



الجمعية المغربية لأساتذة اللغة الإنجليزية

Moroccan Association of Teachers of English

E-mail: matemorocco@yahoo.com – Website: www.mate.org.ma

MATE 28th National Conference
Eljadida, March 31 - April 03, 2008

PROGRAMME BOOK

Theme:



*Focus on Teacher Competencies,
Educational Materials, and
Learner Performances.*

In Collaboration with
The Ministry of National Education
Doukkala Abda Regional Academy

Introduction

The Moroccan Association of Teachers of English (MATE) holds its 28th Annual National Conference in El Jadida, at Lycée Techniques Arrazy, from March 31st to April 3rd, 2008. The theme of the conference is: *"Assessing Quality in Language Education: Focus on Teacher competencies, Educational materials, and Learner performances"*. The conference will feature international experiences and case studies that worked. MATE will publish the papers as part of the conference proceedings. These proceedings will also be distributed on a CD ROM on site by the end of the conference.

Rationale

The last decade has known a number of educational changes and reforms in different parts of the world. Morocco has been no exception. The adoption of the recommendations of the National Charter for Education and training in 2000 has led to tremendous reforms in different areas of primary, secondary and university education. These changes and reforms have significantly affected language education in general and the teaching of English in particular, especially at the levels of teacher competencies, educational materials, and learner performances. We, therefore, are now more than ever in need of a serious and professional assessment of the quality of those changes and reforms both in Morocco and elsewhere. Presentations and workshops will target several aspects of the conference theme such as:

Assessing teacher competencies

- Assessing quality in teacher competencies and performances
- Teacher supervision and classroom observation
- Teachers' role in a rapidly changing world
- In-service teacher training programmes

Assessing educational materials

- Current changes in teaching methodology and techniques
- Quality standards in textbooks and teaching materials
- Language competencies and standards in textbooks and teaching materials
- The place of ICT in performance-based learning

Assessing learner performances

- Outcomes of materials and students life skills
- Classroom input versus students' intake and output
- Project work in the curriculum
- Quality in learner assessment techniques.

The conference features

- 20-minute papers
- 1-hour workshops
- Poster sessions and demos
- General Assembly
- Round-tables
- SIGs (Special Interest Groups)
- Book exhibitions, social evening, etc.

VENUE

The participants will be hosted in Hotel El-Morabidine (bed and breakfast) in Eljadida (The following link gives an idea about the hotel: <http://www.elmorabidine-hotel.com/>). The conference activities will be held at Lycée Technique Arrazi. Lunch and dinner will be served there. Eljadida is a small tourist city on the Atlantic coast, 180 km from Rabat (the capital of Morocco) and 90 km from Casablanca (the biggest Moroccan city), and about 220 km from Marrakech (famous Moroccan tourist city). Access to Eljadida is very easy by train or highway from the mentioned cities. There is a train every two hours linking the city to Casablanca where there is the biggest Moroccan airport.

For more information about Morocco consult this link:

<http://www.moroccoforever.com/> or <http://www.maroc.ma/PortailInst/An/home>

For more information about Eljadida, visit this webpage:

<http://www.moroccoforever.com/cities/eljadida/default.htm>



REGISTRATION

Registration will be carried out at Hotel Elmorabatine on 31 March, 2008 from 15:00 to 18:00.

FEES

1. Residents

Double	1200 Dhs each	The fees include: conference fees. full board, lodging and
Single	1500 Dhs	
Family	Participant 1200 Dhs Spouse 1100 Dhs Each kid 50% discount	
Non-Moroccan	\$250	

2. Non-residents: 250 Dhs

NB: The fees shown above include conference fees, full board and lodging. The membership card is not included (50 Dhs for middle and secondary school teachers, 100 Dhs for supervisors and tertiary education teachers, and 200 Dhs for associate members).

PROGRAMME

Monday, March 31st, 2008

15:00-18:00	Registration and check-in	
19:00	Opening Ceremony	Chair: Pr. Mohamed Mellouk
19:30	Reception	
20:00	Keynote speech : Dr. Mohamed Ouakrim	Chair: Abdellatif Zaki
21:00	Dinner	

Tuesday, April 1st, 2008

	Plenary 1: Room: Abu Taleb Auditorium	Chair: Mohamed Nejbi
08:15	Announcements	
08:30	Paper 1 Subverting the Moroccan educational imagination: a beginning Ahmed Kabel	
08:50	Paper 2 Quality revisited for language education in Moroccan schools Abdellatif Zaki	
09:10	Paper 3 Future Directions for EFL Teaching in Morocco: What Globalization Means for English Teaching and Learning in Morocco Elizabeth Buckner	

