Lectures on educational languages

Online lessons

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Lecture titles:

1/Educational/Education/Learning.
2/Learning theories.
3/Different educational approaches (the Algerian school experience).
4/Active pedagogies.

5/ The approach to competencies and the evaluation strategy based on them

6/ Addressing linguistic errors and learning difficulties.
7/Teaching the Arabic language to the Arab child.
8/ Teaching the Arabic language to non-native speakers.
9/Learning motivation of the teacher and the learner.

Summary of the online lessons:

Arabic is considered the language of religion and belief in the Islamic world. It is also the mother tongue in the Arab countries as the Quran was revealed in it to all people. Since that date, the Arabic language has been associated with Islam, which has given it special sanctity among Muslims all over the world. Hence, it has carried the

arts and sciences during theprosperityof the Islamic era. Moreover, as indicated by many researchers, it gained literary works that had a significant impact on international literature.

The interest in the Arabic language is progressively increasing.For this purpose generations of Arabs and others are beginning to study it. In this framework, specialists in the field of teaching the Arabic language, whether to Arab children or non-native speakers, are working to develop clearly defined curricula and teaching methods, in order to help the learner in achieving a communicative competence that enables him to communicate fruitfully with Arabic tidings. Accordingly, the acquired language is an additional device for the nation's culture, hopes, civilization and aspirations. Therefore, the nations that realize its value and status spend money for the purpose of learning it and spreading it. Additionally, because of its importance to non-native speakers, it is given great interest by officials of linguistic bodies.

Despite the obstacles that stand against spreading it, the Arabic tongue continues to expand throughout the world at the present time.

Thus, these lessons falling within the "Educational Arabic Language" scale aim to highlight the following elements:

- Disclosing the contents of Arabic language teaching programs for native and non-native speakers.

- Knowing the extent to which this course responds to the needs of learners.

-Knowing the impact of modern linguistic theories on the courses of teaching Arabic to non-native speakers.

- Knowing the modern teaching methods used in these programs.

We believe that the plan that we have drawn up will lead to answering questions dictated by the reality of the situation, which are the following:

What is the appropriate way to teach the Arabic language to an Arab child? What is the best method for non-native speakers? Is it the translation of Arabic texts into other languages? Or seeking the help of Arab teachers to teach in the various colleges and institutes that teach the Arabic language? What are the optimal mechanisms for successful training to enable learners to attain fruitful achievements, as well as to reduce the mistakes made by non-native learners?

Teaching the Arabic language, like any other learning subject, requires the educational objectives to be precisely defined and formulated. This latter imposes three aspects that must be adhered to:

Linguistic competence:it includes the four language skills, which are listening/speaking/reading/writing.

The three linguistic elements: it includes Sounds/vocabulary/grammatical structures.

Communicative competence: It aims to give the students the ability to communicate with native speakers through the acceptable social context, so that they can interact with othersorally and in writing, and to express themselves in social situations.

*D*ear student, the nature of teaching the Arabic language to its native speakers is different from the nature of teaching it to non-native speakers due to the different needs of each of them, therefore, this leads to different educational goals. Taking into account the differences between acquiring the mother tongue and learning the second language, these two have in common - For example - the necessity of practice, imitation, repetition, understanding, remembering, the order of learning linguistic skills, and the processes of trial and error and reinforcement. This is what you will discover by participating in and interacting with the scale's lectures.

Keywords:Language education; The Arab child; non-native speakers; skills; difficulties; Programs.

The first lecture: didactics/teaching/learning

Introduction:

The concept of didactics has occupied a prominent position in educational literature during the last decades of the twentieth century, and has owned a distinct role within educational sciences.

Its historical development witnessed accelerated steps, thanks to the interests of scholars and researchers. Subsequently; it reached high levels of precision and adjustment of its subject, as well as the principles on which it is based.

The analytical studies of the concept of didactics - in light of contemporary experiments in the field of educational sciences - have confirmed that teaching and learning are organically linked to each other within an interactive relationship. Together they form an integrated connection that is linked by a logical relationship (there is no contradiction between the activities of each party)

Thence, didactics began to be viewed as a system of rulings directly linked to the phenomena related to the teaching and learning processes that areanalysed in light of the relationship between their elements.

We find in the Arabic language several terms corresponding to a single foreign term, and this may be due to the multiplicity of translation approaches. Add to that the various terms derived from English or French, which are the two languages from which modern Arab thought takes its roots, including the term didactics, which corresponds to several words in the Arabic language: educational, didactic, teaching science, education science, pedagogy, didactics..

These terms vary in their usage. While some researchers chose to use didactics to avoid any confusion in the concept of the term, we find other researchers who use « the science of teaching » or « the science of education », and other researchers who use the term « education » and « instruction » or the term « teaching ».

1-The concept of didactics:

R. Galisson, in his 1979 dictionary, considers this concept to be one of the most ambiguous and controversial concepts of education, first because the term is little common within France, while it is common in other countries such as Canada; But

with different meanings, which contributes to confusing its contents, secondly, because Didactics (the science of teaching) calls for the creation of a new specialization and seeks to limit its subject matter to known specializations and fields. In Italy and Switzerland, Didactics is synonymous with a subject that is simultaneously linked to psychology and psycholinguistics. Whereas in Belgium there is no difference between didactics and pedagogy (Dictionnaire de ladidactique des langues, Éd Hachette, Paris)

From a procedural standpoint, the concept of didactics can be described as a synonym for the science of teaching.

"Pedagogy means the scientific study of teaching methods and techniques and the forms of organizing learning situations to which the student is subjected in the educational institution, with the aim of achieving institutionally established goals, whether on the mental, emotional, or sensory-motor level, and achieving in him\her, the knowledge, competencies, abilities, attitudes, and values."[1]

Delandsheere (1979) defines didactics as a method of teaching, specifically the method used for teaching a specific subject or a group of related subjects, such as the didactics of living languages.

Didactics/teaching science: an applied - normative science because it investigates how to produce standard applied theories, given that teaching is a field of application, which requires methodologically determining the standards that control and direct the teaching-learning process.[2]

Lawrence Curnow and Alain Freneau indicate that by the term pedagogy we can understand everything related to the art of leading a department... As for didactics, it relates to the art or method of teaching concepts related to each specialty, and even some of the difficulties that are specific to a field within a department of study.[3]

J.C. Gagnon defines didactics in a functional connection to a specific academic subject.

J Canyon says: "The didactic of a particular material is a comprehensive and dynamic problem that includes:

- Contemplation and reflection on the nature of the subject and the goals of teaching it.

Muhammad Al-Duraij, Analysis of the Educational Process and Teacher Training, 2004, p 15.[1]
Al-Duraij, the same reference.[2]
 See: Didactic Discourse: Its Questions and Stakes, 2003, p 15-16.[3]

- Formulating its own hypotheses based on the constantly renewed and varied data of psychology, pedagogy, sociology, etc.
- A theoretical and applied study of the pedagogical action related to teaching this subject.

Al-Duraij suggests that didactics is essentiallythinking about the subject matter in order to teach it, which faces two types of problems[4]:

1. Problems related to the material, its content, structure, and logic (which are of an epistemological nature).

2. Problems related to the individual in the learning situation and are of a psychological nature.

2-The subject of didactics and its fields:

The subject of didactics (teaching science) is the act of teaching (subject and curriculum).

"Didactics is the scientific study of the contents of teaching, its methods, techniques, and forms of organizing the learning positions to which the student is subject in order to reach the goals set, whether at the mental, emotional, or sensory- kinetic level."

Didactics as a theory for the contents of teaching (study material).

Didactics as a theory of teaching methods and methodology (study material).

If the subject of the Didactics is the study and analysis of the educational-learning process with its various components, elements and fields, then its study takes place within a comprehensive framework for the three dimensions.

3-between teaching and learning:

Learning is considered one of the most important principles on which life is based. Life is learning, and learning is a life... Of course, a person learns at every moment of his/her life, and according to John Dewey, this is a lifelong process of building and renewing knowledge and experience.

learning does not occur unless the learner has a source of knowledge ... This source is education, which is an activity performed by the teacher. Thus, learning is an activity realized by the learner within an educational situation. This means that there is a

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See: Muhammad Al-Duraij, A Return to the Definition of Didactics, Journal of Educational Sciences, N 47, 2011, p 11.[4]

correlation between learning and education. So,what is the difference between these two operations?

The concept of education:

Education is a process carried out by the teacher with the intention of providing a student with knowledge or skill. The teacher practices the education process while the student exercises the learning activity.Education is defined as a "communicative activity that aims to stimulate learning, motivate it and facilitate its obtaining. It is a set of communicative actions and decisions that are used in a deliberate and organized manner, i.e. It is exploited and employed in anintended manner by a person or a group of people who take it as a mediator in the scope of an educational situation.[5]

The concept of learning:

It is a personal activity performed by the learner, under the supervision of an educational organization or without it, through which a change occurs in the behaviour of individuals, resultedfrom experience and practice,and aims to acquire knowledge or skill. Learning is all what a person acquires from the ways of practice and experience. It is the other side and the product of the educational processasnone of them can be separated from the other.[6]

based on the definitions of both teaching and learning, we may find that there are evident differences between each of them, which are the following:

We may find that everything related to the learning process is included in education, which is represented by the teacher who has more information, in addition to the student who receives the information about the educational material or curriculum.On the other hand, we find that the learning process does not require the availability of all the requirements mentioned previously, but rather it only demands the presence of the student or the person willing to learn.

The educational process is also linked to a specific period of time, which may last from days to years, such as the different educational stages. However, learning is not linked to time at all as a person can learn from the first moments of his life until death. Also, learning, unlike education, does not depend on a specific age of the learner, and does not impose restrictions at all.

Muhammad Al-Duraij, Introduction to the Science of Teaching, 1st edition, University Book House, United Arab [5] Emirates, 2003, p53.
Mohsen Ali Attiya, Al-Kafi in Methods of Teaching Arabic, 1st edition, Dar Al-Shorouk, Jordan, 2006, p 56.[6]

Learning in general is one of the processes that take place without planning, as the working conditions or circumstances that a person may go through can push him to learn and gain more experiences, unlike education, which is ordinarily planned in advance.

The second lecture: Learning theories behaviouralism-rationalism - gestaltism – constructivism

Introduction:

Learning theories represent one of the most important components of the psychological knowledgefor university students, which is the academic knowledge

through which the student is able to understand learning as a change in behaviour and the result of an interaction between individual determinants andenvironmentalphysical, social, and cultural variables that result in learning behaviour, performance, and skills. .... Learning is important in that it is an understanding of the learner's behaviour and learning mechanisms, and an understanding of compatible and incompatible behaviour, which manifests itself in various forms of psychological disorders, behavioural issues and learning problems that occur initially in the classroom environment, and then in the external environment in general. All of these topics cannot be understood by the student as knowledge except by looking at their theoretical foundation and the laws that explain them, many of which emanate from learning theories.

The importance of learning is manifested in understanding the learner's behaviour and learning mechanisms, in addition to understanding compatible and non-compliant behaviours, which appear in various forms of psychological disorders and behavioural and learning problems that occur initially in the classroom environment, then in the external environment in general. All of these topics cannot be understood by the student as knowledge except by looking at their theoretical foundation and the laws that explain them.

The concept of learning theories:

Learning theories were linked to the learning situations and behaviours acquired in the learning environment, and were concerned with the laws and principles that govern the individual's learning process. In this regard, we find that several concepts mentioned by researchers about learning theory gave it a general understanding in learning.

Researchers have agreed to define it as a set of laws or principles about learning that must explain the results accomplished by learning and predict the conditions under which learning occurs again[7]. So, the theory of learning examines the laws that govern the learning process in the living species and explains them. Accordingly, organizing learning in a way that achieves its goal depends on understanding those laws and conditions in light of which behaviours and skills are acquired.

The behaviourist theory:

Behaviourist theory is considered one of the most important and prominent theories in psychology, thanks to the new perceptions that it formulated about the human

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Abu Allam Mahmoud Raja, Learning, Its Foundations and Applications, D.T, Dar Al-Masirah for Publishing and [7] Distribution, 2004, p. 18.

behaviour, which is regarded as a variable that can be measured in a scientific way. It established this theoretical edifice on the basis of an important principle that is determined in the interrelationship that exists between the stimulus and the response. This latterhas resulted in a mechanistic explanation of the human behaviour, which exposed this theory to many criticisms.

