



# 3<sup>rd</sup> MoRCE-Net Annual Conference

25-27 January, 2015, Agadir, Morocco

الشبكة المغربية لمراكز الأدوات التربوية للغة الإنجليزية

في موضوع: "مراكز الموارد التربوية من أجل دعم تجويد التعليم والتعلم".

Theme:

## Resourceful Teaching and Learning and the Center



TLC, Agadir



A student's painting, Zagora



1st resource center, Taroudant

### Sub-themes:

- Creating and running English clubs and resource centers
- Managing educational projects, cross-cultural exchanges and citizen engagement activities.
- Going beyond the classroom/school and promoting extra-curricular activities.
- Promoting ICT skills for learning, communication and networking.
- Developing learner autonomy, enhancing 21st century skills, deep learning and lifelong learning.



Moroccan Resource Centers of  
English Network (MoRCE-Net)  
Website: [www.morce.net](http://www.morce.net)



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## MoRCE-Net 3<sup>rd</sup> Annual Conference

***Theme: Resource Centres:  
Resourceful Teaching and Learning at the Centre.  
25-27 January, 2015,  
Best Western Odyssee Park Hotel (4\*), Agadir, Morocco***

### Rationale

MoRCE-Net organizes its 3<sup>rd</sup> national conference on 25 through 27 January, 2015 in Agadir. The theme of the conference is: “**Resource centres: Resourceful teaching and learning at the centre.**” This conference comes after two similar conferences and the achievement of the 100 resource centres project. See a detailed article about this project in the following link: [www.moroccoworldnews.com/2014/09/138745/morce-net-and-the-creation-of-100-english-resource-centres-a-dream-come-true-success-story/](http://www.moroccoworldnews.com/2014/09/138745/morce-net-and-the-creation-of-100-english-resource-centres-a-dream-come-true-success-story/)

Therefore, this conference is a continuation of the work MoRCE-Net has started 3 years ago; especially the achievement of the following objectives as stated in MoRCE-Net mission statement:

- Contributing to the improvement of teaching and learning of English in Morocco.
- Creating spaces for cooperation, exchanging educational resources and sharing experiences and expertise related to the teaching and learning of English.
- Establishing welcoming environments for students to learn English independently and enthusiastically.

**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
- share strategies and tips on efficient management of resource centers.

### Sub-themes

- ✓ Creating and running English clubs and resource centers
- ✓ Managing educational projects, cross-cultural exchanges and citizen engagement activities.
- ✓ Going beyond the classroom/school and promoting extra-curricular activities.
- ✓ Promoting ICT skills for learning, communication and networking.
- ✓ Developing learner autonomy, enhancing 21<sup>st</sup> century skills, deep learning and lifelong learning.

### Organizers

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

### Sponsors and partners

- Ministry of National Education
- US Regional English Language Office (RELO)
- British Council, Morocco

- Action Pédagogique (APEF)
- Macmillan.

### Speakers

The speakers and workshop leaders are experienced practitioners in the field of resource center management or are experts in extra-curricular activities. An online form will be shared very soon for interested speakers.

### 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

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

### Participation and membership fees

- MoRCE-Net membership card: 100 Dhs (supervisors and all categories of teachers).
- Residents: 500 Dhs, Non-residents: 200 Dhs, Portfolio presenters (50% discount).

## Program

### Sunday, January 25, 2015

13:00	<b>Arrival and check-in</b>
14:30-16:00	<b>Registration</b>
16:30-17:00	<b>Opening notes &amp; orientation</b>
17:00-18:00	<b>Keynote speech</b>
18:00-18:30	<b>Break &amp; Reception</b>
18:00-19:00	<b>Portfolios showcasing</b>
20:00	<b>Dinner.</b>

### Monday, January 26, 2015

08:30-08:55	<b>Paper 1:</b> Free professional equipment for creating and manipulating extra-curricular content, Mohammed Hiddas
08:55-09:20	<b>Paper 2:</b> The Role of Social Media in Learning English as a Foreign Language (EFL) in Morocco, Khadija SABIRI
09:20-09:45	<b>Paper 3:</b> Using facebook as a supplementary tool for teaching and learning," Elmostafa Omarakly
09:45-10:10	<b>Paper 4:</b> 4bac.net Virtual Classes: Going beyond the school providing further educational support, Yassine Ait Hammou
10:10-10:30	<b>Discussion</b>
10:30-11:00	<b>Break</b>
11:00-11:25	<b>Paper 5:</b> A portfolio: What? Why? How? Mohamed Bakkas
11:25-11:50	<b>Paper 6:</b> Five success criteria for ERC portfolio, Hassan Ait Man
11:50-12:15	<b>Paper 7:</b> Greeting in the US: How much do you know? Aaouatif Sebaai
12:15-12:40	<b>Paper 8:</b> Teacher Talking Time; between construction and obstruction, Brahim Elouafi
12:40-13:00	<b>Discussion</b>
13:00-14:00	<b>Concurrent Workshops</b>
	<b>Workshop 1:</b> Ensuring classroom quality through fun activities. Rachida Guelzim
	<b>Workshop 2:</b> Practical ideas for classroom speaking activities, James Blackburn

### Workshop 3: Mobile Resources: Edmodo as an Example, Mustapha Behra,

14:00	<b>Lunch</b>
19:30	<b>Dinner</b>
20:30-21:30	<b>Sharing best practices.</b>

