

EDITORIAL

Citizens or subjects?

By Abdellatif ZAKI

The distinction is political. Citizenship is a legal right. As such, it entails responsibilities, commitments and solidarities to a community - a country or a homeland - that is self governed. It also entails rights and guarantees such as those of equality, equal opportunity and respect for differences. Being a subject, however, may not always entail the same rights, nor does it require the condition of being self governed. While one is a subject in a country that does not subject all exercise of power to the decision of polls, one is a citizen of a country that is under the rule of the community through democratically elected institutions. The difference is fundamental.

The issue we can talk about in Morocco is therefore the process of citizenship. In other words, how does one access to citizenship? This must be our concern as educators whom the community has entrusted with the authority to initiate young generations in the values it seems at times to have chosen for itself. Notwithstanding the commitments an individual must have towards one's community and withstanding the laws, the duties and the obligations one must comply with for the community to be able to promote happiness, justice and equality for all, one is a citizen when one is engaged in some political, cultural and/or social activity that promotes access to, protection and maintenance of democratic self government through elected and representative institutions. In other words, one is a citizen when one can take part in making the decisions that promote and protect democratic values in any aspect of the development process that affects the political, economic, cultural and social conditions of the community.

How can the ELT community in Morocco contribute to this commensurate task? As the issue is about taking part in making decisions and promoting a democratic culture of mutual respect, solidarity, dignity and welfare for all, the initiation starts with everyday behavior and with the skills that enhance effective and efficient participation in making decisions as well as assuming responsibility for them. The school and the classroom are good places to start. A school or a classroom that is run without any form of participation of the students and in which the pupils are not involved in making decisions is a school that does not contribute to the enhancement of the culture of citizenship. Likewise, a classroom or a school in which freedom of expression is denied to the pupils or that does not provide space for the free expression of thought and exchange of ideas in a democratic manner is a classroom that treats pupils as subjects and not as citizens and will therefore fail to foster positive attitudes towards sharing and mutual understanding. It will reproduce subjects.

Likewise, a teacher, a supervisor, a materials' developer and an administrator is a citizen when she/he seeks not only to take part in the decision making process but when she/he can make suggestions of appropriate alternative educational models that promote the culture of citizenship and stand for them in appropriate political, administrative, social, and cultural institutions. One space teachers can make their voices heard and their dignity preserved is civil society. For ELT professionals in Morocco, MATE has been the place for many to start exercising professional citizenship.

ELT professionals in Morocco can contribute to the pursuit of a better and happier Morocco in which the nation has been engaged in recent years by assuming and teaching responsibility and accountability, by speaking out their minds and empowering others do as well, by standing for the values of

cherish their homeland and by creating inalienable bounds between them and their land and their community.

The same is true for being a citizen of the world. Unless no power is exercised outside the laws of the international community, a country can consider others as subjects and will continue to deny them the right to make their own decisions. For the same reasons some countries will continue to act and not assume responsibility as it is the case of those who pollute the world and do not see it fit to be asked to contribute to cleaning the mess. As educators, it is our responsibility not only to denounce any such deviations of international democracy and any violations of human dignity, which we have done in the past, but we must also train our students in how to stand for their dignity and their rights when such threats endanger their happiness or the safety of their homeland.

One becomes a citizen when one ceases to be a subject. One can be a citizen only in a homeland or a world that accepts sharing power through the democratic process and which guarantees to all respect and dignity regardless of gender, color, language, religion or social and economic status.

On the Inside

- * Reports on MATE Activities
- * Apoem, By M. Najrane
- * The issue of culture in Quick Way, by A. Chaibi
- * A modest experience, by A. Zaki
- * ICT in teacher development, by A. Zoubair
- * Reading to enhance all language learning skills, by E. Fahmi
- * MATE 25th National Conference.

*Published with this issue,
a supplement containing
Proverbs-based Activities*

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

This issue has been printed with a
contribution from the British Council.

REPORTS ON MATE ACTIVITIES

Minutes of the 3rd General Council meeting

Time: 01/ 08/ 05 – Idou Anfa Hotel in Casablanca

Attendance: 2 thirds (10 out of 15)

Ait Ali, Belkachla, Berdouz, Blibil, Bouziane, Ghaiti, Hassim, Lamhiouli, Mouhib, Reddadi, (and Amhaoul, the president of the local branch of Marrakech)

Agenda:

- 1) ESP Conference
- 2) National Conference
- 3) Miscellanies

1) The president briefed the board on the preparations that were made for the ESP conference and explained the obstacles that stood in the way of holding the event in its scheduled time, namely the availability of the speakers, the problem of the audience and sponsoring. The reasons he provided had been dispatched in details in the yahoo group before. Then, a discussion of an appropriate site and a possible time for the conference followed. After a productive debate, it was agreed that we stick to Essaouira because of the preparations that have already been made and also to preserve the high image of MATE. The dates of March 10th through 12th, 2005 were opted for, with a participation percentage of 10% of Mate members (50 participants). Check-in and the opening ceremony will be on Friday 10th.

Task forces:

- Ayoub and Abdelkrim will be in charge of sponsoring. We already have a promise from BPEC, Librairie Nationale, and a Cultural Association in Essaouira, with which some sort of partnership is being considered by the board.
- Abdelkrim will get sponsoring for the bags, too.
- Mr. Zaki, Ayoub and Khadija Zizi will contact presenters and prepare the program for sponsors and announcement.
- Si Said will get in touch with Dr. Dahbi about the ESP conference.
- Mr. Berdouz and Abdelkrim will go to Essaouira for logistics
- Mr. Bouziane will insert the new information on ESP in the MATE website.
- Amhaoul and Abdelkrim will make a design for posters.

2) National Conference:

After considering the strong and weak sides of organizing MATE National Conference in

Marrakech or Ouarzazate, A 100% vote went for Ouarzazate. The conference will be held from April 4th through 8th. The president will get in touch with the team in Ouarzazate and ask them to prepare the ground for eventual meetings with the local authorities. A committee of Berdouz, Hassim, Amhaoul, and Amal will travel to Ouarzazate in due time for a preliminary preparation of the conference.

