

### EDITORIAL

#### **Quality Education should be more than a mere display of figures and facts** By Said BERDOUZ

Last year the educational authorities organized a series of symposiums, all throughout the country, about the current educational reform seeing that it has had very limited tangible encouraging effects on our educational system. Apparently, most of the driving forces, I mean people supposed to put it into effect, are not aware of the consequential role they have to assume as they seem not to be fully convinced of the beneficial upshots of the challenge the nation has to meet in this millennium. Something has gone wrong somewhere and, unless the educational authorities put in more efforts to bring round education stakeholders to contribute to the success of this enterprise, nothing will come of this reform. In my point of view, people have not been sufficiently informed about this utmost issue, that is why they have not come to realize that ensuring its success is a part of the duties of any scrupulous citizen, not to mention all educational practitioners.

Almost 5 years have passed since we started implementing the 2000 educational reform and another new academic year is to be added to the calendar of its implementation. It is the year 2004-2005, the year which will be forever marked by the merging of all departments involved in public education under the umbrella of one ministry. This is a very important decision if we take it for granted that it is going to help fill up the gap of coordination that apparently lacked in the previous way of managing education in our country. Until very recently our formal education used to be managed by the MENJ, The MHE, and the state secretariat of scientific research and almost everything showed that there was little coordination between these departments; each seemed to be working on its own. Seeing that the deficit in the sector of education has been so significant, other state departments have been called upon to intervene; some of them have been in charge of supplying some systematic education, whereas others have been made responsible for informal education; namely, adult vocational and literacy programs. A lot of efforts and big budgets have been and still are spent on both kinds of education; however, we are apparently still lagging behind the worldwide-recognized standards of education. Some concerned people would say that even if dozens of thousands of children are enrolled every year in primary schools, only very few of them would finish their tertiary education, not only because of necessary funds university studies would require from an average Moroccan family, but also because most of the time our students find themselves unprepared to cope with the requisites of university studies.

Now that education in its broad sense has become the concern of only one Ministry which declared its intent to make "Quality, Proximity and Regionalization" its motto for the future, people, mainly parents, would probably want to be assured that no problems will prevent the achievement of the reform objectives. Our education reform has been put forward with the view of assuring a qualitative improvement of the educational outcomes; it is meant to make the educational system provide our children with quality academic knowledge the highly required types and levels of skills and competencies they will need to survive in the world of globalization, where only the fittest people can live. In other words, with the reform, our children are entitled to be prepared to contribute, as accountable citizens who are proud of their being Moroccans, to achieve the nation real durable development liable to guarantee the welfare for all Moroccans without any

exception. Consequently, and as it is stated in all the official documents related to the reform, public schools programs should help our children acquire the values of our society which is known by its openness and its cultural diversity and teach them and train them on the use of the higher-order skills they will need to lead a life better than the one led by their desperate elders who have been easy targets to hiring terrorist organizations or by those who make the new generation of boat-people and who foolishly squander their youth and their relatives' money, seeking illegal immigration into European countries. Official texts and figures clearly state that by 2015 every child, be it a girl or a boy, will have profited from a high standard quality education; all necessary measures will be taken to ensure school drop-outs and school failures will be reduced to the least percentages one would think of if not eradicated.

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**Edited by:  
M. Hassim, E. Fahmi & S. Berdouz**

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However, reality seems not to confirm what is being preached. Our educational system is still being mistrusted. The number of Moroccans who prefer not to send their offspring to public schools, because of the poor quality education these schools provide, is dramatically increasing and this is reflected through the flourishing business of paying schools. It cannot be denied that a lot of efforts and money have been put into the implementation of this reform, yet the quality sought has not been actualised, neither are there signs showing that it will be actualised within the timing set for its implementation. In my point of view, we waited long before we took action to improve our educational system; therefore, as we are all concerned, our task is far from being easy, for we have cumulated a wide range of different types of errors. Furthermore, improving educational quality is difficult even for rich developed countries; let alone countries with very limited resources like Morocco, where other sectors are to be reformed under all conditions.

I mentioned earlier that we should not have waited that long to start reforming our system of education, but it is never late; nevertheless, I wonder whether all actors concerned with education share the same vision as far as the search for quality education is concerned. The concept of quality is borrowed from the world of industry. Almost all references I consulted agree on the fact that it means the endeavour which seeks to make products fit for a purpose and with the fewest or no defects. With regard to this concept, there are two opposing schools of thought. One of them adopts a statistical approach to quality: after listing the identified defects it calls for taking the necessary corrective action. The other one subscribes to a more radical approach which sees that products must be conform to priorly set specifications; conformance to these specifications is more valuable than producing goods with defects to be corrected later on.

To enhance quality improvement is not a prompt action; it is a long process, which may not work well unless all levers assumed to affect its evolution are called upon to come into play in the appropriate ways. Generally speaking, when quality is related to public education, I would say it implies that the services provided by public schools meet national expectations which are supposed to comply with the general policy of the state presumably based on democratic principles. These services should also meet the education consumers' expectations. In other words, I would say that public schools are not providing quality education if they do not satisfy the aspirations of their clients, enrolled students and their parents. It is true that a lot of work is being done to see the objectives aimed at by the reform achieved. With the Ministry's strategic plan which reflects a lot of professionalism in project making and the National Charter of Education and Training, which was based on a very reliable diagnostic analysis of the sector of education in our country and its valuable recommendations, we do not have the right to miss the target any more. It is true that most of us are sceptic about the whole matter because we have experienced many cases of disappointment caused by brightly elaborated promises that have never come true, but this should not be for us an excuse to dodge our obligation as hired professionals of education, as citizens concerned with the potential of our nation, as parents worried about our children's future. We, the main actors of the system, teachers, school administrators, supervisors, or whatever position we hold in the system, should all see that the challenge of improving the achievement of our learners is materialized. Education is one of our most important responsibilities liable to help us build up the better world we dream of. We should not forget that we are accountable to our employer, the Ministry in charge of education, and to the whole nation, not only for abiding by the rules and directives issued to pursue the objectives of the reform, but also for

our students' performance. To give every student the opportunity to excel and to experience the feeling of success teachers should pinpoint their students' weaknesses and accordingly plan and provide supportive teaching for struggling learners. Furthermore, it is highly recommended that they work in close collaboration so as to build up the feel of belonging to a professional community on which they may rely to overcome the problems they may encounter in their teaching job.

