



Tunisia TESOL 8th National Day

Developing and Assessing Writing in ELT

11 November 2017, CREFOC, Gafsa, Tunisia

08.30-9.00	REGISTRATION		
9.00-9.30	Welcoming and opening speech: Dr. Asma Maaoui		
	Chair: Hamdi Nsir	Chair: Amy Mabrouk	Chair: Hajer Mami Ep Merdassi
	Room 1	Room 2	Room 3
9.30-10.30	<i>Giving Feedback on Writing Using Rubrics</i> <u>Mehrez Aounallah</u>	<i>MOTIVATE: Enhancing the Writing Process through Communicative Tasks</i> <u>Insaf Khémiri</u>	<i>Writing through scenarios: motivating storytelling in learners</i> <u>Dr. Adel Hannachi</u> <u>Chaima Kastalli</u>
10.30-11.00	COFFEE BREAK		
	Room 1	Room 2	Room 3
11.00-12.00	<i>Process Writing in Class</i> <u>Talel Swalhia</u> <u>Ihsen Rachdi</u>	<i>Teaching Writing Effectively: An ambition to reach the 21st Century Learner</i> <u>Aicha Rahal</u>	<i>Guidelines for teaching and assessing writing skills</i> <u>Ahmed Mekki Elatrech</u>
	Room 1	Room 2	Room 3
12.00-13.00	<i>Creative Writing in the Digital Age</i> <u>Fakhreddine Brahmi</u>	<i>Avoid Plagiarism: Teaching Students How to Cite Sources</i> <u>Natalie Monkemeier</u>	<i>Just do it! Fighting procrastination in a writing class</i> <u>Irina Cordall</u>
13.00-13.30	CLOSING		

BECOME A
MEMBER
JOIN TODAY!

FIRST COME,
FIRST
SERVED

The event is free for Tunisia TESOL members.

Please register here <https://goo.gl/forms/z8dERM691xj9I18W2>

For questions, please contact us by smallconftt@gmail.com

Giving Feedback on Writing Using Rubrics

In Tunisia, in ELT, while teaching writing gets a little more attention than assessing it, both are usually inadequate and generally lack effectiveness, resulting in low and unsatisfactory test scores in exit exams (9th grade and baccalaureate). All too often, teachers give little or no feedback on their students' written productions, blaming it on the lack of time and the large quantity of written work they have to grade or give feedback on. In addition, writing tasks hardly comprise any rubrics. Therefore, students do the tasks without knowing how their written productions will be assessed, which leaves ample room for a lack of validity and reliability of the writing task as a whole. This workshop attempts to raise teachers' awareness towards the need for grading rubrics, both in formative and summative evaluation. Participants will be asked to holistically grade a set of writing samples. Then, they will have the opportunity to examine a variety of feedback rubrics and eventually use them to grade the same writing samples. Finally, they will be asked to compare the two approaches and draw conclusions.

Mehrez Aounallah

Mehrez Aounallah is an ELT inspector and teacher trainer working with the Ministry of Education. Being a founding member of Tunisia TESOL, he held different positions on the board of directors: Executive Director, President-elect and President of Tunisia TESOL. Presently, he is a member of the board as Past President.

His contributions to the Tunisia TESOL's conferences and events, in the form of workshops and presentations, touch upon issues purporting to ELT and practical ways of enabling teachers and English practitioners, in general, to become more professional. His interests include TESOL activities, action research and creative writing.



MOTIVATE: Enhancing the Writing Process through Communicative Tasks

One of the main problems in teaching writing in EFL classroom is that educators and learners focus on the product/result rather than the process. For this reason, whether attending composition sessions or literature tutorials, students tend to be reluctant to write; they usually do not take their writing assignments seriously and rely on the internet to ‘copy’ and plagiarize. This workshop focuses on the process approach to writing and aims at introducing participants to communicative-based tasks that motivate learners to enjoy the process of writing and to share their experiences. The workshop session is divided into three sections: a short introduction to present the approach and examples of communicative tasks, 30-minute group activities, and, finally, the workshop assessment. Activities in this workshop inspire teachers to include discussion games and picture stories to teach writing. The suggested tasks ensure the involvement of all participants in the process of writing and encourage them to be self-reliant and creative.