## Tuesday, January 27, 2015

08:30-08:55	<b>Paper 9:</b> Deep learning and the Extensive Reading Experience: Promoting Higher-level Thinking, Enhancing long-term Retention, and Maximizing enjoyability, Rachid Moussaid
08:55-09:20	<b>Paper 10:</b> Autonomous learning: Could it work in Moroccan EFL classes? Mustpha Titchou
09:20-09:45	<b>Paper 11:</b> Teaching with minimal resources, Hajar
09:20-09:45	<b>Paper 12:</b> ICT for Resourceful teaching and learning, Mohammed Hassim
09:45-10:10	<b>Paper 13:</b> The Fulbright DAT Programme: A Marvelous Opportunity for Teacher Development, Ousama Saki (Online presentation)
10:10-10:30	<b>Discussion</b>
10:30-11:30	<b>Concurrent Workshops</b> <b>Workshop 4:</b> EMRC Project: A Dream That Came True. How? Yassine Ait Hammou <b>Workshop 5:</b> Let us have fun and learn, Mohamed Bakkas <b>Workshop 6:</b> Making School Life Appealing through English Clubs. Ahmed Atlagh.
11:30-13:30	<b>General Assembly, Evaluation and closing notes.</b>
14:00	<b>Lunch and checkout.</b>

## Abstracts and Speakers' Bio-data

### Papers

#### 1. Speaker: Mohammed Hiddas, ENS, UMI-Meknes.

**Title:** Free professional equipment for creating and manipulating extra-curricular content.

**Abstract:** On the basis of a series of online searches and practical tests, the present paper introduces a pack of free technical tools that have actually become a must for mounting and manipulating digital extra-curricular content. Normally, the best performing applications among those tools are payable, because they are able to meet three major criteria: (1) a larger supporting capacity of input formats, (2) a higher quality of audio and video output and (3) an unlimited permission of use. By virtue of being dedicated to education by smart teams of benevolent developers, the technical tools that are presented in this paper meet all those criteria and offer their valuable services for free. The most outstanding application among those free tools is a professional version of what is called screen recorder. This is an application that can be used to mount new supporting content as well as to manipulate retrieved ones. A selection of free download managers, convertors, file cutters and file joiners are also suggested for coming up with highly enhancing curricular aids.

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

#### 2. Speaker: Khadija SABIRI, Sidi Mohamed Ben Abdellah

**Title:** The Role of Social Media in Learning English as a Foreign Language (EFL) in Morocco.

**Abstract:** Over the past few decades, there has been a booming move in the usage of social networking sites (SNSs) such as Facebook, LinkedIn, MySpace, Twitter, and Google Plus. These social networking sites have grown in popularity worldwide, attracting millions of users in the past few years (Anderson & Bernoff, 2010). In the rise of "social media", as it has been termed (Ellison & Boyd, 2013), many aspects of modern society and social interaction have been transformed. Social media has enlarged space of information media, altered human communication and how people interact with each other, and the ways in which languages are used. It is corpora consisting of blogs, forums, Facebook pages, Twitter collections and so on that are often multilingual (Maynard, Bontcheva & Rout, 2012). Therefore, it has challenged traditional ways of communication and acquiring linguistic elements that are fixed and static to redefine communication as social practice that is socio-cultural, and dynamic. In this regard, the rising demands of technology help in increasing lingual and cultural diversity. With the fast growth of ICT, English as a foreign language (EFL) in Morocco has become more important. However, the traditional pedagogy, which frequently appoints the teacher as the center that leads to lack of

interaction with students, is not efficient any more. Therefore, this paper aims to investigate the role of integrating social networking tools into EFL acquisition and discuss the ways to plan activities by integrating social networking services (SNSs) into the classroom that could help to broaden students' knowledge, increase their motivation and build confidence in EFL acquisition.

**Bio-data:** I am currently a second year PhD student at university Sidi Mohamed Ben Abdellah, Faculty of Letters and Human Sciences Sais- Fez, Morocco. My PhD project is conducted in social media effects in our daily life, as it is growing speedily day after day. Therefore, I am working currently on one aspect of these effects under the title "The Role of Social Media in Learning English in Morocco". In order to conduct a social experimental research, I have planned surveys and prepared questionnaires to be distributed to high school and university students. As a college student I have built on my ability to multi-task, prioritize projects, and manage my time in an efficient manner. I can communicate in four languages; Arabic, French and English including my native language which is Tamazirt. In 2013, I obtained my Master degree in Multilingual Specialized Translation, and I graduated in 2011 in English Studies, majored in culture. I believe these skills will also serve well in the academic environment.

### **3. Speaker: Elmostafa Omarakly, Aitbaamran High School, Sidi Ifni.**

#### **Title: "Using facebook as a supplementary tool for teaching and learning."**

**Abstract:** This presentation is concerned with the use of Facebook as a supplementary tool for teaching and learning. The prominent place that this tool has gained around the globe offers a good chance for its integration in the field of education as well. Additionally, both teachers and students are familiar with its basic features and functions, which makes it a good starting point. It may seem uninteresting to devote a whole presentation to debating the use of Facebook in education, considering that we are all familiar with it and probably there is nothing new to discuss about it. However, there are many creative ways in which this tool can be exploited for the good of education. Moreover, the use of Facebook, particularly with "young learners" remains quite debatable especially in a context like the Moroccan one. In this presentation, the issues surrounding the use of Facebook will be highlighted. More specifically, the presentation will deal with teachers' perceptions of Facebook, the reasons why it should be adopted as a supplementary tool for teaching and learning, its advantages, and some practical instances of its use in the teaching process. Finally, the presentation will shed light on some challenges of Facebook teaching and will suggest some solutions on how to overcome them.

**Bio-data:** My full name is Elmostafa Omarakly, I'm currently teaching in the delegation of Sid Ifni. I got my professional BA in TEFL and ICT. My fields of interest are TEFL and ICT and all the issues related to education.

