

Comparative Study And Differentiated Pedagogy And The Traditional Or Expositive Method: A Proposal Against School Failure In Brazzaville

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Abstract- Experience shows that our colleges are composed of classes with large heterogeneous groups. Its members come from diverse backgrounds, with different linguistic and cultural heritage and diverse learning habits. This heterogeneity imposes in pedagogy large groups a distribution of tasks and roles, different from those found in the usual classical situations. This heterogeneity imposes on the teacher the adaptation of his or her strategies of communication of knowledge to the heteroclitic nature of the class-group, in other words, opting, for example, for a differentiated pedagogy, whenever possible. It allows individualizing learning, recognizing each student's own personality, and personal attitudes towards learning. This teaching aims at taking into account the sociocultural, cognitive and psychological differences of the pupil, and thus opposes the ideology of the equality of all the pupils before the knowledge, and to the identity myth of the uniformity that vehicles this ideology, which, paradoxically, seems to be at the base of the reflection on the school in black Africa in general and in the Congo in particular. Its main objective is therefore the reduction of school failures, taking into account the heterogeneity of the class-group, and adapting teaching and assessment to the specific conditions of each pupil or group of pupils. It is therefore a question of the educator putting in place motivational processes which make it possible to arouse students' desire to learn. In this momentum, each learner can find a way to access knowledge. Thus the improvement of the relations between teachers and pupils becomes the point of departure for pedagogical efforts.

I. INTRODUCTION

When assessing the Congolese education system according to inequalities, it is very badly placed, because several young people leave the system without any diploma each year. There is therefore a great challenge to propose a system of differentiation of learning giving the possibility to all students to progress in understanding the teachings, including those who want to go very far, because they also suffer from the current system. We have no time for that. The profitability of educational differentiation is to give everyone the opportunity to participate in their own training.

On our part, attempting to explain this state of affairs is not a simple exercise, let alone at the national level, when the contexts are not very similar or are in some cases extremely different.

These questions are nonetheless important if one wants to understand the current situation and draw up an inventory of the methods of secondary education. For this, a detour through the history and complex inheritance of high school as well as an analysis of different educational systems and policies and their flaws is necessary. The main objective of this research is to show how important the question of secondary education methods is. Their relevance to the needs of young people and the society they will have to build is indeed fundamental, especially in an international context marked by globalization where the need to take initiatives to move towards sustainable development, fight against poverty, building a society of knowledge are today considered unanimously as our priority to all. In fact, the number of young people attending secondary education has considerably increased in recent years, but the quality of education remains a considerable challenge. In our opinion, it is clear that this can not be achieved without a real policy of reforming methods. In addition, we remain convinced that many institutions that have experienced educational failure because the issue of content and educational strategies were not seriously addressed and that high school generated boredom and dropping out. of a large part of the pupils. Differentiated pedagogy as a teaching strategy is well placed in its difference to the expositive method of providing relief to school failure.

The differentiation of pedagogical action is the result of the recognition of the fundamental responsibility for the dysfunction of the school system in the failure of pupils. It focuses on learning methods, curriculum content and class structuring. Thus, differentiated pedagogy can be one of the possible solutions to the problem of high-class classes, as it allows a distribution of roles, and a diversity of strategies within the class-group, thus offering the teacher the opportunity to break with the traditional immobilism of traditional organizational structures. Nowadays, this active method appears as one of the ways to reduce the school failure in the Congo colleges.

II. THE STAGES OF APPLICATION OF THE DIFFERENTIATION TO THE COLLEGES OF CONGO

We would like to remind you once again that: The differentiation of education, as Beaufrère says, is a necessary condition for the success of all students as long as the audiences they welcome are varied and heterogeneous. It is an approach

that implements a diverse set of teaching and learning tools to enable students of different ages, backgrounds, skills and abilities to reach common objectives. To differentiate one's pedagogy requires diversifying one's pedagogical approaches, the organizational modalities. [1]

Starting from our academic experience and in the pedagogical field, we thought to present some lessons of the literary subjects in different classes of secondary. This work is not an end in itself, but a canvas that can help beginning teachers in the practice of individual differentiation. Here are the different stages of practice of the pedagogy differentiated according to teams-cycles of preschool, primary and secondary which have experienced it:

1 .1. First step: Definition of the current situation and a problem (diagnostic evaluation)

Firstly, an analysis of the current situation and the problematic concerning student learning must be carried out. Essentially, it involves making the diagnostic evaluation of the components and relationships of the educational situation.