As for policy makers, if they are really willing to carry out successfully this extremely important project, the current reform, they should be committed to providing a safe and stimulating learning environment by making schools attractive places wherein teachers will be glad to work and learners will feel at home to learn. As the number of students in each class and for each teacher is a key element for quality education, they should give thought to the problem of overcrowded classes. They should also design curricula and teaching materials that will likely enable learners to face the challenges lying ahead of them. They should also design quality standards and instruments which are to be used to assess the learners' achievement on the basis of these standards. Quality teachers, quality school administrators and supervisors are of paramount importance to ensure quality education, that is why the educational authorities will have to provide the required means to give both pre-service and in-service training to these practitioners whose efforts to fulfil good achievements in their area of work must be rewarded. We cannot hope for quality in education unless some reasonable amount of didactic equipments is provided; therefore, all education stakeholders are required to supply education institutions with these equipments while the users are also required to make the best use of such tools.

To conclude, I would add that in any case, if we want to build up an economical system capable of generating employment and higher living standards, quality education is a must for our nation. We all know what we have to do, so, now, we just need to get on and do it.

**MATE new email account:  
matemorocco@yahoo.com**

## REPORTS ON MATE ACTIVITIES

### Minutes of the 1st General Council meeting

**Date:** 23 May 2004

**Place:** Marrakech

**Attendance:** 100%

#### **Agenda:**

The transfer of power  
Evaluation of the last annual conference  
Designing a work plan  
Summer camps  
Fund-raising  
Next conference  
Partnerships  
Local branches  
Communication  
Needs in terms of equipment

#### **Summary of the points raised concerning the above agenda and work tasks:**

##### **1. Transfer of power**

Due to the constraints of time, details of the financial report were discussed at the end of the meeting between Lamhiouli, former treasurer, and Mustapha, the newly elected treasurer.

##### **2. Evaluation of the 24<sup>th</sup> conference**

After the transfer of power, Berdouz, the newly elected president, thanked all the members of MATE who contributed to the success of the 24<sup>th</sup> MATE National Conference. The following shortcomings were mentioned, though:

- \* The programme was modified many times, which had a bad effect on the organization of the conference.
- \* Communication about the conference was very weak because MATE website was blocked.

Some recommendations for improvement were provided:

- \* The topic of the next conference should be announced as early as possible, and if possible the programme too. Information on the time and site could be provided when confirmed.
- \* Work tasks should be assigned with enough precision
- \* More efforts in communication and advertisement should be made.
- \* Bouziane will make sure all the papers are delivered to MATE. This requires a continuous reminder.
- \* A lot of energy was invested on making the stay of the trainees convenient, but the few of them who joined stayed at the hotel; therefore, it was recommended that in the upcoming conference trainees will be allowed to participate if they can afford the fees or if they are sponsored by another organization. Otherwise, their participation should be limited to regional colloquia which are less expensive.

##### **3. Summer Camps:**

City	People in charge
Casablanca	Lamhiouli, Fawzi, Imad, Mouhib
Rabat	??????
Fez	Marjane
Marrakech	Berdouz, Blibil

Coordinators: Lamhiouli, Fahmi

Materials: Lamhiouli, Raddadi

##### **4. Fund-raising:**

\* Summer camps

\* Sponsoring:

- Ait Ali will post a draft of sponsoring project to the members of the board for feedback
- Mouhib, Kerkech, Fahmi will contact the Moroccan Association for Private Schools and English BA holders to discuss possibilities of MATE offering training to newly recruited teachers.

\* Ads:

- Bouziane will do the statistics of MATE website visitors.

\* Membership

- MATE should restore the distribution of FORUM magazine to encourage membership.
- To reduce the expenses of mailing the newsletter and FORUM, MATE should purchase a Franking machine
- ALCs will be targeted for potential members
- Preparation of a database and letters to members to renew membership will be needed
- \* The British Council (BC) will be sought to contribute some funds for regional colloquia, sponsor other events (NGO management, etc.), pay its memberships and the fees of some participants in MATE conferences.

##### **5. Eventual partners:**

Belkachla and Makhfi will draft partnership project with

- \* Librairie Nationale
- \* Ministry of National Education and Higher Education
- \* The British Council
- \* El Amrani Institute (Berdouz and Belkachla)
- \* RELO
- \* Local communes.

##### **6. Local Branches (LBs):**

\* Problems:

- There is a need for financial support from the National Board (NB).
- It is recommended that in the future the relationship between the NB and the LBs should be more organized and that the members should consult the suggested project of internal rules and regulations on MATE website.
- Responsibilities should be specified
- Financial support for LBs should be structured (based on the quality and the importance of the event)

- A competition should be encouraged between LBs (in terms of the number of members)
- LBs should present concrete projects to the NB who can decide then about the amount and nature of the contribution.

\* Representing MATE NB in regional colloquia:

- Beni Mellal conference: Berdouz, Raddadi, Bouziane, Ghaiti, Mouhib, Belkachla
- Ouarzazate: Assebane, Blibil

\* Creating new branches:

- Casablanca
- Errachidia
- Other

\* The board of Marrakech should be re-elected.

**7. The 25th conference:**

\* Suggested theme:

Education, Citizenship and National Heritage  
Citizenship Content and Citizenship Values  
The Citizenship School  
The Citizenship Teacher

- Ayoub will be in charge of the theme of the conference

\* Research teams should be formed concerning MATE publications

\* A whole day in the conference will be devoted to the achievements of MATE in the last 25 years.

- Bouziane: coordinating research teams, sponsoring and grants

\* Venue: Beni Mellal or Ouarzazate (there is a change now)

**8. Work plan:**

\* Ait Ali will send a draft of a chart to be filled out by the board

\* Ait Ali and Bouziane will prepare the project for the NGO management colloquium

**9. Communication**

\* It was decided that we would improve the quality of communication among the members of the board in yahoo group and, therefore, the discussion will continue on the net. Also, we should reinforce communication with other channels.

\* Events should be announced in newspapers and the radio.

- Newspapers and Marrakech radio: Belkachla

- Newsletter: Hassim and his team

**10. Equipment:** The new board should decide on purchasing the necessary equipment.

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

**Date:** 10 October 2004

**Site:** Academy of Marrakech

**Attendance:** A. Bouziane, A. Ait Ali, A. Rhaiti, A. Lamhiouli, F. Mouhib, M. Blibil, E. Fahmi, M. Hassim, S. Berdouz, N. Belkachla

**Agenda :**

1. Discussion of the Summer Course (SC) reports
2. Finalization of the schedule for the upcoming events
3. National conference
4. Miscellanies

**1. Discussion of the Summer Course (SC) reports**

**1a.** Reports of the Marrakech and Casablanca SCs were presented by **M. Blibil** and **A. Lamhiouli** respectively (see Marrakech report in this issue). In spite of the success that the Casablanca SC knew, the following constraints were recorded:

\* There was the problem of supervision. All the people who were asked for help could not make it for a reason or another. The organizing committee had to do the work.

\* 5000 dhs were spent on cleaning the host school, which is quite a considerable amount of money.

