

### EDITORIAL

#### “Welcome new board, Welcome new challenges!”

By Mohammed Hassim

At the onset of this editorial, I would like to thank all the members of the previous board with whom I worked during the last two years. They were all great and the work they have done for MATE will always be remembered with great admiration and much appreciation. I (and my colleagues in the newly elected board will certainly share the same feeling) still consider them as part of the board, and we will seek their advice and consultation whenever need be.

I would also congratulate everyone of us for the success of the 26<sup>th</sup> MATE annual conference. Despite all constraints and difficulties, we managed to do a great job both at the level of organization and on the academic side. Let us continue the hard work (both members of the old and new boards) and keep on presenting a brighter image of our association for the benefit of its members as well as the benefit of national education and Moroccan citizens; be they administrators, teachers, students or else.

At the same time, I would like to welcome the new members of the newly elected board and congratulate them for the trust that MATE members have put in them. They really deserve it and I am confident that they will be up to the challenges ahead.

As usual, every newly elected board of MATE is faced with so many challenges that the previous board did its best to cope with, and it really managed to deal with some successfully but some are left to the succeeding board(s). Other challenges are of a nature that exceeds the two year period mandate that every board lasts. After all, you cannot deal with all the challenges in a two year mandate; a list of priorities has to be thought of and based on it an effective strategy need to be carefully considered.

Among the challenges awaiting this board, the following can be mentioned (the list is by no means exhaustive)

- new syllabuses are being implemented,
- Moroccan English books are being changed,
- bigger numbers of teachers are being recruited,
- new needs are being expressed by teachers of English in different levels and sectors,
- MATE archives are not well documented,
- many MATE events have not been organized for so long,
- better channels of communication are required (website, mailing lists, networks, ...)
- MATE local branches need more attention and collaboration among themselves and with the national board,
- etc.

In our first meeting as a new board, we thought of a set of priorities which are displayed in more detail in the report of the first general council meeting together with the calendar of events both included in this issue of the newsletter.

Based on the above mentioned challenges and priorities, the board has come out with a strategy, the main elements of which can be put as follows:

- a. Providing high quality products and services.
- b. More use of ICT for communication, archiving and publication.
- c. Membership raising by getting MATE work better exposed and getting nearer to Moroccan ELT community.
- d. Varying MATE products and services to respond to the variety of Moroccan ELT teacher profiles.

The elements of our opted for strategy will play the role of indicators or signposts according to which all current board activities should be evaluated.

To conclude this editorial, I would like to end up by stressing the fact that MATE (and we as elected members of its board) work for the good of our country and that we are contributing to developing a healthy sense of a professional community that is committed and sensitive to the social, economic, cultural and general policy issues of our country.

*Published with this issue:  
The Pedagogical Guidelines  
for the teaching of English  
in Moroccan Second Year  
Baccalaureate*

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Edited by:

M. Hassim, E. Fahmi & N. Bendouqi

## REPORTS ON MATE ACTIVITIES

### General Council Meeting

**Date:** June 4<sup>th</sup>, 2006

**Venue:** Lycee Abu Al-Abbas Assabti, Marrakech

**Time:** from 9:00 a.m. to 15:00 p.m.

**Attended the meeting:** All members except Ms Laajoul

Mr Hassim, the newly elected MATE president, thanked all the members of the board who attended the meeting and suggested adopting of a new strategy for MATE in the future. During this meeting, the board members expressed their opinions about the different items in the agenda of the meeting. The discussion went as follows:

#### 1. Evaluation of Tangiers National Conference

Generally speaking, Tangiers National conference was a success; however, a number of shortcomings were mentioned:

- a. Big amounts of money/big decisions should be discussed with board members before taking the decision.
- b. A committee must be set up before each conference to select the best papers and workshops and to guarantee good academic quality.
- c. Briefings during the conference should be done on a regular basis.
- d. Members of the board should be notified about the financial and moral report before displaying them to the audience at the general assembly.

The issue of sponsorship was raised again and a committee was set up. The members of this fund raising committee are Mr Hassim, Mr Chaquir, Mr Bendouqi and Mrs Sahli. Mr Berdouz, will send the coordinator of this committee, Mr Hassim, the sponsorship file already prepared by Mr A. Ait Ali.

#### 2. The financial report:

Unfortunately, the new board will start with almost 0 dirham.

- a. the financial details of Tangiers National conference have not been completed. Mr Blibil is to contact her so that she can send them as soon as possible.
- b. after doing this, Mr Blibil will send the final financial report later.

#### 3. Reporting on latest events:

##### a. Beni Melal Regional conference

Mr Mouhtarim, the ex-president of Beni Melal local branch, sent a report to Mr Hassim about this regional conference (to be published in the coming issue of MATE newsletter). About 50 people attended the conference. This represents a fall in the number of participants in this conference. According to board members the reasons behind such a decline are thought to be as follows:

- ✓ timing of the conference (not well chosen)
- ✓ many regional conferences in a short period of time.
- ✓ perhaps the quality of papers as well as the number of papers.

##### b. Marrakesh regional conference:

Mr Mansouri, the president of Marrakech regional branch, invited by the board, gave a report about Marrakech regional conference. The main remarks about this event are as follows:

- fewer participants than in previous conferences.
- very difficult financial situation.

##### c. ICT conference in Agadir

Unlike the two regional conferences mentioned above, the ICT conference in Agadir was successful. Mr Fathi and Mr Hassim gave a short report on this ICT conference. This report will be published in the coming MATE newsletter. Here is some general information about ICT conference (2006):

- 60 participants from different parts of Morocco
- sponsors: MEN, the BC, Agadir Academy, Kastalani private school, city council, Assoc. des oeuvres social du MEN-Agadir
- 14 workshops
- a CD ROM containing different materials was distributed to the participants

#### 4. What strategy for MATE:

Mr Hassim raised the issue of running our association in a more efficient way. He claimed that MATE has to have a clear strategy in the future to guarantee its success and growth. There should be a clearly stated strategy and well formulated mission statement. These will play the role of indicators or signposts according to which all other activities should be evaluated. The discussion of this issue resulted in agreeing on the following points as MATE's major strategic priorities:

- a. Providing high quality products and services
- b. More use of ICT
- c. Membership raising
- d. Varying MATE's products and services.