The gestalt theory:

It refutes the idea that human reason and behaviour are the sum total of a series of arbitrary associations. This theory is based on the fact that the whole or (Gestalt) is not merely the sum of the parts that it consists of (or the addition of another part), but rather it is a coherently interconnected system composed of interacting parts, and it is logically and cognitively prior to its parts.[8]

The gestalt theory is one of the most specific cognitive schools and the most dependent on experimental data. Its main interest is focused on the psychology of thinking represented by the processes of perception, cognitive organization, and problem solving. It also included topics such as personality, social psychology, and group dynamics. Although its main focus was not on learning, itcontributed effectively to understanding the human learning process thanks to the contributions it made about the nature of perception, its characteristics, and the method of solving the problem.

The educational applications of the gestalt theory:

The gestalt theory has produced many educational applications that can be used in the classroom for the aim of achieving more effective learning. Among these applications are the following[9]:

1\ Consulting the learner's curiosity and inquisitiveness because solving the problem that the student finds himself in will motivate him to regain his cognitive balance. Removing or reducing ambiguity can be seen as equivalent to the idea of reinforcement according to behaviourists. Although reinforcement according to behaviourists is external and depends on an external reward, reducing or removing ambiguity and restoring cognitive balance [i.e., reaching problem solving] can be an internal reward. The teacher can Satisfythe learner's curiosity and inquisitiveness by arranging the learning situations.

2\ The gestalts describe the classroom as a kind of relationship between the teacher and the learner, that is based on giving and receiving. The teacher helps the student to

Al-Arabi Asleimani, appointed in education, Dr. T, Casablanca, p 108.[8]
The same reference p138.[9]

discover and see relations and organize experiences into meaningful patterns while dividing the course into units that are related to each other by a general concept.

3\ Since insight learning is the sudden awareness of the relationships between the elements of a situation, it undoubtedly includes basic mental processes that the student practices in the learning situations, which are understanding, thinking, and linking the relationships. This resulted in enabling the Gestalt School to lead one of the most important applied fields in contemporary educational psychology, which is the development of the student's creative thinking.

Wertheimer indicated that there are two types of problem-solving methods: a type characterized by insight and a type that uses old rules from previous situations incorrectly. He gave an example of these two types in his book "Productive Thinking",when he taught a number of students how to find the area of a rectangle through understanding rather than memorization.This was through dividing the rectangle into small squares, then explaining to the students that the total area of the rectangle is the sum of all the squares inside it. Afterwards, the students were asked to find the area of the parallelogram, so they divided it into two parts:

1\ A team believed that this problem is new to them and different from the previous one; thus, they have not found a solution.

2\ The other team relied on cutting off one end of the parallelogram and connect it to the other one, so that it turns from parallelogram to a rectangle. This solution belongs to the first type, i.e., insight.[10]

Many educators and psychologists have tried to develop models that describe the problem-solving process, including John Dewey andthe relational psychologists such as Skinner and Thor Nedek, and Gestalt scholars, led by Kohler, in addition to the suggestions made by George Polya to describe this process.[11]

Karen and Sund, 1985, believe that procedural problem solving refers to all the mental and practical (experimental) activities that the individual learner, i.e., the student, uses in his attempt to solve the problem. The student who exercises problem solving practically identifies the problem and wants to solve it; therefore,he collects information, records it, formulates hypotheses, tests and experiments, and reaches conclusionsfrom these experiences (problems solution). This definition includes the student taking a set of organized practical steps; However, these steps included in the

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The same reference. The same page.[10]
Zaitoun, Kamal Abdel Hamid, Teaching: Its Models and Skills, 1st edition, Alam al-Kutub, Cairo, 2003, p 238.[11]

scientific method (the method of solving problems) do not necessarily have to be proceeded according to a rigid system of planning, nor do they take place according to an absolute, sequential system. Rather, the individual learner moves on, if the problem under investigation requires,from step to step, forward and backward, and he changes, interprets, predicts, researches, and experiments... to solve problems till he reaches their solution. Consequently, there is no absolute, literal agreement on the steps to solve the problem.[12]

The theory of jean Piaget:

The Swiss psychologist Jean Piaget's theory of cognitive development that is based on the descriptive and analytical approach in studying the mental development is considered an entry that mediates the psychometric approach and the cognitive approach in dealing with cognitive mental activity. He built it through observing the development of his three children.[13]

In his theory, Piaget suggests that every individual can learn any subject provided that it suits his stage of mental development. Every human is born with a small number of organic reflections and latent capabilities in form of strategies, which are therefore an important element in the learner's cognitive development. A strategy –according to Piaget - is the way through which the child can deal with the environmental variables during the stages of his development in order for new interactions to occur between him and the environment. These strategies vary according to the child's maturity and the experiences he gains.

Piaget's theory suggests taking into account the student's mental development and psychological characteristics, especially the concepts of representation, adaptation, and internalization when presenting any new material. He divides the learning process as follows:[14]

representation ⟶ adaptation ⟶ internalization (of the new knowledge in the learner's cognitive development)

Piaget's theory also gives an important role for guidance, orientation, and emphasis on the cognitive development.

Zaitoun Ayesh, Methods of Teaching Science, 1st edition, Dar Al-Shorouk, Jordan, Amman, 2004, p153.[12]
Penaudeau, m. l'éducation intellectuelle dans l'approche de jean riaget de l'éducationintellectuelle. Héritage et actualité [13] d'un concept gâté J.p.(dir) harmattan,2000, p79
Piaget. Six études en Psychologie éd dument PUF 4*éd paris, p114.[14]

The educational applications of Jean Piaget's theory in the cognitive development:

This theory has a number of educational applications. The most important of them are the following:

1\The cognitive curriculum must be appropriate to the learner's stage of study. We cannot teach students in the primary stage curricula and knowledge that exceed their mental capabilities, because they would be impossible for them to imagine or understand. Also, the child at the stage of childhood needs to be treatedby the parentsaccording to his/her cognitive level, so that they can realize that the reason behind his\her rejection or disobedience is the fact that what is being required from him\her is not palatable or comprehended, and that the things going on around him\her are seen from his\her own point of view and with his\her simple values, which are different from the parent's perceptions and values.

2\ The teacher - father and mother - must be aware of thethinking patterns of each stage.The teacher's pedagogical preparation helps him\her to present the correct scientific material, recognize the age stages of his\her students, recognize mental abilities and individual differences, and deal with each individual according to his\her need and ability.

3\ The variety in teaching methods according to the age stages. For example, in the primary stage it is necessary to use concrete ideas and avoid abstractions in view of what suits the child's age and what is appropriate to his mind and knowledge in this phase. However, in the secondary stage, we use abstractions and discuss metaphysical issues, as we follow each stage with whatever knowledge suits it.

4\ recognizing the characteristics of cognitive development and its stages enables the teacher to identify the nature of the kids' thinking at the various stages of their development so that he\she can direct their attention to the responses related to their stage.

5\ The stages of cognitive development and their characteristics help the curriculum designers to develop study materials that are compatible with the various stages.

6\The characteristics of cognitive development provide the possibility of developing tests that measure the level of mental development among learners.

Piaget's theory of mental development influenced education and imposed itself on the teaching methods at different stages. Educators discussed this theory from multiple

points of view, and this resulted in modifying the teaching methods ofmany materials, and organizing the curriculum in line with its explanations and clarifications.

Some teaching methods, especially modern ones, are based on Piaget's theory, such as the learning circle method, which is effective for teaching scientific concepts, and it takes its theoretical framework from Piaget's theory.

7\Using visual aids and visual tools as much as possible when dealing with children.

8\ providing opportunities in the field of dramatic play for pre-school children.

9\ Ensuring that the verbal instructions given to children are short and well explained, andsupporting them with drawings and shapes to make them easier to understand.

10\ Organizing activities so that they enable children to interact with each other and encourage them to participate and cooperate.

11\ Providing a wide range of experiences for children, such as: trips, foreign visits, and meeting others, and encouraging them to use vocabulary to describe what they see, hear, feel and yearn for in order to build a foundation for the concept of learning and language.

12\ Taking into consideration the different thinking levels of students, giving them sufficient time to absorb the information in the classroom and presenting information to them in familiar terms. The experienced teacher does not expect from students what is difficult for them to achieve in their developmental stage.

13\ Providing students with the opportunity to present their interpretations of information in front of others in the class, while ensuring that the experience is positive, completely avoiding mockery or hurtful criticism, and paying attention to incorrect responses in order to identify their source and correct them in the appropriate way.

14\ Helping students to develop their skills of retaining and classifying ideas and topics, while gradually increasing the level of difficulty of the skills presented to them until they have good experience with reversibility and decentralization by providing them with activities that require the use of the senses and the necessary materials to build experiences and solve problems.

15\Helping students to move from concrete thinking to abstract thinking that includes problem solving, thinking about possible possibilities, and brainstorming. This is through teaching them how to evaluate each idea objectively in light of the problem in

question, as well as by presenting hypothetical issues that challenge students and stimulate their thinking, and through role-playing as a means to generate alternatives and find solutions.

16\ Helping to choose the appropriate teaching methods and strategies, as constructivism focuses on the approaches and activities that require active participation and deep interactionas well as concentration. Among these activities are cooperative learning, debates, one-to-one communication, and overall classroom activities. It was previously mentioned that social interaction is one of the most important factors that help to develop the cognitive development of the child, and on this basis, the science teacher should employ appropriate teaching methods to achieve social development among the students. This can only be achieved through playing, group experimentation, discussion, and the exchange of opinions[15]. It is worth mentioning that the concept of social-cognitive conflict (le conflictsociologistic) has taken a prominent place in the cognitive learning research, the most famous of which is the work of Clair Mont (1979) and D. Muggy(1981). The results of research in this context confirm that the cognitive development depends, to some extent, on the social interactions that allow the emergence of social-cognitive conflict among individuals or between them, because during their confrontation with problematic situations they show a difference in the cognitive focus(viewpoints, methods of work, answers, etc.) On the one hand, and they lookfor a common answer to the proposed problem on the other hand.[16]

The disagreement of the different viewpoints gives a social character to the cognitive conflict, which later becomes a motivefor interaction and cognitive growth. The social-cognitive conflict includes two types.The first is an inter-individual conflict, which is a social conflict, and the second is an intra-individual conflict, which is a cognitive conflict that coincides with self-awareness (contradictory answers, doubt about the answer...). The social dimension of the cognitive conflict is essential, as the expression and direct confrontation of proofs and evidences in interaction makes the cognitive conflict within the individual more realistic and dynamic. In other words, this cognitive conflict creates a state of imbalance within the individual that makes him work to overcome it, and it is likely to facilitate the search for a common answer to this problem by resolving the conflict between individuals.[17]

Qatami Youssef and others, Educational Psychology, Dar Al-Fikr, Amman, 2010, p56.[15]
Abdullah Quli, towards a practical model for teaching higher cognitive processes (analysis/synthesis/evaluation), State [16] Ph.D., University of Algiers, 2003, p 213.
The same reference. P214.[17]

The previously stated lines clarify the central place that the concept of social-cognitive conflict occupies in cooperative learning, as the latter contributes to making a way for this type of conflict, and at the same time helps to give meaning and benefit to the activities performed by the teacher. This type of learning necessitates that the teacher plays the role of a mediator to facilitate interaction and exchange between the members of one group, and that he contributes to managing the social-cognitive conflict by analysing the procedures used to solve the problem, searching for the origin of errors, and using intentional cognitive strategies.

The third lecture: Different educational approaches (the Algerian school experience)

In the wake of independence, Algeria inherited an educational system that was foreign to its reality in terms of goals, principles, and contents. It was created by a foreign hand that lacked...to The minimum conditions for reception and work are a system created by colonial policy to erase the national character and erase the historical monuments of the Algerian people. It was necessary to change this system in form and

content and replace it with an educational system that responds to the aspirations of the people and reflects the specificities of the Algerian Islamic personality.

The social situation in Algeria after independence and the hopes placed on the school in... reshaping society, making the school, with its desired goals and objectives, one of the most effective institutions in independent Algeria. where the issue of educational reform in our educational system has remained one of the hot issues in the field of political and social life. It is worth noting here that the educational system has witnessed multiple developments and reforms with regard to curricula, so that different approaches have been adopted as a result of reaching a dead end every time that requires stopping to discover.

Mistakes and correct them before moving forward.

And talk about evolution The educational approaches adopted in Algeria from independence to the present day require us to point out four pedagogical approaches to conducting educational action:

The first approach: the content approach

approach the second: Approach by goals

The third approach: the competency approach

The fourth approach: the comprehensive competencies approach

In light of what was presented, we pose the following questions:

✓ How did this approach take place?