### **4. Speaker: Yassine Ait Hammou, Hassan Alkhayat High School.**

#### **Title: 4bac.net Virtual Classes: Going beyond the school providing further educational support.**

**Abstract:** 4bac.net is the first Moroccan website specialized in providing a rich assortment of services related primarily to education. The forums' services target pedagogic, psychological and orientation support for high school students through distance learning by taking advantage of the assets of modern techniques of ICT (the web, virtual classes, video-conferencing...). The project was founded in 2009 by a group of high school teachers in Ouarzazate. 4bac.net Educational Association also organizes different annual events such as "Orientation Meetings", "High School Clubs Olympic Contests" and "2nd Baccalaureate National Exam Preparatory and Psychological Training Workshops" for students.

**Bio-data:** I am a High school teacher of English at Hassan Alkhayat High School - Inzegane. I have been teaching English for 8 years now. I am also a teacher mentor. I am a TEFL & ICT MA postgraduate student. I am also a co-founder, member, online English tutor and English spokesperson of the 4bac.net Educational Association. I have represented Morocco in the following international events:

- Representative of 4bac.net Association Virtual/Online Classes Experience-Morocco in the "US Department of States International Visitors Leadership Program: Education in the Digital Age - The United States of America, 2014".

- Represented Morocco in the "5th World Youth Congress - Istanbul Turkey, 2010".

- Represented Morocco in the "Turda Democracy and Development Gathering Program for the East European and MENA students, Cluj - Romania, 2008".

My main fields of interest are E-learning, ICT in Education and TEFL.

### **5. Speaker: Mohamed Bakkas, Ibn Soulaïmane Roudani.**

#### **Title: A portfolio: What? Why? How?**

**Abstract:** Everybody is talking about a portfolio. Everybody is wondering the meaning and the use of the portfolio. In this brief presentation, We will ask great questions, answer them together and discuss the ways to make a portfolio more effective and communicative.

**Bio-data:** Mohamed Bakkas has been a teacher of English for seventeen years. He is teaching at Ibn Soulaïmane Roudani school in Taroudant. He got his D.E.A degree in Historical Linguistics from the University of Mohamed the Fifth, Rabat in 1996. He is the coordinator of two great projects : Connecting Classroom Project and Access Micro-scholarships. He also coordinates an English club at his school: English Club Stars. He has coached a lot of teams which won many prizes locally, regionally and nationally. He benefited from a lot of trainings inside Morocco and abroad. He also benefited from two exchange programmes in the UK and the US. He delivered a lot of presentations and facilitated workshops in various local, regional and national conferences. He believes that learning never ends. So, let us keep learning.

### **6. Speaker: Hassan Ait Man, Sidi ou Sidi high school.**

#### **Title: Five success criteria for ERC portfolio.**

**Abstract:** Many EFL teachers have started their school ERC. for some it's a quite easy task, but for others they

are faced with a challenge on how to compile a successful portfolio; This presentation will shed some lights on five success criteria that will help teachers start on the right track.

**Bio-data:** Mr Hassan AIT MANE is EFL teacher at Sidi Ou Sidi High School in Taroudant, Morocco. He has been teaching English for about 16 years now. Mr. AIT MANE is 2011 ILEP Alumnus. He spent his internship in NKU university, USA. He has been involved in many educational projects. His school, together with 14 other schools in the SMD Academy, has recently won the ISA award for their participation in The CONNECTING CLASROOM PROJECT of which he is the school coordinator. He is also the ERC coordinator of his school. Mr AIT MANE has also hosted TGC American teacher exchange program in his school. Besides, he is actively involved in a global partnership program with Disability Access Friendly Campaign of which he is ambassador to Morocco (DAF is an international NGO that promotes diversity integration in schools).

Mr. AIT MANE has recently got a certificate of achievement from Oregon University for his completion of an online course at IEI Institute. Mr. AIT MANE has published his first novel entitled "My NAME IS AMINE!" My ILEP experience website:

<https://sites.google.com/site/myilepexperience/>

#### **7. Speaker: Aaouatif Sebaai, Ibn Maja High school.**

**Title: Greeting in the US: How much do you know?**

**Abstract:** At our training in the US, we were asked to carry out a survey to learn more about American culture especially greetings, gestures and inter-personal communication. We asked a lot of Americans to get their response. Then, we presented for our colleagues. We would like to ask you the same questions and see how much information you know about American culture.

**Bio-data:** Aaouatif has been a teacher of English for more than twenty years. She is teaching at Ibn Maja High school. She teaches at both the American Language center and Access programme. She benefited from a lot of online courses and did a lot of projects. She has been to the US in an exchange programme. She believes in continuing professional development and teaching improvement. She is a member of MoRCE-Net board.

#### **8. Speaker: Brahim Elouafi, Lycee Aourir.**

**Title: Teacher Talking Time; between construction and obstruction.**

**Abstract:** One of the recursive issues that crop up either after a visitor steps into your classroom or after reflecting upon your class performance is the issue Teacher Talking Time (TTT). No one can deny the fact that the higher the ratio of your talking time, the lower the ration of the Student Talking Time(STT).In this paper, I will try to bring to the forefront some techniques that may promote STT and reduce TTT. Mention will also be made of Teacher Talk swinging from construction to obstruction as I strongly believe that attending to TTT is as pertinent as the choice of teaching methodology, teaching materials and assessment procedures.

**Bio-data:** I have been a high school teacher for 23 years. I participated in lots of conferences either locally, nationally and internationally. This has imbued me with a strong desire to share my humble experience with the

ELT community in Morocco and elsewhere. From 2010 up to 2014, I was appointed as a coach, so I had the chance to learn more and more. In 2013, I also the chance to take part in International Leaders in Education Program (ILEP) which has been an eye opening experience for my professional development. My major interests are ICT in education; formative assessment and how I can make learners go back to reading.

