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Abstracts

1. Teaching listening through media by Aziz Deqaqi

Listening is the language modality that is used most frequently. Students spend most of their communication time listening. As listening and watching media and movies have become the most interesting entertainment for students, instructors have to cope with such interests. So using media and movies in teaching listening especially foreign languages is vital.

2. Writing Paragraphs using spider grams by Taha Samir

-As for me as a teacher of English, I notice that most of the English language learners have some problems in writing even the teachers themselves.

-I am trying to help my students and my colleagues as well by talking about using the spider gram in writing paragraphs.

-Spider gram is

- To make writing skill desirable and easy

-To use brain-storm to enhance writing skill.

-To write different kinds of paragraphs.

- I am going to handle the main rules to make the people pay attention to your writing.

3. Multiple Intelligences, a promising notion in Education (Theory and Practice) by Hassan Bader

When the theory of MI was first introduced to us in 1985 by Howard Gardner, it was mainly meant for Psychologists .However, it was the educators who made good use of it. Really, it is a revolutionary notion that can entirely change the whole educational system in a given country. In this workshop, I'm going to focus on the 8 types of MI and show how to apply them in our classrooms.

4. Using Jazz Chants for Teaching Language Functions by Mohamed Lotfi

In this workshop I am going to talk about using Jazz Chants for teaching language functions and for improving students' speaking and listening skills. They illustrate the natural stress and intonation patterns of American English. They can be used for motivating students and for encouraging pair work and role playing activities because students become themselves when they sing or play.

5. Using PowerPoint to teach preposition by: Kamal Eldeen Albadry Mohammad Mustafa

I aim, with this presentation, to give the students a new and better way to review the prepositions in a way that interacts them. I felt that the original way of reviewing them is very boring. Also I found that prepositions are easily forgotten.

I'll begin my presentation by asking the audience about the problems they face during teaching prepositions. Then I'll ask them to tell me about solutions they felt proper to solve this kind of problems.

During the next step I'll begin showing them the problems I myself face in teaching prepositions. Then I'll give them the solution that I think will be better in handling this issue. This solution is characterized in some crossword puzzles using prepositions and some quizzes dealing with prepositions. During these activities, the audience is going to share and test this way by themselves to find out if it's good and applicable in our real classrooms or just an imaginary idea.

All the audience is supposed to share. At the end I'm going to get the feed back from the audience teachers and get their opinions about what they have seen and practiced.

6. Teaching in a multilevel class by Samia Kamel

Multilevel students means mixed ability students who are arranged in classes by age groups with no thought to language acquisition ability , motivation or interest. Well planned lessons should concentrate on students to create students centered classrooms.

7. Using vocabulary interactively By Marsail Samir

Lack of vocabulary makes my SS very poor in using the language interactively and communicatively. So my workshop has some activities that help teachers to concentrate on increasing the amount of their words not by the traditional ways but by making that very interesting and attractive not only inside the classroom but also outside it.

- Learning and using words from the environment.
- Communicative activities.
- Testing vocabulary.
- Recycling learned vocabulary.

8. Teaching vocabulary for Beginners by Smail Benbihi

My workshop in fact is a simulation to teach vocabulary items in Berber (a language spoken in Morocco). In this respect, I will have the same class I am teaching in Morocco, that is to say, my colleagues will be exposed to a new language they have never seen before with a few others who know Berber. In this case most of the audience are beginners.

In my workshop, I am going to deal with vocabulary in terms of theory and practice. On the one hand, the theoretical part will raise the question why vocabulary is important in the teaching/learning process. Then, I am going to give some techniques related to teaching vocabulary for beginners.

On the other hand, I will try in the practical part to teach some Berber items to my colleagues using some of the ideas seen during the workshops conducted in the training program.

My aim behind this workshop is not purely to teach Berber words, rather, to lead the audience undergo the process students do when they learn a new language though the two situations are not alike.

9. The role of stories in language teaching by Houria Kouka

The basic idea of this workshop is to draw attention to the educational value of using stories in language classes.

the workshop will start with what teachers already know about using stories and whether they believe them to be effective in promoting language skills. First, i will stop at some main ideas to introduce the importance of working with stories and storytelling, as well as tips for a teacher as a story teller.

Secondly, i will suggest some activities to be used with stories. Basically, three activities are going to take place:

1/ story writing and telling with objects

2/storytelling with pictures

3/acting out a story

By the end of the workshop, teacher colleagues will probably consider the stories to be effective in their classes. They would have seen some of the ways we can use stories to enhance the development of the four skills.