- 09:30 Paper 4
Interculturality: A New Role for Foreign Language Teachers
Adil Azhar
- 10:50 Paper 5
Effective and Productive Teaching: The Main Pillars
Mohammed Akkouch
- 10:10 Discussion
- 10:40 Coffee Break
Plenary 2: Room: Abu Taleb Auditorium Chair: Mohamed Hammani
- 11:10 Paper 6
Student Evaluations of teachers? Or Customer Satisfaction Surveys?
You Be the Judge
Hassan Belhiah
- 11:30 Paper 7
Assessing Quality in Teacher Competencies and Performances
Salem Saadeh
- 11:50 Paper 8
Professional Standards for Teachers
Bahia Aquesbi
- 12:10 Paper 9
Quality assessment in classroom observation:
Peer observation, supervisor observation and report writing
Mohammed Hassim
- 12:30 Discussion
- 12:50-13:50 **Concurrent workshops**
- Workshop -1- : Room: Abu Taleb Auditorium
“Going beyond the textbook”
“Going beyond the usual supplementary materials”
Abderrahim Saadouni & Khalid Said
Reporter:
- Workshop -2- : Room: Mkoun
Active Learning
Mary Harriet Talbut
Reporter:
- Workshop -3- : Room: Nahed
Public speaking and EFL learners
Randi Lynn Perlman
Reporter:
- Workshop -4- : Room: Oumazane
Planning Inter-school ICT projects: a step-by-step strategy
Lahcen Tighoula
Reporter:

14:00 Lunch
20:30 Dinner

Wednesday, April 2nd, 2008

Plenary 3: Abu Taleb Auditorium Chair: Omar Marzouki

08:15 Announcements

08:30 Paper 10

**How International Are the Most Up-to-Date
“International” English Textbooks
Abdullah Barakat**

Chair: Omar Marzouki

08:50 Paper 11

**Does class size matter?
Hind Alfadda**

09:10 Paper 12

**Teaching with a cultural capital:
Making teacher preparation responsive to a changing world
Keltouma Guerch**

09:30 Paper 13

**The Power of Homework in Promoting Learning
Ahmed Al-Ajmi**

09:50 Paper 14

**Why develop Critical & Creative Thinking in
the 21st century language learner
Imane Nejjar**

10:10 Discussion

10:40 Coffee Break

Plenary 4: Abu Taleb Auditorium

11:10 Paper 15

**TESOL and Rhetoric: Where’s the Connection?
Christopher Horger**

Chair: Ali Boumoussa

11:30 Paper 16

**Motivation and learning strategies in improving writing
Anwar Mohammed Abdou Mourssi**

11:50 Paper 17

**Grammar Teaching and Learners’ Needs: An Integrative Model
Yahya Dkhissi**

12:10 Paper 18

**Setting Standards – An Introduction to Cambridge ESOL Exams and the
Importance of International Recognition
Craig McWilliam**

12:30 Discussion

12:50-13:50 **Concurrent workshops**

Workshop -5- : Room: Oumazane
Developing the English Language Learner's "Thinking Skills"
Imane Nejjar

Reporter:

Workshop -6- : Room: Abu Taleb Auditorium
Relevant Teaching, Inspired Teaching: Concrete Techniques for How to
Make Your Classroom Relevant and Engaging
Elizabeth Buckner

Reporter:

Workshop -7- : Room: Nahed
Project Based Education
Bahia Aquesbi

Reporter:

Workshop -8- : Room: Oumazane
Process writing: It's not about what you write, it's about how you write it.
Mohamed Elfatihi

Reporter:

Workshop -9- : Room:
Developing Student's Public Speaking Skills
Rachida Guelzim

Reporter:

14:00 Lunch
20:30 Dinner

Thursday, April 3rd, 2008

Plenary 5: Room: Abu Taleb Auditorium Chair: Khadija Zizi

08:30 Announcements
08:40 Paper 19
Identity and Self-analysis Issues for Moroccan Education
Rachida Kerkech
09:00 Paper 20
Identity development through language education
Abdellatif Zaki
09:20 Paper 21
Just do JiTT (Just in Time Teaching)
Randi Lynn Perlman
09:40 Paper 22
Noureddine Bendouqi
10:00 Discussion
10:25 Coffee Break