For example, with respect to the difficulties of a sub-group of four primary cycle pupils in reading, Carlo Nanni, a teacher, might ask himself the following questions: What do I know about attitudes, knowledge, learning processes or metacognitive processes of these four readers? Are my educational interventions adequate to help them? Are they adapted to their prerequisites and characteristics? Are the visual aids presented relevant to them? Have they had enough time to learn? Based on such questions, a diagnostic assessment aims at a better understanding of what impedes learning. [2]

A diagnostic assessment applies, with more or less rigor to some before making the differentiation. The diagnosis of groups of students can be carried from:

- the speed or the quality of the performances (in reading, in computation, in writing, in spelling) ;
- knowledge of certain bases and certain knowledge ;
- the abilities of attention and application skills to abstraction and logical reasoning;
- sensorimotor and concrete skills;
- motivations for school work (at school and at home);
- the capacities of autonomy and responsibility ;
- sociometric choices (increased opportunities to work in teams with some classmates rather than with others);
- the representations of the disciplines and the capacities of adaptation the maturity of the reflections.

1 .2. Second step: Definition of the desired situation

Once the current situation is well defined, it is possible to specify the desired situation, what students should learn and what will be initiated or modified, within the pedagogic situation, to contribute to it. A variety of actions, tools or types of interventions can then be envisaged: select certain contents, modify the teaching formulas, create a material or a visual support, adjust the program of activities, vary the modes of grouping, etc. [3]

For example, Mr Carlo Nanni having noticed that his four pupils with reading difficulties do not master word identification strategies because he does not teach them explicitly, he might

consider it desirable to accentuate the explicit teaching of such strategies for that they are able to use them properly.

1 .3. Step Three: Planning the Action

With Hume we say that Action Planning is the moment when a teacher designs and prepares to implement the changes that are deemed desirable to the teaching situation. For example, for Professor Carlo Nanni, this could be read on explicit teaching, the preparation of some lessons or the reorganization of the schedule to facilitate remedial clinics with the subgroup of students in difficult reading. [4]

1 .4. Fourth step: Action

The action corresponds to the effective implementation of planned actions to move from the current situation to the desired situation. In the example chosen, the action would correspond to the moment when Mr Carlo Nanni would teach, as Hume recalls, «explicitly, to the four targeted students, different reading strategies in the context of weekly remedial clinics spread out over eight weeks. " [5]

1 .5. Step Five: Evaluating the Action

At the end of any pedagogical differentiation process, it is necessary to evaluate the impact of the actions implemented on student learning. Still related to our example of the difficulties of a sub-group of students in reading, the evaluation stage of the action could correspond to the moment when Mr Carlo Nanni, after eight weeks, would meet his four students to evaluate their degree of acquisition of word identification strategies. If the impact analysis reveals that the actions implemented did not have the desired effect on the learning of the targeted students, another cycle of pedagogical differentiation should be undertaken in relation to the same learning object. For example, Nanni could decide to initiate a new cycle of educational differentiation for one of the four readers whose difficulties would persist despite the initial actions implemented. In our opinion, an action of educational differentiation can be situated on a continuum going from variation to adaptation, according to, in particular, that it is addressed to a greater or lesser number of pupils, that it implies the consultation of a greater or lesser number of stakeholders or modifications, or not, to the requirements of the study program.

III. A BRIEF THEORY OF DIFFERENTIATED PEDAGOGY ACCORDING TO ANN CAROL TOMLINSON.

Our lesson examples are based on Ann Carol Tomlinson's model. Thus we begin by presenting his theory in the context of differentiated pedagogy.

