

## Moroccan Association of Teachers of English (MATE)



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**MATE 4<sup>th</sup> Middle School Seminar**  
**El Jadida, January 31 – February 02, 2010.**

### *“Innovative Practices in Teaching Young Learners”*

The Moroccan Association of Teachers of English (MATE) announces its 4th Middle School Seminar from January 31<sup>st</sup> through February 2<sup>nd</sup>, 2010 .

#### **Rationale**

It has now been a tradition in MATE to organize a seminar for middle school teachers each year. The benefits of such a tradition have gone beyond our expectations. Teachers have expressed their appreciation of such an event, being an opportunity to share, learn from each other, and get inspiration from more experienced professionals in the field of ELT. In addition to other colloquia and seminars, MATE middle school seminar has helped teachers become more confident, autonomous and creative. However, one of the areas that this seminar has not fully investigated is how to promote teacher creativity and innovation in teaching young learners. The workshops and presentations will tackle ways and means of going beyond the textbooks, while keeping within the standards and goals of language education in middle schools, maintaining student motivation and interest.

#### **Aims of the Seminar:**

- a. To develop effective teaching practices in middle schools;
- b. To encourage teacher innovation and creativity;
- c. To foster sharing of materials with colleagues;
- d. To implement motivating activities in the different stages of learning;
- e. To learn about characteristics of young learners;
- f. To use activities appropriate to young learners;
- g. To help teachers develop and evaluate their own activities.

## The Programme

*Sunday, 31 January, 2010*

|                      |                               |
|----------------------|-------------------------------|
| <i>14:00 - 15:30</i> | Registration and Check-in     |
| <i>16:00 - 17:30</i> | Opening Ceremony              |
| <i>17:30 - 18:00</i> | Reception                     |
| <i>18:00 - 19:00</i> | Keynote Speech: Ayoub Ait Ali |
| <i>20:00</i>         | Dinner                        |

*Monday, 01 February, 2010*

|                      |  |
|----------------------|--|
| <i>Morning</i>       |  |
| <i>07:30 - 08:40</i> | Breakfast  |
| <i>09:00 - 9:05</i>  | Announcements  |
| <i>09:05 - 9:30</i>  | Paper 1: "online tools for language teaching and learning"<br><i>Mary Lou McCloskey</i>                    |
| <i>09:30 - 10:55</i> | Paper 2: "The power of networking"<br><i>Abdelmajid Bouziane</i>   |
| <i>09:55 - 10:20</i> | Paper 3: "Rethinking Middle school Teachers` development"<br><i>Elmadani Fahmi</i>                         |
| <i>10:20 - 10:40</i> | Discussion   |
| <i>10:40 - 11:00</i> | Break  |
| <i>11:00 - 12:00</i> | Concurrent workshops   |
|                      | Workshop 1: "How to Design Communication-based Tasks"<br><i>Abderrahim Oulbouch</i>                        |
|                      | Workshop 2: "making the best use of GENIE program in teaching young learners"<br><i>Sidi Mohamed Oubit</i> |
|                      | Workshop 3:<br>"Beginners and the first steps to English"<br><i>Boubekri Abdelhakim</i>                    |

|                  |  |
|------------------|--|
| 12:00 – 13:00    | <p>Concurrent workshops</p> <p>Workshop 4 :<br/>"A unit planner in a standards-based approach"<br/><i>Houda Raghieb and Redouane Moustaghit</i></p> <p>Workshop 5<br/>"Using drama techniques in the classroom"<br/><i>Ali El Rhouita</i></p> <p>Workshop 6<br/>"Teaching the four skills using video"<br/><i>Ahmed Bakouch</i></p>                          |
| 13:15            | Lunch  |
| <i>Afternoon</i> |  |
| 14:30 – 14:55    | <p>Paper 4: "Teaching vocabulary for young learners"<br/><i>Mustapha Blibil</i></p>  |
| 14:55 – 15:20    | <p>Paper 5: : "Differentiating Instruction To Accommodate students' learning differences"<br/><i>El khdar Abdelmoula</i></p>   |
| 15:20 – 15:40    | Discussion   |
| 15:40 – 16:40    | <p>Concurrent workshops</p> <p>Workshop 7: "rules of engagement"<br/><i>Mary Lou McCloskey</i></p> <p>Workshop 8:<br/>"Disguising Differentiation in Play: Assessment and Strategies for Fun and Effective Learning in Diverse Settings"<br/><i>Nancy Patterson</i></p> <p>Workshop 9: <i>Communicative activities in TEFL</i><br/><i>Said Assemahli</i></p> |
| 16:40 _ 16:55    | break  |
| 16:55 _ 18:30    | A tour of the city (details to be provided later)  |

|         |  |
|---------|--|
| 19:30   | Dinner                                       |
| 21:00 - | Film viewing: (details to be provided later) |