- 10:50 Paper 23
**Standards and Assessment for English Language Learners
in the state of Ohio, USA**
Diana S. Garvey
- 11:10 Paper 24
Fahmi Elmadani
- 11:30 Paper 25
**The Evolutionary Demands on English Teachers in Enhancing Learners’
Communicative Competence**
Fakher Aldeen Naji Radman
- 11:50 Paper 26
**Nonverbal communication in the EFL Classroom:
An alternative means for feedback.**
Mohamed Elfatihi
- 12:10 Discussion
- 12:35-13:35 **Concurrent workshops**
- Workshop -10- : Room: Abu Taleb Auditorium
Let them revise otherwise
Omar Marzouki
Reporter:
- Workshop -11- : Room: Nahed
How to incorporate ICT in Projects for YLs
Zsuzsa Szinger
Reporter:
- Workshop -12- : Room: Oumazane
Making Assessment Work for You
Mary Harriet Talbut
Reporter:
- Workshop -13- : Room: Mkoun
Using Wequests
John O’Rourke
Reporter:
- 13:45 **Lunch**
- 16:00 **Round Table, General Assembly and Elections of a New Board**
- 20:30 **Dinner + Closing Ceremony**

ABSTRACTS

Papers

1. Subverting the Moroccan educational imagination: a beginning

Ahmed Kabel

The purpose of this paper is to problematize the discourses that have become indispensable to 'thinking' education. Central to this new discursive regime is the term quality and its derivative conceptual apparatus, namely quality assurance, quality control, quality assessment, TQM...etc. The main focus will be on referring 'quality' to the political and economic spheres from which it originates. Departing from the main premise that education is a site for the enactment of political and economic policies, it will be argued that quality and its assessment/ assurance/ control/management, are necessarily embedded, articulated and conceptualized in the terms and on the terms made possible by those policies. The problematization of this conceptual formation will take as its object the deconstruction of the following processes and strategies: technocratization of education, marketization of educational processes, commodification of educational outcomes, officialization of knowledge and skills and finally the depoliticization of educational practices. The logic underpinning these processes rests on two seemingly contradictory orientations, politicization and depoliticization. On close scrutiny, however, the two processes reveal a remarkable unity and neat division of labor regarding what can/must and cannot/must not be politicized (productive) and depoliticized (neutralized). Finally, this paper will suggest possible ways in which 'thinking' education can avoid being an appendage to and continuation of 'official' discourse and policy. This endeavor of necessity requires the invention and articulation of alternative discourses and concepts which open up new horizons for 'thinking' and 'doing' education beyond the parochialism of politicking and market economism.

2. Quality Revisited for Language Education in Moroccan Schools

Abdellatif Zaki

I.A.V., Rabat

The paper will review the various procedures which the different stakeholders of the educational enterprise have to observe for quality to obtain. Among the levels which these procedures include the focus will be on the development and implementation of the curriculum, the syllabus, the teaching materials, the teaching methods and approaches, and evaluation.

3. Future Directions for EFL Teaching in Morocco:

What Globalization Means for English Teaching and Learning in Morocco

By Elizabeth Buckner

I will present findings from yearlong research, funded by a Fulbright grant, on the growth of English in Morocco. I will briefly overview research findings, gathered from surveys with nearly 350 English language learners, 150 control surveys and 150 student writing pieces.

Specifically, my presentation will focus on what the findings say about globalization's impact in Morocco, and what it means for English language educators. Essentially, I will argue that in order to prepare students for the demands of globalizing societies, two perspectives must change. First, we must shift the focus from 'teaching' to 'learning' -- taking the focus away from what material teachers are presenting, to what information students are retaining. This challenges the

traditional conception of the teacher as expert and owner of knowledge. Second, we must shift our focus from knowledge to skills -- shifting the focus from what students *know* to what students *know how to do* with their English.

4. Interculturality: A New Role for Foreign Language Teachers

Adil AZHAR

Doctoral Student and Part-time Teacher

College of Letters and Human Sciences

Mohammed V University-Agdal / Rabat

The teaching and learning of foreign languages has never witnessed such an upsurge of interest and ever-diversifying debates as when the globalizing forces of the new world era were set on track. At the heart of this is the controversial issue of catering communicatively for the international bio-cultural diversity whose local manifestation within “cultural borders” is gaining more momentum. Questions and debates ranged over all aspects related to language learning yielding theoretical models with more or less practical implications. Still, in answer to the globalization needs, another aspect is gaining more recognition as a prerequisite for the efficient attainment of high quality, contextually effective foreign language use. This aspect concerns the cultural development of the students -- their values, beliefs, attitudes, and, most particularly, their intercultural skills, or *interculturality*. Learning another language necessarily involves a change in identity, perceptions, beliefs, and attitudes. What is of paramount importance to our students, and to the international economic and political competitiveness of our society, is the modality of approach and treatment of the multiple ways and directions this change assumes. A new challenge for the foreign language teacher is to go beyond just teaching the formal and more or less de-contextualised functional aspects of language, towards incorporating socio-culturally informed pedagogical approaches to guide the students’ cultural development while they are in their foreign language learning route towards *intercultural communicative competence, or interculturality*. The present article will discuss the notion of interculturality and its implications in the context of English language teaching in Morocco.