✓ What are the consequences, shortcomings and risks of each approach?

✓ What are the implications ?

1/ Approach with contents :

It is an approach that was adopted immediately after independence until the 1995/1996 academic season. As this approach is based on the contents, its pedagogical pattern is traditional, as the teacher explains the lesson, organizes the course, and completes notes, and the student is a recipient (he hears / memorizes / practices / repeats what he

has memorized).18. Which means that the student's job is limited to performing two tasks:

First: Acquiring knowledge as ready-made courses in quantity and quality.

Second: Bringing knowledge in the case of accountability.

It is worth noting here that the first school entry into independent Algeria was in October 1962, accompanied by a foreign educational system that was far removed from its reality in terms of goals, principles, contents, and paucity. But the Algerian state took the initiative to mobilize all available material and human capabilities and sought the help of sister countries to advance education. Thus, the first national committee for education reform was established on September 15, 1662, and its report was published at the end of 1964.

Disadvantages of this approach:

- ✓ Focus on the matériel.
- ✓ Mainly concerned with communicating information (knowledge).
- ✓ Significant lack of interest in the logic of learning.
- ✓ Difficulties in choosing evaluation methods.

But we no croaking method because the need She was Urgent in phase I went out In which Algeria

from unfairness colonizer, unless that it He was Must from re look in The system Educational And in education from where Application And the means Orthodontic in which Be priority To encourage Queens creative, But this, no Means that Teaching With contents may be Neglect development Capacity And skills but rather I depend Knowledge in order to Access to Its development19.

In keeping with the reform campaign and dissatisfaction with this type of educational pedagogy, it was necessary for educationists to present an alternative approach to the

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18Fatima Zaidi, teaching subject of expression in light of the pedagogy of the competency approach - the literary division of secondary education - a model - 2008/2009 Master's thesis, supervised by: Ezzedine Sahraoui. Muhammad Kheidar University, p. 27.
Ibid., p. 27.19

advancement and development of education, and in response to this, a new approach based on the goal emerged.

2/ Approach to objectives:

This approach came into existence almost immediately after the announcement of the rejection of the content approach in the 1995-1996 academic year, and it remained adopted until the 2002-2003 academic year.

Generally, it is A method based on the concept of the goal as a measurable performance when it is formulated in a procedural manner, i.e., a behavioral act that can be observed, (specific goals + procedural goals) that are executable. In the eyes of Docktel and Roegers Most of the abilities that school develops are abilities Cognitive. And The goals approach places the learner's success within a limited framework: the school or institution and the content of the learner's memory20.

1/The concept of the pedagogical goal:

Target: Originally, it belongs to the military field and means accuracy and specificity. In educational terminology: A desired behavior that is achieved by the learner as a result of an activity carried out by both the teacher and the students. It is behavior that can be the subject of observation, measurement and evaluation21.

2/The importance of the pedagogical goal:

Determine the contents - determine the pedagogical methods and techniques - control and evaluate the results.

3/ Objective levels:

Objectives (general educational policy)

Objectives (what is expected from education)

General objectives (objectives of a program or part of it)

Muhammad Sharqi, Pedagogical Approaches, East Africa, Morocco, Casablanca, 2010, p. 23[20]
Ibid., p. 23[21]

Specific goals (specific topic)22

The procedural goal is formulated in clear and precise terms that include the behavioral change intended to be brought about by the teacher, whether cognitively, emotionally, or normatively, then the conditions for achievement and evaluation criteria.).

4/Objective areas:

Cognitive field: human intellectual activity, especially mental processes; Memorize, understand, analyze...

- The affective field: motivations, interests, attitudes, values, and principles of behavior...

- The psycho-motor field: the formation of consistent and regular movements or skill achievements.23

Among the disadvantages and criticisms of the goals approach:

- ✓ Proceduralism is a behavioral tendency in which inculcation leads to mechanism at the level of learning.
- ✓ This model stifles the teacher's creativity and innovation and holds him captive Stereotypic and repetitive behavior.
- ✓ The theoretical reference for this model (behaviorism) breaks down learning into partial gains.
- ✓ Approach Learning has lost its socio-cultural framework, turning it into merely neutral behaviors24.

On this basis came the introduction of kafa and It is a strategic educational choice.

3/ Competency approach:

This approach was actually adopted since the academic year 2003-2004 and continued until the academic year 2016. It was enshrined in the National Education Directive Law No. 04-08 of January 23, 2008. The curricula were circulated according to this

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Saleh Belaid, Lessons in Applied Linguistics, Dar Houma, 3rd edition, 2004, p. 100.[22]
Muhammad Al-Duraij, Analysis of the Educational Process and Teacher Training, p. 87.[23]
Tayeb Nait Suleiman and others, the approach to competencies (the concept of a new pedagogy in education), Dar Al-[24] Amal for Printing and Publishing, 1st edition, Algeria, 2004, p. 23.

approach by a national committee for curricula and groups specialized in disseminating the curricula since Year 1998.

The pedagogy of the competency approach represents the educational and educational method resulting from the development taking place in the field of education in our time. It has intellectual, philosophical and social origins and sources, and is determined by a set of principles, values and curricula. It also requires advanced means and tools, and produces effects and results on the individual and society, all of this in the framework of the foundations on which contemporary education and its philosophy are based.

3-1/The concept of the competency approach

A- The educational meaning of competencies

It is a set of capabilities, the product of a training process within which knowledge, skills, methodology, and attitudes are detailed, and it is based on two elements: the first is the ability to act effectively in a specific situation, and the second is the ability to employ the gains in new situations.

It appears from this definition that the concept of competence is one of the complex educational concepts. Therefore, it stores a stock of knowledge, skills and attitudes acquired in specific contexts, which can be mobilized, employed, transferred and transferred into new situations.25.

B- The most important characteristics of the competency approach:

• The concept of competence in the previous sense refers to a set of specifications and characteristics, including:

Competence focuses on action more than on theoretical knowledge.

- Sufficiency is achieved in function positions linked to the surroundings to achieve functionality

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[25]See: Al-Arabi Soleimani, Al-Mu'in fi Education, 2009 edition, Casablanca, p. 84.

Competence is acquired after a course of formation.

Sufficiency is an unstable given. It grows and develops, and may decline.

Competence is a higher skill that falls within a broad field that includes decision-making, action, and confronting problems. It also requires innovation and creativity26.

• Concerning the contents: The approach starts from the following elements:

• Going beyond quantitative accumulation as it reflects memorization and dependency on summaries and destroys the structure of learner independence.

• Bringing in the methodological dimension when presenting and processing knowledge, enabling the learner to discover and build knowledge based on supports and documents, and through the thinking process related to the approach to the subjects and their learning cycles.

• Considering the cognitive content as a means that contributes to achieving learning objectives and thus building capabilities and competencies.

• Considering the student's book as a source of knowledge, whose presence is distributed throughout the supports and documents, and in terms and concepts.

• Freedom from ready-made summaries that conflict with the principle of independence and self-learning and replacing them with achievements and conclusions reached through intellectual processes in light of the questions accompanying the supports and documents, while ensuring that this is recorded in the learners' notebooks.

• Regarding supports and documents: Selecting supports and documents to serve the learning objectives in accordance with what is required by the methodological specificity of each subject in investing educational supports and documents in building learning activities according to what is included in its didactic references.

See: Ibid., p. 85.86[26]

• In light of this, the teacher's role remains directive, relying in his daily didactic practice on investing in activation methods that are compatible with the learning situations he proposes.

• Regarding assessment: The nature of the adopted approach requires reliance on formative assessment as it gives priority to the pace of learning, procedures and tasks more than results.

C- Reasons for choosing the competency approach in building educational curricula:

The explosion of knowledge that the world is witnessing today has made educational experts think about rebuilding educational curricula on principles based on what is most useful and useful to the learner and is more economical for his or her time.

Previous educational curricula are burdened with knowledge that is not necessary for life and does not allow its holder to manage his affairs in practical life.

- Looking at life from a practical perspective

- Reducing the contents of academic subjects

- Activating educational content and materials in school and in life

Competency-centered training is ambitious, because it requires the ability to use acquired knowledge effectively. From the point of view of the educational side, acquiring competencies constitutes a greater challenge than acquiring knowledge.27.

Among the disadvantages and criticisms of the competency approach:

The belief that the most effective approach has been adopted and the problem of academic failure has been solved by adopting the competency approach is nothing

Radhia Wais, The competency approach, its nature and the reasons for adopting it in the Algerian educational system, [27] Journal of Humanitarian Research and Studies, No. 11, 2015, p. 107.

but an illusion, as it has not achieved much, unfortunately. Students who face real cognitive difficulties due to their cultural environment, cognitive development, or multiple personal problems... We may even make matters worse because it requires... More abstract, mobile and independent than traditional school exercises. Therefore, differential pedagogy must not be overlooked to address the heterogeneity of departments28.

asThe hasty manner in which this approach was adopted, especially with regard to the formation of components and textbooks, led to adverse results that required another reform called the "comprehensive efficiency approach." The latter is not without the dangers of manipulating values, cultures, and identity.

4/ The comprehensive competency approach:

It is a very recently adopted approach that was developed in mysterious and urgent circumstances to be implemented in school entry for the 2016/2017 academic year. It was referred to for the first time in the recent reform that the education sector witnessed in Algeria in 2016, which was called the second generation, and it was presented on a parliamentary day on April 17, 2016.29.

Definition:

It is an approach that aims to turn theoretical knowledge into tangible behaviors by exploiting all points of intersection between subjects and making them complementary, unified materials to form the targeted competency.30.

Its characteristics:

[28]See: Muhammad Sharqi, Pedagogical Approaches, East Africa, Morocco, Casablanca, 2010, p. 76.
About the Parliamentary Forum on Educational Programs and Curricula in Light of the New Reforms, on April 17, [29] 2017.
Moussaidi Bou Said, Pedagogical arrangements in the new programmes, an intervention delivered at the Parliamentary [30] Forum on educational programs and curricula in light of the new reforms, on April 17, 2017.

- ✓ Intersection and sharing of materials between them.
- ✓ Improving practices in the department to raise the child's level of achievement.
- ✓ Giving other tasks to the professor, such as observing, taking responsibility, and criticizing31.

In general, this approach aims to teach the student how to live alone and cope with daily life situations by incorporating his comprehensive knowledge into daily work.

Its risks:

It must be warned not to rush to adopt this approach without adapting it according to the cultural, social, psychological and economic particularities, so that the benefit is limited to the technical and pedagogical nature, and not to prejudice the values and civilization of the Algerian state, especially since the comprehensive competence approach is characterized by its predominantly linguistic character, and according to this, learning the other language It is taught in the culture of that language and its original values32.

Any change in the curriculum must first be chosen by thinking about it, its suitability to reality, its effectiveness, and how to apply it, and not choosing it based on texts. If the work is carried out in this way, that is, seriously, there is no doubt that it will take a long time. Change must be accompanied by a cultural revolution, first for the sake of the teachers and then for the sake of the students and parents, that is, society, in order for any adoption of a new pedagogy or approach to succeed.

Abdel Aziz Berrabah, Second Generation Reform Programs, an intervention delivered at the Parliamentary Forum on [31] educational programs and curricula in light of the new reforms, on April 17, 2017.

Hamza Belhaj, All About the Scandal of French Intervention in Our Educational Curricula, Hessa Hana Algeria, Al-[32] Shorouk News, March 25, 2016.

Fourth lecture: Active pedagogies (Inclusion pedagogy/pedagogy The project/The problem situation)

Introduction:

It has become a concept of efficiency Competence serves as the beating heart of study programs in many countries, including Algeria, which has adopted this approach It sought to overcome the shortcomings of previous approaches, especially those related to pedagogical goals.

Inclusion pedagogy

Pedagogical integration

1/ The concept of integration:

""It is a process by which we connect elements that were initially separate, in order to operate them according to a given goal."[33].

The Supreme Council for Education defines the integration of knowledge as: "the process by which the learner connects his previous knowledge with new knowledge, thus restructuring his inner world, and applying the knowledge he has acquired in new, tangible situations."[34].

Here it should be made clear that integration is not a simple synthesis that means clarifying the interconnections and relationships between different gains. Rather, installation is one of the stages of integration that requires mobilization. While the integration process is based on the interconnection between knowledge, its detailing, and its polarization in order to build some competence.