A mission statement should be thought of later.

Concerning membership raising, Mr Fahmi suggested launching an advertising campaign to promote MATE and its services and eventually attract more and more teachers to join our association.

As for good quality training, it was suggested that to achieve such an aim, a needs analysis research should be conducted on old and new teachers' needs. Participants should also be involved in decision making. During the discussion of this point, other ideas were expressed. It was suggested that MATE should

- a. produce pedagogical documents using technology
  - b. go back to paper-based documents because a large number of teachers would love to have those.
  - c. better the image of the association
  - d. involve supervisors more and more
  - e. make sure the newsletter reach a large number of teachers
- In a word, MATE services should be tailored to meet the needs of its members and the Moroccan ELT community.

#### 5. MATE activities

##### a. MATE days

There is no doubt that MATE days are very important. They play an important role in promoting MATE services, but they can also damage our association's image if they are not well-organised. Therefore, a number of measures have to be taken to guarantee high quality. This can be achieved if

- speakers are well chosen
- speakers from other areas invited
- inspectors are involved
- the national board is informed and involved .

To improve the quality of MATE days, a committee was set up. Its members are Mr Fahmi, Mr Blibil and Mr Mouhtarim. It was also suggested that the themes of MATE days should be announced and sent to the national board in advance so that the latter can provide a speaker(s) if needed.

#### **b. Management colloquium**

A management colloquium will be held in Rabat this year. The date and the venue will be announced in due time. Regional branches will be invited to this colloquium. One of the aims behind this participation is to enable regional branches to manage their branches and events better. Mr Berdouz and Mr Hassim will be in charge of this colloquium.

#### **c. ESP conference**

The last MATE ESP conference was held in Ourika in 2002. Since then a lot of efforts have been made to hold another one, but in vain. A lot of factors contributed to this failure. Mr Fahmi will work on holding an ESP conference in Agadir. He will work with Mr Zaki and Mr Hamouti.

#### **d. Translation colloquium**

Mr Zaki was suggested to be in charge of this colloquium. The date and the venue will be announced later.

#### **e. Inter-university conference**

Mr Zaki, with the help of other university teachers were suggested to take part in the organization of this conference. The theme suggested by Mr Zaki is as follows: "Supervising University Research Papers".

#### **f. ICT conference**

It was decided to hold the next ICT conference in Agadir.

#### **g. Regional conferences**

Everybody agreed that regional conferences are not as successful as they used to be since fewer and fewer people attend them. More thought should be given to how and when to organise them. A committee composed of national and regional board members will think of this.

#### **h. The first citizenship colloquium**

Mrs Nezha Belkachla, the coordinator of MATE team working on citizenship, suggested holding the first colloquium on citizenship and education in Marrakech by the end of 2006.

#### **i. Inspectors colloquium**

The date and the venue of this colloquium will be announced later. Mr Bendouqi, Mr Berdouz and Mr Hassim in collaboration with Mr Chaibi, National inspectors coordinator, will take charge of this.

#### **6. Coming national conference**

The board is still considering a number of venues where the next national conference will be held. A decision will be made by the end September 2006.

#### **7. Regional Branches**

MATE is intending to follow an ambitious programme to open new regional branches. A lot of efforts are made by regional branches to promote MATE and its services; however, there are a number of steps to be taken to improve the quality of the work done by regional branches. The management colloquium which will be held in Rabat is meant to empower them.

Another problem related to regional branches is that there is almost no coordination among them on the one hand and between the national board and regional boards on the other. Efforts have to be made to solve this problem. A committee was set up to study the issue of regional branches and to come up with suggestions to improve the work of local branches. The

members of this committee are Mr Fahmi (coordinator), Mr Makhfi, Mr Mouhtarim, Ms Lehnoud and Mr Tighoula.

It was also suggested that all regional branches send a copy of their legal documents as well as a list of the members of each local branch containing their phone numbers, their emails and their mailing addresses to MATE Secretary General.

#### **8. MATE Website**

It has become clear that MATE website does not reflect what MATE has been doing so far. Therefore it is vital that this website be redesigned. Mr Hassim and Mr Bouziane will be in charge of this task. Also important is that MATE website should also target students.

#### **9. Newsletter**

Mr Bendouqi will join the team in charge of MATE newsletter.

#### **10. Partnerships**

Partnership with other associations and governmental and non-governmental organizations has become a must. Mr Hassim will be the coordinator of the committee which will be set up to work on this issue.

#### **11. Summer camps**

Mr Fahmi will keep the task of national coordinator of Summer Camps. Mr Blibil and Ms Sehli will help with that. It was also made clear that the legal side of summer camps needs to be made clear and settled.

#### **11. Future programmes**

As stated above, one of the main tasks of the new board is to open new branches in different parts of Morocco. Ms Rachida Senhaji accepted to work on the creation of a regional branch in the north. This regional branch could represent Tangiers, Laarache and Tetouan. Mr Makhfi and Ms Sehli will do the same thing as far as the east is concerned. Oujda and Berkane could be represented by one regional Branch. Contacts have already been made with some teachers in Oujda and Laayoune.

A suggested calendar of events will be prepared by Mr Hassim and Mr Fahmi and sent to the board to add to it and decide who is to do what, when and where.

#### **Miscellaneous**

**a.** MATE has to go back to paper-based MATE products such as proceedings.

**b.** Mr Hassim and Mr Fahmi are compiling the best articles in all MATE newsletters to put them in the form of anthology.

**c.** Mr Chaquir suggested making a film about MATE.

**d.** MATE archive is very poor. Something has to be done.

**e.** A new membership card should be printed with better design.

**f.** Mr Fahmi suggested holding a conference for middle school teachers of English since their needs are not the same as those of upper secondary school teachers.

**g.** A national students' magazine will be launched next school year. Mr Hassim and Mr Fahmi are working on this issue. Other people will be invited to join the team.