3) Miscellanies:

a) Mate Days/ People in charge

- * Marrakech: The team of Marrakech (already done)
- * Agadir: The team of Agadir (already done)
- * Eljadida: Abdelkrim, Ayoub and Ali Ghouita (February)
- * Casa: Abdelkrim (February). It will preferably be held at the ex-Academy or Mohammed V.
- * A MATE day in Taza will be coordinated by Bendouqi and Makhfi.

b) Problems of telephone and fax: The president will get the money he spent in communication from the treasurer. Abdelkrim offered to help Said with whatever calls he wants to make in the future. A fax can be purchased with the consent of the treasurer.

c) The website should be updated, and we should also think of adding a forum of discussion in the future. Mr. Bouziane can create it, but there is a need for another moderator because it requires a lot of time and work. That's why it was suggested that the forum be postponed to a later time.

d) Newsletter:

- * Problems of maintenance. The committee in charge should be reinforced.
- * Supplementary materials ought to be reviewed and feedback given to the editing committee.
- * Hassim will be reimbursed by the treasurer for the expenses he spent on the newsletter.
- * Hassim and his team were requested to continue working on the next two newsletters, but the board should think of consolidating the editing board then.

**Reported by
Nezha Belkachla**

THEME OF THE CONFERENCE:

**From Consumption to Production:
Creating and implementing ICT-based materials in
the EFL Classroom**

OBJECTIVES:

MATE-Agadir, jointly with MATE national board and CRDAPP-Agadir (the Regional Academy of Education and training Sous-Massa-Daraa), organised this information and communication technology (ICT) conference as a follow-up to previous similar three events (1. the MATE 2-day ICT workshop, Agadir, 5-6 January 2002, 2. the National MATE ICT workshop, Agadir, 21-22-23 March 2003, and 3. the regional workshop, Agadir 18-19-20-21 March 2004). Similar to the last event, this conference focussed mainly on project work to produce pedagogical materials based on the actual English syllabuses in Moroccan secondary schools. Thus the conference aimed to

1. foster the active, productive and integrative use of ICT in the Moroccan ELT classes;
2. work on projects that aim at producing teaching and learning materials that support the English syllabuses being implemented in secondary schools;
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 conference.

SPEAKERS & TRAINERS:

The trainers were knowledgeable people in the ICT field. They have participated in previous MATE ICT events and have gathered a respectable experience in ICT teacher training. They belong to different parts of Morocco and they have good knowledge of the participants and their needs.

1. **Abdellatif Zoubair**, Delegation Agadir
2. **Abdellatif Zaki**, Institut Hassan II Agronomique et Viterenaire, Rabat
3. **Abdelkhalek Naoui**, Institut Hassan II Agronomique et Viterenaire, Rabat
4. **Mohammed Hassim**, Delegation Zagora
5. **Abdelkrim Rasmy**, Lycée Ibn Teimya, Marrakech
6. **Ahmed Atlagh**, Lycée Albakali, Ait Melloul
7. **Mustapha Blibil**, Lycée Zerktoni, Marrakech
8. **Abdellatif Ait Heddane**, Lycée Ibn Toumart, Marrakech
9. **Mohammed Assabbane**, Lycée Omar Alkhayyam, Inzezzane
10. **Abdellah Amhaoul**, Lycée Nouveau, Ben Guerir
11. **Lahcen Ahmam**, Lycée Iben Alhaitham, Ouarzazate
12. **Mohamed Abou Elfadel**: Abdellah Benyacine
13. **Mohammed Hammani**, delegation Khouribga, Khouribga
14. **Hakim Boumert**, RELO, US Public Affairs, Rabat
15. **Michael Wall**, British Council, Rabat

PARTICIPANTS:

There were about 50 participants including tertiary level teachers, teacher trainers, inspectors, upper and lower secondary school teachers and CPR trainees. The Participants have been selected according to the following criteria:

- having basic skills in ICT materials production
- having participated in a previous MATE ICT event (This criteria was not strictly applied as many participants were included based on their motivation and ICT skills)
- willing to actively participate in a productive project during and after the workshop
- being ready to cascade information and similar work with colleagues in their area.

METHODOLOGY:

The following methodological points have been taken into consideration:

- **The conference was mainly practical.** There were hands-on sessions wherein participants received focussed training that would help them in producing teaching materials and carrying out their projects using different ICT skills and software.
- **The conference was project based.** The participants worked in small groups (about 8 in every group) to work on their projects that should be finished soon after the conference. The project consists of producing ICT-based teaching/learning materials related to one of the existing Moroccan ELT syllabuses.
- **The conference included short presentations.** The aim of these presentations (half an hour each including discussion) was to deepen awareness and understanding of different methodological issues and pedagogical implications related to ICT in ELT.
- **Necessary materials and information were provided both before and during the conference.** An online communication platform was set up to provide necessary information, answer queries about the conference and exchange useful materials and sample activities. A website, a yahoo group and a Nicenet class were created for this purpose. Also at the beginning of the conference some material was distributed, both electronic and paper-based.
- **The workshop will have a follow up.** The participants should also decide upon a work plan to be implemented after the conference. This will consist of workshops that will be conducted by the participants for their colleagues in their regions.

PROGRAMME:

Day 1 : Sunday, 20 February, 2005

Opening Ceremony – Registration – Orientation
at The High Institute of Tourism

Keynote speech. By Abdellatif Zaki

Day 2 : Monday, 21 February, 2005

Morning

Promoting self-instruction through ICT. By Mohammed Assabbane

Devising interactive activities using HotPotatoes.
By Mustapha Blibil and Mohammed Hammani
Project Work – HotPotatoes

Afternoon

Project work in ICT. By Mustapha Blibil
Building animated lessons with MS PowerPoint.
By Michael Wall

Incorporating clips into PowerPoint presentations.
By M. Abou Elfadel
Project Work - PowerPoint

Day 3 : Tuesday, 22 February, 2005

Morning

ICT and the use of authentic material to improve creative teaching. By Hakim Boumert
Creating animated interactive exercises with Flash.
By Abdellatif Ait Haddane and Abdellah Amhaoul
Project Work – Flash (A. Amhaoul & A. Ait Haddane)

Afternoon

Presenting a modest classroom experience. By A. Zaki
Using online environments: Claroline as example.
By Abdelkhalek Naoui
Teacher's online tools: Creating and managing online classes. By Ahmed Atlagh

Dinner Party (Offered by C.C.)

