

### EDITORIAL

Recently most teachers have been talking about competencies for one major reason; namely for the professional exam the Ministry of Education and Youth organised for teachers' promotion /advancement. All those concerned predicted right when they thought that some of the exam subjects would be related to Competency-Based Instruction (CBI); consequently, they devoted most of their preparation time to looking for information about competencies.

Yes, they guessed right because one of the subjects asked the target population to comment on a remark made by a given teacher named Abdallah, a junior-school teacher, who attended a pedagogical meeting which was devoted to CBI and declared that there was no tangible difference between what had been presented in the meeting and what they were doing. In other words, it was "much ado about nothing". Did they, he and the others he meant as he used "We", really adapted the Competency-Based Instruction in their teaching or did he just discovered that he knew a little bit about what he was told and he was using bits of it here and there and he concluded that what had been said in the meeting was the same as what "they" were doing in "their" classes? Or did he just talk for the sake of saying something? Anyway, there may be some truth in what he said if he had in mind the most prevailing skills and objectives our schools managed to make Moroccan learners grasp : that of passing exams no matter how.

The Moroccan ELT community members have been concerned with competency-based instruction as well for the reason that it is the approach adopted in designing the new course books, English Horizons and Focus, meant to teach ELT in Moroccan Junior schools. Both books claim high that "the gains of CBI are worthwhile in themselves" (English Horizons). Focus says that they have opted for this approach because "the national charter of education and training specifies that the whole curriculum should be based on competencies" which, as they say "fall into 4 categories: 1 Communicative Competencies, 2 Cultural Competencies, 3 Methodological Competencies, 4 Strategic Competencies". English Horizons goes on and gives a long list of the competencies that go under each of the categories it states: for Communicative Competence. It has selected "speak clearly and effectively; write efficiently to exchange information, ideas and experiences; read and understand simple material to gather and organise information; listen, understand and respond appropriately to others". Focus on the other hand, classifies the competencies as those required in (a) interpersonal interactions, (b) interpretative situations, (c) presentational situations, (d) cross-cultural communication. Both books give examples of the competencies they think required to make students' learning effective. If English Horizons has given examples of the competencies it meant to teach, Focus has listed 19 competencies that range from simple to most complex ones belonging to the categories stated earlier.

One day I was with a group of friends, all of them ELT professionals, and I asked them to help me with a concise definition of the word "competency" in relation to our field of interest. No one of them could clearly do that ; it may not be that they did not know, but it may be that I was not able to grasp what they tried to teach me. What was more, I was left with blurred ideas about the concept in question and I felt that I had to clear out the ambiguity that settled in my mind, which I am still doing.

According to The New Oxford Dictionary of English, the word competency is less frequent and it means a skill that you need in a particular job or for a

particular task. For Cambridge Dictionary, it is seen as: **competence** [Show phonetics] noun [U] (ALSO **competency**) the ability to do something well: *Her competence as a teacher is unquestionable. He reached a reasonable level of competence in his English.* NOTE: The opposite is **incompetence** (Cambridge University Press 2003). For *Encarta 2000* "competency" is not tackled, instead they deal with the word "competence" which means a specific range of skill, knowledge or ability. In Merriam Webster's Revised Unabridged Dictionary, **Competency** is: n; the quality of being adequately or well qualified physically and intellectually [syn: competence] [ant: incompetence].

Another definition of **Competency** is "An underlying characteristic (typically related to skills, knowledge, self-concept, traits or motives) which causes or predicts performance or behaviour" (Progress Report from the Human Resource Practices Development Team, July 16, 1997).

I have consulted other sources and they most seem to agree on the fact that a competency, when put into practice, is what shows that one is competent in doing something. It is, to some extent, a state of being able, fit, powerful enough or qualified to react adequately whenever

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Edited by:  
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and wherever one feels confronted with a given new situation or a set of new situations that need a pertinent appropriate response or responses.

Some would equate competencies with the transfer of learning or of skills; I would agree with that, yet I would say that it is a complex transfer because it involves both knowledge and the know-how to make use of and benefit from that knowledge in everyday life. It is something very complex seeing that it has to do with decision-making which cannot be constructed on the basis of a specific mechanical training only. When it comes to knowledge I believe that it should go beyond the limits of a one subject area. Concerning skills, I think that in addition to their being appropriate to the learner's age and physical and intellectual faculties, they have to go beyond the limits of boring routines. Therefore; there will be no alternative to go on equipping our learners with contents they will draw on besides providing them with genuine situations to make a good use of the knowledge they have acquired or learned. In other words, as professional educators, if we really want our learners to be prepared to face and handle the complexity of life, we should be able to design and pose appropriate real world problems that give our learners the occasion to apply their prior knowledge and enhance further learning which will enable them to respond to the new needs that may be entailed by the search for the adequate solutions to these problems.

Adopting the competency-based instruction in our schools will not be an easy task for everyone involved in teaching; there will be a need for some kind of spring cleaning as far as our teaching behaviour is concerned. As TEFLers, it seems that we will have to adapt a great deal of our language courses and course books to meet the requisites of CBI. To give the present trend the chance to be as successful as we would like it to be, we will have to complete our content systematic instruction by adopting the project pedagogy through which we may have the possibility of *making our students learn* instead of teaching them. This will necessitate that we encourage group work and co-operative learning in our classrooms; it also means that our pupils will have to change most of their learning habits, they have to be fully involved in the learning tasks, they have to be reflective in their work, they have to be responsible not only for the product of their learning, which may be a long-term objective, but also for the process(es) that learning goes through. A change has to take place; therefore, teachers also will have to proceed differently from the way(s) they are used to. They will have to encourage students to decide what to work on and plan how to work on it; they will have to trust them and take the needs they express for granted. Furthermore, they will have to think of and design appropriate tools of evaluation since the CBI, which targets observable behaviour, cannot and must not be tested with pencil and paper.

The Ministry of National Education and Youth also will have to take this

remark into account while designing the official examinations. In the past most of our learners could not have opportunities to use the foreign languages they were learning at school for genuine, natural communication; however, nowadays with the use of the Information and Communication Technology, that would be something that belonged to the past, provided that the educational authorities abode by the National Charter of Education and Training and provided our schools with the Internet and a reasonable number of computers, to be used as pedagogical instruments instead of administration equipment.

Some sceptic people would not believe in the effectiveness of the CBI, yet it is our duty not to make fail for the only reason that it is the future of our youth, the future of our children, the future of our country which is at stake. Some TEFLers would take this change for granted as they are aware of the effect of the pendulum which has characterised the field of ELT forever. They know that there has never been any strong evidence to confirm totally the effectiveness of a given approach as there has never been any to reject totally another one. On the basis of my own experience as a language teacher, I would say that with an efficient teacher any approach or any method may bring about positive results. Thus we would like our teachers of English to develop their potential of eclecticism which should entail the mastery of the TEFL pedagogy with a perpetual updating of their professional and experiential knowledge to be able to apply the right teaching technique in the right teaching situation. I deeply believe that how you use what you have matters much more than what you have.

