



## MoRCE-Net First Annual Conference

***Theme: Creating Spaces and Opportunities for  
Learner Development, Creativity and Engagement***  
16-19 April, 2013, Best Western Odyssee Park Hotel, Agadir, Morocco

### Rationale

Many educators confirm that since most educational systems tend to be rather curriculum-based and exam-oriented, there is little room left for teachers to help students engage in meaningful and creative tasks and projects. The conference aims to provide participants with opportunities to reconsider their beliefs and teaching practices so as to explore new alternatives on how to prepare learners for the challenges of their future lives. Focus will be on learner development through promoting deep learning, lifelong skills and civic engagement. Emphasis will also be on going beyond the classroom/school through English resource centers/clubs, project work and cross-cultural exchanges. Since this is the first annual conference that MoRCE-Net organizes, it is an opportunity to set up bonds with Moroccan and international ELT/education professionals and institutions and highlight the main aims of this newly-born network which mainly revolve around implementing learner-centered activities and creating professional collaborative opportunities through English resource centers and clubs.

### Objectives: The conference aims to

- expose participants to new innovative approaches to English Language education
- provide opportunities for sharing experiences on best practices both nationally and worldwide
- showcase sample projects and products from various English resource centers
- provide tools and tips on efficient management of educational projects
- set up strong bonds among ELT professionals for long-lasting collaborative work
- exchange information and share expertise for setting up and managing resource centers and English clubs.

### Sub-themes

- ✓ Developing HOTS (Higher Order Thinking Skills) for learner autonomy
- ✓ Enhancing 21<sup>st</sup> century skills, deep learning and lifelong learning
- ✓ Promoting ICT skills for learning, communication and networking
- ✓ Developing community service and citizen engagement projects
- ✓ Managing educational projects and cross-cultural exchanges
- ✓ Promoting alternative/formative assessment
- ✓ Creating and running English clubs and resource centers
- ✓ Going beyond the classroom/school and promoting extra-curricular activities
- ✓ Setting up and managing Teacher Learning Communities (TLCs)
- ✓ Implementing collaborative teaching and learning projects.

### Organizers

MoRCE-Net in collaboration with the Ministry of National Education, the British Council and US Regional English Language Office (RELO).

## Participants

ELT professionals (trainers, supervisors and teachers) from all over Morocco who have been involved in English Resource Centers/clubs or who are planning to start one in their area. International participants who are interested in the topic of the conference are welcome.

## Sponsors and partners

- Ministry of National Education
- British Council, Morocco
- US Regional English Language Office (RELO)
- Action Pédagogique (APEF)
- Macmillan.

## Board, lodging and conference venue

Best Western Odyssee Park Hotel 4\*\*\*\*, Agadir, Morocco: [www.bw-odysseepark.com](http://www.bw-odysseepark.com)

## Participation and membership fees

- Non-resident (400 Dhs): This includes: Reception, breaks and conference activities.
- Resident participant (1000 Dhs): Double room. This includes: Hotel, food, reception, breaks and conference activities.
- Spouse, resident (1000 Dhs): Double room. This includes: Hotel, food, reception, breaks and conference activities.
- Resident participant (1600 Dhs): Single room. This includes: Hotel, food, reception, breaks and conference activities.
- MoRCE-Net membership card: 100 Dhs (all categories of teachers).

## *Program*

### Tuesday, April 16, 2013

- 13:00 **Arrival and check-in**  
14:30-16:00 **Registration**  
16:00-17:00 **Opening notes & orientation**  
17:00-17:30 **Reception**  
17:30-18:15 **Keynote: Successful English clubs experiences across continents**  
18:15 **Inauguration of 'Moments of Learning' photo exhibition**  
20:00 **Dinner**

### Wednesday, April 17, 2013

- 08:30-08:55 **Paper 1:** Enhancing learner capability: a mandatory reorientation,  
Mohammed Hiddas  
08:55-09:20 **Paper 2:** Youth-led projects as a way to boost students' motivation, Samira Idelcadi  
09:20-09:45 **Paper 3:** Marketisation of education in Morocco, Abdelkarim Arhlam  
09:45-10:10 **Paper 4:** Expanding students' language and vision with service learning,  
Marquita Green  
10:10-10:30 **Discussion**  
10:30-11:00 **Break and Resource centers poster sessions**  
11:00-11:25 **Paper 5:** Promoting the learner centered approach in the Moroccan EFL classroom,  
Amina Aghris  
11:25-11:50 **Paper 6:** Fostering higher order thinking skills in teaching, Mustapha Boughoulid  
11:50-12:15 **Paper 7:** Teaching our students to think critically, Monir Birouk  
12:15-12:30 **Discussion**  
12:30-13:30 **Concurrent Workshops**  
**Workshop 1:** Promoting extensive reading within resource centers,  
Abdellatif Zoubair

**Workshop 2:** Promoting learner autonomy, Lahcen Tighoula

**Workshop 3:** Read Across Morocco Event: Get Inspired, Ghizlane Razak

**Workshop 4:** A reading contest for your resource center? Guelmim experience, Mohamed Abouhachni

13:30-14:30 **Concurrent Workshops**

**Workshop 5:** Collaborating online in the global classroom, Michael Bailey

**Workshop 6:** Class blogs, blog posts, online news articles: a trial in reading classes, Esma Eray

**Workshop 7:** Mobile Learning - It's in their hands, Nick Cherkas

**Workshop 8:** Using "Weebly" to create a virtual English language resource center, Salaheddine Belaassal

14:30 **Lunch**

20:00 **Dinner**

### Thursday, April 18, 2013

08:30-08:55 **Paper 8:** Creating smaller spaces: The summer internship program, Khaled Al-Abbadi,

08:55-09:20 **Paper 9:** How to set up resource centers and actively use them, Youssef Tamer

09:20-09:45 **Paper 10:** English clubs: What, how and why? Mohamed Bakkas,

09:45-10:10 **Paper 11:** Extra-curricular Entertainment, Omar Habdou

10:10-10:30 **Discussion**

10:30-11:00 **Break and Resource centers poster sessions**

11:00-11:25 **Paper 12:** If a picture's worth 1000 words, cash it in for writing, Richard Kahn

11:25-11:50 **Paper 13:** Connecting two cultures: An exchange visit, Mohamed Bakkas

11:50-12:15 **Paper 14:** ICT enhances quality teaching, Mustapha Behra ([Online from Japan](#))