Day 4 : Wednesday, 23 February, 2005

Morning

Making the best of ICT to foster teacher development. By Abdellatif Zoubair
Producing video materials with Ulead Video Studio. By Abdelkrim Rasmy and Lahsen Ahmam
Project Work – Compiling a CD-ROM using Multimedia Builder. By Mohammed Hammani

Afternoon

Project Presentation + Evaluation
Feedback - Closing Ceremony

SPONSORS:

The conference was partly sponsored by the following institutions:

- Regional Academy Souss-Massa-Draa (Ministry of education)
- The British Council
- US Regional English Language Office (RELO)
- Macmillan publication house
- Local sponsors: The city Councils of Agadir and Ait Melloul.

We would like to thank them all for their support which has tremendously contributed to the success of the conference.

Reported by M. Hassim
Coordinator of the conference

A POEM,

Miloud Najranr, ELT supervisor, Inzegane Ait Melloul

For the last National ICT Conference -
which was a real success- I have jotted
down this poem-like piece of writing
hoping the whole ICT team will like it.
Once again thank you for your endless
efforts.

Once upon a time
And the time was February 2005
When Mate National Ict Conference was
held
To scroll info
'Cascade' skills
And exchange e-tools:
Flash and Hot P.
MMB and Power P.
Plus more and more softwares
To implement TEFL Innovations
Looming in the horizons.

Here in Agadir
We lived on-line for a while.
Facilitators from various parts of the land,
Came to unfold for us
The secrets of 'Enter.Net';
So come one, come all
The E-floor is yours.

The organisers did a great job
Taking care of the smallest detail,
Working like ants,
From dawn to late at night,
Without the slightest complaint,
And without at times lunch or breakfast.

So thank you all ICT Mate netters
And see you soon next year!

Najrane : Feb. 23, 2005

THE ISSUE OF CULTURE IN QUICK WAY

Ahmed Chaibi
ELT Supervisor, Errachidia

Introduction

Quick Way was designed, packaged, and thrown in our schools in the quickest way possible in the beginning of the school year 2002-2003. EFL teachers and inspectors had almost no knowledge about the newborn textbook. They also had no training in how to use it. This triggered much of their curiosity and hence started to work out their agenda so as to evaluate the textbook while in use. While trying to understand Quick Way, the issue of culture in the textbook has received a lot of interest among them. The following paper, which will exclusively focus on this theme, is the result of the various discussions, meetings and chats with teachers/ practitioners about Quick Way. The aim here is to describe the way the target language culture (TLC) and the Moroccan culture (MC) are dealt with in Quick Way. In reality, the bulk of the ideas to be put forward is partly initiated by the teachers in my supervisory area¹, as it is also inspired from the various conferences and study days the Moroccan Association of teachers of English (MATE) has organized this year in training centres all over Morocco (CPRs, and ENS).

Towards a Definition of Culture

To avoid confusion we must start with defining the concept of 'culture'. The term 'culture' is used in different ways by different people, and it would be impossible, perhaps, to synthesize all of the definitions that have been offered. Yet, it very often refers to some "property" of a community that makes it different from another one. Culture, for example, has been defined in a metaphorical way by Douglas Brown as "the 'glue' that binds a group of people together" (1987:122). It generally guides and governs the behaviour of individuals in a social community. Outstanding work concerning the relationship between language and culture and language and thought, has revolved around the Sapir-Whorf hypothesis. Briefly speaking, the Sapir-Whorf hypothesis suggests, for instance; that language functions are not to be conceived of merely as a device for reporting experience, but also as a way of defining world life experience for its speakers. The strong version of this hypothesis contends that the language we use shapes the world that we view. The aftermath is that if there is a way to control the language people speak, then it would be most likely to control their thought. Worf (1940) for instance, claims that "we dissect nature along lines laid down by our native language" (after Hudson 1980:104). On the other hand, advocates of the weak version of this hypothesis acknowledge the

relationship that exists between language and culture. However, they claim that this relationship is not causal; in the sense that language influences, but does not determine thought. Hudson (1980) claims that "we dissect the universe along lines laid down by nature and by communicative needs, rather than by our language."(105).

People tend to dissect culture into its constituents which involve the ideas, the customs, the skills, the arts, and other artefacts that characterize a given group. Indeed, Culture is more than the sum of its constituents, and it is a dynamic and an integrated set of patterns, most of them remain below the consciousness level (Condon 1973; after Brown 1987:123). Actually, culture and language are intricately interwoven. A language is a part of a culture and a culture is a part of a language. So, any attempt to separate the two without losing the significance of one or the other is impossible.

In sum, the acquisition of ESL/ EFL is also the acquisition of the culture of its speakers (Brown 1987:123-125). Researchers in the field of language teaching claim that both the target and native language culture should be taken into account while designing textbooks. This will be the focus of the coming section.

Language Teaching and culture

Within the framework of communicative competence as it is suggested in various models [esp. Savignon 1970, Canale and Swain 1980, Bachman 1990], the term culture generally refers to the culture of the target language. Savignon's model (1972) focuses on the value of training students in communicative skills from the very beginning of the FL program (p. 9). Communicative skills, and especially speaking involves a set of rules of use without which a communication act is not appropriately possible. Bachman's model- which is more inclusive- highlights another component of language ability; i.e. pragmatic competence which involves in addition to illocutionary² competence which encompasses speech acts, 'socio-linguistic competence'. The latter includes the language speaker's sensitivity to dialects and language varieties, registers, cultural references, and figures of speech (see Bachman 1990, p.87). The teaching of culture is a guarantee that EFL students, though far from the TL community, use the language as a normal means of communication. Culture provides the context without which the language

¹ My best thanks should go to teachers in Errachidia [Ibn Taher school], Rich [Mly Ali Cherif school], and Gourrama [Tarik Ibn Ziad school]- the Academy of Meknes

² Illocutionary competence involves four functions: ideational, manipulative, heuristic, and imaginative functions.

remains an empty code and lacks credibility from the learner's perspective (Stern 1992: 212). The socio-linguistic goal of language teaching, then, is to help students use the appropriate forms of the TL in its appropriate social contexts. The knowledge of certain aspects of the TL culture inevitably provokes comparisons with the learner's home culture. This idea has attracted attention to the issue of the learners' native culture.

