

MATE Newsletter Supplement (4)

8 projects for the secondary school level of English

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Introduction to the supplement

It is generally agreed that classroom practices alone are not enough to provide good learning as it has become evident that a lot of learning takes place outside the classroom and without the presence of a teacher (T). Accordingly, to urge students to work on projects has become necessary thanks to numerous advantages, some of which are:

- a. authenticity of activities
- b. cooperation / collaboration among students (SS)
- c. developing important skills for life-long learning
- d. helping students reinforce their desire to learn a language and sustain their enthusiasm throughout the learning process.

This MATE Newsletter supplement suggests two types of projects that students can do: mini-projects and full projects. The former can be carried out by one or two students and take shorter time to carry out, while the latter can be done by a group of 4-6 students for a longer time span.

Undoubtedly, these projects will not be successful unless they meet the following requirements:

- a. They should ensure SS' involvement in speaking, reading and writing.
- b. They must extend SS' educational horizon. Therefore the theme of the projects should be of significant educational value.
- c. They must arouse SS' interest and excite their curiosity.
- d. They should be of different structures.
- e. They should assist SS in making progress in their learning.
- f. They should bring into the classroom anything that is interesting to them.

The success of these projects depends also on the role of the teacher. He or she should not worry much about accuracy bearing in mind that the main aim behind such projects is to enable students to communicate their opinions and findings. Therefore, the teacher's role resides, among other things, in

guiding the students by giving as much advice as reasonably possible, meeting the group of students carrying out projects to discuss their findings, and helping them turn these findings into presentable material.

The teacher is advised in the first project to hold at least three meetings with the students doing a project. Consequently, there will be less dependence on the teacher on the part of the students in the future, which is another important aim behind project work.

The students themselves have a much more important role as far as project work is concerned. They are suppliers of important information. The following general guidelines for project work clarify such a role. SS should

- a. research.
- b. interview people (common people and experts).
- c. write questionnaires.
- d. use the Internet and other sources of information. Etc.

Last but not least is that the purpose of such projects is not to usurp the role of the teacher, nor even to make it easier. The main purpose is to make it possible for learning to take place more effectively, and more interestingly.

Each of the **8 projects** included in this supplement is composed of the following parts:

- Aims
- Procedures (in-class and out-of-class work)
- Presentation and evaluation phases
- Follow up
- Project variations.

For evaluation, there is a peer-evaluation checklist that students can use. It is included at the end of the projects (p. 13). Also, you may notice a few changes from one project to another. This is related to the specificity of some projects.

Needless to say that teachers using these projects can make any changes that they think may suit their situations and context. We would be glad to receive any comments or remarks related to these projects. You can use: matemorocco@yahoo.com to send them.

The projects included are as follows:

- 1. The Environment – Argan Tree**
- 2. Jobs we don't know much about**
- 3. My Favourite National/ Foreign Football Team**
- 4. The city where we live**
- 5. My favourite sport**
- 6. Our class movie star magazine**
- 7. An Interesting Website**
- 8. Making a poster or brochure about a Moroccan Festival.**



Project 1: The Environment – Argan Tree

Aims:

1. to raise SS awareness to the importance of the environment
2. to train SS on some research skills
3. to learn and use vocabulary related to environment.

Materials:

- Pictures – camera – internet – folders

Timing:

- 4.5 class hours / overall time span: 5 weeks

Procedure:

Session 1: 30 minutes

- T introduces topic and forms groups
- Brief discussion of the topic + outline (see the suggested outline below)
- If the topic is divided into parts, each group of students or a student should be in charge of one of them.
- As the outline below contains 5 parts, it is advisable to form 5 groups.
- Tasks distribution and assigning a coordinator.
- Creating an e-mail address if possible to enable groups to collaborate online.

Suggested outline:

- A:** Kinds of trees in Morocco + importance.
- B:** Argan tree (history and geography).
- C:** Roles of Argan tree: social, economic, environmental.
- D:** Argan oil: Traditional way of production.
- E:** Threats and opportunities.

Out of class work: (1 week)

- SS collect data about the parts in the outline above and meet to discuss findings.

Session 2: (1 hour) (10 minutes for each group)

- Each group presents data collected: what was collected, how, possible problems (i.e. talking about their experience).
- Role of the teacher: provides solutions to some problems and give advice.

Out of class work (1 week)

- SS Organize the data collected in a presentable way.
- T collects first drafts and gives them back to SS in the next session with feedback.

Session 3: (20 minutes)

- T presents feedback and provides further tips for final product.
- T responds to SS' questions.
- T gives SS an idea about how to present the final product.

Out of class work (1 week)

- SS work on the final product.
- SS rehearse before final presentation.

Session 4:

- Final product presentation.
- SS exchange projects and fill in the peer-evaluation checklist (1 for each group).
- T collects evaluation grids.