12:15-12:30 **Discussion**

12:30-13:30 **Concurrent Workshops**

**Workshop 9:** Creating a professional blog, Mohammed El Kadaoui

**Workshop 10:** Unlocking English verbs, Nicole Safranek

**Workshop 11:** Creative technology changes in EFL traditional classrooms, Fouzia Toury

**Workshop 12:** Digital Skills for the Twenty-first Century Educator, Abdellatif Zoubair

13:30-14:30 **Concurrent Workshops**

**Workshop 13:** Multiple intelligences and the classroom, Mohamed Bakkas

**Workshop 14:** Character education via the six pillars, Bouchaib Zahawi

**Workshop 15:** Teaching empathy through film viewing, Film title: "I am Sam", Lahcen Tighoula

**Workshop 16:** Alternative assessment: Going beyond the black box, Mohammed Hassim

14:30 **Lunch**

17:30 **Excursion and social evening.**

21:00 **Dinner**

### Friday, April 19, 2013

08:30-08:55 **Paper 15:** The British Council online in and out of the classroom, Nick Cherkas

08:55-09:20 **Paper 16:** 100 thousand poets for change: poetry in the service of social consciousness, El Habib Louai

09:20-09:45 **Paper 17:** Can English teach Islam? Rachid Acim

09:45-10:10	<b>Paper 18:</b> Setting up and managing Teacher Learning Communities (TLCs), Mohammed Hassim
10:10-10:35	<b>Paper 19:</b> The benefits of international partnerships, Simon ( <a href="#">Online from Britain</a> )
10:35-11:00	<b>Paper 20:</b> Digital bloom's taxonomy, Mohamed Kharbach ( <a href="#">Online from Canada</a> )
11:00-11:15	<b>Discussion</b>
11:15-11:40	<b>Round table:</b> Preparing an action plan for the years 2013-14
11:40-12:00	<b>Evaluation, recommendations and closing notes.</b>
12:00	<b>Friday prayer</b>
13:00	<b>Lunch.</b>

## Abstracts and Speakers' Bio-data

### Papers

**Paper 1.** Mohammed Hiddas, Ecole Normale Supérieure, Meknes

**Title:** Enhancing learner capability: a mandatory reorientation

**Abstract:** Preparing students for passing exams within a traditional curriculum does not actually suffice to cope with the requirements of the current century. Globalisation and new technology have drastically boosted complexity and rapidity in all aspects of modern life. Therefore, deeper insights and further anticipations have become a prerequisite for admission to the future world. It comes out that teaching views and practices should be updated to long-term requests whereby exam marks should be tuned to future landmarks. Then, the challenge lies in enhancing responsibility, autonomy, creativity and flexibility in learners. That would come up with capable citizens who can meet the future exigencies and cope confidently with expected and unexpected circumstances. With a special interest in teaching and learning English as a second or foreign language, a set of relevant Web 2.0 services offer a valuable help in upgrading to those future-oriented discernments.

**Bio-data:** Mohammed Hiddas is Professor Assistant of EFL Teaching and Learning. Currently, he is a full-time EFL tutor at L'Ecole Normale Supérieure in Meknes, Morocco. His main interests are applied linguistics, ESL/EFL learning and teaching, translation, intercultural communication and ICT for educational purposes.

**Paper 2.** Samira Idelcadi, National Training Center for Inspectors (CNFI)

**Title:** Youth-Led Projects as a way to boost Students' motivation

**Abstract:** This presentation aims to show the importance of working on students projects as a way to boost their motivation and train them in leadership skills. This presentation is based on personal experience. It will focus on three main questions: Why should we work on collaborative

youth-led projects? How these projects can be conducted? What type of projects we can work on? The presentation will provide samples of these projects.

**Bio-data:** Samira Idelcadi is a trainee supervisor at CNFI (Centre National de Formation des Inspecteurs), an active member of MATE, a member of the board of MORCE-Net and president of AMA. Her main interests are educational leadership and management and teacher training.

**Paper 3.** Abdelkarim Arhlam, Prince Moulay Hassan high school

**Title:** Marketisation of Education in Morocco

**Abstract:** In this paper, I will first deal with the question of educational engineering as a concept that hasn't received much attention in the literature about school reform. Since its inception in the 1950's by the American researcher W.W Charters, the concept has been applied in different educational reform initiatives around the world without much emphasis on its scientific rigor and basing only on engineering mercantile practices. In fact the Moroccan teaching practices, based on different approaches and methods, bear witness of the impact of this conceptual framework. However this is only manifested in the realm of practices and techniques that have been borrowed from the industrial model and injected into the educational process. Next, I will outline the different manifestations of the industrial model in the Moroccan reform charters and end up by investigating how can marketing techniques be accounted for when engineering/designing teaching materials. This will be done in the light of the successes accomplished by marketers in various fields.

**Bio-data:** I'm currently a teacher of English in a high school in Marrakech. I hold a master degree in communication studies from Caddi Ayyad University and I am a doctoral student in curriculum design.

**Paper 4.** Marquita Green, American Language Center, Marrakech

**Title:** Expanding Students' Language and Vision with Service Learning

**Abstract:** The new environmental club at the ACL Marrakech is an example of learning that takes students beyond the classroom, into the “real world” of the Marrakech community. We try to apply scientific methodology and creative thinking to environmental problems. We observe, question, research, and are trying to implement solutions, beginning at the ALC itself. Foremost, we are trying to educate ourselves, ALC students, and staff about how we can begin make our daily behaviors more “environmentally friendly.” All the while, students are using English in a context that is immediately relevant to the task at hand. The model for this class is referred to in the current literature as “service learning.” Not only are students engaged in activities that benefit the community, they are also learning about the causes of problems and the implications of change. Media research takes students into the worldwide community to learn about what others are doing and thinking. Service learning provides civic participation, complex reasoning skills, and immediate context for new language.

**Bio-data:** Marquita Green comes to TESOL relatively late, after a varied career ranging from survey drafting to wood sculpture. She holds a Masters in TESOL from Seattle University, in Washington State, USA. She taught both ESL and Developmental (pre-college) English at Lower Columbia College, in Longview, Washington for 6 years prior to being selected as an English Language Fellow assigned to the American Language Center in Marrakech, where she works on special projects.

**Paper 5.** Amina Aghris, Regional Center for the Professions of Education & Training (CRMEF), Rabat

**Title:** Promoting the Learner Centered Approach in the Moroccan EFL Classroom

**Abstract:** A shift of focus from the traditional approaches of language teaching which are based on transmitting knowledge to the learner, to alternative approaches that enable students to become active and responsible learners highlights the importance of adopting a learner-centered approach that positions the learner at the heart of the learning process. Thus, implementing learner centeredness in language education can facilitate the promotion of learners' autonomy, independence and lifelong learning. The purpose of this paper is to present a brief review of the concept of learner centeredness, underline the importance of implementing the approach in language education, and draw practical implications for promoting learner centeredness in the EFL Classroom.