5. Effective and Productive Teaching: The Main Pillars

Mohammed Akkouch

Central Inspector Coordinator, Rabat

Recent research in language education, accompanied by a shift in thinking about language teaching practice has highlighted the paramount importance of ‘Planning’, ‘Management’ and ‘leadership’ to both teachers and learners. Planning is essential to the success of any project. Management has been emphasized as the central element of every teacher’s daily professional experience. More importantly, the survival side of classroom life is inherent in effective leadership as human relations and the emotional dimensions of teaching and learning in the classroom are crucial to achievement and success. Generally, this plenary is concerned with ‘effective learning environment’. The latter has resulted in an up-to-date redefinition of the teacher roles and requires, among other things, a number of skills and qualities at the level of planning, management and leadership. Procedurally, this plenary is respectively concerned with the following dimensions:

1. Careful Planning

2. Effective Management (teacher-as-manager)
3. Effective Leadership skills and qualities (teacher-as-leader)

The overall intent is to provide an overall conceptual framework for further examination, reflection and practice.

6. Student Evaluations of teachers? Or Customer Satisfaction Surveys?

You Be the Judge

Hassan Belhiah

Student evaluations of teachers are one measure through which administrators can monitor teachers' performance, and make decisions pertaining to teachers' retention, dismissal, or promotion. They are seen by many as an effective procedure for the assurance of quality in education. A reported 90% of US campuses administer these evaluations on a regular basis. There are no statistics regarding the use of these evaluations in Morocco, but there is evidence that they are used in some English-medium universities and centers. The question becomes: Should Moroccan public schools jump on the bandwagon by embracing this measure of quality assurance? This paper seeks to answer this question by addressing the flaws inherent in student ratings of teachers. It suggests that these numerical surveys can be deceptive and misleading. Such evaluations may in fact be more of customer satisfaction surveys than authentic measures of teaching effectiveness and learning. The paper concludes with a discussion of alternatives to student evaluations of teachers.

7. Assessing Quality in Teacher Competencies and Performances

Salem Saadeh

Yarmouk University, Irbid, Jordan

Research findings demonstrate that teacher quality is the single most important school variable affecting student achievement. Well-prepared, highly qualified teachers are essential if we are to ensure that all students achieve high standards of learning which is necessary for them to have fulfilling lives.

According to the research findings, what teachers know, i.e. their competence and can do (their performance) has a major impact on students learning.

Quality teaching that goes beyond the basics and focuses on critical thinking skills require as teachers to have comprehensive and deep knowledge of the subject matter, competence in using this knowledge in instructional activities.

Developing an evaluation procedure is a key element in any performance assessment plan. Although there are positive and negative aspects connected with any evaluation efforts a good teacher evaluation system is necessary to insure quality teaching.

Having recognized the importance of assessing the quality of teachers, Yarmouk University conducted an evaluation plan for the instructors through a questionnaire.

The purpose of this paper will be to discuss and analyze the results of this questionnaire. The aim will be to find out the importance that students give to the quality factors in their teachers' performance.

8. Professional Standards for Teachers

Bahia Aquesbi

Omar Khayyam High School, Rabat

This presentation will share a vision of teaching and learning in the 21st century. The purpose is to identify and offer a synthesis of the required competencies and traits of successful teachers. Traits and competencies that guarantee competence in the classroom. Reform issued major changes and recommendations for what matters most for teachers: new roles for educators. Rethinking teachers preparation and professional development is crucial to scaffold teachers to teach to high standards and close the Teacher Quality Gap. In addition standards can be useful in using a personal SWOT analysis and self-reflection on teaching effectiveness. The goal is to provide Moroccan learners with access to competent ,caring and qualified teachers with specialized knowledge-expertise- and skills that have great potential for maximizing lifelong learning and improving the educational outcomes, performance ,achievement and success of learners. These highlighted Standards are important for both the development of professional expertise in teaching and learning survival skills for the modern economy to meet challenges of economic globalization and modernisation. The creation of rigorous professional standards for teachers is one sign of progress towards the need for change, high quality teaching and leadership strategies relevant to the information age.

