



3. Classroom observation and teacher development
4. Digital Learning
  - a. Online platforms for education and training
  - b. Collaborative learning
  - c. Task-Based training.
5. Educational Leadership
6. Entrepreneurial Education
7. Educational program evaluation
8. Impact / Teacher evaluation.

#### Seminar format

- 25 minutes' presentations;
- 60 minutes' workshops;
- Panel discussions.

#### Speakers and participants

ELT supervisors - CRMEF teacher trainers - Trainee inspectors - University teachers and ELT specialists from Morocco or abroad. **Submission deadline: March 6th, 2017.**

#### Organizing committee

For further details, please feel free to contact any of the following coordinating committee members:

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## Programme

### Day 1: Thursday, 16 March, 2017

08:00-09:00	<b>Registration</b>
09:00-09:30	<b>Opening ceremony</b>
09:30-10:00	<b>Keynote speech: Dr. Fouad CHAFIQI, Director of Curricula, Ministry of Education</b>
10:00-10:30	<b>Reception</b>
<b>Plenary: Round 1</b>	
10:30-10:50	<b>Presentation 1: "Why do we need a paradigm shift in education?"</b> <i>Mr. Abdellah YOUSFI, ELT Supervisor, Fes- Meknes</i>
10:50-11:10	<b>Presentation 2: "An Investigation of Pedagogical Models in Morocco: Competency-Based Education versus Standards-Based approach."</b> <i>Mr. Noureddine BENDOUQI, ELT Supervisor</i>
11:10-11:30	<b>Presentation 3: "Action Research for Teacher Agency and Educational Change: the Case of ELT in Morocco."</b> <i>Dr. Manar DAHBI, National School of Applied Sciences, Fes</i>
11:30-11:50	<b>Discussion</b>
<b>Workshops (1)</b>	
12:00-13:00	<b>Workshop 1: "Online Resources for Teacher Supervision and Professional Development."</b> <i>Mohammed HASSIM, ELT Supervisor</i>
	<b>Workshop 2: "E-portfolio for Supervision and Teacher Training."</b> <i>Mr. Mohamed BAKKAS, Trainee inspector, CFIE-Rabat</i>
13:00	<b>Lunch</b>

<b>Panel: Round 2</b>	
14:30-14:50	<b>Presentation 4: "New Perspectives of ELT enterprise in The Globalized World."</b> <i>Mohammed LAROUZ, College of Arts, Moulay Smail Univ Meknes</i>
14:50-15:10	<b>Presentation 5: "Preparing Teachers for the 21st Century Learner."</b> <i>Mr. Rachid BENJLIL, High School Teacher, EST, Safi</i>
15:10-15:30	<b>Presentation 6: "TIC et missions de l'inspecteur."</b> <i>Dr. Moulay Mhammed DRISSI, CFIE- Rabat</i>
15:30-15:50	<b>Discussion</b>
<b>Panels</b>	
16:00-17:00	<b>Panel 1: Teacher trainers panel (ENS + CRMEF+ CFIE)</b>
	<b>Panel 2: Inspector trainees panel</b>
	<b>Panel 3: Practising Inspectors panel</b>
20:00	<b>Dinner</b>
<b>Day 2: Friday, 17 March, 2017</b>	
08.30–08:45	<b>Announcements</b>
<b>Plenary: Round 3</b>	
08:45-09:05	<b>Presentation 7: "Teaching Methodology: Key to Success in Times of Change."</b> <i>Dr Reddad ERGUIG College of Arts, Chouaib Doukkali Univ El Jadida</i>
09:05-09:25	<b>Presentation 8: "Prioritizing Human Resources Development in School Reform: Building Networked Communities."</b> <i>Mr. Hicham ZYIAD, Doctoral Student , Hassan II Univ. Casablanca</i>
09:25-09:45	<b>Presentation 9: "Reflections on educational supervision in Morocco."</b> <i>Mr. Abdelmajid NASSIR, Trainee inspector, CFIE -Rabat</i>
09:45-10:05	<b>Presentation 10: "Sustainable Teacher Education in Morocco: Analysis and prospects."</b> <i>Dr. Nourddine AMROUS, College of Arts, Mohamed V University, Rabat</i>
10:05-10:20	<b>Discussion</b>
10:20-10:500	<b>MATE Contribution to Teacher Supervision and Professional Development</b>
10:50-11:10	<b>Break</b>
<b>Workshops (2)</b>	
11:10-12:10	<b>Workshop 3: "British Council CPD Framework."</b> <i>Kathryn Kelly, British Council, Rabat</i>
	<b>Workshop 4: "Competency-Based Education in Practice: "</b> <i>Mr. Nouredine BENDOUQI, ELT Supervisor Casablanca- Settat</i>
13:30	<b>Lunch</b>
<b>Plenary: Round 4</b>	
14:30-14:50	<b>Presentation 11: "Teachers' and students' attitudes towards the impact of ICT on the teaching and learning process: a qualitative explorative study about the introduction of ICT in higher education."</b> <i>Dr. Rym ASSERRAJI, EMSI, Rabat</i>
14:50-15:10	<b>Presentation 12: "Evaluation Inverted: Can the 'Subaltern' (Students) Speak?"</b> <i>Dr. Azize KOUR, ENSIAS, Mohamed V University, Rabat</i>
15:10-15:30	<b>Presentation 13: "Teacher Leadership: The missing piece of educational change,"</b> <i>Ms. Samira IDELCADI, ELT Supervisor</i>
15:30-15:50	<b>Presentation 14: "In-service training: Issues and recommendations."</b> <i>Mr. Said AHSEN, Trainee inspector, CFIE -Rabat</i>
15:50-16:10	<b>Discussion</b>
16:10-17:00	<b>Closing</b>