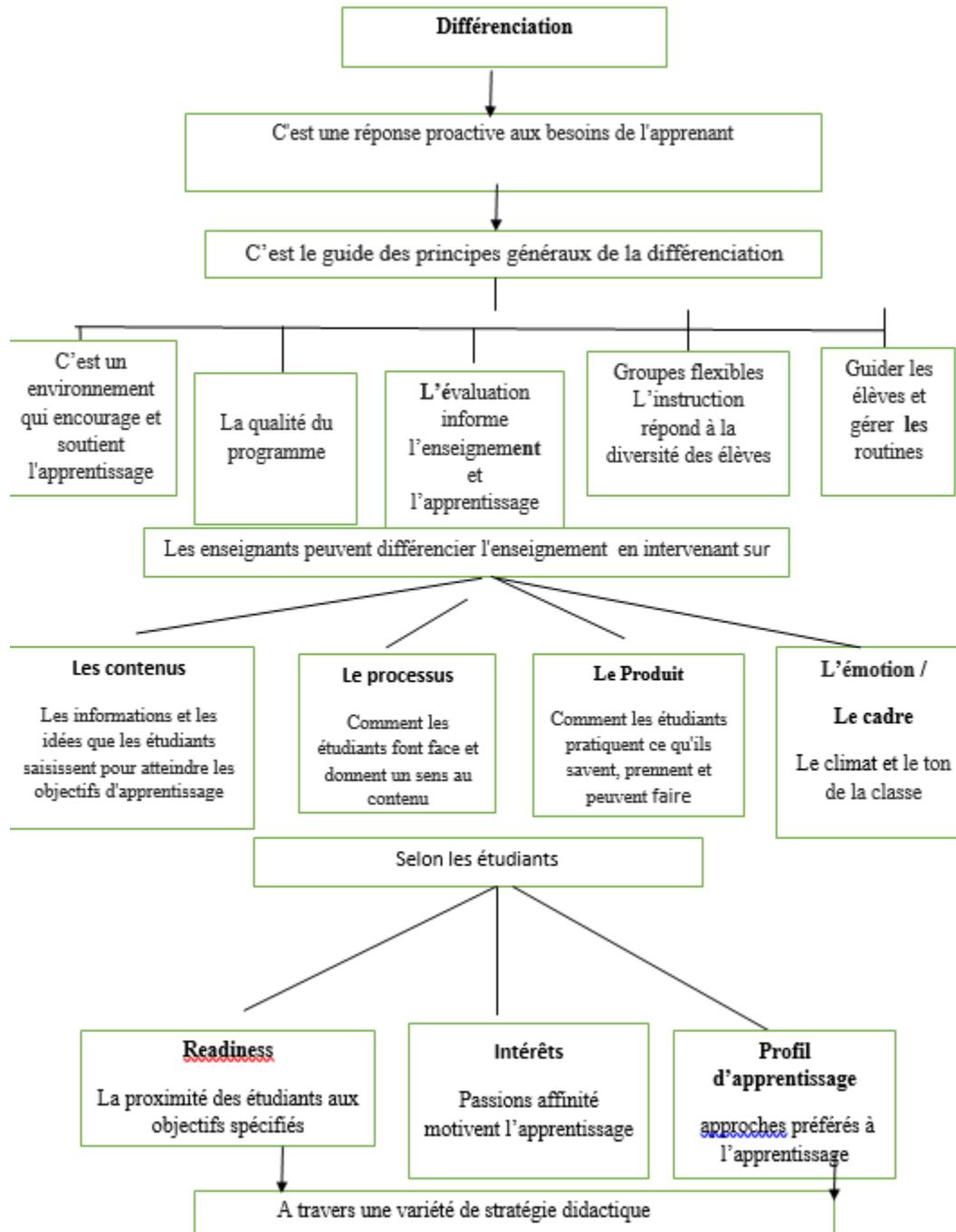
2 .1. What is differentiated pedagogy?