**1b.** The reputation of MATE might be at stake in Fez as a result of what happened between the person in charge and the educational authorities there. Therefore, it was decided that **Lamhiouli** should get in touch with concerned parties and arrange a meeting for clarification and remedy.

**1c.** Rabat SC should be reconsidered. A committee composed of **Berdouz, Bouziane, and Lamhiouli** will fix a time to discuss this point with **Mr. Zaki** and clear up the situation.

**1d.** A committee composed of **Blibil, Lamhiouli, Fahmi and Mouhib** was nominated and assigned the task of studying and marketing the SC for next year and give a report to the board ahead of time. They should also look through the ministerial circulars that regulate the relationship between associations and educational institutions. This will help MATE launch negotiations with the Ministry and the Academies with informed knowledge.

**2. Finalization of the schedule for the upcoming events**

Finalization of a large part of the programme for the upcoming events was made (see the table of the schedule of coming events in this issue) :

\* Possible date of **ESP conference** : Jan 8<sup>th</sup> through 10<sup>th</sup>.

**Site:** Essaouira

**Theme:** English Teaching for Promoting Tourism. **Bouziane** will launch a call for papers on the net.

**Team in charge:** **Berdouz, Fahmi, Bouziane, Zaki, Laarej, Zizi, Haddad, Najbi.**

Contacts will be made with:

Mr. Azoulay, National offices of tourism, Higher institutes of tourism, Professional associations of tourism, British Embassy, RELO, Governor of Essaouira, Wali, Délégué, etc.

**NGO management conference:** Bouziane will get in touch with the British council.

**Translation conference:** Contacts about it will be made with Mr. Zaki soon by the **committee** mentioned before.

**University day:** **Bouziane** will assess needs and suggest a possible date in yahoo group.

**Berdouz** will e-mail local branches and inquire about or suggest dates and request themes for **regional conferences**.

**ICT national conference** will be organized by the local branch of Agadir in February 2005, in addition to an ELTeCS training at the BC directed by **Hassim** and **Bouziane** for the benefit of 6 people from Beni Mellal, Agadir and Ouarzazate

A **MATE day** on Quickway 3 will be held in Marrakech on October 13<sup>th</sup>. The schedule will comprise the election of a new board. Dates for other MATE days will be announced later.

### 3. National conference:

Suggested site: Ouarzazate

Theme: Education and Citizenship: Issues and Values

Team in charge: Local Branch of Ouarzazate and the National Board.

**Hassim** will create a new MATE e-mail account. **Berdouz** will be checking the fax. Modifications in **Hassim's** suggested poster were made and will be posted by **Bouziane**.

### 4. Miscellanies:

\* **BC** is always ready to sponsor regional colloquia

\* **On-line course:** selection was made in a haste because of the constraints of time (three days)/ lack of database for MATE members (there is a great need for it. **Bouziane** will consider that later).

\* **The funding** for the linguistic journal will stop when the contract with Mr. Mouha Naji comes to an end.

\* **Ait Ali** will post the sponsoring project for feedback

\* The project of affiliation with **IATEFL** presented by **Berdouz** in the meeting should be read and feedback given in Yahoo group.

\* **Berdouz** will write to TESOL and negotiate affiliation as a response to their request.

\* **Berdouz**, **Blibil** and **Belkachla** will go to the bank to solve the problem of the new account. **Berdouz** should clear out money problems with Hassan (Librairie Nationale) and **Lamhiouli**.

Reported by **Nezha Belkachla**

## Concise report about Marrakech summer camp 2004

The summer course (SC) started, as was planned, on July 12, 2004 with 60 beneficiaries. The following two days the number went up to 81. Six children whose parents are working at the CPR were exempted from paying.

Before the SC started, a meeting was held with the CPR trainees where 32 expressed their wishes to take part in the implementation of the course. However, only 20 of them kept their promise. This number was fortunately large enough for the small amount of classes we had. This also spared us the trouble of having to deal with extra expenses and that of providing opportunities for all the participants to teach the three levels formed on the basis of the placement test administered on July 09, 2004. The number of classes (2 beginners, 2 pre-intermediate, and 1 intermediate) was just enough for the 20 trainees to teach at least one session a day.

The daily work load consisted of 3 sessions:

Session 1: 8.00----9.30

Session 2 : 9.45-----11.15

Session 3 : 11.30----13.00

Each group of 5 trainees was in charge of teaching the five classes in each session while the others peer observed. This greatly enhanced team, cooperative and well planned teaching. The frequent visits of qualified teachers from different schools and that of the supervisors from Marrakech Academy have contributed a lot to the success of the training course and encouraged

the trainees to give the most of their potentials and boost their commitment.

During the whole course, no discipline problem or absences were ever reported. The general atmosphere was very relaxed.

On July 17<sup>th</sup>, a pedagogical meeting was held for the benefit of the trainees. It focused on the following issues:

- Classroom management and lesson planning (**Mr. Berdouz**)

- Teacher self-development (**Mr. Blibil**)

- A video show related to the SC and different teaching materials that teachers could use in their classrooms (**Mr. Rasmy**)

- A former CPR trainee from Settat gave a brief account of his experience as a teacher and the difficulties he was faced with.

The social aspect of the course was also given its due importance. A surprise birthday party was offered to all the participants. It celebrated the birthday of the only student whose date of birth happened to coincide with the period of the course. Another party was held to celebrate the closing day and the distribution of both students' and teachers' certificates were awarded with the presence of parents who openly expressed their gratitude towards MATE, their appreciation concerning the quality of the course, and their plea to see the experience reiterated next year.

Reported by **Mustapha Blibil**

## The theme-based approach to CBI

By Redouane Madaoui

Al massira high school, Massa, Chtouka Ait Baha

Content-based approach is a method of teaching foreign languages that integrates language instruction with instruction in the content areas. In this approach, the second or foreign language is used as the medium of instruction for mathematics, science, social studies, and other academic subjects; it is the vehicle used for teaching and acquiring subject specific knowledge. The theme-based approach is the most useful and widespread form of content-based instruction (CBI) today, and it is found in many innovative ESL and EFL textbooks.

The objective of this paper is to provide the theoretical framework of the approach through discussing its context, rationale, the view it has to language and language learning as well as teacher's qualities. The weak and strong points of CBI are also considered. Mention should be made here that the theme-based and CBI are used interchangeably in this presentation.

### Key terms

\* In CBI, *content* can refer to academic content -subject matter- or content in terms of cultural themes.

\* Stoller & Grabe (1996) define *Themes* as 'the central ideas that organize major curricular units; they are chosen to be appropriate to students' needs and interests, institutional expectations, program sources, and teacher abilities and interests'.

