

*Moroccan Association
of Teachers of English*



الجمعية المغربية
لأساتذة اللغة الإنجليزية

Email: matemorocco@yahoo.com website: www.mate.org.ma

**29th Annual Conference,
Beni Mellal, March 30 – April 02, 2009**

**“Effective Classroom Practices
in Language Education”**



There has been, over the last few years, a renewed interest in effective classroom practices and classroom management strategies in order to advance language education not only in Morocco but in other parts of the world, too.

MATE, which has been at the forefront of teacher education in Morocco over the last twenty-nine years, will address these issues during its upcoming conference.

The theme of the conference, “Effective Classroom Practices in Language Education”, will provide an opportunity to explore subthemes such as:

- Practical teaching techniques;
- Ways to better understand and implement change in language education
- Teacher self-evaluation in education;
- Teacher management strategies/ Classroom management;

- Useful and effective ways of dealing with misbehaviour in the classroom;
- Relations between home and school/ Relations between parents, school heads and teachers / Relations between teachers and students.
- The place of language education in the state educational policy;
- Examining classroom practices in the light of state educational policy;

This upcoming conference will feature:

- 20- minute papers;
- 60- minute workshops, panel discussions;
- Special Interest Groups (SIG) sessions, round tables, book exhibitions, social evenings, an excursion, and a gallery of posters, photos and caricatures.

MATE intends to bring together secondary and tertiary teachers, supervisors, and researchers to address the mentioned themes and to promote the exchange of ideas in a broad range of topics.

Teachers, supervisors and researchers are kindly requested to contribute papers and workshops. A proposal requires a title, an abstract (to be printed in the program) and a bio. Please E-mail your proposals to The Organizing Committee at: matemorocco@yahoo.com
The deadline for sending your contribution is March 14, 2009.

Selection of proposals will be made by an *ad hoc* committee on the basis of the importance of the issue(s) addressed and contribution to ELT literature.

The Venue

The participants will be hosted in Hotel Al Bassatine in Beni Mellal. For more info about the hotel click on : <http://www.oxfordtravels.com/africa/morocco/albassatine/#location>). The conference activities will be held at the Faculty of Arts and humanities, just 5 minutes walk from the hotel.

Beni Mellal is the capital city of Tadla–Azilal region located at the heart of Morocco. It is an attractive region stretching over a large area of fertile plains and sitting at the foot of the mountainous range of the Grand and Middle Atlas. Due to its diverse plain and mountain vistas and natural environment, tourism is the second key economic sector in the region. A wide range of sports and recreation activities are practised such as hunting, fishing, mountain climbing, parachuting, jet-ski, etc.

Beni Mellal is well served by public transportation. It is 210 km from Casablanca, 260 from Rabat and 194 from Marrakech (See the following map).



Registration and Fees

Registration will be carried out at Hotel Al Bassatine on March 30, 2009 from 15:00 to 18:00.

1. Residents

In a double room	1000 dhs each	The fees include conference fees, full board and lodging.
In a single room	1300 dhs	
Family	Participant: 1000 dhs Spouse : 900 dhs Kids: 50% discount	

2. Non-residents: 250 Dhs (including: conference fees, lunches and coffee breaks). A limited number of beds are available at reduced prices (+ 30 Dhs per night) at the premises of

“Association des Oeuvres Sociales du Ministère de l’Education Nationale”. Priority will be given to CPR and ENS trainees.

NB: The membership card is not included in the mentioned fees (50 Dhs for middle and secondary school teachers, 100 Dhs for supervisors and tertiary education teachers, and 200 Dhs for associate members).

