**Moroccan Association
of Teachers of English**
www.mate.ma

**MATE**

الجمعية المغربية
لأساتذة اللغة الإنجليزية
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# MATE 37th Annual Conference
# 30 January - 02 February, 2017
# Atlantic Palace Hotel, Agadir, Morocco

في موضوع :
"تجديد التربية اللغوية :
أية أدوار مؤثرة للمدرس."

## Theme :
## "Innovating Language Education :
## What Influential Roles for Teachers."

## Conference Booklet

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# MATE 37th Annual Conference

**30 January - 02 February, 2017**
**Atlantic Palace Hotel, Agadir, Morocco.**

## Theme: "Innovating Language Education: What Influential Roles for Teachers."

في موضوع:"تجديد التربية اللغوية: أية أدوار مؤثرة للمدرس."

## Rationale

In a technology-driven world, the contemporary education field has become so dynamic that constant change is inevitable. For an educational policy to succeed, therefore, it is required to allow for innovation as an essential feature of its performance to be able to deal with novel situations and everyday challenges. When it comes to effective student learning and successful educational reform, there is one key factor that has an influential role in change management: The teacher. Successful educational reforms and endeavors rely much on the ability of teachers to accommodate new teaching methodologies to the classroom situation. This can only be achieved through teacher training and professional development programs that aim not only at developing core teaching skills, but also at equipping teachers with the necessary knowledge and competencies to be life-long learners who can deal with novel situations in the most effective manners.

In Morocco, although recent educational reform has generated a lot of debate around the declining levels of educational performance, not much discussion is going on about the role of teachers in educational innovation and change. The questions that are seldom tackled are how teachers deal with change in the classrooms, how they learn as professionals, how they generate knowledge and produce ideas and materials, and how they help learners be innovative as well. These and other questions will be debated in MATE 37th annual conference whose theme is:

**"Innovating Language Education :
What Influential Roles for Teachers."**

## Objectives

The main objectives of this conference, among other things, are to
- define the concept of innovation in language education and its implications for the classroom teacher;
- analyze and discuss the roles teachers should play to be able to innovate their practices in order to improve learning and teaching;
- help participants spot various practical methods and techniques of educational innovation;
- showcase best practices in educational innovation and share them; and

- eventually come up with practical recommendations for innovative classroom practices.

## Conference sub-themes

The following sub-themes are preferred (the following list is by no means exhaustive):
- Innovative language teaching and learning methodologies,
- Innovative teachers' profile and competencies,
- Innovative teachers' roles and practices,
- Alternative and innovative assessment,
- Learning environments and interaction in the English language class,
- Learner autonomy, learning strategies and lifelong learning,
- Innovative teacher development opportunities,
- Technology-based teaching-learning processes and innovative teaching-learning materials.

## Presentation formats

- Oral presentation papers (25 minutes)
- Workshop presentation (60 minutes)
- Poster presentation throughout the conference
- Panel discussions
- Social activities.

## Speakers & Participants (about 250)

- Participants are from varied educational backgrounds (primary, middle, secondary and higher education), both public and private sectors.
- Speakers are teachers, supervisors, university professors, teacher trainers from Morocco and other nationalities.

## More Information

For more information about this conference and about our other events, please use our

- Email address: **mate.morocco79@gmail.com**
- Website: **www.mate.ma**
- Facebook page: **Al Maghreb Maters**, https://web.facebook.com/MATE.Morocco?fref=ts
- Facebook group: **MATE Official Facebook Group**, https://web.facebook.com/groups/331590230517821

## الندوة السنوية 37 للجمعية المغربية لأساتذة اللغة الإنجليزية

### 30 يناير - 02 فبراير 2017، بفندق أطلانتيك بالاص، أكادير، المغرب.

### في موضوع:"تجديد التربية اللغوية : أية أدوار مؤثرة للمدرس."

## السياق العام

في عالم تطبعه التكنولوجيا بامتياز، أصبح مجال التعليم اليوم أكثر حيوية مما يجعل التغيير المستمر أمرا لا مفر منه. ولكي تحقق أي سياسة تعليمية النجاح المأمول، فإن الابتكار أصبح مطلوبا كسمة أساسية لأدائها حتى تكون قادرة على التعامل مع المواقف الجديدة والتحديات اليومية. وعندما يتعلق الأمر بالتعلم الفعال والإصلاح التعليمي الناجح، هناك عامل رئيسي واحد يمكن أن يلعب دورا مؤثرا في إدارة التغيير: إنه المدرس. إن الإصلاحات والجهود التعليمية الناجحة تعتمد كثيرا على قدرة المدرسين على ملاءمة أساليب التدريس الجديدة مع الوضعيات التعليمية داخل فصول الدراسة. ولا يمكن أن يتحقق ذلك إلا من خلال برامج التطوير المهني التي تهدف ليس فقط إلى تطوير مهارات التدريس الأساسية، ولكن أيضا إلى تزويد المدرسين بالمعارف والكفايات اللازمة ليكونوا متعلمين مدى الحياة ويستطيعوا التعامل مع المواقف الجديدة بالطرق الأكثر فعالية.

ورغم أن الإصلاح التربوي في المغرب في الآونة الأخيرة ولد الكثير من النقاش حول انخفاض مستويات الأداء التعليمي، فإن كثيرا من هذا النقاش لا يدور حول دور المدرسين في مجال الابتكارات التعليمية والتغيير. بل ونادرا ما يتم تناول كيفية تعامل المدرسين مع التغيير في الفصول الدراسية، وكيف يتطورون مهنيا، وكيف ينتجون المعرفة والمواد التعليمية، وكيف يساعدون المتعلمين كي يكونوا هم أيضا مبتكرين. هذه القضايا وغيرها سيتم تناولها في الندوة السنوية السابعة والثلاثين للجمعية المغربية لأساتذة اللغة الإنجليزية والتي سيكون موضوعها:

### "تجديد التربية اللغوية : أية أدوار مؤثرة للمدرس."

## أهداف الندوة

وتتمثل الأهداف الرئيسية لهذه الندوة في:
- تحديد مفهوم الابتكار في التربية اللغوية وآثاره على المدرس.
- تحليل ومناقشة الأدوار التي يجب على المدرسين أن يلعبوا ليكونوا قادرين على تجديد ممارساتهم من أجل تحسين التعلم والتعليم.
- مساعدة المشاركين على تحديد الأساليب والتقنيات العملية المختلفة للابتكار التربوي.
- عرض أفضل الممارسات في مجال الابتكار التربوي وتقاسمها.
- التوصل إلى توصيات عملية لممارسات فصلية مبتكرة.

## المواضيع الفرعية للندوة

- المنهجيات المبتكرة لتدريس وتعلم اللغة.
- مواصفات وكفايات المدرسين المجددين.
- أدوار وممارسات المدرسين المجددين.
- التقويمات البديلة والمجددة.
- بيئات التعلم والتفاعل الابتكارية في الفصول الدراسية للغة الإنجليزية.
- استقلالية المتعلم واستراتيجيات التعلم المبتكرة والتعلم مدى الحياة.
- الفرص المبتكرة للتطور المهني للمدرسين.
- عمليات التدريس والتعلم القائمين على التكنولوجيا والمواد التعليمية التعلمية المبتكرة.

## صيغ العرض في الندوة

- عروض (25 دقيقة).
- ورشات عمل (60 دقيقة).
- معارض وملصقات طوال فترة انعقاد المؤتمر.
- معارض كتب ووسائل تعليمية لدور النشر والتوزيع.
- موائد مستديرة.
- أنشطة اجتماعية.

## المشاركون والمتدخلون (حوالي 250)

- ينتمي المشاركون إلى خلفيات تعليمية متنوعة (التعليم الابتدائي والإعدادي والثانوي والجامعي)، من القطاعين العام والخاص.

- المتدخلون هم أساتذة ممارسون ومشرفون تربويون ومكونون وأساتذة جامعيون من المغرب ومن دول أخرى.

## للمزيد من المعلومات

للمزيد من المعلومات حول هذا المؤتمر وحول الأنشطة الأخرى التي تقدمها الجمعية، يرجى الاتصال عبر:

- عنوان البريد الإلكتروني:

**mate.morocco79@gmail.com**

- الموقع الإلكتروني: **www.mate.ma**

- صفحة الفيسبوك : **Al Maghreb Maters**:
https://web.facebook.com/MATE.Morocco?fref=ts

- مجموعة الفيسبوك:
**MATE Official Facebook Group**:
https://web.facebook.com/groups/331590230517821

# Programme

## Day 1: Monday, 30 January, 2017

| 14:00-17:00 | Registration |
|---|---|
| 17:00-17:30 | **Opening ceremony** |
| 17.30-18:15 | **Keynote speech:** Innovation in the ELT Classroom – Ten Things to Think about. *Christopher GRAHAM* |
| 18:15-18:45 | **Reception** |
| 18:45-19:45 | **Panel discussion 1: MATE and Innovation in the Educational Field** |
| 20:00 | **Dinner** |