2/ The concept of inclusion pedagogy (Pedagogical integration:

"It is a set of mental and practical practices that the teacher follows to make the learner able to move, mobilize, and transform his learning, knowledge, and school gains within a teaching-learning situation, a problem situation, or a function-goal situation."[35].

Al-Arabi Soleimani, appointed in education, p. 96.[33]
Ibid., p. 96.[34]
Ibid., same p.[35]

We point out that the professor is the one who practices the pedagogy of inclusion while the learner practices the integration.

3/ Objectives of intégration pédagogie:

- ✓ The individual learns how to use knowledge in specific situations.
- ✓ Trying to establish relationships between the various terms and concepts learned.
- ✓ Distinguish between what is more important and what is less important.
- ✓ Giving learning meaning and significance (Osbel = significant learning and non-significant learning).

The pedagogy of inclusion meets the rest of the perceptions of the competency approach in three basic elements that respond to the requirements of current societies. These elements are represented by the following features:

_Do not limit yourself to knowledge and skills(saviors et savoir-faire) as learning implications.

_Considering the learner as the primary actor and centering all activities around him.

_Adopting complex situations to build or evaluate competence (solving problems, solving problematic situations, completing projects,...).

4/ Principles of inclusion pedagogy:

The pedagogy of inclusion is based on five basic principles:

- The whole is greater than the sum of the parts: the difference lies in the relationships between learning within the framework of socio-constructive activities, and the meaning that learning takes on when transferred across different contexts within the framework of inclusion activities.

- Not all things are of the same importance: basic learning is addressed first, then complementary learning or mastery learning if possible (it contributes to achieving the principle of equal opportunities by opening the way for each

learner to reach the maximum of what his abilities allow), and the same goes for competencies.

- The most efficient makes mistakes: This principle expresses the learner's right to make mistakes(error), which is invested in treatment activities (remediation) to correct all shortcomings.

- The experienced professional is distinguished from others by his ability to treat. This principle focuses on an essential role for the professor, which is the ability to diagnose the error, determine its cause, and suggest a treatment directly related to the cause.

- What has significance for the learner resists time. This principle is articulated with the second goal of inclusion pedagogy.

5/ Definition of integration activity:

It is a didactic activity that seeks to lure the learner to mobilize the acquisitions that were the subject of previous learning. It consists of learning moments based on giving meaning to those acquisitions.36.

6/ Components for integration:

- Interconnection: Any interconnection between the various elements that are to be integrated, highlighting the common points between them, and strengthening the links that exist between them. It is a matter of assembling these elements within a system in which the whole remains greater than the sum of the parts.

-Coordination: Integration benefits coordination between the various elements with the aim of achieving harmonious and harmonious work to highlight the movement that the integration provokes.

- Polarization: Any process that stimulates students' acquisitions has a goal, which gives it meaning37.

Al-Arabi Soleimani, op. cit., p. 97.[36]

Based on the above, we conclude that integration pedagogy is the method adopted by the teacher with the aim of making the student move his acquisitions that were the subject of separate learning in order to give meaning to those learnings, and this method enables us to determine whether the student possesses a certain competency or stage of competency, and it comes at the end of some Learnings that constitute a significant whole, that is, when we want to establish adequacy or achieve the ultimate goal of inclusion.

7/Levels of integration:

1_Work or practice: The integration of the acquisitions is closely linked to the learner's ability to act and accomplish activities that make him realize the benefit of his acquisitions. It also enables the ability to act to be revealed through observable performances and results, knowing that all learning activities that will be planned and organized are in relation to competence. It will consist of activities that help integrate the gains from activities consistent with this approach: preparing projects and implementing them, solving complex problems....

2- Understanding: It is not possible to acquire competence without possessing the basic acquisitions. The latter are what allow the learner to understand and realize what he is doing. In the learning process, the basic acquisitions are considered a condition for consolidating the acquisitions and should occur at a stage prior to integration to clarify the above. It is unreasonable to imagine a learner. He can express in writing and correctly without memorizing and understanding grammatical rules. Any weakness that appears at the level of understanding will result in difficulties in integration. Work (competence) and understanding (basal acquisitions) are two interconnected processes and cannot be separated because basic acquisitions are an integral part of competence.

3_Independence: Independence (self-reliance) is considered one of the indicators that show that the integration of the acquisitions has taken place during the formative

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appointed in education,Previous reference,p. 97.[37]

assessment, as during this stage the process of enrichment and transfer of the acquisitions begins and the process of independence gradually stabilizes by involving the learner in new and diverse situations and by minimizing interference. The educational process should move from the method directed to delegation according to the major stages of gaining competence38.

8/ Types of inclusion:

Integration activities are many and varied, often related to the type of task to be accomplished. Some of them can be implemented at all levels and subjects, while others are specific to certain levels and subjects. In general, we mention among them:

1_Problem solving activities: A problem is defined as an obstacle that prevents achieving a need, and it is solved by following the following steps

/1-Understanding the nature of the problem

/ 2-Imagining the solution (linking the unknown and the data)

/ 3-Implementing the solution / 4-Noting the result.

2-Written or oral expression (communicative situation): It is an integrative activity specific to language learning. It can take various forms, and the important thing in it is that it be in a functional situation, or describing a person, animal, or scene..., or completing a videotape, directing a novel.

3_Social tasks: The task to be accomplished must fulfill a purpose of a social nature:

- ✓ Writing an article with the intention of publishing it draws public attention to the need
- ✓ Preparing a project to decorate the school's surroundings with trees and plants.
- ✓ Draw a plan of a place, let it be the school.

Maoush Abdel Hamid, The role of fifth-year primary school teachers' knowledge of the integration [38] situation according to the perspective of teaching by approaching competencies and its relationship to their attitudes towards it..

- ✓ Preparing a program of cultural activities that will be held on the occasion.
- ✓ Completion of the school model.
- ✓ Completing an audio-visual tape installation on a topic.
- ✓ Preparing and completing an investigation that addresses the problem of ocean cleanliness, for example.
- ✓ Preparing posters to launch an awareness campaign about a phenomenon.

4_Production on a proposed topic: The student here is asked to produce a complex personal work in which he harnesses a group of his gains that he will deal with in a special way, but he must complete it with additional research. Production here is only an excuse for learning, preparing research in which he addresses a problem related to his surroundings, such as the cleanliness of the neighborhood or traffic accidents... This work takes several forms: in primary school it is related to expression, in secondary school it is related to research, and in higher education it is related to a memorandum or dissertation. This work can also lead to the completion of an exhibition or publication (brochure, magazine).

5-Field visits: Field visits are inclusive if the student does not play the role of an observer, that is, if this visit leads him to solve a problem by developing a hypothesis and searching for information that allows him to prove the validity or falsity of the hypothesis, or at the end of the visit he must process the data he obtained, analyze it, and extract what can be extracted from it. Then the field visit can be described as an integration activity.

6-Applied work in laboratories: Applied work is like field visits, which are considered an integration activity unless they recruit the student's activity, that is, push him to use the scientific method (developing hypotheses, choosing the necessary methods, collecting information, completing the experiment, and observing the results).

7_Artistic innovations: Innovation is the integrative activity itself, in which the learner employs all his gains. Here it is related to literary or artistic production (writing poetry, stories, drawing).

8_Pedagogical project (department project): Pedagogical projects represent real integration activities provided that the students are the active parties in them, that is, in them each one of them harnesses his gains according to specific goals.39.

Finally, we can only emphasize the importance of integration pedagogy as a procedural and practical approach to achieving competencies. However, its proper application remains linked to a set of conditions, the most important of which is activating the pillars of continuous training at the theoretical and experimental levels, and working on the teacher's competencies, as it is required in the integration pedagogy approach to assume the role of director and maker of educational action scenarios par excellence in complete harmony with the rest of

the components of the pedagogical field in order to achieve what we seek. Goals.

See: Al-Arabi Sulaymani, pp. 98, 99.[39]

Fifth lecture: The competency and strategic approach! Calendar under! Hà

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Introduction:

Evaluation means a set of conditions that the teacher works to provide to obtain the necessary data that enables him to make judgments regarding the effectiveness of teaching for the purpose of diagnosis, control, and modification.

Evaluation procedures are thinking about the processes and actions that the teacher and students will do to evaluate the course of teaching and learning, its results, and the context of its achievement. How can a calendar be a calendar? Are the evaluative practices in our schools carried out in a wise manner?

1_Towards a concept of calendar:

In its linguistic origin, the word "evaluation" means estimating a thing, giving it a value, judging it, and correcting its crookedness, as it was mentioned in Lisan

al-Arab by Ibn Manzur under the article "straighten" to straighten the commodity and draw it out, value it, and he sees that the origin of the verb is to straighten, not to value.

It is mentioned in the language dictionaries to straighten the commodity, meaning to give a material value, and the people of Mecca say to straighten the commodity, and they have the same meaning (Al-Razi, Mukhtar Al-Sahih), and to straighten the thing by removing its crookedness, such as: straighten the spear or straighten it, and straighten the goods and give it a known value, Hence, its strength in language equals it and makes it upright or upright.

There is confusion in the use of the word's evaluation and evaluation, as some believe that both give the same meaning, that is, they serve to indicate the value of a thing. However, the word evaluation is linguistically correct and is the most widespread in use among people. It also means, in addition to stating the value of a thing, modification or correction. How crooked it is. As for the word evaluation, it indicates giving value to the thing only, and from here we find that the word evaluation is more general and comprehensive than the word evaluation, as the evaluation does not stop at stating the value of the thing, but rather it is also necessary to try to fix and modify it after judging it.[40].

As for the term, it is known as Jeanne Marie de CatelJM Deketele calendar as:

"Examining and examining the degree of fit between a set of information and a set of criteria for specific objectives in order to make a decision."[41] It focuses on the process of making decisions based on the criteria of the objectives through examining and interpreting the data collected about the evaluated object.

Ahmed Jawdat Saadeh, p. 61.[40]
 This book (JM) documents introduction to concepts and practices Cabay 1982,p[41]

Evaluation aims to judge the value of a given given based on certain criteria. The act of evaluation - whatever its purpose - is based on the presence of two extremes or limits to compare.42:

A-What is an object, and is observed by an instrument of observation (testing).

B-What should be, which is the theoretical perception that constitutes the frame of reference for judging what is.

The process of comparing these two limits leads to issuing a judgment of satisfaction or dissatisfaction, based on realizing the difference between them and interpreting it, and by obtaining the result of the interpretation, the judgment is issued.

And decision making, this process can be represented by:Next43:

comparison ←——— What is a being?

↓

Understanding and

↓

Issuing

↓

Make
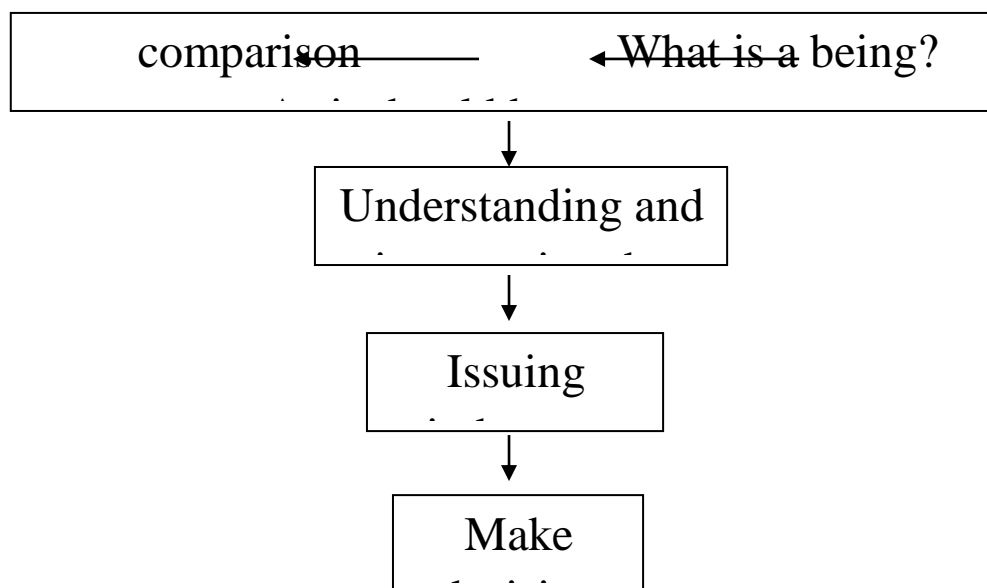
The calendar's special functions include:

- Anticipating Learning difficultés.

- Examining the conditions and starting points of learning before teaching.

