

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



**الجمعية المغربية
لأساتذة اللغة الإنجليزية**
mate.morocco79@gmail.com

ⵜⴰⴳⴷⵓⴷⴰ ⵜⴰⴳⴷⵓⴷⴰ ⵜⴰⴳⴷⵓⴷⴰ | ⵜⴰⴳⴷⵓⴷⴰ ⵜⴰⴳⴷⵓⴷⴰ | ⵜⴰⴳⴷⵓⴷⴰ ⵜⴰⴳⴷⵓⴷⴰ



الدورة التكوينية الوطنية الثانية
لأندية الموارد التعليمية للتقوية اللغوية والتفتح الثقافي

في موضوع:

"تنشيط التربية اللغوية من خلال البيداغوجيات المجددة والممارسات المبدعة."
03-02-01 فبراير 2018، مراكش، المغرب.

**2nd National Training of
MATE Clubs of Instructional Resources
for Culture & Language Enhancement
(MATE CIRCLES)**

Theme:

« Energizing Language Education Through
Innovative Pedagogies and Creative Practices. »

01-02-03 February, 2018, Marrakech, Morocco.





2nd National Training of MATE Clubs of Instructional Resources for Culture & Language Enhancement (MATE CIRCLES)

**Theme: « Energizing Language Education Through
Innovative Pedagogies and Creative Practices. »**

01-02-03 February, 2018, Marrakech, Morocco.

Rationale

Language education in formal contexts can lead to the mastery of language accurately and fluently, but using the language creatively and for meaningful purposes requires more than the formal settings. The formal classroom, the textbook and the prescribed syllabus are necessary for achieving the basic requirements of the curriculum and formal assessment, but going beyond that requires changing the formal pedagogical framework and traditional practices and venturing into a world of creativity, freedom and innovation. English clubs and extracurricular activities provide a real context to extend the work done in formal education into a more creative and meaningful world of language education. Within this framework, MATE CIRCLES stand as a model that provides a working and successful framework for creative, innovative and autonomous language education for both teachers and learners. The current school year marks the third year in the life of these clubs giving real evidence of the success and sustainability of this innovative project.

Based on the above, the theme of the current edition of this second CIRCLES training is:

“Energizing language education through innovative pedagogies and creative practices.”

Aims of the training

The main objectives of this training, among other things, are to:

- ✓ provide training on innovative and creative pedagogical practices;
- ✓ introduce collaborative and project-based activities among the participants;
- ✓ train the participants on practices that promote students active learning and life skills;
- ✓ share and showcase experienced best practices in English clubs;
- ✓ reflect on the performance of both teachers and students in MATE CIRCLES.

Sub themes

Trainers will focus on the following areas:

- ✓ Extensive reading for English clubs;
- ✓ Project-based learning;
- ✓ ICT and social media;
- ✓ Creativity in practice through writing and performing arts;
- ✓ Life skills and community service;
- ✓ Presentation skills and personal development;
- ✓ Performance-based assessment.

The training will also feature some CIRCLES, MATE-GNG and Access products through poster sessions and experience sharing.

Trainers

- ELT supervisors and experts
- American English Language Fellows from the MENA region
- Experienced teachers of English who have set up English clubs (MATE CIRCLES).

Participants

- Teachers of English who have set up English clubs (MATE CIRCLES) and submitted their portfolio for period 1.
- Access teachers from MATE Access FY16 centers.
- MATE-GNG teachers
- Speakers and workshop leaders: experienced ELT supervisors, English Language Fellows, teachers and trainers
- Expected number: about 90 participants.

Program

Day 1: Thursday, 1 February, 2018

14:00-16:00	Registration
17:00-17:30	Opening Notes & Orientation
17.30-18:00	Reception
18:00-19:00	Opening Panel
20:00	Dinner

Day 2: Friday, 2 February, 2018

N.B.: Breakfast time for the whole conference: 07:00 to 08:15.