By SAID BERDOUZ

## REPORTS ON MATE ACTIVITIES

### Minutes of the 2<sup>nd</sup> General Council meeting

#### Agenda

Finalising MATE days  
Newsletter  
Annual conference

The meeting was attended by:

Said Berdouz, Amal El Mhiouili, Fahmi Madani, Abdelmajid Bouziane, Ayoub Ait Ali, Abderrahim Rhaiti, Abdelkrim Raddadi. Was also present: Hassan from Librairie Nationale.

The president, S. Berdouz, reported that Mr. Benajiba, director of Marrakech academy is willing to cooperate

with MATE in further projects, and even getting MATE involved in terms of making proposals for English classes equipped with latest technologies.

The MATE days table that was earlier put up by Ayoub has been readjusted, and some more events in other areas were added:

- M. Fahmi will cater for Safi and Essaouira
- A. Zaki will hold one in Rabat and at the same time call for a general assembly to set a MATE branch in Rabat

- A. Bouziane: Oujda on January 9.
- S. Berdouz and two other members to Laayoun. A costly enterprise: for support, we should see with academy, MNEY. A. Raddadi will take contact with Mr Reda Taoujni, the president of Assahra Al Maghribia,
- F. Kelyati will go ahead for Kenitra
- R. Kerkech has already sent proposal for a MATE day at the CPR Rabat and Kenitra. She is offering her Laayoun seat to someone else.
- A. Bouziane and A. Raddadi will go for Casa. To be duplicated in 3 other different areas: Moualy Abdellah, Ibnou Al Yassamine and Moulay Ismail institutions.

**Enhancing MATE membership** is very important to market the association.

#### **Recommendations:**

- Have a **real** registration desk open before any event and have someone local to take care of it. A MATE officer cannot be presenting or chairing and be responsible of the desk
- Send some reading material (A. Bouziane brochure on MATE) to all lycees. Using the nationwide mailing list, A. Reddadi will coordinate with A. Bouziane and Hassan of Librairie National for the mailing list and send some MATE promo.
- Get local branches to work on local initiatives.
- Have posters about MATE services in different public schools.

#### **MATE Annual Conference**

Fahmi is working closely with a local team on preliminary tasks. He has masterfully involved A. Zoubair and H. Bouchoaute; a great asset to MATE.

#### **Conference dates:**

Monday April 5 , check-in at 15:00, Hotel Adrar, Conference starts at 18:30  
 Tuesday April 6 a.m & p.m Conference  
 Wed. April 7 a.m . Conference p.m free for sightseeing  
 Thurs. April 8 a.m Conference  
 p.m general assembly  
 Friday April 9 a.m : check out.

The institute of Tourism will host the workshops and some other activities (8 minute walk from the hotel)

The bid proposed by Hotel Adrar has the offer as follows: 210 Dhs half board on double occupancy basis. This is based on 150 people minimum.

Hassan from Librairie National gratefully proposed to contribute to the conference.

The final figure for the conference is **900 dhs** including subscription fee. Participants from abroad: Euro 120 + EURO 15 membership.

**The ESP conference** will be held prior, that is Friday April 2 to Sunday April 4.

### **Quick Way round table, MATE 23<sup>rd</sup> National Conference, Fez April 2003** Reported by El Mostapha Ouajjani

Mr A. Chaibi, the chairman, announced the opening of the round table stating that its major goal is not to provide ready-made answers, but rather to involve the participants in evaluating *Quick Way*, sharing concerns and ideas, and, hopefully, overcoming problems related to its use.

Mr M. Hassim added that the book triggers a lot of controversial debate, and, therefore, ‘practionners’ should have their say and embark in a professional and academic discussion aiming at gathering recommendations for decision-makers, and, thus, assisting them in developing the textbook. He proposed two basic areas as starting points:

1. Pedagogy and content validity, that is the issues related to the approach(es), the methodology, the activities, texts, tasks, and so on;
2. Face-validity which is related to the layout of the book, its size, pictures, etc.

The participants raised some issues related to the nature or origin of *Quick Way* and the problems that (might) accompany its use. They noted that the textbook

designers had to bridge the original *Highway* and change its name into *Quick Way* to ‘Moroccanize’ it. The processes of reduction have resulted in many discrepancies which should be reviewed and treated in the coming versions of *QuickWay* if ever the present version is a mere transition textbook. Noting that writing a textbook is not an easy enterprise, the participants noted, nevertheless, that typos and errors of usage could, by no means, be tolerated in a professional textbook, let alone one designed to be used by beginners.

As far as methodology is concerned, the participants expressed their concern about the total absence of in-service training related to the pedagogical and methodological orientations of the book. Teachers have not been trained to meet the objectives of Q.W., and, therefore, those who have always taught in the traditional ways of *English in Life* will always find it hard to adapt their teaching to more learner-based kinds of approaches. The participants also noted the absence of recycling in the textbook. Units seem to have no lexical or syntactic link. Last but not least, testing is a big issue that needs to be tackled in Q.W.

Responding to the issues raised by the participants, Mr. A. Rhaiti pointed out that many things in Q.W. were done in a rather 'quick way'. The discrepancy between the number of pictures in some units and the representation of Moroccan culture in the textbook are among the flaws that need to be remedied. Mr. Ghaiti also noticed that the textbook, by de-emphasizing and dethroning grammar, is actually adding to the teacher's distress and discomfort.

Mr. M. Fahmi re-echoed his thesis plainly voiced in a

previous presentation that a teacher can always make the worst textbook the best in the world, and vice versa. Q.W. is no exception. Teachers need to share ideas and record their classroom experiences, which are, in many cases, priceless for their colleagues.

In his final conclusion. Mr. Chaibi stressed the importance of reflection and action research in language teaching. No matter how comprehensive a textbook might be, the teacher is never exempted from supplementing and enriching it.

### **Agadir Regional Branch** **MATE day: December 9<sup>th</sup>, 2003**

Mateagadir in coordination with the English Inspectorate and in collaboration with CRDAPP of the Regional Academy for Education and Training of Souss-Massa-Draa organized a Mate Afternoon on Tuesday, December 9<sup>th</sup>, 2003 at 14:30 at the administrative premises of the Academy.

Mr. Lhoussain Bouchouat the Inspector coordinator of the Academy made a brief introduction in which he welcomed the new director of the Academy Mr. Moubarak Hanoun, thanked the participants and the organizers and presented the programme to the participants. Around 160 Supervisors, teachers and trainees attended the event from the three delegations of Agadir / Idaoutanan, Inezgane / Ait Melloul and Chtouka/Ait Baha.

