



Background

In the last couple of years, Morocco has witnessed growing recruitments of university professors to fill up the serious shortage in the teaching staff; indeed, a huge number of teachers (from the baby boomer generation, 1960s) at all educational levels leave the system on early or regular retirement and the number is supposed to doubly increase in the few coming years. The majority of the recruits belongs to secondary education (English majors) and is not accustomed to teaching in tertiary school environments. They are often met with tremendous challenges of both instruction and research as they receive no professional development of any sorts. As a matter of fact the last few decades have seen a revival of interest in various issues of professional development (PD) as part of the twenty-first century teacher profile. The rapid change of the globalized world, along with the technological revolution, has placed university professors under an immense pressure looking into effective and valuable strategies for better teaching practice. Richards and Farrell (2005) argue that professional development is indispensable for both novice and experienced teachers in that many changes in language teaching and learning process are always on the horizon. Other researchers place action research at the heart of professional development, which hinges extremely on solving language-related problems on a regular basis. In this respect, Mizell (2010, 16) calls for the central position of PD and points out that "If administrators become better leaders and teachers become more effective and apply what they learn so that students achieve at higher levels, professional development is worth the cost." This round table discussion seeks to bring together researchers, practitioners and professors to share ideas and research studies in the area of professional development in Moroccan higher education. It is, specifically, a propitious opportunity to discuss and exchange experiences in language teaching in higher education, and learning about updated matters related especially to the teaching of English. The round table discussion is as well a concrete platform to expand ELT networks in Morocco and suggest ways, either face-to-face or virtual, of exchanging insights into language teaching. Consequently, participants are strongly encouraged to extend their interaction after the meeting to exchange effective strategies of language and/or content teaching.

Areas of Interest include (but are not limited to):

- Strategies for Professional Development
- New Trends in ELT
- Critical Ideas to Assess Teaching
- Quality Assurance in Higher Education
- Innovative Techniques for Assessment
- Andragogy in Moroccan Tertiary education
- Developing Collegiality among Moroccan EFL Teachers
- Action Research in Learning & Teaching
- Self-evaluation of Teaching Practice
- Classroom Research
- Research Quality among Moroccan EFL Learners
- Online Professional Development

Important Dates/Deadlines:

Abstract submission deadline: 18th June, 2019

Notification of Acceptance: 20th June, 2019

Round-Table Discussion: 28th June, 2019

Guidelines for Abstract Submissions:

Abstracts must include the author's name, affiliation and email address. They must not exceed 200 words and should be written in Times New Roman 12; 5 key words/expressions and a short bio. References may optionally be included. You are kindly requested to send your abstract to the following email address: aelboubekri2@gmail.com

Scientific /Organizing Committee:

Prof. Abdellah El Boubekri

Prof. Karim EL Hiani

Prof. Keltouma Guerch

Prof. Mohammed Elkouche

Prof. Mohammed Guamguami