**Bio-data:** Amina Aghris is a teacher-trainee at The Regional Center for The Professions of Education and Training, Rabat. She got her BA in English Studies from Mohammed V University, Rabat in 2010. In 2012, she obtained her Master's Degree in Applied Language Studies and Research in Higher Education from Dhar El Mahraz, Sidi Mohamed Ben Abdellah University, Fez. She has attended several conferences, seminars and study days on language education related issues. Her research interests include English Language Teaching and Learning, Learner Centeredness, Critical Thinking and Research in Higher Education.

**Paper 6.** Mustapha Boughoulid, Imam Elboukhari HS, Chichaoua

**Title:** Fostering Higher Order Thinking Skills in Teaching

**Abstract:** Actually, thinking is an act that requires space and time. According to Bloom's taxonomy, lower order thinking skill is the act of learning facts and it seeks to commit to memory knowledge. Meanwhile, higher order thinking skills that include creative and critical thinking, analysis, problem solving and visualization allow for the interpretation and reconsideration of such information. Hence, it is an advanced way of thinking. Today, there is an urgent need for more people capable of thinking at higher order levels. So, the best way to start and acquire HOTS is through action learning and practice inside the classroom in order to help students engage in meaningful activities that are going to foster their ways of thinking.

**Bio-data:** Mustapha Boughoulid is an English teacher at Imam Elboukhari high school in Chichaoua. He is also a teacher advisor, Access coordinator and Spelling Bee Trainer. He is an active member of the Moroccan English community. His main interests are EFL and ICT. He conducted many presentations and workshops locally, regionally and nationally.

**Paper 7.** Monir Birouk, Rehal Ben Ahmed High School

**Title:** Teaching our Students to Think Critically

**Abstract:** Living and learning in the 21 century, extraordinarily dubbed as the Information Age, our students need more than ever to be taught not only what to think but also how to think). Although scholarly literature from the disciplines of both cognitive and educational psychology have, for more than two decades now, profusely stressed the significance of incorporating critical skills into school curricula, Core Thinking Skills- or Higher Order Skills in the Bloomian terminology- have not yet found their way not only to our language teaching classrooms, but more alarmingly, to national education curricula as whole. This presentation aims not only to sensitize my fellow teachers to the urgency of helping students to think

critically, but also to lay hands on some basics of the know-how of critical thinking. Hence, in addition to recognizing the importance of Critical Thinking in students' educational, professional and social lives, the attendees will be able to identify and develop an awareness of the underlying core skills of critical thinking as well as the possibilities of their application in the language classroom. Equally important, the attendees will be able to self-reflectively consider the obstacles which enervate or even worse hinder, critical thinking and therefore disrupt its successful incorporation in our everyday teaching classrooms.

**Bio-data:** I am a high school English teacher; and I have been teaching since 1999. I have got a Masters Degree in Comparative Literature. I participated in a couple of conferences here in Morocco and abroad, and I have recently attended the TESOL 2014 conference in Dallas.

**Paper 8.** Khaled Al-Abbadi, English Language Fellow, Faculté Polydisciplinaire de Ouarzazate.

**Title:** Creating Smaller Spaces: The Summer Internship Program. (Paper, 25 minutes)

**Abstract:** This presentation attempts to showcase a summer project conducted at the Faculté Polydisciplinaire de Ouarzazate, for English students. By demonstrating how the project worked, its objectives, and its achievements, it serves as an example to instructors about the benefits creating smaller spaces for learners outside of the classroom. This presentation will review the project, its features, its program of activities, its funding, and some lessons learned. It is hoped that at the conclusion of this presentation, attendees will have some ideas about how to design a similar project, where to get funding, and some helpful practices.

**Bio-data:** Khaled Al-Abbadi, English Language Fellow, Regional English Language Office at the US Embassy in Rabat, Faculté Polydisciplinaire de Ouarzazate.

**Paper 9.** Youssef Tamer, Associate Professor Ibn Zohr University

**Title:** How to set up resource centers and actively use them.

**Abstract:** Resource centers play a crucial role in developing access to information. They gather and organize varied resources and materials such as books, training manuals, directories, games, videos, samples of equipment, and posters that are useful for students, teachers, and administrators, and parents. Nonetheless, resource centers should go beyond the mere collection and organization of the above mentioned materials. They are requested to actively share these resources. The staff responsible for resource centers should urge people to check and use these materials. This presentation introduces the steps to follow to set up resource centers in schools and how to actively use them.

**Bio-data:** I am originally from Casablanca city in Morocco. I did my Master studies in Rabat. I started teaching in 1998. I taught general and business English. At the same time I was preparing my PhD thesis. I won an international scholarship called Huygens grant that is offered by the Netherlands that enabled me to focus more on my thesis and to finish it. I also had the chance to be an assistant teacher at Tilburg University in the Netherlands. After I got back to Morocco, I was recruited at Ibn Zohr University in Agadir at the department of English. I teach advanced language skills, linguistics, research methodology, and ELT methodology. I was able to start a specific program on TEFL AND ICT that lasts for one year and whereby students get a professional B.A and have more chances being recruited as teachers of English either in the public or the private sector. Now, I coordinate a Master's program with the same title. I participated in the organization of a number of international conferences on ELT, education, and linguistics and other subjects related to nowadays era such as alterity. In my free time, I like to go to the beach and traveling.

**Paper 10.** Mohamed Bakkas, Ibn Soulaïman Roudani high school

**Title:** English clubs: What, how and why?

**Abstract:** It is easy to talk about setting up an English club, but it is so difficult to carry that idea out. In this presentation, I will talk about the process of creating an English club, its elements, its activities, advantages and constraints. Of course, I will rely on my humble experience as a coordinator of English Club Stars at our school.

**Bio-data:** I have been teaching English for 15 years. I hold a DEA degree in Historical Linguistics. The coordinator of two great projects: Access Micro-scholarships and Connecting classrooms. The latter won the famous International School Award in 2012. I have conducted many workshops locally and nationally. I am the coordinator of English club stars. My club won many prizes locally and regionally.

**Paper 11.** Omar Habdou, Imam Albokhari High School, Chichaoua

**Title:** Extra-curricular Entertainment

**Abstract:** The following paper sheds some light on the role of extra-curricular sample activities which aim to take the both students and teachers beyond the constraints of the a teacher-centered classroom to broader contexts where everything starts from the students and get back to them. I will be discussing the usefulness of Debates and Drama as educational tools which target in addition to language mastery the communicative and managerial skills that students will certainly need beyond the limited setting of the school and classroom.