### Context of CBI

Content-based instruction is hardly a new phenomenon, although it is most often associated with the genesis of language immersion education in Canada in 1965. However, it is believed that using a second language as the vehicle to deliver content has been practiced for thousands of years throughout the world. Swain & Johnson (1997) pointed out that "until the rise of nationalism, few languages other than those of the great empires, religions and civilizations, were considered competent or worthy of carrying the content of a formal curriculum". This can be seen in the evidence that Latin was used as a medium of education for a thousand years after the fall of the Roman Empire. Since then the thread of teaching language through content has been visible through a variety of program models, most notably immersion and bilingual education, and has had an increasing presence in other second language education programs.

Yet the balance between language and content varies depending on the settings. In immersion and bilingual settings "the success of these [C-B] programs is critically dependent on students' mastery of the academic content to the same degree and level as students in native-language classrooms." (Genesee, 1994)

### Models of CBI

Although estimates of the number of language minority students in U.S. schools vary, there is consensus that the numbers are rising dramatically. In response, a number of program models have been developed to meet the needs of language minority students, many involving the integration of language and content instruction.

At least three general models of content-based language instruction exist: theme-based, adjunct, and sheltered (Scarcella & Oxford, 1992). In the theme-based model, a language curriculum is developed around selected topics drawn from one content area (e.g., marketing) or from across the curriculum (e.g., pollution and the environment). The goal is to assist learners in developing general academic language skills through interesting and relevant content. The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme. In the adjunct model, language and content courses are taught separately but are carefully coordinated. In the sheltered model, the subject matter is taught in simplified English tailored to students' English proficiency level. This model was originally developed for elementary foreign language immersion programs.

### Language in CBI

- CBI approaches "view the Target language as the vehicle through which subject matter content is learned rather than as the immediate object of study". (Brinton et al, 1989:5)
- "Language is not just a medium of communication but also a medium of learning across the curriculum. The goal of integration is both language learning and content learning. Content-based classrooms are not merely places where a student learns a second language; they are places where a student gains an education." (Mohan, 1986:8)

### Language learning in CBI

Successful language learning occurs when students are presented with target language material in a meaningful, contextualized form, with the primacy focus on acquiring information and knowledge. The following assumptions illustrate how language learning is viewed in CBI:

- Students learn language best when there is an emphasis on relevant meaningful content rather than on the language itself (Curtain, 1995).
- Second language acquisition is enhanced by *comprehensible input*; however, comprehensible input alone does not suffice -students need form-focused content instruction (an explicit focus on relevant and contextually appropriate language forms to support content learning) (Swain, 1985, in Grabe & Stoller, 1997).
- Both form and meaning (content) are important and work together naturally; to separate them is unnatural (Met, 1991).
- CBI promotes *negotiation of meaning*, which is known to enhance language acquisition (students should negotiate for communication related to both form and content) (Grabe & Stoller, 1997)
- Language learning becomes more concrete rather than abstract (as in traditional language instruction where the focus is on the language itself) (Genesee, 1994)

### Teacher characteristics in CBI

The following characteristics are embodied in successful language teachers who incorporate a content-based approach in their teaching. Such teachers

- use the target language consistently (or a combination of L1 and L2 in bilingual contexts); make use of L1 when the purpose calls for it
- provide meaningful, communicative, significant contexts for language learning to occur
- emphasize comprehension at beginning stages
- include reading and writing as tools even in early stages of language development
- base planning on themes; in the context where language teachers & content teachers cooperate to make the language syllabus
- follow a communicative syllabus yet are aware of the need to focus on form in the context of content instruction (With a focus on communication, Grammar emerges through and for language use)
- understand that an emphasis on comprehensible input isn't enough; demanding comprehensible and, when appropriate, accurate, output is also key (Total lack of attention to language structures does not help students to develop accuracy in their language proficiency (e.g., Lyster, 1987); best practice involves deliberate and systematic planning for and carrying out instruction in, through, and about the target language but always with emphasis on meaning.)
- gear activities towards students' interests, developmental levels, experiences, various learning styles, and needs
- know that effective vocabulary instruction is key and involves (1) determining students' understanding and knowledge of vocabulary and concepts, (2) preparing students for the concepts/vocabulary to be introduced in a lesson, that is, developing "pre-task" activities linked to students' prior knowledge, and (3) adapting lessons/assignments by providing multiple examples, guidelines, and procedures (Boutin, 1993)
- emphasize tasks that are cognitively engaging and intrinsically motivating
- make increased use of visuals and realia
- increase the number and vividness of examples
- establish clear and meaningful contexts for learning
- draw upon learners' past experiences and knowledge as well as previous experience from the curriculum.
- provide for student-centered activities (activity-based learning and individual choice in activities) (Genesee, 1994)
- step out of the role of "teacher as expert" and be willing to learn with and from students.

#### **The characteristics of a theme-based unit**

Theme-based units are a vehicle for teaching a range of skills and content by integrating curriculum areas around a topic. The goal is to assist learners in developing general academic language skills through interesting and relevant content. The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme.

A typical theme-based unit should make learning more personal, engaging as well as interesting. For this to happen, the unit should be flexible, as students' ideas and interests may take you in unexpected directions. It should cater for individual differences in learning, and therefore enables students to excel in one way or another. At the same time, students are able to understand a topic in greater depth. This is what Oxford & Scarcella (1992:6) call "depth of learning - the notion that if students are actively engaged in meaningful related theme-based tasks, they gain repeated exposure to language that helps to process the language."

#### **Strengths and weaknesses**

- The primary strength of CBI is that approaches that foster independent learning can be incorporated into it.
- It provides opportunities to teach higher order thinking skills.
- It can be implemented in a variety of contexts (ESP, immersion, bilingual education, K+12 classes). It is especially beneficial to students who are expected to learn subject matter knowledge as they are acquiring language.

Kinsella (1997) states that despite the effectiveness of CBI in contextualizing language and making input comprehensible, this practice does not create independent learners. She criticized CBI for being too teacher-driven. She argues that teachers adjust teaching materials to make them accessible rather than teaching students the skills of learning on their own. CBI alone, without the integration of academic skills instruction does not foster self-directed learners. By not teaching them how to be autonomous learners, CBI fails to prepare them for learning outside the classroom.

#### **Conclusion**

"A traveler in a foreign land best learns the names of people and places, how to express ideas, ways to carry on a conversation by moving around in the culture, participating as fully as he can, making mistakes, saying things half right, blushing, then being encouraged by a friendly native speaker to try again. He will pick up the details of grammar and usage as he goes along. What he must not do is to hold back from the teeming flow of life, sit in his hotel room and drill himself on all possible gaffes before entering the street. He'd never leave the room.» (*Mike Rose*). Leaving the room is the functional goal of theme-based approach.