9. Quality assessment in classroom observation:

Peer observation, supervisor observation and report writing

Mohammed Hassim

Zagora Delegation of the Ministry of National Education

10. How International Are the Most Up-to-Date “International” English Textbooks?

Abdullah Barakat

Yarmouk University, Irbid, Jordan

Supposedly, authors of “International” English textbooks have learnt a lot from research on English as a foreign and international language and reflected that in their improved and revised versions of their textbooks. For example, we as English language teachers have grown tired of marketing English as a foreign language whose learners’ main intention is to visit UK as tourists, or assuming that one of the two communicators in English should always be a native speaker of English. Moreover, we thought that such authors had realized that it was neither right nor wise to propagate Western values as universal.

We, teachers, has also hoped that stereotyping had become history. This paper tries to show how successful one of these textbooks, TOTAL ENGLISH, has been. Unfortunately it has not been very successful. When one of the textbooks asks the students such a question as “Do you know anyone who doesn’t have a mobile phone?” or states that “In my opinion, couples should go out

for at least two years before they get married.” we can guess at the kind of readership the authors are having in mind as “International.”

11. Does class size matter?

Hind Alfadda

Early research literature on class size and second language acquisition did, in fact, seem to show a link between small classes and improved learning. The belief that small classes are better is widely held today. On the other hand, large classes often involve lectures, little interaction, and so it is often felt, less learning.

But does class size really make different to the quality of education? What is the effect of class size on educational outcomes and students learning? Do we agree that what goes on in the classroom matters more than the size of the class?

The aim of this paper is to show that a lot can be achieved in teaching speaking skills even under these adverse situations. The approaches to teach speaking comprehension in large classes described in this paper are real. The presenter will also point out what L2 speakers need to know and how to integrate speaking into the curriculum. Briefly, she will present a number of methods that can be used in large classes which help to build the learners' confidence, improve their speaking skills, and acknowledge the interdependence of language and communication.

This will be followed by a practical part of which the participants can experience how each activity works. Participants will have time to discuss and give feedback on how applicable these methods might be in their own classes.

12. Teaching with a cultural capital:

Making teacher preparation responsive to a changing world

Keltouma Guerch, CPGE Centre, Omar Ibn Abdelaziz High School, Oujda, Morocco

My paper will mainly focus on the international dimension in American teacher training programs. This is an attempt to summarize the data I got from a questions survey in which High and Middle school teachers as well as faculty teacher program advisors took part. As an IEP (International Educators Program) participant, I noticed that almost all of the school and faculty teachers together with their students have very limited knowledge, if no knowledge at all, of the world outside the United States of America. The different parts of my presentation will mainly deal with the past and existing experiences teachers have had, their attitudes to and perspectives of internationalizing the American school curriculum.

Part of my presentation will introduce some of my contributions as a guest speaker to “internationalizing” some existing courses in my internship schools.

13. The Power of Homework in Promoting Learning

Ahmed Al-Ajmi

Ministry of Education, Sultanate of Oman

When we start searching for information about teaching reading, listening or grammar in books or the internet, we can find hundreds or even thousands of articles, but when we search for information about how to give homework to pupils, we don't find that much! Even in preparing teachers at colleges or universities, very little or nothing is being given in this area. That's why we find a big number of teachers in the field have major issues or problems regarding homework. They depend on their personal experience in giving homework to students without any systematic guidance or awareness. As a result, students, parents and some educationalists (including some teachers) have started calling for getting rid of homework assignments, because they think that they are a burden on students' shoulders. However, I think homework plays a significant role in students' learning if it is designed and prepared according to students' needs and necessities with clear aims and objectives. Therefore, in this article, I will highlight and focus on some points related to giving homework to pupils which are: the reasons and objectives in giving homework; types of homework; resources to be used in giving homework and how to involve parents effectively in homework.

14. TESOL and Rhetoric: Where's the Connection?

Christopher Horger, American University of Sharjah, Sharjah, UAE

Most of us are equipped to enter classrooms and teach a range of English language skills to students. But when should Rhetoric come into the classroom? When have students had enough instruction in grammar and vocabulary drills to start considering a range of rhetorical issues such as purpose, audience, and overall persuasive effect of a message? This session will discuss notions of traditional grammar-focused writing courses, and hopes to highlight the crucial connections between grammar and Rhetoric.