The event was then opened by the speech of the director of the Academy. In his speech, the director welcomed the participants and appreciated the efforts paid by MATE in organizing various activities for teachers, trainees and students last year. He also stressed the importance of coordination and cooperation between the Academy and MATE in whatever activities to be organized. MATE, he said, can rely on the services of the academy in carrying out various activities in the seven delegations of the Souss-Massa-Draa region. The CRDAPP will be assisting MATE in all its activities. The Director expressed his gratitude to MATE for being the first to organize such a great pedagogical meeting at the Academy.

Mr. Mohamed Bouchakka, G. Secretary of the Regional Branch of Agadir delivered a keynote speech in which he thanked all the participants for their attendance and the Director of the Academy for his warm welcome, his encouragement and readiness to assist our association to carry out this year's varied and rich program. Mr. Bouchakka reminded the audience of our great loss of a great man and teacher the Late Lhoussain El Aabidi, former treasurer of MATEAGADIR. Al Fatiha was read on his soul. May God have him in His Mercy, Amen. Mr. Bouchakka thanked all the members, supervisors and teachers, for helping in the success of last year's events and urged everyone for more efforts to help bring forth the various activities programmed for this year.

The program of the afternoon began with Mr. Ahmed Atlagh's presentation entitled : **Integrative Grammar Teaching**. In his presentation, Mr. Atlagh, teacher at Lycee El Bakali in Ait Melloul, traced back the shift in language teaching methodologies with more focus on grammar. He tried to *depict* the situation of the classroom teacher among all the existing teaching approaches, sometimes conflicting ones. He then tried to show how it is possible to make the teacher's task easier and in complete harmony with the guidelines highlighted in the new curriculum and how this can have a positive wash back on the students who may also share the possible confusion of the teacher. He stressed the importance of keeping a balance between form and meaning (Accuracy and Fluency) while teaching grammar. During this presentation evidence was shown from various research and samples drawn from the four new textbooks viz. *Quick Way 1 and 2*, *Focus* and *Horizons*. The teaching of grammar can be achieved via the integrative approach which means students will be learning grammar through the process of what Mr. Atlagh called X1, X2 and X3 (X-ploration, X-planation and X-pression) or POHE (Preparation, Observation, Hypothesizing and Experimentation) used by Quick Way 1.

After the tea break, which was a good occasion for old friends to meet, started the Panel Discussion moderated by Mr. Mohammed Hassim, Supervisor at the Delegation of Zagora. The theme of the discussion was: **Curriculum Issues; focus on Quick Way series**. Mr Hassim first made a brief introduction in which he set the direction and boundaries within which the discussion should be conducted. He clarified that the objective is posing problems that teachers using Quick Way series encounter and urged the audience to come up with possible and feasible solutions. Both the presentation and the panel discussion fulfilled the objectives they were set for. The organizing committee is glad to hear that the participants were very much satisfied with both the perfect organization, the types of activities and the interesting interventions during the event.

Many thanks to Mateagadir, to CRDAPP and all the people who have contributed to making this year's first MATE Afternoon successful.

**Reproted by: A. Atlagh & M. Bouchakka**

***Information & Communication Technology (ICT) in Materials Development:  
A project-based workshop***

***Objectives***

Drawing on the positive and encouraging experiences gained during the first MATE 2-day ICT workshop (Agadir, 5-6 January 2002) and the National MATE ICT workshop (Agadir, 21-22-23 March 2003), MATE-Agadir, jointly with the national board and CRDAPP-Agadir (Souss-Massa-Daraa Academy of Education and Training), organised this third workshop as a follow-up which focussed mainly on project work to produce pedagogical materials based on the current English syllabus in Moroccan secondary schools. The workshop was partly sponsored by Macmillan publication house.

The workshop aimed to:

1. work on projects that aim at producing teaching and learning materials that support the English syllabus being implemented in secondary schools;
2. provide trainee-centred training according to selected small group projects;
3. provide the necessary technical skills and tools that would enable the participants to carry out their projects; and
4. compile, edit, publish and distribute the finalised projects after the workshop.

***Trainers***

Abdellatif Zoubair (Delegation Agadir Idaoutanan)  
Miloud Najrane (Delegation Inzeeggane Ait Melloul)  
Mohammed Hassim (Delegation Zagora)  
Ahmed Atlagh (Lycée Albakali, Ait Melloul)  
Mohammed Assabane (Lycée Omar Khayyam, Inzeeggane)  
Abdellah Amhaoul (Lycée Nouveau, Ben Guerir)  
Mustapha Blibil (Lycée Zerktouni, Marrakech)  
Abdellatif Ait Heddane (Lycée Ibn Toumart, Marrakech)  
Abdelkrim Rasmy (Lycée Ibn Teimya, Marrakech)  
Lahsen Ahmam (Lycée Iben Alhaitham, Ouarzazate)

***Organising committee***

L. Bouchaout, A. Zoubir, M. Najrane, M. Assabane, A. Atlagh, M. Hassim, M. Bouchakka, A. Chraa, M. Lkharouaa, H. Elhassany, H. Fathi, S. Berdouz, M. Fahmi.

***Participants***

There were 45 participants, including 3 CPR teacher trainers and some CPR trainees, in addition to the inspectors in the different areas of the academy. Participants were selected according to the following criteria:

- belonging to the Souss-Massa-Daraa Academy (trying as much as possible to involve participants from the different areas of the academy)
- previous participation in a MATE ICT workshop
- willingness to actively participate in a productive project during and after the workshop
- readiness to cascade information and similar work with colleagues in their area.

***ICT in materials production: Project Work***

**i. the programme:** The main areas were

- Offline supported learning projects

- Online learning projects
- Using and creating computer audio/video projects
- Projects finalising & presenting

**ii. Project Work**

The workshop was project based. By this was meant that the participants would work in small groups (about 8 in every group) to formulate an applicable plan for the project during the days of the workshop (objectives, content, types of activities, technical information, who will do what, timing, etc.). The final project will consist of producing ICT-based teaching/learning materials related to one of the existing Moroccan ELT syllabuses. We opted for the syllabus of First Year Bac (as embodied in Quick Way 2). Every group will deal with 2 Units from the mentioned book and prepare materials to support these two units. There were 5 groups covering the 10 units of the book.

The Agadir group prepared a sample of the project (included in the compiled CD ROM that was distributed to the participants at the end of the workshop) that every group should follow to produce similar (maybe better and little different) projects. The aim of this sample was just to serve as a guide and give a clearer and more concrete idea of what every group is required to do during and after the workshop concerning their own projects.