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**Textbooks don't have meaning; Teachers give meaning to textbooks**  
**El Madani Fahmi, Lycée Med Reda Slaoui (CPGE), Agadir**

*Almost all teachers know that there is nothing worse in their trade than getting sick of one of the main tools they use: the textbook. Not only does boredom kill the teachers' creativeness, but it also inhibits learning; the aim behind teaching. Fortunately, and unlike many trades, teachers are lucky enough in that textbooks are changed from time to time.*

*Moroccan teachers of English are now using a new textbook Quick Way. Undoubtedly, hundreds of questions are being asked. In this paper, an attempt will be made to answer some of these questions. The focus will be on showing how this new textbook, if used properly, can help teachers teach and learners learn.*

**Do we really need to change textbooks?**

There are numerous reasons why it is advisable to change textbooks from time to time. Some of these reasons are as follows:

**Short Shelf life:** a textbook quickly becomes obsolete making the job of the teacher a much more difficult one in that he or she tries hard to convince the students that some of the issues and people are still interesting. The truth, however, is that fame is fickle and famous names, which most textbooks are teeming with, change. All these things prevent a textbook from remaining current.

**Harmful automatic reflexes:** Using a textbook for a long time may result in the teacher developing some automatic reflexes which could be described as viruses eating up teaching and learning. The teacher will lose his/her creativeness while writing a lesson plan for instance. These reflexes are also a serious threat in that some teachers might end up believing that everything they need to do their job is available and that there is no need to prepare their lessons at all. In a word, the zeal and motivation, necessary for the teaching and learning process, might fade away. Last but not least is that if we do not change, we will never progress. The reverse might happen.

**What Quick Way is not.**

Generally speaking, this new textbook is just like any other textbook. It has not been written to help teachers overcome all the difficulties they face while teaching. The need for a teacher is always there. One of the differences lies in the fact that the teacher now is in need of getting rid of so many "bad" habits he/she has acquired while using other textbooks.

**What Quick Way is.**

The Quick Way series (Quick Way 1, 2, and 3) is meant to be used during the three years students spend in high school. Quick Way 1 for the first year is different from the other two books in that it includes most of the basic grammatical structures of English. The aim behind this is to enable students acquire the language needed to deal with the themes at the end of Quick Way 1 and those in Quick Way 2 and 3. There are few grammatical structures in Quick Way 2. Simply because the students are supposed to have already learned what is needed, they are now to concentrate on the development of other skills. In the third book, there is almost no grammar because the main focus is on the further development and improvement of output.

**What is Quick Way based on?**

Quick Way uses the content-based approach. Before shedding light on this approach, it seems reassuring to trace back the meaning content has had in the different language teaching methods. This is illustrated in the following chart

Language teaching method	Meaning of content
Grammar translation method	Grammatical structures of the target language
Audio-lingual method	Grammatical structures. Vocabulary sound pattern
Communicative approach	Communicative purposes for which speakers use the language
Functional notional approach	Polite and impolite invitation forms. Ways to accept and refuse invitations
Natural approach	Problem solving

In the content-based approach, content consists in the use of subject matter for foreign Language teaching purposes. A number of topics are chosen to teach the target language and to satisfy the needs of the students who have already been identified and used as the basis of material development. This approach provides some of the necessary' conditions needed for second language acquisition. Swain (1985), for instance, claims that the development of communicative competence requires opportunities to use the second language productively. She argues that learners need to be «pushed towards the delivery of a message that is conveyed precisely, coherently and appropriately». As for Krashen, he believes that learning occurs when the learner receives comprehensible input, not when he or she memorizes vocabulary items and does grammatical exercises. Taking these two points of view into account, one can draw the

conclusion that learning takes place when both comprehensible input is received and comprehensible. Output is produced. *Quick Way* does provide this input and what remains is the output that should be pushed by teachers who should remember that learning is not how much you get in, but how much you get out.

#### **Some key features of *Quick Way***

Before going any further, it must be made clear that like all textbooks, *Quick Way* is not a perfect one. It has its advantages and drawbacks. It does, however, offer some new tools as far as EFL teaching in Morocco is concerned. Among these tools is the comprehensible input mentioned above. Such an input, which is in the form of themes, cannot and may not achieve its goals unless some requirements are met. Teachers have to be trained and supervised; and then inspected, to enable them to use the textbook effectively. This training, among other things, should lead to some unlearning. While using previous textbooks teachers might have acquired some bad habits that have to be unlearned. This unlearning can take place only if new habits have been learned and used. It is believed that teaching is like doing business in that one has to take risks. Teaching through *Quick Way* necessitates that risk taking. Therefore, supervisors have to create a safe atmosphere for their teachers

#### **Supplementing *Quick Way***

How to supplement a textbook is a necessary quality teachers using *Quick Way* have to have. Enriching a textbook is not as easy and as efficient as it seems. It might turn out to be meaningless especially when the textbook used is not theme-based. Supplementing *Quick Way*, however, can be done smoothly because when a teacher wants to use other teaching materials, she or he can do that without disregarding the theme of the unit being taught.

#### **Learner training**

Focus on teacher training only is not enough to guarantee the “best practice” in EFL teaching. Learners themselves have to be trained. They should learn how to learn or how to be in charge of their own learning. Among their responsibilities is that of helping their teachers enrich the textbook or make the input more comprehensible. Our students know more than we do about relevance. They feel their needs. The teachers just read about those needs. Therefore if we ask a student to do research, we will help learning take place because the latter happens with use, not passively. An example of what students should do resides in the computers. The “Web” is a huge source of information covering almost all topics/themes. Once this research is brought into the classroom, both the input and the output should be more comprehensible.

These activities would require groupwork and individual research. Groupwork should not take place in the classroom only. It has more meaning when it is done outside the classroom. Consequently our educational settings would not be just a drop in.

The outcomes of these activities should not just be the passing of a test only, but they should be judged on the quality of the work, the degree of participation and the amount of initiative. Because they would have to report everything, including process and drafting, students should be encouraged to reflect on what they have done. Very

important to note is that neither the teachers nor the students can do what is stated above unless the styles of teaching adjust themselves to make room for the necessary participation of students and teachers. The latter have to take a much more organizational role. The use of time itself will need to be carefully regulated between the more formal approach to teaching and the informality of students' production.

#### **Language components in *Quick Way***

It has been stated above that there is little grammar in *Quick Way 2* and almost no grammar in *Quick Way 3*. This does not mean that this important language component has been neglected. The teacher is given the freedom to choose those grammatical structures from any input to explain to his/her students.

Vocabulary is another important component in *Quick Way*. Students are exposed to a rich lexical syllabus. Teachers are not supposed to teach all the vocabulary items in a text as learners are not supposed to learn all those words. What should be done, however, is to arm students with the tools necessary to understand vocabulary items. They also should be taught how to use a dictionary; which has to be done by the end of Year 1. Another important quality *Quick Way* students must have is becoming vocabulary' collectors. There are hundreds of games to use in classrooms to enable students to acquire any new words. Students' notebooks themselves must have a new look. For example, the last pages of a notebook could contain a mini dictionary or unit dictionaries.