15. Why develop Critical & Creative Thinking in the 21st century language learner

Imane Nejjar

In order to prepare students in becoming active and functioning world citizens, it is crucial that educators develop students' critical thinking skills. Acquiring "Thinking Skills" will aid students through their academic careers as well as sharpen their life skills. The problem that many ELTs face today is the question on - "how to successfully incorporate critical thinking skills into the language classroom?" Teachers often feel that higher order thinking skills and Bloom's Taxonomy can be dry and difficult to implement and teach in the ELL's classroom. The goal of both the plenary and the workshop is to raise the awareness of the English language teachers to the importance of enhancing the thinking skills of their learners, and to aid them in developing enriching and challenging hands-- on thinking skills activities for their learners.

16. Motivation and learning strategies in improving writing

Motivation and learning strategies in improving writing

Anwar Mohammed Abdou Mourssi

Ministry of education Muscat Sultanate of Oman

The researcher is going to present his own research and his own proved framework based on his MA. The study is based on 600 high school and colleges learners. It aims to find out the relation

find out the role of motivation and learning strategies in improving writing and how lecturers and teachers improve learners' writing.

17. Grammar Teaching and Learners' Needs: An Integrative Model

Yahya Dkhissi

Chouaib Doukkali University El jadida

Framework: The current research on learning and teaching that is supporting educational reform goals is making profound demands on teachers.

Purpose: To move successfully toward the realization of the objectives set by the National Charter for Education and training, many teachers should make substantial changes in their teaching methods. The current paper raises the issue of the negative impact of the abstract methods used in teaching grammar to semester³ and semester⁴ students (CDU El Jadida). The objective of this paper is to show that grammar teaching requires the implementation of some new programs and sources that promote a practical learning of the language. Based on my personal experience and the analysis of the designed questionnaire, I propose that teachers of the subject adopt an EPI Model (Exploration Practice and Integration). Using this model requires however a serious consideration of the student's academic needs as an exploratory move to enable him or her to interact positively with all types of educational inputs. The proposal is therefore to make the grammar practices (meaningful and communicative drills in the classroom) learner centred. This study tends to encourage teachers to relate knowledge needs to learning goals and to conceptualize the implementation of new materials and methods of Grammar teaching; while learners will be able to develop some writing and communicative skills that are of key importance to a purposeful academic achievement.

18. Setting Standards – An Introduction to Cambridge ESOL Exams and the Importance of International Recognition

Craig McWilliam

Cambridge ESOL

The University of Cambridge ESOL Examinations provide high quality English language examinations with more than 2 million candidates in 135 countries. Cambridge ESOL is also a founder member of The Association of Language Testers in Europe (ALTE) and plays a key role in the development of ALTE's code of practice. Cambridge ESOL collaborated on the construction of the ALTE Framework in the 1990s, and its later alignment with CEFR levels. The ALTE Can Do Project then provided further empirical links between test performance and real-world language skills, between the ALTE and CEFR frameworks. This talk will look at how standards are set in the trialling and production of our examinations, covering areas such as the research work undertaken, the area of pre-testing, and the process of question paper production. It will also look at the importance of international recognition as Cambridge ESOL exams can help candidates gain entrance to university or college, improve job prospects and measure progress in English. This talk will look at how standards are set in the trialling and production of Cambridge ESOL examinations, covering areas such as the research work done, the area of pre-testing, and the process of question paper production. It will also look at Cambridge ESOL exams and the importance of international recognition.

19. Identity and Self-analysis Issues for Moroccan Education

Rachida Kerkech

The presentation tackles the intricate but significant relationship that exists between identity and the self and the central role that that relationship plays in personality as well as identity building. Awareness of this fundamental aspect of human psychology is expected to help teachers and educators in general contribute to the young's psychological and social development.

How do young Moroccans see themselves, how prepared are they to develop self-confident and objective views of their diverse identities, and how efficient are teachers and the educational system in contributing to the Moroccan students' cultural and intellectual immunity to identity threats are at the heart of this paper.

The paper argues, on the other hand, that the role of foreign language teachers in helping students avoid identity confusion and develop identity protection is without doubt an important one.

The presentation will rely, among other things, on the historical and socio-political factors that have helped shape the Moroccan identity.

20. Identity development through language education

Abdellatif Zaki

21. Just do JiTT (Just in Time Teaching)

Randi Lynn Perlman

English Language Fellow

U.S. Department of State, Rabat, Morocco

Just in Time Teaching (JiTT) is a learner-centered pedagogical strategy that normally utilizes teaching materials which are posted on-line, or in handwritten Action Logs, for content, input, clarification and organization. JiTT differs from distance learning and ICT in that practically all instruction occurs in a conventional face-to-face classroom setting, with real instructors. The JiTT strategy builds on the synergies between traditional classroom instruction and internet technology through a feedback loop linking in-class and out-of-class instruction and learning. Its premise is that when students collaboratively engage with the material they learn from each other, thereby increasing their learning more compared to on their own. JiTT for EFL learners can give instructors a timely formative assessment of learners' needs and how such needs can be met through the rapid adjustment of classroom instruction.