Information about MATE activities and publications can be found at: www.mate.org.ma

PROGRAMME

Monday, March 30th, 2009

15:00-18:00 *Registration and check-in*

19:00 **Opening Ceremony**

Chair: Mohamed Mellouk

19:30 *Reception*

20:00 **Keynote speech: Forty Years of English Language Teaching in Secondary Schools in Morocco.**

El Mahfoud Boualame

Head of Gharb Chrarda Bni Hsen Academy

Chair: Nouredine Bendouqi

21:00 **Dinner**

Tuesday, March 31st, 2009

Plenary 2

Chair: Rachida Kerkech

08:15 *Announcements*

08:30 Paper 1: *Themes and topics in the new textbooks :pedagogical implications.*

Dr Mohamed Melouk

08:50 Paper 2: *The makeup of TEFL in Morocco: What every teacher should know.*

Ahmed Chaibi

09:10 Paper 3: *Information Literacy among Moroccan Students.*

Dr Hassan Belhiah, Ms Ramiza koya and Dr Darrell Druvenga

09:30 Paper 4: *Educational change and ICT: Addressing the intrinsic barriers*

Hicham Fatmi

09:50 Paper 5: *Efficiency in language teaching: empowerment through involvement.*

Ait Ali Ayoub

successful achievements at school. Fagher Aldeen Naji Radman Alsofi

09:10 Paper 8: *Principles of meaningful learning.* Bahia Aquesbi

09:30 Paper 9: *Audiovisual translation: Subtitling for Educational Purposes.*
Mohamed Jaafari

09:50 Paper 10: *Useful and effective ways of dealing with misbehaviours in the classroom.* Khalid Ait Mansour

10:10 *Discussion*

10:40 *Coffee Break*

11:30-12:30 *5 Concurrent workshops*

Workshop -1- : *How can you help them speak?* Omar Marzouki
Reporter:

Workshop -2- : *Practical Teaching Techniques.* Rachida Guelzim
Reporter:

Workshop -3- : *A Model Lesson for Raising Intercultural Awareness within an EFL Context.* Adil Azhar
Reporter:

Workshop -4- : *The reading writing connection.* Bouchaib Zahaoui
Reporter:

Workshop -5- : *Effective Classroom Practices: How to give clear instructions to your students?* Hicham Belefkih
Reporter:

13:00 *Lunch*

14:00 *An Excursion to Bin El Widane*

20:30 *Dinner*

21:30 *Evening Activities*

Thursday, April 2nd, 2009

Plenary 4

Chair: Mohamed Hammani

08:15 *Announcements*

08:30 Paper 11: *Enhancing Teacher Development Through Teacher based Professional Evaluation: Peer observation, Project work & Portfolio.*
Mohamed Hassim

08:50 Paper 12: *Process Writing.* Abdelkader Chaddoudi

- 09:10** Paper 13: *Powering School Performance through Educational Technology.* Abdenbe El Badri
- 09:30** Paper 14: *What's there to manage in a classroom and how can we manage it well?* Fahmi El Madani
- 09:50** Paper 15: *Promoting Communication and Inclusiveness in Moroccan English Classrooms.* Said Elmouhtarim
- 10: 10** Paper 16: *Diversity and power: Two cultural factors in language education.* Dr Abdellatif Zaki
- 10:30** **Discussion**
- 11:00** **Coffee Break**

11:30-12:30 **5 Concurrent workshops**

- Workshop -1- : *A Light Activity is What You Make of it.* Hamza Mahmoud
Reporter:
- Workshop -2- : *Using appropriate humour in Moroccan EFL classrooms: why, when and how?* Hicham Astaifi
Reporter:
- Workshop -3- : *Fun Teaching and its Importance in Waking up Students' Motivation and Triggering Easy Learning.* Naima Badaoui
Reporter:
- Workshop -4- : *Introduction to Public Speaking.* Randi Perlman
Reporter:
- Workshop -5- : *What's the purpose of school ?* Arif Bouchra
Reporter:

- 12:30-13:30** **Special Interest Groups**
- 14:00** **Lunch**
- 16:00** **Round Table**
- 20:30** **Dinner + Closing Ceremony**

ABSTRACTS

Papers

Forty Years of English Language Teaching in Morocco.

El Mahfoud Boualame, Head of Gharb Chrarda Bni Hsen Academy.

The aim of this keynote speech is to trace the history of English language teaching in Morocco from 1968 to 2008, mainly aims, approaches, teaching materials, assessment and teacher training. The purpose being to review achievements and missed opportunities of this period and thereby, contribute something to the documentation of the literature of TEFL in Morocco.