**Reported by E. Fahmi,  
MATE Secretary General**

## MATE Newly Elected Board

N°	Name	Function
1	Mohammed Hassim	President
2	Fahmi Elmadani	Secretary General
3	Said Berdouz	Vice President
4	Noureddine Bendouqi	Vice President
5	Mustapha Blibil	Treasurer
6	Mohamed Makhfi	Deputy Secretary General
7	Yamina Sahli	General Council Member
8	Hafida Lehnoud	General Council Member
9	Rachida Senhaji	General Council Member
10	Fatima-Zahra Ajjoul	General Council Member
11	Najib Hamouti	General Council Member
12	Hassane Fathi	General Council Member
13	Lahcen Tighoula	General Council Member
14	Said Elmouhtarim	General Council Member
15	Mohamed Chaquir	General Council Member

## MATE ICT4ELT National Conference

Agadir May 30-31 & June 01, 2006

Conference theme: ICT-Supported Pedagogical Activities & Projects

### OBJECTIVES

MATE, jointly with MATE-Agadir and CRDAPP-Agadir (the Regional Academy of Education and training Sous-Massa-Daraa), organised the third national information and communication technology (ICT) conference on May 30-31 & June 01, 2006 at Al-Kastalani private school, Agadir. This conference came as a follow-up to previous similar four events (1. the MATE 2-day ICT workshop, Agadir, 5-6 January 2002, 2. MATE 1<sup>st</sup> National ICT workshop, Agadir, 21-22-23 March 2003, 3. MATE regional workshop, Agadir 18-19-20-21 March 2004, and 4. MATE 2<sup>nd</sup> National Conference Agadir 20-21-22-23 February 2005). Similar to the last two events, the conference focussed mainly on ICT supported teaching and learning activities and projects. Thus the conference aimed to

1. focus more on pedagogy;
2. work on ready to use activities and projects;
3. provide the necessary technical skills and tools that would enable the participants to carry out the activities and projects; and
4. compile the activities and projects in CD-ROMs for participants to use 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 a 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. **Abdelmajid Bouziane**, Faculty of Ain Chok, Casablanca,
8. **Abdellatif Ait Heddane**, Lycée Ibn Toumart, Marrakech

9. **Mohammed Assabbane**, Lycée Omar Alkhayyam, Inzeggane
10. **Abdellah Amhaoul**, Lycée Nouveau, Ben Guerir
11. **Lahcen Ahmam**, Lycée Iben Alhaitham, Ouarzazate
12. **Mohammed Hammani**, delegation Khouribga, Khouribga
13. **Tanya Cotter**, British Council, Rabat
14. **Ian Shears**, Teaching Centre Manager, British Council, Casablanca
15. **Mohamed Abou Elfadel**, Abdellah Benyacine
16. **Mohamed Bouchakka**, Lycee Omar Alkhayyam, Inzeggane
17. **Elmadani Fahmi**, CPGE, Reda Slaoui, Agadir
18. **Mohamed I Elasri**, Lycée Iben Alhaitham, Ouarzazate

### ORGANIZERS

1. **Elmadani Fahmi**, CPGE, Reda Slaoui, Agadir
3. **Ahmed Atlagh**, Lycée Albakali, Ait Melloul
4. **Ayyad Chraa**, CPR, Inzeggane
5. **Mohammed Assabbane**, Lycée Omar Alkhayyam, Inzeggane
6. **Mohammed Hassim**, Delegation Zagora
7. **Mohamed Bouchakka**, Lycee Omar Alkhayyam, Inzeggane
8. **Abdelkader Assafir**, CPR, Inzeggane
9. **Hassane Fathi**, Lycée Al Khawarizmi, Ait Amira, Chtouka Ait Baha
10. **Abdellatif Zoubair**, Delegation Agadir
11. **Mohamed Messaoudi**, Othmane Ben Affane, ouled dahou
12. **Mohamed Chana**, Lycée Yassamine, Ait Melloul
13. **Adil Bentahar**, Lycée Al-Maarifa, Ait Melloul, Agadir Idaoutanan

### PARTICIPANTS

There were about 40 participants including tertiary level teachers, teacher trainers, inspectors, upper and lower secondary school teachers and CPR trainees. They were selected according to the following criteria:

- having basic skills in ICT materials production
- having participated in a previous MATE ICT event
- 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.

The participants were required to

1. participate actively and productively during the conference
2. use the materials shared during the conference with their students/trainees and send a report about them
3. share the materials with colleagues in their areas and send a report about them
4. produce similar activities and projects and send a report about them.

#### METHODOLOGY

The following methodological points were considered:

- **The conference was mainly practical.** There will be hands-on sessions wherein participants will receive focussed training that would help them in producing teaching materials and carrying out their projects using different ICT skills and software.

- **The conference focused on pedagogy.** More importance was given to teaching, learning and training. The speakers/ trainers presented ready to use activities and projects; most of which have already been tried and proven successful. An activity or project could be a single activity, a lesson or a multi-faceted project where one or many ICT materials and skills were used. ICT in this sense takes into consideration a wide range of materials and skills, such as online and offline activities, audio, video, email, website, webquests, hotlists, blogging, conferencing, etc.

- **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. An already created yahoo group and a Nicenet class were used for this purpose. Also at the beginning of the conference some material was distributed, both electronic and paper-based. A CD ROM was produced at the end of the conference containing most of the materials presented during the conference in addition to photos and other extra materials to be used by the participants at their convenience.

- **The conference was planned to have a follow up.** The participants were requested to decide upon a work plan to be implemented after the conference. This would consist of **a.** conducting workshops by the participants for their colleagues in their regions, **b.** using the activities and projects with their students/ trainees, and **c.** producing similar activities and projects. The participants were also required to write reports on that and send them via the yahoo group and nicenet class.

#### SPONSORS

- Regional Academy Souss-Massa-Draa (Ministry of education)
- The British Council
- Macmillan publication house
- El-Kastalani private school, Agadir
- Agadir Municipality
- Association des oeuvres social du MEN, Agadir.

