



The Language and Society Laboratory organises an international colloquium on June 7, 2024 in tribute to the late Professor Khnata Lahrichi on the theme:

"Reflections on Cultures in Didactic Practice"

This conference, organised by the Language and Society Laboratory of the Faculty of Languages, Letters and Arts in Kénitra, is at the crossroads of cultural diversity and teaching practices. First and foremost, it pays tribute to a great lady, teacher, colleague and friend, the late Khnata Lahrichi, who passed away in February 2023. More than thirty years ago, she witnessed the birth and development of the prestigious Ibn Tofail University. Alongside her colleagues and companions, she always demonstrated self-sacrifice and altruism. A passionate and dedicated teacher, she has left an indelible mark on the field of French literature and language teaching thanks to a variety of teaching approaches, principally the storytelling approach. Passionate about its power as a relevant teaching tool, the late Khnata Lahrichi set up storytelling workshops at her Faculty as well as in two orphanages, offering her learners an innovative, motivating and rewarding approach to mastering the language, stimulating their imagination and raising their awareness of the cultural and social wealth that accompanies it. Her exceptional pedagogical and didactic vision, combining tradition and modernity, left a lasting impression and was a source of inspiration. It is in this spirit that the 'Reflections on Cultures in Didactic Practice' symposium has been designed to celebrate the academic and intellectual legacy of our late Professor. This initiative aims to explore how cultures influence educational practice and to highlight the importance of cultural diversity in teaching and learning. By honouring the memory of Professor Khnata Lahrichi, this symposium aims to perpetuate her commitment to inclusive and enriching education for all.

Didactics, as a discipline of teaching and learning, is deeply rooted in the cultural context. Each culture has its own norms, values and modes of communication that influence the way knowledge is transmitted and acquired. The didactic approach must therefore be sensitive to cultural diversity in order to foster authentic understanding and appropriation of knowledge.

Integrating cultures into didactics means recognising and respecting linguistic diversity, social practices and beliefs in the teaching and learning process. It means not only adapting teaching methods to meet the specific needs of learners from different cultures, but also valuing the richness of cultural knowledge and perspectives in the content taught.

By promoting an inclusive and intercultural approach, didactics helps to create a learning environment that encourages dialogue, collaboration and mutual recognition. It offers learners the opportunity to develop a deep and respectful understanding of cultural diversity, while strengthening their ability to interact constructively in an increasingly globalised world. The relationship between didactics and cultures is complex and multidimensional. It is fundamental to the creation of an inclusive, respectful and effective learning environment that recognises and values the cultural diversity of learners.

This colloquium provides an opportunity to debate the encounter between didactics, language and culture; this offers a unique opportunity to promote intercultural dialogue, tolerance and





mutual respect, while facilitating the acquisition of language skills that are essential for evolving in an increasingly interconnected and diverse world. When didactics meets language and culture, it is faced with a stimulating challenge: How to integrate these elements in a balanced and respectful way into the teaching and learning process? This requires sensitive and thoughtful approaches that recognise the linguistic and cultural diversity of learners, while valuing the richness of different perspectives and expressions.

The theme of the symposium is structured around the following areas, which should be considered for guidance only:

Axis 1/ Cultural context and learning. The values, social norms and modes of communication specific to each culture can have a significant impact on the way in which individuals learn and assimilate new information. For example, in some cultures learning may be more about collaboration and social interaction, while in others it may be more about independence and individual reflection. To be effective, didactics must take into account the diversity of learners' learning styles and cultural needs. This may involve using a variety of teaching methods, such as experiential learning, storytelling, role-playing or the use of visual resources, to create an inclusive and engaging learning environment for all students.

Axis 2/ Language and culture. Language is a central element of culture, and its use in teaching can have a profound impact on the understanding and assimilation of knowledge. By recognising and valuing learners' languages of first socialisation, teaching methods can help to strengthen pupils' self-esteem and cultural identity, while promoting more effective learning.

Axis 3/ Intercultural approaches. Teaching methods can also play an essential role in promoting intercultural education, which aims to develop understanding, respect and tolerance for different cultures. By encouraging intercultural exchanges, comparisons and discussions on the similarities and differences between cultures, didactics can help to train global citizens capable of living and working harmoniously in culturally diverse contexts.

Axis 4 / Emotion and empathy in language and culture teaching. In language and culture teaching, emotion and empathy play an essential role in the teaching and learning process. Learners' emotions can have a significant impact on their motivation, commitment and ability to assimilate new linguistic and cultural knowledge. When learners feel valued, supported and understood by their teacher, they are more inclined to invest themselves fully in learning the target language and culture.