## Day 2: Tuesday, 31 January, 2017

*Please note: Breakfast time for the whole conference: 07:00 to 08:15.*

| 08.30–08:45 | **Announcements** |
|---|---|
| **Plenary (Round 1)** | |
| 08:45-09:05 | **Presentation 1:** "The EFL Instructor as a Critical Pedagogue." *Nourddine AMROUS* |
| 09:05-09:25 | **Presentation 2:** " Awareness of Leaners' Social Concerns: A Strong Weapon in 21 Century Pedagogy " *Noureddine BENDOUQI* |
| 09:25-09:45 | **Presentation 3:** "Innovations in Teaching Writing at the University: Towards a Project-based Approach." *Said EL MOUHTARIM* |
| 09:45-10:05 | **Presentation 4:** "Preconditions for Successful Teacher Innovation." *Reddad ERGUIG* |
| 10:05-10:25 | **Discussion** |
| **Concurrent workshops (Round 1)** | |
| 10:30-11:30 | **Workshop 1:** "Mastery, Autonomy, and Purpose, TEFL model from Z to A." *Ali Anthony BELL* |
| | **Workshop 2:** "Practical Techniques to Ensure Innovation in the Classroom." *Rachida GUELZIM* |
| | **Workshop 3:** "Applicable Innovative Practices in the Moroccan EFL Classroom." *Rachid BENJLIL* |
| 11:30-12:00 | **Break & Poster session** |
| **Plenary Session (Round 2)** | |
| 12:00-12:20 | **Presentation 5:** "Evaluation Inverted: Can the 'Subaltern' (Students) Speak?" *Azize KOUR* |
| 12:20-12:40 | **Presentation 6:** "The Washback Effect of the Moroccan English Baccalaureate Examination on Teaching Practices." *Mounir EL OURF and Driss MARJANE* |
| 12:40-13:00 | **Presentation 7:** "Which Novel Methodology is the Best in TEFL?" *Fouad BOULAID* |

| 13:00-13:20 | **Presentation 8:**<br>" Teaching portfolio: a significant innovative tool in EFL educational practices "<br>*Mohamed BAKKAS* |
|---|---|
| **13:20-13:35** | **Discussion** |
| **Concurrent workshops (Round 2)** | |
| **13:40-14:40** | **Workshop 4:**<br>"The reflective Teacher."<br>*Said AHSSEN* |
| | **Workshop 5:**<br>"Adapting Activities and Materials for Mixed-ability Classes."<br>*Ousama SAKI* |
| | **Workshop 6:**<br>"From story reading to drama writing: Creativity in practice."<br>*Mohammed HASSIM* |
| **14:45** | **Lunch** |
| *Free Afternoon. Varied informal activities in the evening in the auditorium (to be announced later).* | |

## Day 3: Wednesday, 01 February, 2017

*Please note: Breakfast time for the whole conference: 07:00 to 08:15.*

| **08.30-08 :45** | **Announcements** |
|---|---|
| **Plenary (Round 3)** | |
| **08:45-09:05** | **Presentation 9**:<br>"The Canon and the Curriculum:  Perspectives for Teaching Literature."<br>*John BATTENBURG* |
| **09:05-09:25** | **Presentation 10:**<br>"Integrating ICTs into Moroccan High Schools: Why and How?"<br>*Karim EL HIANI and Asmaa BOUCHOUK* |
| **09:25-09:45** | **Presentation 11:**<br>"Promoting Teacher Leadership through PLCs: a project report."<br>*Lahcen TIGHOULA – Youssef EL KAISSY– Abdelaaziz STARI* |
| **09:45-10:05** | **Presentation 12:**<br>"Entrepreneurship education: creating hyperlinks between the classroom and the job market."<br>*Abdellah YOUSFI* |
| **10:05-10:25** | **Discussion** |
| **Concurrent workshops (Round 3)** | |
| **10:30-11:30** | **Workshop 7:**<br>"Digital Story-Telling: Giving Students Voice and Choice."<br>*Omar TITKI* |
| | **Workshop 8:**<br>"Managing ELT Access, Inclusion and Differentiation in the Real World."<br>*Frances AMRANI* |
| | **Workshop 9:**<br>"Innovative Teaching Starts with Attitude."<br>*Reddad ERGUIG* |
| | **Workshop 10:**<br>"Jigsaw Reading: An Alternative Approach to Teaching Reading "<br>*Wendy REED* |
| **11. 30-12. 00** | **Break & Poster session** |
| **Plenary Session (Round 4)** | |
| **12:00-12:20** | **Presentation 13:**<br>"Blended learning in EFL classrooms." |

| | |
|---|---|
| | *Lobna BEN NASR* |
| **12:20-12:40** | **Presentation 14:** <br> "Innovation-Related Competencies in Moroccan EFL Teacher Preparation Programs." <br> *Hicham FATMI* |
| **12:40-13:00** | **Presentation 15:** <br> "The Perceptions of Moroccan EFL Students of Speaking Anxiety." <br> *Rajaa RHANDY* |
| **13:00-13:20** | **Presentation 16:** <br> "Creativity and innovation in adverse conditions: Is it possible?" <br> *Mohammed HASSIM* |
| **13:20-13:35** | **Discussion** |
| **Concurrent workshops (Round 4)** | |
| **13:40-14:40** | **Workshop 11:** <br> Educational Technology – dream or nightmare? <br> *Christopher  GRAHAM* |
| | **Workshop 12:** <br> **"**No Devices, No Problem: Using Plickers to Enhance Real-Time Formative Assessment." <br> *Rachid MOUSSAID* |
| | **Workshop 13:** <br> "Teaching with Edmodo and the SAMR model in mind" <br> *Aziz SOUBAI* |
| | **Workshop 14:** <br> **"**Innovative ICT Based ELT Activities & Games that maximize students' interaction & competitiveness." <br> *Mustapha KADIRI* |
| **14:45** | **Lunch** |
| *Free Afternoon. Varied informal activities in the evening in the auditorium (to be announced later).* | |

## Day 4: Thursday, 02 February, 2017

*Please note: Breakfast time for the whole conference: 07:00 to 08:15. Please Check out and leave your luggage in the luggage room at the reception.*

| | |
|---|---|
| **08:30-08:45** | **Announcements** |
| **Plenary (Round 5)** | |
| **08:45-09:05** | **Presentation 17**: <br> "Barriers & Enablers to Effective ICT Integration in Moroccan Public High School EFL Classes."        . <br> *Meriem LAHRIZI* |
| **09:05-09:25** | **Presentation 18:** <br> **"**Designing Learning activities for Digital Natives." <br> *Mbark AKADDAR* |
| **09:25-09:45** | **Presentation 19:** <br> "Digital English teachers." <br> *Soufiane SOULAYMANI* |
| **09:45-10:05** | **Presentation 20:** <br> **"**Digital or not Digital: Is It the Question?" <br> *El madani FAHMI* |
| **10:05-10:25** | **Discussion** |
| **Concurrent workshops (Round 5)** | |
| **10:30-11:30** | **Workshop 15:** <br> **"**Model United Nations: a new pedagogical activity to approach global issues inside EFL classrooms." <br> *Mounir EL OURF* |

| | |
|---|---|
| | **Workshop 16:**<br>"Overcoming the challenge of using enhancement activities in large multilevel classes."<br>*Nezha YOUSSEFI* |
| | **Workshop 17:**<br>"How to Evaluate your Textbooks."<br>*Hassan AIT BOUZID* |
| | **Workshop 18:**<br>"Speak the Language of Students: Teaching Narrative Writing with Social Media."<br>*Jennifer BORCH* |
| **11:30-12:00** | **Break & Poster session** |
| **Panel Discussion 2** | |
| **12:00-12:25** | **a.** "Innovative learning or Innovative teaching**?"**<br>*Mustapha TITCHOU*<br>**b.** "The Moroccan innovative Teacher: Between the Rock of Technology and the Hard Place of Pedagogy."<br>*Latifa SAFOUI*<br>**c.** "The Use of Arabic in Moroccan Classes of English."<br>*Mohamed Zakaria LAGHMAM*<br>**d.** "The Role of the Teacher in Teaching L2 Pragmatic."<br>*Ayoub LOUTFI and Mohamed Amine CHORAIH* |
| **12:25-12:40** | **Discussion** |
| **Online Presentations** | |
| **12:40-12:50** | **Presentation 1:** "Rethinking Evaluation in the 21st Century. "<br>*Sabrina ESPASANDIN* |
| **12:50-13:00** | **Discussion** |
| **13:00-13:30** | **GNG-MATE Program** |
| **13:30-14:O0** | **Round table & Closing Ceremony** |
| **14:00** | **Lunch & Departure** *(Have a nice trip and see you next year.)* |

# Abstracts and bio-data

## Papers

**Keynote Speech : Innovation in the ELT classroom - ten things to think about.**
*Christopher Graham*

**Abstract:** Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice."  Department of Education and Training, Victoria State Government, Australia. Many teachers when they hear the term 'innovation' react in the same way as when they hear the term 'educational technology'. They begin to worry. This paper will explore some ways that day-to-day ELT lessons can benefit from an innovative approach.  Ten key areas will be discussed, with a focus on improving the classroom experience for everyone – including teachers. Approaches to both classroom-based technology and technology in the wider world will be explored. But innovation is not just about technology, we will also examine how published teaching materials can be used innovatively to maximise student engagement without compromising the integrity of the syllabus. Continuous professional development for teachers will be explored too, with the focus on the word 'continuous' – innovation in classrooms is driven by a relentless focus by teachers on their own performances. Innovation also requires ELT practitioners to think beyond the 'traditional' content. The 21st century skills around independent learning, critical thinking and cross cultural awareness are becoming important elements in our classes, and their place in our teaching will be discussed. The overall theme is that innovation is not and should not be a source of stress for the teacher. It is part of a natural process of improvement and development to allow us to manage the ever-changing challenges of our classrooms effectively and with ease.

**Bio data:**  Christopher Graham is a freelance ELT consultant and researcher based in the UK. He is currently working on an MPhil exploring the influence of English-medium education on national self-identity. In 2016, he

worked on teacher development projects in Lebanon and Iraq for the British Council and the Ministry of Education and undertook otherprojects in Morocco and Algeria. He has also been working with the British Council on the production of secondary EFL materials for low-resource schools in Sierra Leone. He was on a panel of specialists at the IATEFL conference in Birmingham in April 2016 and will return as a speaker at IATEFL 2017in Glasgow. He was a plenary speaker at KazTEA, Kazakhstan in June 2016 and at the British Council 3rd International Conference in Oran, Algeria in May. In March and April 2015 he worked as a course writer and trainer on the British Council SEEDS project in Algeria, training teacher trainers and inspectors. He returned to Algeria in July to deliver more training. In early 2015 Christopher designed and delivered a series of workshops for teachers in six towns across Lebanon under the auspices of the 'Association of Teachers of English in Lebanon'. The sessions explored approaches to challenging and disruptive behaviours in the ELT classroom. He was back there in April discussing the humanisation of language teaching. Christopher works as part of a team of trainers and writers for the ongoing 'English for Iraq' project under the auspices of the Iraqi Ministry of Education. This involves writing significant amounts of content and the delivery of a series of courses for government primary and secondary school ESOL teachers from all over Iraq. Christopher has led workshops in Maputo, Mozambique for government ESOL teachers from across three regions and also regularly trains teachers in Russia, Kazakhstan, Kyrgyzstan, Poland, Italy, Switzerland, and Saudi Arabia. His other professional interest is cross cultural communication and he lectures in this field on two MBAs for a German university.