**Bio-data:** Teacher of English at Imam Albokhari high school and teacher advisor in Chichaoua Delegation. Highly interested in the areas of ICT and ELT and has so far taken part in many relevant national and international events including MATE conferences, NEAPE and ICT conferences. He also worked as a teacher and Drama entertainer in Chichaoua Access Programme (2010-2012) and in Chichaoua Summer Camp 2012. He's been lately regionally coordinating MATE Debate project.

**Paper 12.** Richard Kahn, English Language Fellow, Ibn Zohr University

**Title:** If a Picture's Worth 1000 Words, Cash it In For Writing

**Abstract:** This presentation offers designs for writing intensive EFL classes that address two ongoing problems: deficiencies in writing skill and uneven student English levels in the same class. We offer writing activities that 'self-adjust' to the writer's skills, and through heterogeneous grouping, transform diverse skill levels from a liability into a potential learning asset. In these lessons, small groups collaborate to generate organized writing by first conceptualizing pictures as visual paragraphs.

Writing for students who are reluctant to even speak? Writing that activates all students even in groups of varied levels? Critical thinking for students struggling with spelling and syntax? All this may seem foolishly ambitious, yet when students are given suitable structures and peer support, their desire to communicate produces results that surprise both the students and their teachers.

Of the four legs of language learning, writing is the most neglected. Teachers postpone writing until listening, speaking and reading are more fully developed, but deferral often turns into utter neglect. Lacking writing, instead of providing students with a sturdy, four-legged chair, we let them wobble in a three-legged stool with no way to practice the most thoughtful use of language. Flipchart

**Bio-data:** Richard Kahn is presently an English Language Fellow at Ibn Zohr University in Agadir where he teaches writing and speaking, both how to do them and how to teach them. Previously he taught American literature at the University of Mostaganem in Algeria, and TEFL classes at the Zharkent College of Humanities and Technology in Kazakhstan. Back in the United States, he taught academic writing and literature at Bloomsburg University and Bucknell University in Pennsylvania. He has also been an English and ESL teacher in a Pennsylvania state maximum-security juvenile correctional facility.

**Paper 13.** Mohamed Bakkas, Ibn Soulaïman Roudani high school

**Title:** Connecting cultures: An exchange visit

**Abstract:** While working on the Connecting Classroom Project (CCP), some teachers from England visited our school and had spent great moments among us. The purpose of the paper is to share the experience and stress its advantages especially for the learners. It highlights the first contact with native speakers and the endeavour to communicate using English for real purposes. The benefit was of course for both sides. The most crucial one is getting rid of stereotypes. Thus, leading to mutual respect and understanding.

**Bio-data:** I have been teaching English for 15 years. I am the coordinator of two great projects: Access Microscholarship and Connecting Classroom Project. I am a member of MATE, MORCENET and vice-president of MATE Souss Massa Draa. I won the International School Award delivered by British council in 2012. I have given many presentations locally, regionally, nationally and internationally. I also coordinate a club at our school: English Club Stars.

**Paper 14.** Mustapha BEHRA, Osaka University of Education, Japan (**Online from Japan**)

**Title:** ICT enhances quality teaching

**Abstract:** There is no doubt that ICT has facilitated and made effective the teaching practices inside and outside the classroom. Nowadays, teachers rely on technology to devise classroom activities, to make lesson plans and tests, to facilitate the learning of their students, to search for new techniques and methods of teaching, or very simply to reduce their talking time. Yet, a lot of teachers still do not see the need of using technology. They have developed computer-phobia and they are very reluctant to the calls of using ICT. In Morocco, although novice teachers have depicted preparedness and proficiency into the use of ICT, a wide number of English teachers still do not have an e-mail account and still fail to write a word document. Thus, teacher trainers and advisors should convince these teachers about the importance of using ICT. They should also emphasize the urgent need to equip teachers with basic information and communication competence and equip classrooms with a variety of technological tools and applications. In my PP presentation, I will make a comparison between language teachers from both Morocco and Japan with regard to the use of ICT.

**Bio-Data:** I am BEHRA Mustapha from Morocco. I have been teaching English at Sidi Elhaj Said high school for six years. Last October, I moved to Japan under a scholarship to continue my professional development. For the first six months, I have been studying only the Japanese language. Starting from this April, I will start my research about using ICT in teaching. Currently, I study at Osaka University of Education.

**Paper 15.** Nick Cherkas, British Council

**Title:** The British Council online in and out of the classroom

**Abstract:** The British Council has free, fantastic websites for teachers, kids, teens, adults and parents. This presentation will provide an overview and guide to these, both in and out of the classroom.

**Bio-data:** Nick Cherkas is English Projects Manager for the British Council in Morocco. He organises and runs projects with teachers, students, universities and organisations to improve the teaching and learning of English in Morocco. Since graduating, he has worked as a teacher, teacher trainer, academic manager and materials writer. He holds an MA in Applied Linguistics and TESOL and is slowly becoming a beginner in Darija.

**Paper 16.** El Habib Louai, Azaytoun middle school, Tamri, Agadir

**Title:** 100 Thousand Poets for Change: Poetry in the Service of Social Consciousness

**Abstract:** This presentation will focus on the significant role that poetry writing and poetic performance play in raising people's social consciousness and political awareness. It will concentrate on the paradigmatic shift that poetry and artistic performance brought about in various sectors of human life by infusing values of equality, freedom, dignity, solidarity and sustainability in laymen's consciousness. This presentation's directives base on fundamental efforts and theoretical assumptions underlined by the founders and affiliates of 100 Thousand Poets for Change movement which I represented in its first and second editions. It also emphasizes the general purposes of the movement whose adherents' goal "was to, through their actions and events, seize and redirect the political and social dialogue of the day and to turn the narrative of civilization towards peace and sustainability."

**Bio-data:** El Habib Louai is a teacher of English at Azzaytoun. He earned a master's degree in Comparative Studies from the University of Ibn Zohr, Agadir, Morocco in 2012. Louai's fields of interest are as diverse as comparative literature and critical theory, world literature and cultural studies, African American literature and literary theory, colonial and postcolonial literature. He has been waived a tuition by the Institute for World Literature at Harvard University to participate in seminars and workshops held at the university of Bilgi in Istanbul, Turkey. Louai has also been waived a tuition to take an online course on comparative religion sponsored and taught by Woolf Institute, Cambridge, England. Louai was granted a scholarship by Chicago School of Poetics to take an online course on hybrid texts and prose poems. In addition to his ardent passion for education and teaching, Louai is deeply involved in various projects and activities relating to poetry, spoken word, jazz and literary translation. Louai