# Abstracts and bio-data

## Presentations

### **Presentation 1: “Why do we need a paradigm shift in education?”**

*Abdellah YOUSFI*

**Abstract:** Argued in this paper is the need for a new paradigm shift in education and training that will strengthen the role of human talent, learner autonomy and a sense of entrepreneurial social skills as the process of automation is helping machines to take over both blue and white collar jobs. As a consequence, new conceptions of the role of education and training are elaborated under the mantra of entrepreneurship education.

**Bio data:** Senior supervisor and alumni in various international programs (International Visitor Leadership Program, University of Manchester). In addition to supervision, teacher training and teacher education, I am also interested in educational innovation and management theory, curriculum development, testing and educational technology. As ambassador of Good Will to Arkansas State, the United States of America, my everlasting mission is valuing talent and fostering strength in every human.

### **Presentation 2: "An Investigation of Pedagogical Models in Morocco: Competency-Based Education versus Standards-Based approach." *Noureddine BENDOUQI, ELT supervisor, Casablanca- Settat***

**Abstract:** Since the eve of the century, competency-based education (CBE) has been a main interest to both educators and researchers at the local and international levels. However, there has been a lack of consensus over what the term competency means and where it comes from. Some relate it to generative linguistics and attribute ‘the competency’ this infinite dimension, where knowledge and skills are unlimited; others claim that its origins can be traced back to the business world and say that it has been borrowed from the business world seeking more professionalism into the outcomes of education. Standards based education, on the other hand, according to many, has come with clear goals and as a reaction to the many issues that CBE has left unresolved; Yet, others see it as just a disguised fall back into behaviorism with new ‘labels and tags’, where education has been redirected towards a mechanistic measuring of specific behaviors. Within the scope of this paper, I’ll try to trace back the term competency to its ‘hypothetical’ origins. Second, I’ll argue in favor of the continuum between competency and standards based approaches, with special focus on the Moroccan context, namely through an examination of the ELT guidelines and the current textbooks.

**Bio data:** Noureddine BENDOUQI is an inspector of English in the academy of Casablanca-Settat. He has been in the profession for the last 28 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.