08.30-08:45	Announcements
Plenary (Round 1)	
08:45-09:10	Presentation 1: "Arab Learners of English: Which Arab?" Saada Muntasser
09:10-09:35	Presentation 2: "Project Based Learning." Rahhou Lhoussaine
09:35-10:00	Presentation 3: "School-based activities as a source of creativity, innovation and professional development: MATE CIRCLES as an example." Mohammed Hassim
10:00-10:15	Discussion
10:15-10:45	Experience sharing and workshop reports
10:45-11:45	Break & Poster session
Concurrent workshops (Round 1)	
11:45-12:45	Workshop 1: "Using Drama to Develop English Language and Literacy." Codie Chaudoin
	Workshop 2: "How to create an e-portfolio." Mohamed Bakkas
	Workshop 3: "Three Weeks to Win It." Bret Vlazny
12:45-14:00	Lunch and Friday prayer
Concurrent workshops (Round 2)	
14:00-15:00	Workshop 4: "Chalkup Online Platform: An Ideal Space for Virtual Exchange Projects." Omar Titki
	Workshop 5: "Pedagogy Foundation: Creating Measurable Objectives that Promotes a Higher Order of Learning." Rebecca Jones Mercado
	Workshop 6: "Teaching 21st Century Skills through Cooperative Games." Jennifer Borch

Free Afternoon. N.B. Along with the training, there will be the 2nd group of MATE Access FY 14 to celebrate the End of Access Program Event (NEAPE), Middle school students' centers. This event will start at 17:00. Participants from the training who are interested can attend this concurrent event.

Day 3: Saturday, 3 February, 2018

N.B.: Breakfast time for the whole conference: 07:00 to 08:15.

08.30-08 :45	Announcements
Plenary (Round 2)	
08:45-09:10	Presentation 4: "MATE CIRCLES: A major platform for Continuing Professional Development." Noureddine Bendouqi
09:10-09:35	Presentation 5: "A sample of an e-portfolio and a paper-based one." Two MATE CIRCLES coordinators.
09:35-10:00	Presentation 6: "Five Strategies to Promote Global 21st Century Skills in the Classroom." (an online presentation) Rana Al Sharif
10:00-10:20	Discussion
Concurrent workshops (Round 3)	
10:30-11:30	Workshop 7: "Improve Speaking with Improv!" Wendy Reed
	Workshop 8: "The Reading Game and Strip Story Method." Natalie Monkemeier
	Workshop 9: "Creative writing for your CIRCLE." Lahcen Tighoula
11: 30-12:00	Break & Poster session
Concurrent workshops (Round 4)	
12:00-13:00	Workshop 10: "Using Student Feedback to Customize Learning." Megan Selway
	Workshop 11: "Literature Circles: A strategy that works." Fahmi El madani
	Workshop 12: "Locations and Directions: Role-play Activities for English Learners." Cecilia "CC" Gregg
13:00-13:30	Experience sharing and workshop reports.
13:30-14:00	Round table and closing.
14:00	LUNCH

Abstracts and bio-data

Presentations

1. "Arab Learners of English: Which Arab?"

Saada Muntasser

Abstract: The presentation will discuss Arab learners of English as participants in SLA research studies and the relation to (sometimes) the misleading inaccurate results of the studies as observed by a native speaker of MSA and two NSA dialects (myself). The aim is to raise awareness of the complex sociolinguistic situation in MENA (Middle East and North Africa). First, the presentation will raise the question of where do Arab learners of English transfer from: the MSA or NSA? To address this issue a number of second language research studies of Arab learners of English will be discussed; emphasizing on the conclusion section of each research study to critique whether a distinction was made between the MSA and NSA. Second,

the presentation will address the issue of phonetically distinguishing between Arab learners of English as participants of SLA research.

Bio-data: Being Arab American and a native speaker of both (2-3 dialects), Arabic and English, has made Saada Muntasser a better-experienced language teacher. She has been teaching ESL/EFL since 2000 in colleges and universities in New York City, NY and abroad. She has taught ESL/EFL to different audiences ranging from Arabic speakers, Chinese speakers, Spanish speakers, German speakers, and French speakers. She completed her MA in Applied Linguistics from Teachers College Columbia University and is interested in pursuing a PhD in Second Language Studies and Culture. Her linguistic

interests are the cultural aspects of teaching and learning English in non-English environments.