Insaf Khémiri

Insaf Khémiri is currently a part-time teacher and a Ph.D. candidate at the Faculty of Arts & Human Sciences in Sousse. She submitted a dissertation titled: “Ethnicity, (Neo)paganism, & Feminist Visions of Community in Selected Works by Carole Maso, Sandra Cisneros, and Leslie M. Silko.” Her research interests focus on Ethnic Literature and The(o/a)logical studies with specific emphasis on (Neo)paganism, Archetypal Psychology, and Third Wave Feminism. She has been conducting language and literature tutorials for 5 years.



Writing through scenarios: motivating storytelling in learners

Teaching writing is different from teaching other skills. One of the problems in teaching writing is that teachers should maintain a fair balance between content and form along with enhancing and sustaining learners' motivation. Writing should be more motivating and productive if learners wrote about their own personal experiences. This workshop falls into this perspective as the process of writing would transform into an enjoyable personal experience. The aim of the workshop is to create a motivating atmosphere while producing a readable written outcome. Motivation will be generated and sustained through the creation of a feeling of pride and competition; thus combining intrinsic (satisfaction) and extrinsic (reward) motivation.

The workshop targets 9th grade pupils. The workshop is four fold: 1) prewriting, 2) writing, 3) revising and rewriting, and 4) assessment and follow-up. The writing activity will focus on creating personal scenarios for storytelling. Before starting the writing lesson, the teacher explains the objectives and the different stages of the lesson with a special focus on learners' contribution. In the prewriting phase, learners are given categories of lexical elements to make their own scenarios: characters, places, time, activities, emotions, and lessons learnt. At a second stage they are encouraged to fill the table with as many items as possible. Moreover, pupils are asked to start writing their scenarios bound by the different categories of the lexical elements at hand. The third phase consists of pair reading the produced work. Before rewriting the scenario into a story, the teacher exposes the five stages of storytelling: 1) narrator's point, 2) dramatic question, 3) narrator's voice, 4) economy, and 5) rhythm. The last phase is dedicated to reading the final product and evaluating the consistency of the story elements. Finally, the best stories are rewarded by being hung up in the classroom.

Adel Hannachi, PhD

Education:

PhD of Applied Linguistics from the Higher Institute of Languages at Tunis.

MA Degree of Applied Linguistics from the Higher Institute of Languages at Tunis.

Specialized Master's Degree in English (DESS) from the Bourguiba Institute for Modern Languages.

Bachelor Degree in Translation (Arabic, English, and Russian) from the Bourguiba Institute for Modern Languages.

Professional career:

Teaching Assistant at the University of Jendouba, Head of the English Department at the Higher Institute of Applied Studies in Humanities El Kef.

Former contractual Teaching Assistant at the Military Academy, University of Tunis and University of Jendouba.

Former researcher and Project manager at the Regional Institute for Informatics and Telecommunications (September 1993 - August 2005)

Research areas: motivation, willingness to communicate (WTC), group dynamics, and anxiety.

Miscellaneous: Founding member and current vice-president of the Tunisian Association of Young Researchers.

Chaima Kastalli

Education:

Master Degree (MA2) Student TESOL Linguistics.

Professional career:

Intern in the AMIDEAST. I have collected a data and published a paper study 'through the lenses of observation- ELT report sheet' by Create_Space.

Attended many TESOL conferences.

Founder of Debate Club in the Faculty of Humanities and the organizer of many cultural events either in ISLN or ISLT.

Edited by house editions in poetic work by Edilivre and les Editions du Net in Paris.

Research interests: Reading, writing, motivation, emotional intelligence.