After the workshop, every member of the group should be involved in preparing activities related to one of the following areas (related to the chosen 2 units):

- vocabulary
- grammar and functions
- reading + activities
- testing ( 3 short quizzes + 1 global test, going in line with the specifications in the ministerial continuous assessment circular)
- video clips + activities related to the topics in the 2 chosen units
- audio clips + the above
- fun activities.

The activities should be varied technically, i.e. use different ICT tools (HotPotatoes, PowerPoint, MS Word, HTML through FrontPage, audio-video, etc.).

Apart from this, there will be other projects related to online learning (synchronous and asynchronous communication, email projects, online environments, etc.).

During the workshop, every trainer headed one of the groups to explain the plan of work, answer questions raised by the participants, manage the work of the group, report different issues to the workshop organising committee.

After the workshop, every trainer will be responsible for following the work of his group, assure quality of the work, answer questions, help in the editing of the produced work, report to the organising committee, ...

The projects will be collected and edited to come out with final versions, as ready to use materials. The groups should

finish their projects by the end of April, while the final versions should be ready by the end of May.

The workshop was a great success as clearly stated by the participants in the evaluation questionnaires. It has marked a clear shift towards ICT materials production which is a significant sign of MATE' s coming of age in the field of

ICT in ELT. MATE-Agadir is indebted to the following people and institutions for their valuable contribution to the success of the event: Souss-Massa-Daraa Acadeemy, Agadir Academy inspectorate, Macmillan publication house, the trainers, the organizing committee, and the participants.

*Reported by Mohammed Hassim,  
Coordinator of the ICT workshop*

## **PROJECT WORK : BRINGING REAL LIFE INTO THE CLASSROOM**

**Mustapha blibil, Zerktouni high school, Marrakech**

### **INTRODUCTION**

One of the most challenging issues that has often been debated in teachers' meetings is how to get students fully engaged into the 'making' of their own learning. This mode of learning, it is argued, would not be easy under such conditions as large-size classes, mixed levels and one-size-for-all, time-based syllabi which make self-paced, learner-centered leaning very hard to attain.

These restraining factors, indeed, make it imperative to think of other outside-the-class activities to involve the students into contributing to their own learning through using other teaching sources to complement the classroom formal instruction. This, however, cannot be achieved unless a more supportive environment is provided.

The aim of this paper is to suggest project work as a much more rewarding activity that might help boost students' motivation and interests and, hence, engage them into genuine language learning. A self-reflective account of my experience in implementing this activity will also be included .

### **WHY PROJECT WORK?**

Undeniably, classroom formal instruction has shown, in most cases, its limitations in sustaining students' motivation and interest. The wide range of individual differences, capabilities and learning styles makes it often difficult for the teacher to achieve the desired outcome. For these purposes, project work can be a natural extension of the formal instruction.

### **SOME CHARACTERISTICS OF PROJECT WORK**

#### **Motivation**

Project work "provides contexts where the learner might feel a genuine need for using the language". (Nabila Dhieb-Henia, 1999) It also helps in setting up contexts where learners are required to actively engage in purposeful communication.

#### **Skills**

Project work can be a suitable activity integrating the four traditional skills as well as other higher-order skills such as critical thinking, synthesizing, interpreting, etc. . .

#### **Life skills**

Life skills such as interpersonal contact, initiation, problem solving and negotiation can also be developed.

#### **Learning management**

In project work, the student will learn how to manage his/her own learning. He/She will engage in cooperative

work and, most importantly will learn how to adapt to such conditions as time-pressure, poor logistics and scarcity of resources.

### **SOME PRACTICAL CONSIDERATIONS**

The introduction of project work into my teaching practice was not an easy task. The outcome of the first implementation was far from satisfactory. I had come to realize that my lack of experience as well as the students' learning habits were the real obstacles. My own reflection about the issue led me to the conclusion that a more systematic approach had to be adopted. The following steps were deemed necessary for a better implementation of the activity:

1. Review some project models to get the "feel" of the procedure to be followed.
2. Start 'small' by using easy structured projects to familiarize the students with such an activity.
3. Exhibit the students' products in the school library or anywhere else for public scrutiny and thus celebrate the event to boost students' self-confidence and self-esteem.
4. Gradually, step out of the way and let the students do the 'job' on their own with only minimal guidance.

This procedure was found to be effective in that it helped both my students and I gain more confidence and self-awareness of the learning that was manifested during all the stages of the project: the preparation stage, the process stage and the presentation stage.

Experience has shown that the preparation stage plays a very important role in project work. Given this importance, I had to "psychologically" prepare the students for the activity. The following procedure was followed:

1. Students were informed about the assignment and were given enough time to "sleep" on the idea, form into groups of no more than four (individual work was accepted but not recommended), then decide on the topic that they would like to work on. The above decision was taken to give the students the opportunity to freely choose who to work with because such an outside-the-class activity makes it necessary to take into account factors such as proximity of residence, gender, shared interests, etc.
2. Once the groups were formed and the topics chosen, the students were engaged in an in-class oral activity where they had to talk about their topic and the purpose of their choice. This was followed by writing a detailed account of how the project was going to be

done, who was going to do what (responsibility sharing), what materials/tools were needed and finally a detailed estimation of the cost. A checklist was written on the board to assist the students in doing this activity. At this stage, it was noticed that the students were amazingly immersed into language learning.

3. When the reporters of the groups read out their reports and after the discussion of these reports, a deadline was agreed upon for the end-product to be handed in.

It might be safe to say that the preparation stage had greatly encouraged the students to take things seriously. Their interaction through suggesting ideas, giving opinions, and 'weighing' the possible difficulties they might face in the process of doing the project were all good signs that learning was really taking place. The students' readiness and enthusiasm to engage in the activity was also a positive sign of motivation.

During the four-week period of the "making" of the project. A weekly briefing about how much progress was given to the whole class. These checkpoints were deemed necessary:

1. to 'control' the students' work;
2. to assess the students' performance and make sure all the members of the group were really "doing their job";
3. to encourage groups that were lagging behind to catch up with the others;
4. to give the students the opportunity to assess their work through comparison with the work of others and,

accordingly, reconsider the quality, the method chosen, and sometimes even the mode of the presentation of their end-product.

During these briefings, it was noticed that the students were very eager to listen to the others reports and this resulted in heated debates among the members of each individual group as well as among the whole class. It was not surprising, then, to have some groups think of changing the topic or shift from writing a report to producing a multimedia presentation. Such behaviours were indications that the element of competition was there to be found. Most of the groups were "struggling" to come out with the best product.