2. “Project Based Learning.” Rahhou Lhoussaine

Abstract: Project-based learning is a model that organises learning around projects. The learners engage in authentic and real-life like projects over an extended period of time. When projects are focused on the students' learning goals and standards, they contribute to the development of academic and other life skills through non-trivial challenges and problems.

Bio-data: Rahhou Lhoussaine is an ELT supervisor in the directorate of Rehamna. He graduated from CFIE in 2017. He is an active member of many associations both in the arena of education and human development. His fields of interest include project based learning, alternative assessment and the use of games in language learning.

3. “School-based activities as a source of creativity, innovation and professional development:

MATE CIRCLES as an example.” Mohammed Hassim

Abstract: School-based activities (SBAs) offer many opportunities for creativity and innovation that cannot be possible with classroom-based activities (CBA). SBAs go beyond the limits of the classroom and open to collaborative work, solidarity, feeling of belonging to the institution, building a culture of volunteerism and fostering project-based work. This cannot go without some challenges of involving varied partners and professionals with different backgrounds, hence the need for leadership qualities and conflict resolution competencies. This paper will attempt to explore these challenges and probe opportunities for creativity, innovation and professional development while giving examples from MATE CIRCLES.

Bio-data: Mohammed Hassim works as an ELT teacher supervisor in Taroudant, Morocco. He has been working in the education field for 32 years now. He is the current president of MATE (2016-2018). He is co-author of the English textbooks Gateway to English 1 and 2 used in Moroccan public schools in the 1st and 2nd year baccalaureate respectively. He is also co-author of two English textbooks series: Atlas English and Score High in English, for primary schools (6 levels each). He has published many articles on ICT, ELT and teacher development. He has been involved in various national and international educational projects. He has participated in many international conferences and trainings. His main interests are teacher training, materials development, syllabus design, using ICT in ELT and professional development.

4. “MATE CIRCLES: A major platform for Continuing Professional Development.”

Noureddine Bendouqi

Abstract: As outlined in our official documents, the major goals of MATE CIRCLES can be stated as follows: strengthening English language learning in middle and high schools and changing the learning model, promoting

transversal competencies, providing opportunities for educational training, and the development of integrity and values in the Moroccan school. Continuing Professional Development is thus a major component in the concept of MATE CIRCLES. Success in achieving the first two main goals of MATE CIRCLES make it sometimes difficult for teachers to cope with the teaching requirements of the digital learners. They should know how to help them develop international mindedness, critical thinking skills and cross-cultural communication. These, in fact, constitute a strong impetus for teachers to enroll in Continuing Professional Development programs. Within the scope of this paper, I will plead for more space for structured CPD activities in MATE CIRCLES. They will definitely boost collegiality and collaboration, two survival skills of 21st century learners. Global leadership and self-efficacy toward other cultures are also other efficient skills needed to promote cultural intelligence. This may be achieved if we adopt continuing professional development strategies such as peer observation, discussions with colleagues; supervisor’s visit; self monitoring/observing, watching videos, online courses, e/portfolios, professional logs, and participating in conferences and workshops.

Bio-data: Noureddine Bendouqi is an inspector of English in the academy of Casablanca-Settat. He has been in the profession for the last 29 years and served the English Language Teaching community from different positions. He gained knowledge and experience in the management of education when he worked in the ministry headquarters. He is a former pedagogical advisor to the secretary of State in Charge of School Education, 2017 - 2012. He also served as MATE president, (Moroccan Association of Teachers of English) for two terms of office, 2010-2012 and 2014- 2016. Mr. BENDOUQI is so much interested in teacher education, curriculum design, and cognitive sciences namely cognitive psychology, applied psycholinguistics, and neuro-linguistics.

5. “Examples of an e-portfolio and a paper-based one.”