22. Nouredine Bendouqi

23. Standards and Assessment for English Language Learners

in the state of Ohio, USA

Diana S. Garvey, M.A. TESOL

Hudson, OH, USA

I would like to present a short paper on the Ohio English Language Proficiency Standards. I will discuss the background and development of these standards, and how they are currently being used by classroom teachers of Limited English Proficient (LEP) students in my state. I would also like to include information about how the state of Ohio assesses its Limited English Proficient students. I will include information about how the assessment tool was developed, how it is administered, and how the test results are being used. My paper will include background history regarding the standards and assessments as well as the impact these changes have had in Ohio schools.

24. Fahmi Elmada,i

The Evolutionary Demands on English Teachers in Enhancing Learners' Communicative Competence

25. Fakher Aldeen Naji Radman

Faculté des Lettres et Sciences Humaines-Rabat

As a teacher in Yemeni public secondary school for three years, and as an inspector for one year, I believe in the fact that a teacher has an important role in the rapidly changing world. The goal of this paper is to sketch out this role. To satisfy the demands of the technological, economic, and social development taking place in our society, teachers are called upon to bypass rigid and blind adherence to out-dated methods and to look for more effective and efficient instructional approaches. Rather than an exclusively teaching role, they need also to adopt a facilitator role by trying to enhance the ability of their students to achieve their learning goals, that is, to communicate appropriately in a foreign language. What is noticed, however, in Yemeni schools is that most teachers stick to the Grammar Translation Method resulting in weak performance on the part of their students. Generally speaking, it is not enough to produce grammatically correct sentences, but also to know when and where to use these sentences and for what purposes. Bearing in mind the most appropriate educational methods of the communicative approach, teachers need to know the aims of the lesson, the language of the textbook, and the materials they are going to use. Moreover, they need to create favourable conditions in order to make their classes as interesting as possible by bringing authentic materials, varying activities and work types, and establishing a relationship of mutual trust.

26. Nonverbal communication in the EFL Classroom:

An alternative means for feedback.

Mohamed Elfatihi

Tabrikte middle school, Sale

One way to check whether learning is taking place in the classroom is by means of getting feedback from the learners. This is usually done through the verbal medium, which proved to have a number of limitations. This paper presents the results of an empirical study which focuses on the use of nonverbal communication in the EFL classroom as an alternative means for receiving and giving feedback in the language classroom.

Workshops

1. Going beyond the textbook”

“Going beyond the usual supplementary materials”

Abderrahim Saadouni & Khalid Said

“Going beyond the textbook”

“Going beyond the usual supplementary materials”

There was a time when most of the trainers used to insist on the fact that we should “adapt textbooks and not adopt them”, that teachers should be as creative as can be to ‘go beyond the textbooks’ and that the contents of a textbook are “not carved in stone”.

Do supplementary materials consist only of grammar exercises, previous baccalaureate exams and old songs such as Father and Son?

The workshop will try to investigate other options, mainly the use of videos and documentaries to supplement 2nd year syllabus in the Moroccan classroom. It will be an occasion to present a project that aims at finding suitable videos and documentaries that are likely to shed more light on the ten themes of the syllabus and broaden our students’ horizons concerning those themes.

2. Active Learning

Mary Harriet Talbut

Studies have shown if we want students to learn we need them to do something with the material. But, many teachers do not know how to incorporate active learning in their classrooms. This workshop will give some hands on ideas you can take back to the classroom.

3. Public speaking and EFL learners

Randi Lynn Perlman

English Language Fellow

U.S. Department of State

Rabat, Morocco

The premise of this presentation is that public speaking builds both confidence and identity in the presenter as a speaker of the L2. Some of the strategies used by effective presenters in getting their message across will be examined. Another focus will be on raising the participants’ awareness of body language by viewing and discussing the body language of an effective presenter without sound. Participants will take notes and discuss their observations in small groups.

