



الجمعية المغربية لأساتذة اللغة الإنجليزية

Moroccan Association of Teachers of English (MATE)

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MATE 2nd Middle School Seminar

Theme:

**“Effective Teaching Practices
for Active Learning”**

In collaboration with:

Ministry of National Education

Direction of Curricula

Academy for Education and Training, Chawia Wardigha,

Benslimane Delegation, The British Council and RELO

Benslimane, 26-27-28 January, 2008

l'école hôtelière, Benslimane



MATE 2nd Middle School Seminar

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"Effective Teaching Practices for Active Learning"

MATE organizes the second national Middle School Seminar in collaboration with the Ministry of National Education (Direction of Curricula), and the Délégation of Benslimane. The theme of the seminar is: "Effective Teaching Practices for Active Learning"

Date and Venue:

This seminar will be held on 26-27-28 January, 2008 in Benslimane at l'école hôtelière. (The complete address of the venue will be announced the soonest possible).

Rationale

After the success of last year's seminar, the current MATE board has decided that MATE middle school seminar becomes one of the main MATE educational events. A lot of efforts are being made to put more structure into this seminar so that the outcomes will be more efficient for both teachers and learners.

The theme of 2008 edition of the middle school seminar is: "*Effective Teaching Practices For Active Learning*". This theme has been chosen to explore the most successful practices and competencies of teachers through purposeful hands-on practice activities that will enable middle school teachers to cope with the challenges of teaching through standards and competencies.

We also hope that the professional relationships to be established during the seminar and the skills to be gained will have a positive effect on the teachers' future training and development and will therefore pave the way for the creation of a network of sharing and growth. This will undoubtedly lead to *more appropriate practice*.

Last but not least, the presentations and the workshops this year are intended to focus on practical issues. The presenters/workshop leaders will deal with those classroom teaching/learning situations that can be considered as either difficult or with areas that need to be improved.

Sub themes of the seminar

- Active learning
- Performance-based and formative assessment
- Teaching the four skills through standards: Interpretive (listening and reading) presentational (writing, and speaking)
- Interpersonal competencies
- Managing Project work
- Teaching through games and songs
- Using ICT in teaching and teacher professional development.

Speakers

- | | | | |
|--------------------|---------------------|-------------------------|-------------------|
| 1. Ahmed Chaibi | 6. Fahmi Elmadani | 11. Bouchaib Zahaoui | 16. Kamal Hadder |
| 2. Larbi Bounsir | 7. John O'Rourke | 12. Mohammed Hassim | 17. Bahia Aquesbi |
| 3. Joan Kang Shin | 8. Bouchra Arrif | 13. Nouredine Bendouqi | 18. Jamal Slimane |
| 4. Caroline Nugent | 9. Naima Leghtas | 14. Mohamed Elfatihi | |
| 5. Mohamed Najbi | 10. khalil El Assàd | 15. Abdelmajid Bouziane | |

Participation in the seminar

For material and organisational restrictions, there will be only 80 participants: 60 residents and 20 non-residents. Therefore acceptance has been based on two main criteria:

- a. First applied first served.
- b. Geographical distribution of the participants throughout the country.

Fees of the seminar

- Residents: 300dh (including: participation fee, 2 nights, 2 breakfasts, 2 lunches, and 2 dinners, reception, tea/coffee breaks)
- Non-residents: 200dh (including: participation fee, reception, tea/coffee breaks)

Organising committee

National coordinators:

- Mohammed Hassim - Fahmi Elmadani - Nouredine Bendouqi

Local coordinators:

- Elarbi Imad - Ahmed Sebbar

Sponsors and partners

- Direction of curricula (Ministry of National Education)
- Regional Academy of Chawia Wardigha (Ministry of National Education)
- Delegation Benslimane
- The British Council
- RELO
- Other sponsors.

For more information, please contact any of the following people:

- Mohammed Hassim: Tel.: 066 077 526, Email: mhassim2@yahoo.co.uk
- Elmadani Fahmi: Tel.: 061 286 969, Email: mafahmi2004@yahoo.co.uk
- Nouredine Bendouqi: Tel.: 061363040, Email: nobendouqi@yahoo.com



PROGRAMME

Saturday, 26 January, 2008

14:00 – 15:30	Registration and Check-in
16:00 – 17:30	Opening Ceremony Speeches - Director of Settat Academy - Benslimane Délégue - Ministry representative - MATE president Chair. A. Chaibi
17:30 – 18:00	Reception
18:00 – 19:00	Keynote Speech: Rethinking Active Learning Joan Kang Shin University of Maryland, Baltimore County, USA Chair. N. Bendouqi
19:00 – 19:30	Book signature: Requisition of the Arab and Islamic Mind By Abdellatif Zaki
20:00	Dinner

