

# *News Letter*

**Partnership for Learning**  
**Follow on conference/Rabat, 20, 21, 22 March 2007**

The University of Delaware in collaboration with the ministry of education and MACECE-The Moroccan American Commission for Educational and Cultural Exchange organize the Partnership 4 Learning follow on under the theme:

*Collaborate, share and improve.*

*Please note:*

Breakfast: 8:00

Opening session: 9:00

## The road to Delaware

The selection for Partnership for Learning program has gone through a very painstaking procedure since its announcement in November 2005. More than 220 EFL teachers applied for the program directly to the Moroccan ministry of education which launched the pre-selection of candidates. Only 30 of them were called for an interview on February 28<sup>th</sup>, 2006. The jury which made the final selection was consisted of representatives of the American embassy, the MACECE –Moroccan American Commission for Educational and Cultural Exchange-and the ministry of education. Finally, 12 candidates were retained to take part in the pre-departure orientation which took place at Hassan Tour Hotel in Rabat in May 2006 with the presence and animation of Baerbel Schumacher, the program coordinator at the University of Delaware. The candidates flew to Philadelphia airport via Paris on July 8<sup>th</sup>, 2006.

By: Abderrahman Boukhaffa

### Fatiha Ouadani conducted a workshop in Beni Mellal

On February 17<sup>th</sup>, 2007, during the study day that MATE local branch of Beni Melal organized, Fatiha Ouadani conducted a workshop about 'Teaching Grammar Interactively'.

Fifty teachers attended the workshop which was performed twice.

The teachers said that the techniques they learnt in the workshop were really motivating and they would help shy students to be involved in their English classes.



### Fatiha Ouadani used many of the techniques in her classroom

After spending six weeks in the university of Delaware last summer, Fatiha Ouadani used many techniques in teaching such as:

- Teaching cardinal numbers using jazz chants.
- Teaching vocabulary of clothes and family using games.
- Teaching imperatives using drama.

Students interacted with each other happily in an anxiety-free atmosphere.

### Great Event in Upper Egypt



**In February ,2007 , Upper Egypt in general and Assuit governorate in particular was privileged to host the 1<sup>st</sup> conference of its kind in that area. It is the P4L follow-on conference which was held inside the University Campus, which is considered one of the biggest and well-equipped places in Upper Egypt. Really, it was fabulous where there were 11 Egyptian presenters, 2 Americans and 2 from the American embassy in Cairo .More than 60 participated shared in the actions of the conference. Actually, the conference exceeded all the expectations .Moreover , it was a great push to developing TEFL in Egyptian schools .The above picture shows the Egyptian Alumni along with their Moroccan colleagues and their American supporters in Delaware in 2006.**

**Hassan Badr / Egypt**

## **A great benefit**

Imane Karaman has benefited a lot from her six-week stay in the USA. Since returning home, she has used some of the techniques with her students, especially games. The program has had a great impact on her, both on the academic and linguistic levels. So, she hopes to benefit from other English language programs and she highly recommends such instructive programs to teachers of all English levels.

Imane KARAMAN

# **A General Overview of P4L Program 2006**

**KAMAL ELHADRI**

Incepted in 2004 at the University of Delaware with the funding of the USA department of state, the partnership for learning training program is designed to support the efforts of the ministries of education in Morocco, Jordan, Egypt and Syria to enhance the knowledge and capacities of English as a foreign language teacher.

**The Objectives of the program include;**

- 1. Support ministry of education in its ongoing effort to prepare English teachers at the highest level of competency in language instruction.**
- 2. Promote the capacity of participants' teachers to conduct effective initial and ongoing training of EFL classroom teachers in the use of proven communicative methods of teaching, in meeting curricular goals, and in integrating supplementary activities and materials.**
- 3. Provide instructional aids and other supplementary materials designed to augment and compliment their course textbook.**
- 4. Catalyze a multiplier effect so that those who are directly trained through the project may in turn train their colleagues.**
- 5. Forge long term professional relationships among those professionals selected for training and their USA colleagues.**

The p4L training program encompasses an academic program focusing on interactive methods, utilizing supplement materials and effective conducting workshops and information sessions for colleagues back home and an experience of America component which comprises first hand experiences with American culture, its people and its institutions.

The academic program component gave us the opportunity to learn about new methods materials, share ideas and methods we used with colleagues, and practice applying these mini teaching and teacher training sessions throughout the six weeks institute; culminating in a

**two-day conference organized and conducted by us participants for our colleagues.**



**Moroccan and two Egyptian teachers with their guide in the United Nations.**

**The program's cultural component was designed to complement the academic program as hands on opportunity for us to interact with a broad range of individuals, visit broad range of organizations and institutions, and participate in different community events. The wealth of local and regional resources included national historic landmarks and sites, art collections, community events, diverse community groups and services. Excursion included guided educational tours and opportunities for independent exploration took us to Philadelphia, New York city, Washington D.C, Dover, Delaware, the Amish culture in Lancaster County and historic New Castle.**

**Foremost among these experiences was the 2 weeks host family component at the beginning of the program to immerse us in the host culture. The host family experience was designed to provide language practice and opportunity to observe, participate and inquire about American culture as well as share aspects of ours with the hosts. Host families had been carefully selected and had experience in hosting international visitors. Hospitality is experienced differently in different cultures, and this may become an area for misunderstanding.**



**With-People To People- in Delaware      In Georgetown university in  
Whashington  
The Morocco-Egypt conference.**

The six-week training that ten Moroccan junior-high teachers benefited from along with twelve Egyptians ended with a two-day conference. Every teacher conducted a thirty-minute workshop about a teaching topic. The workshops were varied both in form and content and showed the positive impact that this training had on us. Previously, we had attended the Jordan-Syria conference from which we learnt a great deal.

**By: Abdelaziz Dqaqi**

**P4L multiplier effect**

Bearing in mind the philosophy behind the Partnership for Learning program initiated in coordination between the Moroccan ministry of education and the University of Delaware and sponsored by the American department of state, the 3<sup>rd</sup> contingent of the EFL teachers who benefited from 2006 summer institute are engaged to multiply its effect through extensive training of their fellows. The effects of the program which strive to back the newly appointed teachers at junior-high schools in their implementation of the English language program at this level has been transferred by most teacher trainers who spent six weeks in the US in their respective areas and delegations. This was effectively carried out by giving regular workshops in coordination with supervisors. The trained teachers highly appreciated the initiative which gave them the opportunity to acquire ready made and up-to-date techniques in TOEFL. They have also shared most of the Books in a Box with their colleagues. Some of them have even created websites on which they exhibit the different approaches and techniques they got whilst in the states. The teacher trainers are still determined to go beyond this sharing period and carry on their application of their action plans submitted to the English Language Institute at the University of Delaware.

**By: Abderrahman Boukhaffa**

The picture of The Delaware Teacher Training Participants



### **Presentation for colleagues:**

Houria kouka has participated in the Partnership for learning program last summer in Delaware University .

Once in Morocco, with the assistance of her Supervisor, she conducted a presentation about the role of stories and story telling in language teaching. More than thirty English teachers attended the presentation and found it a good technique to teach authentic language.

She also shared the books she was given in USA with the present teachers. The teachers said the books are very useful in supplementing their lessons and improving their own knowledge.

### **Activities that Houria Kouka used in her classroom:**

- Story telling.
- Jazz chant for teaching communication and vocabulary.
- Drama in the English club.

Her students are more motivated, they learn better and they show a great liking for English