### THE PROJECTS

Most of the projects were returned on due time. Some of the groups who failed to do so were allowed extra time to give them opportunities to finish their work. Every group had justifiable excuses for not having been able to hand in their project work. A group, for example, was preparing a presentation about A.I.D.S. and were waiting for posters from an international organization they had sent an e-mail to. Another group had some technical problems when they wanted to turn a cassette video into a CD. I have come to realize that a more flexible deadline could be allowed if the teacher felt that this would help the students to come up with a more refined end-product. Here is a list of the projects received:

	TOPIC	SOURCES	MODE OF PRESENTATION
1	Tourism in Marrakech	Internet / direct contact / Personal visits / interviews	A 50 minute documentary film + oral presentation
2	Genetics	Internet / reference books	PowerPoint presentation + CD
3	Environment	Internet / reference books	Written file + oral presentation
4	The Theory of Darwin	Internet / encyclopedia	Poster + oral presentation
5	Moroccan Handicraft	Internet / brochures	File + oral presentation
6	The status of women in Islam	Internet / reference books	File + oral presentation
7	The dangers of Smoking	Internet	Poster + oral presentation
8	Parenting	Internet / TV	Video recorded TV programme + oral presentation
9	Interview with a visiting Fulbright exchange teacher	Direct contact	Written report about the interview + oral presentation
10	The working mother vs. the staying-at-home mother	Internet	File + oral presentation
11.	Tourism in Morocco	Direct contact / interviews	Audio cassette + file + oral presentation
12	The history of fashion	Internet	Diskette + oral presentation
13	Survey about the students attitude toward school	Questionnaires for both students and teachers / interviews	Report + oral presentation

It might be noticed from the table above that almost all the groups had resorted to the internet during their search for the information needed. Easy access to the internet at school has made this possible. Some students, however, found it difficult to retrieve the needed data and therefore I had to assist them by teaching them some useful search engine techniques. Most of the written files were computer processed and this shows how quick the students can learn how to use the computer if there is something purposeful to do with it. Some of the students

have manifested a high degree of computer skills in doing their project.

### ASSESSMENT

The outcome was on the whole quite satisfactory. It is true that some of the students did not go beyond the retrieval and selection stages in their research, but there was at least a considerable amount of extensive reading and writing. The important thing, I believe, was to have the students talk about their topic, defend it and answer

their peers' questions. These documents would certainly be used as valuable extensive reading materials as most students expressed their desire to have a copy of some of them.

It must be also noted that the students themselves expressed their self-satisfaction of this type of work and wished there would be another project work during the second term.

There were, however, some difficulties. The correction of students' first drafts could be too demanding on the part of the teacher. Although some project advocates suggest that students' end-products should be left uncorrected to preserve their originality, and to keep it for future use as research data, I believe that correction of at least serious errors has to be done.

### **Integrative Grammar Teaching: X-ploration , X-planation and X-expression** Ahmed Atlagh, El Bakkali High School, Inzegane-Ait Melloul

#### **INTRODUCTION**

Within the present situation where we hear and even use a number of approaches to language teaching and also with the everyday changing textbooks, we face a real dilemma. Among all the approaches, sometimes conflicting ones, from structural through communicative to competency-based approaches, teachers sometimes are not satisfied with the way or ways grammar is proposed to be taught. Students also may experience certain type of confusion.

The aim of this article is to check if we can possibly bridge the gaps or find some kind of balance and bring the conflicting approaches to complement each other. In other words how can we make our teaching tasks easier and result oriented, following the guidelines agreed upon either at the level of the curriculum or those highlighted by the National Charter for Education and Training (NCET)? For this, I have opted to deal with a very thorny issue, which is the teaching of grammar. In my article, I will try to trace back the shifts in language teaching methodologies with more focus on grammar. Then I will try to show how it is possible to combine

#### **CONCLUSION**

It might be said that despite the difficulties that teachers are often faced with such as time-constraints, poor logistics, etc., project work can, if conducted properly, assist the teacher in filling some of the gaps that are often left from classroom practices. Choosing a suitable time for the implementation of project work is crucial for the success of project work. Starting at the beginning of each term to avoid the exam periods would be ideal.

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form and meaning in the teaching of grammar, since it seems it is one of the most significant factors in deepening the conflicts I mentioned earlier.

Paying a short visit to how the new textbooks deal with grammar will give us an idea on how textbook writers view grammar and how they require teachers to teach grammar. Let us see how we can make these poles or extremes of form and meaning meet in harmony to reach accurate and fluent language teaching and learning; also referred to as successful language learning and teaching. My prime objective of course is to reach a compromise or an agreement among us today on how to deal with grammar. This will make us speak the same language which will have a positive wash back effect on our learners.

#### **HOW GRAMMAR WAS AND SHOULD BE TAUGHT: A COMPARISON BETWEEN DIFFERENT METHODS AND APPROACHES**

The following table gives a brief idea about how grammar was taught throughout different methods and approaches:

<b>Grammar Translation</b>	<b>Direct Method</b>	<b>Audiolingualism</b>	<b>Natural Approach</b>	<b>Communicative Language Teaching</b>
- The study of a language was the study of its grammar. - Learners were instructed to do exercises involving translation in and out of L1 & L2.	- It emphasized oral skills. - Learners acquired the language through the formation of correct habits, irrespective of rules. - A syllabus was a graded list of sentence patterns which were practised through drilling. - It Involved explicit language teaching.	- The explicit teaching of grammar was rejected. - Learners acquired the language in a similar form to the direct method, but language acquisition was viewed as an innate human capability rather than habituated behaviour. - Probably it was here that the focus of language learning shifted towards the learner. - Teachers were more interested in how students learnt, and sought to apply this to their teaching.	- It was apparent that there was genuine interest in the learner. - The approach underlined the views of Krashen that language could be picked up by immersion, as children do with their mother tongue.	- It can be split into two types : a. The shallow approach did not reject grammar teaching and sought to use grammar and vocabulary to achieve communicative goals. b. the deep approach rejected grammar teaching, acquisition was encouraged through a system of tasks and the emphasis was on the successful completion of the task.

What you can notice from this brief description of how grammar was or is still taught is that the earlier methodologies placed a higher emphasis on production in a limited form (Grammar Translation, Direct Method), but never considered the needs of the learners or presented language as a package. Whereas later methodologies combined learners' needs with tasks to enhance their communicative competence but arguably sacrificed accuracy over fluency, as there was no focus on form. This is mostly what I would like to focus on in this article.

Beginning in the 1970's, interest in the teaching of 'real-language' has increased as people have become more and more interested in the language used in various social and cultural settings. As a result, there has been a rapid shift of research and practice from audiolingual and grammar-translation methods to the exploration of communicative language teaching, and much attention has been paid to focusing on global and integrative tasks, rather than on discrete structures. A review of the research starting from 1970's (Ellis, 1997) shows that communicative Language teaching was perceived as a departure from grammar in favour of focusing on the meaning only.