Interest in students' native culture has been motivated by the criticism leveled at the notion of 'interference'. Critiques of interference reinforce the view that the use of the students' culture does not hinder the process of EFL learning, but rather enhances that learning. The schema theory has also contributed to interest in using the students' culture. The schema theory, for instance, underscores the notion of reading as an interaction between the reader and the text. Good readers are supposed, hence, to make use of their background knowledge (inc, cultural knowledge) to comprehend texts. With this shift towards culture, the structural perspectives on language and context have been put into question (Kramsch 1993). Back in 1980, Canale and Swain claim that a natural integration of language and culture takes place "through a more communicative approach than through a more grammatically based approach" (p. 31). Although language teachers, especially non-native EFL ones, are aware of the importance of integrating the TL culture in the language classroom, they usually encounter difficulties in dealing with it practically and systematically, because, as suggested before, 'culture' involves difference, variability, and this is a potential source of conflict between the TLC and the learners' own culture. Culture, as Claire Kramsch maintains, "is always in the background, right from very first day, ready to unsettle the language learners when they expect it least"(1993, 1).

Acknowledging the students' native culture in the classroom, in the management of learning, and especially in the textbook prevents teachers from alienating students, cheapening their culture, or staining their own identity. Many voices in the field of EFL opt for promoting the teaching of English; independently of its nationally bound cultural context (i.e. Culture free EFL instruction). In extreme cases, teaching the culture of an English speaking country, and especially a colonizer, might result in cultural deracination (see Phillipson 1992:36). Within the same line of thought, Alptekin (1984) highlights the problem of cultural domination: "Indeed, being at the receiving end of a virtually one-way flow of information from Anglo-American centers, the host country runs the risk of having its own culture completely submerged" (after Prodromou 1995: 31). The objective targeted in an EFL classroom should be to create bilingual people, not necessarily bicultural [after Alptekin and Alptekin, 1984, p.14]. Many

professionals; however, consider the 'culture free' textbooks option as either far-fetched or undesirable. A special space for the TL culture should be allowed in our textbooks. How much of the TLC to include in the textbook remains a specialists' concern!

Textbook designers should, then, be aware that textbooks are 'cultural beings', and that they exist in and reflect the TL cultures [see G. Nelson, 1995, p.31]. So, there is no reason why the students' native culture should be abnegated. EFL literature shows that students internalize and recall much of what they read or listen to in the target language if the text relates to their own culture (G. Nelson 1995). Moreover, a context that disseminates information about the TL institutions, values, and lifestyles as ideals to be imitated is unsuitable for foreign learners. The teaching of TL culture might equally aim at 'acculturation' rather than the transfer of that culture as such. It is rather constructive to say that the role of the EFL teachers is of great importance in solving this problem. They should "envision their roles as mediators and ambassadors of culture, and not as purveyors or disseminators, and never as imposers" [Mayar, 1986, p.13, after Gayle Nelson 1995, p.30].

Culture in Quick Way

'Culture' has actually been an omnipresent and thorny issue in almost all the discussions about Quick Way. The latter tends to overemphasize the target language culture, very often at the expense of the native Moroccan culture. The rationale behind this might be understood if it is intended to motivate students to learn the language together with the culture of its speakers. This will be very beneficial in case some of these students may have the opportunity to go abroad and stay in the TL community -either temporarily or permanently! But, this might not be actualized for the majority of students in our high schools. Some teachers and also supervisors believe that adopting English people's behaviour, ideas, or values is no guarantee that the native speakers will easily accept these students, if ever they happen to be in the TL community. Experience has taught us that no mutual understanding or social integration takes place even between the third generation children of immigrants and the speakers of the language [e.g. in the USA, UK, France, etc]. What we claim can be justified clearly if we reflect on the events that followed 11th September 2002, with the various suspicious questions and interrogations many Arabs have been undergoing since then. Some teachers in the area where I work also feel insecure about the target culture in Quick Way, and expect the teacher's guide (TG) to give them clues about these cultural points and how to teach them so efficiently. A lot of the cultural content in Quick Way needs to be accompanied with an index where certain cultural points should be explained or illustrated (e.g. via pictures).

As Quick Way overstates the target language community culture [i.e. ideas, behaviours, and products], many teachers have felt it denigrates the students' own culture. This is usually referred to in the literature as 'bias'. In the bias of the target culture-bound perspective, the textbook designers tend to picture the EFL students' culture in an oversimplified manner, by usually exaggerating cultural differences, or overusing stereotypes. Many teachers have been shocked when they have heard that Quick Way has been designed and re-edited by Moroccan teachers and supervisors. In fact, an intelligent reader will be stunned if he or she reflects a bit on how pictures have been selected and used in Quick Way. For instance, while teachers and students look at the pictures introducing each unit, they expect to explore aspects of the Moroccan culture in Quick Way, or at least deal with it in a balanced or comparative way, where both the target and local culture coexist. But once teachers page through the textbook, they feel their expectations are negated. The picture of a 'Bus Bomb' on TV [p.50], the old man making tea [p.51], or the boy from Ouarzazate looking dirty, and wearing shabby clothes [p.25], have been referred to by many as offending to the Moroccan students and teachers.

In Quick Way, students basically learn about English people's life, customs, theatre, music, cinema, marriage, education, etc. [pp 19, 86, 113, 115, 120, 124, 132] in most of the texts suggested. But hardly anything is said about the ingredients of the Moroccan culture. Andalusian music, for instance, has been mentioned (p.120); but the Moroccan student Fatiha, who mentioned it, likes it and sings some extracts, but does not know the words. For some teachers, this sort of claim is amazing, and might reflect the textbook designers' bias. Other teachers state that the book is mocking us as Moroccans [see Alami, Abbou, Soufi 2003, Semghouli 2003]. A teacher was surprised to see that the focus is exclusively put on the British culture, while English now is spoken all over the world, and there are various 'Englishes', and hence there is a wide variety of cultures the textbook designers should have benefited from. The students' sense of identity and pride should be worried about when the TL culture is being introduced in a textbook. In other words, the lack of a judicious choice of the cultural content of a textbook might possibly lead to the alienation of the student from his or her own culture (Zughoul, 1999, p.36). Other examples of bias in Quick Way might be epitomized as follows: Driss in a conversation says, in response to his foreign interlocutor, that in his day off he watches TV all day [Unit 3, p.30]. The way Driss is pictured here is either exaggerated or simplistic. Watching TV might not be the only concern of a Moroccan student. Laziness is not also a specific characteristic of a Moroccan student; it is rather a universal problem. Mounia, another Moroccan student, also seems to be attracted by the movies, whereas Betty -who spends her time

doing serious work- qualifies Monia's excitement for action films as crazy. The story might be true, but action films are the product of the Western civilization, a teacher comments (unit13-p124).