Process Writing in Class

Writing is not only one of the four pillars of language learning along with other skills. Writing can also be a means for the assessment of language learners in English Language Teaching (ELT). Despite its importance, teachers often neglect it in the classroom mainly due to time constraints in addition to methodological misinterpretations and the difficulty of implementing writing instructions. The purpose of this workshop is to shed light on the different steps in the writing process throughout examples and a series of guided exercises to be performed by the delegates. This will be preceded by a brief theoretical presentation of writing as a process.

By the End of the workshop, the delegates will be able to have a better knowledge of the writing process in practice and a flexibility transitioning between its different steps.

Talel Swalhia

Talel Soualhia is a teacher of English who started his career in 2004. He taught in different preparatory and high schools around Gafsa and spent nine years teaching English to middle school students, high school students and adult professionals in Kuwait. He is a member of multiple organizations as well as a member of TESOL Tunisia.



Ihsen Rachdi

Ihsen Rachdi grew up in Gafsa, Tunisia, and graduated from the Faculty of Arts and Humanities of Sousse with a degree in English language and literature in 2005.

He started his professional career in 2006 as an English Foreign Language teacher after succeeding in the CAPES national exam. In summer 2006 he taught intensive courses at Bourguiba Institute of Languages in Gafsa, his native city.

Since 2009, he has been working as an English Foreign Language teacher at the Pioneer preparatory school of Gafsa, which is one of the best schools in the region. In addition to that, he started teaching English language at Almisaaad, Ibn Sina and Alnasr private schools. He had the honour to be a teacher and a program assistant at Access Microscholarship Program in Gafsa.

In 2015, Ihsen received the Professional Certificate of English Language Teaching (PCELT) thanks to his commitment, hard work, and the will to expand his English Foreign Language teaching experience. Finally, Ihsen is open to share and shape his EFL experience with his fellow colleagues.



Teaching Writing Effectively: An ambition to reach the 21st Century Learner

Writing is one of the basic skills. It is 'both a mean of learning and a way of demonstrating learning'. In other words, writing is a tool to help and deepen learners' learning. It is also a tool for assessing learners' learning. But, this skill represents a challenge to many learners of English as a second or a foreign language. To overcome the challenges, teachers should take a number of measurements, especially pedagogical ones to help learners improve the acquisition of this skill.

The proposed workshop mainly aims to present the major traditional approaches to teaching writing, namely the product approach, the process approach and the genre approach. It also focuses on the limitations of each approach. Moreover, the workshop is a space to discuss the strategies of evaluating learners' writing with a special focus on 'formative assessment'.

As technologies have become an integral part in education, there is a definite need to develop innovative pedagogical approaches. So, a big space of this suggested workshop will be given to teaching writing in the digital age, and the importance of digital tools in developing creative writing.

The main purposes of the workshop are to review conventional approaches of teaching writing, ways of assessing writing and to discuss the new innovative strategies that are used in teaching this fundamental skill.

Aicha Rahal

Aicha Rahal is a Tunisian researcher in English linguistics. She holds an MA in English linguistics, literature and civilization from the Faculty of Letters and Humanities of Kairouan and a BA in English from the Higher Institute of Applied Studies in Humanities of Gafsa. She was a former online teacher assistant with the US Department of State and the University of Oregon, in the online trainings "Shaping the way we teach English 1&2";. She was also an online moderator in the online course Creating Engaging Environments for English Language Classrooms: A Professional Development Course for Educators; organized by the University of Oregon, College of Arts and Sciences, American English Institute. She currently teaches English at the Higher Institute of Sciences and Energy Technology, Department of Sciences of Education, Gafsa and Gafsa Private Higher School of Engineers.



Guidelines for teaching and assessing writing skills

Ahmed Mekki Elatrech

Creative Writing in the Digital Age

In this workshop, I will report on the role played by ICT in a creative writing course. A number of digital tools were used by the teacher and by 3rd year students of English during an annual course at the Higher Institute for Applied Studies to Humanities, University of Gafsa, Tunisia.

