

MATE 40th Annual Conference

Ifrane, Morocco, 23-25 January, 2023

Theme: "Project-based Learning in Language Education:
a key to sustaining development of learners, teachers,
schools and community."



الندوة الوطنية الأربعون

إفران، المغرب، 23-25 يناير 2023

حول موضوع:

"التعلم بالمشاريع في التربية اللغوية: مفتاح للتطور المستدام للمتعلم والمدرس
والمدرسة والمجتمع"

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Rationale:

No precedented era has been prolific in terms of innovative pedagogies as the 21st century. The advance of technology and the highly challenging demands of job markets have unified business leaders, politicians, and educators around the idea that students need the 21st century skills in order to operate effectively in a world constrained by constant change and surrounding threats to humans and their environment.

While the term "21st century skills" refers to ' a broad set of knowledge, skills, work habits, and character traits believed by educators ... and others to be critically important to succeed in today's world' (Bhagysree Dudhade, 2021), it can be contained within a scale of skills and traits that include critical thinking, communication, collaboration, cooperation, resilience, autonomy, media-literacy, multitasking, and many more. Among the pedagogic trends offering multiple prospects in attending to these skills, Project-Based Learning is key.

Project-Based Learning (PBL) has gained international renown and reliability after Mayor's famous quotation that 'Life is one big project' (Mayor, 2010). Many countries have adopted PBL as an empowering pedagogic tool capable of meeting the challenges of the 21st century and promoting leadership skills. Since learners of today are leaders of tomorrow, integrating project-based investments in learning will certainly boost learning skills and career skills along learners' academic pathways and starting PBL in early schooling is making provision for the seeds of leadership, entrepreneurship, and life-long learning.

In Morocco, the new educational reform has highlighted the importance of PBL learning by making it an integral part of the reform project of 'The Road Map 2022-2026' which puts central focus on schools, teachers, and students to implement the desired change through 'the school project' 'Student's project tools.'

The Moroccan Association of Teachers of English, in its leading position as an innovative educational provider, and in complete alignment with the ministry's policy, has opted to debate its 40th annual conference under the theme of:

“Project-based Learning in Language Education: a key to sustaining development of learners, teachers, schools and community”

Conference objectives:

The main objectives of this conference, among others, are

- ✓ to define the concept of project-based learning (PBL)
- ✓ to identify the main elements of PBL
- ✓ to analyze and discuss the roles of learners and teachers in project-based learning
- ✓ to raise participants' awareness to the importance of integrating PBL in their teaching
- ✓ to spot the challenges and the prospects of implementing PBL in the Moroccan context
- ✓ to showcase best practices in project-based learning
- ✓ to share the best national and global projects
- ✓ to evaluate the current situation of PBL in Morocco and suggest ways to improve it.
- ✓ to provide recommendations for better implementation of PBL.

Conference sub-themes:

The following subthemes are preferred (the list is by no means exhaustive)

- ✓ Project-based learning methodologies
- ✓ Project-based learning Vs. traditional teaching
- ✓ Assessment in project-based learning
- ✓ Inquiry-based learning
- ✓ Project-based learning: perspectives and challenges
- ✓ Project-based learning and continuous professional development
- ✓ Autonomous learning
- ✓ Learner engagement
- ✓ Project-based learning and employability
- ✓ Sustainable development through project-based learning
- ✓ Roles of teachers, learners and schools in PBL.
- ✓ The impact of Covid on the implementation of PBL

Presentation formats:

- Papers (20 minutes)
- Workshops (60 minutes)
- Poster sessions
- Panel discussions
- Round tables

Conference Programme

Day 1 : Monday, January 23rd, 2023

14:00 – 17: 00	Registration
18:00 – 18: 20	A welcome opening speech, MATE President, A. Yousfi
18:20 – 18: 55	Opening notes
19:00 – 19:30	Reception
19:30 – 20: 15	Keynote speech: “Four Decades of ELT in Morocco: the Role of MATE.” A. Bouziane

20:15 – 20:45	“The Road Map : M.E.N’s Twelve Reform projects, SWOTed” A. Yousfi
20:50	Dinner
22:00	Free evening activities

Day 2 : Tuesday, January 24th, 2023

Plenary (round 1)	
08:30 – 08:45	Announcements
08:45 – 09:05	Presentation 1: “Maximizing the Impact of PBL on Students’ and Teachers’ Learning.” S. IDELCADI
09:05 – 09:25	Presentation 2: “Project-Based Unit Plan: A Viable Tool to Implement PBL.” M. BADRAOUI
09:25 – 09:45	Presentation 3: “Designing PBL Unit Planners through Coaching and Peer Collaboration.” E. SELLAMI
09:45 – 10:05	Presentation 4: “Integrating PBL to Develop Students’ English Language Skills and Cross-Cultural Awareness.” M. JEMILI
10:05 – 10:25	Presentation 5: “Desiderata of Successful Project-Based Learning Implementation.” E. FAHMI
10:25 – 10:55	Discussion
10:55 - 11:15	Break
Plenary (round 2)	
11:15 – 11:35	Presentation 6: “Project-Based Learning as Assessment for and of Autonomous Learning.” S. OUSSOU
11:35 – 11:55	Presentation 7: “Task-based Language Teaching.” A. NASSIR
11:55 – 12:15	Presentation 8: “Examining Students’ Autonomous Learning: EFL Moroccan High School Students’ as a Case Study.” M. ACHAMRAH
12:15 – 12:35	Presentation 9: “For more Flexibility in Assessment.” S. AHSEN
12:35 – 13:05	Discussion
13:05 – 13:10	Group photo
Concurrent workshops (round 1)	
13:10 – 14:00	Workshop 1: “Project Based Learning: Benefits, Examples and Resources.” N. YOUSSEFI
	Workshop 2: “Project Based Learning: An Effective Tool to Motivate Students.” A. BELFAKIH
	Workshop 3: “Who’s Afraid of Project-Based Learning?” E. FAHMI
Concurrent workshops (round 2)	
14:00 – 14:50	Workshop 4: “Running a MATE Circle”, M. Bakkas
	Workshop 5: “Project Based Teaching: A Teaching Scenario.” A. ZEROUALI
	Workshop 6: “PBL and Brain-Based Learning: Practical Applications in EFL.” R. O. I. Labra
15:00	Lunch
18:00	General Assembly

