



الشبكة المغربية لمراكز الأدوات التربوية للغة الإنجليزية  
Moroccan Resource Centres of English Network (MoRCE-Net)

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## 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... - Printings.

#### **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!"