

2 RELO Newsletter



The Regional English Language Office for North Africa & the Gulf

Winter 2001

In this Issue

CTELT 2001

Teaching, Learning and Assessment

ENGLISH TEACHING & THE INTERNET

Interview with Mr. Mohamed Belaraj, ENIM, Rabat, Morocco

ENGLISH LANGUAGE MATERIALS PROGRAM

CURRENT TRENDS IN ENGLISH LANGUAGE TEACHING IN TUNISIA

By Jawida Ben Afia



Dr. James Dean Brown visits Tunisia

In October 2000, Dr. James Dean Brown, professor of Applied Linguistics at the University of Hawaii at Manoa, made his first visit to Tunisia. Dr. Brown was invited by the Ministry of Education to conduct training sessions on TEFL curriculum development, testing, and program evaluation with a team of its English language supervisors and teacher trainers. Dr. Brown spent two weeks in Tunisia as academic specialist with the U.S. Department of State, assisting with a language evaluation project designed by the Ministry of Education to support English teaching in Tunisia. Dr.

Brown noted that this visit gave him an opportunity to learn "a great deal about language teaching in Tunisia and about using qualitative methods for gathering evaluation data." In addition, he stated that "the enthusiasm and motivation of students to learn English was higher than anywhere I have visited during my career. That may be because of the character of the Tunisian students or the excellent, well-coordinated teaching that students are receiving." A report highlighting his visit can be found at <http://exchanges.state.gov/education/engteaching/br0900.htm>

Editorial

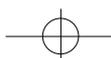
Editorial

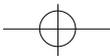


Even a cursory look at recent issues of on-line electronic journals and professional journals such as the *ESP Journal*, *TESOL Quarterly*, or the *ELT Journal* reveals the impact technology is making in ESL/EFL classrooms around the world. In the year 2000, various scholarly books were published on Computer Mediated Communication (CMC), exploring themes such as the impact of technology on discourse, literacy, and communication in general. How important is it to be "connected" in today's classrooms? How does the use of the Internet vary between the genders? In what

ways does electronic communication impact social relations, literacy, and cognition? Much empirical evidence has yet to be found on these issues, but many educators agree that CMC affects in powerful ways. I look forward to hearing from readers on how they use the Internet for pedagogical purposes and to sharing useful sites and projects

Bridget Fitzgerald Gersten, Ph.D.
Regional English Language Officer





The First Mediterranean ESP Conference
«ESP AND THE CHALLENGES OF GLOBALIZATION»
 Tangiers, Morocco April 25 - 28, 2001

CALL FOR PAPERS

The organizing committee invites all interested persons to submit proposals in the form of abstracts not exceeding 300 words for review. Each proposal will only be considered for the specific format for which it is submitted.

- 1- Plenary papers : limited to 30 minutes
 - 2- Workshops : limited to one hour
 - 3- Poster sessions : informal presentations in poster format of a research study of an ESP program/project.
- Selection Criteria : Topic relevance, Audience appeal, Clarity and organization

PROPOSAL FORM

Name :Affiliation :

Address :Phone :Fax : E-mail :

Title of presentation :

Type of Presentation (Please specify) :

Paper (30 minutes) Workshop (60 minutes) Poster session

Equipment needed (please specify) :

OHP Tape recorder VCR Other

ABSTRACT : **To be submitted no later than March 1st, 2001**, by mail to :
 Abdellatif Zaki, BP 6202, Instituts, Rabat, Morocco,
 or by e-mail to : Abdellatif Zaki, abdellatif_zaki@hotmail.com
 Mohamed Belaraj, belaraj@enim.ac.ma

CTELT 2001

TEACHING, LEARNING AND ASSESSMENT

The 5th Annual Current Trends in English Language Testing Conference (CTELT) will take place in Dubai on May 9-10, 2001. This annual conference will be hosted by Dubai Men's College, the Higher Colleges of Technology and Zayed University, and organized by the TESOL Arabia Testing, Assessment, and Evaluation and Teacher Education SIGs. The sponsors for this year's conference are: TESOL Arabia, Edutech Middle East, Towry Law, and the International Language Testing Association. The theme of the 2001 conference is Teaching, Learning and Assessment. CTELT2001 features Dr. Alan Davies, University of Edinburgh and President of International Language Testing Association (ILTA), Dr. Geoff Brindley, Senior Lecturer at Macquarie University, Australia and Dr. Micheline Chalhoub-Deville, Assistant Professor at the University of Iowa as the plenary speakers for the Testing SIG. Dr. Marion Williams of Exeter University will deliver the plenary address for the Teacher Education SIG. Archived broadcasts of last year's plenaries are available through the CTELT website <http://imtesamba.hct.ac.ae/ctelt2000/> For more information, contact Christine Coombe, CTELT conference co-chair at christinecoombe@hotmail.com