Follow up:

- Projects may be presented in a collective school exhibition, put on the school wall magazine or put in the school library for other students to consult.

Project variation:

- Palm trees, forests, rivers, etc.

Project 2: Jobs we don't know much about

Aims:

- to do research concerning a number of jobs, especially those we do not know much about.
- to learn about a certain job.
- to acquire vocabulary related to that job.
- to do/practise translation.

Session 1: Introduction

- T. discusses the topic with the SS
- T. asks SS to make an outline
- T. divides SS into groups
- T has a meeting with the students doing the research.
- SS set tasks/roles, who is going to do what. For example:

Student 1: Interviews people from different walks of life.

Student 2: Interviews the person doing that job in Arabic, Berber or French (or English if possible)

Student 3: Does research on the Net or in libraries, to find out as much information as possible about that job.

Out of class work:

- T holds another meeting with the group of students doing the research to discuss their findings and decide on what should be presented to the other students and how.

Session 2: Presentation

- Suggestions of what to be presented:
 - A. a video clip about the job, job description, as well as the interviews with people about the job
 - B. Importance of this job in society (economic, social)
 - C. Advantages
 - D. Disadvantages
 - E. What should we study to have a certain job in the future?
- Teacher and students discuss the strengths and weakness of the presentation.
- SS fill in the peer-evaluation grid.

Follow up:

- Projects may be presented in a collective school exhibition, put on the school wall magazine or put in the school library for other students to consult.

Project variations:

- Things, hobbies, sports, etc. we don't know much about.

Project 3: My Favourite National/ Foreign Football Team

Aims:

- to encourage SS to bring into the classroom those topics that are interesting to a large number of students
- to do/ practise some translation
- to interview players and other people in Arabic, Berber or French (or English if possible).

Procedure:

Session 1: Introduction

- T. discusses the topic with the SS
- T. asks SS to make an outline
- T. divides SS into groups
- SS set tasks/roles, who is going to do what. For example:
Student 1 interviews people from different walks of life about the chosen National/ Foreign football team.
Student 2 interviews players in Arabic, Berber or French (or English if possible)

Student 3 does research on the Net or in libraries, to find out as much information as possible about that team.

Out of class work:

- T holds a meeting with the group of students doing the research to discuss their findings and decide on what should be presented to the other students and how.

Session 2: Presentation:

-Suggestions of what to be presented:

A. History of the team

B. Famous players that have played on that team

C. Latest news

D. The future of the team (what should be done)

E. Problems

F. A video clip about the team, as well as the interviews with players, fans, etc.

- Teacher and students discuss the strengths and weakness of the presentation.
- SS fill in the peer-evaluation grid.

Follow up:

- Projects may be presented in a collective school exhibition, put on the school wall magazine or put in the school library for other students to consult.

Project variations

- My favourite basketball team.
- My favourite tennis player.

Project 4: The city where we live

Aims:

- to do research to collect information about the city where SS live
- to process materials and information and organize them in different formats
- to work collaboratively.

Session 1: Introduction

- Suppose an e-pal writes to you an email asking about the place where you live. S/he wants to know:

a. the geographical description of the city

b. Main cultural, social and economic activities

c. Important places to visit.

- To give a clear idea, you may need to make use of the following:

a. Postcards

- b. general facts (population, language, climate,..)
- c. geographical map(s)
- d. historical information
- e. statistics
- f. pictures from different sources representing different aspects of your city life

- You can find these in:

- a. geography/history books or course books
- b. encyclopedias
- c. postcards
- d. the internet
- e. books, magazines, newspapers

Procedure:

- T. discusses the topic with the SS
- T. asks SS to make an outline
- T. divides SS into groups
- Members of each group decides who is going to do what using the outline above as a reference

Out of class work:

- SS are given enough time (a week) to collect necessary materials and information
- SS get together and share their collected materials and information
- SS work together to think of how they can process the materials and information and make a first version of their project. The final project may be in the form of:
 - a. a folder/ portfolio with different sections following the outline,
 - b. a digital document in a CD ROM, or
 - c. a long article with different sections and visual aids.
- T. collects the first version, has a look at it and provides feedback for last version.

Session 2:

- Final product presentation.
- SS exchange projects and fill in the peer-evaluation checklist (1 for each group).
- T collects evaluation grids.

Follow up:

- Projects may be presented in a collective school exhibition, put on the school wall magazine or put in the school library for other students to consult.

Project variations:

- Schools we study in.
- A foreign country I'd like to know about.
- The city I'd love to live in.

Project 5: My Favourite Sport

Aims:

- to collect information about a favourite sport
- to organize materials in different formats
- to work collaboratively.