- Developing educational work and changing its methods.

Ahmed Al-Arabi Abu Shadi, Evaluating Competencies in Teaching Arabic in Preparatory Secondary Education, first [42] edition, Afaq for Studies, Publishing and Communication, 2009, p. 32.
Ibid., p. 33.[43]

- Adjusting the learning path and processes.

In evaluation, attention must also be paid to the difference between the standard and the criterion. The standard indicates that we judge learners by comparing their performances with those of their colleagues without paying attention to the quality of teaching and the adequacy of learning.

As for the test, it is a reference standard derived from the goals themselves, where we do not compare the student to others, but rather to the extent of his control over the performances, abilities, and competencies required by those goals.

Hence, evaluation means "assessing the situation, issuing judgment on it, paying attention to rationalizing the educational action in order to know the distance that separates the learner from the goal, and trying to bridge the gap between reality and ideal."[44].

This means that the evaluation aims to find out whether students are actually able to perform the correct behaviors, what difficulties they face, and what mistakes they may make in order to develop the appropriate treatment to reduce or avoid them by raising the level of performance.

2_ Calendar methods:

There are many methods that are used for educational evaluation, and these methods vary according to their nature, the way they are designed, and the extent of their common use. Those interested in evaluation differ in classifying their types, as some classify them into two types: oral methods and written methods, and others classify them into three. Types are: oral methods, written methods, observational methods, while others classify them into four types: traditional examinations, objective examinations, standardized achievement tests, and observation records.

See: the previous reference, Ahmed Al-Arabi Abu Shadi, p. 35.[44]

Despite the different classifications, we emphasize that there is no single tool to measure all aspects of learning and achievement, and that all available tools are necessary to evaluate the learner's growth and ability to achieve, solve problems, use thinking methods, or acquire required behaviors and skills, and that a good tool is At the same time, it is an educational tool in addition to being an evaluation tool.

3_ Steps in the evaluation phase:

This stage includes four basic steps through which the effectiveness of teaching and learning is evaluated at different points during implementation. It is worth noting that this stage does not necessarily come at the end of the teaching stages, but rather intersects its processes. Some of its activities and procedures may appear during the planning and structuring stage, some during the implementation stage, and others in the final stage. The following is an explanation of the steps of this stage:

The first step (diagnostic evaluation):

It focuses on the need for the teacher to know the actual level of students in terms of their readiness to learn and their interest in it, which enables him to create the appropriate educational environment for the required learning events, and in other words to obtain data that enables him to determine the level of his intervention to be consistent with the students' current information and abilities, and To choose appropriate activities and educational methods. The diagnosis may focus on knowing the level of students' information or skills that are considered basic requirements for learning the new subject. It may be with the aim of ensuring that the subject matter is new for the students, or it may be with the aim of diagnosing the difficulties that students face at the beginning. The educational unit in terms of their awareness of the educational objectives or other elements of the educational action.

The second step (formative evaluation)

The work in it focuses on practicing what Scriven called(1967) Skriven Formative Evaluation Some people use the term formative or constructive evaluation... It is a type of continuous evaluation that accompanies the act of teaching/learning, and which would provide the necessary information about the level of students' progress towards the specified goals, enabling modification.

It enables the teacher to obtain a type of immediate feedback during implementation and use its results to modify or change the teaching itself or review some points that show difficulty among students by analyzing their errors and addressing those errors and correcting them directly in the classroom itself.

The results of formative assessment are considered fruitful and rewarding reinforcement for students who have reached the level of mastery or the level closest to it. The more frequently there is evidence of the level of mastery, the more it reinforces their continued effort and full attention to continue learning.

Step Three: AdjustmentRegulation)

Control includes a type of continuous monitoring and is necessarily included in the context of evaluation. However, it is not limited only to modifying behavior, but it also works to modify the basis of behavior. It does not mean that behavior becomes consistent with pre-determined standards, but rather it includes creating a new system of standards. It is also not synonymous with adaptation, nor is it merely going backwards to achieve balance or respond to a request, but rather it is above all building new capabilities and paths.[45].

We look at control according to two distinct dimensions:

The first dimension: It represents the information or data provided to the student or that he discovers on his own and that enables him to position himself within the framework of the efforts he undertakes to learn, whether in terms of treating the

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Vial, M. (2001) This formerly for valuer, this sonner une problem etélaborer des concepts. Ped in the development [45] of Boeck Bruxelles, p. 153.

proposed situation or the possibility of using the new gains in other situations. This dimension is of great importance because it enables the student to modify(Ajuster) his own endeavors constantly.

The second dimension: It represents the information and data that the teacher obtains and through which he works to adapt his teaching, either by modifying or redirecting the educational action to move in more appropriate directions to achieve the specified goals. This dimension is also considered very important as it enables the teacher to modify(Ajuster) his educational path to the pressures or obstacles that he may encounter during the act of teaching/learning.

The control process proceeds according to these two dimensions in a circular manner, starting from information and data to adapt the educational/learning action and vice versa, that is, from action to data, whether for the teacher or the student.

This type of control enables the teacher and the student to work together to activate the interaction between them, and it enables the teacher in particular to adapt the selected situations to the knowledge and information provided, manage and develop the problem situations, and exchange roles between the teacher and the student in the educational situation.

The fourth step (final evaluation)

This type of evaluation takes place at the end of the educational unit, and relates to the actions taken by the teacher to obtain data and information that enable him to make judgments and make decisions regarding the act of teaching/learning, and it is like drawing a picture backwards.(Retour on image) and analyze what was previously implemented and understand the result in a way that enables him to face all possibilities in the future (Jonnerat et al, 1998, p. 374).
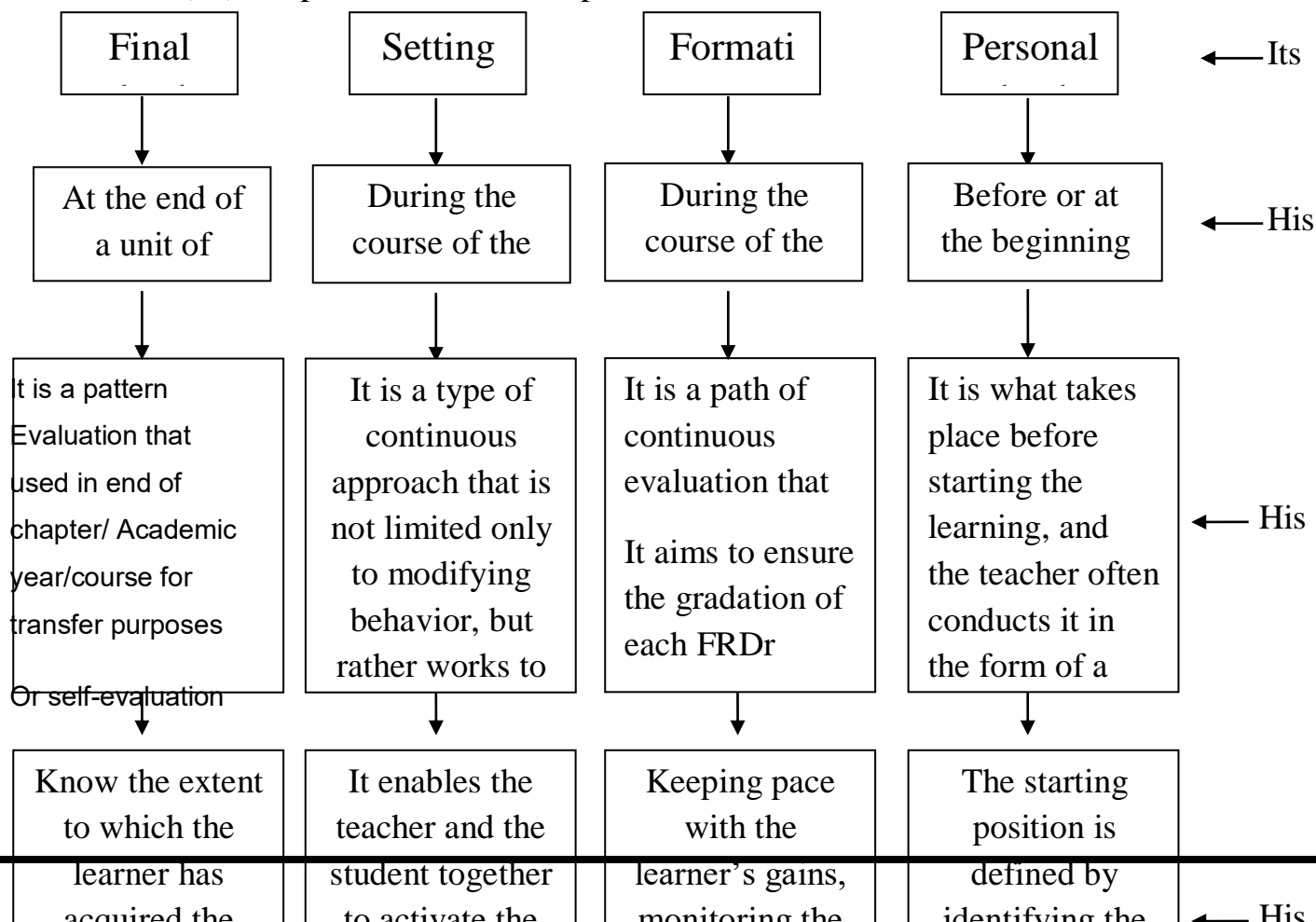
The final evaluation relates to the set of specifications that the teacher initially set for the objectives, contents and activities, the type of learning he wishes to achieve and the level of this learning.

The procedures taken in this step enable obtaining results that indicate the strengths and weaknesses of the educational unit, and identifying the locations and sources of this strength or weakness, and based on that, the necessary development and modification can be taken to improve the educational/learning process.

The final evaluation process begins with measuring the learning outcomes and estimating them in light of the desired goals, and using them constantly to evaluate the level of students as individuals or as groups. There is no doubt that students' knowledge of their level of mastery and the results of their effort is considered one of the most important motivations for learning, and one of the most successful methods of reinforcement that are used to advance learning. Students will advance, especially if the reinforcement is immediate. In order for this type of assessment to achieve its goals, students must know the reasons for their weaknesses and the types of their mistakes so that they can overcome them and avoid them in the future.

In general, a simplified presentation of the steps of this stage can be presented through the following diagram prepared by the researcher:

Table No. (11): Steps in the evaluation phase.

Final	Setting	Formati	Personal	← Its
At the end of a unit of	During the course of the	During the course of the	Before or at the beginning	← His
It is a pattern Evaluation that used in end of chapter/ Academic year/course for transfer purposes Or self-evaluation	It is a type of continuous approach that is not limited only to modifying behavior, but rather works to	It is a path of continuous evaluation that It aims to ensure the gradation of each FRDr	It is what takes place before starting the learning, and the teacher often conducts it in the form of a	← His
Know the extent to which the learner has acquired the	It enables the teacher and the student together to activate the	Keeping pace with the learner's gains, monitoring the	The starting position is defined by identifying the	← His

4_The state of pedagogical evaluation in the educational system:

The educational system has not yet been freed from evaluative practices of a monitoring nature. Monitoring differs from evaluation as it focuses on what is fixed, and means matching between aspects we encounter in a given situation and a model of a pre-existing reference. Therefore, monitoring must be objective and the observer strict in decision-making, and comprehensive monitoring is not enough. Except when required by its activity, as for the evaluation, it measures the differences with a fixed reference, that is, it focuses on what is variable.

_A stereotypical, classical and superficial calendar, and the evidence for this is that:

- ✓ My achievement only measures knowledge, and knowledge is monitored and not established.

- ✓ It depends on the exam and the exam is not the goal of the school.

- ✓ Depends point and point, broken self-confidence = school dropout.

- ✓ Instead of the professor having a calendar notebook,

- ✓ he has a marking notebook.

- ✓ The average is a measure of differentiation and a means of ranking.

- ✓ Test + point = measuring tools.

✓ Quantitative standard calendar.

Does this type of assessment help the learner understand his learning?

This question leads us to describe the evaluation process from the perspective of contemporary pedagogy:

✓ From a separate evaluation to a multidimensional evaluation = process and follow-up.

✓ From stereotypical assessment to contextual assessment = its connection to learning situations, the learner, and also to the goals.

✓ From standard evaluation (tests) to standard evaluation = problem situations + evaluation grid (the standard is fixed and the indicator is variable).

✓ From evaluating knowledge to evaluating competencies.

✓ From summative assessment to formative assessment=integration.

