning environment in the classroom. By using some games where learners use their senses, gestures, and movements, they are asked for instance to design objects, play with educational cards, boards, or maps, compete for getting the best answers, or play the roles in the texts in the coursebook … notably with young learners

who like movement and entertainment and dislike classical methods that make them get bored.

4.2.4. Evaluation of the methods of assessment

According to Westwood (2008, p71,72), the terms 'assessment' refers to "the process of collecting information from learners (e.g., obtaining test scores, work samples) while evaluation means looking at that information and making some decisions in relation to instruction".

The evaluation of student teachers is not limited to the end of the lesson, but extends to all stages beginning with preparation stage, according to the following types:

a. **Diagnostic evaluation**: It aims to diagnose the learners' deficiencies through placement and diagnostic tests in order to count them before starting a specific educational syllabus or lesson. The teacher chooses then what suits learners in terms of contents, methods, and means to achieve target goals.

b. **Formative evaluation**: It is continuous training throughout the course or lesson, targeting all stages of building learning, investing the gains, the methods and means. The pupils use and practice their competencies to resolve problems and answer questions following the lesson plan, beginning with the period of warm up, presentation, use and practice, up to assessment and remediation. The role of the teacher is asking test questions to assess the pupils' acquisitions.

c. **Summative evaluation:** It is the outcome of the learners' gains at the end of the course or lesson, and attestation of achieving the desired goals where the teacher give for instance to the pupils a summative test that combine different activities and tasks in order to assess their different knowledge, skills and attitudes and refer them to expanding understanding and researching outside the classroom. Evaluation is concluded with the extent to which the objectives of the lesson have been achieved.

In our basic curricula, the processes revolve around a certain number of pedagogical constructions:

- The use of the learners' trial and error, a privileged moment for the identification and development of cognitive and metacognitive operations;
- The diversification of situations which arouse and develop in the learner appropriate attitudes and strategies with a view to solving the problems;
- The implementation of the portfolio process which brings together the work carried out by the learners and which attests to their "skills assessment";
- Sharing the results of evaluation between the different partners in school and between the school and the parents;

- The introduction of the individual or collective pedagogical project as a process for integrating skills allowing the development of learning activities organized around individual or common centers of interest;
- The installation of peer evaluation and self-evaluation mechanisms which increase criticism and self-criticism in the learners, and develop their metacognitive and relational skills (MNE, 2009, p69-71).

According to *Teacher's Guide Middle School Year Two* (2017b, p26), the teacher organizes his/her tutorial session as follows:

- *Identify the frequently repeated errors in class.*
- *Categorize and make a thorough analysis of the common repeated errors in class.*
- *Exploit both the learners' weak and strong results of the test.*
- *Find out reasons for the sake of implemented moderation.*
- *Set remedial work according to non acquired criteria.*
- *Work with the learners on areas that need reinforcement.*
- *Focus on learning how to integrate.*
- *Be aware on how to use the knowledge acquired, the skills and the attitudes in an integrated way to communicate in real life.*
- *Give the opportunity to the learners to work in groups.*
- *Identify the best learners can help in group work.*

5. CONCLUSION

The main goal of Teachers Training School curricula is to graduate teachers who are proficient in teaching particular subjects they will teach. They should be familiar with the developments of the basic education curricula that constitute renewed problems in understanding and application. Therefore, it is essential to focus on preparing curricula that are compatible with the basic education curricula in which student teachers have to be trained to improve their teaching competencies in line with each cycle's requirements.

This is initially achieved by selecting such educational material, simplifying its content, and then making the necessary modifications in it, so that it might be taught in order to achieve the target goals and values, the precise objectives, and the target competencies. Thus, the content should be organized in accordance with the learners' cognitive processes, starting with the stage of discovery or "warm up" at the beginning of the lesson, then the stage of presentation and analysis, then the stage of discussion and feedback, where the pupils use and practice, up to the stage of evaluation and remediation.

Using appropriate approaches and methods is helpful to manage a classroom. It is important to choose adequate projects that help develop learners skills and encourage them to cooperate and work collectively using their multiple intelligences and integrating their different capacities in listening, speaking, reading, and writing, and the other methodological and cultural competencies to fulfill the target tasks.

The series of evaluations, in all the stages, help recognize the obstacles and deal with the shortcomings, either in a timely manner when they appear, or allocate remediation classes attended by small groups who share similar shortcomings. Due to differentiated instruction, the teacher prepares better specific courses and use different strategies according to these obstacles and difficulties. Besides, communication with pupils' parents about these difficulties contributes to involving them to resolve the contextual problems.

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