### **Presentation 3: “Action Research for Teacher Agency and Educational Change: the Case of ELT in Morocco.” *Dr. Manar DAHBI, National School of Applied Sciences, Fes***

**Abstract:** Morocco has reinforced, up to now, a traditional paradigm in academic staff development that emphasizes the practice and perfection of only teaching methods, prediction and control of what is to be learnt and how. However, modern approaches to teaching and staff development center the role of teacher reflection in the teaching/learning process. Action research is part of a new vision of teacher education and professional development. It suggests that any attempt to reform education cannot be achieved without teacher change. And the key to substantial change is professional development. This suggests that what educators need are opportunities to explore and question their own and others’ interpretations, practices, and ideologies. They should be key players in the reform process and not observers on the sideline watching the process moving back and forth. In line with this argument, this paper advocates an action research approach to ELT in Morocco. Action research is a source of relevant information that would pave the way to micro

and then macro level reform. This paper, also, argues for the need to reconsider English teacher training programs in Morocco. It advocates a rather developmental approach to teacher training in Morocco. Advocators of this approach argue for an “extended” view of professionalism in education that acknowledges and celebrates self-study and reflection. Implicit in this idea is the concept of the teacher as researcher. This image of the teacher criticizes the notion of teacher as technician- someone who has learnt techniques for teaching, but accountable to others for ideas developed elsewhere.

**Bio data:** Dr. Manar DAHBI holds a Ph.D. in Applied Linguistics from Sidi Mohamed Ben Abdellah University, Faculty of Arts and Humanities of Fes, Morocco. Her Ph. D paper is entitled: Action research as teaching in Action: the case of ELT in Morocco. She teaches English at the National School of Applied Sciences of Fes, Morocco. She has also an extensive teaching experience as a secondary school teacher. She is the author a chapter in an international book project: “A call for English teachers in Morocco to practice agency through action research, in Patrick C. L. Ng and Esther F. Boucher-Yip Teacher Agency and Policy Response in English Language Teaching. Routledge. ISBN 1317295811, 9781317295815. She is also the author of a book entitled “Gender Differences in Language? An Investigation of Gender-Related Differences in Classroom Conversations “and many articles. She has taken part in international conferences, study days and teacher training certified webinars. Her main fields of interest include: action research, English language teaching, and professional development.

**Presentation 4: “Prioritizing Human Resources Development in School Reform: Building Networked Communities.”** *Hicham ZYAD, Doctoral Student, Hassan II Univ. Casablanca*

**Abstract:** Since interest in technology integration in education shaped most of the world’s countries’ education reforms, numerous cases have been reported of successful implementation. However, the number of failures has been far too often greater than successes. A major cause of such failed attempts has been the belief that technology in itself has transformative powers that can bring about a wide variety of learning benefits. With this understanding in mind, the core argument in this paper is that investing in hardware and software to equip schools for implementing technology in the classroom will continue to be arguably of limited value in the absence of investments in teacher professional development. This paper will discuss a number of implications stemming from theoretical and methodological foundations of successful technology-oriented, TPD programs. Namely, such programs are required to help ELT professionals acquire the necessary technology-oriented knowledge and skills by experientially engaging them in a variety of collaborative synchronous and asynchronous environments such as LMSs, MOOCs, blogs, and wikis. For ELT professionals to be able to use technology effectively for teaching, they need models of technology-based learning strategies such as direct instruction, deduction, induction, discussion, sharing, together with drill and practice. For these strategies to be successfully learnt, training programs are supposed to offer concrete tasks with realistic scenarios. Another important implication is for teacher to become mentors, tutors and guides in the students’ learning process. Furthermore, a description of how technology can serve to build communities of collaborating supervisors, teachers and students will be presented.

**Bio data:** Hicham ZYAD is a third-year student in the Moroccan-American doctoral studies program under the supervision of Professors Abdelmajid Bouziane and Samira Rguibi. His research interests are writing pedagogy, ESP and educational technology. Currently, as part of the requirements for the degree of doctorate, he is working on a quasi-experimental study investigating the effects of a blended learning environment on college-level learners’ writing skills development. He has participated in several regional, national and international conferences and his contributions have been published in their proceedings. He has also published several papers in different international journals (<https://mega.nz/#F!o1cVWLyZ!Nbp34acL8sTOmbvdRRwhkg>). He has a twelve-year experience as an ELT professional in secondary education.

