

Moroccan Resource Centres of English Network

(MoRCE-Net)

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# 4<sup>th</sup> MoRCE-Net Annual Conference

25-27 January, 2016, Marrakech, Morocco

الشبكة المغربية لمراكز الأدوات التربوية للغة الإنجليزية

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Under the theme:

**Reading: مفتاح القراءة: مفتاح الإستقلالية، الإبداع و التنمية الذاتية لدى المتعلم**  
**A Key to Independent Learning, Creativity and Personal Development**



Nador English Resource Center



Casablanca English Resource Center



Taroudant English Resource Center

## Sub-themes:

- Creating reading clubs within resource centers
- Sharing projects and best practices related to innovative approaches to promoting reading
- Exploring ways and techniques of exploiting reading as a means for fostering learner creativity
- Promoting ICT skills for learning, communication, networking and professional development.
- Enhancing 21st century skills, deep and lifelong learning via reading.
- Promoting citizenship actions / community service projects



## Moroccan Resource Centers of English Network (MoRCE-Net)

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 13th, 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 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.



## Speakers

The speakers and workshop leaders are experienced practitioners in the field of ELT in general and resource center management in particular.

## Participants (about 120)

The participants are mainly teachers who are involved in English Resource Centers in different Moroccan regions. Among the participants are also teachers who are interested in creating resource centres and English clubs.

## Board, lodging and conference venue

Zalagh Kasbah Hotel & SPA (4\*), Zone Touristique Agdal near Almazar Shopping Mall.

- ) Address: Avenue Mohammed VI, 40000 Marrakech, Morocco.
- ) Website: [www.zalagh-hotelkasbah.com](http://www.zalagh-hotelkasbah.com)

## Sponsors and partners

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

## Participation and membership fees

- ) MoRCE-Net membership card: 100 Dhs (all categories combined).
- ) Full board, lodging (double rooms) and participation fees: 600 Dhs. N.B. Please expect an extra 400 dhs for single rooms.
- ) For non-residents: 250 Dhs for breaks and participation fees.

## Conference coordinators:

- ) Mustapha Yassini, [ammusta@hotmail.com](mailto:ammusta@hotmail.com); 06 62 23 38 08
- ) Abdellatif Zoubair, [zoubair2@hotmail.com](mailto:zoubair2@hotmail.com); 06 66 92 59 08
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- ) MoRCE-Net secretary: Saadia Bourja, [saadiaborja@hotmail.fr](mailto:saadiaborja@hotmail.fr); 06 62 78 47 27

More information will be available on MoRCE-Net website, [www.morce.net](http://www.morce.net), and our Facebook page, accessible from the same site.

## The Program

### Monday, January 25, 2016

- 13:00-16:00 **Registration and check-in**
- 16:30-17:00 **Opening notes & orientation**
- 17:00-17:30 **Reception**
- 17:30-18:30 **Panel on the Conference Theme**
- 19:30 **Dinner.**

## Tuesday, January 26, 2016

- 07:00-08:15 **Breakfast**
- 08:20-08:30 **Announcements**
- 08:30-08:55 **Paper 1:** How to Cultivate a Love for Reading, Brahim Elouafi
- 08:55-09:20 **Paper 2:** What Research Says about the "Power of Reading",  
Abdellatif Zoubair
- 09:20-09:45 **Paper 3:** Upgrading to 21st Century Reading: E-reading Integration,  
Mohammed Hiddas
- 09:45-10:10 **Paper 4:** Motivating and Engaging Students in Independent Reading, Amina  
Aghris
- 10:10-10:30 **Discussion**
- 10:30-11:00 **Break**
- 11:00-12:00 **Workshop 1:** Learning Through Games, Rebecca Smoak & Virginia Easley  
**Workshop 2:** #stillhungry: Using hashtags in Reading Lessons, Justine  
Flores
- Workshop 3:** Investing in Reading is Investing in the Future, Samia Wardane
- 12:00-13:00 **Workshop 4:** Beyond Comprehension: Using Short Stories to Build and  
Develop Other Skills, Omar Titki
- Workshop 5:** Film Circles: The Joy of Learning, Ali Amhal
- Workshop 6:** Promoting Learner-Centeredness Through Engaging and  
Energizing Reading and Vocabulary Activities,  
Renata Bobakova
- 13:00-14:00 **Poster session**
- 14:00 **Lunch**
- 19:30 **Dinner**