Last but not least is that recycling which is an important quality in teaching is among the features of *Quick Way*. Of course there are a lot of ways to recycle vocabulary items. That is why teachers have to choose the ways they believe can help them and their students achieve their goals.

#### **Literacy skills in *Quick Way*.**

As far as the literacy skills are concerned, *Quick Way* does give great importance to reading and writing. There is no room in this new textbook for those “silly” and simplified passages which do not improve any reading skills. The reading passages in *Quick Way* are so challenging that students have to be trained in how to understand a reading passage.

The work both teachers and students are supposed to do while going through the themes in the textbook should eventually improve students' writing skills.

#### **Conclusion.**

To sum, there are no perfect textbooks in the world which satisfy all the needs of both teachers and students. It is true that some textbooks seem to be better than others. This difference is due not only to what the textbook contains, but also the quality of work teachers perform while using the book. It is teachers that give meaning to textbooks. Therefore, *Quick Way* will never be a satisfying textbook unless teachers inject into it the necessary new blood. This new blood resides in the following:

- Teachers have to adapt their teaching styles to the objectives of *Quick Way*.
- Classes should be noisy (especially in the 1<sup>st</sup> and 2<sup>nd</sup> years/ Bac), but the noise there should be healthy.

- Classes centred on students' needs and interests should create an atmosphere of Cooperation and communication bearing in mind that efforts made occur both inside and outside educational settings.

In a word, teaching is an art and teachers should acquire that passion for it because there are teachers with whom the "worst" textbooks could be turned out into the "best" ones.

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## Synchronous online conferencing: Possibilities for the Moroccan teacher

By Mohammed Hassim, ELT supervisor, Zagora

### INTRODUCTION:

The first question that may immediately come to the mind of Moroccan teachers when dealing with synchronous online conferencing (SOLC) is: "Is it not too early to talk about this in Morocco?" I will not answer the question straight away, but I will first refer to a very recent similar situation. When the mobile phones started to circulate in Morocco, they were looked upon with a considerable amount of scepticism and a mixture of resentment and awe. But before we could take sufficient time to discuss the question whether it was necessary to have a phone in our pockets wherever we went, the telecommunication companies had already done everything to put one in everyone's pocket. And nowadays nobody would question the necessity of the phenomenon. It has amazingly been taken for granted in a very short time. Even most of those who resisted ended up by giving way to the ownership of a cell phone.

To go back to the initial question about SOLC, the answer, whatever it might be, cannot be generalized. It depends on every individual. However, what is sure is that the technology is already there at the tips of everyone's fingers. The question in this case may be reversed and stated as such: "Why are we so late in making use of such available technology and service?" And again the answer cannot be generalized. Nevertheless, the least one can do is to know about it and if possible to try it before producing any prejudices or value judgments about something one does not even know. Therefore, this article aims to

- introduce basics of SOLC
- introduce some of the possible ways for SOLC on the net
- present examples of SOLC that may be useful for Moroccan teachers
- examine the advantages and difficulties in using it in education
- present some ideas, suggestions, and tips that may help in fostering an optimal use of SOLC by Moroccan teachers.

### 1. WHAT IS SYNCHRONOUS ONLINE CONFERENCING?

Apart from its importance as a source of information, the Internet offers different ways and possibilities for communication. The latter aspect of the Internet is in fact less exploited than the former though the communication aspect of the Internet may be of even greater importance. Forms of communication online are varied. Some of them are well known and extensively used such as e-mail and chat, while others are less familiar and less exploited by Internet users though many of us may have heard about

them, like audio and video conferencing. There are two types of online conferencing: Synchronous (taking place in real time) and asynchronous conferencing. (See MATE's experiences on the two types of online conferencing published in MATE newsletter; vol. 24, issue 1, summer 2003). This article is concerned with synchronous online conferencing.

Put in simple words, SOLC is the use of different Internet facilities to communicate in real time about certain pre-specified topics; in our case as educational professionals, to communicate about educational concerns. This communication can be between two individuals or a group of people. The Internet communication tools used in a SOLC can be limited to one tool or can be extended to the use of more than one tool. Among the available tools, the following ones can be mentioned:

- text-based conferencing, as in chat,
- audio-visual conferencing where audio and/or video media are used such as in video conferencing, voice mail, internet phone calls, etc.
- graphical utilities, as with desktop applications sharing, electronic whiteboards, etc.
- instant file transfer.

### 2. ADVANTAGES AND PROBLEMS OF SOLC:

In fact, synchronous communication and conferencing are not much different in essence from traditional forms, i.e. exchanging letters, paper-based postings and publications, face-to-face conferencing, phone calls, etc. It's only the use of new technology that makes all the difference. Yet, it is worth mentioning that the introduction of this new technological form of communication and conferencing should be considered as an enrichment to and facilitation of the ways we communicate and conference rather than as an extra burden. This does not mean that this form of communication and conferencing is free of problems. Actually, as it provides some advantages, it also bears some problems.

#### 2.1. Advantages:

SOLC gives us the possibility to (a) communicate anywhere anytime; (b) communicate as frequently as we want; (c) communicate with less money and effort; and (d) instantly archive our conferences.

#### 2.2. Problems:

However, there are some drawbacks that accompany this form of conferencing as it (a) requires special technical skills; (b) requires certain technical materials; and (c) may occasionally be hindered by some technical breakdowns and anomalies.

### 3. WHAT ARE THE SOLC POSSIBILITIES FOR THE MOROCCAN TEACHER?

Perhaps two of the most acute concerns for the Moroccan teachers vis-à-vis SOLC are:

- money (How much does it cost?) and
- technical skill (Is it difficult to learn and conduct?).

#### 3.1. The cost of SOLC:

For the first concern, the cost depends on the form of SOLC that the teachers want to use. Generally speaking, the types of cost can be stated as follows:

- The basic cost is Internet connection, which may be either at home, at work or in a cyber café.
- If you use free text-based tools such as chat, then you will not need any extra expenses.
- If you use audio, then you will need a set of headphones with a microphone, which vary in price according to quality.
- If you want to use video tools, then you will need a webcam, which also varies in price according to quality. Some cyber cafés provide either/or both headphones and webcams, which means in this exceptional case no extra expenses.

- You will also need an Internet service and software that facilitate SOLC. These are of two types: free and paid. In this article I will be dealing with the free ones though some of these may also include some paid service.