edited and translated an anthology devoted to contemporary Moroccan poetry. The anthology has been published by Big Bridge Magazine. He is also translating a collection of poems by the co-founder of 100 Thousand Poets for Change: Michael Rothenberg. Louai's poems have been published in various international literary magazine, journals and reviews such as *Danse Macabre du Jour*, *Contemporary Literary Review India*, *Big Bridge Magazine*, *Palestine Chronicle*, *Troubadour 21*, *Sagarana*, *Istanbul Literary Review*, *Indigo Rising Magazine*, *Radiuslit*, *Pirene's Fountain*, *the Tower Journal*, and *the Romanian Contemporary Critical Horizons* for which he volunteered as a contributor in 2011-2012. His translation of a collection of poems by the exiled Iranian poet Ali Abdelrezaei is available in [poetrymag.ws](http://poetrymag.ws). Louai's poem "A Night in Tunisia" has been translated into Italian and Romanian. Louai was the representative of 100 Thousand Poets for Change event in Agadir, Morocco in its first and second edition (2011-2012). Two of Louai's papers have been published in the *African Journal of History and Culture*, and the *Contemporary Literary Review India*. His upcoming paper will be published by *Xenophile: a Journal of Comparative Literature* at Georgia University, Athens.

**Paper 17.** Rachid Acim, Moulay Smail High School

**Title:** Can English Teach Islam?

**Abstract:** When Islam and English came into contact in colonial environments, English was seen as the language of the "colonizer" and "the Christians." Muslims were skeptical about English language instruction on the ground of a presumed guilt by association. However, in the post 9/11 scenario, when the image of Islam has been tarnished, it becomes more and more urgent for Muslims to study English to present Islam in its pure and proper perspective to the non-Islamic world. English has thus penetrated a wide range of international domains like business, politics, media as well as education. The present paper is a critical reflection on the teaching of English to Muslim and Arab-speaking students. Three big issues will be addressed: i) The importance of English language instruction in the Islamic context, ii) the incorporation of culture into the English language classroom and iii) how to test out Muslim students' savvy of world religions through English. Points of convergence between Arabic and English will be also highlighted.

**Bio-data:** Rachid Acim is a teacher of English in Mly Ismail High School. He is also a PhD candidate enrolled in the Faculty of Letters and Humanities in Beni Mellal. He has got two Master degrees: one in Translation, Languages and Informatics and the other in Tourism and Hotel Management. R. Acim is also a member of MATE (the Moroccan Association of Teachers of English) and one of the

Moroccan poets who took part in Medi-café@Trans-Maghreb Creative Writers Project, a project that has been launched by the British Council of Rabat in 2009.

**Paper 18.** Mohammed Hassim

**Title:** Setting up and managing Teacher Learning Communities (TLCs)

**Abstract:** Teacher Learning Community (TLC) is a form of teacher development. It is formed, led and managed by teachers to think of practical ways to link theory to practice and work collaboratively to come out with best practices and solutions to their own problems. The ultimate goal is to come out with practical ways of improving teacher's performances as well as students' learning outcomes. In this presentation, participants will be introduced to TLCs, how they are beneficial to teachers, how they work and how they can be adapted to the Moroccan context. Some already established Moroccan TLCs will also be referred to.

**Bio-data:** Mohammed Hassim works as a teacher supervisor in Taroudant, Morocco. He is a former president of MATE (Moroccan Association of Teacher of English). He is the co-author of the

English textbooks Gateway to English 1 and 2 officially used by 1st and 2nd year baccalaureate classes respectively. He is also the co-author of the English textbook series, Atlas English for primary school (6 levels). He is involved in various national and international educational projects. His main interests are teacher development, materials development, and using ICT in ELT and professional development.

**Paper 19.** The benefits of international partnerships, Simon (**Online from Britain**)

**Paper 20.** Digital bloom's taxonomy, Mohamed Kharbach (**Online from Canada**)

**Bio-data:** I am Mohamed Kharback, keynote speaker and the editor of [www.educatorstechnology.com](http://www.educatorstechnology.com). I taught English for 8 years in Morocco before I moved to Halifax (Canada) where I am working now in IT Center in Halifax School Board. I am also doing my MA ED in the faculty of education in Mount Saint Vincent University. My thesis is on the Use of Emerging Technologies in Education.

## Workshops

**Workshop 1.** Abdellatif Zoubair, Academy Souss Massa Draa

**Title:** Promoting Extensive Reading within Resource Centers.

**Abstract:** Numerous studies have evidenced that reading (and especially free/extensive reading) positively impacts learners' performance in other skill and language areas. We'll first discuss the rationale behind promoting extensive reading, then identify the main features of successful extensive reading programmes. Some tools for keeping track of students' progress in extensive reading will also be put forward and discussed. The aim of the session is to help participants design a clear and well-structured extensive programme for their resource centers or English clubs.

**Bio-data:** Abdellatif Zoubair works as a teacher supervisor in Agadir. He had also worked for fifteen years as head of the test-design team at the Agadir Academy. He is the co-author of the English textbook series, Atlas English. He is taking part in various national and international educational projects. His main interests are testing, action research, teacher learning communities, online instruction and using ICT for teacher development.

**Workshop 2.** Lahcen Tighoula,

**Title:** Promoting learner autonomy

**Abstract:** This workshop deals with an important aspect of the 21st century learning environment. If we want to prepare individuals

who are active socially and politically, our approaches to learning should aim at developing critical reflection, independent decision making and active learning strategies. These aspects will be discussed in relation to the Moroccan ELT context. Participants will be invited to explore the teaching / learning implications.

**Bio:** Lahcen Tighoula taught English in Guelmim, Morocco from 1998 to 2012. He is currently an ELT supervisor trainee at the Centre de Formation des Inspecteurs d'Anglais in Rabat. He has been an active member of MATE ( Moroccan Association of Teachers of English) and served as president of its branch in Guelmim for two terms. He has also been serving as MATE General Secretary since 2010.

**Workshop 3:** Ghizlane Razak, National Inspectors Training Center, Rabat

**Title:** Read Across America Event: Get Inspired. Workshop

**Abstract:** As the title suggest, this workshop is about possibilities YOU can create to produce a nation of EFL learners who are highly motivated to read. In this workshop you will discover that reading is a life changing experience depending on wh-factors. You are welcome to actively participate in the various activities designed exclusively for you to find out about the wh- factors, to get inspired and to inspire. Are you ready for the event?

**Bio data:** Ghizlane Razak is an EFL supervisor trainee at the Education Inspectors Training Center in Rabat. She has conducted several workshops at national and international events. All her workshops and presentations are centered on the theme of developing learner's autonomy. She has been involved in managing and coordinating paramount EFL and community service projects that made a difference in the personal and professional life of the target participants. She is an advocate for equal professional development opportunities.