This historical survey will equally help trigger reflection on the topic among all stakeholders for the purpose of improving the quality of ELT in the country. Some questions will also be raised to serve as a platform for future research and development in the field.

The Make-up of the Moroccan EFL Curriculum.

Ahmed Chaibi

Educators are aware that for education to be effective, it should produce citizens who are able to respond positively to the requirements of the new global environment. Teaching practice should be geared, by implication, towards helping learners become more autonomous individuals who are able to take or make decisions on their own, and also accommodate themselves to the rapid, uncompromising and relentless changes taking place in today's world. Education should also raise students' awareness as how to become global citizens; i.e. respectful of other cultures, tolerant, and cosmopolitan. It is my intention in this presentation to:

- outline the theoretical principles underlying the teaching of English as a Foreign language (TEFL) in Morocco;
- explore the approach adopted for TEFL in Morocco;
- shed some light on the role of the textbook and its content;
- outline the features of the assessment options adopted in TEFL in Morocco;
- uncover the roles partners play within this new framework.

Information Literacy among Moroccan Students.

Dr Hassan Belhiah, Ms Ramiza koya and Dr Darrell Druvenga

This study examines information literacy skills among Moroccan university students. Information Literacy attempts to take students beyond traditional literacy, by providing training in the linguistic, analytic, communication and technological skills necessary for students and professionals today. Data come from a test administered to freshman students enrolled at Al-Akhawayn University in Ifrane (AUI), the only English-medium University in Morocco. The majority of students are in their second semester at AUI, and enter the class having just completed the English language curriculum in the university Language Center. Information Literacy Skills asks students to exploit library resources, to obtain course materials using an online interface (Moodle), and to develop a unique research project. In this regard, faculty face the particular challenges of the Moroccan context: most students enter university with a background in rote learning and a limited exposure to critical reading and thinking.

To begin the study, all incoming students were given a pre-test to determine their familiarity with information literacy skills in English. Preliminary results indicate that students' information literacy skills leave much to be desired. The results confirm the gap between second language facility and digital age literacy. This study emphasizes the need to implement information literacy skills into Moroccan curricula in order to enhance students' ability to succeed in the real world. It is an action-research project involving

teacher-researchers engaged in identifying and meeting the needs of students on a day-to-day basis, as they seek to create an English language curriculum that meets the needs of a globalizing economy and culture.

Educational change and ICT: Addressing the intrinsic barriers

Hicham Fatmi

Despite the wide proliferation and rapid adoption of ICT everywhere, the field of education seems to be the most difficult to penetrate. There are two types of obstacles to the integration of technology in education: extrinsic obstacles, and intrinsic obstacles, and the latter seem to be the most difficult to overcome. This paper reviews the literature related to the obstacles to technology integration in the classroom. Even when the external obstacles are removed, internal obstacles persist, and are more difficult to overcome. These internal obstacles include teachers' pedagogical beliefs, teachers' attitudes toward technology, and teachers' resistance to change. The paper aims also at suggesting scenarios to overcome these barriers so as to achieve quality in language education.

Efficiency in language teaching: empowerment through involvement.

Ait Ali Ayoub

In the present times characterized by so many changes and so many more looming in the horizon, efficiency has turned out to be the name of the game in all respects, particularly in education in general and in language teaching in particular. Efficiency is deemed all the more urgent as it goes beyond classroom effectiveness to encompass learner empowerment. The present presentation seeks to highlight how to achieve learner empowerment through:

- Motivation and involvement;
- Capacity-building and skill development
- Competition and relevance.

Key concepts: efficiency; effectiveness; involvement; empowerment; competency; capacity-building; competency-based education; cooperation-competition; relevance.

The lexical Approach: Effective vocabulary teaching

Dr Abderrazak ES-SOBTI

This presentation aims at highlighting the importance of developing students' '*collocational competence*' by adopting a lexical view of language teaching/learning rather than looking at vocabulary teaching as a subsidiary activity to language skills in day-to-day-classroom practice.

The Impact of English students' home environment on their successful achievements at school.