A comparison of communicative (also referred to as meaning-based) to form-based (also referred to as structure-based) approaches in language teaching shows that communicative language teaching enables students to perform spontaneously, but does not guarantee linguistic accuracy of the utterances. On the other hand, form-based approaches focus on the linguistic and grammatical structures, which makes the speech grammatically accurate. But this accuracy is observed in prepared speech only, and students lack the ability to produce spontaneous speech. Prabhu 1985 conducted an experiment in communicative language teaching and found that:

*“the experimental group, which received meaning-based instruction, did well on the meaning-based test, but showed low results on the discrete-point test. The control group, on the other hand, having received structural instruction, performed better on the grammar structure tasks, rather than on the global and integrative tests. Conclusion: The outcome of this experiment is quite logical and obvious and can be explained by the washback effect. Students' performance was better on the tasks they were trained for.”*

The question then rises, what method is the most effective? It has become popular these days to refer to needs of students and respect the goals of the curricula. Therefore, if students need grammar for communication, it should be taught communicatively, that is, meaning-based. On the other hand, if students need grammar to be able to sit for exams that require grammar knowledge and that is what they are going to be graded on, then form-based approaches will be more appropriate.

However, these are polar opposite positions that leave no room for nuance.

In teaching grammar, teachers face a dilemma, let alone students. On the one hand, students need to know the rules, as that is what they are tested on at schools. On the other, with a number of multinational companies requiring that their personnel staff have a good mastery of the English language, teaching and learning English should also have a functional purpose as it is stated by the NCET. That is why there is a need to look at the ways of combining *form* and *meaning* in teaching. As a possible solution, integrative grammar teaching combines a form-based with a meaning-based focus. Spada and Lightbown (1993: 205) have also argued that **“form focused instruction and corrective feedback provided within the context of communicative interaction can contribute positively to second language development in both the short and long term”**.

Integrative grammar teaching, which presupposes students' interaction while learning, can be viewed as a cognitive process of learning an L2 that reflects the sociocultural theory proposed by the Russian psychologist Vygotsky (1978). In talking about the development of a child's brain and his socialization, Vygotsky argues that there is a strong relationship between learning and cognitive development, in which cognition develops as a result of social interaction and sharing the responsibility with a parent or a more competent person. From an early age, children look to their parents for clues to acceptable social behaviour. This brings us to **Vygotsky's zone of proximal development (ZPD)** in which there are two main stages of an individual's development.

The first stage is what a child or learner can do by himself; the second stage is his potential, what he can accomplish with the help of another more competent person. The distance between the two points is called the **zone of proximal development**. Vygotsky also introduces the notion of a *mediator*- a person who helps students to accomplish what they cannot do by themselves. *The role of the mediator in teaching an L2 is placed on an L2 teacher, whose task is to direct students in the right direction and help them reach the second stage in the ZPD.*

Similar to Vygotsky's theory is Krashen's (1981, 1985) **Input Hypothesis Theory**, also well-known as the **"i+1"** hypothesis. According to this hypothesis, **i** represents students' current level of L2 proficiency, and **+1** is the level of the linguistic form or function beyond the present students' level.

**Krashen's Input Hypothesis** and **Vygotsky's Zone of Proximal Development** are basically describing the same cognitive process of social interaction in students' development. For Krashen, optimal input should be comprehensible, i.e. focused on the meaning and not on the form. For integrative grammar, students will be

focusing on the form, but actively, through *communicative, meaning-based, exploratory assignments.*

Even though well-criticized for lack of empirical evidence, the significant contribution of the Input Hypothesis to the field of applied linguistics is that it shows how teachers can focus on the actual level of students, adjusting the complexity of the material presented by the textbook so that learners will be able to reach what initially was beyond their level.

#### **UNIFYING FORM & MEANING THROUGH: EXPLORATION, EXPLANATION, AND EXPRESSION**

What is meant by integrative grammar teaching, is combining *the form* and *the meaning*, using what is called the **EEE method (Exploration, Explanation, and Expression)**, which I prefer to call the XXX method because it is easy to retain. This method of XXX consists of three equally important stages:

**Exploration** is the first stage of integrative grammar teaching. This stage is characterized by "*inductive learning.*" Students are given sentences illustrating a certain grammar rule and are asked as a group to find the pattern and, with the help of the teacher, to formulate the rule. Students should be given opportunities to figure out everything by themselves, receiving help only when necessary. To make the task easier in the beginning, some grammatical forms or endings can be highlighted. Students tend to prefer assignments that allow them to explore the language. The knowledge they obtain becomes theirs and it is often much easier to remember. Exploration, then, works as an excellent tool for motivation.

**Explanation** is the second stage of learning. As students find sequences or patterns in the examples they used during the *exploration* stage, the teacher or the students can summarize what was previously discovered, now focusing on the form. The *explanation* stage is quite important because students feel safer when they know the rules and have some source to go back to in case of confusion or for future reference. Depending on students' proficiency, confidence, and actual performance, this stage can sometimes be omitted. However, students should be aware of and experience the strategies they may use to refer to the explicit rules, if needed.

**Expression** is the third and last stage of the process. After discovering certain grammatical patterns in the *exploration* stage and getting to know the rules in the *explanation* stage, students start practicing the production of meaningful utterances with each other in communication and interactive tasks. The rationale of this stage is to help Students to apply their acquired knowledge in practice by making meaningful utterances. On the one hand, this may also serve as a motivation technique, since learners can actually see what they can do with what they have learned. On the other, the

expression stage gives them the opportunity to practice communication under the teacher's supervision, which usually assures the students that they can produce a correct utterance. Communicative interaction will be better if it is content-based, which allows students to relate it to something they care or know about, thus making it authentic. Let's then crosscheck what has been said so far with the textbooks that we are using and see how textbook designers require us to teach grammar.

#### **HOW GRAMMAR IS TAUGHT WITHIN THE NEW MOROCCAN COURSE BOOKS OF ENGLISH**

##### **Quick Way 1: Teacher's book**

- Successful language is more important than accurate language (TB p 3). In Quick Way the following assumptions about grammar are highlighted :

- a- teaching grammar is : \***descriptive** not prescriptive
- b- importance is given to the **generative** aspect of the grammatical elements
- c- Most of the grammatical elements are taken **whole-sale** and are not analysed separately
- d- students themselves identify their own rules. POHE (Preparation/Observation/Hypothesizing/Experimentation) process is used to teach grammatical elements. (TB p. 4)

- Preparation:

to introduce the topic

to build up or activate students' knowledge

- Observation : **X-ploration**

to enable Ss to observe accurately and perceive similarities and differences. They can recognize, identify and compare the elements in focus.