**Workshop 4.** Mohamed Abouhachni

**Title:** A reading contest for your resource center?

Guelmim experience

**Abstract:** Motivating learners to read may be a daunting experience. 'Today's students don't read', you would say. However, there are many experiences which attempt to make students feel the joy of reading and get rewarded for that. An experience you may try is organising a reading contest. We have been organising it in MATE Guelmim branch for six years now, and the impact is quite interesting. In this presentation, we will share our experience and hope you will find something useful in it for your context. We will also invite you to share your experiences in this regard.

**Bio-Data:** Mohamed Abouhachni is a teacher of English in Guelmim. He is an active member of MATE, currently serving as Guelmim branch general secretary and a coordinator for MATE-Access center in Guelmim. He is also a Fulbright alumnus (FLTA 2010 / 2011).

**Workshop 5.** Michael Bailey, Belfast Area High School

**Title:** Collaborating Online in the Global Classroom

**Abstract:** The Global Classroom is a ninth grade interdisciplinary course that combines World Geography and World Literature. We use the technology of the Internet and our course discussion board to foster cross-cultural discourse. The curriculum, pedagogy and technology combine to enhance their geography and English curricula, improve the reading, writing, and research skills of their students, and foster international friendship and understanding. Since attending a conference in Morocco in 2009 we have been able to connect students online daily with global classmates from the USA, Russia, India, Pakistan, Oman, Mali, and The Netherlands.

The course and discussions are done in English. The American students are motivated to write in perfect English because they know they have developing English speakers and writers as their classmates.

**Bio-data:** Special Education Teacher, Social Studies Teacher.

Education: B.S. Education 1977 University of Southern Maine.

Experience: High School Special

Education/Geography Teacher 1986-Present, Belfast Area High School, Belfast, Maine.

Factory Production Scheduler 1981-1986, Nike Inc. Saco, Maine.

Elementary Special Education Teacher, 1977-1981, Spurwink School, Portland, Maine.

Each year I have also followed up my study tours and seminars with newspaper interviews and district wide and school wide presentations and workshops as well as leading discussions at our local libraries and historical societies.

**Workshop 6.** Esma (Asuman) Eray, Isik University, Istanbul, Turkey

**Title:** Class blogs, blog posts, online news articles: a trial in reading classes.

**Abstract:** We, teachers, want our students perform better in a highly motivated manner doing meaningful and creative tasks and projects. With the use of technology in language classes, we try different tools to help them learn better. This paper is about a class blog in a university preparatory program directing the learners to online news articles to read and do related tasks to improve their reading skills and encourages them to learn more words in collaboration.

**Bio-data:** Esma Asuman Eray is teaching at Isik University in Istanbul, Turkey. She did her Master's in Teaching English at Aston University, UK, completed the CEELT, COTE and ICELT programs by Cambridge University and an online 'learning technologies' course by the British Council, became an Edu-NLP master practitioner and joined Trainer-training programs. At the moment she is doing two online courses on coursera.org (MOOC); E-Learning and Digital Cultures and Internet History, Technology and Security.

**Workshop 7:** Nick Cherkas

**Title:** Mobile Learning - It's in their hands

**Abstract:** Teachers are always keen to use technology in the classroom, to make the learning environment relevant for students and increase communication. But many are reluctant to incorporate technology which is resting in students' pockets, traditionally a forbidden item in our classrooms. This workshop will provide adaptable communicative activities using mobile phones, viewing them as a tool for communication in a variety of ways.

**Bio-data:** Nick Cherkas is English Projects Manager for the British Council in Morocco. He organises and runs projects with teachers, students, universities and organisations to improve the teaching and learning of English in Morocco. Since graduating, he has worked as a teacher, teacher trainer, academic manager and materials writer. He holds an MA in

Applied Linguistics and TESOL and is slowly becoming a beginner in Darija.

**Workshop 8:** Salaheddine Belaassal

**Title:** Using “Weebly” to Create a Virtual English Language Resource Center

**Abstract:** Creating an Internet presence has never been so easy thanks to hundreds of free website building tools. This workshop aims at encouraging teachers with limited technical skills to create their own online English Language Centers using Weebly. The workshop main focus will be an overview of the basic functions of Weebly and how to exploit these functions to create an attractive and professional online resource center.

**Bio data:** SalaheddineBelaassal is an EFL high school teacher. He is a member of MoRCE-Net and MATE Agadir boards. He is also the webmaster of MATE, MoRCE-Net and MATE Agadir websites. He is the co-author of “Atlas English” book series for primary schools. This series consists of six students’ book, six workbooks and six teachers’ books. The books are accompanied by six audio CDs and six interactive CD-ROMs. Mr. Belaassal’s main interest is using technology for education. He has been involved in training teachers in using information and communication within GENIE Program. He is currently trying to set up an English language resource center in Al-Amal High School in Tikiouine, Agadir.

**Workshop 9:** Mohammed El Kadaoui, CECICO private school.

**Title:** Creating a professional blog.

**Abstract:** The workshop will be about how to create and manage a professional blog using, the most popular Content Management System, Wordpress. The main contents of the workshop will be:

- Introduction about a website system
- Getting hosting space service
- Installing wordpress
- Install and activate a blog theme
- Make basic customizations on the them to reach a specific result
- Start posting
- Add categories
- Add pages: “about us page” and “contact us”
- Post management: Editing, uploading images, PDF books. Publishing.
- Comments management
- Users Management: set roles for the registered users.
- Socializing the blog with Facebook: Creating the blog facebook page to insert it in the blog
- Inserting Facebook Like box
- Inserting Facebook comments box
- Uploading the user profile picture.

(Internet, Computer connected to Internet for one or two beneficiaries, Datashow projector)

**Bio-data:** I am Mohammed Elkadaoui, come from Nador province. I graduated from the university in English Studies in Oujda. I currently work in a private school as English teacher in Nador. I work as graphic and web designer too. I am the webmaster of MoroccoEnglish.com and managing it with a partner, Mr Askalli, a member of MoRCE-Net in Nador. As we have several teachers contributors. My graphic and web design services website is: [www.nadorpixel.com](http://www.nadorpixel.com)

**Workshop 10.** Nicole Safranek, English Language Fellows Program

**Title:** Unlocking English Verbs

**Abstract:** In this workshop inspired by the research and curriculum of Linda Kunz into sector analysis and what has become known as "x-word" grammar, participants will explore essential features of the English verb system and learn grammar rules that have NO exceptions. Whether you teach beginners or baccalaureate students, adults, teenagers, or just want to educate yourself, come ready for some hands-on grammar discovery activities and a re-formulation of what you thought you knew about English verbs.