**Presentation 5: "Preparing Teachers for the 21st Century Learner."**

*Rachid BENJLIL, High School Teacher, EST, Safi*

**Abstract:** Throughout the history of education, many approaches and methods have come to light. This emergence has had a great impact on the development in teaching and learning processes. However, the

focus has always been on “Core Subjects” rather than “Life and Learning skills” which are, nowadays, the most important currency for living in this rapidly changing and multi-faceted world. For this reason, I’ve chosen to give a presentation on “Preparing Teachers for the 21st Century Learner”. I shall highlight learners and teachers’ 21st Century Skills and share, with decision-makers, teacher trainers, and supervisors, a vision to keep pace with these changes and improve the quality of teacher education & training and professional development.

**Bio data:** My name’s Rachid BENJLIL. I am an EFL High School Teacher and a University Teacher at the EST (Ecole Supérieure de Technologie- Safi (Cadi Ayyad University). I have an MA degree in Journalism (La Rédaction Journalistique) at Ibn Zohr University – Agadir and a Webskilled Teacher Certificate on Building Teachers’ Webskills program at the University of Oregon- USA in 2014. I participated in Teacher Training Workshops with the Oxford University Press; with Gareth Davies in “Multimedia Learning” (May 2014), with Nina Lauder in “Teaching the Whole Child” (March 2015), and again with Gareth Davies in “Involving Young Learners to Learn through Games” (May 2015).

**Presentation 6: "TIC et missions de l'inspecteur."**

*Dr. Moulay Mhammed DRISSI, CFIE*

**Bio data :** Professeur de l'enseignement supérieur en TICE, formateur au centre de formation des inspecteurs. Ex-chef de division dans la direction du programme GENIE, ex-chef de division dans l'unité centrale de la recherche pédagogique au Ministère de l'éducation nationale. Président de l'Observatoire Marocain de la Formation et la Recherche en TICE (OMaFoR-TICE ) <http://omafor.org>

**Presentation 7: “Teaching Methodology: Key to Success in Times of Change.”**

*Dr Reddad ERGUIG College of Arts, Chouaib Doukkali Univ El Jadida*

**Abstract:** This presentation addresses the issue of teacher professional development (TPD) at the university level, with a particular focus on teaching methodology within the School of Humanities. Based on a review of a number of indisputable facts and false assumptions about ELT in tertiary education in Morocco and a discussion of the results of a study on "Teacher Professional Development" needs at university and their implications, I stress the centrality of teaching methodology issues in any TPD program designed for university-level ELT instructors. The core argument is that teaching methodology is a must-have tool for all teachers at all levels. This calls for collaboration and experience-sharing among all ELT practitioners as recommended by the “Strategic Vision” of the High Council for Education and Training and the recent action plan of the Ministry of National Education. Such a collaboration has the potential to enrich teachers’ experiences and enhance their teaching methodology skills and competencies and ultimately boost students’ learning.

**Bio data:** Reddad ERGUIG is ‘Professeur de l'Enseignement Supérieur Habilité’ at the Faculty of letters and the Humanities, Université Chouaïb Doukkali in El Jadida. He received his Doctorate degree from Mohamed V University in Rabat in 2003, the same year when he joined Chouaib Doukkali University. He is an active member of the Applied Language and Culture Studies Lab (ALCS) based at Université Chouaïb Doukkali. 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. He has also presented papers and moderated workshops in many national and international conferences.