Session 1: Introduction:

- SS are asked to talk about their favourite sports (either to practise or to watch).
- SS are divided into groups according to their preferences (football group, tennis group, etc.)
- SS in each group make an outline for their projects
- SS agree on who to do what (according to the outline + task distribution)

Suggested outline:

- Description of the sport (rules, benefits, risks, ...)
- History of the sport
- Varied information (famous practitioners of the sport, famous teams, famous events, ...)
- Local interest in the sport
- Supporting materials: photos, videos, encyclopedia entries, internet downloads, magazine and newspaper articles, ...

Session 2: Materials sharing (can be done out of class)

- SS bring the materials they have collected and display them to the class
- Each group decide on how they are going to organize their materials and think of ways how to process materials to suit objectives
- SS work on a first draft.

Session 3: presentation of first version:

- SS of each group present their first version to the class
- SS exchange feedback
- Teacher revises first versions and provides her/his feedback
- SS of each group get together and prepare a final version.

Session 4: Presentation of final version of the project

- SS present their final version of the project

- Groups exchange projects and provide feedback by filling the peer-evaluation checklist
- Teacher collects projects and peer-evaluation checklist.

Follow up:

- Projects may be presented in a collective school exhibition, put on the school wall magazine or put in the school library for other students to consult.

Project variations:

- The procedure followed in the project above may be applied to other topics and areas like: my favourite hobby, my favourite pastime, my favourite type of art, my favourite type of music, etc.

Project 6: Our Class Movie Star Magazine

Aims:

- to be initiated to magazine editing and publishing
- to do library and internet research
- to work collaboratively.

Session 1: Introduction:

Suppose you are editors of a Movie Star Magazine. Every month you produce an issue about a specific movie star. You work together to produce an issue.

- SS are divided into groups
- SS get together to choose a movie star to work on
- SS work together to think of the main parts of the magazine (e.g. biography, studies, most important films, photo album, interviews, extracts from magazines/newspapers/ the internet, etc.)
- SS decide who is going to do what.

Out of class work:

- SS collect the necessary materials and get together to think of how to organize the material and prepare a first version of their magazine.

Session 2: Presentation

- SS of each group present their first version of the magazine to the class
- SS exchange feedback using the peer-evaluation checklist
- Teacher revises first versions and provides her/his feedback
- SS of each group get together and prepare a final version.

Follow up:

- Projects may be presented in a collective school exhibition, put on the school wall magazine or put in the school library for other students to consult.

Project variations:

- The procedure followed in the project above may be applied to other famous figures like: Famous Writers Magazine, Famous Singers Magazine, Famous Scientists Magazine, Famous Inventors Magazine, Famous Politicians Magazine, etc.

Project 7: An Interesting Website**Aims:**

- to do critical research on the internet
- to initiate SS to website evaluation
- to make a good collection of useful websites.

Session 1: Introduction

SS discuss the importance of the internet, what it can be used for, problems and difficulties related to the internet, how best to use the internet, etc. They also mention some of their favourite websites and search engines (e.g. google).

Out of class work:

- In pairs, SS look for a good web (e.g. for English language learning).
- SS state: how they found the website; why it is important; how it can be used.
- SS print some webpages from the chosen website (the homepage is obligatory) or documents from the website to show how important the website is
- SS can apply the checklist below to evaluate their website.

Session 2:

- SS exchange their files
- SS evaluate their classmates' file and apply the website evaluation checklist below (QUICK).
- Whole class discussion of the findings

Follow up:

- T makes a list of the suggested websites, prints it and puts it on the school wall magazine or school library.

Here are eight ways of checking information on web sites:

Source: <http://www.quick.org.uk/summaryprint.htm>

Made by HDA and CHIQ & Showme Multimedia Ltd



1. Is it clear who has written the information? Yes: No:

- Who is the author? **Yes: No:**
- Is it an organisation or an individual person? **Yes: No:**
- Is there a way to contact them? **Yes: No:**

2. Are the aims of the site clear? Yes: No:

- What are the aims of the site?
- What is it for?
- Who is it for?

3. Does the site achieve its aims? Yes: No:

- Does the site do what it says it will? **Yes: No:**

4. Is the site relevant to me? Yes: No:

List five things to find out from the site.

- A.
- B.
- C.
- D.
- E.

5. Can the information be checked? Yes: No:

- Is the author qualified to write the site? **Yes: No:**
- Has anyone else said the same things anywhere else? **Yes: No:**
- Is there any way of checking this out? **Yes: No:**
- If the information is new, is there any proof? **Yes: No:**

6. When was the site produced?

- Is it up to date? **Yes: No:**
- Can you check to see if the information is up to date and not just the site?
Yes: No:

7. Is the information biased in any way? Yes: No:

- Has the site got a particular reason for wanting you to think in a particular way?
Yes: No:
- Is it a balanced view or does it only give one opinion? **Yes: No:**

8. Does the site tell you about choices open to you? Yes: No:

- Does the site give you advice? **Yes: No:**
- Does it tell you about other ideas? **Yes: No:**

NB: You can find another interesting evaluation checklist here:
<http://www.lib.umd.edu/UES/webcheck.html>

Project 8: Making a poster or Brochure about a Moroccan Festival

Suggested by: Abdelkrim Rasmy

Aims:

- to initiate SS to poster/ brochure writing
- to collect and organize data
- to present data to the public both native and foreign.