20:30	Dinner
22:00	Free evening activities

Day 3: Wednesday, January 25th, 2023

Plenary (round 3)	
08:30 – 08:40	Introduction of the newly elected board
08:40 – 09:00	Presentation 10: “The Implementation of PBL in the Moroccan EFL Classroom: Current State and Future Directions.” R. ERGUIG
09:00 – 09:20	Presentation 11: “Developing Moroccan EFL Learners’ Leadership Skills through Project-Based Learning.” M. HAMMANI
09:20 – 09:40	Presentation 12: “Bridging the Gap between Extramural Learning and Intramural Learning Through PBL.” S. AQACHMAR
09:40 – 10:00	Presentation 13: “PBL Challenges in Moroccan Public High Schools.” O. BOUHADDIOUI
10:00 – 10:20	Presentation 14: “Why Do Teachers Need to Differentiate Their Instruction?” S. BOUHLOU
10:20 – 10:50	Discussion
10:50 - 11:15	Break
Plenary (round 4)	
11:15 – 11:35	Presentation 15: “Project-Based Learning: Promoting Soft Skills among University Students.” H. BELHASSANI
11:35 – 11:55	Presentation 16: “Exploring the Use of Artificial Intelligence in English Language Classrooms to Promote Project-Based Learning.” M. KARMOUCH
11:55 – 12:15	Presentation 17: “The Use of SCALE-UP Classroom to Enhance Students’ Engagement in Active Learning: ESTK as a Case Study.” F. BOULAID
12:15 – 12:35	Presentation 18: “Enhancing EFL Learner Autonomy Through Project-Based Learning.” I. KHOUDRI
12:35 – 12:55	Presentation 19: “Informed Use of PBL in Enhancing Soft Skills in Morocco: Challenges and Opportunities.” A. BENLABCHIR
12:55 – 13:25	Discussion
Concurrent workshops (round 3)	
13:25 – 14:15	Workshop 7: “Bolstering Students’ Engagement through Project-Based Learning: Benefits, Techniques, and Challenges.” M. El Messaoudi
	Workshop 8: “Project-based learning: a Tool for Attaining Life Skills.” L. RAHOU
	Workshop 9: “The Use of Drama in EFL Project Based Learning.” M. BENHIMA
Concurrent workshops (round 4)	
14:15 – 15:05	Workshop 10: “Let's Help Them Write!” S. AHSEN
	Workshop 11: “The I.S.A: Your Safest Trip to Winning the Award.” M. Bakkas

	Workshop 12: “Demystifying the Myth of Teaching Using Cooperative Learning Pedagogy” B. KHARTITE
15:05 – 15:30	Round table and closing ceremony
15:40	Lunch
Departure	

Abstracts and bio-data

Keynote speech

Four decades of ELT in Morocco: The Role of MATE:

Abstract: This paper documents the major contributions of MATE to the improvements of English language teaching in Morocco over four decades. It specifically focuses on the development of four major components: ICT, ESP, teaching/ learning of literacy, and assessment. MATE’s conferences and different activities (MATE Days, national and regional colloquia, CIRCLES, ...) have opened avenues for sharing good practices and collective intelligence. Its members have always shown high commitment to professionalism. The paper ends with raising how the reforms since 1999 need mechanisms of implementation in which MATE is likely to play a major role.

Bio-data: Abdelmajid Bouziane is an emeritus professor of education at the Faculty of Letters and Humanities Ben M'Sik, Hassan II University of Casablanca. He specialises in research on learning and teaching (foreign) languages. He has published widely on EFL in journals and books in Morocco and elsewhere. He is particularly interested in EFL, ICT in education, teachers' associations, research methods and quality in (higher) education. He has been involved in teaching and supervision for almost four decades and in teacher training both in Morocco and in other countries for over two decades. He served as a MATE webmaster from 1999 to 2005. Within this period, he digitized MATE Proceedings (1984 to 2005). Before then, he had been in MATE Executive Board for some years. He has attended most of MATE annual conferences.

Papers

1. “Maximizing the Impact of PBL on Students’ and Teachers’ Learning.”

Samira IDELCADI

Abstract: There is a wide agreement in research that project-based learning (PBL) can have a huge impact on the development of students’ thinking skills, motivation and leadership skills. Through a three-phase process that includes project planning, implementation, and evaluation, students can play the role of a researcher and investigator. They can plan their own projects, implement them and evaluate their peers’ projects as well as get feedback from their peers. Both teachers and students learn through the project process. Project-based instruction can be challenging for some teachers as it requires extra efforts and additional investment on the part of the teacher. However, this investment usually pays off in the long term. This paper explores the impact of project-based instruction on students’ and teachers’ learning and suggests ways of maximizing this impact through well-designed projects.

Bio-data: Samira Idelcadi is an ELT supervisor in Souss Massa Regional Academy for Education and Training-Tiznit Directorate. Prior to that, she was a teacher of English in secondary schools for 14 years. Samira is an active member of MATE (Moroccan Association of Teachers of English). She contributed as a speaker to many local, national and international conferences. She holds a Master’s degree in Public Services Policy and Management from Kings College London and a doctoral degree in Applied Linguistics from Hassan II University, Casablanca. Her main research interests are teacher professional learning, teacher leadership, educational change and educational policy.

2. “Project-Based Unit Plan: A Viable Tool to Implement PBL.” Mariam BADRAOUI

Abstract: Moroccan English language teachers strive to find timeslots for project work amid their struggle to cover loaded syllabus lists. Yet, concluding unit work with final class projects does not seem to pay off at the level that project-based learning (PBL) promises to do. Effective conduction of PBL requires a product-focused unit work and a flexible redistribution of the syllabus points. It also requires an instructional practice led by a focused vision and by professional capacities for adaptability, imagination and reflection. This presentation proposes using project work as a unit planning tool and a driving instructional practice that can help achieve higher levels of language and skill development.

Bio-data: Mariam Bedraoui is currently an ELT supervisor in Tetouan. She delivered presentations in Mate Conference for supervisors and Educators in 2015, in RELO online conference (Turning the Page) in summer 2020, and in Mate Online CPD Caravan 2021. Her research interests include active foreign language, communicative grammar teaching, interactive reading and listening.

