

у вигляді дієслів-гібридів, які складаються із запозиченого кореня та українських словотворчих та словозмінних афіксів.

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### **Teaching and learning ESL in the Kingdom of Morocco: Past and Present**

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The Kingdom of Morocco, which has always been a multilingual country with ancient history, in the recent decades, has started a heated discussion on languages. Specifically, this happened after Minister Daoudi's various declarations. During his term in the office, the Minister of Higher Education, Lahcen Daoudi (2012-2016) never failed to call for the use of English in technology and scientific research in Morocco. He mainly declared in different official meetings that "English is the language of technology and scientific research par excellence"[4; 39]. Later when he was addressing students in IbnouZohr University in Agadir, he declared that "a student who does not master English should dig his / her own grave" [4; 53]. He even issued a circular in which he requires publishing in English as a prerequisite for doctorate viva and reasonable knowledge of English for recruitment in higher education.

Such calls from officials and policy makers were widely reported by the media and interpreted by their readers as a call for making of English a first foreign language. In its course, the rates of adopting English as a first foreign language have been increasingly rising. This fact shows certain shifting of language attitudes and language awareness. The findings of the latest sociological research show that most of Moroccans "have positive attitudes towards English while some show opposing

reactions towards French” [1; 65]. Most of the respondents have ambivalent ideas about the rest of languages used in Morocco but at the same time, they tend to insist on Morocco having a distinct language policy as for the priorities of the mother tongues, Arabic and Amazigh. So in order to see the prospects of English in Modern day Morocco, there is a necessity to look through and analyse the ways of learning ESL and also its common teaching practices in the country.

First of all, mention should be made that after the Kingdom of Morocco got its independence, Arabic became the main language used in teaching while French “positioned itself as the first foreign language employed in teaching scientific matters” [2; 712], such as Maths and Physics. English was rarely taught in schools and universities throughout the country.

But nowadays, due to the fact that English is widespread and has become the Lingua Franca in the world, all the educational systems and the Moroccan one in particular are trying to adopt it and make it one of the fundamental and critical subject in the education process everywhere (both in the Moroccan public and private schools). Really, today English as a school subject is taught and learned starting in the third year of the middle school up to the school graduation. Yet, we should bear in mind that for now the learning and teaching English in the country is not as diverse as it could be.

As one of the ways to evaluate the process of English learning in Morocco, we offer to focus on English Learning textbooks contents. The fact that Moroccans usually learn Latin alphabets, and French Vocabulary in a very young age in school makes English Learning a little easier since the similarities between some words in French and English help to overcome certain difficulties in communication (e.g., identical spelling of the words ‘communication,’ ‘president,’ ‘nation’ etc. despite their pronunciation differences). Just like any other school subjects, English has always been taught with the help of textbooks that allow the teacher to introduce the lessons in a very clear, exquisite and successive way. With their help, a teacher can follow the scientific ideas stated by English applied Linguists who approve using one of the

suitable second Language Learning theories. The textbooks for learning and teaching English in Morocco are rather effective in terms of the materials covered and the Lesson Design, often presented in detail, they mostly offer a balanced, chronological presentation of education material.

At the same time we can't but admit that, the majority of English textbooks in Morocco are to some extent in the same structure as the scientific subjects textbooks: the teacher cannot skip a lesson or a piece of information they find not important or irrelevant because the future lesson or information will be based on the previous ones. According to some researches, it is actually here where "the effectiveness of textbooks while teaching English in Schools lies" [1; 73]. Such textbooks somehow force the teacher as for what, how and when they must apply a particular thing in their classroom, to avoid those "embarrassing surprises where the teacher fails to maintain the successiveness of the lessons" [ibid.]. This is the reason why most English Textbooks are considered to be boring i.e. they only contain some Grammar, reading and writing Lessons with the same typical structure which provides no way for real communication and /or creativity student are eager to get nowadays. And as motivation is one of the most important factors in language learning, the Moroccan Educational institution have started to see there should be a change at the level and approaches of teaching this language. Thus new English learning complexes ("Insight" and "Ticket") are being created and improved these days in High school. They are created to allow students to get the knowledge sufficient for studying in English at the University. These textbooks are designed to develop and improve basic language skills (vocabulary, grammar, reading, and writing). It is curriculum of the textbooks mentioned above that makes the difference: teaching English is no longer a structure-based process, the English content now is a part of the studies, in other words, English is taught through contents. E.g. "Insight" consists of 10 Units about important cultural, social and communication issues, enabling students to develop and accumulate certain knowledge and attitudes towards different topics such as citizenship, environment, and human rights. There is no doubt that such textbooks

indirectly motivate the students to learn English. They give to the students the opportunity to express themselves, come up with new interesting ideas, perspectives and critics they have about the problems and situations they deal with in their everyday life, simultaneously learning English. However, Students like this kind of learning if their teachers make students productive and creative in both of the Language Learning and Global issues.

It goes without saying that in order to enable the students to speak English, especially about various topics from their daily life, as well as about political and social issues, they should first go through an extensive learning process divided into different stages of English learning. It is extremely difficult for those students who didn't use to learn English in the past, focusing solely on Arabic and French. So, the existence of textbook again has become very essential in dealing with the situation, when the teachers, utilizing some drawings and images in textbook, explain their lessons without translation. Textbooks at this particular stage include just learning a number of expressions and set phrases for regular and daily conversations where they can introduce their name, age, nationality, together with some basic grammar rules and vocabulary topics, such as Food, Sports, and Hobbies. The textbooks for learning English show the main points of the policy chosen by the Moroccan educational system which seems to be quite cautious of new strategies and approaches applied in language learning practices throughout the world.

But if we analyse the majority of the contemporary Moroccan English textbooks, we will be able to see they try to follow the Communicative Language Teaching. It means there is wider tendency to deepen communication and interaction between teachers and students as well as between students themselves, while the role of the Moroccan teacher, through CLT, is to "manage, help and encourage the students to express themselves in order to acquire the Linguistics habits since language learning is learning to communicate"[3; 200]. Naturally it means the teachers themselves need to acquire a satisfied level of knowledge in both General

culture and Communicative skills which would make it possible for them to discuss many topics in many fields and aspects of life with their students.

To sum up, the status of English in the Kingdom of Morocco is much higher these days than it used to be in the past. Yet still some challenges remain, and among them – a wider range of textbooks and supplementary materials for learning and teaching English, as well as higher levels of English teachers which means substantial changes in the curriculum of teachers' training colleges and universities all over the country.

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