Axis 5/ Reflections and teaching practices centred on interculturality in literature. The didactic approach, which is part of an intercultural perspective, proceeds in such a way as to situate each literary text in its context and to point out the intercultural stakes of reading. By considering the literary work as a cultural production and drawing the consequences of this nature from the very act of reading, the literary text is metamorphosed into a place where language(s) and culture(s) rub shoulders and often contain a representation of the world and values shared by two cultures. We still need to know how to bring out this common heritage through the didactic and intercultural use of literary texts.

Proposals for papers





Twenty-minute papers should be presented in French, Arabic or English. Proposals must be accompanied by a summary of no more than 500 words (excluding spaces). They should be accompanied by a brief biography of the author, a brief bibliography (3 to 5 references) and 4 to 5 keywords. They will be assessed twice anonymously.

Dates to remember

Deadline for submission of proposals: April 30, 2024

Notification of acceptance: May 15, 2024

Deadline for speakers to register for the conference: May 31, 2024

Conference date: 07 June 2024

Registration fees

The registration fee is 50 € for external speakers and 200 dh for internal participants and lecturers. The registration fee covers the conference kit, coffee breaks and lunch during the conference. The registration fee also entitles the participant to submit his or her paper for evaluation with a view to publication. Travel and subsistence expenses are the responsibility of the participants or the institution to which they belong. Registration fees must be paid before May 31, 2024, in accordance with the instructions that will be sent by e-mail.

Organising committee

Malika Bahmad (Ibn Tofaïl University, Kénitra, Morocco)
Mounia Benameur (Ibn Tofaïl University, Kénitra, Morocco)
Driss Louiz (Ibn Tofaïl University, Kénitra, Morocco)
Houssaine Rifaï (Ibn Tofaïl University, Kénitra, Morocco)
Mostafa Aghzafen (Ibn Tofaïl University, Kénitra, Morocco)
Redouane Balagh (Ibn Tofaïl University, Kénitra, Morocco)
Najat Chifa (Ibn Tofaïl University, Kénitra, Morocco)
Elnaiem Fatihelraman Belal (Ibn Tofaïl University, Kénitra, Morocco)
Attoumane Halidi Anzim (Ibn Tofaïl University, Kénitra, Morocco)
Olia Anbar (Ibn Tofaïl University, Kénitra, Morocco)

Scientific Committee

Aziz Aamar (Ibn Tofaïl University, Kénitra, Morocco)
Mostafa Aghzafen (Ibn Tofaïl University, Kénitra, Morocco)
Abdelekader Abbou (Ibn Tofaïl University, Kénitra, Morocco)
Taoufik Allah Afkinich (Ibn Tofaïl University, Kénitra, Morocco)
Malika Bahmad (University Ibn Tofaïl. Kénitra. Morocco)
Jamila Bellamqaddam (University Ibn Tofaïl. Kenitra. Morocco)
Mounia Benameur (Ibn Tofaïl University, Kénitra, Morocco)
Hanane Bendahmane (Ibn Tofaïl University, Kénitra, Morocco)
Mohyedine Benlakhdar (Sidi Mohamed Ben Abdallah University, Fez, Morocco)
Hafida El Amrani (Ibn Tofaïl University, Kénitra, Morocco)





Abdennour El Hadri (Ibn Tofaïl University, Kénitra, Morocco) Ali Falous (Moulay Ismail University, Meknes, Morocco)

Youcef Hdouch (Ibn Tofaïl University, Kénitra, Morocco) Anas Laalou (Ibn Tofaïl University, Kénitra, Morocco) Driss Louiz (Ibn Tofaïl University, Kénitra, Morocco) Leila Messaoudi (Ibn Tofaïl University, Kénitra, Morocco) Ali Ouassou (Ibn Tofaïl University, Kénitra, Morocco) Houssaine Rifaï (University Ibn Tofaïl. Kénitra. Morocco) Soraya Sbih (University Ibn Tofaïl. Kénitra. Morocco) Zohra Terrada (University Ibn Tofaïl. Kénitra. Morocco) Zouhir Zighighi (Ibn Tofaïl University. Kénitra. Morocco)

Contact:

Site du colloque : https://lls7-6.sciencesconf.org
Malika Bahmad : malika.bahmad@uit.ac.ma
Mounia Benameur : mounia.benameur@uit.ac.ma