3. “Designing PBL Unit Planners through Coaching and Peer Collaboration.”

Elhassane SELLAMI

Abstract: This paper presents the findings of a case study of using coaching and peer collaboration as professional development (PD) tools in designing PBL unit planners in a middle school setting. Through a combination of training and coaching cycles, 4 EFL teachers produced PBL unit planners for 9th grade classes based on EFL textbooks as the primary resources. Backward design is used as the framework for planning PBL; that is, teachers proceed by setting the PBL real-life goal and its interim steps (benchmarks) before selecting the target language skills. Classroom observation reveals significant difference in how teachers implement the collective BPL unit planners in their classrooms, but learning outcomes of the observed projects are comparable, if not, identical. Two main conclusions can be drawn from the results of this case study. First, coaching and peer collaboration have a significant impact on setting the standard for PBL in the observed classrooms. Second, using the planning strategy of backward design from goals ensures that projects target in-depth unit learning. The study recommends conducting more research on the conditions for scaling up peer collaboration on PBL.

Bio-data: Elhassan is an ELT supervisor for the Ministry of Education currently working in Essaouira. He has over 10 years of experience teaching EFL in high school. He is interested in research on impact evaluation of professional development tools on teacher practices and student achievement. He holds a Master’s degree in comparative studies.

4. “Integrating PBL to Develop Students' English Language Skills and Cross-Cultural awareness.” Marwen JEMILI

Abstract: The goal of this paper presentation is to highlight the importance of integrating project-based learning in ESL classrooms to maximize students’ learning. The paper presents a collaborative online project between students from Morocco and the United States who interacted via Zoom and Canvas. The interaction was based on a documentary entitled “Crossing Borders” that both groups watched in their classes before they started communicating and sharing their comments. The analysis of the students’ video submissions and written comments suggest that the project helped students in 3 main areas: (1) using discussion strategies such as getting a discussion started, asking for opinion, offering a fact or example, acknowledging a point, paraphrasing, etc; (2) using vocabulary related to culture such as stereotype, misconception, cultural diversity etc; and (3) developing critical thinking and cross-cultural awareness. This project indicates that PBL can be used to help students develop their English language skills and cross-cultural awareness.

Bio-data: Marwen Jemili is a lecturer of English at the Language Center, Al Akhawayn University. He was born in Bizerte, Tunisia and has taught in the United States, Tunisia, Russia, and Saudi Arabia. His academic interests

focus on the implementation of formative assessment and its impact on students' learning, intercultural education, and educational technology.

5. “Desiderata of Successful Project-Based Learning Implementation.” El madani FAHMI

Abstract: Undoubtedly, our world of teaching and learning is similar to the world of business. Both teachers and businessmen are supposed to take risks. However, taking risks has rules without which the implementation of any project is doomed to failure. The implementation of Project-based learning (PBL) in the Moroccan EFL settings should be considered a must as it can bring about what we are all looking forward to; better teaching and better learning. There are a number of misconceptions –related issues, though. This paper addresses these misconceptions as well as the requirements for an efficient implementation of PBL.

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.

6. “Project-Based Learning as Assessment for and of Autonomous Learning.” Said OUSSOU

Abstract: The implementation of project-based learning (PBL) has been a major pursuit of educators, teachers, researchers and scholars in the last few decades given the learning affordances it can offer. One such example of affordances that PBL offers is the promotion of autonomous learning among students, which is in itself a major goal of language education that has been stressed by the guidelines of English language teaching (ELT) in the Moroccan schools in 2007. The obvious implication of these innovative practices has been to make the classroom a site of joint learning and enquiry, where teachers are facilitators of the content and learners are more active agents and contributors. Accordingly, the aim of this paper is to synthesize recent research on these concepts and their interacting relationship, to shed light on how incorporating PBL can play a crucial role in assessment for and of autonomy, and to suggest ways to promote an ecology of learning where learners assume more control over their own learning. The paper will conclude with a set of implications for EFL teachers and syllabus designers.

Bio-data: Said Oussou is a Doctoral student and part-time teacher at Moulay Ismail university and an EFL teacher in the private sector. He has participated, moderated sessions and presented papers at a number of national and international conferences and is an author of some publications related to his field of interest. In 2017 he studied one semester abroad on an Erasmus scholarship in an exchange between the home University of Sidi Mohamed Ben Abdellah, Fes, Morocco and the Faculty of Letters, Babeş-Bolyai University, Cluj-Napoca, Romania. His main areas of interest are: learner autonomy, second language writing, and learning strategies.

7. “Task-Based Language Teaching.” Abdelmajid NASSIR

Abstract: Much effort is invested by teachers to help their students learn English mainly through form-focused activities, but unfortunately this does not often result in effective mastery of the language. As the learners are directed to learn specific bits of English, some do excel in that, the question that remains to be addressed is how can teachers assist their students to develop interactional abilities and be able to perform well in 'natural settings'. Task-based Language Teaching Approach (TBLT) offers a paradigm that caters to the development of students' communicative skills by placing much focus on meaning and message-making- a conspicuous absentee in our classrooms- without compromising the foundational positions of existing approaches. This presentation aims at underscoring the importance of TBLT and advocating the rationale for gearing the classroom practices towards making and communicating meaning rather than simply further solidifying the 'bulwark' of form-focused teaching. This shift is only possible through opting for more communicative tasks, and classroom interactions with the ultimate goal of empowering students' agency in fluency development without losing sight of accuracy.

Bio-data: ABDELMAJID NASSIR is an ELT supervisor in Sefrou directorate. He is the regional coordinator of inspectors of English at the Regional Academy Fez-Meknes. He had been a high school teacher of English for more than two decades and educational coach for five years. Abdelmajid Nassir is interested in reading strategies, and teacher professional development, and has contributed articles in professional journals. He is also interested in translation; he translated many articles that appeared in different Moroccan newspapers. He's participated as a speaker and chairperson in various MATE events. He is MATE vice-president.