4. Planning Inter-school ICT projects: a step-by-step strategy

Lahcen Tighoula

Assadaka High School, Guelmim

This workshop is an attempt to suggest a model of planning and conducting inter-school multimedia projects. With the considerable spread of computer literacy among youngsters, it is

becoming more and more feasible, in Morocco, to use technology for educational purposes through students' projects. The need now is for skilful teachers who possess leadership qualities that would enable them to plan and develop such projects. An overview of a project that has already been done within the activities of MATE will be given in order to open up a discussion about the merits, procedure, and possible constraints of ICT educational projects. A step-by-step planning strategy will also be introduced for discussion. It is hoped that, by the end of the workshop, participants will have gained an insight into optimal planning of students' ICT projects in the Moroccan context. Joint teacher work, collaboration, and the role of MATE will be discussed, as well as the possible constraints and how to overcome them.

5. Developing the English Language Learner's "Thinking Skills"

Imane Nejjar

ENS, Rabat

In order to prepare students in becoming active and functioning world citizens, it is crucial that educators develop students' critical thinking skills. Acquiring "Thinking Skills" will aid students through their academic careers as well as sharpen their life skills. The problem that many ELTs face today is the question on - "how to successfully incorporate critical thinking skills into the language classroom?" Teachers often feel that higher order thinking skills and Bloom's Taxonomy can be dry and difficult to implement and teach in the ELL's classroom. The goal of both the plenary and the workshop is to raise the awareness of the English language teachers to the importance of enhancing the thinking skills of their learners, and to aid them in developing enriching and challenging hands-- on thinking skills activities for their learners

6. Relevant Teaching, Inspired Teaching: Concrete Techniques for How to Make Your Classroom Relevant and Engaging

Elizabeth Buckner

This workshop will present English teachers with ideas and techniques on how to incorporate fun and engaging activities into their classroom teaching to help students develop their communication abilities. The presentation will both offer activity suggestions, while also presenting teachers with opportunities to brainstorm their own ideas. The focus will be on helping give teachers the tools they need to alter their own existing lesson plans to make them more engaging and relevant to student uses of English outside the classroom.

Workshop ideas will from my work with the Center for Inspired Teaching in Washington, DC and USAID's Relevancy Project based in Rabat.

7. Project Based Education

Bahia Aquesbi

Omar Khayyam High School, Rabat

Increasingly, teachers at all levels are being asked to adopt pedagogies that promote collaborative learning and independent problem-solving. Project-based learning, aimed at incorporating these elements, is a new requirement of the English Language Syllabus (2000). Teachers face the challenge – of implementing change, and adopting pedagogies. This workshop reports on project-

based education, and critically applies the new strategies, techniques and best practices to the Moroccan context. The workshop incorporates reflections on aspects of the process.

8. Process writing: It's not about what you write, it's about how you write it.

Mohamed Elfatihi

Tabrikte middle school, Sale

For a number of reasons, writing is probably one of the most challenging language aspects to teach in an EFL classroom. This workshop is an attempt to put to practice the principles of process writing in a simulated classroom atmosphere. The ultimate goal is to present a practical model of process writing and to illustrate its basic techniques.

9. Developing Student's Public Speaking Skills

Rachida Guelzim

British Council, Rabat

This workshop discusses this important life skill, looks at ways of developing student's presentation techniques and also at ways of peer and teacher assessment.

10. Let them revise otherwise

Omar Marzouki

Regional coordinator, Kenitra

Why does revision often consist of long and tiring written exercises? Doesn't this lead to boredom in class? This workshop suggests a handful of activities to help students review or practise vocabulary and structures in a lively and enjoyable way.

11. How to incorporate ICT in Projects for YLs

Zsuzsa Szinger

British Council, Rabat

My intention is to give an approximately 1 hour workshop on how to incorporate ICT in YL projects. I'm planning to encourage the participants to discuss

- the importance of projects for YLs and teachers,
- the types of projects they think YLs would be interested in doing,
- the different types of ICT they could use with their classes,
- the stages of the project in which they would use ICT.

Participants will also be encouraged to choose a project topic and draw up an outline of how they would do the project in class and what type of ICT they would include. Then, I would provide them with some project ideas including ICT parts to look at and talk about what changes (if any) need to be done to make them better-suited to their classes, and also give them some good websites they could use with their classes.

12. Making Assessment Work for You

Mary Harriet Talbut

Southeast Missouri State University

There are lots of different ways to assess students. Are you the teacher making it difficult for the student to show you what they know? This workshop will give some strategies to help you assess your students' knowledge in different ways.

13. Using Wequests

John O'Rourke

British Council, Rabat

This workshop looks at ways of incorporating webquests into the classroom, discusses problems that teachers and students can encounter and offers a range of solutions. It also offers some practical tips on how to assess student webquests by using both peer and teacher assessment task sheets.