- Hypothesizing : **X-planation**

receptive techniques: matching, storing, checking, differentiating , comparing  
productive tasks: completions, using visual supports to produce utterances

- Experimentation : **X-pression**

to give SS confidence in themselves

to help them produce successful language

##### **An example from Quick Way 1: Students Book:**

Unit 3 page 30

Target Structure = adverbs of frequency

**X-ploration** = Exercise 1 Listening, \* linking

**X-planation** = Routines: adverbs are displayed on Students book for the teacher to explain

**X-pression** = Exercise 3 = ask your friend, use one of the words from the list

Do you think this is enough at this stage of expression?

Of course Not. On page 31 the reading is linked to the grammar point in question. Ss are asked to fill in a questionnaire and are provided with a list of adverbs (8 adverbs) = **X-pression**

##### **Quick Way 2**

Focus on Grammar

One of the main aims of Quick Way series is to develop accuracy. Hence, the importance given to grammar.

The teaching of grammar in this specific course is descriptive and a lot of importance is given to the

generative aspect (producing only grammatical sentences) of the grammar elements.

Students themselves identify their own rules. The preparation-Observation-hypothesizing-experimenting is used to teach grammatical elements.

Teachers are called upon to

- **Devise more practice exercises to be given as homework**

- **Recycle the grammatical elements dealt with as often as possible.**

Teachers are also advised to introduce other grammatical points if they feel that their students need them either for reading listening or writing. TB Page 9

#### **An example from Quick Way 2: Students Book:**

Focus on Grammar pp 38, 39 (activities 1, 2, 3, 4, 5 )

Exercise 1: SS read and extract from the text page 38 equivalents of active sentences given on page 39. Form and Meaning are both dealt with. **X-ploration**

Exercise 2: Ss in pairs underline subjects in both active and passive sentences in exercise 1. The use of the passive is the aim behind this exercise. **X-ploration**

Exercise 3: what is the difference between the two? The teacher's role here is to illicit students responses and will have them to explain. This is **the 2nd X-planation**.

Apart from exercise 4 where students are given some inappropriate or ungrammatical sentences to correct, The 3rd **X-pression** is absent. It doesn't mean that we can do without. So, as was mentioned earlier it is the role of the teacher to devise some practice exercises to be given as homework.

A very important remark to underline is that no terminology is used to introduce grammar to the students. This is probably why at the first look into Quick Way 1, we tend to believe that there is no or very little grammar. On the contrary there are 18 Grammatical Entities in Quick Way 1.

#### **An example from Focus:**

Unit 3 pp 28, 29, 33

Target structure: Present simple affirmative

**X-ploration** Exercise 1 SS read and complete the table p 28

Exercise 2 SS circle the correct form p 29

Exercise 3 SS read and fill gaps using a text p 29

Exercise 4 SS study the table and complete sentences p.29

**X-planation** Page 33

Exercise 2 Ss complete sentences use like / likes

Unit 5 p44 exercise 1 practice, p 45 exercise 2 + 3 practice, p 49 exercise 3

Unit 11 p92 exercise 1, p93 exercise 2, p97 exercise 2

**X-planation** Grammar Summary pp 122,123,124

**X-pression** is completely absent which means that the teacher using Focus needs to supplement and devise more communicative tasks for students to express themselves using whatever target structure explored and explained.

#### **English Horizons Introduction (page III)**

The new grammar is presented **inductively** and is followed by practice activities that move **from controlled** (by the content or the teacher) to **free practice**. The focus is upon the **form and meaning** of each grammatical structure

#### **An example from English Horizons**

Unit 4 page 28 and 29 + review page 7

**X-ploration** exercise 3 = Remember highlighted

**X-planation** page 29 Top of the page Auxiliary Do highlighted "do, does, don't, doesn't"

**X-pression** exercise 4 = answer with auxiliary

**X-pression** exercise 6 = pair practice

**X-pression** exercise 7 = Write = What do you eat for breakfast? Do you like fruit or vegetables ?

Review page 34 exercise 7

Obviously the 3<sup>rd</sup> X-pression is given more weight in Horizons than in other textbooks.

#### **CONCLUSION**

This paper described a way of combining form and meaning in teaching grammar. What I call the **XXX method**, consisting of three stages (*exploration, explanation, and expression*).

In the first stage, **exploration**, learners look at certain sentences and discover a grammatical pattern under a teacher's supervision. This stage also involves cognitive learning. Instead of being given an explicit rule, students spend some time discussing and discovering grammatical patterns, which helps them understand the rules. The teacher is given the role of the mediator working within the zone of proximal development. He starts at the point where his students are and pushes them, with his help, to grow and improve their linguistic competence.

In the second stage, **explanation**, the teacher elicits or explains rules, which, will make their speech more grammatically accurate. It is important for the teacher to connect the rules to the examples from the exploration stage, which builds on what students already know, as well as provides content-based examples for the third stage. This is the best way to link or integrate form and meaning.

In the third stage, **expression**, students use new structures in interaction, producing meaningful utterances. This stage prepares students for spontaneous use by helping them focus equally on form and on meaning in using the language in communication.

Finally, the examples of the four textbooks showed that they are making use of various ways of teaching grammar but they all stress the importance of linking both form and meaning using the process of exploring, explaining and expressing. And that is exactly what integrative grammar teaching means.

It is left to every individual teacher to adapt and supplement the textbooks to cater for what might be missing and adjust to the requirements of the curriculum and the needs of the students. It is only by finding a

unified way of dealing with thorny issues such as grammar that we could speak the same language.

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## MATE COMING EVENTS

### MATE-Beni Mellal

MATE Beni Mellal local Branch will organize a regional conference on May 28-29, 2004. The theme of the conference is:

#### **The New Curriculum: Methodology and Implementation**

The sub-themes are:

- Competency-based teaching
- Content-based approach
- Testing
- Evaluation of the new textbooks

Contributions are requested for:

- 20-minute Plenary papers
- 60-minute Workshops.

Detailed abstracts of your contributions including any logistics needed, phone number and e-mail

address are to be submitted to:

matebmlb@bmweb.ma or  
matebmlb@caramail.com

Mailing address:

MATE, BP.412 Beni Mellal Principal  
Morocco

Deadline: April 31, 2004

More information about accommodation and venue will be posted on the website:

**www.matebmlb.bmweb.ma**

as soon as these matters are settled with other partners.

### MATE-OUARZAZATE/ZAGORA

To foster inter-branches collaboration, a regional conference represented by three MATE regional Branches; namely Marrakech, Ouarzazate and Agadir will be held in Ouarzazate on 8-9 May 2004.