Sunday, 27 January, 2008

<i>Morning</i>	
07:45 - 08:45	Breakfast
09:00 – 9:05	Announcements
09:05 – 9:30	Paper 1: Redistributing power in the Moroccan EFL classroom: The role of the teacher, the role of the learner Ahmed Chaibi
09:30 – 10:55	Paper 2: Active, Passive or Competency based Learning Noureddine Bendouqi
09:55 – 10:20	Paper 3: Process Writing John O'Rourke Chair : S. Berdouz
10:20 – 10:40	Discussion
10:40 – 11:00	Break
11:00 – 12:00	Concurrent workshops Workshop 1: Using PowerPoint in the classroom John O'Rourke Reporter: Workshop 2: Drama in the Classroom Caroline Nugent Reporter:
12:00 – 13:00	Concurrent workshops

defines information literacy. It provides some practical criteria of sifting websites to focus only on credible and reliable ones. It finishes with the pedagogical implications of information literacy on surfing the Net.

Bouchra Arrif

Project Based multimedia learning: Proposal

The presentation deals with different theoretical dimensions of project-based multimedia learning. It also highlights the rationale and benefits of using project based multimedia learning in EFL classes. The paper allows teachers to conceptualize the implementation of project based multimedia learning through some authentic examples of planning and managing multimedia projects. Therefore, the purpose of this paper is to make teachers reconsider the implementation of project work using new concepts as well as multimedia tools, such as computers, power point, audio-visual materials, software, digital cameras, etc.

Mohamed Najbi

The teacher as a learning facilitator/ a textbook evaluator

Recently there has been an increasing interest in teacher roles. Three of the recurring terms in the literature on teacher roles are ‘a learning facilitator’, ‘a facilitator of learning’ and ‘a textbook evaluator’. In this presentation, I will argue that the facilitatory skills of the teacher and her evaluation expertise are central to the success of the standards-based approach that is emerging in Moroccan ELT.

Jamal Slimane

Using ICT in the classroom

This session considers some of the basic issues and options to consider when delivering ICT training. It offers practical tips and advice.

Mohamed Elfatihi

Differentiated Instruction

The students in today’s classrooms are very diverse. They possess varying levels of social maturity and, as a consequence, they have different learning styles and different individual learning preferences. Thus, it would be unfair to treat them as if they are all clones of the same individual. Differentiated Instruction is a tool for addressing the learners’ differences and giving them all equal chances of success. This paper identifies reasons for using Differentiated Instruction, explains how it can be used, and measures the outcome of its use.

Ahmed Chaibi

Redistributing power in the Moroccan EFL classroom:

The role of the teacher, the role of the learner

The paper will

- attempt to define power and authority in general, and power and authority in education.
- see why it possible for power to be redistributed in the classroom.
- highlight the notion of “authority” by contrasting two types of teachers in the classroom; the first exerts an inhibiting and rather humiliating “power”. The second, on the other hand, exerts an encouraging and stimulating one.

- survey of the type of students each type of “authority” produces, and finally suggest practical ways for going about the problem, and hence redistribute this power in the classroom between teachers and learners, by referring to hands-on tasks and activities.

Noureddine Bendouqi

Active, Passive or Competency based Learning

The present paper highlights the importance of adopting an active approach to English Language teaching, especially for young learners. Adopting a multi methodology approach will definitely enable students to maximise the learning situations and positively interact with all types of educational inputs, be they within or outside the confines of the classroom context. After discussing active/passive learning dichotomies more emphasis will be put on an eclectic methodology and practical ways to empower learners both at the cognitive and affective levels. In the light of the above discussion, Competency based models will be re-examined.

Fahmi Elmadani

Another gap to bridge in TEFL in Morocco

This presentation is going to shed light on an important issue in TEFL in Morocco; namely the importance of introducing English in middle schools and the growing role of middle school teachers. This has resulted in a new situation where there are different cycles in the secondary school with two types of teachers of English. Is this new situation going to lead to another gap in the teaching of English in Morocco or are there possibilities of collaboration and coordination?

WORKSHOPS

Joan Kang Shin

Increasing Classroom Interaction

EFL students need to speak out! EFL teachers everywhere struggle to increase the quantity and the quality of English spoken by their students in their classrooms. This workshop will introduce the basic interactions found in EFL classrooms and will demonstrate strategies for teachers to create a more interactive and communicative classroom. Teachers will leave the room with instructional strategies for building both accuracy and fluency that can be used with any lesson or textbook and with any class size or level.

khalil El Assàd

Fun writing activities

It is often difficult to motivate students to write. They sometimes view writing as a boring, time consuming task. What we need to do is to re-educate our learners to see that writing need not be dull or laborious, but a fun way of learning English. This workshop will demonstrate a number of practical ways to make writing more interesting 4 learners especially teenagers. Participants will receive some worksheets and details of how to conduct all the activities shown."

