

Participation Form

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Conference Theme : Teachers' Training Programs for all Stages

A Constructivist Design for Algerian Middle School English Teacher Professional Development

Abstract

Given the bitter realities about how most teacher education and professional development designs are ineffective to provide Algerian middle school teachers of English with sound learning opportunities to boost their teaching and learner learning practice, we suggest and demonstrate that a constructivist design would better scaffold their professional development. Throughout this paper, the incentive is not only to describe, but also to back up our proposal with a set of accredited academic arguments and research evidence, highlighting some constructivist principles and proving their relevance to most innovations in English language teaching, adult education and professional development contexts. Concomitantly with this aim, some relevant concepts are to be demystified. This article opens by a bird's eye view on the *status quo* and ends up by a process-based explication of the suggested constructivist professional development design.

Keywords: *Andragogy, competency-based approach, constructivism, professional development*