## Wednesday, January 27, 2016

- 07:00-08:15 **Breakfast**
- 08:20-08:30 **Announcements**
- 08:30-08:55 **Paper 5:** Critical Reading Enhancement: The Case of Preparatory Classes,  
Youssef Laaraj
- 08:55-09:20 **Paper 6:** Morocco World News Junior, Adnane Bennis
- 09:20-09:45 **Paper 7:** Re-conceptualizing Reading in the Digital Age,  
Mohamed Kharbach
- 09:45-10:00 **Discussion**
- 10:00-11:00 **Workshop 7:** Newspaper Articles Reading, Said Elkaoukaji  
**Workshop 8:** After Reading Activities for Critical and Creative Thinking,  
Jamila Barton
- Workshop 9:** Promoting Study Skills in Resource Centers,  
Brahim Imioussaka
- 11:00-12:00 **Workshop 10:** Exploiting Reading in Project-based Learning, Sarah  
Bedrouni
- Workshop 11:** Developing Learners' Critical Reading Strategies in EAP  
Settings & Beyond, Laura Patch & Omar Abouelazm
- Workshop 12:** Creating Students' Readers in Your School, Imad Baazizi
- 12:00-14:00 **Closing ceremony.**
- 14:00 **Lunch and check-out.**

## Papers and Workshops

### Papers

**1. Speaker: Brahim Elouafi, Aourir High School, Agadir.**

**Title: How to Cultivate a Love for Reading**

**Abstract:** It has always been my contention that reading is the cornerstone for building learning, and the closer we are to this fundamental habit, the more learning we accumulate. With the invasion of audiovisualism, learners are deserting reading. This has resulted in significant deterioration in scholastic achievement. My presentation aims at rejuvenating the habit of reading by capitalising some techniques to ignite the love for reading within a holistic educational approach. I will also evoke some reasons why learners hate reading. This will hopefully pave the way to redress the situation.

**Bio-data:** A high school teachers sine 1992. I have taught in Goulmima for 22 years before I moved to Agadir in 2014. I have participated in international, national and regional conferences both as a speaker and workshop runner. I am an active member in both MATE and MoRCE-NET as well as other civil society associations. In 20013, I took part in International Leaders in Education Program. I have special interest in the integration of ICT in education and in trying out novel trends in language teaching.

**2. Speaker: Abdellatif Zoubair, ELT supervisor, SMD Academy**

**Title: What Research Says about the "Power of Reading"**

**Abstract:** After a quick reminder of the notion of extensive reading, participants will be exposed to different labels relating to this notion as well as the main features of successful extensive reading programs. We will then go through a set of selected research findings on the 'power of reading' and its impact on learners' language performance, their personal development as well as the role of information technology in student achievement. Hopefully, participants will be able to rethink their approaches to teaching reading in the light of the data presented.

**Bio-data:** Abdellatif Zoubair is currently a teacher supervisor in the Agadir area. He holds a B.A. in English Language and Literature from Mohamed V University, Rabat, Morocco, in 1980; and a postgraduate diploma in TEFL methodology from the same university in 1981. He had also taken part in various seminars and training courses in Morocco, Egypt, Great Britain and the United States. He had worked for fifteen years as head of the test-design team at the SMD Academy for education and training. He is a co-author of the English textbook series, Atlas English. He was the co-founder and first president of the Moroccan Resource Centers of English Network (MoRCE-Net). He has been involved in various national and international educational programs. His main interests include: test design, action research, assessment for learning and professional development. For more information, you may check the following links: [www.zoubaireltcommunity.ac.ma](http://www.zoubaireltcommunity.ac.ma), or <http://zoubaireltcommunity.wix.com/eduresources>