Bouchaib Zahawi

Using the Blackboard

What you write is just as important as how well you organize the blackboard. It helps center the class and brings the lesson in focus. The blackboard is the most visually centered piece of equipment available to a teacher. So why not make it as user friendly as possible?

Bahia Aquesbi

Critical Thinking and Active Learning Strategies

One possible way of addressing the critical issue of preparing students for their future role as citizens in a global society is in simple terms, to integrate active learning exercises such as problem-based learning scenarios that focus on international issues and events and significant global conditions. These provide an opportunity for students to practice the skills that are essential for participation in modern democratic societies. In this workshop, I present very practical strategies for preparing students to global realities, exposing them to different cultural and ideological ways of “seeing the world” and equipping them with necessary skills for the job market. In addition these strategies emphasize skills that are essential for analysis, evaluation and, eventually, problem-solving. *The active learning* teaching method addresses many such concerns, promising several advantages to both teachers and students.

Abdelmajid Bouziane

Applying information literacy criteria to two websites

This workshop will guide the participants in their application of information literacy criteria to two websites, namely Teachingenglish <<http://www.teachingenglish.org.uk>> and Language Assistant <<http://www.britishcouncil.org/languageassistant>>.

Naima Leghtas

Learning English language through Jazz chants

This workshop intends to shed some light on teaching different aspects of English language through Jazz chants. Participants will be provided with the meaning of Jazz chants and the rationale for using them. They will also be offered some suggestions for presenting them. The workshop will focus on using Jazz chants to develop students’ appreciation of the rhythm, stress and intonation patterns of everyday spoken American English. Participants will also be given an opportunity to immediately put these guidelines into practice by writing and performing their own chants in which they practice some aspects of English language such as pronunciation patterns, grammar or functions. The last part of the workshop will eventually allow participants to reflect on the use of this authentic material in their classrooms and suggest better ideas to get the best out of it.

Jamal Slimane

Using songs in the classroom

This session discusses the benefits of using songs in the classroom and offers a wide range of activities that can be done before, during and after listening to a song using a range of skills

Larbi Bounsir

Using language games for vocabulary presentation and revision.

Games are not just time-filling activities but have a great educational value, particularly in foreign language teaching. This workshop will introduce teachers to the importance of language games in presenting and revising vocabulary as well as structures in a relaxed atmosphere. The presenter will share with the audience some tips on how to organise games. Handouts containing elementary level games will be distributed.

Kamal Hadder

Project based learning in ELT

In an attempt to promoting the use of Project based learning in ELT, I would like to be given the chance this year to facilitate a workshop about Project based learning. It will be related to skills development through classroom exchange projects. The main aim of such a workshop is to raise my colleagues awareness to the benefits of incorporating project based learning in their classes to help their students learn better, have fun and develop their language skills . To fulfil this aim, I will share with my colleagues various classroom exchange projects and activities that I have used in my classes with absolute beginners and I will give them as well the opportunity discuss the possible applications and adaptation of such activities to help students communicate effectively in English.

Caroline Nugent

Drama in the Classroom

The workshop will focus on how to use drama with teenagers and include a range of drama techniques, games and dialogues. It will be divided into the following three sections:

1. Drama Games and Activities for Group Dynamics / Warm-up Activities
2. Practising Grammar through Drama
3. Pronunciation through Drama

John O'Rourke

Using PowerPoint in the classroom.

This workshop focuses on how to use PowerPoint presentations in the classroom and how to use the technology to encourage the facilitation of a communicative learning environment.

Mohammed Hassim

Formative Assessment

Objectives of the workshop:

- To raise teachers' awareness to the importance of formative assessment (FA) in improving teaching and learning
- To clear some misconceptions and inappropriate practices in FA
- To see ways of making FA more beneficial in Moroccan ELT classes
- To use video programmes to highlight both theoretical and practical issues related to FA.