*Tuesday, 02 February 2010*

|                |  |
|----------------|--|
| <i>Morning</i> |  |
| 07:45 - 08:45  | Breakfast  |
| 09:00 - 9:05   | Announcements  |
| 09:05 - 9:30   | Paper 6<br>"The reflective teacher"<br><i>Abderrahim Oulbouch</i>  |
| 09:30 - 9:55   | Paper 7: "E-portfolio: Document Your Professional Competence! »<br><i>Ghizlane Razak</i>   |
| 09: 55 - 10:20 | Paper 8: "Effective Questioning"<br><i>Mohammed Hassim</i>   |
| 10:20 - 10:45  | Discussion   |
| 10:45 - 11:00  | Break  |
| 11:00 - 12:00  | Concurrent workshops<br>Workshop 10<br>"Using Video Clips in Class"<br><i>Jason Price</i><br><br>Workshop 11<br>"cooperative learning"<br><i>Mary Lou McCloskey</i><br><br>Workshop 12<br>"communicate through drama"<br><i>Helen Coward</i> |
| 12:00 - 12:45  | Round table: evaluation and closing  |
| 13:00 - 14:00  | Lunch  |

## ABSTRACTS

### Paper 1: “online tools for language teaching and learning”

*Mary Lou McCloskey*

#### **Abstract:**

The Internet provides rich, free online or downloadable resources that can be used for effective language teaching and that follow the principles of active, interactive teaching and learning. This presentation offers demonstrations of such resources for middle school teachers of English and their learners. The presenter will demonstrate 1) text and vocabulary analysis tools for lesson planning; 2) downloadable software for language exercises and language-through-content learning; and 3) sound recording and playback for multimedia storytelling. (Online access requested but not required.)

### Paper 2: “The power of networking”

*Abdelmajid Bouziane*

This paper describes what teachers can gain if they network with one another. It especially addresses the issues of *community of practice* and *social capital* as a result of networking. It also shows how information technology, mainly web 2.0, can enormously contribute to networking. It ends with giving examples of some existing networks such as MATE, ELTeCS, and MEARN.

### Paper 3: “Rethinking Middle school Teachers` development”

*Elmadani Fahmi*

In this presentation, I will try to raise a number of questions related to Middle school teachers` development. How to forge successful pathways toward better practice is also among the aims of this paper.

### Paper 4: “Teaching vocabulary for young learners”

*Mustapha Blibil*

This presentation will touch upon some of the principles underlying the teaching of vocabulary in EFL classes and some practical considerations that have to be accounted for to enhance students` vocabulary retention and use through both intentional and accidental exposure. Various tasks will be suggested to achieve this aim.

### Paper 5: “Differentiating instruction to accommodate students` learning differences”

*El khdar Abdelmoula*

There has been a paradigm shift in education recently. However, we are still teaching the same materials to our young learners, expect them to perform at the same level and evaluate their learning outcomes via the same assessment tools. This not fair for many of

our young learners, who come every day to school with different expectations and needs, different levels of readiness and interest ,varying backgrounds, not to mention their different learning styles. Our responsibility as teachers now is “*to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process.*”

The present talk will raise awareness to the importance of differentiated instruction. “*The one size fits all*” is not valid for teaching young students. I will define differentiated instruction and its principles and characteristics, discuss some differentiating strategies and their roles in enhancing young learners thinking and encouraging autonomous learning and I will analyze some classroom situations before and after adopting differentiated instruction.

#### Paper 6

##### “The reflective teacher”

*Abderrahim Oulbouch*

During inspection visits, supervisors observe many examples of very good teaching, where middle school students are motivated, stimulated and eager to learn. The good teaching observed is often characterised by a strong desire to achieve the best possible outcomes for the students and a willingness, on the part of the teacher, to improve the quality of teaching. In order to improve further, reflecting on the practices will enable each teacher to identify the strengths and weaknesses in their work, find appropriate solutions to the problems posed and take the first steps towards implementing them. And this is the true spirit of teacher development.

#### Paper 7: “E-portfolio: Document Your Professional Competence! »

*Ghizlane Razak*

I have always believed that innovative teachers are the ones who are never imprisoned by the constraints that are imposed by the environment where they teach .Though I teach in a rural area where very few students have access to Internet, I am not unmotivated to create my own e-portfolio to integrate new methods of teaching English. This presentation invites teachers to reflect on the usefulness of an electronic portfolio in helping them keep an electronic evidence of their lesson plans, quiz and test records, ministerial documents, communities of interests, achievements, and publications .....More importantly, an e-portfolio endows teachers with the possibility of equipping their students with a guided virtual learning environment.

#### Paper 8: “Effective Questioning”

*Mohamed Hassim*

Objective of the paper are

1. to raise teachers awareness to the importance of questioning in teaching and learning
2. to analyse types of questioning
3. to expose teachers to some ways of improving questioning
4. to enhance effective questioning.