**Presentation 8: “New Perspectives of ELT enterprise in The Globalized World.”**

*Dr. Mohammed LAROUZ, College of Arts, Moulay Smail Univ Meknes*

**Abstract:** Nobody can deny the role that globalization plays in many lively fields nowadays, not excluding the system of education. In this respect, there must an immediate requirement to reconsider the approaches and methods of language teaching that would cater for the needs of our students and the requirements of the job market. To achieve this aim, it is required to take students’ needs into consideration when designing a syllabus or a course because the fundamental principle that underlies the most recent approaches and methods of language teaching in this modern world is that the total teaching/learning operation should be

responsive to students' needs to enable them function in this globalized world. It can be argued, therefore, that any syllabus design that is based on shaky foundations and fluctuating attitudes and does conflict with students' needs and interests is doomed to failure. Our students are required to be prepared to use technical, cognitive, and sociological skills in order to perform tasks and solve problems and survive socially in this globalized world.

**Bio data: Dr. Mohammed LAROUZ** has earned a PhD. in English from Fez University, Morocco in 2004. He previously graduated an MA “**Applied Linguistics** from Essex University, England in 1996. He worked as a secondary school teacher for more than fifteen years. He also worked as a teacher-trainer at the pre-service teacher training center (Centre Pédagogique Régional) in Meknes for four years before he joined the School of Arts and Humanities of Moulay Ismail University of Meknes in 2005. He was a member in the National Specialized Commission in Charge of the Educational Curriculum. His fields of interest are ‘Applied Linguistics’, ‘Sociolinguistics’, ‘Research Methodology’, and ‘Communication’. He ran the Professional Bachelor Program in ‘TEFL’ for three years. He was also director of the Master Program in “**Applied Linguistics** from 2009 to 2015. Currently, he is the Coordinator of the PhD Program in “**Applied Linguistics**.

**Presentation 9: “Reflections on educational supervision in Morocco.”**

*Abdelmajid Nassir, Trainee inspector, CFIE-Rabat*

**Abstract:** This presentation seeks to explore the various dimensions of effective supervision in the Moroccan educational system. It is also an attempt to look at the challenges the supervisors have to cope with on a daily basis. In addition, there is a need to elucidate the question of what it means to be a supervisor today and how supervisors can create a positive climate in which they and teachers can work collaboratively for the best interests of learners. And as thousands of teachers are joining the ELT profession every year, some with no pre-service training, effective supervision is in great demand. The main aim then is to see how supervisors can reconcile their daily schedules with the requirements of upgrading teachers' instructional skills via rigorous, professional supervisory action plans.

**Bio data:** Abdelmajid NASSIR is a trainee inspector at the CFIE-Rabat. He worked as an English language teacher in Taounate for many years. Throughout, he accumulated a lot of experience in teaching young adults. He also served as a coach for many years, where he learnt that teacher education is a crossroads for a lot of disciplines pertaining to linguistics, psychology and other applied sciences. His main interests are teacher education, cognitive psychology and applied linguistics.

**Presentation 10: “Sustainable Teacher Education in Morocco: Analysis and prospects.”**

*Dr. Nourddine AMROUS, College of Arts, Mohamed V University, Rabat*

**Abstract:** The advent of the 21<sup>st</sup> century has been accompanied with a number of changes in societies all over the world. Such changes, leveraged by the ever rapid development of information technology, are social, cultural and economic in nature. Directly affected by the new world order, educational systems in different parts of the world are therefore called upon to respond to these emerging challenges in order to sustain their societies. In turn, Morocco, has recently shown earnest concerns in this regard. A series of reform initiatives started in 1999, with the publication of the National charter for Education and Training but had only minor impact on the educational scene. To address this issue, and with a number of problems still unsolved all through a 15-year period of the implementation of this reform, the High Council for Education and Training, locally known as CSEFRS, has very recently published the 2015-2030 vision, which articulates the country's outlook towards sustainable development in the educational sector. Because investment in human resources is unanimously considered a precondition for progress in any sector (Crasner, 1995; Mohamed, et al, 2013), teacher education should be the locus of interest for a project that seeks sustainability. For this compelling reason, the present paper undertakes to analyze the current Moroccan teacher education experience and its possibilities for sustainability. A SWOT analysis is conducted based on the views articulated in the 2015-2030 vision, where a space is reserved for the development of human resources. The analysis seeks to map the strong points teacher education needs to capitalize on to maintain

quality, the weak points it needs to avoid, the opportunities it needs to seize and the threats that it needs to overcome. The analysis projects a few conclusions and recommendations.