Abstract: Two MATE CIRCLES coordinators will present their portfolios. One of them will present the paper-based (digital) portfolio and the other will present an e-portfolio. The aim is to give concrete example of these types of professional and innovative tools as practiced by MATE CIRCLES’ teachers.

6. “Five Strategies to Promote Global 21st Century Skills in the Classroom.” Rana Al Sharif

Abstract: In a world that is undergoing vast social, cultural, technological, and economic transformation, young people lack the opportunities to develop the 21st century workforce skills including critical thinking, collaboration and effective communication. With this comes our roles as educators to raise a generation of global citizens who are empathetic, aware, and taking action to solve some of the world’s most pressing issues. In this workshop, audiences will be introduced to the global education pedagogy, in addition to interactive curricular approaches that will foster global citizenship within students inside the classroom.

Bio-data: Rana Al-Sharif has been a Program Coordinator at the international NGO Global Nomads Group since 2016. She oversees the implementation of the organization's flagship program, Campfire, in public schools in Morocco. Prior to that, she worked as an English teacher at the Islamic Educational College at the American

program in Amman, Jordan. She has also contributed to the work of the international AdvancED organization to evaluate schools that have applied for accreditation in Egypt. Through her current work, Rana's mission is to always empower educators and youth to leverage the best out of their education experience.

Workshops

1. "Using Drama to Develop English Language and Literacy." Codie Chaudoin

Abstract: In this workshop, participants will be able to implement a variety of drama strategies that integrate all four language domains. Participants will also be able to use drama strategies to enhance students' expression and comprehension in English. Drama facilitates learning by engaging students kinesthetically. Participants will learn how to guide their students through exercises such as Power Words and Phrases, Tableaux Writing, and Living Poems. Teachers will add new pedagogical tools that will enhance engagement and enrich student writing.

Bio data: Codie Chaudoin is an English Language Fellow based at Queen Rania Teacher Academy in Amman, Jordan for the 2017-18 school year. She is continuing the Early Literacy program at QRTA and specializes in teaching young English Language Learners. In the United States, she worked with disadvantaged, low-income students to build literacy and English language in the primary grades. She has done coursework in Arts Integration and believes arts are excellent tools for English language development. She holds a M.A. in TESOL and is also certified to teach Reading and French.

2. "How to create an e-portfolio." Mohamed Bakkas

Abstract: Through MATE CIRCLES, so many activities, products and events come as a result of the creative work and considerable efforts invested by both teachers and students. Though these CIRCLES follow certain standardized framework which make them belong to a unified vision and path of work, there is still enough room for creativity and diversity. To document these activities and products, and give value to each MATE CIRCLE, another tool should be thought of in addition to other documenting and evaluative forms like facebook and reporting. This tool is MATE CIRCLES portfolio in both paper and digital/online forms. As mentioned in the CIRCLES official introductory document, the portfolio is considered as an efficient tool for documentation, evaluation and showcasing achievements. This workshop is an opportunity to go beyond the paper-based (or digital) portfolio to the construction of an e-portfolio. The workshop will give a step-by-step guidance towards the creation of a professional e-portfolio.

Bio-data: Mohamed Bakkas is an ELT supervisor in Taroudant. He was a teacher of English for seventeen years at Ibn Soulaïmane Roudani School in Taroudant. He is a regional ambassador of ISA. He got his D.E.A degree in Historical Linguistics from the University of Mohamed the Fifth, Rabat in 1996. He was the coordinator of two great

projects: Connecting Classroom Project and Access Micro-scholarships. He also coordinated an English club at his school: English Club Stars. He coached several teams which won many prizes locally, regionally and nationally. He benefited from many trainings inside Morocco and abroad. He also benefited from two exchange programmes in the UK and the US. He delivered presentations and facilitated workshops in various local, regional and national conferences. He believes that learning never ends. So, let us keep learning.

3. "Three Weeks to Win It." Bret Vlazny

Abstract: The first few weeks of class is a very important time where expectations are set, class tone is established, and relationships are built. "Three Weeks to Win It" is a discussion-based session where we can share best practices and strategies ESOL teachers have used to encourage student involvement and retention. In addition, resources and activities will be provided that teachers can bring directly back to their classrooms and used not only from the beginning but throughout the course.