## 1. The EFL instructor as a Critical Pedagogue
*Nourddine Amrous*

**Abstract:** Over the last few decades, both in Morocco and abroad, the ELT profession has endeavored to incorporate "context" into its pedagogical practices, thereby mirroring a shift in Second Language Acquisition theory heralded in Firth and Wagner (1997). Domestically, this move has been made all the more conspicuous. Not only have the existing ELT curricula been more context-bound, as is evident in varied textbook versions that are available and the way contents are articulated therein, but they have also targeted student engagement in the first place, in line with the oft-professed learner-centered pedagogy explicated in the official guidelines. The major aim has been to break away from a tradition where the student is seen as a static, intellectually docile and as a mere rote learner of the mechanical lexical and grammatical structures. In the present paper, I contend that these attempts, as successful as they are, need to be accompanied with corresponding new teacher roles. First, one cannot think of a successful curriculum if teachers are excluded from consideration. In this respect, the classical role of the teacher as a source of information should be played down in favor of one that makes him/her closer to the learners' in-class and out-of-class environment. The teacher profile best equipped to fulfill this role is one that is reflective, thought-provoking and, above all, a transformative intellectual—key ingredients of a practitioner of critical pedagogy. The paper winds up with a few examples of what it is that is required of a teacher as a critical pedagogue.

**Bio data**: An Associate Professor at the Faculty of Letters, Rabat, Prof. Nourddine Amrous is holder of a Doctorate Degree in Education (2006) and a Diploma of 'Habilitation Universitaire' (2014). He is co-author of the student's book "Tifawin a Tamazight 6", and the corresponding teacher's book. Prof. Amrous has taught a variety of courses such as Composition and Spoken English and content courses like Psycholinguistics, Syntax, Introduction to Linguistics and British Culture and Society. He has published articles on Amazigh linguistics and has supervised a number of research papers at the level of the BA and a number Master's and Doctorate theses.

## 2. Awareness of Learners' Social Concerns: A Strong Weapon in 21 Century Pedagogy
*Noureddine Bendouqi*

**Abstract:** A quick look at the current documents of teaching of English in Morocco reveal that much focus and attention are given to language areas at the expense of all other components of ELT pedagogy. The ELT curriculum for example should incorporate statements and guidelines that make of the development of learners' personal and social skills as important as the other language components. The curriculum should be both inspiring and prospective. Its main goal should be to help stimulate the intellectual engagement of adolescents and boost their self esteem and account for their emotional and cognitive needs. The students should be given ample opportunity to promote their social skills through a number of tasks and activities designed specifically to promote the 21st century skills- creative thinkers, innovators, investigators, collaborators and researchers. In the classroom, this would definitely help promote learning and at the same time reduce discipline problems. Project work together with experiential learning activities, among other tasks, are efficient tools of ensuring learner involvement in the classroom and in community issues. We therefore suggest a rewriting of the English language curriculum and teacher training practices in Morocco in the light of the current and potential changes suggested both by the high council for education and training or the ministry of education. A KSAAVI approach would best fit in this context when developing the curriculum components.

**Bio-data**
- Teacher, teacher trainer and ELT supervisor,
- Has been in the profession for the last 28 years,
- MATE president, (Moroccan Association of Teachers of English): 2010-2012/2014- 2016).
- Former pedagogical advisor to the secretary of State in Charge of School Education, 2017 - 2012
- Very much interested in cognitive sciences namely cognitive psychology, applied psycholinguistics, and neurolinguistics.

## 3. Innovations in Teaching Writing at the University: Towards a Project-based Approach.
*Said EL Mouhtarim*

**Abstract:** The writing skill, though basic in language learning and communication, is not given its due importance in the distribution of teaching language skills and language components in the Moroccan context. The state of art reveals that the objectives of writing are vague in high schools. Students are less motivated to engage in writing and their achievement is relatively speaking low. At the university level, there is more focus on the theoretical part giving a prescriptive nature to this skill and keeping the students again less motivated to write. The question, then, is how to improve the teaching of writing and how to make it makes sense to the students. The current action research based paper is an attempt to present an innovative practice in teaching writing at the university level. Basically, this is the integration of the project-based approach in the teaching of this skill. In this respect, an experiment was carried out with 1st year university students in Faculty of Letters and Human Sciences in Beni Mellal. The results of this experiment were satisfactory as far as motivation, making the writing skill makes sense, and improving the achievement of the students are concerned. We hope to share this new practice with teachers of English and why not generalize it at the university level and high schools.

**Bio-data:** Said EL Mouhtarim, MATE member for more than 20 years. Vice President of Beni- Mellal MATE local branch. Currently teaching at Faculty of Letters and Human Sciences in BeniMellal.PHD holder from University Mohamed 5th in Rabat. Areas of interests are Language Planning and policy/ Applied linguistics and Communication.

## 4. Preconditions for Successful Teacher Innovation
*Reddad Erguig*

This presentation addresses the theme of MATE's 37th Annual Conference with specific reference to the questions of how teachers can "deal with change in the classrooms" and "how they [can] help learners be innovative". The thrust of the argument is that innovation starts from within; that is, a positive teacher attitude fuels motivation and fosters creativity as stepping stones to innovative teaching. To this end, I will discuss the context of the debate about the need for teachers to innovate in their teaching with special reference to the "Strategic Vision" adopted by the High Council of Education and critique some common fallacies such as the equation of innovation with the implementation of ICT in class. After that, I will point out some barriers to innovation and then present my claim that the teacher is the locus of change. To support this claim, I will argue that if intrinsically motivated, teachers will develop healthy attitudes towards the teaching profession and embrace the vision that they are committed educators and agents of change. Along with this and coupled with a strong commitment to continuing professional development, they will foster a professional environment where innovative teaching could thrive. This should empower them to become not only effective teachers but also reflectors, activists, theorists, networkers, ICT manipulators and most important of all agents of change.

**Bio data:** Reddad Erguig is Associate Professor at the Faculty of letters and the Humanities, Université Chouaïb Doukkali in El Jadida. He received his Doctorate degree from Mohamed V University in Rabat in 2003, and he was a Fulbright visiting scholar at the University of Massachusetts, USA, in 2009. He is an active member of both the Applied Language and Culture Studies Lab (ALCS) based at Université Chouaïb Doukkali. His main research interests include adult literacy education and English language teaching in Morocco. He has published many articles, presented papers and moderated workshops in many national and international conferences on these issues.

## 5. Evaluation Inverted :Can the 'Subaltern' (Students) Speak
*Azize Kour*

**Abstract:** Student-centered approach posits that students' needs and expectations ought to be the driving force of any teaching/learning operation. Evaluation in EFL is dominantly unilateral in that students' performances, skills and competencies are assessed by their teachers. Addressing students' needs and expectations by means of granting them the opportunity to evaluate their educators is an uncommon practice in the Moroccan EFL context. This

research-based presentation aims at foregrounding students' viewpoints about their former EFL instructors. It thus seeks to answer two main questions: what do university students think/recollect about their previous EFL instructors? What is the added value of their opinions in the betterment of EFL teaching techniques and methods? To answer these two questions, a questionnaire is devised and administered to 120 students in three tertiary institutions in Mohamed V University.

**Bio-data:** Azize Kour is an assistant professor at ENSIAS (Ecole Nationale Supérieured 'Informatiqueetd' Analyse des Systémes) in Rabat. His main interest and training is Cultural Studies with a special focus on cultural identities. His postgraduate studies and research culminated in a PhD thesis entitled Identity Politics in the Contemporary Moroccan Novel and Film: Space and Gender. He is also a member of Research in Applied Linguistics Group affiliated to The Institute of Arabicisation for Researches and Studies. In parallel to his academic profile, he is an active member of civil society. He is the president and local manager of the Moroccan Association of Teachers of English (MATE) in Salé. He has been equally managing the International Microscholarship Program called ACCESS since 2009 in Salé

## 6. The Washback Effect of the Moroccan English Baccalaureate Examination on Teaching Practices.
### *Mounir El Ourf and Driss Marjane*
**Abstract:** This study is perhaps the first ever attempt to investigate the possible effect of the Moroccan baccalaureate Examination on how and what teachers teach in class. This study was conducted in Fes, where classroom observations were conducted in three high schools followed by post-observation interviews and 50 questionnaires were distributed to high-school teachers. The findings indicated teachers' choice of teaching materials, the content of their course, and their teaching methodology were clearly affected by the examination. However, the teachers in the study revealed being subject to different degrees of influence. Some teachers thought that it was necessary to adopt exam-oriented activities to meet the demands of the examinations, whereas others were aware of the limitations associated with concentrating on examination preparation and thus were not affected by it to a great extent. On the basis of those results, it was recommended that the format and content of the English baccalaureate examination would have to be reconsidered.

**Bio-data:** Mounir El Ourf is a graduate student at the Master's degree program Applied Linguistics Studies and Research in Higher Education at Sidi Mohamed Ben Abdellah University in Fes.
**Bio-data:**DrissMarjane is an Associate Professor of general linguistics at the same university. He is also the present president of MATE branch in Fes.

## 7. Which Novel Methodology is the Best in TEFL?
### *Fouad Boulaid*
**Abstract:** The present study examines the extent to what English Language Teachers (ELT) are conscious of the innovative language learning methodologies in teaching English as a foreign language (EFL), how they make use of these methodologies and the learners' feedbacks to them. The descriptive survey method was chosen to find out the frequencies of 115 instructors' replies. The final outcomes display that almost all of the English language teachers knew Communicative Language Learning Methodology, but very few of them were aware of other 15 innovative language learning methodologies. Language teachers who experienced the innovative language learning methodologies reported them to be highly efficient. Likewise, learners of English language show positive feedback towards the incorporation of these methodologies in their classes.

**Bio-data:** Fouad Boulaid is currently working at student affairs at Al Akhawyn University in Ifrane. He is also Part-time Teacher of English at Moulay Ismail University. He is Advisor to University Drama Clubs as well. As a degree he has a Master Degree in Applied Linguistics and he is PhD student at Sidi Mohammed Ben Abdellah University. His interests are TEFL, Web 2.0, Self-directed Learning, Theater, and Public Speaking.