8. “Examining Students’ Autonomous Learning: EFL Moroccan High School Students’ as a Case Study.” Mohamed ACHAMRAH

Abstract: Learner autonomy has been believed to be an effective channel through which learning occurs. Therefore, its implication in language learning has long been studied by defining its different concepts and the roles teachers and learners play in promoting and approving autonomous learning. This study explores the meanings and practices of independent learning in a Moroccan high school education EFL context. It governs classroom activities and learner characteristics that may help improve learner autonomy and language learning in Moroccan high school education. A survey was conducted with ten (10) high school instructors working in four different Moroccan high schools. Also, 120 high school students were examined to discover their insights and perceptions about learner autonomy.

Additionally, in-depth structured interviews were conducted with five (5) high school instructors and ten (10) high school students. These perceptions were then used as a reference point for comparisons between instructors and students. The investigation showed that high school instructors were more optimistic about applying learner autonomy in the classroom than students. Still, when interviewed, students have been exposed to a high desirability and incentive to become self-directed learners. The instructors agreed that learner autonomy is valuable and constructive, but they had limited experience applying it in the language classrooms. The results from surveys and interviews confirmed that high school instructors and students have different perceptions of learner autonomy as a concept and practice. Generally, this study further explains learner autonomy in the context of Moroccan high school education. Moreover, the study encounters the belief that Moroccan high school students are not interested in becoming autonomous learners. The study also highlights institutional and social obstacles that high school instructors and students need to overcome.

Bio-data: Mohamed Achamrah is an assistant professor at Sultan Moulay Sliman University, Faculty of Letters and Human Sciences, Beni Mellal, Morocco. He was born in Tinjdad- Errachidia. He received a Master Degree in “Communication in Contexts” from the University of Moulay Ismail, Faculty of Letters and Human Sciences, Meknes. He obtained his doctorate from Mohammed V University, Faculty of Letters and Human Sciences in Rabat. His current research interests include Cultural Studies, Media Studies, Communication, Gender studies, Research Methodology, Language and Identity Construction.

9. “For more flexibility in assessment.” Said AHSEN

Abstract: Assessment is not playing the role it should in optimizing self-directed learning and concretizing the values of transparency and equity when it comes to assessing learners. The one-size-doesn't-fit-all principle is highly acclaimed in instruction, so why should it be stomached in assessment? Shouldn't our assessment tools and instruments be customized to accommodate students' different learning styles, levels and preferences? Is it fair to assess the students the same way? Let's flex assessment, then!

Bio-data: Said AHSEN is an ELT supervisor, teacher trainer and textbook writer. He is currently working in the Directorate of Khouribga, Beni Mellal-khenifra Regional Academy for Education and Training and serves as regional coordinator. • Co-author of a few textbooks: “Ticket to English 1”, “Ticket 2 English”, “Step up”, and “Speed Bac”. • Taught English for 21years; • Conducted research on different educational issues, mainly: professional security among academy-recruited teachers, teacher burnout, teacher evaluation, etc. • Trained PISA coder; • Ex-member of

the National Baccalaureate Exam Commission; • Ex-member of the Regional Educational Research Unit in the ex-Chaouia- Ouardigha AREF; • MATE National Board member, vice treasurer.

10. “The Implementation of PBL in the Moroccan EFL Classroom: Current State and Future Directions.” Reddad ERGUIG

Abstract: This paper addresses the theme of MATE’s 40th Annual Conference with specific reference to the questions of how teachers can “provide recommendations for better implementation of PBL”. It is based on the findings of previous research that PBL is a learner-centered pedagogical tool which has the potential to bring about significant improvements in EFL students’ learning outcomes while boosting their soft skills and facilitating teaching. However, although PBL has existed for many decades, discussions with select ELT practitioners, including both ELT supervisors and teachers from different regions of the Kingdom, have revealed that such a learner-centered approach has been employed on very limited occasions. The specific aim of this paper is therefore to highlight a set of preconditions that have to exist in order to boost the effective implementation of PBL in the Moroccan EFL classroom. The thrust of my argument is that a successful and effective implementation of PBL cannot be taken for granted; it requires the existence of a range of conditions relating to the various stakeholders. My contention is that a commitment on the part of the whole range of stakeholders, namely teachers, learners, supervisors, textbook designers and the whole institutions of educational management, is primordial for PBL to become not a peripheral or ornamental component of the ELT experience but rather a pivotal one in the educational curriculum. To this end, I will first discuss the general orientation of the current educational policy in Morocco with a particular focus on the emphasis laid on enhancing the quality of teaching and learning, then I will delve into the discussion of some fundamental prerequisites for a successful implementation of PBL in the Moroccan ELT classroom.

Keywords: PBL, ELT, Morocco

Bio-data: Reddad Erguig is enseignant-chercheur at the Faculty of Letters and Humanities, Université Chouaïb Doukkali in El Jadida. He received his Doctorate degree from Mohamed V University in Rabat in 2003, and he joined Chouaib Doukkali University in the same year. He was a Fulbright visiting scholar at the University of Massachusetts, USA, in 2009. He is a founding member and currently Deputy Director of the Applied Language and Culture Studies Lab (ALCS) based at Université Chouaïb Doukkali. He is also co-founder of the Doctoral Program in “Applied Language and Culture Studies (Language, Culture & Translation”, and he currently serves as coordinator of the Master Program in “Applied Language Studies”. He is also an active member of the Moroccan Association of Teachers of English (MATE). His main research interests include both adult literacy education and English language teaching in Morocco. He has published many articles on adult emergent literacy and English language teaching in journals both in Morocco and abroad, and has (co)-edited several journal issues on these topics. He has also presented papers and moderated workshops in many national and international conferences. He has also supervised several Master theses and doctoral dissertations.

11. “Learning 21st Century Skills through Project-Based Approach”, Mohamed HAMMANI.

Abstract: The traditional hierarchical method of teaching 21st century skills seems to be outdated in this changing world. This era requires an alternative to help learners become agents of change and influence the others at a large scale. This can be achieved through Project-based Learning (PBL). This method is based on three constructivist principles: learning in a specific context, involving learners in the learning process, and meeting learning objectives through social interaction, sharing knowledge, and understanding of the subject matter. Learners should be trained to lead and participate in multidisciplinary groups. The learning process of becoming an active agent of change and a productive team member should begin with the teaching of the soft skills in early childhood education. Therefore, PBL is a promising approach where training can have an influence on students by improving their soft skills such as communication, leadership and a sense of team-work. This paper discusses the use of PBL as a method to help students learn the necessary 21st century skills within immediate and authentic group environments. It also provides some PBL approaches and their implementation within an existing educational system.