Bio-data: Bret Vlazny has been teaching English as a Second Language in various capacities for over 13 years. His first experience in the classroom was in Japan where he taught advanced English, which led him to other opportunities around the world. Currently, Bret has been selected for a Fellowship at Al-Quds University in Ramallah, Palestine. His Fellowship consists of teaching university students, training English teachers in current methods and classroom techniques, and working with the Media Department with broadcast English. Before becoming a Fellow, Bret was employed with the Palm Beach County School District in the Department of Adult and Community Education, Florida. His primary responsibility was teacher training and new instructor onboarding. In his free time, Bret enjoys outdoor activities, experiencing new cultures, and has been attempting to learn the guitar.

4. "Chalkup Platform: An Ideal Space for Exchange Projects." Omar Titki

Abstract: Exchange projects have proved to be very useful to equip students with the 21st century skills. Through these exchanges, students acquire communication skills and collaborate with peers around the globe to solve problems, find out about other cultures and make connections. These projects surely need a secure and safe online platform for students' exchanges and media production. In this workshop, the participants will explore the Chalkup platform and its different functions and uses. It is a practical, useful and easy-to-use tool to implement

project works, exchange projects and interact with students outside the classroom.

Bio-data: Omar Titki, a high school teacher of English at Sidi Ahmed Bennacer High School, Zagora, Morocco. He has been teaching for seven years now. Mr. Titki has been involved in many educational programs such as Access and iEARN. He is one of the nine 2017 Great Global Project Challenge Grant winners. He also won International School Award (ISA) 2017. He is interested in teaching and learning and professional development.

5. “Pedagogy Foundation: Creating Measurable Objectives that Promotes a Higher Order of Learning.”

Rebecca Jones Mercado

Abstract: Often times, during my evaluation of teachers’ performance in the classroom, pedagogical practice, and selection of activities, I found that limited learning was taking place. Students were engaged in various activities that were re-packaged and targeted the same cognitive skill, mostly in the lower order of thinking. To promote learning that involves critical thinking and post classroom application, this workshop offers the foundation for all pedagogical approaches. At the end of this workshop, teachers should be able to create measurable objectives to ensure that their pedagogical practice provides a platform for staging higher cognitive processes, critical thinking, and collaborative learning.

Bio-data: Rebecca Jones Mercado is into her second career as an educator. Her first career was 20 years as an Accountant. In her first career as Director of Financial aid, she had the opportunity to work directly with students of diversity and got to understand their challenges and barriers of succeeding in course work offered in a language that was foreign to them. As she sought for a solution, she was led to study TEFL, which is now her second career. For the past seven years, she worked in various capacities of management in Education; Department Head, Professional Development Unit Manager, Head of English Curriculum and as an English Instructor. Through her experiences, she has gained firsthand knowledge that knowing the needs of students and setting clear and measurable objectives is the foundation for facilitating any pedagogical approach. Lesson aims should target a higher order of cognitive skill processes that enable students to perform critical thinking and develop lifelong learning skills.

6. “Teaching 21st Century Skills through Cooperative Games.” Jennifer Borch

Abstract: In this interactive workshop, participants will actively engage in demonstration of cooperative games in the English language classroom. They will define “21st Century Skills” and discuss the importance of explicitly teaching these “soft skills” in order for students to succeed in the global workplace. Participants will begin by immersing themselves in the challenge - collaborating with colleagues to solve problems and strategizing with their teammates to achieve group success. Then, they will examine their efforts from an educational perspective. They will think critically about the relevance of

cooperative games to their classroom communities and brainstorm best practices for facilitating these activities. Participants will come away from this workshop with both confidence in their ability to successfully incorporate team-building activities into their own learning environments and strategies for their successful implementation.