#### **9. Speaker: Rachid Moussaid, CRMEF.**

**Title: Deep learning and the Extensive Reading Experience: Promoting Higher-level Thinking, Enhancing long-term Retention, and Maximizing enjoyability.**

**Abstract:** Deep learning is concept deeply rooted in the field of machine learning to mean the abstract multi-layered algorithmic representations of data (be it an object, a sound, an image, etc.) to make computer systems more artificially intelligent. Recently, there has been a lot of buzz in education circles surrounding the potential impact deep learning can have to help make learning more meaningful and memorable in the long term. The present presentation is an attempt to put forward a number of ways to engage students for deep behavioural, cognitive and affective processing of the content in extensive reading sessions. The focus will be placed mainly on some types of activities that target higher order thinking processes while reading which, in turn, enhance content memory and generate intrinsic motivation and reading pleasure.

**Bio-data:** I am a high school EFL teacher since 2004. I am currently a supply teacher trainer at the CRMEF of Inzegane since 2012. I earned a DESA degree in Applied Linguistics & EFL Language Teaching from the Faculty of Education at the Med V University- Souissi, Rabat, in 2006. I am also now a PhD candidate conducting an evaluative research of the mentoring component of the new teacher training system in Morocco at the same faculty. My areas of interests include, among other things: Applied linguistics, TEFL issues, teaching and learning, teacher training, mentoring & professional development, Educational research, testing & evaluation, materials development & adaptation and textbook writing.

#### **10. Speaker: Mustpha Titchou, Hassan II High School.**

**Title: Autonomous learning: Could it work in Moroccan EFL classes?**

**Abstract:** My paper will deal with Autonomous learning in EFL classes as it has become one of the most indispensable issues in the realm of Education; mainly Teaching English as a Foreign language in Morocco. It's because it offers new alternative learning dimensions not only to the language learning and acquisition, but also to the teaching learning process .Autonomous learning focuses on how to keep learners interested while learning, as well as to take charge and self-responsibility of their education. Critical thinking and motivation are other implications of autonomous learning; in the way that they help fostering students' fluency in addition to boosting other learning sub-skills such as cooperative learning. My paper will also try to answer some questions bout how to effectively

implement autonomous learning in relation with classroom management.

**Bio-data:** I am a teacher of English in Hassan II Highschool, Ouledteima, Taroudant delegation. I am an active member in civic associations. I am a kickboxing coach and referee in Ouled Teima. Currently working on how to implement kickboxing in EFL as this sport is American and can provide a lot to classroom management and catering for learning styles.

**11. Speaker: Hajar from the British Council, Mohammadia**

**Title: Teaching with minimal resources'**

**Abstract:** I would like to express my interest in attending and presenting at the Agadir conference. My area of interest is 'teaching with minimal resources' which would be the topic of my presentation.

I've been teaching small classes since October 2014. Most of them take place in our partner premise in Mohammedia. It's quite a small school with unreliable access to the internet at times which led me to minimise my dependency on technology and rely more on the ever available whiteboard, board pens and paper.

Teaching with minimal resources is in fact one of my main learning aims this year. I've read several books and articles on this subject and I found a lot of useful activities and experimented with them in many of my classes. I also created my own material. Most of the results were very good, the students were engaged in the activities and most importantly, they had a lot of fun.

This conference is a great opportunity for me to share classroom tips and activities with other teachers, give them something they can use in their own classrooms, and probably save them some valuable time. I would, of course, deliver an INSETT to my colleagues upon my return.

**Bio-data:**

**12. Speaker: Mohammed Hassim, ELT supervisor, Taroudant**

**Title: ICT for resourceful teaching and learning.**

**Abstract:** Information and Communication Technology (ICT) has become a major aspect of 21<sup>st</sup> Century. Its impact on education and academic life is inevitable and is even growing continuously and exponentially. Accordingly, teaching and learning with the benefit of ICT will be much more effective and efficient. The aim of this presentation is to discuss ways how teaching and learning can benefit from ICT to make them more motivating,

creative and productive. Some practical examples and real life experiences from the Moroccan context will be shared.

**Bio-data:** Mohammed Hassim works as a teacher supervisor in Taroudant, Morocco. He holds a B.A. in English Language and Literature from Cadi Ayyad University in Marrakech, Morocco. He graduated from the national centre for supervisors training, Rabat, after a two-year training program. He is a former president of MATE (Moroccan Association of Teacher of English), 2006-2008. 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 published many articles on ICT, ELT and teacher development. He taught a module on Educational Technology to TEFL & ICT MA students at Ibn Zohr University, Agadir, Morocco, in 2012-2013. He has been involved in various national and international educational projects. His main interests are teacher training, materials development, and using ICT in ELT and professional development.

**13. Speaker: Ousama Saki, Hassan Elkhayat High School.**

**Title: The Fulbright DAT Programme: A Marvelous Opportunity for Teacher Development.**

**Abstract:** This online presentation is based on my personal experience as a Fulbright DAT alumnus (2014). I will generally introduce the importance and relevance of the Fulbright Distinguished Awards in Teaching Programme to fellow Moroccan high-school teachers of English. Primary focus will be given to the components, benefits, and impact of the programme on teacher professional development. This presentation will conclude with some application tips.

**Bio-data:** Ousama Saki has a master's degree in Comparative Literature from Ibn Zohr University, Agadir. He has taught English for almost seven years. In 2014, he traveled to the USA to study at Indiana University School of Education as part of the Fulbright Distinguished Awards in Teaching Program.

## Workshops

**1. Speaker: Rachida Guelzim, British Council Rabat.**

**Title: Ensuring classroom quality through fun activities.**

**Abstract:** This workshop will be interactive. During these 60 minutes, the participants will put into practice a series of activities which can be carried out immediately in the classroom with minimum facilities. The activities will be:

1. Warm up: General Knowledge quiz with rewards to break the ice and create a cheerful atmosphere.
2. Classroom management activity: How to make up new groups to avoid having the same students always together in the same groups.