✓ From an evaluation that stands at the limits of the average to an evaluation that examines how to succeed = differential pedagogy and the compulsory nature of success.

✓ From evaluation as a decision to evaluation as a path = comparison between the required task and what was actually accomplished and not between the learner and his colleague. (The bets of contemporary pedagogy)

Recommendations:

_Monitoring and evaluation should not be separated, as a balance between them is a necessary requirement.

_Evaluation tools take into account individual differences between individuals during the evaluation process.

During his evaluation of the evaluators, the evaluator relies on what is called the standard correction network, through which the evaluator completes a follow-up

card and a competency book as a summary of the outcomes of the evaluation of competency resources, which in turn differentiates between three categories:

Leadership category= Pushing them to continue excelling.

Feature class= Taking care of it using pedagogy of support.

Category of needy people=Take care of it pedagogically through treatment pedagogy.

Sixth lecture: Handling linguistic errors!and difficulty learning

Errors committed by learners have come to occupy a distinguished place in pedagogical work, and didactics have also given them the utmost importance in the theoretical model of instruction, because errors play of utmost importance in the teaching strategy implemented by the educational actor, especially if they are taken as a starting position during the presentation of the teaching-learning activity.

Thus, error can be considered, in general, as a type of misuse of educational knowledge on the part of the learner, which may be caused by didactic, epistemological, or formative - as will be explained later - and perhaps what explains the failure of teachers in their educational tasks is their exclusion of errors from the procedural goals that they set. Also, learners often experience the error as a negative behavior, because the error in their representations is a symbol of failure and undesirable vile behavior within the classroom, as this feeling is strengthened when the attitudes of the educational actor are negative towards it.

The error may be a clear expression or manifestation of a group of spontaneous or newly acquired and constructed perceptions, integrated within a cohesive network of cognitive representations drawn in the form of obstacles that are supposed to prevent the acquisition and mastery of new concepts. Therefore, the process of confronting these obstacles and obstacles became one of the projects of the current didactic proposals, and the error was considered a didactic situation with a strategic dimension in correcting knowledge that was not properly constructed.

When we talk about the obstacle, it is worth noting that the use of the term obstacle obstacle) has been associated with epistemological, philosophical, and psychological studies. Contemporary psychology considers the pedagogical obstacle a motivating factor that can help bring about a mental and psychological change in the individual and lead him to make breakthroughs and overcome barriers, by transcending illusions and fears.

Error concept:

"MeansL' erreur, in the educational field, is the learner's stumbling response to a question or instruction, or it is the behavior carried out by the student or trainee, which is inconsistent with what is required or the instructions of the contextual situation. Meaning that the error is the answer that does not match or fit with the instructions or questions that accompany a situation.[46].

The error is defined as follows:

"It is every mental state or mental act that is considered right that is actually wrong or vice versa."[47].

"The effect of previously acquired knowledge that was important and has become incorrect or inappropriate."[48].

Jamil Hamdawi, Pedagogy of Mistakes, first edition, Al-Muthaqaf Library, 2015, p. 10.[46]
Muhammad Sharqi, Pedagogical Approaches: From Learning Thinking to Learning to Think - A [47] Sociopedagogical Study - Dr. I, East Africa, Morocco, 2010, p. 128.

2- Sources and types of students' errors:

2-1- Sources of students' errors: We can identify four basic sources of making mistakes, for which both the teacher and the learner, if not the entire educational system, bear responsibility. These are:[49]

Developmental or developmental source: Each age stage has its own characteristics, as Piaget and developmental psychologists in general have shown, and it also has capabilities and limits associated with it. Therefore, we should not burden it with what it has no capacity for, as the student's chances of error multiply whenever we ask him to make an effort that exceeds his mental capabilities and so on. His emotional and emotional characteristics make him feel that he is responsible for his mistake and that he does not understand like others.

Epistemological source: We can talk about an obstacle of this kind when we are faced with a concept that is not sufficiently defined. Hence, its difficulty is what assumes the error and doubles the learner's percentage of it being made.

Educational resource or didactic obstacle: The error here is related to the method followed by the teacher or the approved learning strategy. We may find the method inappropriate, due to the other skills it assumes, or to the poor selection of the pedagogical equipment used. It can be said here that the error is mainly related to the teacher's personality and his absence or poor management.

Contractual source: The error in this case reflects the nature of the contract that the teacher builds with the learners, meaning that the learner does not understand exactly what the teacher expects of him, either because he did not inform them of the nature of the competencies and goals they want to achieve, or because the learners did not accurately understand what the teacher wants them to achieve. mechanism. The problem here then becomes a communication problem.

Ibid., p. 129.[48]

Al-Arabi Soleimani, appointed in education,Previous reference,Pp. 117,118.[49]

It is clear from the above that there is a group of errors that can be addressed provided that they are identified and the factors involved are understood. Only then does the error turn into a positive meaning with a formative function, without forgetting the pedagogical importance behind such learning.

2-2- Types of student errors: The errors committed by learners mainly belong to the following four areas[50]:

The first area: errors related to posture

In this case, we stand at a group of possibilities:

- The situation seems new to the student, such as, for example, the way the question is asked is different from what he is accustomed to, or the task he is required to accomplish is different, the language of communication he is not accustomed to, and the cultural context seems strange to him.
- The position is known to the student, but it suggests and favors a style of thinking that the learner does not control.
- The situation is known to the learner, but there are constraints that hinder him, such as the time allocated for completion being insufficient.

The second area: errors related to what needs to be accomplished

Here, either the requirement is poorly formulated and is likely to be ambiguous and ambiguous, such that it includes complex and difficult words that do not fit the student's vocabulary, or the requirement is incomprehensible and difficult to read by the student, so we find him either subtracting from it or adding to it, and thus disposing of it in a way that may result in another requirement made by the student. .

The third area: errors related to previous gains

Sometimes the previous learnings are either wrong or not supported sufficiently, as the student in this case does not bear any responsibility. To confront these obstacles that

Muhammad Sharqi,Previous reference,Pp. 139, 141.50

lead to making a mistake, the teacher must diversify the learning while always referring to the initial learnings that are necessary for this or that subject. As each academic subject assumes a set of knowledge and initial data that must be available to the student so that he can continue his learning. Sometimes, there is no harm in repeating the learning from its foundations to demolish all false representations.

Fourth area: Errors related to mental processes

Many errors may stem from the mental processes adopted in a particular situation, as we find that the mental process carried out by the student is not commensurate with the nature of what is required and the process expected of the teacher. For example, while the teacher is waiting for the learner to move on his previous gains to solve a specific problem, we find that he remains a prisoner of a lesson. A specific subject or academic subject.

3- From error-to-error pedagogy:

The pedagogy of error is based on the principles of formative psychology as well as Bachlarian epistemology, which looks at the work of the teacher and his interventions within the pair: trial/error, as error is not excluded, but rather considered a natural reaction to a misunderstanding that must be invested and translated into a starting point for knowledge that we want to replace incomplete knowledge that exists in a form. Before the student, it is what he discloses and presents in an incorrect form.

3-1- Definition of error pedagogy:

It is a pedagogical plan based on the assumption of didactic difficulties that the learner faces while applying the instructions given to him within a specific educational activity. At one of its levels, we tend to identify the causes of the error, whether from the standpoint of a priori perception of it, which is essentially linked to previously accumulated knowledge, or at the level of the moment of teaching and during the

educational process. This pedagogy has emerged as a new trend in modern educational practice[51].

And he knows it Abdul Karim Gharib said: "A conception and approach to the teaching and learning process. It is a strategy for learning, because didactic situations are prepared and organized in light of the path that the learner takes to acquire or build knowledge through his research, and the errors that may occur in this research. It is a strategy for learning, because it is considered... "Error is a natural and positive thing that reflects the learner's pursuit of knowledge."[52].

3-2-Pedagogical approaches to error:

3-2-1-The traditional pedagogical approach: Traditional pedagogy seeks to advocate the elimination of error in its early stages. Before it escalates and negatively affects the learners' results, we can see this in the guidance that teachers provide during continuous monitoring, such as: Be careful, there are mistakes that you should not make, think carefully to avoid mistakes, and the teacher in this case reinterprets the data provided to the learners, If they are unable to overcome the mistakes committed, they are required to repeat the section. The reality here is interpreted as the fact that learners are accustomed, explicitly or implicitly, to avoid error or circumvent it by cheating, since the negative attitudes taken by teachers lead learners to hide their educational problems.

This behavior observed in traditional pedagogical systems would push educational work into critical pedagogical situations that would affect the achievement level of learners.[53]

Al-Arabi Soleimani, previous, p. 117.[51]

Abdul Karim Ghareeb,Educational Manhil, Part Two, World of Education Publications, first edition, Al-Najah New [52] Press, Casablanca, Morocco, 2003, p. 332.

Muhammad Lambashiri, The Didactic Discourse of the Basic School between Perception and [53] Practice: A Critical Analytical Approach, first edition, Dar Al-Thaqafa, Al-Najah New Press, Casablanca, 2002., p. 78.

3-2-2-The behavioral approach: The behavioral approach in the field of education is considered among the most important educational approaches known at the beginning of the twentieth century, and it is the one credited with the emergence of programmed teaching methods with Skinner.

This theory considered error to be a defect that leaves negative effects on the learner. Therefore, any bad response given by the learner must be combated by proposing appropriate activities or by supporting the learner in the topics and contents in which he stumbles and helping him to overcome his mistakes.

The error from the perspective of the behavioral approach is not due primarily to the learner's initial knowledge acquired, whether from the school environment or from the sociocultural reality, or to the nature of the representations he has, but rather to the progression adopted as a choice in presenting the academic activity. In other words, the error is not a subjective behavior that is initially linked to the learning child, but rather to the didactic choices from which the educational actor proceeds in presenting the learning activity. Thus, we find Bloom calling his educational model "the educational system without errors," as he believes that every educational system that is extremely effective should work to reduce errors to the greatest extent possible and allow all learners, without exception, to reach the same degree of achievement.

In summary, behaviorists believe in the ability of behavior to be modified. Errors can be overcome, and the learning process must require trial and error as its input.[54]

3-2-3- The constructivist approach: The constructivist approach considers error to be a positive thing, and this is what we conclude through Bachelard's statement: "The mistakes of our students in learning are part of their personal history with all that this history carries of knowledge, experiences, and imaginations...and these

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Muhammad Sharqi, previously, p. 135.[54]

mistakes are similar to To some extent, the errors that scientific knowledge has known throughout its history have given meaning to that history...55.

In Bachelard's view, error represents an important pedagogical phenomenon because it is not just a stumble on the way and does not appear only as a result of what is outside knowledge, but rather it represents a starting point for it.

3-3- Didactic geometry of the error:

In particular, it is a scientific method for monitoring and diagnosing the causes of pedagogical error and knowing its reference principles. This engineering also proposes a didactic strategy that makes the student able to recognize his mistakes and acknowledge them in order to overcome them. This is what Rogers calls metacognition and reflexivity56.

But if it is necessary to let the learner try and make mistakes, it is also necessary not to let him exhaust his energy in a wrong path that does not lead to integration. Therefore, it is suggested to strike a balance between giving him sufficient time and providing him with feedback.

3-4- Principles of error pedagogy:

based Pedagogical and didactic error can be attributed to a set of foundations and principles, which can be summarized as follows57:

The error The basis of learning, training, and qualification: That is, the learner cannot acquire experiences, knowledge, and resources except by committing pedagogical and didactic mistakes, and repeating attempts several times in order to learn.

The error Renewal of knowledge: meaning that error is not ignorance or lack of knowledge, but rather it is knowledge that the learner has forgotten or neglected for

Dictionary of Educational Sciences, collective author, Educational Sciences Series, Issue 9, p. [55] 118.
Muhammad Lambashiri,Previous reference,p. 62.[56]
Jamil Hamdawi,referencePrevious, p. 15.[57]

some reason. Plato said: Knowledge is remembering, and ignorance is forgetting. Therefore, error is realized through knowledge, remembering, and trying.

The error A natural and human phenomenon: This means that among the normal, natural and innate characteristics of a human being are mistakes, forgetfulness, ignorance and heedlessness, and a human being is called a human being. Because he forgets quickly.

The error A right of the learner: This means that a mistake is not a crime, a flaw, or a shameful act, but rather it is a right of the child and the learner in particular, and of human rights in general.

The error Evaluation tool: Meaning that evaluation focuses on correcting errors, measuring learners' proficiency, and testing their achievements and practical performances within the classroom.