CONCLUSION

To finish, I need to reiterate that my interviews and chat have shown that many teachers see this textbook as peculiar in our society, and wished it had been given more reflection and care, and perhaps much more time, before it was launched in the market. The issue of culture could have been given enough attention as it is among the most serious issues that either foster or inhibit students' and teacher's motivation for using the textbook. Depicting English people as the wisest, the most industrious and the most posed, while Moroccan students are lazy or spend their time doing nothing substantial, is a way of downgrading the local culture. The teaching of culture -or at least raising students' consciousness to the TL culture- should instead help to overcome prejudice and stereotypes of this kind. One might venture after all, and accept the view that English is an international language, but it remains important to say that it is by no means an international culture.

Remedying for the problems detected and felt by the teachers while using Quick Way, many solutions have been suggested to minimize the effect of bias on the students. Adapting the content of the textbook remains the key point in all the teachers' suggestions: adding, deleting, modifying, and reordering. To put these into practice, the role of the teacher has been highlighted. He/she has to keep his/her enthusiasm and savoir-faire intact, and try hence to exploit the ideas, views, or pictures positively. The teacher has been encouraged to look at the most valuable aspects of our culture, and compare them with the target culture, highlighting similarities and differences, while showing students that the existing differences are enriching, rather than depriving. Teachers should also resort to various techniques that promote cultural understanding such as readers, films, simulations, and role plays.

Let me end up by Prodromou who said that "Textbook material, whether locally or internationally produced, authentic English and local varieties, can all be sources of 'content', but they can at the same time be methodologically processed in such a way that they relate more closely to the culture and experience of the learners" (Prodromou 1995 :37).

BIBLIOGRAPHY

- Bachman, L. 1990. Fundamental considerations in Language Testing. Oxford : Oxford University Press.
- Byrd Patricia. 1995. Material Writer's Guide. New York. Heinle and Heinle Publishers.
- Casiano, P. Mayor. 2003. The freedom to do good . Saudi Gazette, Tuesday June 17th.

- Hudson, R.A. 1980. Sociolinguistics. Cambridge. Cambridge Textbooks in Linguistics.
- McDonough, Jo. And Shaw, C. 1993. Materials and Methods In ELT: a Teacher's Guide. Oxford. Applied Language Studies.
- Nunan, D. 1991. Language Teaching Methodology: a Textbook for Teachers. New York. Prentice Hall.
- Prodromou, L. 1995. English as Cultural Action. In Currents of Change in English Language Teaching. Oxford. Oxford University Press.
- Stern, H. H. 1992. Issues and options in Language Teaching. Oxford. Oxford University Press.
- Stern, H. H. 1983. Fundamenta Concepts of Language Teaching. Oxford. Oxford University Press.

Integrating ICT in a language class: A modest experience

Abdellatif Zaki, I.A.V., Rabat

The following is a reflective description of a partially computer mediated English language class. The paper was initially meant to be an oral presentation for an initiated audience. It starts by setting the context for the class, then moves to address how decisions concerning the class are made and finishes by summarizing the learning which results from this class. Although the class is mediated essentially through computers and a specific educational platform on the Internet, this paper will not focus on the technical aspects of the class.

The report concerns a computer assisted course that has been run with three different classes for five years now. The classes were categorised as beginning, low intermediate and upper intermediate. These appellations, however, refer to very broad categories of language competence and not to coherent groups of homogenous and equal competence. In fact, initially, the course aimed at solving some objective problems:

1. The heterogeneity of the language levels of the students of the same class.
2. The difficulty to satisfy the needs of the students of the same class.
3. The difficulty of having all the students present in the same class at the same time.

The problem

Because of the academic profile of the students and the diversity of their professional prospects, they were not interested in the same subjects or in the same activities or language genres. Yet, for administrative reasons, they all had to be in the same class.

The approach

Some fundamental questions were set as preliminary conditions for the classes to meet. In addition to the questions which the teacher suggested to the students as a first activity of the class, the students were invited to add any questions they judged would improve the general management of the class. The questions are as follows:

1. Who chooses objectives and how (set of alternatives or open negotiation)?
2. Who controls learning and learning environments?
3. Who chooses the content?

4. Who chooses the knowledge and the skills to focus on?
5. Who chooses the teaching methods and which methods to adopt?
6. Who chooses evaluation methods?

Regardless of the class, the resulting approach has invariably been that the whole course was a negotiation process. Every aspect of the class, every decision is negotiated. The negotiation process takes a long time in some occasions. This does not hurt the course, however, as a major concern is to create authentic purposes for authentic uses of language. Furthermore, the negotiation process has also contributed to reinforcing the sense of community and responsibility within the class. Classes that are mere groups of individualities are turned into teams and coherent communities that know what they want, what they do not want and how they prefer to go about getting it.

This process also makes it possible for everyone to survey the resources available in the class. In fact, students discover that not all of them have the same needs nor the same skills and the same knowledge or opinion about the same issues. The students come thus in direct contact with the difficulties of the teacher to satisfy their individual needs and hopefully with his skill and expertise in providing learning opportunities to all.

Negotiating

The negotiation process is also important as it allows students to appreciate the relative weight of their various arguments and of the conditions within which decisions have to be made. They learn to appreciate that there are decisions which need expertise they do not have, and that there are differences between what one wants and wishes and what one needs for a specific purpose. They also learn that their needs are part of the needs of the community which pays for their education and which requests that the teacher achieves some objectives.

The general objectives of the class are negotiated within the objective constraints of the training program, the profiles to be trained, the resources available, including the time each student is willing to invest in learning English out of class. Individual

students identify their specific objectives and their learning preferences in conformity of those of the class, of the school and of the community at large. The freedom of the students includes the choice of the materials to be read, the language areas to focus on, the types of learning activities to engage in and the amount of time to invest in the learning task out of class.

Much of this negotiation occurs in class, orally. But much of it also occurs in writing through electronically mediated documents. Students have, in fact, to formulate their questions, their comments and their contributions to the teacher or to other students through e-mail and/or through the messaging and conferencing functions of a specific platform. During this stage of the course, the students of the two more advanced classes are encouraged to investigate their opinions and to find out about their needs on the Internet using the foreign language. They investigate meanings of concepts such as reading, writing and language learning. They also investigate the accounts of other students who have gone through the same learning process.