#### **Workshop 1: “How to Design Communication-based Tasks”**

*Abderrahim Oulbouch*

The real challenge for the teacher to design communication lessons for middle school students is how to motivate and enhance spontaneous conversation. The teacher should also determine how to reduce their anxiety when facilitating language activities. The present workshop aims at equipping the participants with tools to design communication tasks based on simulation activities into the classroom to help students develop communication skills to be able interact verbally in a variety of social situations.

#### **Workshop 2: “making the best use of GENIE program in teaching young learners”**

*Sidi Mohamed Oubit*

The use of ICT in formal setting has been a requirement that not only increases our learners' motivation but also it makes them involved in the whole process. The aim of this workshop is to focus ways that will help us make best use of the multimedia rooms in teaching English. Focus also will be on the outstanding role of the use of the equipments provided by GENIE program in enhancing the learning of English for young learners.

#### **Workshop 3:**

**“Beginners and the first steps to English”**

*Boubekri Abdelhakim*

In this workshop I'm going to talk about:

- 1) Who is a beginner?
- 2) The knowledge that beginners bring with them and how to deal with it.
- 3) The use of English from the first day.
- 4) How to make students speak in English?
- 5) Giving students a thinking time and make a balance between the language and the activities.
- 6) Pair and group work.
- 7) Review and recycle frequently what students have learnt in varied ways.
- 8) Students and the mother tongue.

#### **Workshop 4:**

**"A unit planner in a standards-based approach"**

*Houda Raghieb and Redouane Moustaghit*

This workshop calls for planning units, rather than lessons. Regardless of the textbook being used, a unit planner should include the following: integrating an area of interaction, asking a focus question together with reflecting on how to select activities which will answer this question, and a criterion-referenced approach to assessment. The participants will discuss an example of such a plan and check the possibility of applying this approach in the units of their textbooks.

#### Workshop 5

“using drama techniques in the classroom”

*Ali El Rhouita*

Much of effective teaching amounts to motivating learners and maintaining their attention throughout class sessions. Performance skills have proven an effective technique to gain and hold students’ interest. Therefore, the aim of the workshop is to sensitize school teachers to the importance of using drama in the classroom to maximize learning input and boost students’ communicative skills. The suggested activities tend to make practitioners aware of the impact that dramatic techniques can have upon students, and by the same token open before them opportunities to incorporate these into their lessons.

By the end of the workshop teachers are supposed to adopt a variety of drama skills and techniques that would enable them to win the attention and interest of middle school young learners.

#### Workshop 6

“teaching the four skills using video”

*Ahmed Bakouch*

The purpose of this one-hour workshop is to highlight the importance of using video clips in the English classroom. Essentially, my workshop is divided into two parts. The first section will cast light on the rationale behind using video clips in the EFL classroom. The participants will be encouraged to discuss the reasons and criteria for using these invaluable tools in the classroom. However, the second part of the workshop will mainly be practical. The focus will be on the different techniques and ideas for using video clips in the EFL class. The participants will be invited to see a model lesson on how to teach the four skills through a video clip. After that, the attendees – in groups - will be encouraged to draw up a lesson plan of certain video clips and see how they would exploit them in the English classroom.

#### Workshop 7: “rules of engagement”

*Mary Lou McCloskey*

The goals of this session are to help teachers promote active, engaged learning in classrooms by motivating learners, focusing learning time, and increasing learners’ enjoyment and satisfaction. Demonstrations of language teaching activities and techniques will help teachers learn to make learning a part of everything that happens in the classroom - including

classroom routines and rituals. Techniques will be demonstrated to help teacher gain and keep full attention of learners, to “warm-up” to engage learners quickly at the beginning of the class, to incorporate movement into learning, and to provide learners opportunities to lead and participate.

#### **Workshop 8:**

**“Disguising Differentiation in Play: Assessment and Strategies for Fun and Effective Learning in Diverse Settings”**

*Nancy Patterson*

Much of effective learning depends upon differentiation of activities toward student learning styles, interests, and readiness. Among these, differentiation for readiness is the most challenging, in that students are often aware of teacher efforts. There is an ongoing challenge of differentiating activities in a way that protects students from shame or embarrassment about their individual readiness levels.

In this workshop, teachers will participate in a brief pre-assessment of their own readiness to study a select English grammar topic. They will then undertake a small group reading activity to introduce and/or review the rationale for readiness differentiation. They will then be divided into readiness groups to experience various playful, active, tiered strategies for learning the content. Finally, they will evaluate their workshop experience for viability in their own classrooms and then assess the degree to which readiness planning has been successfully disguised.

#### **Workshop 9: Communicative activities in TEFL**

**Said Assemahli**

This workshop tries to put emphasis on the importance of using communicative activities in EFL classrooms in Morocco. I noticed that English classes need activity and motion in every taught skill. The climate in which the language is learned seems to deal with rules and structures only. The language in its oral aspect is absent, it is not dealt with that much it should be inside or outside the class with other classmates. It is not that easy to lead communicative activities in English classrooms in, but let us give it a try and revive these classes.