## 8. Teaching portfolio: a significant innovative tool in EFL educational practices.
### *Mohamed Bakkas*
**Abstract:** In this quickly changing world, being able to keep up with these changes is of crucial importance. Innovation is, thus, no longer a choice. It is an obligation. Introducing innovation into one's teaching has become a must nowadays. Innovation can take many forms and means. Having a teaching portfolio is a sign of innovative classroom practices. The portfolio is a significant tool for documenting, updating one's teaching and improvingone's classroom performance. The portfolio allows the ELT practitioner to organize his teaching practices. The purpose is to reflect on what is going on in his classroom. Moreover, it helps him decide on what is going well or badly or needs improvement in his classroom. The ultimate goal is to improve one's teaching and at

the same time develop learning. In sum, a teacher portfolio is crucially important for the betterment of the teaching/ learning processes.

**Bio-data:** Mohamed Bakkas was a teacher of English for seventeen years. He was teaching at Ibn Soulaimane Roudani school in Taroudant. He got his D.E.A degree in Historical Linguistics from the University of Mohamed V, Rabat in 1996.He is a supervisor trainee at CFIE in Rabat. He coordinated two great projects: Connecting Classroom Project and Access Micro-scholarships. He also  coordinated an English club at his school: English Club Stars. He coached a lot of teams which won many prizes locally, regionally and nationally. He benefited from a lot of trainings inside Morocco and abroad. He also benefited from two exchange programmes in the UK and the US. He delivered a lot of presentations and facilitated workshops in various local, regional and national conferences. He believes that learning never ends. So, let us keep learning. He is at the final year of the supervision center in Rabat

## 9. The Canon and the Curriculum:  Perspectives for Teaching Literature.
*John Battenburg*

**Abstract:** Although the debate over the literary canon intensified in the late 1980s, literature specialists continue to discuss and often disagree about the "great books" students should read.  Early usages of the phrase "the canon" are explored, and it is suggested that its application to literature differs fundamentally from its application to religion. Rather than to simply focus on what literary works students should read, the discussion should also consider why and how they are to be read.  The various types of literacy—academic, cultural, and critical—required to study the canon are discussed, and the distinction between the canon versus the curriculum is explained.   Many disagreements about which literary works to be assigned to students exist because of the curriculum—not the canon.  Finally, this paper concludes with observations about the canon and the curriculum that can serve as a guide for literature specialists within English departments.

**Bio-data:** John Battenburg is Fulbright Senior Scholar at Cadi Ayyad University and Professor of English at California Polytechnic State University where he is Director of the TESL Program .  Previously he was American University of Sharjah English Department Head and Cal Poly Director of International Education and Programs. Three-time Fulbright Award grantee in Morocco and Tunisia, he also served as U.S. AID Consultant in Costa Rica and U.S. State Department Academic Specialist in Morocco, Tunisia, Saudi Arabia, Syria, and Austria.   His research interests focus on language policy and planning, lexicography, and second language teaching. He has published English Monolingual Learners' Dictionaries: A User-Oriented Study and in journals including Language Problems and Language Planning, World Englishes, English Today, International Journal of the Sociology of Language, Journal of the Dictionary Society of North America, and Journal of Computing in Higher Education.

## 10. Integrating ICTs into Moroccan High Schools: Why and How?
*Karim El Hiani and Asmaa Bouchouk*

**Abstract:** The use of ICTs in English Language Teaching (ELT) has paved the ground to bring a number of skeptical issues to the fore. The integration of technology, therefore, aroused the attention of teachers and practitioners to question the motivations and strategies of using ICTs in EFL classrooms (Warschauer, 2003; Holmes & Gardner, 2006). These questions are intriguing in that they provide a good platform, especially for teachers, to understand the nature of hindrances and preferences vis-à-vis the use of ICTs in learning foreign languages.  The present paper seeks to investigate Moroccan high school teachers' perceptions and ways of using ICTs to improve learners' language competence. It included 33 English teachers from different Moroccan institutions. Online questionnaire was used as the major data collection procedure. This helped to involve teachers with a large number from different regions throughout the country. The results revealed that the majority of Moroccan teachers have the tendency of using data show and laptops as the major tools. Furthermore, it turned out that the majority of Moroccan high school teachers believe that implementing ICT into their classroom has a great role in promoting learning and to create an appropriate atmosphere of learning.This study provides insightful implications for the stakeholders, teachers, and textbook designers to get insights into the status of integrating ICTs in Moroccan high schools.

**Bio-data:** Karim El Hiani is a part-time teacher at Mohammed V University in Rabat. He Obtained his M.A in Applied Linguistics in 2014. Currently, he is a doctoral researcher at the Faculty of Letters and Human Sciences in Rabat. He participated in a number of national and international conferences. His research interests include: Applied Linguistics, Intercultural Communication, Pragmatics, and ELT.

**Bio-data:** Asmaa Bouchouk, a high school teacher in Tangier, was born in Benslimane. She got her first B.A in English studies in 2011 and a second B.A. in English Language Teaching (ELT) in 2012 from ChouaibDoukkali

University El Jadida. Then she obtained her MA. Degree in the field of "Applied Linguistics" from Moulay Ismail University Meknes in 2014. She is currently a Phd student at the University of Sais FES.

## 11. Promoting Teacher Leadership through PLCs: a project report
   *Lahcen Tighoula– Youssef El Kaissy– Abdelaaziz Stari*

**Abstract:** Professional Learning Communities (PLCs) promote teacher inquiry, reflection, collaborative professional development, and "collective leadership" (Hargreaves et al, 2010; Hunzicker, 2010; Wald and Castleberry, 2000; Fullan 2008; Tarnoczi, 2006). In this presentation, we highlight the importance of such a professional learning framework and report an experience of establishing PLCs in Smara, Morocco.

**Bio data:**
**Lahcen Tighoula** is an ELT supervisor in Smara / AREF Laayoune Saqya Lhamra. He is MATE 2nd vice president. His main interests are teacher training, professional development, and inter-cultural education.
**Youssef EL Kaissy** is an EFL Teacher in Smara. He is the current president of MATE Smara local branch. Youssef is a former fulbright scholar at Loyola University Chicago. His main interests include foreign languages education and cross-cultural dialogue.
**Abdelaziz Stari** has been teaching English since 2006. He is a former Fulbright in 2012, secretary general of MATE Smara Branch, and counsellor in MATE national board. He got his BA in English linguistics from Ibn Zohr university in Agadir 2005. He also got a certificate as Microsoft Certified Educator in 2016.

## 12. Entrepreneurship education: creating hyperlinks between the classroom and the job market
   *Abdellah Yousfi*

Entrepreneurship education (EE) has been recently valued  on the premise that education has a lot to offer to economic development of a country. On one hand, it supplies the job market with the task force it requires for keeping both services and business on the move (idiom) (high-growth enterprise); on the other hand, it has a lot to offer in the making of necessity-driven "entrepreneurs" by providing learning of knowledge and skills that will be the basis of a source of income and employment for vulnerable populations. This paper pretends to shed light, first, on how the concept of entrepreneurship education  can help in shaping the prospective profile of the 21st century learners, and, second, on the implications it purports for teaching and training both at the level of policy making( curriculum planning)  and/or at the level of  curriculum implementation ( teacher training and classroom learning).To wrap it up, the presentation will display how the interactive role-relations of teachers and learners converge together to meet societal demands of the new millennium.

**Bio data**; I am an ELT supervisor and teacher trainer at the regional directorate of Meknes. My academic interests cover a range of areas starting from change management and innovation in language teaching and training and extending to various concerns on classroom research (action research), syllabus design and programme evaluation and assessment. I am also attached to various NGO organisms at national and international level and operate as ambassador of good will for the state of Arkansas, US.

## 13. Blended learning in EFL classrooms.
   *Lobna Ben Nasr*

**Abstract:** In regard with the EFL learning/teaching in Tunisia, practitioners, educators and teachers seek more effective learner-centered, task-based and objective-oriented methods and strategies. Thus, the concept of personalized learning emerges to prove to be one of the best options to better improve our learners' positive attitudes and trigger their attention to EFL as well as improve their linguistic performances. Blended learning is one form of personalized learning that has been adopted recently in PolytechIntl  as a pilot project and has proved to be efficient in satisfying the learners and improving their results. With the use of Multimedia tools and authoring, learners were  provided with  a wide range of opportunities of  exposure to the target language and they worked on their pace, which  has enhanced the learners' sense of achievement, self-confidence, and met their need of autonomy. A study was conducted, in this  respect, in  Tunisian POLYTECH Intl, in  order to  assess the learners'  satisfaction motivation and engagement using the blended learning experience. The findings were, in general, positive as the majority of the learners were satisfied with the experience and their linguistic level improved. However, further studies are crucial to more explore the benefits of blended Learning.

**Bio-data:** Lobna BEN NASR (University of Carthage,Tunisia).Cambridge CELTA holder and  MA holder (English for Professional Communicationon) and Senior Teacher specialized at E.A.P/ E.S.P / ESL  and adults teaching (18 years) and corporate trainer.  Eager to catch up with the most innovative teaching trends and techniques especially the integration of technology in EFL/ESOL  classes.

## 14. Innovation-Related Competencies In Moroccan EFL Teacher Preparation Programs
*Hicham Fatmi*

**Abstract:** This paper aims at assessing the teaching and learning of innovation-related competencies in Moroccan pre-service EFL teacher preparation programs (CRMEF and ENS). The ICB barometer was used to capture teacher trainees' perception of the incorporation of innovation-related competencies into the content of teacher training curricula by measuring three dimensions of competencies: individual, interpersonal, and networking. Results show that the majority of the respondents percieve a quasi absence of innovation-related competencies in the programs they attented. However, the results revealed that the teacher trainees were much more satisfied with the incorporation of the interpersonal dimension in the program than the other two dimensions. The study demonstrates that, without addressing these innovation-related competencies in teacher preparation programs, any attemps to implement successful educational refomrs are doomed to failure.

**Bio data:** Hicham Fatmi is an assistant professor at the School of Arts and Humanities – University Moulay Ismail – Meknes. He holds a PhD in technology integration in the EFL classroom. His main academic interest areas include: instructional technology, teacher education, computer-mediated communication and social networks, and research methodology.