3. Using a mingle activity. "Find Someone Who..."

4. Using post-it-notes to practice vocabulary in a mingle activity.

5. Using Back-to-the board activity to practise spelling

6. Using Post-it-notes to write messages and respond to invitations to practise writing for beginners.

7. Running dictation will be used to practise listening, reading, spelling and writing in a group.(time permitting)

Participants will be asked to reflect on the different activities and discuss their feasibility. This will be an opportunity to introduce and/or insist on the importance of reflection in the classroom.

This workshop will be a chance for experienced as well as inexperienced teachers to try out activities they have never done before or think they are impossible to do in a classroom.

**Bio-data:** Mrs Rachida Guelzim graduated in 1975 from Roosevelt High school, St Louis Missouri, then she studied for 2 years at the University of Aix-en-Provence, in France and graduated in 1986 with a B.A. in Teaching English as a Foreign Language from The Ecole Normale Superieure of Rabat Morocco. She was the co-author of various Moroccan textbooks when she worked as a member of the National Textbook Commission. In the last two decades, she was a supervisor at the Ministry of Education, Academy of Rabat, and trained many novice teachers. She has been teaching General English, Business English and Legal English at the British Council Rabat, for the last 26 years. She is also, a Cambridge PET/KET and FCE examiner. She has attended several training courses at Bell College, Saffron Walden, England, Felsted School, Saffron Walden, England and at the Institute of Education, University of London, England. She has also been a Fullbright student in Chicago, Illinois USA in 1993. She is currently a teacher trainer and teacher at the British Council Rabat.

**2. Speaker: James Blackburn, British Council, Tangier**  
**Title: Practical ideas for classroom speaking activities.**

**Abstract:** This workshop is primarily designed to provide teachers with practical ideas for classroom speaking activities. It will allow practitioners to reflect on the complexity of the speaking skill for learners and on the rationale for conducting speaking activities. Naturally, it will give an insight into student and teacher roles in the classroom, particularly with regard to how teachers can provide suitable feedback on speaking tasks. Finally, it will focus on enabling learners to be more autonomous when developing their speaking skills and on online learning tools that facilitate autonomy.

**3. Speaker: Mustapha Behra, Sidi Lhaj Said High School.**

**Title: Mobile Resources: Edmodo as An Example.**

**Abstract:** The presentation will be about web 2.0 tools and their role in creating mobile resources for students and teachers and in improving language skills of language learners. I will elaborate on the rationale of using these tools as well as the ways in which we can apply one of these tools, "edmodo", in our daily teaching practises. Equipped with a rich experience of using web 2.0 tools in Japan and Morocco, I will devote a large portion of my paper to sharing the successes I have had using "edmodo". My goal is to motivate aspiring teachers to use edmodo and similar free and safe web 2.0 tools.

**Bio-data:** Mustapha BEHRA is a teacher of English at Sidi Lhaj Said High School. I have taught English for 8 years. For the past two years, I was to Japan in an in-service teacher training programme.

**4. Speaker: Yassine Ait Hammou, Hassan Alkhayat High School,**

**Title: EMRC Project, A Dream That Came True. How?**

**Abstract:** EMRC (English Multimedia Resource Center) is an English Language resource center and library equipped with ICT tools located in Abi Bakr Essediq High School - Ouarzazate. It is also a classroom where teachers of English teach on a daily basis. This project came to life thanks to the grant got from the US Kids to Kids Organisation (A World Connect Program) along with the help of Peace Corps, Abi Bakr Essediq High School administration and the Delegation of National Education in Ouarzazate.

**Bio-data:** See above.

**5. Speaker: Mohamed Bakkas, Ibn Soulaïmane Roudani.**

**Title: Let us have fun and learn.**

**Abstract:** No-one can deny the impact of having fun inside the classroom on the learning of students. It helps create a healthy environment for learning to take place. It tries to cater for the needs of the learners as it becomes interesting and relevant to them. Games can be used at the beginning, in the middle or at the end of the lesson. They can be used to teach and practice various separate skills or integrate them. In sum, educational games lower the filter, reduce anxiety and maximize the intake.

**Bio-data:** See above.

**6. Speaker: Ahmed Atlagh, CRMEF, Souss-Massa-Daraa.**

**Title: Making School Life Appealing through English Clubs.**

**Abstract:** The workshop aims at inviting the participants to explore and share ideas on how to improve school life, generate ideas on the type of appealing extra-curricular activities that will serve as a spring board to the creation, the management and animation English Clubs. The objective of the workshop is to enable the participants to create, discuss and agree on handy, practical and feasible techniques they will carry with them to their respective working places.

**Bio-data:** teacher trainer at Souss Massa Daraa CRMEF Inezgane, Agadir. He has been teaching English for years in a variety of settings, namely American Language Center, Agadir, Cambridge Exam Preparation at IAL, Agadir, ESP at IAV Institut Agronomique et Vetirinaire Hassan II Ait Melloul, and Faculty of Chariaa and Law, Agadir. At present, he is President of MATE Agadir regional branch serving the ELT community in the Souss Massa Region. Atlagh has also been involved in Access Program for several years and coordinated MATE-RELO Summer Camps of English in Agadir 2010 and Inezgane 2012. He was also nominated by MATE as the regional coordinator of the southern district of Moroccan Spelling Bee Championship 2013. He participated and contributed workshops in a number of conferences inside and outside Morocco. His interests include integrating ICT in ELT and Community Service Projects.



## 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.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. 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!"