#### PROGRAMME

#### Day 1 : Tuesday, 30 May, 2006

16:00 – 18:30 **Opening Ceremony – Registration – Orientation**  
**Keynote speech, A. Zaki:**  
**Evaluating platforms for appropriate choices**

#### Day 2 : Wednesday, 31 May, 2006

##### Morning

08:30 – 09:45 **Workshop (1): Some freebies on the Net, A. Bouziane**  
09:45 – 09:30 **Workshop (2): ICT project based learning, M. Hammani**  
09:30 – 10:45 **Workshop (3): On-line Free Worksheet Generator (On line), A. Atlagh**  
10:45 – 11:15 Break  
11:15 – 12:00 **Workshop (4): Using Blogs in English Class, A. Rasmay & A. Ait Heddane**

##### Afternoon

14:00 – 15:00 **Workshop (5): Using hyperlinks and sound effects with PowerPoint, L. Ahmam**  
15:00 – 16:00 **Workshop (6): How the British Council websites can help you in your work, Tanya Cotter**  
16:00 – 16:30 Break  
17:30 – 17:30 **Workshop (7): Cultural perspectives to promote understanding of the target culture: What Americans are like, M. Abou Elfadel**

19:30 – 21:30 **Dinner Party**

#### Day 3 : Thursday, 01 June, 2006

##### Morning

08:30 – 09:15 **Workshop (8): Introduction to Filamentality, A. Zoubair**  
09:15 – 10:15 **Workshop (9): Using webquests in the classroom, M. Assabbane & M. Bouchakka**  
10:15 – 10:45 **The British Council's NENA ELT Project, Ian Shears**  
10:45 – 11:00 Break  
11:00 – 11:45 **Workshop (10): Creating Interactive Activities and Exercises with HotPotatoes and Quandary, M. Elasri**  
11:45 – 12:30 **Workshop (11): Learning to think; Learning to learn. (Off Line), A. Atlagh**

##### Afternoon

14:00 – 14:45 **Workshop (12): Teaching vocabulary for beginners using audio and pictures, A. Ait Heddane**  
14:45 – 15:30 **Workshop (13): Authentic web-based lessons, A. Amhaoul**  
15:30 – 16:30 **Workshop (14): Using audio & video in ELT, E. Fahmi & M. Hassim**  
16:30 – 16:45 Break  
16:45 – 17:30 **Round table: The role of ICT in promoting and boosting MATE, Moderated by A. Bouziane, A. Zaki, A. Atlagh & M. Hassim**  
17:30 – 18:00 **Feedback – Closing.**

### MATE 4<sup>th</sup> Inspectors' Colloquium

**Theme: Facing the Challenges & Meeting the Requirements**  
**At The Regional Academy of Rabat, Friday 17 – Saturday 18 March 2006**

**In collaboration with the Ministry of National Education,  
the Regional Academy of Rabat & the British Council**

## 1. Rationale

On the basis of the National Charter and the recommendations and guidelines set forth in the White Paper, decision makers and educationalists including NGOs in Morocco are called upon to reconsider a number of issues in the teaching profession, be they related to the supervisor, the learner, the teacher, the materials, or to the evaluation techniques and procedures adopted in the Moroccan school system.

Actually, in the context of EFL in Morocco, abiding only by the principles of the communicative approach and methodology would not help Moroccan citizens of the 21<sup>st</sup> century be fully integrated in the new world order. As suggested in the White Paper, we do believe that adopting a reflective approach to Competency-Based Education, as it is the case for many countries all over the world<sup>1</sup>, would help Moroccan educationalists provide more adequate education, which at the same time fosters local-national values and identity and enhances communication internationally. Moreover, through a CBE framework, specificities of the job market will be taken care of and satisfied to a larger extent. This requires more training opportunities for teachers, and especially supervisors as the project will delineate.

## 2. Purpose of this training

The purpose of this training was to help English language supervisors with aspects of the teaching framework and methodology suggested by the White paper, namely through a competency based framework. More focus was also to be placed on supervision methods and techniques. Supervising teachers of English within this framework requires specific training for the supervisors to meet the requirement/expectations of their immediate customers so as to perform effectively.

Through this training, it was hoped to provide the supervisory body of EFL teachers with the necessary skills, confidence and ability to supervise teachers of young learners to maximum effect. Our aim is to articulate what teachers need to know and be able to do with enough specificity to guide them, their programs and their learners, without mandating how the guidelines are implemented in day-to-day instruction.

## 3. Expected outcomes and content of the colloquium

### a. The target audience:

Participants in this training were English Language supervisors. These supervisors have been in the profession for at least eight years. They are currently scattered throughout the country. They work with teachers of English both in middle schools and high schools. The teachers use different national textbooks for the four different levels of ELT in Morocco

### b. The objectives:

Upon completing this training seminar the supervisors should be able to:

1. appropriately and efficiently deal with the issues and methodological developments in the teaching of second language reading, writing, speaking, listening, grammar, vocabulary and pronunciation through a **Competency-based framework**.
2. help teachers plan and implement their plans effectively using the above stated framework and textbooks.
3. develop conception(s) or scenarios of how and what supervisors should do to aid them in developing their teaching skills.
4. help teachers develop skills in reflection, including reflection on one's teaching (reflection-on-action) and reflection on the moment of one's teaching (reflection-in-action).
5. understand the relationship between feedback and reflection/inquiry and to become skilful at using feedback.

6. promote teachers awareness of attitudes of curiosity, whole-heartedness, directness, open-mindedness, and responsibility in their teaching and their work with each other(collaboration).

7. facilitate the creation of English Language standards for the Moroccan high/middle school supervisors, teachers and students.

### c. The expected outcome:

The Project's goal is to help promote best practices in teaching English as a foreign language to students at the middle/high school levels, and to disseminate those practices as widely as possible through an organized series of seminars, presentations, and workshops and publications in journals and newsletters of professional organisations, such as MATE (Moroccan Association of Teachers of English).

## 4. The Content:

### a. Reading List

Supervisors were supposed to read at least three articles before the seminar starts, and make the appropriate journal entry. The readings will be taken from appropriate course books or from annotated bibliography. The reading list and other materials were distributed on a CD ROM.

### b. Materials

The main objective of training is to familiarize supervisors with the following topic areas.

- i. The Standards movement
- ii. Textbook evaluation
- iii. Observation and report

Supervisors were provided with materials related to the previously cited areas of the seminar. These materials would be the basis for the input sessions and would provide participants with valuable reference resources for future use with the teachers in their supervisory area. Supervisors would also be given the opportunity to share their own ideas and work with each other.