## 15. The Perceptions of Moroccan EFL Students of Speaking Anxiety
*Rajaa Rhandy*

**Abstract:** In spite of a technology-driven society, the ability to communicate orally remains the most important skill for students. However, speaking anxiety is one of the communicative problems and psychological variables which interferes with Moroccan EFL communicative competence and performance. Although the causes of speaking anxiety are well established in literature, Learners' perceptions of EFL speaking anxiety are of a paramount importance because they help teachers choose practical strategies to reduce students' anxiety. To this end, this qualitative study aims at exploring 300 EFL Moroccan students' perceptions at Hassan II University, Casablanca through the use of a five-point Likert scale and semi-structured interviews. Results showed that linguistic, cognitive and cultural challenges are three major causes of their speaking anxiety. Hence, the present study converges with other similar studies conducted in other countries in the linguistic and cognitive variables but diverges in the cultural one.

**Bio-data:** Rajaa Rhandy, a teacher of English at khawarizmi high school in Casablanca. I have been teaching for 13 years. I am currently a fourth year PhD candidate at Ibn Tofail university. My research is about The Effect of Role play on Reducing the Level of Moroccan Students EFL Speaking Anxiety.

## 16. Creativity and Innovation in Adverse Conditions: Is It Possible?"
*Mohammed Hassim*

**Abstract:** Based on different discussions in varied contexts (conferences, pedagogical meetings, online discussions, social media, informal meetings...), teachers most often complain about the poor conditions and underserved contexts they work in. They complain about the limited teaching tools, low quality pedagogical materials, absence or limited in-service training, crowded classrooms, low level students, uncooperative administration, frustrating work conditions, absence of collaboration among teachers, etc. Within these conditions and context, is it still possible to talk about creativity and innovation? This paper is an attempt to probe the other (most often neglected) face of the coin, i.e. what is good about our educational context. The question, then, that this paper tries to answer is: Within the current Moroccan educational context, what factors can lead to creativity and innovation?

**Bio-data:** Mohammed Hassim works as a teacher supervisor in Taroudant, Morocco. He holds a B.A. in English Language and Literature from Cadi Ayyad University in Marrakech, Morocco. He graduated from the national centre for supervisors training, Rabat, after a two-year training program. He is the current president of MATE (Moroccan Association of Teacher of English), 2016-2018. He is the co-author of the English textbooks Gateway to English 1 and 2 officially used by 1st and 2nd year baccalaureate classes respectively. He is also the co-author of the English textbook series, Atlas English, for primary school (6 levels). He has published many articles on ICT, ELT and teacher development. He taught a module on Educational Technology to TEFL & ICT MA students at Ibn Zohr University, Agadir, Morocco, in 2012-2013. He has been involved in various national and international educational projects. His main interests are teacher training, materials development, and using ICT in ELT and professional development.

## 17. Barriers & Enablers to Effective ICT Integration in Moroccan Public High School EFL Classes
*Meriem Lahrizi*

**Abstract:** The Moroccan government, like many other countries, has initiated capital investment towards set up and installation of ICT infrastructure in educational settings. This paper provides a diagnostic investigation into the barriers hindering effective technology integration in English language teaching. The study aspires at determining why ICTs are not effectively used in Moroccan EFL classrooms despite the huge investments. Studying the obstructions to the use of ICT in education may assist educators to overcome these barriers and provide governments with empirical guidance and feedback to weigh carefully how budgets funds are spent, ICT trainings are conducted, and hardware is distributed to promote technological advances. The findings exposed that Morocco's techno-centric approach to ICT integration, lack of adequate teacher IT training, and teacher un-involvement in decision making were among the main barriers hindering teachers to use ICT effectively. The paper hereby identifies various enablers and strategies to optimize effective ICT uptake and integration.

**Bio-data:** Meriem Lahrizi is an English language teacher. An alumna of the ÉcoleNormale Supérieure, Meriem taught classes in Rabat, El Jadida, Casablanca, and Albany, New York. She holds an MA in Literary and Linguistic Studies from Hassan II University in Casablanca and is a PhD researcher at Mohammed V University of Rabat specializing in the effective integration of Information Communication Technology into Education and policy analysis. A Fulbright alumna of the International Leaders in Education Program (ILEP), Meriem is the In-country consultant and program coordinator of the Teachers for Global Classrooms (TGC) program. A board member of the Moroccan Association of Teachers of English (MATE)- 2010/2014-and the president of MATE Casablanca Branch -2012/Present, Meriem has conducted a number of teacher trainings and workshops. She is also the coordinator of different international Student exchange programs. Most of her projects focus on empowering teachers' performance, creating more productive language teaching and learning settings, bringing an international perspective to schools and empowering teachers and students as global citizens. Other areas of interest are curriculum development, test design, assessment, leadership in Education, quality, cultural and political studies, psychology, astro-psychology, counseling, conflict resolution, global cooperation, ESP, literature, and others. She speaks Classical Arabic, Standard Arabic, English, French, and a little Spanish.

## 18. Designing Learning activities for Digital Natives
*Mbark Akaddar*

**Abstract:** In the 21st century, Students around the world need advanced skills to succeed in the globalised, knowledge-based world of today. Educational systems and authorities should provide opportunities for teachers to learn how to redesign their existing lessons and learning activities to build students' 21st century skills. The design of learning is based on rubrics, which have been developed and tested internationally for the Innovative Teaching and Learning (ITL) Research project. These rubrics help educators identify and understand the opportunities that learning activities give students to build 21st century skills. My presentation is going to briefly introduce the main rubrics to be considered in designing learning activities for digital natives of the 21st century.

**Bio data:** Teacher for 28 years. Microsoft Innovative Education Trainer, Adobe Education Trainer.

## 19. Digital English teachers
*Soufiane Soulaymani*

**Abstract:** Teachers worldwide in general and Moroccan teachers in particular are shifting from the traditional way of teaching to a more modern and digitalized one. The aim of this paper is to illustrate and to shed light on some practices of teaching the English language via the use of Web 2.0 tools and the reliance on platforms of social learning, aiming at paving the way to learners to interact more and to participate in their own learning. Gone are the times when teachers were considered as possessors of knowledge and wisdom and came the times where everything is on the click. The methodology that will be adopted will be based on the introspection of experiences of few teachers on how they use the Web 2.0 and social networks in their daily teaching practice.

**Bio-data:** High school English teacher in the delegation of Oujda with a modest experience of 9 years in teaching. I am currently preparing a PHD thesis on "Moroccan English teachers and the use of Facebook as a pedagogical tool" under the supervision of Professor ALEM Noureddine. My Master thesis was on "Attitudes and motivations of English high school teachers towards the use of ICT in teaching".

## 20. Digital or not Digital: Is It the Question?
*El Madani Fahmi*

**Abstract:** Because we tend to neglect what the main roles of a foreign language teacher are, the speaker ,through this presentation, will attempt to discuss the main questions related to this issue, including the one in the title.

**Bio data:** Mr Fahmi El Madani ,MATE Secretary General, is a CPGE EFL teacher in Casablanca. His main interests include understanding and developing teaching and learning strategies.

## Panel Discussion

### 1. Innovative learning or Innovative teaching?
*Mustapha Titchou*

**Abstract:** The booming of Modern Technology has exceeded all limits and its innovation has reached all life aspects, mainly the educational one; however, the use of ICT in Moroccan EFL classes is still unsatisfactory .Although the technological tools are within the reach of students and teachers! Is it because both the teacher and the student do not master the use of ICT? or is it because of the lack of interest from both sides? Is there any light by the end of the tunnel to bring a revolutionary innovation to our minds? Nobody denies the fact that we can't lag behind or pretend that ICT is not our cup of tea while teaching EFL in Moroccan classes. It's because the current generation that we are teaching focuses heavily on IT such as the social media to communicate and speak out their voices about their interests. Therefore, teachers can use social media as one of the ICT "soft tools" to innovate their lessons and make them updated. Otherwise, the gap between the digital natives and digital immigrants will be wider. As a result, this will negatively impact the teaching learning process of EFL. Diagnosis itself of the use of ICT is not enough as many educational practitioners declare that they starve for practical road-maps to innovate their teaching .On the other hand, students too are ready to take part in any ICT based - lessons as long as the digital material taught caters for their tastes and interests. Last but not least, ICT is the key to the digital gateway of today and tomorrow which makes innovative autonomy an integral part of teaching and learning EFL.

**Bio-data:** Mustapha Titchou is a high school teacher of EFL. He is currently working at Omar Elkhyam high school -Dcheira. Mr Titchou has taken part as a speaker in many conferences in Morocco; mainly those organized by MATE and MORCE-NET. He is researching in autonomous learning and ICT. Mr Titchou is also a teaching fellow at Ibn Zohr university ; he is teaching business communication modules at the department of English. His favourite sport is kickboxing.

### 2. The Moroccan innovative Teacher: Between the Rock of Technology and the Hard Place of Pedagogy
*Latifa Safoui*

**Abstract:** While innovation in teaching is very much related to both pedagogy and technology, the Moroccan teacher seems not to get his way easily through this intricate dilemma. The Moroccan teacher seeking innovation finds himself compelled to come to terms with a number of intricate issues. One of these issues is related to pedagogy and to the innumerable theories, techniques, and approaches that the teaching medium is rife with. I try to investigate the teacher's attitude to this literature in applied linguistics and educational psychology. How does the Moroccan teacher respond to this protean database? Is there room for innovation in the process, or does this very fertility in material constitute a source of anxiety and lack of orientation? With the recent move towards the standardization of ICT in teaching, Moroccan teachers' crisis has all but deepened. The majority of them are still computer illiterates or, at best, semi-literates; and if the Moroccan teacher proves a wizard, which is a rarity, at least for the time being, how much ICT is really implemented and to what avail? Has the Moroccan teacher come to sort out the dilemma of pedagogy and technology? Far from espousing a pessimistic attitude or a desire to issue judgmental values of any kind, and while, equally, distancing myself from the celebratory tone about achievements in SL2 in Morocco and the related prescriptive rhetoric that goes with it, my contribution subscribes within the reflective, self-evaluative mode that seeks to raise problematic issues affecting the Moroccan teacher's commitment to innovation. I intend to approach innovation in light of the Moroccan teacher's anxious positioning between the demands of a time-honored pedagogy and the new claims of new technology. To go down this road, I explore the issues alluded to above in more details, and, hopefully, draw useful conclusions as to how innovation can be achieved when the yawning gap between theory and practice gets narrowed, and when the Moroccan teacher develops a clear vision of his roles as a teacher and starts to find easy answers to queries about his personal teaching philosophy and style.

