

## The English School Language Club

The English School language Club is an organizational framework and a practical tool to take part in school life activities, organised by the institute with the effective collaboration of the learners. The club is constituted of a group of learners, belonging to different levels and branches, who have the same motivation to participate in different activities of the club. Besides, learners accept to integrate spontaneously in carrying out the activities under the supervision of their teachers. This enables them to develop expertise, motivation, values and pedagogical competencies within an atmosphere full of a sense of belonging, accepting differences, doing voluntary work, taking the initiative, working in groups, collaborating, etc. The club is also a space where learners can exchange and deepen their experiences and learning, thus relating them to their everyday life.

### 1. Objectives

- To have a sense of belonging to a group (of students, teachers, ...), a school and society as a whole.
- Enhancing personal initiative and enjoying group work.
- Expressing personal points of view and accepting other people's ideas.
- Cultivating useful hobbies.
- Training on how to assume responsibility.
- Developing communication skills.
- Developing organizational, managerial and evaluation skills.
- Being open to the world outside school.

### 2. Principles

The philosophy upon which the **English School Language Club** is based depends on these principles:

- The pivotal role(s) students play in creating, managing and evaluating the club activities.
- The freedom to select the activities that cater for their own needs.
- The freedom to be members of the club regardless of their class level.
- The club should be run collectively by a board of students who have different tasks.

### 3. The English School Language Club areas

The club can embrace all or some of the areas listed below according to the members' needs and inclinations.

- School Press
- Drama
- Contests

### 4. How to create an English School Language Club

#### Stage 1:

- The school English teachers and the administration board collaborate with the school Pedagogical Council (المجلس التربوي) and the Management Council (مجلس التدبير) to create the English School Language Club. (see sample document in Appendix 1) (Here is a sample document that English teachers can present to the school board and councils.)
- The students are notified of the creation of a English School Language Club.
- A deadline is fixed for the candidatures to run the club.

### **Stage 2:**

- An inaugural meeting is scheduled to elect the club board members and discuss what activities the club will pursue.
- The elected board members hold a meeting to set up a structure for the club, elect officers and decide who will be responsible for what.
- These members devise a year action plan containing the club activities. (see sample document in Appendix 2)

### **Stage 3:**

- The administration notifies the delegation of the creation of the English School language Club and the club action plan of the year. (see sample document in Appendix 2)

## **5. The club activities time-frame**

- The time-frame for the activities should be covered in two separate or consecutive hours and be assigned outside class work.
- The two hours should be scheduled at the beginning or at the end of the week.
- Some activities may be allowed on Sundays.

## **6. Detailed procedures for the main activities of the club**

### **A. School Press**

- *What is School Press?*

The school press is a free activity carried out inside the vicinity of the school community. Students, supervised by a group of teachers, are in charge of creating, editing, designing, printing and distributing the product. The latter addresses the school community and the parents. Students are given the opportunity to express their opinions within a frame of freedom and responsibility, which shows their creative and education skills through writing. All the contents of the school press should adhere to the school rules and laws.

- *What are the educational and pedagogical roles of the school press?*

The school press instills in the student noble educational values indirectly, which helps in shaping his/her behavior and personality. Therefore, the school press:

- bridges the gap between the school and society: when writing an article about a negative social behavior such as animosity among family members, the students are involved in thinking about and suggesting concrete solutions to social problems.
- enhances students' self-confidence when they interview people and conduct surveys.
- helps the students to be creative as when they design and produce a magazine.
- allows the students to look for information from different sources, so they acquire the tools to organize this information and present it.
- enables the student to make connections with different school subjects.

- *What are the types of the school press?*

a. The wall magazine

The wall newspaper is a board that measures 100X70 cm and is made of card board or wood. The organization of the wall paper can be as follows:

- The name and the logo of the wall paper should reflect the contents exposed.
- The school name is written on the top left hand corner.
- The editor's name, the editing staff and the issue number appear on the top right hand corner.
- The contents of the paper should be varied; it can include for example, school news, a short story, an interview illustrated by pictures, photos, etc.

b. Picture magazine

This magazine contains pictures and/ or photos with a short comment to explain each one.

c. The printed magazine

The printed magazine is one of the most important art work in the school press. It can be printed in a great number and reach a lot of readers. Besides, it can be easily distributed and can contain a lot of contributions depending on its contents. The most important thing in the printed magazine is that the material should be written by the students themselves under the supervision of a teacher or a group of teachers.