### c. Trainers

Supervisors, university professors and other guest speakers will animate the training seminar. All participants benefitted from the same plenaries and workshops.

### 5. Evaluation

#### a. Participants

At the end of the training, the supervisors received Attendance Certificates. Participants' evaluation were based on a portfolio *assessment*. The portfolio included the following components:

#### - A post-training questionnaire

The post training questionnaire will focus on all aspects of the seminar; including the workshops, plenary sessions, and other accommodation related issues.

#### - Supervisors' portfolio

During input sessions supervisors received numerous handouts. They were also encouraged to put down anything that they could use in their areas, or how they might convert newly discussed ideas into a practical point. We might suggest dividing the distributed file was divided into the following headings:

- Theoretical Issues
- Standards-based teaching
- Textbook evaluation
- Observation and report writing
- Reading journal
- Project Development

This would help them easily spot their strengths and weaknesses as well as know how much learning has taken place. From the perspective of the trainers, the purpose of this activity was to raise

<sup>1</sup> USA, UK, New Zealand and Canada among others

awareness as to the different issues in the whole pedagogical operation from a competency-based perspective.

#### **b. Programme**

During the first input session, the participants were asked to keep track of the different stages of the training course and keep records for an ultimate evaluation at the end of the training. A pre-training questionnaire was filled out and collected immediately.

### **6. SPONSORS & ORGANISERS:**

#### **a. Sponsors:**

- Ministry of National Education
- Regional Academy of Rabat
- The British Council
- Other local sponsors.

#### **b. Organising Committee:**

- M. Hassim
- S. Berdouz
- M. Blibil
- M. Hammani
- A. Chaibi
- N. Bendouqi

### **7. PROGRAMME:**

#### **Day 1 : Friday, 17 March, 2006**

09:00 – 10:00- **Opening Ceremony – Programme presentation**

- **Speech of the Director of Curricula, Dr Zakia Laraki**
- **Keynote speech, Dr Mohamed Mellouk**

10:00 – 10:30- **Break and reception**

10:30 – 10:50- **Textbook evaluation, A. Zaki**

10:50 – 11:10- **Competency-based and standards-based approaches: What, why and how? A. Chaibi**

11:10 – 11:30 - **Discussion**

11:30 – 12:30 - **Workshop 1: Reflection & Teacher Development.**

**A. Chaddoudi**

12:30 – 14:00 **Lunch break**

14:00 – 14:20 - **The National Standards from a practitioner's perspective, M. Hammani**

14:20 – 14:40- **Standards and competencies in the Moroccan Educational System, N. Bendouqi**

14:40 – 15:00- **Discussion**

15:00 – 16:00- **Workshop 2: The Standards Movement: Change in the Curriculum or in the Textbook, N. Bendouqi**

16:00 – 17:00 - **Round Table: Chaired by Ayoub Ait Ali,**

**Supervision: Facing the Challenges & Meeting the Requirements**

#### **Day 2 : Saturday, 18 March, 2006**

08:30 – 09:00 - **The Regional ELT project**

Ian Shears, Director of the BC in Casablanca

09:00 – 09:20 - **Towards a more Dialogical Teacher Development, M. Najbi**

09:20 – 09:40 - **Teacher Training & Supervision: What's the best ICT blend? M. Hassim**

09:40 – 10:00 - **Discussion**

10:00 – 10:30 **Break**

10:30 – 10:50 **The aesthetics of supervision:**

**Swinging between the know-it and do-it cultures**

**A. Ait Ali**

10:50 – 11:10 **The ergonomic approach to implementing the standards, A. Bouziane**

11:10 – 11:30 **Discussion**

11:30 – 12:30 **Workshop 3: Optimizing Observation Report Writing**

12:00 – 14:00 **Lunch break**

14:00 – 15:00 **Workshop 4: - Teacher Training & Supervision: What's the best ICT blend?**

15:00 – 16:00- **Round Table: Thinking of Future Strategies for MATE, Chaired by A. Zaki**

16:00 – 16:30 **Feedback & evaluation - Closing Ceremony.**

## ***Quick Way 3 and the Cultural Moroccan Representation***

**By Youssef Sassioui, Lycée Ain Aicha, Taounat**

*Quick Way 3* has been introduced as the English textbook designed for Moroccan Baccalaureate students of all sections since the academic year 2004-2005. It is supposed to be content-based. It conceives of content as a means of teaching the English language. It is used accordingly as 'the medium of communicating information about the content subject'<sup>2</sup>. The aim of this article is to cast some light on the Moroccan cultural component in *Quick Way* as far as content and visual aids are concerned.

The issue of culture in language teaching is not new to the field of applied linguistics. The audio-lingual method that flourished in the early sixties of the twentieth century set the cultural component as vital to learning. Rivers (1964) states that:

*"The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language"<sup>3</sup>.*

<sup>2</sup>. Halvorsen, J. & Gettings, R (1996). Designing and teaching a content-based course, In *On JALT 95: Curriculum and Evaluation, the Proceedings of the JALT 1995 International Conference on Language Teaching / Learning*, Nagoya, November, 1995, pp. 34-38. in : [http://www.bekkoame.ne.jp/gettings/personal/publications/1996halvorse.htm/Designing and teaching a content-based course](http://www.bekkoame.ne.jp/gettings/personal/publications/1996halvorse.htm/Designing%20and%20teaching%20a%20content-based%20course).

<sup>3</sup>. Jack C Richards and Theodore S Rogers, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press), p. 51.

Before dealing with the question of the representation of Moroccan culture in *Quick Way 3*, let us first try to define both culture and representation. The term culture, in fact, assumes multiple definitions. Yet, the point is the set of meanings that culture might suggest to us when a textbook of English as a foreign language is under analysis.

Culture, as it is maintained to be, is the way we conceive of ourselves and the other around us. Though culture is abstract, the means of its representation are not. Stuart Hall, a prominent cultural critic, sees that representations are central to the production of culture. He argues: 'culture is about shared meaning and language. It is the privileged medium in which meaning is produced and shared'.<sup>4</sup> This implies that language is not the only medium responsible for the production of culture, but it remains the most privileged. Stuart Hall explains that language, as signs and symbols; whether in the form of sounds, written words, images or other signs, assumes the function of a system of representation through which aspects of culture are channeled out. He resumes, 'it is by our use of things and what we say, think and feel about them- that we give them a meaning'.<sup>5</sup>

<sup>4</sup>. *Representation: Cultural Representation and Signifying Practices*, Ed. Stuart Hall (London: The Open University, 1997), p.1

<sup>5</sup>. *Ibid.* p. 3.