**Bio-data:** A PhD researcher enrolled in a doctoral programme entitled "Language and Transculturalism" in Ben Msik university in Casablanca and a teacher in Mohamad Derfufi high school in Tiquiouine. Holder of a master degree in Comparative Studies, my interests are interdisciplinary in nature and cover a wide range of issues,

spanning educational psychology, sociolinguistics, culture, history, and critical theory. Currently, I am a member of the Moroccan Association of Comparative literature and a contributor to the International Journal of Humanities and Cultural Studies. I, also, worked as mentor to teacher trainees from the CRMEF and to the TEFL and ICT master students from Ibn Zohr University.

### 3. The Use of Arabic in Moroccan Classes of English
*Mohamed Zakaria Laghmam*

**Abstract:** Despite the fact that the use of Arabic is seen as defective means for learning a foreign language, it is helpful in particular situations when communication breaks down. The use of Arabic is desired in many cases when it is inevitable because prohibiting the use of Arabic in all cases is not advisable. We might find a student who sometimes if not often thinks in Arabic. A student searches in his or her mind for the equivalent in Arabic. When he or she finds it, he or she is pleased, satisfied and has a delightful feeling of success. When a teacher realizes that a certain English word happens to be completely recognizable to the student, then the use of Arabic here is surely avoided. The main problematic that this paper deals with is the question to what extent Arabic language is used in Moroccan classes of English? This paper also investigates the factors contributing to the use of Arabic as a mother tongue in English language teaching; that is to say, the determinants such as gender, age and years of teaching experience that may arise as dynamics governing the use of Arabic in high school classes of English. For this reason, this paper examines the correlation between that frequent use of Arabic in Moroccan classes of English and disruptive behaviors. The above hypothetical issues are addressed and investigated through two methods: classroom observations and a questionnaire.

**Bio-data:** Mohamed Zakaria LAGHMAM, a professor of English and a doctoral candidate in cultural studies at the University of Sidi Mohammed Ben Abdellah, Fez, Morocco. He worked on a project of "Social Media and Global Change" and received a certificate of achievement from Seattle University, USA. He is an active member in a number of associations that work within the framework of empowering women and youth. He is an author, assistant and participant in many national and international conferences and forums. He is also a social and political activist.

### 4. The Role of the Teacher in Teaching L2 Pragmatic
*Ayoub Loutfi and Mohamed Amine Choraih*

**Abstract:** With the burgeoning of the science of foreign language teaching in more recent years, there has been a growing recognition of the fact that language proficiency should not only be equated with grammatical accuracy, but also with how to use it appropriately and efficiently in the target language. This is largely motivated by the theoretically and empirically informed case studies that demonstrate the effects of culture and native language on the development of learners' L2 has suggested that for non-native speakers/ L2 learners to achieve a fully-fledged competence in the target language, a consideration of the socio-cultural and pragmatic aspects of the target language is a requirement. This enforces the inclusion of socio-cultural awareness raising into both the classroom and the teacher training programmes. Thus, research in the area has geared its avenues of investigation towards incorporating pragmatic competence into the L2 classroom and syllabus design. On this view, the present study is a contribution to this trend of research, arguing that the form-context relationship can be largely mediated through pedagogical intervention. In particular, we highlight the role of the teacher and the knowledge s/he should be equipped with in shaping and improving such a competence. This is paired with presenting some of the challenges regarding the identification of modes of assessment and the development of pragmatically-based teaching materials. This study concludes with showing how the assumptions proposed herein are in consonant with the reform in the field of foreign language education in Morocco.

**Bio-data:** Ayoub Loutfi is a 3rd year doctoral student at Mohammed V University and a Fulbright Visiting Scholar alumnus. His research interests are: Theoretical Linguistics and Cross-Cultural Communication in SLA.
**Bio-data:** Mohamed Amine Choraih is an MA student of Linguistics at Cadi Ayyad University. He currently works as an ESL High School Teacher. He is also a member of the MATE and MORCE-net.

## Workshops

### 1. Mastery, Autonomy, and Purpose, TEFL model from Z to A.
*Ali Anthony Bell*

**Abstract:** In the last century, and until recently, the world has changed at a slow enough pace to be able to anticipate the jobs which would be needed for the future and to adapt the educational structure to meet these needs.

However, at present, the pace of change is so rapid that no one can predict what jobs generation Z and Alpha will be doing, thus the need for a new operating model for education based on the development of skills which will enable the emerging generation to adapt to the needs of an ever changing job market. The extrinsic motivating factors which were effective in the 20th century are not effective for the creative jobs of the future. The intrinsic factors of Mastery, Autonomy, and Purpose have proved to be much more effective for jobs involving creativity, problem solving, and critical thinking, which are the skills that we need to be teaching. These same factors can be found in Howard Gardner's "Five Minds for the Future", where he lays out a new paradigm tor 21st Century Education. This lecture and workshop will be an attempt to bring these new ideas into light and practical use. English also, of course, is an essential skill for the emerging generation, in order to enable them to participate in the global dialogue which will shape the future of this planet. It is on the basis of this paradigm shift that we must create a new model of education adapted to generations from Z to A.

**Bio data:** Currently Head of Studies at BKHS Language Center in Casablanca, where he teaches a TESOL/TEFL International  Certification course, Ali Anthony Bell has been teaching English in Morocco since 2010. An American expat, he left the USA in 1983 and came to Paris. He discovered his passion and vocation as a teacher at 50 years of age in Morocco, after having spent more than 20 years in Sales and Marketing in France. He taught English to High-Intermediate and Advanced level students at EHTP in 2013/2014, as well as at HEM and The American University of Leadership, where he has also taught Sales and Marketing.  He has served as a judge on juries for competitions of Public Speaking and Debates in English, notably at the EHTP Olympiads in both 2015 and 2016, has been a Guest Speaker at HEM, and spoke on Language Learning at the TEDx ENSA Tangiers in November 2016.

## 2. Mastery, Autonomy, and Purpose, TEFL model from Z to A.
*Rachida  Guelzim*

**Abstract:** This workshop will touch upon the use of some active, lively, interactive, creative and communicative tasks that the participants will carry out themselves so as to be able to use them once in their classrooms. Together, we will be looking at ways of using activities related to the four skills, as well as dictation, vocabulary and grammar in a different way. We will be able to prove that by using teamwork, different interactions, bringing energy to the classroom even when dealing with large groups,  and sharing, we can enliven our classes. This workshop will be an opportunity for every participant to discuss and engage in this series of activities but above all, the participants will be able to perform and have a go at these activities and reflect on them!

**Bio-data:** Rachida Guelzim graduated in 1975 from Roosevelt High school, St Louis Missouri USA. She studied for 4 years at the University of Aix-en-Provence, in France and graduated in 1986 with a B.A. in Teaching English as a Foreign Language from The Ecole Normale Superieure of Rabat Morocco. She was the co-author of various Moroccan textbooks when she worked as a member of the National Textbook Commission. In the last three decades, she has been training novice teachers at the Ministry of Education and teaching General English, Business English and Legal English at the British Council Rabat, Morocco. She is also, a Cambridge PET/KET/FCE and IGCSE examiner. She has attended several training courses at Bell College and at the Institute of Education, University of London, England. She has also been a Fulbright  student in Chicago, Illinois USA in 1993. She is a former supervisor and teacher trainer at the Academy of Rabat and is currently a teacher trainer and teacher at the British Council Rabat. She has been a member of MATE for the last 35 years. She has delivered trainings in Morocco, Algeria, Tunisia, Libya, the UK and Poland.

## 3. Applicable Innovative Practices in the Moroccan EFL Classroom
*Rachid Benjlil*

**Abstract:** Through the history of education, many approaches and methods have come to light. This emergence has had a great impact on the development in teaching and learning processes. This development in its turn has made of knowledge, information, and technology, nowadays, the most important currency for productivity, creativity, and competitiveness. For this reason, I've chosen to give a presentation on some applicable innovative practices in the Moroccan EFL classroom focusing on the 21st Century's skills - 4 C's (Communication, Collaboration, Creativity, and Critical Thinking). I shall provide examples and activities that can be applied in our classrooms; taking into account our lack of ICT tools and limited access to internet in some classes.

**Bio-data:** Rachid Benjlil is anEFL High School Teacher – and University Teacher at the EST (Ecole Superieure de Technologie- Safi (University of Cadi Ayyad) .He has an MA degree in Journalism (La Rédaction Journalistique) – Ibn Zohr University – Agadir. Webskilled Teacher Certificate – Building Teachers' Webskills program - University of Oregon. USA (2014).

## 4. The Reflective Teacher
*Said Ahssen*

**Abstract:** What is reflective teaching? What are its underlying principles? What does the reflection process involve? Are reflective teachers better than non-reflective ones? What does it take to be a reflective teacher? What are the merits of reflection for teachers? This workshop is an attempt to find answers to these and many other questions. The workshop aims at raising teachers' awareness about the importance of reflection for the sake of evolution in a world that undergoes change on an almost daily basis. Research on teaching has shown that effective practice is closely linked to incessant and conscious inquiry and reflection. Reflecting on one's own teaching practices with the purpose of refining one's performance is a valuable form of continuous professional growth, maturity and development. In other words, teachers really do improve their effectiveness by revisiting their personal pedagogical assumptions and gaining a better understanding of their individual instructional styles. The workshop focuses on reflection on one's own practices as one of the most beneficial forms of continuous professional development. The study also presents a few definitions of the concept of reflective teaching, and explores the countless benefits of reflective teaching. And because not any teacher can be reflective, the study exposes the essential prerequisites for exercising reflective practice. To demonstrate how the reflective practice takes place, reflection models (mainly Kolb's and Schön's) besides reflective teaching tools are subsequently presented and discussed. A questionnaire is delivered for teachers to gauge to what extent they are reflective practitioners.

