

Analyse des défis du système d'enseignement de la langue allemande dans les lycées au Cameroun

I. Introduction

In recent years, the demand for proficiency in foreign languages—particularly German—has grown significantly in Cameroon, propelled by economic ties and cultural exchanges. However, the German language teaching system in high schools faces numerous challenges that hinder its effectiveness. These challenges encompass inadequate resources, a shortage of qualified instructors, and limited curriculum support, which collectively inhibit students' ability to achieve fluency and comprehension. Additionally, socio-political factors, including regional disparities and the national educational policy framework, exacerbate these issues, resulting in uneven access to quality language education across different communities. As the global landscape shifts increasingly towards the necessity of multilingualism, a critical analysis of the existing German language teaching methodologies and their contextual relevance within Cameroon's educational framework is essential. This essay aims to explore these challenges in depth, providing insights into potential strategies for improvement in the teaching of German in Cameroon's high schools.

A. Overview of the German language's significance in Cameroon and the educational context

The German language holds a unique position in Cameroon, stemming from the country's colonial history when Germany established significant administrative and educational infrastructure in the region. Although German colonial rule ended in the early 20th century, the language persists through various cultural and educational avenues. Its importance is accentuated by its role in facilitating access to European markets and cultural exchanges, as well as enriching Cameroon's linguistic diversity. However, the educational landscape reveals notable challenges in imparting the language effectively. As highlighted in recent studies, the ongoing discord between Anglophone and Francophone systems exacerbates the difficulties in German language instruction, often limiting access to adequate materials and trained educators (Fru et al.). Furthermore, many schools inadvertently favor English and French, diminishing the value of German within the curriculum and thereby impacting students' motivation and academic achievement (Trudell et al.).

II. Challenges in Curriculum Development

Curriculum development in the context of German language teaching in Cameroonian high schools faces myriad challenges that significantly hinder effective educational outcomes. One primary issue is the lack of adequate resources, which includes textbooks, teaching materials, and trained personnel. As noted, many teachers experience constraints in their professional growth due to insufficient training opportunities that directly affect curriculum

Analyse De Leacutevolution Des Problegravemes Denseignement Du Vocabulaire

Ingrid Lessard



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Analyse de l'évolution des problèmes d'enseignement du vocabulaire Hervé Hunkeler, 2006 **Enseignement du vocabulaire** Ingrid Lessard, 2017 La littérature scientifique reconnaît l'importance du vocabulaire dans le développement de la lecture et de l'écriture. Plus particulièrement, la méta-recension des écrits scientifiques du National Early Literacy Panel 2008a affirme que le vocabulaire représente l'une des principales composantes nécessaires à l'apprentissage de la lecture. L'apprentissage du vocabulaire peut constituer un défi important pour les enfants présentant certaines vulnérabilités, dont ceux ayant une dysphasie. Gray 2004, Hick, Joseph, Conti, Ramsden, Serratrice, Nash, Parsons, Law, Girard 1993, ce qui influence l'apprentissage de nouveaux mots. Considérant que très peu d'études s'interrogent sur l'enseignement/apprentissage des élèves ayant une dysphasie, Cirrin, Steele, St-Pierre, Dalpé, Lefebvre 2010, cette étude de cas se consacre à connaître et analyser les pratiques d'enseignement du vocabulaire d'une enseignante en classe de langage de niveau primaire. L'utilisation d'un cadre pistologique qualitatif interprétatif (Savoie Zajac 2011) a permis de connaître les pratiques de l'enseignante. Au total, un entretien semi-dirigé et cinq observations non participantes en classe ont été réalisés. Tout au long de la collecte de données des artefacts de l'enseignante et des élèves ont été collectés. La thématisation (Paillé, Mucchielli 2012) sous les thèmes suivants : les types de mots utilisés par l'enseignante, le type d'enseignement, prioriser les facettes et dimensions du vocabulaire enseigné, ont contribué à l'analyse de l'ensemble des données collectées. Les résultats de ce projet de recherche mettent en lumière quatre constats et recommandations, la fois. Le premier constat montre la pertinence de combiner les pratiques d'enseignement explicite et implicite et l'importance d'une démarche d'enseignement explicite complète. Le deuxième constat propose que l'utilisation de cartes de mots numériques en continuïté un enseignement explicite soit prioriser pour la mémorisation des mots. De plus, le potentiel pédagogique des mots fréquents et l'importance de varier la nature et les classes de mots représentent le troisième constat. Le dernier constat se traduit par un enseignement équilibré des trois facettes : forme, sens et usage, et des deux dimensions : orale et écrite des mots.

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