List of Participants

N°	Name	Institution	Location	Delegation
01	Walaf Mustapha	Lmansour Dhahbi	Ksar El Kebir	Larache
02	Youssef El Hafidi	My Abd. Ben Mchich	Ksar El Kebir	Larache
03	El Achi Rida	Beni Boufrah	Al-Houceima	Al-Houceima
04	Mostafa Harchoum	Abou Chitae Senhaji	Ain Mediouna	Taounate
05	Badreddine Atouani	20 August	Rhafsai	Taounate
06	Maamar Hammou	Imam Ali	Rhafsai	Taounate
07	Mustapha Khaddam	Lalameryam	Taounate	Taounate
08	Zakaria Elfadili	Alqods	Q. Ba Mhamed	Taounate
09	Hassnae Ben Malek	Touria Sekkat	Fez	Fez
10	Imane Bentaleb	Med Bel Arbi Alaoui	Fez	Fez
11	Nouamane Errifki	Abu Al Alae Al Maari	Tetuan	Tetuan-Tangiers
12	Yassin Essaid	Sidi Elmandri	Tetouan	Tetouan
13	Chakib Amghar	Alasfa	Lafnidak	Elmadiak-Lafnidak
14	Abdelaziz Ait Talebe Ali	Alouahda Alifrikia,	Bab Taza	Chefchaouen
15	Mahmoud Seddik	Okba Bnou Nafie	Taza	Taza
16	Youssef El Kaidi	Tahla	Tahla	Taza
17	Latif Allal	Mohamed V	Laayoune	Laayoune
18	Mohamed Abouhachni	Mohamed VI	Guelmim	Guelmim
19	Belhassane My Hicham	Al Mansour Dahbi	My Bouazza	Khniфра
20	Abdelkhalek Eljakouk	Zaitoun	Agadir	Agadir Idawtanan
21	Mohamed Souilah	Omar Elafarouk	Inzegane	Inzegane Ait Meloul
22	Zakaria Jamaati	Sidi Lhaj Lahbi Annexe	Oued Safaa	Chtouka Ait Baha
23	Siham Babahmed	Almaghrib Alarabi	Tiznit	Tiznit
24	Khalil El Assad	Sidi Hssain	Tiznit	Tiznit
25	Naima Leghtas	Sidi Daoud	Ouazazate	Ouazazate
26	Jamal Elabiad	Amezrou	Zagora	Zagora
27	Jamal Houmane	Alghizlan	Zagora	Zagora
28	Ait Soussi Mohamed	Ibn Rochd	Zagora	Zagora
29	Khalil El Harch	Semara	Salé	Salé
30	Mohamed Elfatihi	Tabrikte	Salé	Salé
31	Fatiha Amrani	Tabrikte	Salé	Salé
32	Lachheb Driss	Abedlaziz Benchqroun	Salé	Salé
33	Hicham Nazih	Abedlaziz Benchqroun	Salé	Salé
34	Azize Kour	Chahid	Salé	Salé
35	Kamal Hadder	Ahmed Belyazmani	Sala Aljadida	Salé
36	Adil Youssef Sayeh	El Oualidia	El Jadida	El Jadida
37	Hasna Fekkar	Arbiaa Al Aounate	El Jadida	El Jadida
38	Nazha Marouani	Al-Fakih Al-Jazouli	Sebt Jazoula	Safi
39	Reda Bouchiba	A.T. Benhima	Safi	Safi
40	Rachid Asdrem	Elfarabi	Safi	Safi
41	Redouane Belamfaddal	Guisser	Guisser	Settat
42	Kamilia Morkanty	Charif El Idrissi	Benslimane	Benslimane
43	Nawal Armalla	Sidi Abdrrahmane	Kelaat Sraghna	Kelaat Sraghna
45	Sabah Hefdallah	Tamanar	Essaouira	Essaouira
46	Abderrahime El Kourouchi	Mohammed VI	Oulmes	Khemissat
47	Layachi EL-Hadiri	Allal Tazi	Sidi Allal Tazi	Kenitra
48	Ali Bekou	Mostafa Almaani	Lalla Mimouna	Kenitra
49	Siham Bouchlouch	Allaimoune	Belksiri	Sidi Kacem
50	Ahlam Ndali	Laymoon	Kenitra	Sidi Kasem
51	Asmae Elguerraoui	Ibn Bassal	Mehraa Blksiri	Sidi Kacem
52	Mohammed Nazih	Wadi El Abid	Foum Jemmaa	Azilal
53	Mouna Marbou	Khadija Oum Elmouminine	Casablanca	Casa-Anfa
54	Abdallah El Mouden	Ibn Sina	Casablanca	Anfa
55	Ezzitounia Skhairi	Safi Eddine El Hilli	Casablanca	Bernoussi
56	Hasnaa Mzara	Abdelkrim Alkhatabi	Casablanca	Bernoussi
57	Saida Adnane	Tarik	Casablanca	Bernoussi
58	Keltoum Benallal	Mohammedia	Casablanca	Mohammedia
59	Touria Hafsi	Abou Hayan Attawhidi	Casablanca	Nwaser
60	Khadija Abdous	Tawfik Al-Hakim	Casablanca	Nwaser
61	Bahia Aquesbi	Omar Khayyam	Rabat	Rabat
62	Bouchra Arrif	Houssein Ben Ali	Casablanca	Hay Mohamadi ain Sebaa