The error Diagnosis and correction: After the process of diagnosing and describing errors, comes the process of correcting errors in the light of verification, correction, and self-evaluation networks.

The error Building learning: This means that the teacher builds his learning and corrects it based on the mistakes committed by the learner.

The error Strict management: That is, mistakes are what push the teacher to choose new mechanisms at the level of planning, management, and evaluation.

The error The basis of support: This means that the teacher does not resort to support, strengthening, and confirmation except in the presence of a common, recurring, and persistent error.

The error Diverse sources: That is, errors have diverse sources, either organic, psychological, social, pedagogical, didactic, linguistic, or epistemological.

3-5- Functions of error pedagogy:

There is A group of functions performed by error pedagogy, which can be limited to the following:

job Educational-learning: This means that mistakes are a positive means of learning experiences, and building gains. From mistakes a person learns, and through them he becomes himself by himself, after recognizing his various stumbles, gaps, and defects.

job Formative: The learner learns a lot from making mistakes. Hence, the mistake becomes a means of training and rehabilitation and benefiting from the mistakes he fell into, by not repeating them again. This function is especially present among teachers, especially trainees who receive lessons in teaching methods.

job Therapeutic: Mistakes contribute to revealing the learner's strengths and weaknesses. Therefore, the teacher intervenes to diagnose these errors by analyzing and describing them and searching for their factors and sources, while proposing management mechanisms to address them either in an educational and didactic way, or in an external way of a psychological and social nature.

job Directive: The error carries within it a directive function, as it helps the teacher to know the level of the learner, and determine his competent and qualifying abilities, so he directs him to choose the most appropriate contents, programmers, methods and didactic means, and also directs the learner to the appropriate direction for him.

job Management: The teacher's mistake helps in managing his didactic lesson, by developing a competent plan, or setting out a set of procedural objectives, and providing the necessary management equipment with regard to the contents, pedagogical methods, and didactic means, choosing the best method of communication, and organizing the classroom spatially...etc.

3-6-Mechanisms of working according to error pedagogy:

Working according to this pedagogical approach, in addition to the initial conviction that error is a natural right for the student as he is still finding his way in

understanding, knowing and learning, requires undertaking a set of procedures that we define as follows:58:

3-6-1- Notification of the error: At this stage, the student must be notified of the error without putting him in the position of the guilty. Rather, we must look at the student's error as merely an attempt to find his way to success, and it is appropriate to exclude actions performed by chance, as Freni mentions.

3-6-2-Classification of errors: This is in terms of their nature and the extent of their relationship to the academic subject, for example: Is it related to a defect in memory and the inability to store? Misunderstanding, or other mental processes that do not perform their functions as they should? Then, are they acceptable or unacceptable errors relative to the student's age and educational level, especially those related to grammar and basic principles in the language and other educational subjects?

3-6-3- Analyzing the error: that is, searching for the reasons behind it: Are they subjective reasons related to the learner, such as lack of concentration, for example, lack of attention, or is the matter related to other factors that go beyond the learner and the teacher together? Then search for other reasons for the error that may be related to the student's personal and family history, his sociocultural environment, or other considerations.

3-6-4-Error handling: prepare Remediation The method that pushes the learner to achieve

success Academic. The teacher resorts to it after completing the process of correcting assignments, tests, exams, and awards, in order to diagnose weaknesses and strengths, representing internal educational and didactic treatment, and representing external treatment of a psychological and social nature. Meaning that processing

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Muhammad Sharqi, previously, pp. 137, 138.[58]

Aims To discover errors and errors, diagnose them in their contexts, classify them qualitatively and quantitatively, analyze them according to the given rules, describe them accurately, interpret them in light of their factors and sources, and provide effective procedural treatment.

This process may be long or short. Treating an error requires understanding it in depth and giving it a formative dimension. In this case, it is better to give the student the opportunity to think about his mistakes and reflect on them himself, and if his inability becomes clear, the opportunity will be given to his classmates, and if everyone is unable, then the message will be directed directly to the teacher and his method for managing his educational situation. Thus, reconsidering the educational strategy that it adopts in managing its program.

Integration of gains:

Q1: What is meant by learning difficulties?

A1: Learning difficulties are a disorder that hinders the natural learning process. This disorder is in the processes involved in the learning process, such as memory, perception, attention, thinking, learning strategies, and how to process oral and written linguistic materials. Reading and writing (spelling, written expression, and handwriting), as well as mathematics, are often affected by these. Disorders, and some other types of learning are also affected.

Q2: Are learning difficulties related to intelligence?

A2: There is no connection between learning difficulties and intelligence in terms of cause. Some people have learning difficulties despite their normal intelligence. Rather, there are those who may be gifted - highly intelligent - and have learning difficulties.

However, if the cause of the learning problem is a significant drop in intelligence that reaches below normal, this does not fall within what is known as learning difficulties. Rather, it may be attributed to other disabilities, such as mental retardation, for example. However, the problem sometimes lies in that intelligence

measures do not give the actual score that reflects the abilities of the student who He has learning difficulties due to several reasons, the most important of which are his weakness in reading, memory disorder, and weak incidental learning, so his abilities appear to be low even though in reality they are not.

Q3: Are learning difficulties what is meant by academic delay?

A3: Academic delay is a general term. It does not have a specific concept through which criteria can be set to help diagnose the condition. Any decline in the level of a student's academic achievement below the general level of students may be considered academic delay regardless of the reason.

Q4: Are learning difficulties a modern-day problem or is it an ancient problem?

A4: A medical scientist before Christ noticed some characteristics that are now known to be characteristics of learning difficulties, but serious study of this problem did not appear until the scientific development of the study of the brain and its functions, at the beginning of the nineteenth century (1800 AD). The focus was on reading, and names were given to indicate this, such as word blindness in 1877 AD and dyslexia (reading difficulties) in 1887. But scientists continued to study it among other disabilities until 1963 AD, when it was called "learning difficulties" in the United States of America.

Q5: Are learning difficulties limited to the problem of learning academic subjects, or do they have an impact on other aspects of learning?

A5: Learning difficulties are not limited to academic subjects, but rather affect many aspects of learning, such as learning social skills, solving problems such as situations that require thinking in order to make decisions, and professional aspects.

Q6: Are learning difficulties related to a specific language or culture, or are they universal?

A6: Scientific research has shown that learning difficulties appear in individuals from all different cultures and languages, and that they are not linked to a specific society or language.

Q7: Are learning difficulties specific to a certain age stage or do they remain for life?

A7: Learning difficulties continue with a person throughout his life, and are not limited to a specific age stage, nor do they go away with growth, as some scientists thought about fifty years ago. The funny thing is that they were discovered in adults before they were studied in children.

Q8: Does this mean that there is no cure for it?

A8: Yes, learning difficulties have no cure, but specialized educational intervention helps those who have learning difficulties overcome their effects to a very great extent, although the improvement varies according to the nature and degree of severity of the difficulty.

Q9: Can learning difficulties be treated with drugs?

A9: Learning difficulties are never treated, whether with drugs or anything else. They remain for life. Those who have learning difficulties must be trained on effective learning strategies and coping with the problems they face.

Q10: How common are learning difficulties?

A10: Learning difficulties, in general, are widespread among school students at a rate of about 10%, but when looking at the percentage of those to whom the service is provided as an indicator, the percentages may differ depending on the detection criteria on the one hand, and according to the degree of difficulty on the other hand, as minor difficulties may not be referred to services.

In countries that previously served these students, such as America, the average percentage of those served ranges between 5-7% of school students.

Q11: Does genetics play a role in the presence of learning difficulties in some people?

A11: Genetics is an important matter that plays a role in transmitting characteristics, and it plays a role in the presence of learning difficulties in some people. It appears from studies that learning difficulties have a significant genetic connection, but the rate of their occurrence varies from one family to another.

While learning difficulties may exist in all members of a family, they may appear in only one member in another family, even if the number of its members is large, and this is due to the nature of Genetics as it is known.

Q12: So, what are the causes of learning difficulties?

A12: There are no specific scientifically proven causes besides genetics, but the causes that affect normal growth during pregnancy, during childbirth, and afterward may be related to learning difficulties.

Q13: Are learning disabilities a brain injury?

A13: In the past, it was believed that they were a result of brain injuries, but with modern scientific and technical progress, these hypotheses have not been proven, as it has become clear that those with learning difficulties have no indication of brain injuries, and that children with normal learning and those with learning difficulties have equal rates of exposure to injuries. Head, meaning that those with learning difficulties are not unique from normal people in having brain injuries.

Q14: What are the prominent characteristics through which learning difficulties can be identified?

A14: The first manifestation of the problem is a decline in academic performance in one or more academic subjects. It can be observed from the first year of primary school, especially in reading and dictation whenever there is a focus on dictation. It also appears in mathematics and its effect may last for a long time and in the rest of the other subjects. , especially what depends on reading and what needs to be memorized. Some students may find a problem in understanding the discussion and explanation taking place in the classroom, transferring from the blackboard, and understanding the questions asked orally or in writing. Parents may also notice a clear weakness in performing assignments or trying to avoid them. (See the four language skills: listening/speaking/writing/reading). Because weakness in it is one of the causes of linguistic weakness in general, as long as you are a student of language and literature.

Teaching the listening skill and its role in developing the communicative competence:

Teaching listening skills:

Is it possible to teach listening?

In fact, studies have proven that the skill of listening can be taught and that individuals need to learn this skill, which requires an organized scientific method to impart it to learners.

Teaching the Arabic language aims to develop four main skills among learners, which are: listening, speaking, reading, and writing. These skills are connected to each other, and each of them affects and gets affected by the other. This is in accordance with what God Almighty says in Surah Al-Isra, verse 36:"And do not ignore that of which you have no knowledge. Indeed, hearing, sight, and the heart are all of these for which he will be questioned."

The sense of hearing has been mentioned prior to the other senses, confirming that it is powerful and accurate. Hearing is crucial in the communication process; It has played an important role in teaching and learning throughout the ages.

Tuaima says:" if the teacher knows that the primary purpose of listening and its teaching is for the listener to comprehend what is said cognitively, emotionally, or behaviourally, he realizes that he has a major role to play in the success of his lessons and in developing this skill among his learners."

The teacher needs to apply the listening manners and steps before teaching them to others; he should not interrupt a speaker or confuse him, and he should create an enjoyable atmosphere for the conversation to be listened to, and avoid making itdry or a rigid academic conversation. In addition, creating the general atmosphere is also one of his roles in order to isolate the sources of noise and idle talk. He must not limit listening to one line of communication, such as between the teacher and the students only, but rather this must extend to a student and a student, or to a recorded conversation, or a fabricated situation, or something else. Also, taking into account the listener's inclinations influence thecontinuity of the listening process for a longer period. The teacher would better explain to his students the goal of the activity in which the listening lesson is conducted at the beginning of practicing learning this skill so that the meeting will be more serious and positive.

Modern educational scholars have endeavoured to detect the qualities that characterize a good listener, based on the educational function that listening performs as a skill, rather than describing it as a form of politeness in meetings as we found inthe studies of Ibn al-Muqaffa, even though the characteristics he referred to have something that stands out from a modern scientific and educational perspective

One of the characteristics of a good listener is that he knows how to listen to others, and that he does not listen to different things in one way... He is the one who can choose what should distinguish between main ideas and secondary ideas... and between what are facts and what are opinions in what he listens to. He is the one who can follow the conversation in a way that enables him to complete it in the case that the speaker becomes silent or unable to choose the appropriate expression... A good listener criticizes what he hears in his mind, follows the speaker in all of what he says, and presents what he receives to what he keeps in his memory, he compares them and follows up.

To help training the listening skillteachers can test theirstudents' abilities in imagining the situations about which the conversation revolves, expecting the results before reaching them, trying to complete a sentence or a line of poetry with the correct word; or with another suitable word, summarizing a conversation that they listened to, remembering a speech which they attended a week ago, for example, making an accurate judgment about what they are listening to, and many other activities, which no one can do unless he\she listens well to the conversation that took place in front of him\her.

The reason for this is that all of these abilities are never attained, unless the listening is positive and purposeful. Thus, the previous types of assessment reveal the extent of the student's ability to listen, and provide him with a mirror in which he can see the quality of his listening, whether good or bad.