**3. Speaker: Mohammed Hiddas, ENS, Moulay Ismail University, Meknes.**

**Title: Upgrading to 21st Century Reading: E-reading Integration**

**Abstract:** At the core of hybrid education and its worldwide eminent success, e-reading stands out as a key to effective reading enhancement and, subsequently, as a prominent platform to tangible promotion of leaning in general. This is even truer when it comes to young learners. By virtue of clinging to innovation in general and to digital technology in particular, the young learners of the present millennium experience e-reading as a great opportunity that best meets their personal learning styles and preferences. According to a number of recent research studies, the adoption of e-reading by updated educational systems in the current century has significantly raised achievement (Pew Research Centre, 2012; Library Philosophy and Practice 2012; Wilson, 2013; McLaughlin et al, 2014; Tagoras & Digital Ignite, 2014; among others).

Without underestimating the importance of print reading, the present paper highlights e-reading in terms of the enormous advantages this latter provides in facilitating and fostering reading as a basis for building lifelong learning capability.

**Bio-data:** Professor Mohammed Hiddas is Assistant Professor of EFL Teaching and Learning at L'Ecole Normale Supérieure, Moulay Ismail University in Meknes, Morocco. His main interests are ESL/EFL learning and teaching, ICT for educational purpose, translation and intercultural communication.

**4. Speaker: Amina Aghris, high school teacher, Kalaat Sraghna.**

**Title: Motivating and Engaging Students in Independent Reading**

**Abstract:** Independent reading is the reading students choose to do in their free time for information or for pleasure. Research has proved that students who read independently learn more vocabulary, develop greater content knowledge, score higher on achievement tests, and become better readers. However, many students do not read outside of school, and the challenge nowadays is to motivate and inspire students to do more independent reading other than what is required at the classroom. When students are motivated to read, they enjoy reading, become highly achieving readers, and develop as autonomous and life-long learners. The aim of this paper is to highlight the importance of independent reading for students' academic achievement and personal development, discuss the types of motivations that foster students' academic achievement, and outline some teaching practices that impact reading motivation.

**Bio-data:** Amina Aghris is a Doctoral Student at Mohammed V University, Faculty of Letters and Human Sciences, Rabat. She is a high school teacher of English. She graduated from the Regional Center for the Professions of Education and Training, Rabat in July 2013. She obtained her Master's Degree in Applied Language Studies and Research in Higher Education from Dhar Mahraz, Sidi Mohamed Ben Abdellah University, Fez in 2012. In 2010, she got her BA in English Studies from Mohammed V University, Rabat. She has attended several conferences, seminars and study days on language education related issues, and has participated as a speaker in many events. Her research interests include English Language Teaching and Learning, Learner Centeredness, Critical Thinking, Social and Emotional Learning, and Research in Higher Education.

**5. Speaker: Youssef Laaraj, high school teacher, Kenitra.**

**Title: Critical Reading Enhancement: The Case of Preparatory Classes**

**Abstract:** Reading is, undoubtedly, a pivotal skill in the language development process. In the EFL and ESL settings, reading is commonly deemed the most effective activity through which learners grow their language competencies. Critical reading is the essence of critical thinking in reading for it is active reading, deeper and more complex engagement with a text. It entails a process of analyzing, interpreting, and evaluating the larger meanings of a text, which distinguishes it from more conventional reading modes that are shallow and more receptive.

Yet, in more advanced stages of learning, reading activities should target the development of learners' critical thinking as a major 21st century skill. In CPGE Classes, language learning settings are significantly valuable chance for students as well as teachers to implement critical thinking mechanisms in dealing with a reading material. Reading is based on a set of principles and guidelines which both foster critical skills and guarantee teacher and student freedom through the entire process.

