

## **MAAOUIA HAJ MABROUK**

ELT inspector

### **Reading in the Tunisian English Programs**

*According to Candlin (1984), curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation of learning and the relationships between teachers and learners. Syllabi, on the other hand, are more localized and are based on accounts and records of what actually happens in the classroom: how teachers apply a given curriculum to a specific learning situation and how students profit from that curriculum in that particular learning situation. Thanks to a close survey of the Tunisian English programs, the presenter will provide the audience with a clearer definition of the concept “programs”, as it occurs in the Tunisian educational context. Then, she will proceed with the analysis and evaluation of the Tunisian English programs now in use in both preparatory schools and high schools. Crucial questions will be answered through this 25 – minute presentation, namely:*

- *What are the different components of the Tunisian English programs?*
- *What are the positive sides of these programs?*
- *Are there any areas, which still require improvement or reshuffling?*
- *What suggestions can be made to rejuvenate these programs?*

## HAMDI NSIR

*Ministry of Education / Korba Prep School*

*Hamdi Nsir is a senior EFL teacher. He has taught in Tunisian schools since 2007. He holds a BA in English Literature from ISLT in 2004 and an MA in Marketing from FSEG Nabeul in 2013 and now he is an MA student at ISEFC: New Technologies in Education. Hamdi is also actively involved in teacher training mainly on ICT-related topics. He was a finalist at IREX's Tech Age Teachers Program in 2014. He is a member of Tunisia TESOL BoD and the webmaster of its website. He also works with other educational associations including ITA (Informatics Tunisian Association).*



*He delivered a number of presentations and workshops in different conferences and study days. He is particularly interested in adopting innovative ways of teaching young learners and in implementing tech-based learning/teaching. He enjoys thinking about things that work and do not work in the EL classroom, while keeping in mind that the best sources for teachers are teachers themselves.*

### **Assessment through ICT: Overcoming the limits of standardized traditional testing**

*Though tests have an important function for both learning and teaching, all testing methods have strengths and limitations. This makes rethinking current practices inevitable.*

*By trying to overcome the limits and the negative effects of standardized tests, we can try to ensure a more effective testing that helps reaching better educational outcomes. That's why, tests should not be the only criteria for assessment and standardized traditional tests can be replaced or altered with other forms of alternative assessment methods and tools. They enable the learner to "produce evidence of accomplishment of curricula objectives" Tony Erben et al., (2009). This evidence is put in the form of a performance, project, or portfolio and can be "archived and used at a later date with other pieces of learning evidence as a compilation of proof to demonstrate achievement." Erben et al., (2009: 153). Therefore, by opting for a combination of assessment methods, a better and fairer assessment system is to take place.*

*In this hands-on workshop, I will introduce a set of ICT methods and solutions that can support educators at different teaching levels in their on-going pursuit of making testing an integral part of their teaching as well as their students' learning.*

*Key Words:* *Assessment, Alternative assessment, ICT*

## **MOUNA AYADI**

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*Mouna Ayadi is a first year PhD student at the Faculty of Arts and Humanities of Sfax. She earned her Master's Degree in 2015. Her MA is entitled "Integration and Literacy Development in Learners with Special Needs: the Case of Tunisian Deaf Students". Her current doctoral research is under the supervision of Prof. Mounir Triki, entitled "The Adaptation of Interactive Writing as an Instructional Tool with Tunisian Learners of English and its Impact on their Writing Skill Development». Her fields of interests include Applied Linguistics, Language and Technology and Language for at risk students.*



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### **How to assess the writing skills of deaf students in simple ways**

*Teaching and Assessment of writing are of paramount importance for students to succeed at the academic level. Successions of approaches to the teaching of writing as well as assessment of students' products have taken place since 1945. These successions have brought value to the writing skills. However, researches into the education of deaf students demonstrate a lack of knowledge about how to teach deaf students in general and to assess the deaf students' written pieces in specific.*

*Assessment is the best way to detect and document change and growth in the students' written output. Because deaf students lag behind their hearing peers in different aspects in the English language, they have different instructional and evaluative needs than hearing students. This points to the strategies used in assessing D/HH students' written product.*

*The presentation will introduce the different assessment techniques used in assessing deaf students' writing.*

## AMIRA CHATTI

*I am Amira Chatti from Sousse. I have got a master's degree in English language and literature from the Faculty of Arts and Humanities Sousse. I am an ESL teacher with eight years of experience, and I am seeking to pursue my PhD studies. I spent six years working at a secondary school, and it is my second year at university. Last year, I was part of the Department of Energy and, then, the Department of Education in the Higher Institute of Energy at the University of Gafsa. I have just moved to the University of Sousse and I work at the National School of Engineering.*



*I am seeking opportunities that will enhance my teaching knowledge and skills. I am also interested in the literature and culture of South Africa as it is one of the distant territories that have not been well studied in Tunisia as the major focus of scholars is on the mainstream culture and literature. I study the works of J. M. Coetzee, André Brink, and Dalmon Galgut. But, I concentrate more on the literary works of Nadine Gordimer and I try to approach her texts from different perspectives with major focus on post-colonialism as a theory and approach.*