Bio-data: Jennifer Borch currently serves as an English Language Fellow in Marrakech, Morocco, where she teaches at Cadi Ayyad University. She has an MA TESOL from Saint Michael's College and an MA in French from the University of Vermont. Jennifer has worked in language education for more than 15 years both in the United States and abroad, most recently concentrating on refugee education.

7. “Improve Speaking with Improv!” Wendy Reed

Abstract: This workshop addresses the importance of authentic speaking opportunities and spontaneous speech in the English language classroom. Improv games encourage second language learning through public speaking, group collaboration, and by giving students the power to speak. During this workshop, participants will discuss the differences between role-plays and improvisation, engage in several improvisational exercises, and learn to effectively incorporate improv activities into lessons.

Bio-data: Wendy Reed is the English Language Fellow in Tangier, Morocco. She has over nine years of experience as an English instructor, teacher trainer, and education consultant. She has taught and led professional development workshops for teachers in the Middle East, North Africa, and East Asia. She received her M.A. in TESOL from the American University in Cairo.

8. “The Reading Game and Strip Story Method.” Natalie Monkemeier

Abstract: During this workshop, teachers will actively participate in a learning game that can help their students with reading skills such as scanning and predicting as well as vocabulary and pronunciation at the word level. They will also experience what it is like to teach in a student-centered classroom, which encourages learner autonomy. This workshop breaks down a story and uses bottom up processing. It zeroes in on many problems which otherwise fall through the cracks, especially numbers, s-endings, phoneme sounds and contrasts in very common words. After attending this workshop, teachers will return to their classroom with a new, exciting, fun and effective way for their students to approach reading a text. They will see that this method of teaching reading builds skills that students will need as they progress through to more advanced levels. Finally, they will leave with papers in hand of detailed instructions of how to create and implement this activity in their classrooms.

Bio-data: Natalie Monkemeier has taught English to speakers of other languages for more than fifteen years. She has taught all levels of English and has experience teaching children, young adults, and adults. She has also

conducted many teacher training and professional development workshops. Her teaching career has given her many opportunities to work in Europe, North America, and North Africa. Currently, she is teaching at the University of Manouba through the English Language Fellow Program; a teaching and cultural exchange program. This is her second year living in Tunisia. During her free time, she enjoys travelling around the country and experiencing the local food and culture.

9. “Creative writing for your CIRCLE.” Lahcen Tighoula

Abstract: Creative writing enables learners to give voice to their thoughts and feelings. It may also be used to promote empathy and cross-cultural awareness. In this workshop, some practical ideas will be shared, and participants will be invited to share their ideas and experiences.

Bio-data: Lahcen Tighoula is an ELT supervisor in Laayoune Saqya Lhamra academy. He is MATE 2nd vice president. His main interests are teacher training, professional development, and cross-cultural education

10. “Using Student Feedback to Customize Learning.” Megan Selway

Abstract: In this workshop, participants will explore several techniques for eliciting student feedback and using this feedback to tailor lessons and make students central in the learning process.

Bio Data: Megan Selway graduated from the College of Notre Dame of Maryland with an M.A. in TESOL in 2002 and taught at the Institute of Public Administration in Riyadh, Saudi Arabia, and Sultan Qaboos University in Muscat, Oman, before returning to the U.S. in 2010. She specialized in teaching academic writing at the Community College of Baltimore County and conversational English to Chinese graduate students at Hopkins Carey Business School from 2010-2017. She is currently the English Language Fellow in Israel for the year 2017-2018.

11. “Literature Circles: A strategy that works.” Fahmi El madani

Abstract: During this workshop, teachers will actively participate in a number of activities to understand how to use literature circles with their students. They will also discuss different ways to effectively incorporate literature circles into their teaching.

Bio data: Fahmi El madani is an English Language teacher at The Royal Navy School, Casablanca, a college for future engineers. He is the Secretary General of the Moroccan Association of Teachers of English (MATE). He has worked in the field of education for more than 20 years both as a teacher and a trainer serving the Moroccan ELT community. His main focus is on students’ strategies in non-English environments. He believes that the development of these strategies is necessary for the success of any teaching and learning process. He is also interested

in teacher professional development, without which teaching becomes stressful and boring.