**Bio-data:** Youssef Laaraj. A certified high school EFL teacher. He is currently teaching at Classes Préparatoires, Kénitra. Holder of a Master's Degree in 'Applied Language Studies and Research in Higher Education' from Sidi Mohammed Ben Abdellah University of Fez. A holder of several certificates in education from different governmental and non-governmental institutions. Researcher in the field of English Language education in Morocco. Opinion writer and doctoral student at Mohammed V University of Rabat.

**6. Speaker: Adnane Bennis, Morocco World News, Rabat.**

**Title: Morocco World News Junior**

**Abstract:** MWNJ will publish online news, videos, audio, essays, photos, and other submissions (in this document referred to as a “piece,” “content” or “submission”) by Moroccan youth, initially in English. The project’s broad goal is to provide Moroccan youth with a venue not previously available to develop skills and expose their talents in a worldwide platform. Training will give youth hard, soft and life skills, including but not limited to journalism, time management, group dynamics and how to operate within standard guidelines and procedures. Youth will also have an in-depth opportunity to use and enhance English skills. Finally, youth will have the ultimate reward of being published.

**Bio-data:** Adnane Bennis–Co-Founder/Managing Editor

Adnane Bennis is a national of Morocco, obtained his Bachelor’s Degree in Computer and Information Science from East west University in Chicago. He also holds an associate Degree in English literature from the University of Fez. Mr. Bennis has worked with international companies including IBM and Motorola as a software testing engineer. Adnane’s commitment to international affairs, international public policy, human rights advocacy and diplomacy provided him with experience and determination for positive, sustainable change.

**7. Speaker: Mohamed Kharbach, PhD student, Halifax, Canada.**

**Title: Re-conceptualizing Reading in the Digital Age.**

**Abstract:** Reading is key to personal development. It is a form of social, cultural, spiritual and intellectual enrichment integral to our growth as literate individuals. This uniquely human competence has been around for thousands of years. However, with the advance of technology and the Internet, there appeared a ‘reading revolution’ giving rise to multiple forms of readings (e-reading, mobile reading, onscreen reading...etc). One common aspect among all of these forms is the predominance of the digital text. More than at any other time in human history, we are constantly exposed to an immensely varied body of digital texts. From reading out tweets and blog posts to checking out updates in social media and perusing emails, all of these literacy events involve some sort of engagement with the written word. The purpose of this presentation is to explore the concept of reading in this digitally focused environment seeking out explanations to what it really means to be a reader in the 21st century.

**Bio-data:** I am Mohamed Kharbach, a PHD student in educational studies in Mount Saint Vincent University in Halifax, Canada. My research interests revolve around emerging literacies, Internet linguistics, critical literacy, critical pedagogy and discourse analysis. I am also the editor of Educational Technology and Mobile Learning, where, with the help of few collaborators, we curate, organize and share EdTech content with a worldwide community of teachers and educators

## Workshops

**1. Workshop 1**

**Workshop leader: Rebecca Smoak, RELO, US embassy, Rabat.**

**Title: Learning Through Games**

**Abstract:** Learn how to use games for serious vocabulary and grammar practice in your classroom. We will try out some easy to use games, and will analyze their potential to help students improve not only their English but also their problem solving, creative thinking, and teamwork skills.

**Bio-data:** Rebecca Smoak started teaching EFL as a Peace Corps volunteer in Morocco in 1976. She returned to the U.S. and obtained an M.A. in Linguistics from the University of North Carolina. She then taught in several college and university based ESL programs in the U.S. At that time she developed an interest in English for Specific Purposes, particularly



customized workplace language programs. Rebecca contracted with various multinational corporations to develop English courses to meet their specific needs. She also conducted teacher-training courses in Durham, North Carolina, and developed courses for foreign teaching assistants at Duke University.