Risks

Without the support of ICT neither the students nor the teacher can contribute to such a course in any effective way. Individualizing teaching and learning opportunities in this way proves, however, fraught with some risks. In fact, excessive individuation avers to be a threat to the sense of community which the negotiation process contributes to build. As students move towards the achievement of their own objectives, they also move away from the collective objectives of the class. Likewise, at every effort to re-adjust the work of individual students towards the objectives of the class, conflicts rise and contrary interests become prominent.

A real risk in such a class is that students move from a group solidarity, to individuals pursuing personal interests and then to individuals facing conflicts with each other one and with the whole class, often with the teacher, as well. Strategies to counter these side effects have been developed for each class without giving up or questioning the principles of negotiation and the right to pursue one's objectives.

One way I have experimented with to reduce the side effects of excessive individualisation was to reserve the last 30 minutes of every class and the last hour of every third class for the students to present a synthesis of what they have been reading during the week as well as a synopsis of the language issues they have had to deal with and how they took care of them. The rationale of this activity is, first, to give the students the opportunity to reflect on their work and to talk about subjects that are of interest to them, and second, to maintain the group bound as a team by

ensuring the continuity of academic and professional solidarity through a minimal shared stock of knowledge and experience.

The risk of the computer to reduce class interactivity is real. It has to be anticipated and alternative activities that both foster the efficient use of the computer and of the Internet and face to face class interactivity have to be envisaged.

What does the environment of the computer and of the www add to the class and to the learning / teaching process?

The virtual environment provides the learner with the freedom to start, pause, restart, cancel, and get out to other environments at leisure and at will. The learner controls time, content, method and pace. He also has access not only to the teacher and to every other member of the class through the various facilities which the virtual platform provides, but also to other human and material resources out of the class.

Furthermore, this environment allows the gradation from structured to unstructured projects through various degrees of control depending on the readiness of students. In fact, the learning process is fit within the objectives of a set of projects which, like any other projects have several identifiable stages, adequate resources, observable achievement standards and evaluation criteria. Writing reports, for example, evolves from very controlled, to less controlled, through templates to completely free depending on the readiness of each individual student.

Peer editing and rehearsing in small groups, which are inbuilt components in the written and the spoken reports, are assisted with a set of evaluation grids which the students select from according to their level and the nature of the tasks they have to perform. Furthermore, previewing oneself making the presentation and discussing the preview with the group/teacher increases the responsibility of the individual to the group and vice-versa.

Among the resources available to the students are online dictionaries, encyclopaedias, thesauri, language references, practice spaces and documentary databases.

A learning task which the computer and the Internet environment make more authentic is working both with written and oral texts for different purposes and audiences. Students have to make information, opinion, arguments and analyses accessible to audiences of varying ages, with differing purposes and with different levels of knowledge about the subject. Students have access to real audiences and have to interact with them through formal and conventional written forms. They learn how to make appropriate choices of information, illustrations

(graphs, pictures, etc.), of supporting material, of words, of what to define and how to define it according to whom their text is meant for and to which purposes they are writing it. With the Internet at hand, information in various forms may be accessed and with the power of word processing, texts can be re-written and reformatted to serve various populations and various needs.

Play and fun are not excluded from this environment. Students learn to play with language and with text. They construct games on the basis of texts for which they imagine various possible endings or for which they imagine links with other documents, pictures or other forms of expression. One such game that the students seem to have appreciated a lot is when they try to increase or decrease the readability of a text by modifying the anticipation and/or the logical signals and challenging the guessing capacity of their classmates.

Another game which has been successful with most students is the text- story, essay or article- that provides alternative options of development at the end of every section (paragraph, episode, etc.). On the basis of their understanding and of their awareness of various signals, students make different choices for the development of the same text. From this game, students learn that no two people read in the same way, nor expect the same thing from the same text or react in the same manner to the same words, sentences or images. This increases their awareness of the reader when they write and of the author when they read. They learn that because very few people will make the same choices in the same conditions, very few will have to make the same choices in the future.

In fact, as students learn that every choice constrains possible choices and leads to others, they also learn that the choices they make when they write will probably cause different reactions and attitudes to

different people and therefore result in different understanding of the same document. They learn that their reading as well as that of others is in fact but a modification of an original version. Further, they learn that their desire to be understood has to take into account the risks of being misunderstood and therefore to increase the readability of their texts by providing as much support to the reader as feasible.

Another game which the students seem to like and to learn from is one which consists of working with a document so as to change its focus, its attitudes and its mood by modifying the order of sentences in paragraphs, by reshuffling paragraphs and by including pictures, sound, etc. The students have to identify the changes which their classmates have made.

Every student chooses the form and the manner in which to be evaluated from a set of options. Evaluation grids are also negotiated with the students and the criteria are co-opted by all.

To sum up, the classes described in this report are run jointly by the teacher and the students. The technology is used to mediate communication and to facilitate the search for information, access to it, processing it and sharing it in the most efficient formats. It is not an alternative pedagogy; rather it is an implement to traditional teaching methodologies. In fact, although some uses of information and communication technology can promote learning strategies that otherwise would be impossible to reveal and foster, the implementation of such pedagogy would require innovations at the level of the curriculum and involvement of all educational parties. Waiting for better days for a class in which ICT would not be a mere pedagogical implement, it can be used to improve the efficiency and the quality of traditional methods by bringing the real world to the classroom, by introducing variety in the teaching techniques and by sharing responsibilities among students and teachers.

Using ICT to promote teacher development*

By Abdellatif Zoubair, ELT supervisor, Agadir Idaoutanan

**The following is an abstract of a paper that was presented during the second ICTforELT National Conference, Agadir, February 2005.*

Let's first consider the following definitions to get a clear idea of what is meant by teacher or professional development in general:

1. 'The attitude and process of being a lifelong learner...'
2. 'Continued learning by educators to improve their knowledge and skills.'

3. 'A process of learning and keeping up-to-date in one's area of expertise.'

4. 'Teacher development is the process of becoming the best teacher one is able to be, a process that can be started but never finished'.

5. 'A personally initiated obligation and right to build discipline expertise, to enhance personal growth, to improve teaching abilities and to contribute to organisational development.'

6. 'An on-going process designed for the professional and personal growth of teachers which is purposeful, resulting from planned process which addresses specific needs.'

7. 'CPD is a way of learning to become more effective by exploiting the learning opportunities that lie just below the surface of everything you do already. It helps people to learn from what they do so they can get better at it...'

8. 'CMPD: training, course work, communication and networking that take place using the computer as a principal vehicle or as an adjunct for the activities. It is a form of distance education, but goes beyond it.'