# MORCE-Net 2<sup>nd</sup> Annual Conference, 25-27 January, 2015, Agadir, Morocco

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## نموذج اتفاقية شراكة

### الديباجة:

تماشيا مع روح الميثاق الوطني للتربية والتكوين وتوجهات وزارة التربية الوطنية في ميدان التربية والتكوين. وحيث أن الجمعيات العاملة في قطاع التربية والتكوين تشكل أداة المجتمع المدني للمساهمة في دعم مجهودات الوزارة الرامية إلى إنعاش هذا القطاع وتممينه وتوسيع وتحسين مجال خدماته. وتأكيدا على أهمية العمل الجماعي والدور الذي يبرز أن تضطلع به الجمعيات إلى جانب الدولة في النهوض بمختلف مجالات التربية والتكوين. وحرصا من الطرفين على الالتزام بالمضامين العامة للميثاق الوطني للشراكة بين مؤسسات وزارة التربية الوطنية والمنظمات غير الحكومية (القطاع الجماعي) وتعزيزا للشراكة القائمة على التعاون والتشاور والتأزر والتكامل بين جميع الأطراف المعنية بهذا القطاع والعملية في مجالاته المتعددة والمختلفة. وتأكيدا لعزمهما على مواصلة مسيرة التشاور والتعاون، كل من جهته ووفق اختصاصاته ووسائله وإمكانيته.

### اتفق الطرفان على ما يلي:

- **المادة الأولى:** تعتبر الديباجة المنصوص عليها أعلاه جزءا لا يتجزأ من هذه الاتفاقية.
- **المادة الثانية:** تعد هذه الاتفاقية بمثابة إطار عام للشراكة بين ..... ب ..... كطرف أول والشبكة المغربية لمراكز الأدوات التربوية للغة الإنجليزية كطرف ثان، يلتزم بموجبها الطرفان على إنجاز برنامج شراكة وتعاون من أجل تنسيق تدخلاتهما في مجال التربية والتكوين.
- **المادة الثالثة:** تشمل مجالات التعاون بين الطرفين الميادين التالية:
  - مضاعفة الجهود وتوحيد العمليات قصد تحقيق الأهداف المسطرة في الميثاق الوطني للتربية والتكوين وبرامج وزارة التربية الوطنية. إعداد برامج عمل سنوية يصادق عليها الطرفان، تحدد فيها النشاطات والمشاريع المزمع القيام بها وكذا الجدولة الزمنية لتنفيذها.
- **المادة الرابعة:**
  - **تلتزم الشبكة المغربية لمراكز الأدوات التربوية للغة الإنجليزية بما يلي:**
    - عقد دورات تكوينية في مجالات تربوية وتعليمية مختلفة.
    - تبادل المعطيات والوثائق والدراسات التي يقوم بها كل طرف على حدة.
    - ربط أواصر التعاون والتشاور مع هيئات وطنية ودولية لإنجاز مشاريع وبرامج تربوية مشتركة والتي لها نفس توجهات الطرفين.
    - المساهمة في تنظيم لقاءات وعروض يقترحها الطرف الأول.
    - المساهمة في التكوين المستمر للأساتذة في ميدان التربية والتعليم والإعلاميات.
    - تنظيم أنشطة تربوية لفائدة التلاميذ بمختلف مؤسسات ..... (بالمؤسسة المعنية).
    - المساهمة في خلق وتدبير مركز الأدوات التربوية للغة الإنجليزية (بالمؤسسة المعنية).
- **تلتزم ..... بما يلي:**
  - توفير فضاءات داخل (المؤسسة المعنية) والمؤسسات التعليمية التابعة لها لمزاولة مختلف الأنشطة المرتبطة بمجالات عمل الشبكة.
  - تسهيل مهمة الشبكة والتعاون معها لإنجاز المشاريع والدراسات التي تقوم بها.
  - السهر على نشر وتوزيع إعلانات وإنتاجات الشبكة الخاصة بالأنشطة التربوية في (المؤسسات التربوية المعنية) بذلك النشاط.
  - تقديم التسهيلات الإدارية والتقنية اللازمة قصد إنجاز الأنشطة التربوية.
- **المادة الخامسة:** لتنفيذ بنود هذه الاتفاقية يلتزم الطرفان بما يلي:
  - إنشاء لجنة مختلطة بمجرد التوقيع على هذه الاتفاقية، يعهد إليها اختيار البرامج المراد إنجازها وكذا متابعة تنفيذها وتقييمها.
  - إعداد تقرير مفصل عند نهاية كل موسم دراسي يستعرض المنجزات التي تم تحقيقها في ظل هذه الاتفاقية، يوجه إلى الأطراف المعنية.
- **المادة السادسة:** تدخل هذه الاتفاقية حيز التنفيذ بعد توقيع الطرفين ويسري مفعولها لمدة 03 سنوات قابلة للتجديد تلقائيا ولنفس المدة.
- **المادة السابعة:** تبقى المشاريع المبرمجة، والتي لم يتم تنفيذها بالكامل خلال مدة سريان هذه الاتفاقية خاضعة لمقتضيات هذه الاتفاقية إلى حين إنجازها.
- **المادة الثامنة:** يمكن فسخ هذه الاتفاقية بإرادة أحد الطرفين في أي وقت، مع اشتراط إشعار الطرف الآخر مدة 03 أشهر قبل نهاية السنة الدراسية بواسطة رسالة مضمونة.

وحرر ب ..... بتاريخ : .....

### الطرف الثاني:

الشبكة المغربية لمراكز الأدوات التربوية  
للغة الإنجليزية

### الطرف الأول:

المؤسسة المعنية

# القانون الأساسي

للشبكة المغربية لمراكز الأدوات التربوية للغة الإنجليزية

Moroccan Resource Centres of English Network (MoRCE-Net)

Réseau Marocain des Centres de Ressources d'Anglais

الظهير الشريف المؤرخ ب 3 جمادى الأولى 1378 موافق 15 نونبر 1958

الذي يضبط بموجبه حق تأسيس الجمعيات كما تم تغييره وتتميمه.