Key words: Project-based learning, 21st century skills, Moroccan learners

Bio-data: Mohamed Hammani is a professor- researcher at the Faculty of Letters and Humanities, Cadi Ayyad University, Marrakech. He obtained his doctorate degree (linguistics) from Ibn Tofail University. He has been teaching English for 13 years. He is currently an active MATE board member. He has published articles on cross-cultural pragmatics, speaking skills, professional development, and 21st century skills/leadership skills. His research interests are applied linguistics, educational psychology, psycholinguistics, and pragmatics.

12. “Bridging the Gap between Extramural Learning and Intramural Learning through PBL.” Saif AQACHMAR

Abstract: A lot has been said about the gap between the two main existing types of learning: extramural (informal learning) and intramural (formal learning). However, few has been achieved about possible ways of how to bridge this interval between the two settings. In view of this dichotomy between the two opposing environments, this paper investigated the role of project-based learning in building a viaduct between the informal and the formal learning experiences for which PBL is the supporting arches. In this regard, this paper aimed at investigating the efficiency of project-based learning as a method that integrates the two learning experiences in comparison with the Presentation – Practice – Production (PPP) method of language teaching, which is widely used by TEFL teachers and has lack of authenticity and contextuality as a main disadvantage. In this context, this paper contrasted the two opposing methods of teaching with the objective of pinpointing the role that PBL could play for a better matching of the two learning experiences. This paper adopted a quantitative research method in which two groups of students were taught the same course using one of the two methods. The same groups were tested soon after using identical tests. The results exhibited the superiority of the PBL group over the PPP group. The study came up with pedagogical implications for different actors.

Bio-data: Dr. Saif Aqachmar is a Professor at FLSH, UMI. He earned a PhD in Applied Linguistics from Ibn Tofail University, Morocco in 2019. He was a high school teacher of English since 2006 and the instructional coach of TEFL within the Ministry of Education in El Hajeb school-district (2016-2019). He earned a certificate in Integrating the Internet into the Classroom from Lewis & Clark College in Portland, Oregon, the USA in 2006. He is an active member of the local branch of MATE in Meknes. His fields of interest are Applied Linguistics, M-learning, U-learning, informal learning, skills transfer, Psycholinguistics, ICTs and language learning/teaching, and new literacies.

13. “Informed Use of PBL in Enhancing Soft Skills in Morocco: Challenges and Opportunities.” Adil BENLABCHIR

Abstract: The ultimate goal of education is to equip learners not only with knowledge, language skills, but also with soft skills deemed necessary in the 21st century. As many fields are on the move today and the field of education is no exception. It becomes a must to look for new approaches to bridge the gap between today’s learners and learning challenges. The incorporation of PBL approach in the educational system becomes an urge to cater for skilled and talented learners and to make learning appealing to all learners.

Soft skills are deemed necessary in the ministerial paradigm shift that learners should master these life-long skills via PBL approach. These skills are highly important in students’ personal and professional life. With the presence of PBL in English class, English becomes a tool rather than an end in itself. PBL approach gives a room for learners to improve their critical thinking, creativity, team work, leadership, communication, problem solving skills, etc. When learners are engaged in classroom activities and projects, they become more involved and conscious of their learning experiences.

The aim of this paper is to develop an informed use of PBL to enhance soft skills in the EFL classroom in Morocco. The scope of the paper is of twofold: a) To demystify the challenges both teachers and learners face in incorporating PBL in the EFL classroom, and b) to figure out the opportunities that PBL provide.

Bio-data: Adil Benlabchir is a teacher of English. He is an active member of MATE; He has been involved in many local, regional and national mate activities and events since 2005. He is currently the president of MATE

Marrakech-Safi regional branch. Mr. Adil Benlabchir is a doctorate student. His main field of interest is applied linguistics. He has published some translation works recently.

14. “Why do teachers need to differentiate their instruction?” Saida BOUHLOU

Abstract: In recent decades, educators have become fully aware of their day-to-day teaching responsibilities to creating an inclusive learning environment for their students to assure their successful learning. In this respect, differentiating instruction should be seen as an integral part to learning. As a matter of fact, 21st century classrooms are highly diverse, embracing different learners with different profiles, different interests, and different needs. This situation has obviously made teachers alert to the fact that differentiating their teaching practice must be prioritized over delivering one-size-fits all type of instruction. Teachers are called up on to take into account their learners' learning styles, strategies and preferences in planning lessons, classroom activities and assessment. In an unprecedented period of time, teachers are faced with challenges to reinvent their teaching practice in a way to making it more inclusive, and tailoring it to students' needs. Differentiation instruction can be a perfect way out for us teachers to cater for all our students' interests. In this respect, differentiated Instruction can be seen as both a concept and as an approach leading educators to be more responsive to students different learning styles, strategies and objectives. For all these reasons, my paper will address differentiating instruction as an integral part of the teaching and the learning processes to guarantee a safe learning environment conducive to effective positive interactional student teacher's relationship. This paper provides an overview of how can differentiation by content, process, product and the learning environment contribute to making a teaching experience worth the effort. The paper addresses a brief review of ELT literature about the importance due to DI, both students' and teachers' roles in a differentiated classroom setting and the best ways to implement DI in their daily practice.

Abstract: My name is BOUHLOU Saida. I am a high school teacher in Lycée Chahid Driss Hrizi in Alazhar region, Sidi Bernoussi at the Casablanca-Settat Academy of Education and Training. I am a BA degree holder of Linguistics from the university Hassan the Second -Faculty of Ben Msik. I have been teaching for more than 20 years. I have attended many of MATE conferences which provided me with an insightful teaching input that guided me in my daily teaching practice. Likewise, I took part in multiple online courses and in different teaching forums, whereby I shared my teaching experience and gained an extra valuable teaching knowledge. The most preferable motto I live by is "There is no age limit for learning more, acquiring more and developing oneself". My areas of interests are ICT integration in classroom teaching and learning, and ELT readings.