#### 3.2. Skills needed for SOLC:

Same as the cost, the skills needed depend on the form of SOLC you want to use. Text-based conferencing (chat) is the easiest. Audio and video conferencing are a bit more demanding as far as the know-how skills and administration are concerned.

#### 3.3. Some online conferencing services and software available on the net:

The Internet is full of a number of online conferencing services and software provided both for free and with payment. Among the well known we can state, as examples, the following list according to the different forms of conferencing provided though some of them provide more than one form:

Main types of OLC	Email	Chat	Threaded discussions & listservs	Desktop applications sharing	Audio/Video conferencing	Instant file transfer	Directories/ Personal contacts list
Internet services							
Hotmail, Yahoo, Caramail							
MSN Messenger, Yahoo Messenger							
Yahoogroups							
iVisit, PalTalk, CUseeMe, ICQ							
NetMeeting							
Nicenet, Blackboard, WebCT							

Every software provides a help/manual of use with examples and templates that explain in details how to use it (I cannot go through this because the newsletter space does not allow). The software programmes are constantly changing so as to improve their service by simplifying applications, introducing more services and improving their appearances.

### 4. HOW TO CONDUCT AN ONLINE CONFERENCE:

After solving the material and technical problems (i.e. money and technical skills), then comes the real work: conducting a SOLC. Let's go back to the definition of a SOLC. Jim Shimabukuro (2000) provides the following detailed definition:

"Like its F2F (face to face) counterpart, the online conference runs on a real-time schedule. It has a starting date and a closing date. It also includes activities such as livechat that begin and end at a certain time. However, unlike the traditional conference, the online event (1) is not tied to a specific geographical location; (2) doesn't require the participant's physical presence; (3) includes numerous opportunities for interaction with fellow participants, presenters, keynoters, and conference hosts and staff; (4) is archivable, i.e., most if not all the discussions in the various media can be recorded for future review; and (5) isn't, for the most part, timebound, i.e., presentations and forums are

available at any time, virtually, whenever the participant logs on."

Generally speaking, what makes a successful conference is not whether it is synchronous or asynchronous, or whether it is text-based or audio/video-based, but how it is conducted regardless of the medium. What does a SOLC consist of and how should it be organized and conducted?

#### 4.1. Prerequisites for a successful SOLC:

The following prerequisites are important for the success of a SOLC (they may not apply to one-to-one communication):

- Like in traditional conferences, there are certain basic prerequisites: preparation, a work plan, contacts, organisation, etc.
- For technical reasons and skills adjustments of the participants, you had better start with the easiest form of SOLC, i.e. text-based conferencing (chat).
- The roles of the coordinator, moderator and facilitator are very important for the success of the conference. Generally speaking, the coordinator takes charge of contacts and disseminating information related to the conference both before and after it. The moderator's role is to organise and manage the conference while it is going on. She/He may also take charge of editing and archiving the conference. The facilitator is responsible for helping with the technical matters.

- The participants should share similar interests and concerns in order to assure a higher degree of involvement and commitment. Here we speak about the creation of an online educational community or a community of practice.

#### **4.2. Structure and organisation of a SOLC:**

As said before, a SOLC does not differ very much from a face-to-face conference. The organisers and participants still need to go through the same tasks and duties, and in addition to that should consider the technological side of it. The necessary tasks to conduct a SOLC will be divided into three main stages: i. before the conference, ii. during the conference, and iii. after the conference.

**4.2.1. Before the conference:** the organisers and participants should:

- agree on a topic and announce it together with the date and time (i.e. prepare an agenda for the conference and transmit it via email)
- decide on the internet service and software to be used and make sure the participants are familiar with them
- decide on the number of participants which should be as limited as possible (this depends on the technological choice, whether the group opted for text-based or audio/video mode of conferencing. The latter mode for example should be limited to ten active participants)
- assign tasks, i.e. who is going to do what (this relates to coordination, moderation and facilitation)
- prepare necessary documents for reading or assignments to be undertaken by the participants prior to the conference
- decide on the strategy to be followed in the discussion
- come at least half an hour before the start of the SOLC to get familiar with the material and make sure everything works well.

**4.2.2. During the conference:**

- to establish a welcoming atmosphere, the participants start by socialising and getting familiar with each other
- the moderator announces the start of the conference and its current agenda
- the moderator also specifies the strategy to be followed in the discussion of the topic and in turn taking
- the facilitator takes charge of solving technical problems whenever they arise
- the moderator manages the discussion, recapitulates ideas at certain intervals of the discussion and declares the end of the conference. She/he also needs to save the text from time to time.

**4.2.3. After the conference:** the following tasks should be handled:

- editing the conference for archiving, exchanging and publishing
- receiving and sending feedback on the conference
- making recommendations for future consideration
- announcing the coming agenda/conference.

#### **5. IMPLICATIONS FOR TEACHING AND LEARNING:**

SOLC is a useful medium for both teachers and students. It can also be applied to either leaning, teaching or training situations. But before teachers and students can start using

it effectively, it is needless to stress the fact that sufficient training and practice are necessary. Teachers should first try and practice SOLC with colleagues until they become confident in handling the technical side of it, then they can transmit their skills to their students. First, the use of SOLC should be limited both in the technical side (start with text-based SOLC then move to audio and video) and participants involved (the number should be limited and simulation is necessary before being involved in real SOLC). Above all, learning through trial and error can be very helpful. Both teachers and students need not be intimidated by the technicality and novelty of the medium. What is more important is to use it for educational purposes and real life projects right after having initial training. The degree of the mastery of the medium grows through time and practice, and the effort invested in getting the necessary skill surely pays off once it has become part of the teaching and learning process.

#### **5.1. For teachers:**

- Teachers can hold meetings online using both text-based and audio/video conferencing to discuss different issues related to their concerns. In this way, they can contribute to the creation of a community of practice, i.e., teachers who are interested in using SOLC as another means for communication and conferencing.
- Teachers' meetings and conferences via SOLC may not be limited to Moroccan teachers, but they can also include other practitioners from all over the world as the medium helps in getting over the obstacles of space. So, holding a SOLC by Moroccan teachers with other Moroccan teachers in Morocco is the same as holding it with other teachers in the other end of the world.
- A SOLC can be organised by a group of teachers or by two teachers fostering collaboration and shared projects.
- SOLC can help break the isolation that some teachers may be suffering from because of geographical distances (of course the availability of a computer and internet is a necessity).
- SOLC, and because of its advantage of overcoming the obstacles of space and time, can be as frequent as the participants like without the need to search hard for time and space conveniences, as SOLC can be held at home, at school or in a cyber café.
- SOLC can be another possibility for in-service training purposes and meetings can be held with experts without the need to move or travel long distances.