In 1989 she went to Greece to teach EFL, and then later joined the Binational Fulbright Commission's USAID-funded teacher-training program in Egypt. She then moved on to the United Arab Emirates where she taught English and developed curricula for four years before taking on an administrative role as College Registrar and Supervisor of Student Services at Dubai Men's College. In 2002, she joined the Foreign Service as a Regional English Language Officer and has served in Tunis, Manama, and Dar es Salaam and as the Programs Branch Chief of the Office of English Language Programs in the Bureau of Educational and Cultural Affairs at the U. S. Department of State in Washington. She is currently the Regional English Language Officer based in Rabat, covering Morocco, Algeria, Tunisia, and Libya.

## 2. Workshop 2

**Leader: Justine Flores, English Language Fellow, West Bank.**

**Title: #stillhungry: Using hashtags in Reading Lessons**

**Abstract:** Whether you love them, hate them, or don't know what they are yet, #hashtags are here to stay. In this workshop, ELTs will learn various ways to work with hashtags in both reading and writing activities in the classroom. Using a popular children's book, *The Very Hungry Caterpillar* as an example, we will discover various methods of summary skills and identifying the most important themes of a reading passage.

**Bio-data:** Justine Flores is a Librarian and English teacher originally from Detroit, Michigan, USA. She has taught students of all ages and skill levels abroad in Georgia, Poland, Montenegro and now works as an English Language Fellow for the American Spaces in the West Bank. Ms. Flores received her CELTA certification of Teaching English in 2013 and put that training to use by teaching at a Cambridge language school in Montenegro, preparing her students for Cambridge English exams and further study in English. She particularly enjoys working with teens and young adults, using English to explore larger cultural issues.

## 3. Workshop 3

**Leader: Samia Wardane, teacher of English, Casablanca.**

**Title: Investing in Reading is Investing in the Future**

**Abstract:** Investing in reading through national strategies to foster early immersion in order to encourage high achievement rates is a long term investment in young learners who will acquire a must-have life skill that guarantees self actualization in an age characterized by rapidity, competitiveness, versatility, and abundance. Governments highly benefit from reading at the educational, social, economic, and political levels. Reading is a skill that directly affects success at school and grades in Math and the sciences. Investing in reading from early childhood increases the likeliness of having a scientific diploma, reduces getting into prison, leads to less drug consumption, and augments an individual's chances to have a better salary. The degradation of reading entails a low productivity in educational outcomes revealing of a poor health institutions lacking a vital skill. By this the government is to face the burden of higher expenses to spend on police, justice, prisons, and social development especially in employment.

**Bio-data:** Teacher of English since 2003 - Second year doctoral student, Ben Msik, Casablanca 2015 - Master in Moroccan American Cultural Studies, Ben Msik, Casablanca 2010 - Certificate of Successful Completion of TEI 2004 - Educational Transformation in the Middle East and North Africa - University of the Middle East Project, Boston College, Chestnut Hill, Massachusetts USA - Qualification Certificate of High School Teaching, ENS, Rabat 2003-BA in literature, Ain chock, Casablanca 2001.

#### 4. Workshop 4

**Leader: Omar Titki, ELT teacher, Zagora.**

**Title: Beyond Comprehension: Using Short Stories to Build and Develop Other Skills**

**Abstract:** Comprehension is an essential part in reading. However, as teachers, I think we should go beyond understanding if we want to make our students enjoy reading and unleash their creativity. My presentation will not focus on teaching reading theories. Instead, I will share some practical ways, which I have already used with my classes, on using reading short stories as the starting point, not as an end in itself. We will see how we can use reading to build and enhance writing, communication, ICT, drama and many other skills. Thus, we make it an enjoyable experience for students with different language proficiency levels.

**Bio-data:** Mr. Omar Titki is an ELT teacher at Sidi Ahmed Bennacer High School in Zagora, Morocco. He has been teaching English for five years now. Mr. Titki has been involved in many educational programs. He is interested in learning and professional development.