**Bio-data:** Associate Professor at the Faculty of Letters, Rabat, Prof. Nourddine Amrous is holder of a Doctorate Degree in Education (2006) and a Diploma of ‘Habilitation Universitaire’ (2014). He is co-author of the student’s book “Tifawin a Tamazight 6”, and the corresponding teacher’s book. Prof. Amrous has taught a variety of courses such as Composition and Spoken English and content courses like Psycholinguistics, Syntax, Introduction to Linguistics and British Culture and Society. He has published articles on Amazigh linguistics and has supervised a number of research papers at the level of the BA and a number Master’s and Doctorate theses.

**Presentation 11: “Teachers’ and students’ attitudes towards the impact of ICT on the teaching and learning process: a qualitative explorative study about the introduction of ICT in higher education.”**

*Dr. Rym ASSERRAJI, EMSI, Rabat*

**Abstract:** This paper aims at investigating teachers’ and students’ attitudes towards the impact of ICT on teaching and learning purposes. An explorative participant- observation method will be conducted with teachers and students in a superior school that has implemented technology within its modular degree program for years. The overall outcome of the study will show that the use of technology in the classroom setting has an impact on both teaching and learning practices. The results will prove that teachers can be divided into two categories; namely, the innovative teachers and the instrumental teachers. Innovative teachers attempt to shift from a teacher-centered to a learning centered approach. They have changed their teaching style by transforming lessons in accordance with the advantages that technological devices can offer. Instrumental teachers seem to use the device as a ‘book behind glass’. The distinction between two groups has consequences for both the way courses are given and how students experience them. In general, the introduction of ICT entails a shift in the way students learn, as the devices provide interactive, media-rich, and exciting new environment. The result of this study indicate that policy makers should consider introducing technical and pedagogical support in order to facilitate both teachers’ and students’ understanding of the full potential of ICT in education.

Key words: teaching and learning, ICT, learning-centered approach, innovative vs instrumental teachers

**Bio data:** My name is Rym ASSERRAJI. I am a Ph.D holder. I got my academic degrees at Sidi Mohamed Ben Abdellah university. Faculty of Letters and human sciences, Dhar El Mahraz, Fez. I participated in a number of national and international conferences not only as a member of the organizing committee but also a participant. My MA thesis was about “the techniques of teaching writing in the modular degree program”. As for my doctorate dissertation, it was about a “a socio-cultural analysis of the theme of marriage in Morocco in relation to Leila Abouzeid’s *The Last Chapter* and Hassan Zrizi’s *Jomana*”. My major fields of interest are linguistics, applied linguistics, socio-linguistics and gender studies as well. I got a humble experience in teaching English in a variety of institutions; namely, I taught general English and English for Specific Purposes for two years at the faculty of Law, Dhar Mehraz, Fez; this was followed by a teaching school year at the Higher School of Technology in addition to HECF and ESIG school in Fez. At the present time, I am fully involved with EMSI school, where I am teaching 4th year engineer students.

**Presentation 12: "Evaluation Inverted: Can the ‘Subaltern’ (Students) Speak?"**

*Dr. Azize KOUR, ENSIAS, Mohamed V University, Rabat*

**Abstract:** Student-centered approach posits that students’ needs and expectations ought to be the driving force of any teaching/learning operation. Evaluation in EFL is dominantly unilateral in that students’ performances, skills and competencies are assessed by their teachers. Addressing students’ needs and expectations by means of granting them the opportunity to evaluate their educators is an uncommon practice in the Moroccan EFL context. This research-based presentation aims at foregrounding students’ viewpoints about their former EFL instructors. It thus seeks to answer two main questions: what do university students think/recollect about their previous EFL instructors? What is the added value of their opinions in the

betterment of EFL teaching techniques and methods? To answer these two questions, a questionnaire is devised and administered to 100 students in three tertiary institutions in Mohamed V University.