**Bio-data:** Nicole Safranek is an ELF working with teachers-in-training in Tangier, Morocco. She has taught Middle School ESL through the content areas since 2005, first in New York City, and then in Monteverde, Costa Rica. She was a NYC Teaching Fellow from 2005-2007 and was lucky enough to study with Linda Kunz, the inspiration for this workshop, for her graduate coursework.

**Workshop 11.** Fouzia Toury, Ifriquia Middle School

**Title:** Creative Technology Changes in EFL Traditional Classrooms

**Abstract:** This workshop tends to promote students creativity and increase teachers’ technology knowledge by implementing ICT tools in EFL classroom practices. The focus will be on how technology can be introduced so as to alter the ordinary traditional practices in English teaching routine, to make English teachers adopt new modern roles in their teaching maneuvers and to provide them with new technological tools, techniques and activities that enable them to create effective learning spaces.

**Bio-data:** Toury Fouzia is an English teacher. She has been teaching English for nine years in a variety of different settings, namely Ifriquia middle School, American School of Professional English, British Center and Engineering University of Computer Sciences (SUPMIR) and OFPPT. She also worked as a translator in a medical company in 2004. She has a BA in English literature and another one in Communication. She has recently started writing articles in Morocco World News Online Magazine and in Oxford Magazine. She participated in

Layoun and Rabat MATE Conferences on the 16th, 18th and 30th November 2012, as a speaker of the workshop, 'Promoting Creativity in Large Classes'. She was also a workshop leader in Mate International Conference of Marrakesh on the 28-31st February 2013. She is now the General Secretary of the local branch of Moroccan Association of teachers of English Casablanca.

**Workshop 12.** Abdellatif Zoubair, Academy Souss Massa Draa

**Title:** Digital Skills for the Twenty-first Century Educator

**Abstract:** Educational technology has been developing at an exponential rate since the turn of the century. Educators who are seeking to develop professionally find it hard, if not impossible, to keep up-to-date with such developments. The workshop will try to help participants evaluate their ICT knowledge and expertise against an 'updated' checklist of 'digital skills for 21st century educators'. Hopefully, there will also be time for participants to enrich the suggested list with further skills and tools.

**Bio-data:** Abdellatif Zoubair works as a teacher supervisor in Agadir. He had also worked for fifteen years as head of the test-design team at the Agadir Academy. He is the co-author of the English textbook series, Atlas English. He is taking part in various national and international educational projects. His main interests are testing, action research, teacher learning communities, online instruction and using ICT for teacher development.

**Workshop 13.** Mohamed Bakkas, Ibn Soulaïman Roudani

**Title:** Multiple intelligences and the classroom

**Abstract:** Motivating students means knowing them. In addition to knowing their background, being aware of how they learn is of paramount importance. Once teachers are aware that their students learn differently, they are to vary their content, teaching and testing to suit the guests in the classroom. Attracting learners' attention and curiosity is the crucial step for peace in the classroom. When their needs are catered for, learners will never get bored by the teacher or the book or the class. (Flipchart, Loud speakers)

**Bio-data:** I have been teaching English for 15 years. I am the coordinator of two great projects: Access Microscholarship and Connecting Classroom Project. I am a member of MATE, MORCENET and vice-president of MATE Souss Massa Draa. I won the International School Award delivered by British council in 2012. I have given many presentations locally, regionally, nationally and internationally. I also coordinate a club at our school: English Club Stars.

**Workshop 14.** Bouchaib Zahawi, Hassan Second University

**Title:** Character Education Via the Six Pillars

**Abstract:** Discover what your personality type is and how your personality traits can affect all aspects of your life and how you interact with other personalities. In fact, it's an interactive and challenging workshop where participants will give and take so as to share and care. The Six pillars of Character Education; namely Respect, Responsibility, Fairness, Caring Trustworthiness and Citizenship, will be the catchy traits to negotiate to what extent education can interfere in the building of a well educated community. Thus, philosophy, Psychology and Sociology will be integrated to come up with a crystal clear idea to try to integrate character education in our schools as there is no consensus in schools of what virtues should be taught or how they should be taught.

**Bio-data:** Bouchaib Zahawi has been a teacher of English since 1978. He has recently retired from the Ministry of National Education but still working as a part time teacher at Hassan Second University where he teaches Masters Communication. He is working on Character Education so as to integrate it in the Moroccan Educational system and give a hand to build a well educated community. Prof. Bouchaib Zahawi is keen on working on projects, in 2012 he won the first International prize of "Road Safety and Sustainable Mobility" with his students from Abdelaziz Fechtali High School. Prof. Bouchaib Zahawi was MATE great Casablanca Branch General Secretary and one of the first members of this great Moroccan Organization. He is now the president of the Moroccan Association of Character Education: MACE!

**Workshop 15:** Lahcen Tighoula

**Title:** Teaching empathy through film viewing, Film title: "I am Sam"

**Abstract:** Using movies to teach both linguistic and cultural knowledge is of great value in the ELT classroom and in English clubs activities. This workshop introduces a lesson plan of a film that may be used both to teach English and develop positive attitude towards mentally-retarded people. The film selected is 'I Am Sam' (2001), Directed by Jessie Nelson. It is a story of a mentally-retarded father who struggles to keep his daughter. The movie was part of the activities of Guelmim Access center, 2008 - 2010. I will first lead a brief discussion of using films in the classroom: rationale, merits, methodology..etc. Then I will introduce the movie lesson plan and ask the participants to discuss and evaluate it. Participants will also be invited to share similar experiences.

**Bio data:** See workshop 2 above.

**Workshop 16:** Mohammed Hassim

**Title:** Alternative assessment: Going beyond the black box

**Abstract:** Alternative assessment has been gaining grounds in Moroccan ELT since the adoption of the standards-based and competency-based education. In this workshop, participants will explore this type of assessment and its feasibility within our classes through practical examples.

**Bio-data:** Mohammed Hassim works as a teacher supervisor in Taroudant, Morocco. He is a former

president of MATE (Moroccan Association of Teacher of English). He is the co-author of the English textbooks Gateway to English 1 and 2 officially used by 1st and 2nd year baccalaureate classes respectively. He is also the co-author of the English textbook series, Atlas English for primary school (6 levels). He is involved in various national and international educational projects. His main interests are teacher development, materials development, and using ICT in ELT and professional development.

## MoRCE-Net: Introductory Document

Moroccan Resource Centers of English Network (MoRCE-Net) is a network whose main interests revolve around implementing learner-centered activities and creating professional collaboration and development opportunities. It is a platform for joining efforts among teachers, educational professionals and institutions interested in creating resource centers and English clubs.