## MOUNA HAMRITA

*I have just submitted my PhD thesis in Applied Linguistics in the Faculty of Letters, Arts and Humanities of Manouba, former contractual assistant in the Faculty of Letters, and Human Sciences of Sousse and in the Higher Institute of Applied languages of Moknine and other teaching experiences, researcher and member in the Research Unit: Discourse Analysis in the Faculty of letters and Human Sciences of Sfax and active Civil activist nationally and internationally. I have several publications and Conference contributions on Discourse Analysis and Critical Discourse Analysis.*



## Towards a Classroom Culture of Learning Assessment in ELT Context

*All language users aim to convey messages that communicate their ideas, world views and desires to the other. Similarly, learners of a second language seek to reach proficiency for the same aim. In order to measure progress in language learning, teachers need to assess their learners' performance. As a matter of fact, evaluation techniques vary from one teacher to another according to the learners needs and classrooms' realities. In Tunisia, assessment can be formal, mainly through tests and exams and informal in the classroom. Indeed, the importance of evaluation lies in the fact that it does not only show how advanced learners are, but also gives them feedback and stresses the points that need to be reinforced and redeemed or consolidated. Accordingly, the aim of this workshop is to reintroduce the notion of learning assessment to the attendees and highlight the merits of this phase and its significance within teaching process. To concretise this aim, the current workshop will present some examples of formal evaluation techniques to the attendee teachers who will be engaged in designing an assessment activity and attempt to show its impact on language learning.*

Key words: assessment activity-ESL learners-proficiency-feedback

## **DORSAF BEN MALEK**

*Dorsaf Ben Malek is an ESP teacher and an MA in didactics of English. She obtained her degree in the English language and literature from the faculty of Letters, Arts and Humanities, Manouba, Tunis in 2001. She got her degree of Master of Arts in didactics of English in 2017. She is currently teaching business English at the Higher Institute of Technological Studies, Charguia. She has a fourteen-year experience of online teaching and course conception within the virtual University of Tunis. She delivered a number of presentations in different conferences inside and outside Tunisia. She is particularly interested in researching and adopting innovative ways of teaching applied linguistics, culture studies, intercultural communication, and literature.*



### **The Dichotomy in Intercultural Language Learning; What Should be Evaluated Knowledge or Competence?**

*Globalization and computer-mediated technologies bridged the gap between nations and altered the nature and the role of culture in language teaching. They also denationalized English and turned it into a lingua franca. This phenomenon resulted in adjustments in English as a foreign language (EFL) such as the change in teaching goals and the re-evaluation of cultural awareness especially with the rising tone of hate speech today. Teachers are becoming aware that one of the main goals of language teaching is to enable learners to communicate effectively with people from diverse cultural backgrounds. Thus, intercultural communicative competence (ICC) is the construct that should be highlighted in EFL alongside the linguistic and grammatical competences. However, scholars agree that the concept itself is problematic since what is required is not an evaluation of the amount of cultural facts acquired but of the actual and proper use of cultural knowledge, skills and attitudes in various intercultural encounters. The evaluation (i.e. the observation and measurement of the effectiveness of the pedagogical intervention) and the assessment (i.e. the measurement or the description of learner's progress) of ICC proficiency have long been researched. Therefore, this paper is concerned with the unsettled issue of what to evaluate in intercultural language learning (IcLL); knowledge of facts or competence. First, based on previous research both perspectives with their potential outcomes are scrutinized. Second, recommendations for policy and research on what and how to teach, evaluate and assess in IcLL are presented to stakeholders in the Tunisian educational context.*

## **SAMEH MARZOUKI**

*Sameh Marzouki is a Tunisian EFL Senior Teacher and a Cambridge DELTA certified Trainer. She has been practicing TEYL and TEFL for fifteen years in Tunisia and the Gulf. She is a member in FLLT Bangkok, Tunisia TESOL, Tunisia TATE, TESOL Arabia and MATE Morocco. She presented several workshops, presentations and Poster Sessions all over the world such as Oman, Dubai, Qatar, India, Thailand, Indonesia, Morocco, Poland, Copenhagen, England and Spain. She won the Educational prize 2009 by the Omani Ministry of Education. Currently she is a member of the European Project in Valladolid University Madrid.*



### **Developing the Attitudes, Awareness and Ability needed to Peer Assessment and Self-evaluation**

*From my DELTA course, I have learnt that throughout your work as a teacher you will be developing the attitudes, awareness and ability needed to assess the effect of teaching on learning, whether this is during one activity, one lesson, a sequence of lessons, or even a whole term or year. An ability to analyze what goes on in classrooms is an essential enabling skill for a teacher because:*

- 1. It allows you to evaluate your own teaching with increasing clarity and confidence.*
- 2. It allows you to evaluate other people's teaching, which will ultimately benefit you in many fields such as peer observation, teacher training, in-service teacher development and research.*

*Lesson observation relates to all facets of teaching. In fact, it relates to everything teachers do before, during and after lessons.*

*In this workshop, the teachers will be able to learn and experiment ten different techniques a teacher can use when observing and assessing peers whether when he/she asks someone to observe him/her or when he/she needs to observe someone to improve a specific teaching technique.*

*These strategies have a great positive impact on the observed and the observer teacher as well and they are presented separately with detailed procedures from the pre-lesson planning to during the lesson observation and post-lesson reflection. The teachers will be also provided with all the necessary material to be used in the future.*