*Key terms: evaluation, needs' analysis, attitude, learner-centeredness*

**Bio data :** Azize KOUR is an assistant professor at ENSIAS (Ecole Nationale Supérieure d'Informatique et d'Analyse des Systèmes) in Rabat. His main interest and training is Cultural Studies with a special focus on cultural identities. His postgraduate studies and research culminated in a PhD thesis entitled Identity Politics in the Contemporary Moroccan Novel and Film: Space and Gender. He is also a member of Research in Applied Linguistics Group affiliated to The Institute of Arabicisation for Researches and Studies. In parallel to his academic profile, he is an active member of civil society. He is the president and local manager of the Moroccan Association of Teachers of English (MATE) in Salé. He has been equally managing the International Microscholarship Program called ACCESS since 2009 in Salé.

### **Presentation 13: "Teacher Leadership: The missing piece of educational change,"**

*Samira IDELCADI, ELT Supervisor*

**Abstract:** This presentation aims to investigate the role of teacher leadership in educational change in Morocco. The Moroccan educational system, since independence, underwent several reforms which failed to create any substantial change. The role of teachers in those reforms was quite secondary as they were regarded sole implementers of reform rather than active participants in policy design or formulation. The new strategic vision (2015-2030) however, drawing much on the practice of best performing systems, aims to re-professionalize the profession and bring back the role of educators as change agents. This vision aligns with several research studies on teacher leadership which stress the role of teachers as key players in reform (Fullan, 1993, , Fullan, 2001). So, can “teacher leadership” be a reliable intervention mechanism that could enact and sustain educational change in Moroccan schools? If so, how can it be nurtured and developed?

**Bio data:** Samira IDELCADI is an ELT supervisor in Taounate Delegation. She holds an MSc in Public Services Policy and Management from Kings College in London (2011). She is an active member of several educational NGOs: MORCENet (member of board), MATE (co-founder of Tiznit MATE branch), and AMA (former president). She has participated in several national and international conferences and worked on several international collaborative projects. Her main interests are Teacher Leadership, Educational Policy.

### **Presentation 14: "In-service training: Issues and recommendations."**

*Said AHSEN, Trainee inspector.*

Far from being a fully-fledged research paper, this small scale study is an attempt to evaluate the pedagogical meetings held in the different directorates across the kingdom. It investigates EFL teachers' perceptions of in-service training, amount of time allotted to pedagogical meetings, their contents, the way they are delivered and their effect on teacher's careers. A few recommendations will be made on the grounds of the findings.

**Bio data:** 1992 BA in English literature. 1993 ENS Diploma. 1993-2015 High school EFL teacher. 2006 Publication of Ticket to English for 1st year Bac Students. 2007 Publication of Ticket to English for 2nd year Bac Students. 2010-2014 Member of Bac exam commission/ CNE-Rabat. 2015-2017 Training in CFIE-Rabat.

## **Workshops**

### **Workshop 1: "Online Resources for Teacher Supervision and Professional Development."**

*Mohammed HASSIM, ELT Supervisor*

**Abstract:** Information and Communication Technology (ICT) has become a major aspect of 21<sup>st</sup> Century. Its impact on education and academic life is inevitable and is even growing continuously and exponentially. Accordingly, supervision and professional development with the benefit of ICT will be much more effective and efficient. The aim of this workshop is to discuss and present ways how supervision and professional development can benefit from ICT. Some practical examples and real life experiences from our context will be shared.

**Bio-data:** Mohammed HASSIM works as a teacher supervisor in Taroudant, Morocco. He holds a B.A. in English Language and Literature from Cadi Ayyad University in Marrakech, Morocco. He graduated from the national Centre for supervisors training, Rabat, after a two-year training program. He is the current president of MATE (Moroccan Association of Teacher of English), 2016-2018. He is the co-author of the English textbooks Gateway to English 1 and 2 officially used by 1st and 2nd year baccalaureate classes respectively. He is also the co-author of the English textbook series, Atlas English, for primary school (6 levels). He has published many articles on ICT, ELT and teacher development. He taught a module on Educational Technology to TEFL & ICT MA students at Ibn Zohr University, Agadir, Morocco, in 2012-2013. He has been involved in various national and international educational projects. His main interests are teacher training, materials development, and using ICT in ELT and professional development.