**Bio data:**
1992:  BA in English literature
1993:  ENS diploma
1993-2015: worked as EFL teacher
2006: co-authored Ticket to English 1
2007: co-author Ticket 2 English
2015- up to now: training at CFIE- Rabat

## 5. Adapting Activities and Materials for Mixed-ability Classes
*Ousama Saki*

**Abstract:** The main purpose of this workshop is to demonstrate to English teachers how they can adapt materials and tailor activities for mixed-ability EFL classes. At first, a brief discussion will centre on the strategies and techniques EFL practitioners employ. The workshop will end with some hands-on activities. It is hoped that participants will leave with some practical ideas that have the potential of helping them teach heterogeneous classes.

**Bio-data:** Ousama Saki has a master's degree in Comparative Studies from Ibn Zohr University, Agadir. He has taught English at high school level for eight years. In 2014, he travelled to the USA to study at Indiana University School of Education as part of the Fulbright Distinguished Awards in Teaching Program.

## 6. From Story Reading to Drama Writing: Creativity in Practice.
*Mohammed Hassim*

**Abstract:** Many teachers are eager to introduce drama in the classroom for the many educational benefits it inherently possesses as a means for students' personal, language and creative development. However, the major problem that most of them face is the difficulty in finding suitable drama texts that suit students language level, specific interests and syllabus requirements. The best way to get over this difficulty for teachers and students is to write one's own drama texts that respond to teachers' and students' needs. This can be done through starting from already existing stories, then turning them into suitable drama texts ready for students to act out. This workshop is a practical session where the participants will go through the experience, read a story, turn it into a drama text, then eventually act it out. Some examples from Moroccan educational settings will be shared with the audience.

## 7. Digital Story-Telling: Giving Students Voice and Choice.
*Omar Titki*

Digital story-telling is an effective way to implement new technologies in our classrooms. It helps students articulate their experiences in a very concise, powerful and meaningful way. They choose what to tell the world about them and how to do so. It also promotes the 21st century skills. This workshop is designed to familiarise teachers (both experienced and less experienced using ICT)  with the digital story-telling as an educational tool to promote the 21st century skills. The first part will be devoted to discussion of what makes a good story and film analysis. The participants will watch a two-minute digital story (one of my students' story

(https://www.youtube.com/watch?v=nj4CEkLmcfk ) and analyse it.  The analysis will focus on the following of the dramatic arc and the video making techniques. Then, the participants will be given a story and asked to reorder it and match each part with the appropriate title (the hook, the climax, rising tension, resolution, introduction and background). The second part of the workshop is script writing. Participants will get into groups of 4 or 5, discuss their experiences and choose one story to write following the structure in the handout they have been given. The facilitator will monitor and provide help if needed. After they finish, the participants will move to the next step which is shooting the videos. The last part of the workshop will be devoted to analysing the videos and giving feedback and suggestions of some easy to use software.

**Bio-data:** Omar Titki has been teaching English at Sidi Ahmed Bennacer High School ,in Zagora , for six years now. He spoke and participated in many regional and national conferences. He has been involved in many national and international educational projects. He is a member of MATE Ouarzazat Zagora Tinghir  regional branch.

## 8. Managing ELT Access, Inclusion and Differentiation in the Real World
 *Frances Amrani*
This workshop will look at practical ways teachers can manage their classes, so more learners are catered for. It will look at the meaning of access (to the ELT curriculum), inclusion (of all learners including Special Educational Needs) and differentiation (how materials and methodology can be adapted to suit different students and what 'different' can mean). It will look at what is meant by a multilevel/mixed-ability class and explore ways to engage all students and enable them to learn through individual work, pair-work, group-work and class activities. There will be an opportunity to discuss what constitutes support and stretch and how existing materials can be easily adapted. It will also cover what is meant by content, process and product. In addition to dealing with large multilevel classes, it will examine how learners can be made to feel comfortable in class, whatever their gender, social background , life experience or learning style. Whilst the main aim is not to cover SEN in any depth in a short workshop of this type, it will help raise awareness among participants; suggest a few tips and give information where further help can be obtained for common conditions like dyslexia. The workshop will be interactive with participants collaborating on solutions to the real problems they face in their own classrooms. They should all come away with at least one practical idea, which they can use when they get back to their classrooms to make their teaching more accessible, inclusive and cater for different student needs.

**Bio-data:** Frances has been delivering ELT Teacher Training internationally for over 30 years. She is currently Director of English and Media at Cambridge International Education Centre and Series Editor for a series of Modern Foreign Language books with Hachette. She set up her own consultancy company in 2011 and works closely with major ELT publishers and other training providers, including the British Council.  She has been an academic consultant for recent projects in Europe, the UAE, Saudi Arabia, Turkey and North Africa.  Frances has an MEd in Educational Technology and TESOL with a dissertation on using video and live broadcasts in the ELT classroom. She is a qualified secondary school teacher and is particularly interested in Classroom Dynamics and Motivation. She has worked for many years in the field of ELT professional development and methodology and was Commissioning Editor on the Cambridge Handbooks for Language Teachers series for over seven years.

## 9. Innovative Teaching Starts with Attitude
 *Reddad Erguig*
**Abstract:** This workshop prompts teachers to reflect on their current professional beliefs and explore some strategies to cultivate and maintain positive attitudes in the teaching profession. Through a set of group tasks, the participants are engaged in reflective work on the meaning, descriptors, importance, cost of and reasons behind teachers' positive and negative attitudes. Then they discuss tips on how to fuel intrinsic motivation, develop positive attitudes at work and ultimately share strategies on how to cope up with situations that challenge their attitudes.

## 10. Jigsaw Reading: An Alternative Approach to Teaching Reading
*Wendy Reed*

**Abstract:** Since reading is such an important skill, using interactive and engaging tasks is essential in developing learners' skills as well as developing learners' love of reading. This workshop will focus on jigsaw reading and different classroom tasks which aim to develop reading comprehension strategies and critical thinking skills. Jigsaw reading is a strategy that emphasizes cooperative learning by providing students an opportunity to help each other build comprehension and create their own learning. In this hands-on workshop, participants will actively engage in a jigsaw demo lesson and reflect on current strategies and best practices in regards to teaching reading.

**Bio Data:** Wendy Reed is an English Language Fellow, Sponsored by the U.S. Department of State. She has an M.A. TESOL American University in Cairo (2013),TEFL Certificate Via Lingua (2008) and B.A. International Studies and Political Science (double major) Virginia Tech (2006)

## 11. Educational Technology – dream or nightmare?
*Christopher Graham*

**Abstract:** This highly practical, accessible and hands-on workshop has one overall objective. That is to reassure teachers who – maybe even only in the backs of their minds – are nervous about educational technology. The first step will be to encourage the workshop participants to self-assess their technology skills and evaluate their relationship with technology. Some key terminology will then be looked at – just this terminology alone can cause much anxiety amongst teachers. The next step will involve looking in general terms at what technology can – and importantly can't - bring to the ELT classroom. We will then look at some aspects of our classes that can be enhanced by specific products, most of which are simple to implement in class. Amongst the aspects the workshop will explore are vocabulary enhancement with word clouds and electronic dictionaries and apps., and the various use of You Tube for both comprehension and production work. Digital learning platforms will also be discussed and tried out. We will look at using smart phones for recording sound and video clips in class and the use of photo libraries such as Flickr and Instagram. It is hard to avoid Facebook in the 21 century and we will look at the classroom application of it and of Twitter too. The final phase will explore Webquests and the use of class-created blogs and websites. Teachers will be encouraged to bring their own devices to the session so that they can try out some of the ideas before they decide which might suit their classes best.

## 12. No Devices, No Problem: Using Plickers to Enhance Real-Time Formative Assessment
*Rachid Moussaid*

**Abstract:** Formative assessment (FA) or assessment for learning, defined as a planned classroom practice to elicit evidence of students' learning progress, provides the teacher with feedback to guide instruction and to make improvements and modifications that will produce immediate benefits for students' learning. AF also allows the teacher to provide constant feedback to students to help them develop the ability to actively manage and adjust their own learning progress. In the face of the chronic issue of lack of free printing and photocopy services in most Moroccan schools, a sizeable majority of teachers fall back on orality to set up FA checkpoints. The purpose of this workshop is then to familiarize the participants with the use of Plickers application to maximize formative assessment in the classroom and sidestep the above problem. The workshop also aims to encourage participants to integrate this user-friendly technology in their teaching to increase student achievement, improve classroom management and ensure differentiation in the classroom.

**Bio-data:** Rachid Moussaid has been a high school EFL teacher since 2004. He is currently a teacher trainer at the CRMEF of Inzegane since 2012. He earned a DESA (Diplôme d'Etudes Supérieures Approfondies) degree in Applied Linguistics & TEFL from the Faculty of Education at Mohamed V University - Souissi, Rabat, in 2006. He is also now a 3rd-year doctoral student conducting an evaluative research of the mentoring component of the new teacher training program in Morocco at the same faculty. He is an alumnus of the 2016 International Leaders in Education Program from Kent State University in Ohio, USA. His current workshop at the MATE 37th Annual Conference is the fruit of his ILEP 2016 Tech project he developed there. His areas of interests include, among other things, Applied linguistics, TEFL issues, teaching and learning, teacher training, mentoring & professional development, Educational research, educational technology, testing & evaluation, materials development & adaptation and textbook writing.

## 13. Teaching with Edmodo and the SAMR model in mind
*Aziz Soubai*

**Abstract:** No one doubts the importance of using technological tools in the language classroom essentially because of their non-judgmental nature and because EFL learners tend to be less nervous and more excited in a technology-based instruction. However, some language teachers have a kind of technophobia and others don't really know what and how or when to implement technology in their practices. In this context, this workshop will try to address all these concerns and find ways to help educators achieve their learning/teaching objectives. This will be done by (a) Discussing the benefits of LMSs especially in designing learner's assignments, classroom projects and assessment and here the focus will be on Edmodo b) Providing a detailed lesson plan I recently created using Edmodo and the SAMR (Substitution, Augmentation, Modification and Redefinition) model. The workshop will end up by suggesting some solutions and tips related to the main issues and challenges that might face teachers in this regard.

**Bio-data:** Aziz Soubai is a Moroccan EFL teacher with more than seven years of classroom experience. Soubai graduated from Ibn Zohr University with BA degree in English literature. With a huge passion for learning and teaching using technology, he was enrolled in several professional development courses designed by the International Teacher Development Institute, Arizona State University and Coursera. He conducted many professional workshops mainly related to English Language instruction and effective classroom practices. Aziz is also an Author in the EFL magazine and an aspiring poet.