Fakher Aldeen Naji Radman Alsofi

The present paper is based mainly on literature and on my own experience as a Yemeni secondary public school teacher, a supervisor and now as doctoral student and a part time English teacher at the University of Mohammed V-Agdal/ Rabat, Faculty of Letters and Human Science. The aim of this modest paper is to sketch out the impact of English students' home environment on their achievement at school, taking into account that there is a paucity of research in this area especially in the Arab world. Researchers, teachers, parents, and families at large all seek students' success. Generally speaking, students' achievements at schools rely heavily on home and school environments. Interestingly, the two environments are interrelated. For the purpose of this paper, I will try to explain the importance of students' home environment, in terms of living conditions (e.g., families disorders...etc), socioeconomic status (i.e., students from low or high-income), and literacy (i.e., educated-non-educated families), and its positive and negative impact in enhancing students' effective grasping of new skills and knowledge in English. If teachers are aware of the positive and negative impact of home environment, they will be able to understand their students' needs and serve them better. Finally, it is hoped that this paper will help raise the awareness of not only the teachers, educators, and policy makers, but also that of parents about the role of home environments.

Audiovisual translation: Subtitling for Educational Purposes.

Mohamed Jaafari

Within the framework of the search for innovative methods in language teaching, the issue of using translation in the classroom practices has emerged again and occupies the debates in the field. Truly, Translation has long been almost discarded from the language lesson. That is, the pedagogical instructions view translation as the last thing to resort to when making the learners grasp an indigestible vocabulary or ambiguous statement. In fact, the supervisors' worry has been that practitioners would abuse of the use of L1 in the classroom activities. This would lead to preventing the learners from benefiting from investing and involving their cognitive skills and competences in learning such as inferring the meaning of an item from the context, deducing, hypothesizing about possible solutions ...etc. Accordingly, the following possible questions may seem pertinent to this scope, and hence help orient the search for adequate answers:

1. How can translation be used pedagogically in the classroom?
2. Can translation be at the heart of the lesson rather than "a last resort out"?
3. What are the facilitating tools that may contribute to a better implementation of translation in the classroom practice?

My presentation is a reconstruction process of the implementation of subtitling as a form of translation in the language class. A step by step demonstration of the lesson will be given in addition to the supporting materials used and the resources involved.

Enhancing teacher development through teacher-based professional evaluation: Peer observation, Project work & Portfolio.

Mohamed Hassim

With the new official interest in teacher evaluation using new criteria and evaluation instruments, teachers, inspectors as well as administrators are called upon to adopt the new measures. Heated debates on these new measures are already taking place. It seems that the concerned educationalists are more concerned with the summative aspect of teacher evaluation, giving less importance to the formative aspect. This paper claims that the new measures are of less meaning if not combined with some formative measures which will only contribute to a more effective teacher evaluation favourable for teacher development and growth. This paper suggests three measures: a. peer-observation, b. project work and c. teacher portfolio. The suggested three measures will be elaborated and related to the Moroccan context while taking into consideration the new teacher evaluation measures.

Process Writing.

Abdelkader Chaddoudi

This presentation aims at sensitising teachers to implement process writing to help students gain an insight into how they really go about composing and boost their confidence to write without any inhibition or fear of making mistakes while putting pen to paper.

The basic message to convey to teachers is that one shot products often fall short to evaluate learners' real potential to write in a foreign language. Students have to understand that they have to brainstorm their ideas, organize them, and make them come in the form of two or three drafts – they also have to realize that they have to write and rewrite till they get it right.

When students become familiar with the techniques and the steps, they will learn how to go through the main stages of process writing developing an automatic processing skill of monitoring and self editing. At further stages of learning, writing will certainly open new horizons for them to explore and discover new ideas. Meaning or content would be the center of interest instead of form or grammar.

Training students in this direction, as many teachers can testify to it, will also be a good opportunity to learn the language and communicate with the teacher and other peers about different topics. So we believe that the rewards of process writing are enormously valuable and trying it in your class is just a matter of personal commitment to this profession of ours!

Powering School Performance through Educational Technology.