15. “Project-Based Learning: Promoting Soft Skills among University Students.”

Hanae BELHASSANI

Abstract: In 21 centuries, teachers are required to have high accountability in helping their students to achieve various knowledge and life skills in society. The use of appropriate learning strategies has become essential to promote new knowledge creation. Therefore, recently, using project-based learning (PBL) strategy in classes has gained much attention from teachers worldwide. In relevant literature, project-based learning is found to be more interesting and stimulating. Through the use of this approach, among others, the student's involvement in the learning process is higher resulting in an increase in their motivation. This is reflected in the degree of interest, attention, action and enjoyment shown by the learners. Similarly, it has also been noticed that PBL is an active learning and student-centered methodology that promotes skills development such as communication skills, analytical, critical and problem-solving skills, lifelong learning ability, entrepreneurship and management, stress management, leadership, communication, team work and negotiation. These skills should be an integral part of the expected competences needed for professional proficiency, in order to comply with changeable world and unstable marketplaces. The present paper seeks to shed light on the role of PBL in promoting soft skills among University students with a special reference to National school of applied sciences in Oujda. As English for specific purposes setting, this school is suitable for implementing PBL strategy.

Bio-data: Born on April 18,1987 in Oujda, Morocco. I am an English professor in National School of Applied Sciences, Oujda. I received my B.A. in English from Mohamed First University and an M.A. in "Humanities and Area Studies: colonial and post-colonial discourse", and got my PhD from the University of Mohamed First, Faculty of letters, English department, Oujda, Morocco in 2015.

16. “Exploring the Use of Artificial Intelligence in English Language Classrooms to Promote Project-Based Learning.” Mehdi KARMOUCH

Abstract: Project-based learning (PBL) is a popular instructional approach that involves students working on real-world projects to develop skills and knowledge. Artificial intelligence (AI) has the potential to enhance PBL by providing personalized feedback and support, automating tasks, and allowing students to access and analyze large amounts of data. This paper reviews the current literature on the use of AI in English language classrooms to promote PBL. The review finds that AI can be used in a variety of ways to support PBL, including through language learning software, adaptive learning platforms, and virtual assistants. However, the review also highlights the need to consider the ethical implications of using AI in PBL and the importance of teacher training in order to effectively integrate AI into the classroom. Overall, the review suggests that while AI has the potential to enhance PBL in English language classrooms, careful consideration and implementation is necessary to maximize its benefits.

Bio-data: I got my Bachelor's Degree from the “Ecole Normal Supérieure”, Rabat in 2017. I graduated with a Master’s degree from the “Faculté des Sciences de l'Education”, Rabat. Currently, I am a second-year science of education Ph.D. student at Ecole Normal Supérieure, Meknes. I am an avid technology lover, an English language instructor, and a researcher on a mission to make technology at the heart of education and language teaching. I believe that through educational technology students can reach their highest potential.

17. “The Use of SCALE-UP Classroom to Enhance Students’ Engagement in Active Learning: ESTK as a Case Study.” Fouad BOULAID

Abstract: SCALE-UP stands for Student-Centered Active Learning Environment with Upside-down Pedagogies, and it refers to an inverted classroom where the teacher shifts from a lecturer to a moderator. It is a workshop-like classroom, and students’ learning-by-doing principle reshapes the class and students remain active. This small-scale quasi-experiment discusses collaborative learning strategies and how SCALE-UP classroom design can facilitate learning. This offers activities that can be assigned for round-table setting. The study scrutinizes the usefulness of SCALE-UP teaching method in empowering students’ active learning-by-doing. A group of twenty-five sixth-semester students of “Specialized Educator and Psycho-Educational Support” at Higher School of Technology in Khenifra (ESTK) -Sultan Moulay Slimane University has been the target of this project. The rationale behind this paper is to question the validity of shifting the classroom into a SCALE-UP Studio as an educational tool (in-person & remote) to enrich ESP vocabulary, which contributes to sustaining students’ participation. The experiment lasted ten weeks. The surveys’ outcome, prior to and after the experiment, which were administered to a convenient sampling, present strong significance and satisfaction. Hence, some practical tasks can be assigned and performed via peer discussions and each member is supposed to accept his/her responsibility for learning, while the teacher as moderator facilitates the activities with some pertinent guidelines. In short, the research calls for an alternate teaching approach which encourages learning by doing in order to retain and sustain students’ active participation and regular attendance, and SCALE-UP is a good principle for such a purpose. Faculty members may hopefully generate novel pedagogies from this paper’s outcome.

Bio-data: Dr. Fouad Boulaid is a University Professor at the Higher School of Technology in Khenifra. His interests are long-life learning; new pedagogies; Web 3.0; TEFL; ESP; and Drama. He has published a number of academic contributions in the field. He is also a member of some journal editorial boards.

18. “Enhancing EFL Learner Autonomy through Project-Based Learning.” Insaf KHOUDRI

Abstract: With the 21st century constant changes and demands, heated debate on ways to enhance students' autonomy has sparked the interest of stakeholders. Although learner-centered teaching has been recommended in the past few years, teacher-centered instructional styles are, nevertheless, predominating in real teaching-learning practices. Project-based learning is feedback to the demands of the 21st century to boost learners' autonomy. The purpose of this paper is to investigate if Project Based Learning could enhance the autonomy of learners in an EFL context. Similarly, this research aims at teaching the subject matter content through PBL integrated curriculum. To achieve this purpose, descriptive qualitative research design was employed. The participants were a classroom of 17 Secondary (2nd baccalaureate) students. Data was collected through teacher observation, students' journals, and an interview. Results demonstrated that project-based learning enhances learner autonomy and responded to the demands of the 21st century. Likewise, based on the findings, learners managed to improve their autonomy during the implementation of project-based learning, levels of autonomy vary among learners, and there is an interrelationship between learner autonomy and learner achievement. Future researcher needs to take into consideration that not all learners maintain a positive view concerning project-based learning perhaps they are accustomed to teacher spoon-fed and hand hold: consequently, they become passive. To deal with this dilemma, teachers had better remind students repeatedly that project-based learning contributes in boosting their autonomy and prepares them for the post-graduation exigencies.