He emphasizes the role of cultural practices as being the practical realizations of the shared values. Cultural practices do not only organize and regulate our social practices, but also influence our conduct and therefore have real practical effects.

On the basis of the above arguments, it is now safe to say that cultural practice is decisive and its influences on our conduct and images are no exception. This article deals with how the Moroccan woman is visually depicted within the larger scope of Moroccan culture in *Quick Way 3*.

*Quick Way 3* is a textbook that comes in ten units in which reference to Moroccan culture is quite mean. In terms of content, the topics related to Morocco are scarcely referred to. The ten units in *Quick Way* include 153 pages with an average of 4000 lines. Topics with a Moroccan subject matter are in 217 lines bearing a percentage of around 0.54. The following table shows these topics along the units:

	Units	Morocco-related topics	Number of lines
1.	The First World War	First World War	1
2.	Minorities	Emigration	8
3.	Language	Languages	30
4.	Human Rights	School leaving problems	4
5.	Leisure	A famous person in Morocco	12
6.	Business	Jobs Tourism	38 9
7.	Our Environment	Theatre	10
8.	Women in the World	The Moroccan women's changing status	104
9.	Human Geography	Movement to cities and Human geography	41
10.	African and Arab Writers	The issue of Feminism	14

As the above figures show, the least number of lines with reference to Morocco is in the first unit 'the First World War'. This unit contains sixteen pages that include a poem, two reading texts, and a listening passage on western women in World war II, activities for grammar usage and a writing activity. The only section that refers to Morocco is a three word pre-reading question of 'was Morocco involved?' before a map and a reading text unfittingly entitled, 'Murder in Sarajevo' (p.19).

What follows in this article will look at the visual aids that portray woman in Morocco and the social cultural aspects associated with them. The book includes 166 pictures when the ratio of the Moroccan-related ones is 1 to 25 as the following chart illustrates:

Number of images in the 10 units	166 images
Unit 4	3 images
Unit 5	4 images
Unit 6	8 images
Unit 8	4 images
Unit 10	1 image

Among the twenty images referred to in the textbook, only seven of them deal with the Moroccan woman. Within the two edges of a spectrum that portray her as only-too-modern or only-too-traditional in units six and eight respectively, the Moroccan woman is depicted in a debased manner in the rest of the pictures. She first shows up in unit 4 sitting down while setting bread in an oven with her little child amazed at the camera from above. Unit

8, which is devoted to the topic of 'Women in the World', opens with four pictures among which two Moroccan women with an invisible face are bending to pick up onions (fig.1).



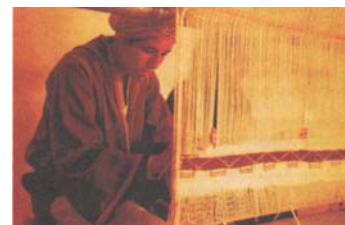
(fig. 1)

The same unit displays two women sitting down and peeling potatoes. One of them is taking a potato in a gentle way with a shy look to the photographer (fig.2).



(fig. 2)

A Moroccan woman weaving a Berber carpet is the title of an image of a Moroccan woman in the process of making a carpet. The second woman by her side is wholly invisible. In terms of light techniques the carpet is highlighted and foregrounded at the expense of the hand force woman who is dimly lit and seems to acquire her value from the carpet handicraft (fig.3).



(fig. 3)

We conclude from the cultural Moroccan representation in *Quick Way 3* the scarcity of reference to Moroccan culture. Besides, the image of the Moroccan woman as part and parcel of such representation is characterized by both invisibility and debasement.

#### REFERENCES

##### Primary Source:

- *Quick Way*,

##### Secondary Sources:

1- Hall, Stuart. *Representation: Cultural Representation and Signifying Practices*. London: the Open University, 1997.

2- Richards Jack C and Rogers Theodore S. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 1986.

##### Webliography:

- [http://www.bekkoame.ne.jp/gettings/personal/publications/1996\\_halvorsem.htm/](http://www.bekkoame.ne.jp/gettings/personal/publications/1996_halvorsem.htm/)

Designing and teaching a content-based course

This presentation is a brief introduction to critical thinking (CT)- “a skill” which is unfortunately only faintly present in most textbooks and instructions. I will start with a definition of critical thinking, highlighting its characteristics, and then list some of the arguments for teaching this “skill”. After that, I will present some common ways of training learners to think critically. The presentation will end with some risks and challenges facing the teaching of critical thinking

### **1. WHAT IS CRITICAL THINKING?**

**Critical thinking** is the *intellectually disciplined* process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to *belief* and *action*.

*(from A statement by Michael Scriven & Richard Paul for the National Council for Excellence in Critical Thinking Instruction. Italics added.)*

In its exemplary form, *it is based on universal intellectual values that transcend subject matter divisions.* (Ibid)

### **2. CHARACTERISTICS OF CRITICAL THINKING**

**a. CT is non algorithmic.** That is, the path of action is not fully specified in advance. This implies that once we are engaged in a critical thinking process, we do not and should not set a priori the route we will be taking. In this sense, CT is to be distinguished from the step- by-step demonstrations proper to maths and physics for example, although they all use logic and require some mental operations.

**b. CT tends to be complex.** The total path is not “visible” (mentally speaking) from any single vantage point CT is not a neat and tidy thinking activity with the label “user-friendly”. The critical thinker cannot make a projection of his/her mental journey before he/she really embarks on it, although a tentative road map will often be there.

**c. CT often yields multiple solutions,** each with costs and benefits, rather than unique solutions. This characteristic is closely related to the preceding one. There simply isn’t any one end or solution to a complex process. In fact, one of the qualities of CT is evaluation, which is mostly active at the moment of deciding what option(s) or solution(s) to select.