From the definitions above, we can deduce that real teacher development should have the following features or characteristics:

1. It is a process. It is not static. It involves a series of steps and actions.
2. This process is continuous, ongoing, career or lifelong, or one 'that can be started but never finished', as A. Underhill put it.
3. It is also purposeful. It aims at improving one's work, making it more effective or rather more efficient; or in general enhancing personal growth or aiming at being 'the best one can be'.
4. It also involves learning for the sake of updating both one's knowledge and skills.
5. It is an attitude towards learning and change, i; e. the readiness to change, to accept and incorporate change.
6. It is therefore a personal initiative. It is not a top down or an up hierarchy action, but a bottom-up, 'do it yourself' action that stems from within. In this sense, it differs from institutionalised teacher development programs or teacher supervision in both purpose and procedures.
7. Good teacher development also involves networking, and here is where ICT comes in.

The question that should arise then is "why do we need to use ICT for teacher development or why do we need to develop professionally at all?" Possible reasons could be:

1. The objectives for our teaching and education in general keep changing. From knowledge and skills, there's now more focus on higher-order cognitive learning such as collaboration or problem solving.
2. Learning itself is evolving. In ELT, for example, there's more talk on meaning and authentic situations and materials, learning taking place in anxiety-free conditions, etc.
3. Knowledge itself is expanding very rapidly. It is growing at such an exponential rate that it is almost impossible to maintain an index.
4. Thanks to the huge advance in ICT, this knowledge is made easily accessible from anywhere, any time at the press of a button.
5. Unlike the past, knowledge is made accessible to learners as well; which has put an extra burden on teachers, who now have to compete with students in accessing information.

6. Hence ICT is conceived as a useful tool to help us keep with huge mass of information.

7. There's need or even obligation to update knowledge and skills. Many institutions now require re-certification every two or three years.

8. ICT helps make teacher development more and more cost effective. At the turn of the century, a specialist admitted that they "can double the amount of teacher development (they) offer with the same dollars."

9. ICT also offers a high degree of flexibility, allowing people to work and develop at their own rate.

So what tools does ICT offer to help foster teacher development?

1. On the www:

- gateway sites: these are sites that design their own materials but do also provide links to other sites
- professional associations: online communities that help bring together people with similar interests
- journals and newsletters: academic online versions of publications, some of which are produced by professional associations
- academic databases for research purposes
- distance learning opportunities for both learners and educators
- other sources such as online references, search tools, etc.

2. Asynchronous communication tools:

- e-mail
- mailing lists. Subscription is most of the time free. These could be for announcement or discussion. Some of them are moderated as well.
- threaded discussions: a participant starts a question on a topic. Others respond and comment.
-

3. Synchronous communication tools, which come in various formats:

- chat or text-based
- audio or verbal
- video, involving both sound and image
- many tools now incorporate the three formats, and offer other options as well such as exchanging files and documents
-

V. Web/bibliography:

- Darling-Hammond, Linda, *Teacher Learning That Supports Student Learning*, Educational Leadership, February 1998. Full article at: <http://www.ascd.org/readingroom/edlead/9802/darlinghammond.html>
- Diaz-Maggioli, Gabriel H. Professional Development for Language Teachers, 2003.(via CAL).

- Haddad, Wadi, D. (2000) *Teachers . . . Training . . . and Technology*. TechKnowlogia Journal. Volume 2, Issue 6.
- Howell, Frank. *What is Professional Development?* NSTU Professional Development Committee. Full article available at: <http://www.nstu.ns.ca/issues/issues/frankpd.html>
- Pontz, B. (2003) *Beyond rhetoric: Adult learning policies and practices*. Paris: Organization for Economic and Cooperative Development.

- Schlager, M.S. & Fusco, J. (2004). *Teacher professional development, technology, and communities of practice: Are we putting the cart before the horse?* In S. Barab, R. Kling, and J. Gray (Eds.)
- Sparks, D. (2002). *Designing powerful staff development for teachers and principals*. Oxford, OH: National Staff Development Council.
- Teeler, D. (2000) *How to use the Internet in ELT*. Pearson Education Ltd.
- Underhill, Adrian. *Continuous Professional*

READING TO ENHANCE ALL LANGUAGE LEARNING SKILLS

Fahmi El madani, Classes Préparatoires aux Grandes Ecoles, Agadir

INTRODUCTION:

The following reading activity is designed for teachers who teach both intermediate and advanced levels. The "lesson plan" given here includes various tasks and activities designed to assist both students and teachers. The students are supposed to understand the text, complete the tasks both individually and in pairs or groups, and participate in activities that develop listening, speaking, reading and writing.

The lesson is divided into a number of steps. Teachers can choose the ones they think are most appropriate and useful to their classes. They can also divide the lesson into class work and homework tasks. As far as the times for each step are concerned, they depend on the individual classes or situations.

THE PASSAGE(S)

See texts A and B at the end of this article.

About the passage(s)

This passage is taken from "Saudi Gazette". It was one article, but I divided it into two passages. Each passage gives an opinion about the topic dealt with. So, there are 2 texts that have the same introduction, but the remaining paragraphs are different. I have also deleted the title in order to ask the students to come up with it (see step one). Last but not least is that you can use other texts in the same way as long as you prepare for that properly.

WHAT TO DO WITH THE TWO PASSAGES?

Step 1. Reading and skimming

Class organization tip 1

The first thing to do is to divide your class into 2 groups (group A and group B). Give text A to group A and text B to group B

A. Students read the text and give a title to it. Each student has to read the text by himself or herself then meets other students to discuss the titles they have come up with.

Class organization Tip 2

Divide each group into 2 or 3 sub-groups. The aim behind this is to enable students to discuss their

choices and later their ideas in small groups and to give them an opportunity to maximize their participation.

B- A representative of each group writes the title suggested by each group on the board.

C- Titles have to be discussed until the class has agreed on one.

Step 2. reading and skimming

A-Ask your students to read the text again and for better understanding to pick out the main ideas of each paragraph (you should encourage them to do that in note form)

B-The members of each sub group get together again to:

1. discuss what they have come up with
2. to help each other by clarifying the ideas which are not clear.

By the end of this discussion, even the weak students should be able to show understanding of the text and organization of ideas. They should also be ready for the next step.

Step 3: Listening and speaking (Pair Work) (10 minutes)

Class Organization tip.3

Each student from group A should meet another student from group B. Remember they have read different passages.