Bio-data: Insaf Khoudri was born in 1996 in Meknes, Morocco. She has got a general BA in 2017 from Moulay Ismail University in Meknes, a professional BA in 2019 from the Faculty of Educational Sciences in Rabat, and a master's degree in 2021 in Applied Linguistics and Research in Higher Education in Fez. She was a teacher trainee in 2021, and she is currently (2022) a second-year doctoral student. She has been working as a Secondary School teacher in the Ministry of Education for two years now.

Workshops

1. "Project Based Learning: Benefits, Examples and Resources." Nezha. YOUSSEFI

Abstract: In this workshop, I will share the benefits of using PBL in the classroom and steps of how to use it.

Bio-data: Nezha Youssefi is a Moroccan junior high teacher of English as a foreign language. She is MA degree holder in "Business and Legal Translation «. She is Mate national board and Mate Fez local branch member. She was nominated as a super teacher in Morocco and that was announced in a well-known newspaper called l'économiste. She is also a critical thinking skill exchange program alumnus. She has participated in many professional trainings inside and outside of Morocco and she has conducted many workshops during MATE conferences and pedagogical meetings. Her field of interest is teaching English as a foreign language, developing students' 21 century skills especially critical thinking skill and also professional development.

2. "Project Based Learning: An Effective Tool to Motivate Students." Aicha BELFAKIH

Abstract: Project Based Learning (PBL), is a method of instruction that connects students with the outside world. It engages and motivates them to take control of their learning by placing them in a realistic problem-solving environment. PBL encourages critical thinking, and presentation skills and when done using group dynamics, it fosters collaboration which allows students to work as a team to explore and find information together. All in all, PBL helps students to work on their communication skills in various social settings as well as to improve their literacy skills. Thus, the workshop will provide practical ways to implement PBL in English Language classrooms. It will also highlight the differences between Task Based Learning and PBL so as to use this method effectively in the teaching learning process.

Abstract: Aicha Belfakih is a High school teacher of English and former MATE member of Fquih Ben Saleh branch.

3. “Who’s Afraid of Project-based Learning?” El madani FAHMI

Abstract: In this workshop, participants will share their ideas, questions, worries and suggestions about project-based learning activities. The aim of this workshop is to discuss what is done in our Moroccan educational settings as far as project-based learning (PBL) is concerned and to come up with the best ways to make projects successful. Participants will also discuss the best examples of PBL activities that suit the Moroccan context.

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.

4. “Running a MATE Circle”, Mohamed BAKKAS

Abstract: Creating a club is beneficial for both the teacher and learner. Taking this into account, creating a MATE Circle allows teachers to try new and creative ideas in this educational space. This workshop will help you create a MATE Circle and develop professionally. Thus, your students will hone their English and develop both personal and life skills.

Bio-data: Mohamed Bakkas is an ELT supervisor in Taroudannt. He got his DEA in Historical linguistics in 1996. He taught English as a Foreign Language for seventeen years in Taroudannt. He benefited from a lot of trainings in 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 coordinated an English club at Ibn Soulaïmane Roudani and won many prizes locally, regionally and nationally. He won the International School Award offered by the British Council in 2012. He got the Professional Certificate of English Language Teaching in 2019. He is the Ambassador of Good Will of Arkansas State, the United States of America. He believes that learning never ends. So, let us keep learning.

5. “Project Based Teaching: A teaching Scenario.” Amal ZEROUALI

Abstract: Project based learning has lately gained much attention due to the shift towards the 21 first century-based curricula. Teachers are no more imparters of knowledge. Rather, they are supposed to help learners build skills and competencies through problem-solving tasks. Additionally, schools are no more closed institutions where students learn to develop cognitive skills. Instead, they are micro-social organizations where students learn to live together and to contribute to the well-being of their community. Differently put schools today are meant to sustain students throughout the fulfillment of their personal projects by making them work on collective projects. accordingly, teachers need to develop strategic and integrative plans which aim at building data-collection, problem solving, conception and execution skills together with the well-known 21 century skills. This workshop attempts to suggest a pedagogic scenario to put into practice project-based teaching.

Bio-data: Teacher of English for 17 years, supervisor for 3 years, master student in innovative teaching, interested in training, assessment, soft skills and distance education.

6. “PBL and Brain-Based Learning: Practical Applications in EFL.”

Rodrigo Oliver Islas Labra

Abstract: In the last 25 years, there has been a growing interest all over the world in brain-related topics due to recent scientific discoveries on how the brain works. This has led to a new academic discipline, Educational Neuroscience (Mind, Brain and Education), having clear implications for educational practice and the teaching of a foreign language (Sousa, 2011). Teachers need to be informed about these new findings as new challenges arise in

our 21st century school communities. Nowadays we are able to identify whether or not certain learning approaches are more aligned with the brain. In the following workshop, some principles of brain-based learning will be shared, along with practical strategies to apply in the EFL classroom. Participants will reflect and make their own judgment on whether or not Project-based learning is compatible with how our brain learns naturally. Moreover, they will have the chance to discuss what it means to teach with the brain in mind as they create their own unique classroom environment in which learning is fully enhanced through maximized attention and improved memory retention. The purpose is to ultimately learn to apply new brain-related teaching-learning strategies in their own school contexts back home.

Bio-data: Mr. Rodrigo Islas holds an MA in TESOL, from Universidad Andres Bello, Concepcion, Chile (2014) and a Bachelor's degree in Teacher Education of Foreign languages from the University of Concepcion, Chile (2000). With almost 20 years of teaching experience, he has worked in Chile, the United States, Ivory Coast and Morocco. In 2017 he received the Rosina Chia Teaching award for his contribution to East Carolina University (U.S). Mr. Islas has wide experience in curriculum design, the use of ICTs in language learning and brain-compatible learning projects. He is currently teaching in the Language Center at Al Akhawayn University.

7. “Bolstering Students’ Engagement through Project-Based Learning: Benefits, Techniques, and Challenges.” Mohammed El MESSAOUDI

Abstract: Project-based learning is an effective teaching method that can significantly improve students' engagement in EFL classes. This workshop aims to explore the benefits, techniques and challenges of using project-based learning to boost student engagement. It will provide teachers with practical strategies for designing and implementing projects in their classrooms, as well as ideas for how to address the potential challenges associated with this approach. It will also discuss how project-based learning can be used to develop students' language proficiency in a meaningful way. By the end of the workshop, participants should have a better understanding of how to use project-based learning effectively to engage their students and help them become more proficient in English.