Firstly, I will refer to the theoretical context, considering creativity not only as the skill of fantasy and imagination, but also as an educational/pedagogical process. Secondly, in the experience described, I will mainly highlight how creative writing can be stimulated and encouraged through the use of multimedia systems to display audio-visual materials, online resources (Grammar and vocabulary checking apps, online dictionaries, online rhyming dictionaries, sites that prompt creative writing...), and publishing the students' creative writings online. Thirdly, the audience, whether teachers or students, will be involved and partake in some creative writing activities and will realize how inventive and inspired they are.

Then, I will discuss with the audience the matter of assessing creativity. Some people think that it's impossible to grade creative writing, as it depends on personal taste. So, together, we will try to reach a consensus on how to deal with this thorny issue.

Ultimately, the workshop will end up by recommendations, suggestions, considering the audience's reflections, samples of my students' creative writings and a poem of mine related to the theme of the session.

Fakhreddine Brahmi

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Fakhreddine taught and was head of exam juries at the department of English, University of Gafsa for 12 years and currently teaching at the H.I.T.S, Sidi Bouzid. He has also taught English to Adult learners who are interested in getting internationally recognized certificates. Holder of TKT, TOIEC trainer, TESOL, Learning Technologies for the Classroom certificates, among others. He has participated in many national as well as international conferences. He translated and contributed reporting to The New York Times. His interests are didactics, ICT, assessment, CPD, and writing poetry.



Avoid Plagiarism: Teaching Students How to Cite Sources

Teachers often warn students not to plagiarize, however, despite the warnings, many students are still handing in papers that are filled with copied and pasted pieces of articles from online sources and word for word quotes with no reference to the author. Many universities and institutions have severe consequences for plagiarism and still students are handing in work that is not their own. There are even online websites that can check to see if papers are plagiarized making it even easier to identify. So why are students continuing to hand in plagiarized work? It is most likely due to the fact that they are confused as to what constitutes plagiarism, and haven't been taught the proper skills for citation. This session will focus on defining plagiarism and the rules of citation so that you can relay the information to your students and get them practicing citations so that they are more familiar with what it takes to avoid plagiarism and the consequences that come with it.

Natalie Monkemeier

Natalie Monkemeier has been teaching ESOL for over 17 years in Europe, North America and North Africa. She has her MATESOL from Seattle Pacific University, and is currently teaching at the University of Manouba in Tunisia.



Just do it! Fighting procrastination in a writing class

It is not a secret that many students leave their assignments to the last minute, especially when it comes to writing. Some learners may struggle with a lack of ideas while others with a lack of time. However, more students than is commonly thought face a psychological problem of procrastination.

This workshop will discuss the term 'procrastination' and its symptoms. In addition, it will consider the real reasons behind procrastination and factors that may exacerbate it. Finally, participants will learn about several techniques that can be used in an English language classroom in order to help students overcome procrastination and become more efficient.

Irina Cordall

Irina Cordall is originally from Russia and has lived in the USA, Vietnam and Tunisia. She has over eight years of teaching experience gained in a variety of environments, including public and private schools, universities, online and by delivering bespoke courses within companies' premises. During this time, Irina has taught all age groups, from four to 84 and has helped learners of all levels, from beginner to advanced.

Always looking for new areas to explore, Irina has taught General and Business English, EAP, ESP, and exam English. She continues to develop professionally and recently gained the Cambridge DELTA. She has since moved into academic management, as Program Manager at the German Business School in Tunisia, while maintaining her professional teaching experience by taking classes part time.

She is currently looking to advance as an independent ELT consultant and trainer and hopes to help educational organizations work more efficiently and provide better quality education.

She has lived in Tunisia for almost four years and has been an active member of Tunisia Tesol throughout this time. She believes that English teachers have always been the change leaders in education and will do everything to help them innovate and inspire.