## الباب الأول: الاسم والعنوان

**الفصل الأول:** يطلق على الجمعية اسم "الشبكة المغربية لمراكز الأدوات التربوية للغة الإنجليزية" وسيشار إليها أسفله بالشبكة.

**الفصل الثاني:** سيكون مقر الشبكة مؤقتا بمقر المفتشية الإقليمية للتعليم، مدرسة ابن زيدون سابقا، شارع مولاي عبد الله، أكادير. كما ستكون للشبكة فروع محلية.

**الفصل الثالث:** الشبكة ذات طابع تربوي تعليمي بيداغوجي صرف، وليست لها توجهات سياسية أو أيديولوجية، وتلتزم بعدم القيام بأي أنشطة تضر بمصالح المملكة المغربية.

## الباب الثاني: أهداف وأنشطة الشبكة

**الفصل الرابع:** تهدف الشبكة إلى ما يلي:

- ❖ المساهمة في تحسين تعليم وتعلم اللغة الإنجليزية بالمغرب.
- ❖ المساهمة في دعم توجهات وزارة التربية الوطنية وتفعيل برامجها فيما يخص تعليم وتعلم اللغة الإنجليزية وتنشيط الحياة المدرسية.
- ❖ خلق فضاءات للتعاون وتبادل الوثائق التربوية وتقاسم التجارب والخبرات التربوية المتعلقة بتعليم وتعلم اللغة الإنجليزية.
- ❖ توفير فرص للتكوين المهني الذاتي والمستمر لأساتذة اللغة الإنجليزية.
- ❖ تشجيع البحث التربوي وإنتاج الوثائق التربوية في مجال تعليم وتعلم اللغة الإنجليزية بالمغرب.
- ❖ خلق فضاءات للتلاميذ لتعلم اللغة الإنجليزية في أجواء أكثر متعة واستقلالية وإبداعا.
- ❖ خلق فرص للتعاون مع شركاء ذوي اهتمامات مماثلة داخل وخارج المغرب.
- ❖ عقد شراكات مع جمعيات ومؤسسات وطنية ودولية لها أهداف واهتمامات مماثلة.

**الفصل الخامس:** لتحقيق الأهداف المشار إليها في الفصل الرابع (4)، ستعمل الشبكة على:

- ❖ تقديم المساعدة التقنية والمعرفية واللوجيستية لخلق مراكز للأدوات التربوية الخاصة باللغة الإنجليزية بمختلف المؤسسات التعليمية المغربية الراغبة في ذلك.
- ❖ إعداد برامج تربوية وثقافية خاصة باللغة الإنجليزية والإشراف على تنفيذها بمختلف المراكز المنتمية للشبكة.
- ❖ تنظيم تكوينات وملتقيات خاصة بتعليم وتعلم اللغة الإنجليزية لفائدة أساتذة اللغة الإنجليزية الفاعلين في مراكز الأدوات التربوية للغة الإنجليزية.
- ❖ جمع ونشر إنتاجات الأساتذة في مجال البحث التربوي والوسائل التعليمية المتعلقة بتعليم وتعلم اللغة الإنجليزية.
- ❖ إعداد برامج وأنشطة وخلق أندية تهدف إلى تطوير وتحسين مستوى التلاميذ في اللغة الإنجليزية.
- ❖ تنظيم ملتقيات ومسابقات وتظاهرات ثقافية خاصة بالتلاميذ تهم اللغة الإنجليزية.
- ❖ جمع ونشر إنتاجات التلاميذ باللغة الإنجليزية وكذا إبداعاتهم الفنية.
- ❖ تنظيم دورات ومخيمات لغوية تهم تدريس اللغة الإنجليزية وأنشطة الدعم والتفتح لفائدة التلاميذ الراغبين في ذلك.

إضافة إلى هذا، ستقوم الجمعية بكل نشاط من شأنه أن يساعدها على الوصول إلى الأهداف المشار إليها أعلاه.

## الباب الثالث: العضوية

**الفصل السادس:** تتكون الشبكة من أعضاء فاعلين ينتمون إلى مختلف مراكز الأدوات التربوية للغة الإنجليزية بالمؤسسات التعليمية المغربية التي انضمت إلى الشبكة والتزمت بقانونها الداخلي.

**الفصل السابع:** لكل مركز للأدوات التربوية للغة الإنجليزية بالمؤسسات التعليمية العمومية الحق في الانضمام إلى الشبكة شريطة التوقيع على قانونها الداخلي والالتزام بتنفيذ البرامج المتفق عليها.

**الفصل الثامن:** على كل من يرغب في الانخراط في الشبكة أن يقدم طلبا إلى الكاتب العام الذي سيزوده بمطبوع لهذا الغرض وكذا بالقانون الداخلي للشبكة قصد التوقيع والمصادقة.

**الفصل التاسع:** على كل من يرغب في الانخراط في الشبكة أن يتعهد باحترام الأهداف والقوانين والبرامج والقرارات التي تصدر عنها.

**الفصل العاشر:** تلغى عضوية كل مركز أو عضو في الشبكة:

أ. عند توصل الكاتب العام برسالة استقالة من منسق المركز المعني أو من العضو المعني.

ب. لعدم احترامه للأهداف والقوانين والبرامج والقرارات التي تصدر عن الشبكة.

ج. لعدم أدائه لواجب الانخراط.

د. عندما يطرده المجلس العام إثر خرقه لقوانين الشبكة أو مسه بمصلحتها.

**الفصل الحادي عشر:** إثر انتهاء عضوية أي مركز أو عضو داخل الشبكة، سيتوقف المركز أو العضو المعني من الاستفادة من خدمات وامتيازات وأنشطة الشبكة.

## الباب الرابع: تسيير الشبكة

**الفصل الثاني عشر:** تنبثق عن الجمع العام سلطة لتسيير الشبكة، ويعقد الجمع العام بدعوة من المجلس العام أو عندما يبدي الثلث على الأقل من الأعضاء الفعليين رغبتهم في ذلك كتابة.