10.Improving Listening through Media by Tarek Mohammed

As students are interested in media and movies , teachers have to meet their interests by using movie maker in teaching listening. So, the primary goal of listening is comprehension not production

11.Stories through Technologies by Ramadan Hassan

My workshop aims to show the use of technology in teaching history. Today, technology plays an important role in teaching process; Teachers can use software in teaching stories in effective ways and make their lesson full of benefits and fun.

12.Accuracy and Fluency through Task based Learning By: Abderrahman Boukhaffa

The objective is to raise the teachers' consciousness to the holistic nature of language. The task is the central element in language use. In real life, we accomplish tasks using the language as a whole. I'll get started by warm up asking teachers whether they use tasks in their classes. Then, I'll move to some definitions and the rational behind TBL and how accuracy and fluency are combined through TBL.

Afterwards, I'll talk about TBL Framework. And finally, I'll assign some activities for the groups to illustrate the different steps through which a task goes.

13.Promoting speaking skills using games By : Saadia El Mourabit

This workshop teaches how to promote speaking skills by using games in the classroom. Because our students are still young and there is nothing so dear to them as games, we will use games to help them enjoy as they learn.

14.A Dip into Classroom Management by Abdel Rahman Eliwa

Rules are everywhere! However, our students often ignore or disobey them . Why?

How can I prevent some of the problems and misbehaviors inside my classroom? If you are an effective teacher, you can do so. Some strategies and activities are suggested and done in the workshop . Also there is a good description of a teacher at the end.

15.Teaching in a multilevel class by Imane Karaman

There is a miss conception that all learning should be serious and that if someone is having fun and there is laughter, then it is not really learning. It is possible to learn a language as well as enjoy oneself at the same time. On way of doing so is through games. But when to use games?

Games can be used at any time of learning; at the beginning as ice breakers and warm ups; in the middle as breaks and at the end as closers.

16.Using debate as a tool of assessment by: Nasr Abou El Seoud

The researcher aims in this workshop to discuss with his audience the significance of using debate in teaching .He starts with defining debate , discussing the importance of using it , negotiating the characteristics of a good debater and figuring out areas of language that can be tested by using debate. The focus of this workshop is on different activities that can be used to promote debating.

17. Systematic textbooks supplementation by Driss Lachheb

Textbooks are the most used tools in teaching but ironically they are the most criticized for not satisfying every teacher and students' needs. So, many teachers supplement their textbooks but most of them are not systematic. This workshop aims at helping teachers to evaluate and supplement their textbooks systematically using checklists and also to involve their students in the process of supplementation.

18. Incorporating the fifth skill into classroom practices by Shady Mohamed

In a global age where rapid developments in technology and telecommunications take place, isolation becomes more and more difficult if not impossible, and international understanding and cross-cultural communication become major aims of education in general and foreign language instruction in particular. Our learners today are tomorrow's citizens who are obliged to co-exist in "one-but-multicultural" world. Thus, any separation between cultural knowledge and linguistic knowledge breaks down communication and results in linguistic problems and social gaffes. This workshop aims to provide teachers with varied techniques for teaching foreign culture objectively in order to develop students' cultural awareness and deepen their understanding of their own culture.

19. Teaching vocabulary using riddles by Ahmed AbdelRashid Hamed Hussein

Students can learn easily but they can learn and enjoy learning when they have fun. So teachers need to find ways within the language that students enjoy. Teachers can select and create some activities to fit with their students. Students can learn a lot of vocabulary using riddles. The aim of my workshop is teaching vocabulary using riddles.

20. How to motivate learners by Fatiha Ouadani

In this workshop, I deal with the issue of motivating learners. The objective is to show how teachers can motivate learners using some techniques and strategies. Teachers can motivate learners by using: games, Jazz chants, scenario, songs, realia and drama in teaching.

21. Three Activities to promote learners' ARI

In order to achieve a teacher-centered classroom , and interactive learning; Teachers have to develop autonomy and independence in their students while they are acquiring language. This workshop is based on three activities that would used so as to encourage students to be independent learners.

22. Using fun in the Second Language Classroom by kamal Elhadri

Much has been written in recent years about the importance of the affective environment in the second language classroom. Such classrooms are ones in which learners are not afraid to take risks and use their second language. In this account, Dickinson, D. said "*Classrooms in which laughter is welcome help bring learning to life.*" This workshop examines how fun activity can be an effective tool in teaching and in creating the affective second language classroom. The literature on the topic stresses the importance of jokes and humor as means of enhancing student motivation to learn English, reducing anxiety in the class, and encouraging students' desire to take part in what is being said in the class. It will also examine the reasons why fun activity is sometimes avoided, and will dispel the myth that one must be a comedian to use fun activity in a language classroom. The focus is on the use of jokes with practical examples of how to use and adapt this particular resource in our classrooms to promote oral fluency.