According to Ann Tomlinson, differentiation is difference-sensitive teaching. In other words, it means that teachers must proactively plan a variety of approaches based on students' learning needs, how they will learn it, and / or how they will show what they have learned in order to 'increase the probability that each student will learn as much as he or she can, as effectively as possible. [6] At the same time, it is a philosophy and teaching method that respects the needs of students to promote their success. Learning activities can be differentiated

on the basis of students ability to learn specific content or skills, their interests or their preferred ways of learning. In a differentiated class, the learning experience of students in many configurations -Work in small groups (with peers having similar or different preparation, interests, or learning preferences), with a partner, individually, and like a whole group. [7]

According to Tomlinson, differentiated instruction is based on effective pedagogical practice and revolves around several key elements: (see table on next page).

Fig :1 Key elements of effective differentiated instruction



2.2. The high quality curriculum

The high quality program means planning the end in mind. It begins by clearly defining where we want students to go before thinking about how we want them to get there. What do we want them to know, understand, and be able to do as a result of the learning experience? To do this, it is a question of designing a good program by identifying essential Memorandums of Understanding - the concepts, principles, or great ideas of the subject of unity. Understandings that are meaningful, intriguing and provocative of thought allow students to see the relevance of what they are studying to other topics and the world around them. The high quality program allows students to explore important ideas and invites them to develop the necessary skills and attitudes necessary to do rigorous quality work.

2.3. Continuous evaluation

Evaluation is the element that guides teaching in the differentiated class. Using unclassified tests or surveys to pre-assess the readiness and interests of students before or at the beginning of a unit. It will help you determine where each student is connected with the unit and guide in identifying initial student groups and assigning tasks early in the job. Throughout the unit, continuous assessment helps to monitor each student's progress towards learning objectives, and guides the teacher in planning next steps in the classroom. Summative evaluations can also be differentiated based on readiness, interest and learning profile. Hume concludes by saying that it is essential, however, that all summative assessment variables allow students to demonstrate what they have learned in reference to the learning unit. " [8]

2.4. Respectful tasks

Students who come to our classrooms seek affirmation, contribution, challenge, power, and purpose. Respectful tasks meet these needs. In classrooms, it is extremely important that the task we ask students to do is respectful. In a differentiated class, students often work on several tasks simultaneously. Tasks can be adjusted by different levels of preparation, interests or learning preferences, but whatever the task a student is assigned to, it must be respectful.

2.5. Building a community

In an effective differentiated classroom, the teacher focuses on building a learning community where students feel safe, accepted and supported. The one where students treat each other with respect, help each other to be productive. Students have a voice in how the community works and take responsibility for identifying and solving problems in the classroom.[9]

2.6. Flexible grouping

An effective differentiated classroom is characterized by the practice of flexible grouping. This means that students work in a variety of devices - students can work in small groups with students of the same preparation, interest, or learning profile, with a like-minded partner, interest, or learning profile or individually.[10]

2.7. Education

In a differentiated class, all students should work at a level of complexity that is just above their different comfort levels. By providing each student with reasonable levels of challenge and educational scaffolding as needed, students learn that hard work results from successful growth. One trick to achieve this is to plan the most complex activity of learning first is to challenge the most advanced learner in the class. Then modify this activity for students who are currently at lower levels of preparation.

2.7.1. According to Tomlinson, what must remain common for all students :

- *The o learning bjectives:* What students should know, understand and be able to do, it remains consistent for all students in the differentiated class. We do not change the objectives of the lessons and they are the same governed by the national curriculum.

- *Respectful Tasks:* Our goal should be to create tasks that all students would like to get hold of, and our job is to understand how to build the activity - to make it more accessible - for students who need support in the field success of the task. In classes where teachers consistently provide respectful tasks, everyone feels valued, everyone is high.

- *Formative evaluation:* As teachers we have a duty to evaluate the potential of our students. Evaluating where the understanding or knowledge of our students is relative to the learning objectives of our lessons is important for each learner.

- *High attention :* Students sometimes come to see us with complicated problems. We need to keep a look at ourselves so that our expectations do not slip and that we sympathize with these students in their personal struggles. One way of thinking about maintaining high expectations for everyone is in the way you create differentiated missions. Try designing an activity that you imagine your more advanced student could handle and embrace, then, in your replacement tasks, build scaffolding (for example, specify the process steps, provide simpler text material, show examples, encourage English-language learners to do reading or assignment projects in their native language), so that all students can be involved in the same persuasive activity. Remembering to teach "up" will keep high expectations for everyone.