#### 5. Workshop 5

**Leader: Ali Amhal, high school teacher, Biougra, Chtouka.**

**Title: Film Circles: The Joy of Learning**

**Abstract:** This workshop aims at familiarising teachers and more specifically the coordinators of MoRCE-Net resource centers across the country with the Film Circles technique. Hopefully, during the workshop we'll be able to address questions as what is meant by film circles? what are its benefits/ procedures/outcomes/ variations/steps/ teacher's role/ students' roles ...?

**Bio-data:** Ali Amhal works as a teacher of English in Ibn sina High School in Biougra , Chtouka delegation, Souss Massa Academy. He's a member of MoRCE-Net board.

#### 6. Workshop 6

**Leader: Renata Bobakova, English Language Fellow, Agadir.**

**Title: Promoting Learner-Centeredness through Engaging and Energizing Reading and Vocabulary Activities**

**Abstract:** Do you wish to infuse your lessons with energy, zest, and zeal? Do you want to engage your students in learner-centered activities? If yes, then this workshop is for you because it offers an attractive array of entertaining, educational, and practical reading and vocabulary activities that encourage foreign language acquisition, allow students to use the target language in a safe environment, and provide a refreshing addition to traditional class routines.

**Bio-data:** Renata Bobakova has a Master's degree in TEFL and English Literature. She has taught ESL for twelve years in a variety of settings in the United States of America (immigration centers, adult education centers, and at university level/IEP), and she has an extensive background in teacher training. She is currently employed as an English Language Fellow, funded by the U.S. Department of State and Georgetown University, Washington, D.C., working at the Faculté des Lettres et Sciences Humaines, at Ibn Zohr University in Agadir, Morocco. She has presented at nine TESOL conferences all around the world.

#### 7. Workshop 7

**Leader: Said Elkaoukaji, high school teacher, Casablanca.**

**Title: Newspaper Articles Reading**

**Abstract:** Should teachers use newspaper articles as reading materials? Why? How? When..? The positive sides of those articles on English language learning for both teachers and learners.

**Bio-data:** Said Elkaoukaji, high school teacher, graduated from Ain chock in 1986 and did the ENS in 1988. He got the Second Prize in the National Competition of Pedagogical Documents

in 1998. He helped launch Access program in 2003. IVLP in 2004 and Gold Star IVLP in 2015.

## 8. Workshop 8

**Leader: Jamila Barton, English Language Fellow, Amman, Jordan.**

**Title: After Reading Activities for Critical and Creative Thinking**

**Abstract:** Good readers make deep connections between the text and their personal experiences, world knowledge, and the information in other texts. However, in many English language textbooks, reading exercises often focus more on improving vocabulary and sentence structure than reading comprehension. Making comparisons, drawing conclusions and integrating new ideas are all important critical thinking skills that language learners need to practice for academic and professional success. Participants in this workshop will explore some post-reading activities that will help language learners develop language for critical thinking and practice strategies for connecting reading to self, the world and other texts.

**Bio-data:** Jamila Barton completed a Bachelor's of Science in English and Psychology from Tulane University in 1998 and a CELTA/RSA certificate in 1999 at the International House in Barcelona, Spain where she taught EFL for adults and children at Master Centre d' Idiomas. She received an MA in TESOL from Seattle Pacific University in 2007. She has also taught IEP, EAP, CALL, and ESL at Seattle Central, North Seattle and Bellevue Colleges as well as the ELS center at Seattle University and the University of Washington. At North Seattle College, she acted as faculty professional development coordinator for two years. She is an active member of TESOL and COABE and a former board representative for WAESOL. She has been a Washington State Learning Standards trainer for listening, speaking, and writing since 2009. She is currently serving as the English Language Fellow at Queen Rania Teacher's Academy and University of Jordan in Amman.

## 9. Workshop 9

**Leader: Brahim Imioussaka, high school teacher, Agadir.**

**Title: Promoting Study Skills in Resource Centers**

**Abstract:** No doubt that study skills constitute an integral part of lifelong learning. Thus, they should be given much attention in resource centers. My workshop will shed some light on the term's definition and the rationale behind enhancing them. Participants will also explore their benefits and usefulness for learners. Then, they will be invited to the various tasks relating to how to incorporate them both inside and outside classes. The aim is to come up with practical ways to link theory to practice.