Abdenbe El Badri

My presentation would explain how innovative web-based portfolio or Student Information System (SIS), PowerSchool, may help in catering for the growing needs of Moroccan schools by enabling them to leverage technology to ease reporting burdens, open up lines of communication with the community and facilitating nationwide decision making on education issues. I shall explain how PowerSchool's automated critical features or utilities may simplify such internal processes such as scheduling, grading and communicating with parents. I shall also defend the worth of this classroom technology (designed with much input from teachers) by explaining how it could positively affect student achievement. Student achievement is considered both as a powerful indicator for parents and teachers as well as a powerful indicator for decision makers of how far our schools will be able to meet or fail to meet the accountability requirements as set by the National Charter of Education.

What's there to manage in a classroom and how can we manage it well?

Fahmi El Madani

Classroom management is a very much debated issue. This shows, among other things, its importance in the field of teaching and learning. The question that this paper will attempt to answer is as follows: What's there to manage in a classroom and how can we manage it well?

Promoting Communication and Inclusiveness in Moroccan English Classrooms.

Said Elmouhtarim

Among the challenges facing our Moroccan public schools today is how to promote communication and inclusiveness in our classrooms? How to ensure learning for all students?

My 20 minute paper will deal with this issue as one among other issues that can be adopted to relatively achieve effective classroom practices in language education. I will also present some strategies that can be used to help promote this communication and inclusiveness in the classroom if we are to reach the ideal of integrating all learners in the process of language education. At the end of my paper, I will show that inclusiveness is the responsibility of all agents involved in education who should be aware of its importance if we are to limit the nightmares of truancy and dropping out of schools that have penetrated Moroccan public schools at an unprecedented alarming speed.

Workshops

Integration of NLP Techniques in Teaching of English as a Foreign/Second Language.

Dr. Zafar Iqbal Mohsin

Neuro Linguistic Programming (NLP) is a fast growing area of personal development. In NLP, we have many techniques which can help in enhancing language learning skills. Though the subject is new and has not yet been explored by many, some NLP techniques are being used effectively in teaching English as a foreign language. Modelling, for example, is the most important part of NLP and it is based on the observation of and following the traits of great leaders in their area of specialization. Using NLP techniques, we can first of all understand ourselves in a better way and then we can study others to exercise influence on others. This can be of tremendous help for EFL/ESL teachers.

Introduction to Public Speaking.

Randi Perlman

In learner-centered ELT pedagogy, teachers are expected to assume multifaceted roles in the classroom. Accordingly, the teacher should aspire to be a facilitator, coach, director, transmitter of knowledge, manager, organizer and promoter of autonomous learning. The premise of the workshops is that public speaking supports the development of ELT teachers in the mastery of above mentioned roles. In the first workshop, participants will be introduced to the best practices of Public Speaking in English. Activities in both workshops will scaffold the planning, organization and delivery of a 5-minute speech in English. Participants will also gain practice in the use of rubrics as an alternative assessment tool.

Knowing Myself As A Learner.

Ghizlane Razak

Beyond boundaries for better opportunities to learn, share and contribute. This is my philosophy of teaching and learning. I am a Moroccan high school teacher. I have been teaching English as a foreign language for six years. I teach in the Agricultural high school and technical institute in Jemma Shaim, a rural area which is 214 km far from my city Casablanca .Additionally, I am a part-time lecturer at Sunderland University-SIST, Casablanca. I am keen on hunting opportunities to develop my own professional identity. Being trained on teaching different age groups: kids, teenagers and adults, I have learnt how to develop strategies to meet my students' needs. January 8th, 2008 was a turning point in my professional career. I was awarded a fellowship for the International Leadership in Education Program, a program which is funded by the US department of state and IREX. I was one of 52 leaders in education from 10 countries. I was a visiting scholar at Kent University for the spring semester. I fully participated in a post graduation teacher training course with Dr.Richard Ambrose. Moreover, I had a two month internship in Harmon middle school and Aurora high school. OHIO. This workshop comes as an act of sharing some of the skills and knowledge I have acquired during my training in USA.

Corpus in the Classroom.

Jason Price

How can we know that we are teaching 'natural' English to our students? Corpus analysis has become increasingly prominent in ELT in recent years as a tool for identifying naturally occurring language and its frequency in actual discourse. But what exactly is a corpus and how can we use it to enhance both teaching and learning?