- *What to include in a printed magazine*

A 20 page-magazine, for example, can be organized in this way:

1. **Cover page:** it should include the title, the logo, issue number, the date of publication,
2. **Flyleaf back:** proverbs, sayings with or without pictures
3. **Table of contents:** lists the contents of the magazine with the pages
4. **The editorial:** about a page-length introduction written by the editor(s)
5. **School news:** 2 pages
6. **A report:** 2 pages about educational and pedagogical topics related to the concerns of the school.
7. **Interview:** 2 pages of an interview with a teacher, headmaster, inspector, etc.
8. **Contributions:** 4 pages that include articles, caricatures, poems, drawings, etc.
9. **Recreational pages :** 2 pages of contests, crossword puzzles, games, etc.
10. **Last page :** Educational slogans with or without pictures.

- *How to publish a printed magazine*

a. Planning

- Stating the objectives of the magazine
- Appointing the editing board
- Assigning different tasks
- Establishing criteria for evaluation
- Holding regular meetings to collect the materials

b. Editing

- Writing the news, interviews, etc.
- Selecting the pictures, photos, etc.

c. Proof-reading

- Correcting mistakes
- Correcting information
- Matching the pictures, photos to the right material

d. Designing

- Organizing the materials according to topics
- Deciding what to put on the cover pages
- Deciding on the final design

e. Printing & distribution

- Printing enough copies
- Deciding who can distribute the magazine and how

## B. Managing drama activities

School drama is one of the most important pedagogical activities, which contributes in the mental, physical and emotional development of the learner 'personality. Furthermore, it helps create a complete conscientious personality, able to make connections between theoretical and concrete practical things and confront everyday life situations with courage and firmness.

a. *What is school drama?*

School drama is an artistic and literary genre. It influences the recipient pedagogically speaking through these essential literary elements: the drama plot, characters, dialogue, and techniques such as: clothing, lighting, special effects, decoration, etc.

b. *Types of school drama*

- **Musicals:** This type depends on dialogue in the form of poetry and acted out with songs. These musicals have as essential themes righteousness and sinfulness, good and evil, etc.
- **Comedy:** It primarily criticizes a non-educational behavior in a funny way. The characters use their wit and skills to present comic situations with the objective of raising consciousness and educating the audience on issues of their concern.
- **Tragedy:** Characterized by seriousness, and does not include any kind of humor and does not aim to advocate it.

c. *Objectives of school drama:*

- Create an educational and entertaining atmosphere for learners;
- Develop a sense of community spirit and work in the same team;
- Familiarize the learner with coping with life situations with courage and persistence;
- Discover real talents and foster an environment of creativity and innovation;
- Give the learners the opportunity to show their talents and abilities;
- Train students on good quality theatrical performance;
- Consolidate the concepts of drama among the learners;

d. Drama elements:

- **Content and form of the play:** they should be compatible with ethical and aesthetic standards: If the play has a comic form, the content should deal with comic situations with a sound educational purpose.
- **Characters:** they should reflect the roles they play; for instance, the role of a commander must be characterized by: physical strength, good conduct, the ability to talk, and courage.
- **Plot:** It should make it easy for the audience to follow the events smoothly and come to a realistic conclusion. Furthermore, the events should follow one another without including too many unexpected sub-plots that can be confusing. The effective plot should be built on suspense without too much complexity.
- **Conflict:** It is either an internal conflict, which means psychological impulses to the actor/actress, or can be an external conflict between several individuals belonging to the same community.
- **Scenario:** Shows the details of the play including the characters, their roles, the dialogue, the plot, the special effects, and the decoration.
- **Dialogue:** pictures the main idea of the play. It's the "speech" that the actors rehearse with emotions so that the dialogue does not seem dull and devoid of life.

e. Drama techniques

- **Decoration:** the elements of decoration are made from iron, wood, clothing and plastic. It links the events of the play with reality.
- **Clothing:** The author here takes into account the appropriate clothing for the people and the events, time and place.
- **Lighting:** The best in school drama is to use day light, but if need be artificial lights help in the success of the play.
- **Sound effects:** Together with the decoration, sound effects add a special atmosphere to the play.
- **Make up:** It aims at assisting the "student actor" to personify the character and make him/her as real as possible.

f. How to prepare a school play?

- Preparing the text: you can take advantage of the students' skills to write and train them on how to write plays.
- Selecting the students whose physical, psychological and motivational dimensions match the roles set for the play.
- Making sure students are motivated for the play and are free to express their ideas and suggestions no matter how funny or impractical they are.
- Building the decoration and the background with the help of students and teachers.
- Giving the project great importance by distributing invitations to students, teachers, parents, officials and other school staff to attend the play.