## 14. Innovative ICT Based ELT Activities & Games that maximize students interaction & competitiveness
*Mustapha Kadiri*

**Abstract:** This workshop is meant chiefly to share new ELT ICT based activities, games, and techniques with the attendees being experienced or novice teachers. The participants will be given the chance to experiment new and very interactive activities and games that can be experimented in any ELT class. As a high school teacher, I experimented all these activities and tested its feasibility inside the classroom. The participants will benefit from a range of very practical innovative activities that encourage students' interaction inside the classroom. As you know teaching a language without establishing interaction between the teacher and students may lead to boredom in most cases. Thus, this workshop is also a chance to highlight the importance of ICT in teaching and how teachers can take advantage of technology to engage the disengaged students and to motivate the demotivated ones. As a matter of fact, teaching English language cannot be achieved without creating interaction in one's class. Therefore, this workshop has come as a response to MATE's 37th conference main theme "Innovating Language Education: What Influential Roles for Teachers." and its eight subtheme "Technology-based teaching-learning processes and innovative teaching-learning materials.

**Bio-data:** Mustapha KADIRI is a high school EFL teacher in Abi Baker Saddik high school in Ouarzazate city. He graduated from Ibno Zohr university where he got his BA degree and then he moved to the ENS (École Normale Supérieure) in Rabat where he engaged in a one year TEFL training program and got his professional BA. Later, he engaged in a 120 hours training supervised by foreign trainers in AMIDEAST in Rabat and got a PCELT certificate (Professional Certificate of English Language Teaching) from World Learning SIT Institute in Washington DC. USA. Mr. KADIRI has also participated in a number of conferences either locally or nationally. His areas of interest include: Applied linguistics, TEFL issues, teacher professional development, teaching and learning. A Master graduate in Applied Language Studies and Research in Higher Education from the University of Sidi Mohamed Ben Abdellah, Dhar El-Mehraz, Fez.

## 15. Model United Nations: a new pedagogical activity to approach global issues inside EFL classrooms
*Mounir El Ourf*

**Abstract:** The aim of this workshop is to illustrate how 'Model United Nations' (henceforth, MUN) can be used as a teaching method in EFL classrooms. MUN is a role playing simulation conducted at senior high schools and higher education institutions around the world, in which students take the role of UN delegates in various committees (Bastaki, 2013). The history of this activity suggests that it was commenced at the University of Harvard during the 1920s where students and teachers of International Politics courses created a simulation known as Model League of Nations. Later, after the Second World War, Harvard replaced Model League of Nations with MUN (Mehra, 2010). With the emergence of global citizenship education as an important requirement within language education curricula, MUN is being introduced in many schools from diverse countries as a new pedagogical way to approach global issues and make language learners, who will eventually become active citizens, understand the demands of living in an international community. Accordingly, this workshop will guide Moroccan EFL teachers to run through a couple of activities on how they can implement MUN inside their classrooms.

## 16. Overcoming the challenge of using enhancement activities in large multilevel classes.
*Nezha Youssefi*

**Abstract:** No one can deny the fact that teaching a large multilevel class is too challenging let alone using enhancement activities, but have you ever tried it? In my workshop, I will shed light upon the advantages of having a large multilevel class that teachers should be aware of and I will also share some of the enhancement activities that I use with my students to make the teaching-learning process enjoyable and fruitful.

**Bio-data:** I'm NezhaYoussefi. I got a B.A degree in English literature, linguistics option, from Sidi Mohamed Ben Abdellah Dhar Mehraz university of Fez. I've been teaching English in both middle and high public schools since 2005 and I've been an active MATE member since 2009

### 17. How to Evaluate your Textbooks
*Hassan Ait Bouzid*

**Abstract:** This workshop aims at presenting some effective practices that enable ELT practitioners to evaluate various aspect of ELT textbook content. It is informed by the theoretical framework of the Standards-Based Approach and guided by the Cunningsworth (1995) and Cisar's (2001) models of textbook evaluation. The workshop provides a theoretical part which presents different types, methods and procedures of textbook evolution, and is followed by a practical part in which participants will use a checklist to evaluate various parts of textbooks. Participants will be divided into flexible groups. Each group is going to evaluate a different aspect of textbook content: social, cultural, linguistic and pedagogical aspects. eventually, the groups will exchange their findings and provide feedback to each other.

**Bio-data:** I am a doctoring student at ChouaibDoukkali University. My research project revolves around an evaluation of social, cultural, linguistic and pedagogical issues in select Moroccan ELT textbooks. I am also an English language teacher at Imam Malik High School in AitMelloul.

### 18. Speak the Language of Students: Teaching Narrative Writing with Social Media
*Jennifer Borch*

Engage students in narrative writing by speaking the language of social media. Facebook profiles, status updates, emojis, and locations all connect to the elements of great stories. In this workshop you will learn to use Facebook to make narrative writing tasks authentic, attainable, and fun for students.

**Bio- data:** Jennifer Borch English Language Fellow - Cadi Ayyad University, 2016-2017, Marrkech, Morocco.

## Online Presentation

### 1. Rethinking Evaluation in the 21st Century.
*Sabrina Espasandin*

**Abstract:** Evaluation is one of the pillars on which any successful teaching practice is built. A conscientious reflection is tantamount to positive results. However, we often lose sight of its true purpose. More often than not, the focus is placed on lower-order thinking skills, such as memorizing or repeating. Evaluation is often synonymous with penalizing an error rather than fostering desirable behaviours and results. If we aim at transforming the way we teach and start doing it innovatively, then we must also be consistent in the way we evaluate. But how can we rethink the whole evaluation process? How can we use technology to our advantage to personalize assessment, flip our classes, and automatize certain evaluations? This workshop will focus on using an array of tech tools to find innovative alternatives to evaluate our students in the different stages of their learning process

**Bio-data:** Sabrina Espasandin Osman is an Instructional Technology Specialist and EFL teacher with 15 years experience, both in the public and the private sector. She has given professional development courses in Argentina and across Spain with a focus on educational technology. Her work has been published in the "Reflexión Académica en Diseño y Comunicación", an Argentine academic journal with Latin American reach. She is a Google Educator Level 1 and 2, Google for Education Certified Trainer and Apple Teacher.

## Posters

### ENS Trainees Posters

| Teams | Members | Poster Title |
|---|---|---|
| **1. TESOL-1** | Karmouch Mehdi - Idrissi Khaldi Youssef - Erraji Kamar - Jamili M'hamed | Over-crowded Moroccan High school Classroom: A Students' Perspective |
| **2. TESOL-2** | Ouaben Ahmed - Ait Haddou Oumaima - Aboumoussa Abdelkarim - Khabar Fatima Zahra | Writing is Building Sand Castles. |
| **3. TESOL-3** | Khoulane Fatima - Lafif Sanae - El Mzandi Jaouhara - Bouziane Nouhayla | The Teacher : A Students' Perspective |
| **4. TEFL-1** | Abir Hassani Idrissi - Boutaina Guebba - Fatimazahra Amrani - Islam El Kassimi - Siham Biyat | The National Silent Crisis |

| | | |
|---|---|---|
| 5. TEFL-2 | Badr El Boukhari -Fatimazeherae Berrif - Elkhayati El Abbadi - Souad Echchaoui - Mohammed Boumzough | The Role of Extra-curricular Activities in Enhancing Motivation and School Achievement: The Case of Moroccan EFL High School Classes |
| 6. TEFL-3 | Hanane Amroune - Hajjouassakour - Zahra Dahaoui - Asmaa Bouziah - Abdellah Bouzndag | Teaching Moral Values in Moroccan Classrooms |
| 7. TEFL-4 | Younes Baich - Mohamed Ait Salem - Ghita Kabbaj | The Attitudes of Moroccan Students Towards Learning English |
| 8. TEFL-6 | Elammari Elhabib - El Machichi Abdennour - Gouddar Hanane - Laioune Mohamed -Mazzi Mimoune | Public Speaking: A Phobic Experience for Moroccan Students |
| 9. TEFL-5 | Abdessamad Said - Asmae El Janati - Hamza El Magroud - Laila Bouamama - Meryem El Boukhrissi | Talk to Students Or Curse Them? That is the Question |
| 10. TEFL-7 | Fatima Moussa - Fatima Zahra Assifid - Latifa Elogri - Fatima Razzouk - Khadija Lachqnide | Labelling Teachers |

# About Moroccan Association of Teachers of English (MATE)

### History
- Created in Rabat, 1979
- Organised its first annual conference, 1980
- Has regularly organised an annual conference since its creation
- Has been awarded the patron of His Majesty the King since 1989
- Has run national as well as international events
- Won the Worldaware Business Award, 2004.

### Objectives
MATE aims to:
- contribute to the improvement of the teaching of English in Morocco .
- encourage contacts among teachers in Morocco on the one hand, and between these teachers and teachers of English in other countries on the other hand.
- encourage research in the field of teaching English as a foreign language (TEFL) in Morocco.

### Publications
- MATE Newsletter (quarterly).
- MATE Proceedings.
- ESP Newsletter (bi-annual).
- Teacher Training and Supervision Newsletter (bi-annual).
- Website: www.mate.ma
- Books and other publications.
- Mail lists (e-groups).
- MATE Proceedings CDROM.

### Activities
- MATE study days (all over the country).
- Annual conference (yearly).
- Regional mini-conferences (mainly by local branches).
- SIG (special interest group) colloquia.
- Colloquia on NGO management, quality of services etc.
- Conferences on language planning, translation, etc.
- Participation in regional and international conferences.

### Contacts
- Email address: mate.morocco79@gmail.com
- Website: www.mate.ma
- Facebook page: Al Maghreb Maters, https://web.facebook.com/MATE.Morocco?fref=ts
- Facebook group: MATE Official Facebook Group, https://web.facebook.com/groups/331590230517821



نادي الموارد التعليمية للتقوية اللغوية والتفتح الثقافي

MATE CIRCLE

Club of Instructional Resources for Culture & Language Enhancement

Name : ..........................................................................

Institution : ..................................................................

City / Country : ............................................................