Let's tame the trouble maker.

Rachid Acim

In my presentation, I am going to grapple with a very problematic issue in the English classroom, a perilous phenomenon that has haunted most of the educators and instructors along the years. This issue has to do with the miscellaneous ways to discipline and to tame the trouble makers. I shall therefore demonstrate the causes that push somehow trouble makers to misbehave in class and the appropriate techniques by dint of which we can help diminish if not put an end to misdemeanor, for it is commonly assumed that refining and enhancing students' conduct is by no means the key to success and progress and is actually what can optimize the learning process.

This paper aims at showing that students' discipline is indeed the duty of parents, teachers, administrators and the whole community, all of whom need to consecrate all the efforts to contribute to the making of a good student, capable of behaving in an agreeable way inside and outside the classroom sphere, getting along with his / her family, his / her fellows and, most importantly with his teachers. The latter need to develop a couple of strategies in order to stop misbehavior and row in class through providing guidance as well as through the initiation of students into extra-curricular activities such as playing games, listening to songs, drama and sketches to make learning a real fun.

Classroom Management.

Lekbir Tansaoui

Through their experiences in teaching, Teachers begin to develop their ideas about how best to manage their classroom. There is certainly no one best way and teachers develop their own style of classroom management. This also remains a work in progress as teachers change and develop their style according to

their experiences and the classes they teach. “There are no criteria for good teaching; very different people make very different teachers for very different reasons”

Understanding Management and Discipline in the classroom.

Elkhdar Abdelmoula

Classroom management is the key component in any educational setting and for teachers to be successful; they must be effective classroom managers. Teachers must create a positive learning environment so that students can maximize their learning potential.

This paper is an attempt to understand classroom management in its broad sense because it encompasses not only academic climate but also effective teaching practices. I believe that if we are to understand classroom management and build effective instructional and management plans we need to go a little bit beyond the classroom setting and delve into the learners psyche to grasp how learning communities are built and what their characteristics are.

This talk will be discussing also the notion of ‘Order’ as a prerequisite for building learning communities .In ‘order’, I will make the distinction between off-task behavior and misbehavior. Last, but not least, this present paper will analyze some areas of responsibility in classroom management and discipline.

Classroom Management and giving instructions

Hicham ISHA

One of the major problems that pertain to teaching in general is the clarity of instruction. Few of us, teachers, can assert that they never give awkward, complex or unclear instructions to their students.

Unfortunately, giving complex or unclear instructions results in utter confusion and creates an unhealthy classroom atmosphere. The challenge for, us , ELT teachers, is how to keep our instructions as succinct, informative and straightforward as possible, so that the students have a clear idea about what we expect from them.

In this workshop, we will go through good examples and bad examples of ‘instructions’. We will also try to work on hypothetical classroom situations and come up with ways to best formulate the teacher’s instructions. The workshop will include a PowerPoint presentation, hands-on tasks and a wrap discussion.

How can you help them speak?

Omar Marzouki

Don’t you feel tired of speaking a lot in class? Do you want to maximize your students’ talking time even at the beginning level? This workshop suggests a number of practical activities to help you create more opportunities for student-student interaction.

Practical Teaching Techniques and Ideas.

Rachida Guelzim

My workshop will be two-fold and it will be interactive in the first part, we will be looking at some ideas and techniques experienced in my classes and which were successful and popular among many teachers. In the second part of my workshop, we will be looking at and sharing any successful and popular teaching techniques and ideas brought by the participants. Every participant will be expected to suggest a practical tip and therefore make this workshop as collaborative as possible.

A Model Lesson for Raising Intercultural Awareness within an EFL Context.

Adil Azhar

One major aspect of intercultural communicative competence is the sensitivity of the FL learners to cultural difference. This is usually reflected in ethnocentricity in one’s feelings about one’s culture frequently resulting in negative attitudes towards the foreign culture and language, which may constitute a psychological hindrance for the learning process and future intercultural encounters. As a pedagogical objective, EFL learners need to be able to recognize and control ethnocentric and stereotypic attitudes, identify cultural communicative differences and their origins in values and beliefs, and use the resultant knowledge and skills in negotiating an appropriate use of them in any type of emergent intercultural

communicative circumstances. The proposed workshop will present a model lesson for raising intercultural sensitivity with the aim of familiarizing the participants with how ICC informed EFL pedagogy moves from the level objectives to classroom practice.