2.7.2. What can or should change base on the interests of learning?

The content: Content is the substance that we provide to help students learn. The lesson has two elements: knowledge, and understanding. Students need to learn how they will access this understanding of knowledge and skills. C A s mentioned above, what we establish as essential for students to learn remains generally constant for students of a differentiated classroom. How students access content, however, can, and often must, vary according to students' levels of preparation. For students in the class to explore systems in one civilization, we could ask a student to read the *Rome Antics* picture book , while another might be looking for a virtual tour of the architecture Jeffersonian inspired by the Greeks and Romans, and yet another

can watch a clip from a video about Greek Secrets of the Past. However, knowledge of essential learning, student understanding, and / or skill that should draw from their varied reading generally remain constant. [11]

The process: We can also vary the activities that help students understand. Teachers can design a multi-level assignment based on readiness or create work options that have an analytical, creative or practical approach. While all versions of the moment have the same essential learning objectives of the task, the pathways to these goals may differ.

The product: The products are the means by which students demonstrate what they have learned after significant training. The richest products are what we often call authentic assessments. As is the case with processes, the essential learning objectives for products rarely vary on students. Beyond that, there is room for great variance in products. Students can choose from the teacher-developed options propose their own options, work in different modes of expression, use different media, or work in different configurations. A good product leads students to demonstrate what they have mastered.

Teaching Arrangements: The differentiated class requires organization and consistency to make students feel safe, but it must remain flexible. This is most evident in grouping configurations. The grouping must be fluid - sometimes a deliberate mix of students with different strengths, other times groups that need specific modifications, and even other groups of times who share similar interests.

IV. DEFINITION OF THE EXPOSITIVE OR MAGISTERIAL METHOD

In this teaching practice , the teacher masters a structured and sacred content . He transmits his knowledge in the form of a lecture : it is the lecture that leaves little room for interactivity with the learner. In the educational triangle of Jean Houssaye [12] , this corresponds to the privileged relationship teacher-knowing where the teacher is an expert of the content, a holder of truth that transmits the information unequivocally. It is often difficult in these conditions that the course can learn something, except in the case where it is articulated to other activities that allow real cognitive work.

Thus Alexandre Danielle supports the thought of Jeanne Moll denouncing [13] the type of vertical ratio strongly hierarchical his dice on a transmission of sacred knowledge that considers the student as ignorant. Generally this relationship creates excessive tension between the teacher and the learner.

Table 1: Comparison between traditional and differentiated lesson steps (according to Tomlinson.)

Typical diagram of a traditional learning approach	Typical diagram of a differentiated learning approach
The role of the teacher	The role of the teacher
Motivation	Motivation

Revision	1- Diagnostic evaluation or essential questions (for control of knowledge)
Introduction to the new lesson Explanation by the teacher	2 - Division of groups and assignment of work according to the levels or needs of the students.
Some questions or not	3 - Assignment of teaching materials Explanation of the work.
Dictation or copy of the lesson in the exercise books.	
What students do	What students do
Memorizing the lesson	4 - Work by pupils in group or in partnership Control of the groups by the teacher and addition of explanation according to the needs of the pupils. If time is not enough students will continue outside of school hours.
	5 - Presentation of the work of each group to the whole class. (Evaluation)
	<u>Copy of a summary for everyone by everyone</u>
What the teacher does	What the teacher does
Written or oral questioning	6 - Reinforcement students who have not understood the theme of the lesson seen.

Source: Personal evaluation.

V. CONCLUSION

In this comparative study, we realize that the traditional method leaves little space for student participation and favors his limited participation in acquisition of knowledge. The active method is characterized by the application of the principle according to which the subject better learns if he is personally engaged personally whole in an action and the control becomes a self-evaluation of the individuals. It results of the inadequacies of the traditional or school old.

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Footnotes

- [1] [1] Cf. BEAUFRERE N., *The personalized work at the service of the differentiation: discovery* , in, <http://www.ec75.org/documents/actionsformation.pdf> , 26/02/2015.

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