**Bio-data:** I am Brahim Imioussaka from Morocco. I have been teaching English for 23 years. I am an Access coordinator. I am a MoRCE-Net treasurer .My interests include EFL, ICT and Professional development. I took part in many workshops locally and nationally.

## 10. Workshop 10

**Leader: Sarah Bedrouni, English Language Fellow, ENS Rabat.**

**Title: Exploiting Reading in Project Based Learning**

**Abstract:** Exploiting Literature in Project Based Learning helps teachers identify short stories, poetry, etc. that can be utilized for communicative language goals. By following along with the American English Webinar, teachers will have a chance to review teaching methodologies, learn about the theory behind project/task based learning, and will have the opportunity to share reading project ideas with their peers. Participants receive handouts discussing the theories and activities. The workshop will follow the 37-minute webinar with frequent breaks for discussion/interaction.

**Bio-data:** Sarah Bedrouni is a 2015-2016 English Language Fellow. Prior to her fellowship, she managed Amideast Rabat's English Language program. She also taught at University Hassan II - FST Mohammedia during the 2013-2014 academic year as a Fulbright English

Teaching Assistant. She has over 10 years' of teaching and three years' of EL management and curriculum development experience.

## 11. Workshop 11

**Leader: Laura Patch & Omar Abouelazm, English Language Fellows, Algiers.**

**Title: Developing Learners' Critical Reading Strategies in EAP Settings & Beyond**

**Abstract:** In this workshop, participants will review the ways that critical reading abilities of L1 and L2 learners may differ and the challenges they may face in comprehending, interpreting, and evaluating texts. The facilitators will discuss how English Language learners can develop their critical reading skills by using specific strategies when actively interacting with a text. In a scaffolding exercise, participants will practice these strategies by actively reading a short selected text and discussing their work with the group.

The facilitators will then present an example of a practical application of these critical reading strategies for use in the English for Academic Purposes classroom or in a Professional educational setting. Participants will then have an opportunity to demonstrate how they might use these techniques in their classrooms.

**Bio-data:** As a self-avowed, life-long learner and educator, Laura embraces the joys, surprises, and challenges of teaching, facilitating, and supporting other peoples' dreams and goals of enhancing their knowledge and awareness of the world around them. She brings many years of health, medical, social, and language education experience with her and loves to share and learn from the people she meets along her journey. Currently, she serves as an English Language Fellow in Algiers, Algeria, working with officials at the Ministry of Religious Affairs and medical doctors.

Omar Abouelazm was born in Rhode Island and has taught English for the last 6 years in Saudi Arabia, Egypt, and America. He received his BA in Linguistics from the University of Florida. He later obtained an MA TESOL from AUC Cairo, Egypt. His research interests include language identity, sociopragmatics, and diglossia. Currently he is an English Language Fellow in Algiers, Algeria where he conducts teacher-training workshops.

## 12. Workshop 12

**Leader: Imad Baazizi, middle school teacher, Essaouira.**

**Title: Creating Students' Readers in Your School**

**Abstract:** Teachers are always complaining about their students' reading attitudes and interests as well as the lack of equipments and trainings. But they do not question theirs; they do not question the absence of voluntary and creative work on the part of the teacher.

**Bio-data:** I am a middle school teacher of English in Essaouira. I have a BA degree in English linguistics. I am an assistant coach in the Moroccan national debate team.

## MoRCE-Net 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
6. . . .

**D. Goals and objectives:** through ERC 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 Center (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:

- J [www.nicenet.org](http://www.nicenet.org) ; [www.blogger.com](http://www.blogger.com) ; [www.scoop.it](http://www.scoop.it) ; etc.
- J 8 ways to build websites, available at: <http://www.fretech4teachers.com/2009/05/8-ways-to-build-websites-not-blogs-for.html#.URFXG2eaVZQ>

**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. 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!"

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