A-Two students are together to tell each other what they have read. (without giving their opinions)

Step 4: Discussion – (pair work)

The same students discuss the ideas in the passage and give their opinions. This activity could be free or guided. The teacher can suggest one topic (related to the passage of course) or different topics to different pairs of students.

Step 5: Class discussion and writing

A- Choose or let your students choose one topic for class discussion.

B- Ask your students to write a short article about the topic they have discussed or another one.

About writing:

*(Of course, this writing class/activity depends on what you have done with your students as far as writing is concerned. For example you could ask them to write an introduction, the topic sentences(s) of one or two paragraphs and a conclusion.

*This activity could be left for the next class so that you can give it as much time as it needs.

Tips for the next class (es)

*You have not talked about all the vocabulary items in the text, so you can prepare a cloze test or any other vocabulary activities to reinforce the vocabulary items used in the passage.

*You haven't dealt with the new grammatical structures in the passage, either. Therefore, you can teach those structures during the next class.

*The articles that students have written should be read by all the students.

*To reduce the number of essays/articles written by the students, you can ask them to write one article in

a group of three or four students. Remember you have already divided them into sub groups.

*If the students still feel like discussing the topic you have discussed during the previous class, don't miss this opportunity.

*You can give your students different articles from different newspapers or magazines in English to read at home. This will give you an opportunity to start the suggested activity from step 3 and thus save time for the follow up or other tasks. (By the way, let your students be responsible for their learning by asking them, for instance, to find articles to be used in class.)

CONCLUSION:

Students are not the same. Neither are teachers. Therefore this activity should undergo some changes. These will be the result of teachers' styles of teaching as well as the students' level. Once again, adapt but not adopt, and I'm positive that both your students and you will enjoy such an activity. Last but not least is that the role of the teacher during this lesson should be that of a facilitator because you can not teach anyone anything but help them learn.

Please, tell me about how the activity worked in your class and what you did to enrich it.

mafahmi2004@yahoo.co.uk

Texts A & B

Text A

OPINIONS concerning the marriage of handicapped people to normal ones vary. Some say there is nothing wrong with it, while others oppose the idea, expressing fears that such an unequal marriage could lead to an unhappy end.

Dr. Fawziyyah Muhammad Akhdar, Special Education Institutes' Inspector-General at the General Presidency of Girls Education who also is the Head of the Handicapped Children Society, says : "Before tackling this subject, we should discard the image people have in their minds towards this category, calling them 'handicapped' while they should be called 'people of special needs'."

"The next important point to be tackled is the idea of getting this category integrated with the rest of the society, so that the people of special needs do not feel that they are looked at or treated differently and do not subsequently develop an inferiority complex. The integration process has to be started by the family while the handicapped

person is still in a tender age and should be carried on through the other stages of life."

"As for the marriage of a handicapped person to someone normal, I see nothing wrong with that as long as the handicapped person is able to shoulder the responsibilities of marital life, especially towards the spouse and children. My knowledge of a number of healthy wives who are married to spouses who have different types of deformity (such as those of deafness, dumbness, blindness and the like) gives the evidence that such marriages can – by all standards – be successful and happy."

"However, the type and the extent of deformity have to be taken into consideration along with some other factors, such as those of the handicapped person's awareness and acceptance of his deformity, his educational and cultural level and whether or not he possesses the ability to overpass the limitations caused by his deformity and share marital responsibilities with his spouse, as physical deformities need not be something difficult, especially if they are not accompanied by a mental or a psychological deformity."

Text B

OPINIONS concerning the marriage of handicapped people to normal ones vary. Some say there is nothing wrong with it, while others oppose the idea, expressing fears that such an unequal marriage could lead to an unhappy end.

Shamma'a Al-Utaiba, a final year student at the King Saud University's Faculty of Education, says: "To make a sound judgment over this issue, one has to distinguish between two genres of retardation or hindrance; the severe and the light ones. Those who are inflicted with severe cases of physical or mental disability are obviously unable to help themselves. They are in need of being looked after even with regard to the basic functions of life. So, how can a person like that be a sponsor of a family while he cannot take the responsibility for himself or while, in other words, he himself needs to be given some special care? So, such people, as I can see, are not eligible to get married, either to handicapped or healthy people."

"On the other hand, those who have some light cases of disability such as simple paralysis or simple mental

disability – and I would stress the term 'light or simple disability' - I should think that such people are eligible for marriage and they should not be denied their normal right to have a spouse and a family life."

"There is, however, the case of those who are inflicted with blindness. To my mind, there is no problem for a sightless man getting married to a woman with normal vision, especially if such a woman was compassionate enough and willing to look after a blind husband and share with him the responsibilities of family life, fully."

"But, if the situation is reversed; that is, if the woman is sightless, then it would be too much difficult for her to lead a normal family life unless she is trained from a tender age by her mother on how to look after herself and how to do some housework. In other words, if a blind girl has not been properly qualified for her future role as a mother and wife, then, it will be futile for her to get married, because she would herself be in need of someone who can guide her and look after her."

MATE QUIZ NIGHT

==(*THE 25th MATE NATIONAL CONFERENCE*)==
From 4 to 8 April 2005 in OUARZAZATE, Morocco

M A T E Q U I Z N I G H T

LET' S HAVE FUN!!!!!!!!!!

WHEN? The SECOND DAY OF THE CONFERENCE

WHERE? THE CONFERENCE SITE.

WHO? EVERYBODY CAN PARTICIPATE.

WHY? TO HAVE FUN AND TO WIN PRIZES.

BE THERE. BE HEARD.

FOR MORE INFORMATION, ASK MR FAHMI.

الجمعية المغربية لأساتذة اللغة الإنجليزية

Moroccan Association of Teachers of English (MATE)



903, Rue Ennassim, Al Massira 1, Lot A, Marrakech, Morocco. Tél. (212)44348294.

e-mail: matemorocco@yahoo.com

website: www.mate.org.ma

organizes:

THE 25th MATE NATIONAL CONFERENCE

From 4 to 8 April 2005

The Theme is:

**Language education and citizenship:
issues and values.**

Sub-themes include:

- Language teaching & learning of citizenship values
- Citizenship values & the national heritage
- Curriculum & citizenship
- Citizenship & Globalisation

The conference will feature:

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

**As a special event that coincides with this conference,
there will be:**

A Celebration of MATE 25th Anniversary.

Venue: Ouarzazate, south of Morocco.

Fees are to be announced in due course.

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