Following is the information and call for papers:

Ouarzazate-Zagora local branch is organizing its 5<sup>th</sup> annual colloquium under the theme:

#### **Bridging the school with its environment**

**Venue:** Ouarzazate city

**Date:** Friday 7<sup>th</sup> and Saturday 8<sup>th</sup> May, 2004

**Fees:** 150dhs (including food, dorms and handouts)

**Mailing address:** B.P. 105, Ouarzazate.

#### **Call for papers:**

Contributions are to be sent before April 20<sup>th</sup>, 2004 to the following emails:

matzat@hotmail.com

lahmam@hotmail.com

aitkabbout@yahoo.fr

## MATE receives The Worldwide Business Award

MATE received an international award on the magnificent work it has contributed during its 25 years of existence. This award comes to acknowledge the high quality of its work at international standards. Mr S. Berdouz and Mr A. Bouziane went to London on 21-25 January, 2004 to represent MATE in a ceremony where they received the award on behalf of MATE. Below is the document published about MATE on the website announcing the “Worldware Business Awards 2004”:

<http://www.worldaware.org.uk/awards/awards2004/mate.html>

*This award is given to a not-for-profit organisation for its contribution to sustainable development through the effective transfer of English language skills and knowledge.*

### The winner: The Moroccan Association of Teachers of English



English teachers in Morocco in the 1970s realised that their craft needed a new training initiative. Worldwide, the approach to teaching English had become communicative, with greater interaction between teachers and students. In Morocco, French teachers of English were leaving and being replaced by Moroccan graduates little trained for the task. So teachers formed the Moroccan Association of Teachers of English (MATE), to help colleagues raise their game and offer students a better service. It is one of a range of Moroccan teachers associations covering different subjects.

Since MATE was formed, it has held a conference each year, at which teachers talk over their problems and hear the latest ideas from Moroccan and foreign speakers. Speakers provide handouts which can be widely distributed. The King of Morocco has been patron of the conferences since 1989.

MATE is prominent in discussions of educational reform. It publishes a newsletter each quarter and conference proceedings each year, runs workshops and regional meetings and has just introduced distance coaching through the internet.

The net provided a new publication opportunity when it arrived in Morocco in 1996. Moroccan teachers may lack access to their school computers and be unable to afford the phone charges for the internet at home; but they use internet cafes throughout the country. MATE has taken advantage of this to spread ideas. In Morocco it is a leader in promoting the use of information and communication technology for education.

Another MATE expertise is in the use of English for special purposes: training teachers to teach medical, business, science and engineering students. Abdelmajid Bouziane, MATE's webmaster remarks: “Had training in ICT and ESP not been provided by MATE, there would have been little chance of it taking place in Morocco. The Ministry of Education and Youth is working on higher priorities such as illiteracy and education in rural areas.”

English has a limited role in Moroccan education but the growth of language schools and centres reflects a growing demand to learn it. Even busy business executives find time

for English lessons. Most Moroccan schools teach in Arabic and French, with Berber also being introduced. Pupils learn English in the last four years of secondary school. Some English for special purposes is employed in all university departments. At a few private colleges, students learn in English.

Abdelmajid Bouziane believes that MATE has improved Morocco's English teaching by introducing new approaches, bringing in scholars with ideas, organising discussions on new textbooks and sharing the findings of research, including that done by teachers in their classrooms. For teachers who do such research, MATE offers incentives such as the chance to attend a summer course abroad.

Mr Bouziane sums up: "I believe that everybody appreciates what MATE is doing. The openness of its members has helped to create good relationships. Being an apolitical association, MATE has never had any political conflict, though some members are militants in political parties and teacher unions. It holds very co-operative relationships with different ministries."



What has made everything possible is the commitment of MATE's members, normally unpaid however hard they work, and an efficient and democratic way of doing things which retains their loyalty. A freshly graduated teacher at a summer camp wrote: "I was never let down by any of its staff members. My constant requests and suggestions were always met with smiles and enthusiasm."

Apart from its work for teachers, MATE also provides summer camps for students from underprivileged areas at affordable fees. The camp teachers are newly qualified graduates who get a chance to practise what they have learned.

MATE has not directly improved its members' situations in the state system, where promotion is geared to length of service. But membership has helped them get jobs in private schools and in teacher training centres. Also, publishing in MATE publications helps university teachers win promotion.

### **The judges say:**

*We felt MATE was the most effective in terms of development and it demonstrated an enormous input of time and energy that is important to the teacher network. Its persistent dedication has made a tremendous difference to many teachers and through them made a difference in the lives of many learners and communities. "MATE has shown real grassroots involvement" "A very active professional ELT association"*

# الجمعية المغربية لأساتذة اللغة الإنجليزية

Moroccan Association of Teachers of English (MATE)

B.P. 6202 Rabat-Instituts, Rabat, Morocco. Tél. 067483454. Fax : 037 77 81 35

e-mail: [matemar@hotmail.com](mailto:matemar@hotmail.com)

website: [www.mate.org.ma](http://www.mate.org.ma)

organizes:

=( *THE 24<sup>th</sup> MATE NATIONAL CONFERENCE* )=-

From 5 to 9 April 2004 in Agadir

The Theme is:

## **Innovations and Challenges in Course books**

**Sub-themes include (but not limited to):** The importance of course books (or textbooks) in ELT, ESP, etc.

- Syllabus design
- Implementation of textbooks
- Issues of culture in textbooks
- Global issues in textbooks
- Skills, vocabulary, grammar, etc. in the implemented textbooks
- Textbook evaluation
- Adapting textbooks
- Supplementary materials
- E-resources as textbooks, etc.

**The conference will feature:**

- 40-minute plenary sessions
- Poster sessions
- 20-minute papers
- 1-hour workshops
- Round-tables
- General assembly
- Demos
- Book exhibitions, etc.

**Venue:** A very comfortable and central hotel in Agadir (South of Morocco)

**Costs:** 800 MDH for full-board and lodging and 100 MDH for participation fees (membership exclusive), about US\$ 120 for non-Moroccans.

B.P. 6202-Instituts-Rabat 10101 Morocco  
Dépôt légal : 84/9  
CCP: 212 927 T

Dispense  
du Timbre  
N° 920

### Destinataire

MOROCCAN ASSOCIATION OF TEACHERS OF ENGLISH  
B.P. 6223, Rabat-Instituts, C.C.P 212 927 T

### APPLICATION FOR MEMBERSHIP

Last Name ..... First Name.....  
Nationality .....  
Type of membership : Full (Moroccan)  Associate (non-Moroccan)   
Occupation : Teacher  Inspector   
Institution .....  
City .....  
Mailing Address .....  
Amount paid .....  
Mode of payment  
 CCP (enclose receipt or copy)  Check (bank) .....  
 Cash remitted to (Name ..... )

Date:  
Signature