**g. Implementation mechanism:**

- Clarifying the concept of drama acting together with its educational and pedagogical significance;
- Unleashing the creative potential and directing it towards appropriate theatrical skills such as play writing and acting, etc.
- Participating in social, religious and national events and commemorate them in the plays.
- Training students on mastering expressive theater movements and show emotions that express the required meaning, in particular, facial expressions and tone of voice;
- Translating some well-known plays contributes in the enrichment of the educational process;

**7. How to seek financial help**

Financing the club can be done in two ways:

1. “The association of the school for success” (جمعية النجاح) is one source to finance and support the school projects as underlined in the ministry Emergency Plan.
2. The second source concerns the associations and national /international organizations, etc.

**8. How to evaluate the club activities**

Evaluating the club activities is a very important step to keep the club going. The evaluation criteria revolve around the extent to which :

- the club project meets the students’ needs and matches the local, regional and national guidelines.
- the objectives fit in with the operations carried out.
- The results reached are in accordance with the objectives underlined.
- The results reached are concrete are effective.

(see sample documents in Appendix 3)

دليل الأندية التربوية

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بطاقة عناصر مشروع النادي

الأكاديمية : .....  
المؤسسة : .....  
التياب : .....  
النادي : .....  
الموسم الدراسي : ..... / .....

1. الأهداف العامة للنادي وأولوياته:  
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2. الأنشطة المزمع إنجازها:  
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3. النتائج المنتظرة من الأنشطة:  
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4. الفئات المستفيدة من الأنشطة:  
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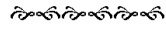
5. المتدخلون ونوع إسهامهم:  
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6. الوسائل والموارد الواجب تعبئتها:  
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7. آليات التأطير والاشتغال:  
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8. التمويل ومصادره:  
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خـلـل الأندية التربوية



نموذج برنامج عمل

الأكاديمية : .....  
النيابة : .....  
المؤسسة : .....  
التمادي : .....  
الموسم الدراسي : ..... / .....

رت(*)	موضوع النشاط(**)	فترة الإنجاز	المتدخلون	الفئات المستفيدة	كلفة النشاط	ملاحظات
1						
2						
3						
4						
5						
6						
...						

(\*) : الرقم الترتيبي للنشاط

(\*\*) : يحدد الموضوع العام للنشاط دون تحديد التفاصيل المرتبطة به، على اعتبار أن هناك بطاقة تفصيلية للنشاط (الملحق الموالي).



دليل الأندية التربوية



بطاقة تقييم الأندية

الأكاديمية : .....  
 المؤسسة : .....  
 النادي : .....  
 الموسم الدراسي : ..... / .....

1. الأندية المحدثة في المؤسسة

النادي	تاريخ الإحداث	المنشط	عدد اللجان الوظيفية	عدد فرق العمل

2. المتعلمون المنخرطون والمستفيدون من أنشطة الأندية

عدد المتعلمين في التأطير	ذكور	إناث	عدد المستفيدين من الأنشطة	ذكور	إناث
المجموع: .....			المجموع: .....		
عدد المتعلمين بالمؤسسة: .....					

3. أثر الأندية على بعض مؤشرات الارتقاء بالمؤسسة وتحسين نتائج التعلم (توضع علامة × في الخانة المناسبة)

الأثر في	جيد	مستحسن	متوسط	ضعيف
تحسن نسب النجاح				
تقلص نسب الهدر المدرسي				
تزايد مظاهر تحمل المسؤولية والممارسة الديمقراطية				
تزايد المبادرة الفردية والعمل الجماعي				
تزايد حالات التعلم التعاوني والتثقيف بالنظراء				
التربية على إبداء الرأي واحترام الرأي الآخر				
بروز حالات دالة على تنمية مواهب المتعلمين				
تقلص ظواهر العنف والسلوكات السلبية بالمؤسسة				
تزايد أنشطة تطبيقات التعلم في الحياة العملية				

4. نتائج تقييم حصيلة الأندية (يدرج ملخص مركز بنتائج التقييم الخاصة بكل ناد على حدة)

النادي	نتائج التقييم
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	.....
	.....

دليل الأندية التربوية

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5. أهم الدروس والعبر المستخلصة من تجربة الأندية (المزايا، الصعوبات، الإكراهات، الطول...)

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6. أهم المقترحات لتطوير العمل بالأندية مستقبلا على ضوء التجربة ونتائج التقييم

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المراجع:

- دليل الأندية التربوية، مديرية المناهج، وزارة التربية والتعليم العالي وتكوين الأطر والبحث العلمي، 2009
- دليل المسرح المدرسي والحكاية التربوية، وزارة التربية والتعليم العالي وتكوين الأطر والبحث العلمي، 2009