Session 1: Introduction

- SS discuss the importance of festivals in the development of their area and their role in attracting curious tourists who want to know about some Moroccan traditions.
- SS are asked to prepare either a poster advertising a Moroccan festival Or a tourist brochure about a Moroccan festival.
- SS form groups to deal with a specific Moroccan festival.

Out of class work:

- SS are asked to visit the websites below and do the tasks related to them:
 - A.** Go to the link below to know about the dates of some festivals.
<http://www.mincom.gov.ma/english/generalities/culture/culture.html>
 - B.** Go to the link below and read the information given about the original story of Imilchil. Then write the important ideas you get.
<http://www.moroccotravelandtours.com/Imilchil.htm>
 - C.** Go to the link below and read the article entitled: “Morocco Imilchil Wedding Festival: Marriage.” Then write the important ideas you get.
<http://www.tafilalet.net/festivals/wedding/marriage.htm>
 - D.** Go to the link below to get more ideas about other Moroccan festivals:
<http://www.triotours.com/faq/ma/festivals.htm>
- SS in each group meet to decide what to include in the Poster/ Brochure and how it can be presented.

Important:

- The tourist brochure or poster should include the name of the festival, the dates, what happens in the festival, and other interesting ideas. SS use some photos taken from the festival. They should mention the sources of the photos or the name of the photographers.
- SS should not copy the information as such. They need to paraphrase or take just the main ideas.

Session 2: First version presentation

- SS of each group present their first version of the poster/ brochure to the class

- SS exchange feedback using the peer-evaluation checklist.
- Teacher revises first versions and provides her/his feedback.
- SS of each group get together and prepare a final version.

Follow up:

- Projects may be presented in a collective school exhibition, put on the school wall magazine or put in the school library for other students to consult.

Project variations:

- Poster/ brochure about: a Moroccan museum, monument, tourist resort, cultural festival, etc.

Peer-evaluation Checklist

	A	B	C	D	Comments
1. The physical presentation of materials					
2. Quality of materials and information					
3. Use of supporting materials (pictures, graphs, statistics, audio-visual...)					
4. Authenticity and originality (organization, quality of language, personal contribution...)					
5. Overall evaluation					
Total mark/20				
6. What is/are the best part(s) in the project					
A= Excellent (4 points) B= Good (3 points) C= Average (2 points) D= Below average (1 point)					



Peer-evaluation Checklist

	A	B	C	D	Comments
1. The physical presentation of materials					
2. Quality of materials and information					
3. Use of supporting materials (pictures, graphs, statistics, audio-visual...)					
4. Authenticity and originality (organization, quality of language, personal contribution...)					
5. Overall evaluation					
Total mark/20				
6. What is/are the best part(s) in the project					
A= Excellent (4 points) B= Good (3 points) C= Average (2 points) D= Below average (1 point)					



الجمعية المغربية لأساتذة اللغة الإنجليزية

Moroccan Association of Teachers of English

e-mail: matemorocco@yahoo.com website: www.mate.org.ma

MATE 26th Annual National Conference
Tangier, April 9 - 12, 2006

**Teacher Education for
Sustainable Development**

Venue: Hotel Chellah

For more information, please e-mail: matemorocco@yahoo.com



Teachers are requested to send contributions for coming issues of the supplement. Suggested areas:

Teaching / learning activities or tests related to

- English for specific purposes (ESP)
- Information and communication technology (ICT)
- English for children
- English for academic purposes (EAP)
- English through literature
- Giving presentations & public speaking
- Video materials
- Study skills
- The 4 skills
- Grammar
- Vocabulary
- Light activities
- Etc.

**You don't need to send a whole supplement. Single activities are welcome.
Please send the activities to the following email:**

**MATE new email account:
matemorocco@yahoo.com**

Destinataire

MOROCCAN ASSOCIATION OF TEACHERS OF ENGLISH
B.P. 6223, Rabat-Instituts, C.C.P 212 927 T

APPLICATION FOR MEMBERSHIP

Last Name First Name.....
Nationality
Type of membership : Full (Moroccan) Associate (non-Moroccan)
Occupation : Teacher Inspector
Institution
City
Mailing Address
Amount paid
Mode of payment
 CCP (enclose receipt or copy) Check (bank)
 Cash remitted to (Name)

Date:
Signature