The reading writing connection.

Bouchaib Zahaoui

The workshop will deal with practical teaching techniques related to the reading and writing skills and to the 6 Traits of Reading & Writing; under the umbrella of Reading - Writing Connection / Interpretive and Presentational Communication.

a) During the Reader's Session, emphasis is placed on decoding conventions, establishing comprehension, developing interpretation...

b) During the Writer's Session, emphasis is placed on writing itself; the participants will plan, draft, and revise stories – and best of all, to write with confidence and skill. Learners not only learn how to write – they learn to be writers!

Effective Classroom Practices: How to give clear instructions to your students?

Hicham Belefkih

One of the major problems that pertain to teaching in general is the clarity of instruction. Few of us, teachers, can assert that they never give awkward, complex or unclear instructions to their students.

Unfortunately, giving complex or unclear instructions results in utter confusion and creates an unhealthy classroom atmosphere. The challenge for, us, ELT teachers, is how to keep our instructions as succinct, informative and straightforward as possible, so that the students have a clear idea about what we expect from them.

In this workshop, we will go through good examples and bad examples of 'instructions'. We will also try to work on hypothetical classroom situations and come up with ways to best formulate the teacher's instructions. The workshop will include a PowerPoint presentation, hands-on tasks and a wrap discussion.

A Light Activity is What You Make of it.

Hamza Mahmoud

In my workshop I am going to try to put a theoretical framework of standards in general and standards in the Moroccan textbooks in particular then I will conduct a light activity'; the alibi, and check which standards were met via the use of a checklist.

Using appropriate humour in Moroccan EFL classrooms: why, when and how?

Hicham Astaifi

A lot of Moroccan teachers try (virtually) every possible technique and strategy to help their students learn English. However not many believe humour to be an appropriate teaching tool and thus consider it has no place in their classes. The present paper, based on research findings, refutes this thought and argues that integrating humour in the EFL class is of advantage to the teaching learning process. It touches upon the multiple benefits of using humour in the language classroom. It describes the different types of humour to be used in class, explains how they can be best implemented in teaching the four skills, and concludes with how humour can be used as classroom management tool instead of a discipline problem generator.

Fun Teaching and its Importance in Waking up Students' Motivation and Triggering Easy Learning.

Naima Badaoui

In my workshop, in challah, I would present a variety of activities, in different skills, which are taught with fun, and would highlight the ways which make it possible to the teacher to use these techniques in a Moroccan public class and even with a large number of students.

Drama in the classroom.

Houcine Turchli

I will try to show the importance of drama as a learning activity that enhances collaboration, promotes students effective participation in learning English as a foreign language and fosters the implementation of the 5Cs. I will also give a practical example of a short play 'To be There' that I myself wrote and worked on with some of my 1st year students . They will perform it and try to get some feedback.

What's the purpose of school?

Arif Bouchra

The 21st century has known many changes in technology, international relations, economy and in education. Therefore it has become essential to question the validity and the credibility of our educational institutions as well as system and see to what extent they really meet the requirements of the 21st century, the learner's and teachers' expectations, the officials' policies and the parents' aspirations.

The aim of this round table discussion is to offer the opportunity to the audience to stop and ponder about the real role of our educational institutions from the point of view of different people belonging to different professional domains and having different perspectives.

Therefore, in this round table discussion, the presenter and jointly with the audience is going to discuss the issue of the role of schools in our society and compare different perspectives.

Inspired from and using a valuable data gathered from the EduCon 2.1 conference that the presenter attended last January at Science Leadership Academy in Philadelphia, USA, the presenter is going to share video shots that were taken from the opening ceremony of the conference and discuss the issue of the role of schools in our society and compare different perspectives of the panellists as well as the those of the audience who will eventually consider and evaluate the relevance and the feasibility of the views displayed in the panel discussion.