**d. CT involves the application of multiple criteria,** which sometimes conflict with one another. Let’s remember that CT is not user-friendly. It isn’t a steady, peaceful and undisturbed process. Rather, the criteria used are more than one and, worse still, often proceed on the liquidation of one another. The critical thinker will always have to either make a compromise or sacrifice one or some of the criteria. The critical question is which criterion or criteria to keep and which to drop.

**e. CT involves nuanced judgment** and interpretation

**f. CT often involves uncertainty.** Not everything that bears on the task at hand is known. This characteristic is related to the first one above. Uncertainty doesn’t imply that CT is a kind of agnosticism, but rather refers to some kind of intellectual humility. It simply means that one doesn’t always (claim to) contain every detail or piece of information which is related to the task one is critically involved in.

**g. CT involves self-regulation** of the thinking process. We do not recognise higher-order thinking in an individual when someone else “calls the plays” at every step.

**h. CT involves imposing meaning,** finding structure in apparent disorder.

Lauren Resnick’s (in *Education and Learning to Think*)

Usually, meaning and structure do not readily and unequivocally display themselves to the thinker. Underneath what looks like chaos usually lies meaning and order. It is the role of the set of categories with which the human mind is equipped to reshape phenomena and give them meaning.

### **3. WHY CRITICAL THINKING?**

We may choose to take an indifferent stand towards reality, letting things just happen while we are standing aside and looking, and accepting without questioning all that we are given or driven into believing. CT goes beyond this intellectual laziness and seeks to empower humans and make them active, autonomous agents. Even when we think, and that’s what everyone does, we are not sure we do it the right way. If we just can’t help thinking, let us do it correctly then.

We almost submerge in floods of information coming almost every minute from different sources, in different forms, and for different purposes. We need to be empowered by some sort of thinking to judge the validity of the information we receive in a quick and effective way. More, CT is primarily corrective because when reality is turned into discourse, it is often distorted.

### **4. WHY TEACH CRITICAL THINKING?**

Norman (1980) finds it strange “that we expect students to learn, yet seldom teach them anything about learning”. CT improves the quality of thinking as it is closely related to meta-cognitive learning strategies. Norman’s criticism of current school instructions is reiterated by Clement and Lochhead (1980): “We should be teaching students how to think. Instead we are teaching them what to think”. CT develops higher order thinking abilities by coping with more challenging tasks than the ones which often (though not always) characterise textbooks. While most tasks in textbooks claim to (and often do) promote learning, they don’t go beyond teaching students how to do things. CT helps students to know how to think about their learning, rather than just how to learn.

One might say that while current methods of instructions focus on learning, CT focuses on being, which is the ultimate aim of education. There is a big qualitative difference between thinking and thinking critically.

### **5. HOW TO TEACH CRITICAL THINKING?**

#### **5.1. THE CURRICULUM**

For every teaching there is an appropriate curriculum. I do not argue here that CT should have its own curriculum. Rather, we should integrate in our teaching a set of strategies such as the ones listed below:

#### **A. Affective Strategies**

- S-1 thinking independently
- S-2 developing insight into egocentricity or sociocentricity
- S-3 exploring thoughts underlying feelings and feelings underlying thoughts
- S-4 developing intellectual humility and suspending judgment
- S-5 developing confidence in reason.

#### **B. Cognitive Strategies; Macro-Abilities**

- S-6 refining generalizations and avoiding oversimplifications
- S-7 comparing analogous situations: transferring insights to new contexts

- S-8 developing one's perspective: creating or exploring beliefs, arguments, or theories
- S-9 developing criteria for evaluation: clarifying values and standards
- S-10 evaluating the credibility of sources of information
- S-11 analyzing or evaluating arguments, interpretations, beliefs, or theories
- S-12 reading critically: clarifying or critiquing texts
- S-13 making interdisciplinary connections
- S-14 reasoning dialogically: comparing perspectives, interpretations, or theories
- S-15 reasoning dialectically: evaluating perspectives, interpretations, or theories.

### C. Cognitive Strategies; Micro-Skills

- S-17 thinking precisely about thinking: using critical vocabulary
- S-18 examining or evaluating assumptions
- S-19 distinguishing relevant from irrelevant facts
- S-20 making plausible inferences, predictions, or interpretations
- S-22 recognizing contradictions.

(Source: Paul, Binker, Jensen, and Kreklau, p. 56)

### 5.2. A SAMPLE CT STANDARD

As standards are becoming the axis around which instructions are organised, we offer the following sample of a CT standard for reading:

- Standard 1: read print material critically
- Benchmark: interpret a writer's biased point of view and evaluate it against different facts and from different perspectives
- Progress indicators
  - a. identify a writer's biased point of view
  - b. use objective description of writer's biased point of view
  - c. detect a writer's distorted facts
  - d. detect a writer's weak argument/logical fallacies
  - e. use different perspective(s) to challenge a writer's point of view

### 5.3. SOME CT TASKS AND TEACHER'S ROLE

Now let us have a look at some CT tasks and teacher's roles

- (Having) students analyze the content of popular media - music, movies or TV - for the accuracy and completeness of its portrayals and the consistency of the reality presented with life as they know it.
- Asking students questions with multiple answers or several equally correct answers
- Having students attempt to solve real life problems where there is the possibility of more than one adequate solution and where several different types of information are required.
- Being alert for and encouraging students to notice where material presented in texts, films and other communications over-simplify or distort reality as students understand it.
- Organizing for "structured controversy." That is, involving students in discussions and debates which tackle more than one side of an issue and require students to back arguments with evidence and reference to consequences.
- Involving students in role plays or simulations such as historical events where people held conflicting views.

### 5.4. FREQUENT CLASSROOM QUESTIONS

I will just list some CT classroom questions without any further comment or elaboration, as the examples are clear and straightforward.

- Questions that probe implications and consequences:
- Examples
  - What effect would that have?
  - If this and this are the case, then what else must also be true?

- Questions about the question:

Examples

- To answer this question, what questions would we have to answer first?

- Is this the same issue as?

- Questions that probe reasons and evidence:

Examples

- How could we go about finding out whether that is true?

- Is there reason to doubt that evidence?

- Questions about viewpoints or perspectives:

Examples

- How would other groups or types of people respond? Why? What would influence them?

- How would people who disagree with this viewpoint argue their case?

- Questions of clarification:

Examples

- Could you give me an example?