### CONTACTS

- **Email:** [morcenet@gmail.com](mailto:morcenet@gmail.com)
- **Website:** [www.morce.net](http://www.morce.net)
- **Facebook:** [www.facebook.com/morce.net](http://www.facebook.com/morce.net)
- **E-resources magazine:** [www.scoop.it/t/morce-net-e-resource-centre](http://www.scoop.it/t/morce-net-e-resource-centre)

### HISTORY

Created in Agadir on December 13<sup>th</sup>, 2011.

### MISSION

- Contributing to the improvement of teaching and learning English in Morocco
- Supporting the orientations of the Ministry of National Education and implementing its programs relating to teaching and learning English and contributing to school life activities
- Creating spaces for cooperation, exchanging educational resources and sharing experiences and expertise related to the teaching and learning of English
- Offering opportunities for life-long professional development to teachers of English
- Encouraging educational research and production of pedagogical materials in the field of teaching and learning English
- Setting up favorable environments for students to learn English independently and actively
- Creating opportunities for collaboration with partners sharing the same objectives in Morocco and abroad.

### PUBLICATIONS

- Newsletters
- Students' magazine
- Teachers' magazine
- Resource centers magazine
- Online resources
- Pedagogical documents.

### ACTIVITIES

- Creating resource centers and English clubs
- Organizing forums and conferences for the teaching and learning of English
- Organizing events, exhibitions, poster sessions and contests for learners of English
- Organizing language camps for students
- Organizing in-service training programs for teachers
- Organizing enhancement programs for interested students.

## English Resource Centers: Introductory Document

- A. **Definition:** An English Resource Center (ERC) is a space where students can meet with teachers to promote both their language as well as their life-long skills by engaging in a set of events, projects and activities that are carried out through a carefully designed action plan.
- B. **Background information:** The first English Resource Centers started in the mid-1980s in some secondary schools in a few cities around Morocco following initiatives launched by Moroccan and foreign teachers of English. The ministry of National Education had sent letters appointing Moroccan teachers to serve as coordinators of the Centers.
- C. **Official references:**
1. National Charter for Education and Training (Part 11 on 'promoting excellence, innovation and research')
  2. Circular 132, issued on September 16, 2009, on Language Mastery
  3. Reports of the High Council for Education, mainly 2007
  4. Report of the National Program on the Evaluation of Language Acquisition
  5. Guide for School Clubs, Directorate of Curricula, 2009
- D. **Goals and objectives:** through ERCs, MoRCE-Net aims to:
1. Provide a space for enhancement activities
  2. Promote higher-order thinking and life-long skills
  3. Consolidate materials learnt in regular classroom settings
  4. Promote citizenship actions
  5. Combat improper behavior in and outside school
  6. . . .
- E. **English Resource Center formats:** Given the diversity in school contexts, working conditions and the availability of creative human resources, it is obvious that no single ERC format can be designed to suit all school environments. After reflection and consultation with various partners, the following options have been put forward:
1. **A Self-Access Corner (SAC):** As the name suggests, this is a space in a classroom corner that could be set by individual teachers for different classes / groups of learners. Materials (various resources, readers, dictionaries, handouts, CDs, DVDs, . . . ) would be made available for students both for language study and enhancement purposes. Other projects and events should also be organized in available school spaces (see Action Plan below for more details).
  2. **An English Resource Center (ERC):** If space and schools contexts permit, a room could serve for the purpose. To ensure effective management of the center, most or all teachers should be involved. Other parties (administration, school councils, parents' associations...) should be consulted as well. For more tips and guidelines, you may consult the Guide for School Clubs, issued by the Directorate of Curricula, 2009.
  3. **A Library English Corner (LEC):** Teachers can also work together and set up an English corner in their school library with the help of the school librarian. Materials should be graded according to level and topics. The corner or library should serve as a space for reading, research, group work, drama rehearsals, student presentations or talent shows. (See Action Plan below for more details)
  4. **An Online Resource Center (ORC):** In case none of the options above is feasible, teachers can create a virtual platform (a blog, a wiki or a website) that should serve both for sharing resources and materials as well as for collaborative projects. Ready-made templates are available in:
    - [www.nicenet.org](http://www.nicenet.org) ; [www.blogger.com](http://www.blogger.com) ; [www.scoop.it](http://www.scoop.it) ; etc.
    - 8 ways to build websites, available at:  
<http://www.freetech4teachers.com/2009/05/8-ways-to-build-websites-not-blogs-for.html#.URFXG2eaVZQ>
    - Etc.
- N.B.** Please note that this format can also be integrated with the other formats.

**F. Materials:** Many English resource centers that have a long background history behind them can serve as a reference or models for new ones. For schools with Access Program centers, it is highly recommended that a resource center be set up. The materials from the Access program (laptop, video projector, printer, digital camera as well as books and readers) should be available for students from the whole school. In addition to Access and non-Access teachers, Access students could be involved in the management of the center. Teachers wishing to start a resource center in their areas may contact MoRCE-Net to provide them with a set of resources, action plan and documents to help them launch the project. Other parties can be consulted as well.

**G. Action plan:** It goes without saying that no project or program can succeed unless it is carefully planned. It is therefore essential that a well detailed program should be designed in consultation with teachers, students, school administration, school councils, supervisors or any other party that would provide help and support. The program should outline the events, activities, resources needed, timelines as well as evaluation tools. In order for English resource centers to achieve their educational aims and objectives (see above), it is highly recommended that the clubs such as these be set up:

1. Reading club
2. Drama club
3. Creative writing club
4. Video club
5. Press / journalism club
6. ICT club
7. Project work club (For more guidance, please consult the Guide for School Clubs, issued by the Directorate of Curricula, 2009).

**H. Management:** As mentioned earlier, the more teachers are involved, the better. It is also essential to involve other partners both within and outside school. Students are also a valuable resource. And, once again, to ensure success and smooth running of the ERC, an action plan should be carefully designed and agreed upon. The Guide for School Clubs, issued by the Directorate of Curricula, 2009, provides valuable tips on that.

**I. A dream to make true: 100 resource centers/ English clubs by the end of 2013**

**Basic needs to start:**

**1. Basic required materials:**

- Readers: 150 copies
- Dictionaries: 10 copies
- Mobile loud speakers (With memory card reader / MP3 reader): 4 items

**2. Library materials:**

- Paper, flash cards... - Markers, pens, pencils, glue... - Printing.

**3. Management**

- Teacher coordinator
- Action plan
- Regular reporting
- Online communication: facebook, website, google group
- Publications: a magazine (wall/ digital/ paper-based)
- Youtube channel
- Etc.

**J. Final note:** No one would ever claim that taking initiatives of any kind is an easy endeavor. It takes a lot of patience and creativity to bring positive change to any context. But do always remember that: "When there is a will, there is a way!"