12. “Locations and Directions: Role-play Activities for English Learners.” Cecilia Gregg

Abstract: Differentiated instruction is a teaching framework used to provide students with options for acquiring knowledge, processing content, and increasing intelligence levels (Dixon, Yssel, McConnell, McConnell, Hardin, 2014). Evidence suggests that teaching to multiple learning styles increases student success (Sousa & Tomlinson, 2011). This interactive, 60-minute session will focus on building life skills. During the session, teachers will engage in differentiated activities that are used to help their students learn, practice, and master lingo associated with locations and directions. By the end of the session, teachers will create an engaging and customized lesson plan for their students to learn locations and directions.

Bio-data: Cecilia Gregg, or “CC” for short, is a global-minded educator focused on student success. She believes that by increasing self-efficacy in students, they can be more successful in their academic, professional, and life pursuits. Her philosophy on student success stems from her research, her education, and her personal and professional experience in education. She has worked in the field of education for over 20 years, serving everyone from elementary students, to high school students, to university students, to university faculty. Most recently, she was a volunteer for the U.S. Peace Corps, where she taught English in Chongqing, China. On a personal note, she has a son attending university, and she enjoys traveling, taking walks, volunteering, painting, reading and watching movies.





الدورة التكوينية الوطنية الثانية لأندية الموارد التعليمية للتقوية اللغوية والتفتح الثقافي في موضوع: "تنشيط التربية اللغوية من خلال البيداغوجيات المجددة والممارسات المبدعة." 03-02-01 فبراير 2018، مراكش، المغرب.

بطاقة تقنية

المواضيع الفرعية

وسيركز المكونون على المجالات التالية:

1. القراءة المسترسلة داخل الأندية؛
2. التعلم القائم على المشاريع؛
3. تكنولوجيا المعلومات والاتصالات ووسائل الإعلام الاجتماعية؛
4. الإبداع في الممارسة من خلال الكتابة الحرة وفنون العرض؛
5. المهارات الحياتية والخدمة المجتمعية؛
6. مهارات العرض والتنمية الذاتية؛
7. التقييم القائم على الأداء.

وسيتضمن التكوين أيضا عرض لمنتجات الأندية وبرنامج مخيم التدفئة وبرنامج أكسيس من خلال عرض الملصقات وتبادل الخبرات.

المكونون

- المشرفون التربويون والخبراء في الميدان
- أساتذة اللغة الإنجليزية الأمريكيون الزائرون في منطقة الشرق الأوسط وشمال أفريقيا
- المدرسون ذوي الخبرة في تسيير وتنشيط أندية الموارد التعليمية للتقوية اللغوية والتفتح الثقافي.

المشاركون

- مدرسو اللغة الإنجليزية الذين أنشؤوا أندية الموارد التعليمية للتقوية اللغوية والتفتح الثقافي في الدورة الأولى وقدموا ملف إنجازهم
- مدرسو برنامج أكسيس فوج Access FY16
- المدرسون المشاركون في 'برنامج مخيم التدفئة' بتعاون مع 'جماعة الرحل الدولية'
- المحاضرون ومنشطو ورشات العمل: مشرفون ومدرسون ومكونون من ذوي الخبرة، الزائرون الأمريكيون لتدريس اللغة الإنجليزية.
- العدد المتوقع: حوالي 90 مشاركا.

صيغ العرض في التكوين

- عروض (25 دقيقة): 06 عروض.
- ورشات عمل (60 دقيقة): 12 ورشة عمل.
- معارض وملصقات طوال فترة انعقاد التكوين.
- موائد مستديرة.

البرنامج العام

- الخميس 01 فبراير 2018
14:00-16:00 استقبال المشاركين
17:00-18:00 حفل الافتتاح
18:00-19:00 افتتاح التكوين
- الجمعة 02 فبراير 2018
08:45-14:30 اشغال التكوين
- السبت 03 فبراير 2018
08:45-14:00 اشغال التكوين.