- Is your basic point \_\_\_ or \_\_\_?

- Questions that probe assumptions:

Examples

- You seem to be assuming \_\_\_

- How would you justify taking this for granted?

- Is this always the case?

- Questions that probe implications and consequences:

Examples

- What effect would that have?

- If this and this are the case, then what else must also be true?

- Questions about the question:

Examples

- To answer this question, what questions would we have to answer first?

- Is this the same issue as?

(Adapted from: Paul, Binker, Jensen and Kerklau, 1987)

### 6. RISKS AND CHALLENGES

Changes usually brings with them challenges.

- a. Some instructors and material designers might mistake for CT some other forms of "thinking".
- b. It is almost automatic that a change in goals brings about a change in roles. Some of us may find it challenging to their status as teachers. A critical thinking class requires a reconsideration of traditional teachers' and students' roles. It also requires equal adherence by all participants to a firm rational code.
- c. A critical thinker is a potentially problematic individual in his/her community if schools remain insulated from the community. He/she may be frustrated by the lack of mutual intelligibility, or even have clashes with the community.
- d. A critical thinker may be hyper-corrective, thinking that everything around them needs to be "fixed"

I do not argue that we can or should teach CT in its rigorous form to all levels. But I think that we can initiate young learners into such a mental activity at an early age by engaging them into tasks where we would emphasize what they come up with more than how articulate they are about it. I have also opted for a moderate version of CT instructions which integrate elements of CT into the curriculum rather than set an independent CT course. I have intentionally avoided dealing with some so far unsettled questions such as whether to consider CT a "skill" that transcends or is proper to subject matter.

#### *From the editors*

*The views expressed in the newsletter are the contributors' own and not necessarily those of the editors.*

## MATE Calendar of Events : Academic Year 2006 – 2007\*

N°	Event	Date	Venue	Task force**
1	Management Seminar	13-14 Nov., 2006	Rabat	Hassim+Berdouz+Zaki+Ait Ali Bendouqi+Makhfi+Fahmi
2	Citizenship Colloquium	8-9 Dec., 2006	Marrakech	Belkachla+Zaki+Hassim+Fahmi+Laklida
3	Inspectors Colloquium	To be announced later	Rabat	Berdouz+Hassim+Bendouqi+Chaibi
4	ESP Colloquium	23-25 Feb., 2007	Agadir	Fahmi+Hamouti+Zaki+Reddadi
5	ICT Conference	To be announced later	Agadir	Hassim+Atlagh+Bouziiane+Hammani
6	Inter-University Colloq.	March 2007	Casa	Zaki+Bouziiane+Chaquir+Reddadi
7	Junior School Teachers Colloq. (+CPR trainees)	March 2007	Marrakech	Najbi+Fahmi+Chaibi+Belkachla+Ajjoul
8	MATE National Conference	02-05 April, 2007	Beni Mellal or Bouznika?!	MATE board
9	Translation Colloquium	Late April, 2007	Rabat	Zaki
10	Regional Conference 1	To be decided on by regional boards (the latter should coordinate among themselves to have different periods at reasonable intervals)	Ouarzazate/Zagora	Ahmam
11	Regional Conference 2		Beni Mellal	Elmouhtarim
12	Regional Conference 3		Marrakech	Blibil+Ait Heddane+Mansouri+Berdouz+Lehnoud
13	Regional Conference 4		Agadir	Bouchakka+Atlagh+Fathi
14	Regional Conference 5		Guelmim	Tighoula
15	Regional Conference 6		Essaouira	Kebbal+Berdouz
16	Regional Conference 7		Safi	Belkadir+Belkachla+ Berdouz
17	Summer Language Camp 1	02-14 July, 2007	Casablanca	Sahli+Hamouti+Chaquir+Hamza
18	Summer Language Camp 2		Marrakech	Blibil+Ait Heddane+Lehnoud
19	Summer Language Camp 3		Agadir	Bouchakka+Fathi+Atlagh
20	Summer Language Camp 4		Rabat	Bendouqi+Ajjoul
21	Summer Language Camp 5		Fes	Ghiati
22	MATE Day 1	10 Nov., 2006	Kenitra	Marzouki
23	MATE Day 2	03 Dec., 2006	Guelmim	Tighoula
24	MATE Day 3	10 Dec., 2006	Beni Mellal	Elmouhtarim
25	MATE Day 4	19 Dec., 2006	Agadir	Bouchakka+Atlagh+Fathi+Najrane +Zoubair+Hassim
26	MATE Day 5	02 March, 2006	Rabat/ENS	Bendouqi+Ajjoul+Kerkech
27	MATE Days 6-7-8	To be decided on in coordination with inspectors and regional boards.	Ouejda/Nador/Taza	Sahli+Makhfi
28	MATE Day 9		Tangier	Senhaji
29	MATE Day 10-11		Fes/Taounate	Ouakrim+Bendouqi
30	MATE Day 12		Laayoune	Zouita
31	MATE Day 13		Eljadida	Bounsir
32	MATE Day 14		Meknes	Rezzaki
33	MATE Day 15-16		Zagora/Ouarzazate	Hassim+Telmsani+Ahmam
34	MATE Day 17-18		Casablanca/Settat	Sahli+Hamouti+Chaquir+Ait Ali
35	MATE Day 19		Taroudant	Bouchakka+Atlagh+Fathi+
36	MATE Day 20-21		Agadir/CPR	Elassal+Zoubair+Hassim
37	MATE Day 22		Laarache	Jaanine
38	MATE Day 23		Marrakech	Blibil+Mansouri+Berdouz+Lehnoud
39	MATE Day 24		Essaouira	Kebbal+Berdouz
40	MATE Day 25		Safi	Belkachla+Berdouz+Belkadir
41	MATE Day 26		Tiznit	Idihya+Hassim+Atlagh
42	MATE Day 27		Kalat Essraghna	Elboustani+Berdouz+Blibil
43	MATE Days 28-29		Houceima/ Sefrou	Makhfi+Bendouqi

\*The list is not exhaustive. Other events will be included later. Themes & speakers will be announced in due time.

\*\*Coordinator(s) of each event will be specified among the people mentioned. Task description will be defined later.

**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**