Bio-data: Mohammed El Messaoudi has been an active EFL teacher since 2006, experienced with all types of learners. Performing presentations and workshops related to EFL instruction, new media literacy, gamification, and soft skills. Well-versed in a wide range of educational technology software packages. Having an extensive background in English for Specific Purposes (ESP). Passionate about academic writing, research methodologies, and statistics.

8: “Project-Based Learning: a Tool for Attaining Life Skills.” Lhoussaine RAHHOU

Abstract: Project-based learning is a model that organizes 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.

9. “The Use of Drama in EFL Project Based Learning.” Mohamed Benhima

Abstract: Students read or watch short stories and short plays, and then they try to perform plays or create their materials depending on their levels. This way has been observed to be more effective in involving students in group work, fostering creativity and learner autonomy. Moreover, it breaks the usual monotony of learning in the same way. Hence, the English class wherein there is the integration of drama in project work becomes a motivating environment for students to foster their creativity and develop their language skills, especially speaking. In this

respect, drama has been integrated into teaching English to first-year baccalaureate students in Hassan the First High School in Fquih Ben Salah Directorate following some models developed by the Moroccan Association of Teachers of English (MATE) circles. Observation and follow-up questionnaires were used as a method of data collection. The teacher observed classes wherein drama is adopted in project-based learning. Students were first exposed to videos of plays enacted by other students in other schools. Then, they were asked to prepare their plays with their classmates. They were very motivated while brainstorming, preparing and even performing their plays. A follow-up survey was conducted to evaluate this method from the perspectives of students. The results show more advantages and benefits of drama than disadvantages and harms. Moreover, the use of drama was fun for both students and teachers. Therefore, it is recommended that teachers should integrate drama as project-based learning for the best interest of their students.

Bio-data: Dr. Mohamed Benhima is currently an assistant professor at the English Department of Mohammed V University in Rabat, Morocco. He was a high school teacher at Hassan the First High School and a PhD candidate in Discourse, Creativity and Society: Perceptions and Implications Laboratory in the Faculty of Arts and Humanities at Sidi Mohamed Ben Abdellah University, Fes, Morocco. He is a holder of a master's degree in Applied Language Studies and Research in Higher Education from the same university. He has many publications on language education. He is currently working on action research for the improvement of classroom practices.

10. “Let's Help Them Write!” Said AHSEN

Abstract: The struggle with writing is real, for both teachers and students. Whenever the words “write” and “writing” are mentioned, teachers often get audible moans and groans of annoyance and resentment from the students. There are always a handful of super excited students who cannot get their ideas down quick enough and there is a large portion of the class that “has nothing to write about”. The hardest question for teachers is how to make writing fun and engaging and subsequently get students excited about writing. This workshop tries to avail middle and high school teachers of a few tricks to get students excited about writing, which will eventually and hopefully make formal writing tasks less daunting.

Bio-data: Said AHSEN is an ELT supervisor, teacher trainer and textbook writer. He is currently working in the Directorate of Khouribga, Beni Mellal-khenifra Regional Academy for Education and Training and serves as regional coordinator. • Co-author of a few textbooks: “Ticket to English 1”, “Ticket 2 English”, “Step up”, and “Speed Bac”. • Taught English for 21years; • Conducted research on different educational issues, mainly: professional security among academy-recruited teachers, teacher burnout, teacher evaluation, etc. • Trained PISA coder; • Ex-member of the National Baccalaureate Exam Commission; • Ex-member of the Regional Educational Research Unit in the ex-Chaouia- Ouardigha AREF; • MATE National Board member, vice treasurer.

11. “The I.S.A: Your Safest Trip to Winning the Award.” Mohamed BAKKAS

Abstract: It goes without saying that project work plays a great role in the development of both teachers and the improvement of learning in the classroom. Being involved in the ISA project has helped teachers develop professionally as well as getting international recognition. Designing an action plan, convincing partners to do collaborative projects are key elements in winning the ISA. This workshop will guide you to get your ISA and belong the award winners club in Morocco.

Bio-data: Mohamed Bakkas is an ELT supervisor in Taroudannt. He got his DEA in Historical linguistics in 1996. He taught English as a Foreign Language for seventeen years in Taroudannt. He benefited from a lot of trainings in 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 coordinated an English club at Ibn Soulaïmane Roudani and won many prizes locally, regionally and nationally. He won the International School Award offered by the British Council in 2012. He got the Professional Certificate of English

Language Teaching in 2019. He is the Ambassador of Good Will of Arkansas State, the United States of America. He believes that learning never ends. So, let us keep learning.

12. “Demystifying the Myth of Teaching Using Cooperative Learning Pedagogy”

Brahim KHARTITE

Abstract: Unlike the "banking" concept of education, in which the scope of action allowed to students extends only as far as receiving, filing, and storing the deposits, cooperative pedagogy - also known as “the interactive art of training students on how think”- is a very innovative and highly relevant approach to teaching and learning across various levels. It is deeply rooted in the belief that we cannot teach students anything and we cannot transmit knowledge directly from someone who knows to someone who does not. The ultimate goal of my workshop is to help participants discover that we can only make learners think and provide opportunities to help them learn for and by themselves. Learner centered pedagogy is mostly what cooperative learning is about. Using Kagan structures to get participants see that teachers who experimented with CL using Kagan structure in their class admitted that it revolutionized the way they teach and it affected students learning and achievement tremendously. Teachers especially were surprised to learn that problems like boredom in the classroom, disinterest in learning; discipline problems; disengagement, lack of involvement and motivations disappeared upon using CL strategies.

Bio-data: BRAHIM KHARTITE, PhD is an assistant professor of business English and soft skills at ENSAM engineering school, Moulay Ismail Meknes -Morocco and former ELT-supervisor. He holds a PhD. degree in Applied Linguistics and TEFL from the Faculty of Education Rabat. His main educational concerns and interests include, among others, schema theory and reading comprehension, teacher training and continuous professional and personal development, most recently, the implications of the contrastive rhetoric hypothesis for writing and composition of Moroccan advanced EFL students.