**Workshop 2: “E-portfolio for supervision and teacher training.”** Mohammed BAKKAS

**Abstract:** In this quickly changing world, being able to keep up with these changes is of crucial importance. Innovation is, thus, no longer a choice. It is an obligation. Introducing innovation into one’s supervision has become a must nowadays. Innovation can take many forms and means. Having a supervision portfolio is a sign of innovative professionalism. The e-portfolio is a significant tool for documenting, updating one’s teaching and improving one’s performance. The portfolio allows the ELT practitioner to organize his practices. The purpose is to reflect on what is going on in his area. Moreover, it helps him decide on what is going well or badly or needs improvement in his profession. The ultimate goal is to improve one’s supervision and at the same time develop learning. In sum, a e-portfolio is crucially important for the betterment of the individual personally and professionally.

**Bio-data:** Mohamed BAKKAS is a supervisor trainee in Rabat. 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 inside 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 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.

**Workshop 3: British Council CPD Framework,** Kathryn Kelly, British Council, Rabat

**Abstract:** In this session, Kathryn will provide background into the British Council’s approach to mentoring and providing support for inexperienced teachers. She will share the Council’s CPD framework – demonstrate how it has been implemented over the last few years here in Morocco on the English Option Bac project – and also provide some insight into how the UK’s OFSTED has been innovating its approach to school inspections in recent years. In advance of this session, participants are invited to watch a session from last year’s CSEFRS conference at EMI which the British Council sponsored:

<https://www.youtube.com/watch?v=Lj5LoXjE4NE>

**Bio data:** Kathryn Kelly has been the British Council’s English Projects Manager in Morocco since 2015. Before that, she had taught at their centre in Casablanca for two years, as well as working in several other countries in the Council’s network including Bangladesh, Hong Kong, Libya and Spain. Before coming into teaching, Kathryn was a BBC journalist in London. She was born and grew up in Belfast, Northern Ireland where she completed her MA from Queens University.

**Workshop 4: “Competency-Based Education in Practice.”** Nouredine BENDOUQI, *ELT Supervisor*

**Abstract:** In this workshop, the participants will be coached towards a better understanding of the difference between competencies and standards. Through a number of hands-on activities and samples from textbooks on competencies and standards, they will be helped to investigate sample standards and competencies and and single out the differences between them, as they are dealt with in the literature and as they have been outlined in Moroccan English language teaching textbooks.

## About Moroccan Association of Teachers of English (MATE)

### History

- Created in Rabat, 1979
- Organised its first annual conference, 1980
- Has regularly organised an annual conference since its creation
- Has been awarded the patron of His Majesty the King since 1989
- Has run national as well as international events
- Won the Worldaware Business Award, 2004.

### Objectives

MATE aims to:

- contribute to the improvement of the teaching of English in Morocco .
- encourage contacts among teachers in Morocco on the one hand, and between these teachers and teachers of English in other countries on the other hand.
- encourage research in the field of teaching English as a foreign language (TEFL) in Morocco.

### Publications

- MATE Newsletter (quarterly).
- MATE Proceedings.
- ESP Newsletter (bi-annual).
- Teacher Training and Supervision Newsletter (bi-annual).
- Website: [www.mate.ma](http://www.mate.ma)
- Books and other publications.
- Mail lists (e-groups).
- MATE Proceedings CDROM.

### Activities

- MATE study days (all over the country).
- Annual conference (yearly).
- Regional mini-conferences (mainly by local branches).
- SIG (special interest group) colloquia.
- Colloquia on NGO management, quality of services etc.
- Conferences on language planning, translation, etc.
- Participation in regional and international conferences.

### Contacts

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