

## **Topic: "Standards-Based Education"**

**Presenter:** BENHADDOUCHE MOHAMED

**Audience:** Inspectors and teacher trainers

### **Workshop description:**

This workshop deals with a new approach in teaching which has recently been adopted by the Moroccan ministry of education in an attempt to improve students' achievement at school. The new textbooks that have been introduced at the middle school level are based on this new trend; therefore the need was felt to share what we learnt at Delaware University about this topic with our colleagues here in Morocco.

Participants will have a chance to see a theoretical part that hopefully will clarify certain ambiguous aspects about this approach and at the same time resort to the above-mentioned theoretical background when it comes to application and practice in the workshop.

**Workshop 1:** Performance activities and tasks to assess standards.

**Workshop 2:** Working on scenarios: How to formulate standards.

### **Objectives:**

- Participants will be able to fill in forms and fulfil tasks following instructions
- They will be able to assess their attainment as regards a standards scale submitted by the presenter
- When presented with tasks descriptions based on scenarios, they should be able to formulate targeted standards and explain how they were able to set those standards

**Materials used:** - The handbook on world language performance indicators  
- Notes from different courses attended at Delaware University

### **Curriculum goals:**

- Develop the communication competencies necessary for a variety of real-life purposes (listen, understand, respond appropriately, reflect critically...etc)
- Develop knowledge and sub-skills
- Develop study skills leading to learner autonomy
- Develop intellectual abilities of the learner
- Develop cross-cultural communication competency
- Enhance the learner's awareness and reflection on global issues
- Reinforce values pertaining to character, civility and citizenship

### **Methodology:**

**Part 1:** A theoretical part on "standards-based education"(use of an OHP and probably a data show)

## Part 2: A practical part (two workshops: use of handouts and OHP)

### Workshop Outline:

- Introducing the workshop
- Definition of standards-based education
- Goals of standards-based education
- The five C's of foreign language:( Communication, Cultures, Connections, Comparisons and Communities)
- The weave of curricular elements
- Foreign language content standards:
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#### 1/ Communication:

- A/interpersonal communication
- B/interpretive communication
- C/presentational communication

- Performance indicators
- Sample tasks

#### 2/ Cultures:

- A/practices of cultures
- B/products of culture

- Performance indicators
- Sample tasks

#### 3/ Connections:

- A/connecting with other disciplines
- B/accessing information in the target language

- Performance indicators
- Sample tasks

#### 4/ Comparisons:

- A/language comparisons
- B/cultural comparisons

- Performance indicators
- Sample tasks

#### 5/ Communities:

- A/school and community
- B/personal enrichment

- Performance indicators
- Sample tasks

- Glossary
- References

**Topic: "Follow up activities to reinforce lexis."**

**Presenter: Benhaddouche Mohamed**

**Audience:** Inspectors and teacher trainers

**Topic:** "Follow up activities to reinforce the learning of lexical items related to the topic of "Health" and develop communicative skills."

**Time:** 30 minutes

**Workshop description:**

This workshop deals with different supplementary material from "books in a box" used to show participants how they can resort to these valuable books to supplement their textbooks and reinforce students' learning as regards topic-related vocabulary.

**Objectives:**

- Participants will be able to recognize and use different health problems and establish a correct match between the symptoms, injuries and health care cards
- They are expected to pronounce correctly the different lexical items for meaning\*
- They will use lexical items in real life situations through role play
- Participants will be able to state their problems and ask for advice
- They will be able to search and find health related vocabulary in a thematic search puzzle

**Materials used from "books in a box":**

- 1/ Classic Classroom Activities
- 2/ Thematic Activities
- 3/ More Thematic Activities
- 4/ The Oxford Picture Dictionary
- 5/ The Interactive Tutorial
- 6/ Thematic Word Search
- 7/ The ESL Miscellany

**Curricular Goals:**

- Engage learners in real tasks
- Learners express themselves freely in low-anxiety situations
- Language learning is a problem-solving activity
- Help create situations that are conducive to developing active communication competencies
- Provide learners with effective learning opportunities
- Provide immediate feedback

**Methodology:**

- A brief presentation about how we can teach lexis and reinforce it
- Use of transparencies to brainstorm the audience (use of OHP)

- Use of handouts and slips of papers
- Involving the audience in all the activities and tasks

### **Workshop Outline:**

#### **Introduction:**

Welcome: Title of the workshop

Introducing facilitators:

A/Why presenting this workshop

B/background experience with the topic

#### **Defining objectives:**

#### **Motivation Grabbers:**

Help participants recognize the difference between their personal level of knowledge and skills and the possible learning that could take place during the workshop

#### **Body of the Workshop:**

##### **Activity One:**

The audience is given scraps of an activity which consists of writing the correct spelling of the words related to health problems.

##### **Activity Two:**

The audience is divided into two groups. The first group would pantomime (health problems) what they have on the scraps using only gestures while the others try to make guesses. The second group would try and give explanations, definitions or even gestures (about treatment) so that the others would guess what it is.

##### **Activity Three:**

The audience is given full sheets of the above mentioned activities and check if all the vocabulary agreed upon is correct

##### **Activity Four:**

The audience is given an activity based on a kind of drama called "the doctor will see you soon" in which participants form groups and practice saying lines on their handouts. Then, they choose a character and act out their role play. They are free to substitute any vocabulary words or expressions using the sheets they have.

##### **Activity Five:**

"Doctor's office" participants sit back-to-back holding grids which they try to complete by asking each other question. It is an information gap activity.

**Activity six:**

Participants are given puzzles about the topic of health and try to find the lexical items inserted in the maze (a thematic search activity).