To emphasize this idea, we support our saying with what Ahmed Madkour said about the fact that the relationship between the Arabic language skills is almost an interactive one. This relationship is interconnected to create an effective and active communication between the teacher and the learners themselves. The relationship between listening and reading is that both of them include receiving thought from others. In order for the learner to be able to perceive the written words, sentences and phrases, he must have listened to them spoken correctly. Moreover, comprehension in reading depends on the reader's understanding of the spoken language, and the skills acquired in listening are also essential to attain theability of reading. Therefore, neglecting the listening skill is one of the reasons for learners' weakness in reading,as the easiest words to read are the words that the learner has heard and spoken before.

In order to achieve and increase the effectiveness of listening, attention and concentration are necessary, because they are the basis for perceiving listening. Without them, the activity would be an ordinary hearing, with which we may be aware of what is being said as we may not, since it connects the ear to the hearing nerve without our intention.

Below we summarize the most important factors that control the effectiveness of listening and affect the degree of attention, negatively or positively, depending on the recipient. These are the following:

1. The nature of the topic we listen to, in terms of its ease or difficulty, our interest in it, and other things that characterise it or identifies the nature of the relationship that binds us to it.
2. The way the topic is presented, and the manner in which it is recited to our ears. The speaker may be eloquent and influential, or on the contrary, he may be unsuccessful in the way he delivers the speech, creating boredom in his\her listeners.
3. The listening environment, which is the place in which the process of receiving occurs, with its various characteristics of narrowness or breadth, heat or cold, darkness or light, and other features that negatively or positively affect the process of listening and concentrating on what is heard. This means that the availability of auditory accuracy is necessary, without which all thelistening skills fail.

4. The condition of the recipient himself, as he may be in an anxious psychological state, or in a deteriorated health, which leads to a defect that varies in degree from one person to another in the usefulness of the listening process and the benefit that is achieved from it.
5. The listener's ignorance of the language he is listening to, such as if it is a foreign language, or if it is a specialized language that contains many conventions, even if it is his native language, or as if you are speaking to him in his language but at a level above his level.
6. The listener's ignorance of the language that he is listening to, such as foreign languages, or specialized languages that contain many specific terms, or even if it is his native language, but you are speaking to him in a level above his level.

Hence, the process of listening must be intentional in itself, so that the listener can distinguish between words and recognize their meanings in order to achieve understanding, answer a question, reach a critical truth, or achieve pleasure; as in the case of listening to songs. In addition to other goals towards which the listening process is directed.

We conclude that good listening is the foundation of good learning, and it can be taught in the first grades of basic education through a number of directed activities (such as stories, songs, language games, and auditory and linguistic activities appropriate to their mental and cognitive development that reveal their abilities, attitudes, and inclinations) so that it develops in the other following stages of education. The teacher can achieve the goals of listening in a better way if he\she uses audio-visual devices and other means that help in mastering this skill.

Here we emphasize the method of purposeful storytelling, as it allows the learner to develop his\herlistening skillsand reveals his\her talents, aptitudes and abilities. Thanks to the wide extent that the Quranic story has occupied in the Holy Quran, we saw that the method of narrative narration is successful, purposeful, and effective for developing some listening skills. God Almighty said in Surah Al-Araf, verse 176:"narrate the stories so that they may contemplate."

Its role in developing the communicative competence:

The skill of listening is represented by the hearing organ in the human body, the ear, which the learner must preserve and take care of. it is considered the basic part of performing the process and skill of listening properly and correctly because it does a group of activities that lead to the development of the student's learning.Its importance is represented in the following:

- ✓ Encouraging, strengthening and developing the thinking process of the learner by occupying the mind with all what the educational teacher says. Building and forming a set of skills is represented in analysing, criticising, and ensuring the validity and accuracy of the educational teacher's words. The good listening learner investigates the teacher's words and tries to ascertain the extent of their accuracy and validity because the educated person should not accept all what he hears.
- ✓ Encouraging and promoting good and effective communication processes with other people between all the many and diverse regions of the world, in the modern era.
- ✓ The listening skill is an effective educational skill, thanks to which, the learner is able to learn his language in a young age.
- ✓ The educators rely on using this skill when teaching people with special needs, especially the blind, who depend mostly on the hearing organ during the educational process.
- ✓ It develops the oral language, raises the level of the linguistic outcome, and enables the learner to use beautiful expressions in many situations, as it has been proved that there is a strong link between the listening skill and the student's academic achievement.

The importance of listening and hearing and their role in completing the linguistic process is evident in the God Almighty's saying: "And when the Quran is recited, listen to it and be silent that you may obtain mercy" (Surat Al-Araf - verse 204). This verse means: listen to it and remain silent and still (i.e., concentrate) in order to understand and gain advice, because this leads to the mercy that you may obtain for what you have done. Listening and hearing are close in meaning, but one of them may take the place of the other, due to their interconnection, and because good listening is only achieved with hearing.God Almighty said: "And when they attended it, they said, 'be silent.' Then when it was finished, they turned warning their people" (Surat Al-Ahqaf - verse 29). The verse is about a group of jinn whom God Almighty sent away to listen to the Quran, and their saying "be silent" means; listen. When the reciter finished reading the Quran (and they finished the process of listening and understood what they heard well) they rushed to their people, warning them of what they had heard.

There are many evidences in the Holy Quran that confirm the role of listening in achieving the purpose of the speaker. We may mention one evidence that clarifies

what we are about to say, that is the speaking of God Almighty to Moses and telling him: "I have chosen you, so listen to what is revealed. Indeed, I am God. There is no god but Me, so worship me and perform prayer in remembrance of Me. Indeed, the Hour is coming, and I almost hid it, so that every soul may be rewarded for what it seeks. So do not letwho does not believe in it and follows his desires turn you away from it so you would be ruined." (Surat Taha, verses 13-16). He used the phrase "so listen" because the matter is great, the situation is honourable, and the news that will be delivered to him is serious... Therefore, God - Glory be to Him - presented that he chose him over his people... This is a hint that what will be delivered is great, and that the message (revelation) is represented in Major matters that require awareness, focus, and intense attention, which are that there is no god but Allah, and that the Hour is coming. These two entail the necessity of worshiping God alone, establishing prayer, and not neglecting to work for what is after the Hour. In short, hearing is directed by itself, and listening is directed by the desire of the listener. Hearing is a nature that is created with humans, and listening is a skill that humans acquire. You may hear part of a conversation and realize its importance, so you listen to the rest of it... Notice the difference between "hearing" without concentration and "listening" intentionally with focus.

Given the role of listening in education, communication, and politeness, the Arabs gave it a fair share of their attention and care, and recommended it. Among their sayings regarding this is what a man advised his son with, when he said: "Learn to listen well before you learn to speak well," because the speech is a gift from the speaker and a benefit for the listener.This man wants his son to acquire knowledge that will improve his condition, and in this saying, there is something that confirms that listening is a skill. Ibn al-Muqaffa' summarized in the book of "the Bear" what is good for a person to possess in meetings, so he said: "When the ruler speaks to you, listen to his words, and do not neither occupy yourself with looking at others, nor your limbs with work, nor your heart with self-talk, and beware of this characteristic of yourself, and maintain it with your effort."

- ✓ Also, through listening, the individual acquires a lot of vocabulary, learns sentence patterns and structures, receives ideas and concepts, and is able to acquire other language skills, such as speech, reading, and writing. Distinguishing sounds is a basic condition for learning them, and good listening is a basic condition for protecting a person from making many mistakes. The deaf peopleare exposed to many errors thatthey cannot identify their source or determine their direction.

- ✓ Listening, as we know, plays an important role in terms of social interactions. Additionally, it has a group of activities; Most of the linguistic activities practiced in society are listening activities as the individual listens to thecommandments and instructions directed to him, in addition tospeeches, discussions, various programs on the audio and video radio,recitation of the Holy Quran, thedialogueand discussion included in meetings,lectures, stories, and other forms of activity through which students practice the language by listening.

The importance of listening is increasing nowadays as a result of the great development in audio-visual media and the multiplicity of satellite channels. This places the most important role on listening skills, so that the listener can distinguish what he hears and interact with, and through this he\she reaches the desired result.

Listening is one of the most important skills of the Arabic language because of its impact on human culture and its usefulness in all aspects of life. It is one of the most common and widely used methods of communication. It is considered an important factor in the communication process as it plays an important role in the teaching and learning processes, and is considered a linguistic art for intellectual development. Listening is a complex, multi-step process using which language is converted into meaning in the learner's brain functionally. In our view, listening achieves many benefits, including:

- ✓ Helping the learner to acquire a lot of vocabulary, learn sentence patterns and structures and absorb ideas and concepts.
- ✓ It is a way to acquire information, knowledge and culture.
- ✓ It is the easiest way to preserve the cultural heritage of society, and has a major role in memorizing the Quran.

It is worth noting that listening is a channel to all branches of language. Without it, there would be no speech or writing, and on top of all that is understanding, because whoever does not hear does not understand and, thus, cannot respond neither verbally nor through writing.

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Eighth lecture: Teaching the language to non-native speakers

teaching the Arabic language to non-native speakers is a fundamental issue that has occupied and continues to occupy a large part of the interests of researchers and educators, due to its strong connection to the educational system on the one hand and to the social system on the other hand.

The methods used in education:

Today's teachermust be creative and selective in choosing what is most appropriate for him\her, when extending knowledge to the learner, by adopting the technique of mixing methods in an eclectic manner.He\she can choose the direct method when he\she wants to make a good dialogue and exchange of conversation between learners for the purpose of imitating sounds. Whereas, he\she can adopt the grammar and translation method when he\she wants to provide the learners with new vocabulary to enrich their linguistic repertoire. The teacher can also rely on the audio-oral method, which is very similar to the direct method to serve the grammatical and morphological aspect, where he\she focuses on the spoken language and the quality of the compositions. Thus, when employing all of these methods, the teacher and his\her students can overcome some obstacles and become more familiar with the basic language competencies, that are represented in the following:

Selecting appropriate texts for the purpose:

Special study programs are usually prepared in relation to the needs of the elderly foreign learners, who, in some fields, develop a strong desire to learn the Arabic language and acquire important linguistic competencies that will enable them to overcome the various difficulties which they face in the workplace. Therefore, it is

necessary to take into account texts with cognitive and cultural content that is consistent with the nature of these purposes and is suitable for their interest or the job in which they work. To achieve this goal in the curricula designed for foreign learners of the Arabic language, topics related to the purposes for which these learners came must be selected, as well as focusing on the information that they are unfamiliar with its language.

Investing interest sources in the learning process:

If we want to create and strengthen motivation towards learning, and increase academic performance, we must start from the circles of the learner's interests as a context in which the daily activities presented in the language lesson fall, invest them in developing his\her values and link them to the reality of his\her society.

Realizing a joint approach between the subjects of the studied phenomena:

The basic learnings studied at different academic levels must be subjected as concepts to a multiple point of view, in all subjects. The phenomenon of violence can be studied through texts prepared according to a weekly planning in the Arabic language subjects by considering the content of the text as a starting point for employing the grammatical, morphological, and orthographic phenomena present in the text.

Taking into account the principle of interconnectedness and using it in new learning. For example, the student learns the efficiency of linking and coordinating sentences, through grammatical and morphological exercises, which he uses when needed in producing oral or written texts.

The competency of expressing opinion:

By training the student to take positions on the issues presented to them in a text, directly related to their interests, and comparing them to the positions of others, so that they adoptthe manners of dialogue, disagreement, and self-transcendence. The teacher invites the student to present his opinion on one of the issues directly related to the content of the previously studied text, and the learner expresses his\her position on it by showing his\her love or hatred for it, and in the end he\she discovers that his\heropinion about it is not necessarily the same among others, and thus he arrives at distinguishing between his position and the position of others.

The tendency to a comprehensive view in dealing with linguistic activities related to basic linguistic skills, including: reading and writing.

Researchers believe that the Arabic language has the largest number of fricatives compared to other languages; Such as English, Spanish, and Russian.The positions of friction in Arabic are seven, while in those languages they range from five to three positions.The teacher often begins with this level because the foreign learner finds it difficult to pronounce some sounds that do not exist in his\her mother tongue at all, such as the velar and uvular sounds, like the sound of the following letters (a, k, kh,h), which are difficult for them to pronounce properly, so they replace them with other sounds. From here, the teacher begins to focus on these paradoxes until the student acquires this skill. He\she introduces some words that contain the form of pairs, by finding two words that are similar in all sounds except for the difficult sound. For example, (banner) and(pain), which contain the same sounds except for the sound of

the letter"a"; The correct pronunciation is " banner," while the sound spoken by the student is " pain." Here the meaning must be clarified by presenting clear drawings and pictures to the student.

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