**الفصل الثالث عشر:** يجب أن يعلن عن انعقاد كل جمع عام ثلاثة أسابيع على الأقل قبل حلول تاريخ الجمع.

**الفصل الرابع عشر:** يجب حضور 20% من الأعضاء الفعليين في الجمع العام لتكون قراراته نافذة المفعول، وإذا تعذر ذلك يستدعى جمع عام ثاني حسب مقتضيات الفصلين 12 و13 وتكون له الصلاحية في اتخاذ جميع القرارات بالأغلبية المطلقة.

**الفصل الخامس عشر:** يعقد الجمع السنوي في غضون بداية الدورة الخريفية للسنة ويناط به ما يلي:

أ. تقييم أنشطة الشبكة خلال السنة المنصرمة.

ب. وضع برنامج للسنة الجارية.

ج. مناقشة القضايا الطارئة.

**الفصل السادس عشر:** يعقد الجمع العام مرة كل ثلاث سنوات وذلك في غضون بداية الدورة الصيفية للسنة ويناط به ما يلي:

أ. مناقشة التقريرين الأدبي والمالي.

ب. انتخاب مكتب الشبكة وأعضاء اللجنة التنفيذية.

ج. تعديل القانونين الأساسي والداخلي للشبكة عند الحاجة.

د. مناقشة القضايا الطارئة.

هـ. حل الشبكة عند الضرورة طبقاً للمسطرة المحددة في الباب الثامن.

**الفصل السابع عشر:** يحدد جدول أعمال الجمع العام من طرف المجلس العام.

**الفصل الثامن عشر:** يرأس كل جمع عام رئيس الشبكة أو نائبه عند غيابه ويسمح لكل أعضاء الشبكة المنخرطين بحضور كل جمع عام، ولهم حق التصويت والترشح.

## الباب الخامس: مسير الشبكة

**الفصل التاسع عشر:** يدير الشبكة مجلس عام لولاية من ثلاث سنوات ويتكون من خمسة عشر (15) عضواً فعلياً وينتخبهم الجمع العام كل ثلاث (3) سنوات.

**الفصل العشرون:** يتكون المجلس العام من:

أ. المكتب المسير ويحتوي على خمسة (5) أعضاء: الرئيس- نائب الرئيس- الكاتب العام- نائب الكاتب العام- أمين المال.

ب. المجلس التنفيذي وعدد أعضائه عشرة (10).

**الفصل الحادي والعشرون:** إذا استقال عضو من المجلس العام أو غادر الجمعية حسب مقتضيات الفصل 10، سيكون للمجلس العام الصلاحية في اختيار خلف له حتى نهاية ولاية المجلس العام.

وفي حالة شغور منصب الرئيس أو الكاتب العام فسيخلفهما بالترتيب نائب الرئيس ونائب الكاتب العام.

**الفصل الثاني والعشرون:** للمجلس العام صلاحية وضع قانون داخلي للشبكة وتعديله عند الاقتضاء.

**الفصل الثالث والعشرون:** للمجلس العام صلاحية إنشاء لجن مختصة حسب الحاجيات ويجدد صلاحيات هذه اللجان في حدود قوانين الشبكة.

## الباب السادس: تعديلات القانون الأساسي للشبكة

**الفصل الرابع والعشرون:** لا يقبل أي تغيير أو زيادة في قوانين الشبكة إلا خلال جمع عام أو بموافقة ثلثي (2/3) الأعضاء الفعليين للشبكة.

**الفصل الخامس والعشرون:** للمجلس العام صلاحية البث في كل قضية لا تنص قوانين الشبكة على حل لها، وذلك حسب ما يقتضيه اختيارهم في حدود القانون.

## الباب السابع: موارد الشبكة

**الفصل السادس والعشرون:** تتكون موارد الشبكة من:

أ. الانخراطات والاشتراكات.

ب. مداخيل أنشطة الشبكة وإصداراتها.

ج. الهبات والإعانات المحتمل الحصول عليها من طرف الأعضاء أنفسهم والسلطات العمومية ومؤسسات ذات أهداف واهتمامات مشتركة.

د. المنح التي تحصل عليها الشبكة من مختلف الشركاء لتنفيذ برامجها وأنشطتها.

هـ. كافة الموارد الأخرى المسموح بها في النصوص التشريعية والتنظيمية.

## الباب الثامن: حل الشبكة

**الفصل السابع والعشرون:** لن يتم حل الشبكة إلا بموافقة نسبة لا تقل على ثلثي (2/3) الأعضاء الفعليين فيها ويعرض كل ملتزم في هذا الصدد على الجمع العام المستدعى لهذا الغرض، وتتخذ الإجراءات اللازمة لتفويض التصويت أو التعبير عنه عن طريق البريد العادي أو الإلكتروني.

**الفصل الثامن والعشرون:** في حالة حل الشبكة ينقل ما تبقى من ملكها إلى جمعية تسعى في تحقيق نفس الأهداف.

**الفصل التاسع والعشرون:** للرئيس وأمين المال وحدهما صلاحية صرف وتحويل مبالغ مالية سواء كانت نقداً أو في شكل شبكات بريدية أو بنكية، وكذا صلاحية فتح وغلق حسابات بريدية أو بنكية باسم الشبكة وكل وثيقة مالية لا تحمل توقيع الرئيس وتوقيع أمين المال معا أو توقيع من ينوب عنهما بتفويض مكتوب يحمل إمضاءات مصححة تعتبر لاغية. وفي حالة غياب أحدهما أو كليهما يقوم الرئيس وأمين المال معا بتفويض هذه الصلاحية كتابة مع تصحيح الإمضاءات إلى نائب الرئيس وعضو آخر من بين أعضاء المكتب.