الإطار العام للتكوين

في إطار تنزيل البرنامج السنوي للجمعية المغربية لأساتذة اللغة الإنجليزية، وتفعيلا لبنود الشراكة المبرمة بين وزارة التربية الوطنية والجمعية، ومساهمة في دعم تفعيل الرؤية الاستراتيجية لإصلاح منظومة التربية والتكوين 2015-2030، وخصوصا دعم تدريس اللغات وتطوير النموذج البيداغوجي، تنظم الجمعية المغربية لأساتذة اللغة الإنجليزية الدورة التكوينية الثانية لفائدة أساتذة اللغة الإنجليزية المنخرطين في مشروع أندية الموارد التعليمية للتقوية اللغوية والتفتح الثقافي، وتجدر الإشارة إلى أن هذا المشروع الطموح والتميز قد أطلقته الجمعية في الموسم الدراسي 2015-2016 ويدخل سنته الثالثة في الموسم الدراسي الحالي.

أرضية التكوين

إن منهجية تدريس اللغة الإنجليزية المتبعة داخل الأقسام والمبنية على المناهج والكتب المدرسية المقررة يمكن أن تساعد على تحقيق أهداف المنهاج الدراسي والتقويمات الرسمية. وهكذا، فاعتماد التدريس في سياقات مدرسية رسمية من شأنه أن يساعد التلاميذ على تطوير الطلاقة والدقة الضروريين، لكن تنمية الكفايات اللغوية حتى تلائم متطلبات الحاضر والمستقبل يقتضي الانتقال من الممارسات التقليدية إلى عالم يحفز المتعلمين على الإبداع والحرية والتجديد. ولتحقيق هذه الأهداف ينبغي على التلاميذ استعمال اللغة بشكل خلاق ولأغراض هادفة وفي سياقات متجددة. وفي هذا الإطار، تقدم أندية الموارد التعليمية للتقوية اللغوية والتفتح الثقافي MATE CIRCLES سيقا عمليا يمثل امتدادا طبيعيا للتعلم الصفية ومجالا لتوسيع نطاق العمل المنجز في التعليم الرسمي. ومن جهة أخرى، توفر هذه الأندية نموذجا بيداغوجيا ناجحا وانتقالا سلسا من الإطار التربوي الرسمي والممارسات التقليدية إلى تربية لغوية مبدعة ومجددة ومستقلة للأساتذة والتلاميذ على حد سواء. وتمثل السنة الدراسية الحالية السنة الثالثة في عمر هذه الأندية، مما يعتبر دليلا حقيقيا على نجاح واستدامة هذا المشروع المبتكر.

واستنادا إلى ما سبق، فإن موضوع الدورة التكوينية الحالية هو:
"تنشيط التربية اللغوية من خلال البيداغوجيات المجددة والممارسات المبدعة."

أهداف التكوين

تتمثل الأهداف الرئيسية لهذا التكوين، بالإضافة إلى تقاسم وعرض أفضل الممارسات من طرف ذوي الخبرة في الميدان، إلى دعم قدرات المشاركين في المجالات التالية:

1. الممارسات التربوية المبتكرة والإبداعية؛
2. الأنشطة التعاونية والقائمة على المشاريع؛
3. الممارسات التي تعزز التعلم النشط والمهارات الحياتية؛
4. الممارسات الفضلى المبنية على الممارسة الميدانية؛
5. تقييم أداء كل من المدرسين والتلاميذ في الأندية.

**Moroccan Association
of Teachers of English**

www.mate.ma



**الجمعية المغربية
لأساتذة اللغة الإنجليزية**

mate.morocco79@gmail.com

ⵜⴰⴳⴷⴰⵏⵜ ⵜⴰⵎⴳⴷⴰⵢⵜ ⵜⴰⵏⴳⵍⵉⵣⵉⵢⵜ | ⵍⵎⴰⵏⴰ ⵍⵎⴰⵏⴰ ⵍⵎⴰⵏⴰ ⵍⵎⴰⵏⴰ ⵍⵎⴰⵏⴰ



Name :

Institution :

City/Country :