#### **5.2. For students:**

- Through SOLC, communication with native speakers becomes easily accessible.
- In addition to its motivational power, SOLC adds to students' communicative skills.
- SOLC is a skill and competency that will empower students to get into meaningful and real life activities.
- Students can be exposed to SOLC as a means of training them for the job market.
- SOLC can be another learning dimension and students can be involved in projects where online communication and conferencing can be used.
- Through SOLC students can continue to learn by themselves through participating in foreign language specialised online groups/rooms (e.g. the ones provided by PalTalk).

**CONCLUSION:**

SOLC is a new phenomenon for the time being. By being so, many teachers may have some doubts or feel intimidated by using it for teaching and learning purposes. Also because of the limited availability of the necessary materials, very few may take it seriously. However, the way and the speed in which the field of ICT is developing is in fact in favour of making SOLC an accepted reality in the very near future; and our involvement as educators in using it in education will surely facilitate and enrich the way we work, especially in foreign language teaching. By this article, I hope I have made the task easier for those who want to start using SOLC but do not know how, and I also hope that I have lifted off some of the doubts and misconceptions that many other teachers may unreasonably have had vis-à-vis SOLC.

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**MATE COMING EVENTS****MATE Upcoming Events for the Academic Year 2004 - 2005**

Team in Charge	Site	Date	Topic	Event
Task force 1 with special su-teams	Ouarzazate	04 to 08 April 2005	Education and Citizenship : Issues and Values	National Conference
Task force 2 with special sub-teams	Essaouira	08 through 10 January 2005	ELT to promote Tourism	Esp Conference
Task force 3 with special sub-team	Rabat Institute of Arabisation	March 2005	Topic to be agreed upon with partners	Translation Conference
Task force 4 with Marrakesh local branch	Marrakesh	Early June 2005	Topic to be suggested by Marrakech local branch team	Marrakesh Regional Conference
Agadir local branch team and special sub-team	Agadir	20 through 22 February 2005	Topic to be suggested by the ICT SIG	ICT National Conference
Beni Mella local branch	Beni Mellal	Late March 2005	Topic to be suggested by Beni Mella local branch	Beni Mella Regional Conference
Ayoub – Bouziane – Raddadi and team	Greater Casablanca	December 2004	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
Ayoub – Ghati – Mouhib and team	Settat and Region	December 2004	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
Keliati – Ahelal – Bouziane and team	Kenitra	Late December 2004	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
President and local branch	Marrakesh	December 2004	Quick Way 3 + ELT activities	Regional Pedagogical Colloquium (MATE Day)
Agadir Local Branch	Agadir and Region	14 December 2004	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
Ayoub – Ghati – Raddadi and team	Khouribga and Region	February 2005	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
Chaibi and team	Errachidia and Region	To be suggested by Mr Chaibi	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
Raddadi and team	Tangiers	February 2005	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)

Zaki – Raddadi – Bouziane and team	Fes and Region	February 2005	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
Bouziane and team	Oujda University	February 2005	ICT	Regional Pedagogical Colloquium (MATE Day)
Bouziane and team	Oujda and Region	February 2005	New Teachers' concerns in ELT	Regional Pedagogical Colloquium (MATE Day)
Makhfi and team	Taza and Region	February 2005	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
President – Hassim and - Bouziane and team	Meknes and Region	Late February 2005	Information and communication Technologies	Regional Pedagogical Colloquium (MATE Day)
President- Hassim – Fahmi and team	Laayoun and Region	March 2005	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
Bendouqui – Chaibi – Kerkesh and team	Rabat and Region	March 2005	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
Ayoub – Raddadi – Bouziane and team	El Jadida and Region	December 2004	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
President – Belkachla – Blibil and team	Safi and Region	December 2004	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)
President – Zaki – Chaibi _ Nejbi and team	Al Hoceima	December 2004	Trends and Issues in ELT	Regional Pedagogical Colloquium (MATE Day)

## ANNOUNCEMENTS OF COMING CONFERENCES AND MATE DAYS

### CALL FOR PAPERS

#### The 25<sup>th</sup> National Conference

**Date: 4-8 April 2005**

**Theme: Education & Citizenship:**

**Issues and values**

**Sub-themes include (but not limited to):**

- Language teaching and learning of citizenship values
- Citizenship values and the national heritage
- Curriculum and citizenship
- Citizenship and globalisation

**Venue: Ouarzazate (South of Morocco)**

**The conference will feature:**

- Plenary sessions
- Poster sessions
- 20-minute papers
- 1-hour workshops
- Round-tables
- Book exhibitions, etc.

**MATE new email account:  
matemorocco@yahoo.com**

### CALL FOR PAPERS

## English for Specific Purposes (ESP) Conference

**Date:** 9-10 January 2005

**Theme:** English Teaching for Promoting Tourism

**Sub-themes include (but not limited to):**

- Cross-cultural issues
- Methodological issues
- Vocational issues

**Venue:** Essaouira

**The conference will feature:**

- Plenary sessions
- Poster sessions
- 20-minute papers
- 1-hour workshops
- Round-tables

**MATE new email account:** [matemorocco@yahoo.com](mailto:matemorocco@yahoo.com)

## Information & Communication Technology (ICT) Conference

**Date:** 20-23 January 2005

**Theme:** From Consumption to Production:  
Creating and implementing ICT-based materials for the EFL classroom

**Sub-themes include (but not limited to):**

- Devising Interactive Activities Using HotPotatoes
- Building Animated Lessons With PowerPoint
- Creating Interactive Exercises With Flash
- Promoting Online Project Work Through Webquests
- Producing Video Materials With A Video Editor
- Project Presentation & Conference Evaluation

**Venue:** Agadir

## MATE Days

**Marrakech: Saturday, December 4<sup>th</sup>, 2004**

**Venue:** Marrakech Academy

**Papers:**

- Reading in the Moroccan Context, **S. Berdouz**
- The teaching of writing in Morocco: practical suggestions, **A. Bouziane**
- **General Assembly and Election of a new local board**
- Competency-based Education: From standards to competencies, **N. Bondouqi**

- Teaching vocabulary through Quick Way,  
**M. Blibil**

**Workshops:**

- Three competencies to improve writing in the three Quick ways, **A. Saadouni**
- Problem-solving, **Aicha Hilm**
- Developing competencies in Quick Way 3 (Unit 4), **N. Belkachla**

**Agadir: Tuesday, December 14<sup>th</sup>, 2004**

**Venue:** Agadir Academy at 2:30

**Paper:** Applying SQ4R in reading, **M. Najrane**

**Chairman :** **Mr. L. Bouchouat**

**Panel Discussion :** Promoting Quality Teaching in ELT: Reality & Prospects

**Moderators:** **A. Atlagh, E. Fahmi, M. Abou Elfadel & Mohamed Hassim**

Dispense  
Dépôt légal : 84/9  
CCP: 212 927 T

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