MME-TEFL

A New Electronic Discussion Group for TEFL professionals

An on-line discussion group or «list» is an electronic forum that allows people from around the world to exchange ideas on topics of common interest. The Maghreb-Middle East (MME-TEFL) was created to link colleagues from throughout North Africa and the Middle East Gulf. Kicked off in July, 2000, the list was opened to ELT professionals working in this geographical region. Current members are from Tunisia, Morocco, and Saudi Arabia.

To join the MME-TEFL list, you will need an e-mail address. Simply send a request to join the list to RELO Bridget F. Gersten, at gerstenbf@pd.state.gov. You will then receive an invitation letter, followed by a welcome letter that explains how to manage your subscription to the list. As with most discussion lists, there is no charge to participate. As a list member, you are kindly asked to introduce yourself to others and participate regularly in ensuing debates and discussions, in the spirit of collegiality.

To join the list, please send the command SUBSCRIBE MME-TEFL YOURFIRSTNAME YOURLASTNAME

to listserv@e-list.state.gov. Here is an example (the following information would be the body of your message):

SUBSCRIBE MME-TEFL BRIDGET GERSTEN

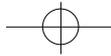
Nothing else should appear in the subject line or the body of the message. Do not include a signature page in the body of the message; delete this information if you use it is automatically included in your e-mail messages.

We look forward to reading your contributions to the list soon!
How many lists are there related to your field of specialization or interest? Join the MME-TEFL list and submit a review of such lists to the list for your colleagues.

COMMENTS? SUGGESTIONS? CONTRIBUTIONS?

Please send your articles, announcements, questions, and letters to the RELO Tunis office.
 You may submit any manuscript electronically at gerstenbf@pd.state.gov, or by mail or fax.





INTERVIEW

Interview

ENGLISH TEACHING AND THE INTERNET

Interview with Mr. Mohamed Belaraj, ENIM, Rabat, Morocco
 Head of the Center for Languages and Communication at the National School of Mining Engineering (ENIM) in Rabat, Morocco.



The Internet plays an increasingly important role both in educational field and in society in general. It fits well into current theories of communicative language learning and learner autonomy because it is all about communicating.

You attended a course at Oregon State University (OSU) last summer. Can you tell us about that experience?

The English Language Institute (ELI) "Technology Seminar 2000" was held at OSU from August 21 to September 15, 2000. 35 teachers attended it from Morocco, Tunisia and Egypt. Its main objectives were to:

- Use the Internet, the World Wide Web, and Computer Applications to find and create materials for English language teaching and to network effectively with colleagues;
- Teach English effectively in a one-computer classroom and be able to instruct other teachers on how to do the same;
- Develop extra-curricular activities and projects in support of English language learning;
- Make informed and effective choices about how to make use of free or low-cost software in support of English teaching and learning.

What did you find to be most relevant to your teaching situation at Ecole de Mines or to the ESP context in Morocco?

Due to the basic level of the course, it was difficult to make any direct transfer from it to my ESP concerns. However, some ideas such as the one computer classroom applied to my CALL situation. In fact, few schools have the resources to provide a computer for each student. Teachers around the world have developed a number of strategies to make the best use of scarce computer resources. These include the use of a computer for classroom discussion, and as a teacher tool, a multimedia chalkboard, a learning station and a cooperative learning tool. At ENIM, I have been working with one computer as a presentation device for the last three years.

You initiated a course project at OSU. Please tell us about it.

My project was a unit of an ESP course entitled 'Essential English for Engineers'. It is for intermediate/upper-intermediate students of English and in particular for those who are learning English for specific purposes at engineering schools. The course aims to help students read effectively, to think about what they are reading and to read different materials using various reading skills. It is based on authentic texts from the students' specific subject areas, namely geology, mining, metallurgy, chemical engineering, electromechanical engineering and computer science. It has different types of activities, including multiple-choice, open-ended, and

T/F questions, cloze passages, matching, and sequencing. I developed a PowerPoint presentation with links to content websites and interactive activities to teach reading skills.

What is some of the most interesting software, including shareware, or multi-media programs you worked with?

The most interesting software we worked with during the seminar was Hyperstudio and Hot Potatoes. HyperStudio is a flexible multimedia-authoring tool that allows you to incorporate text, graphics, sound, video, hyperlinks and active URLs into your presentation. Hot Potatoes is a software program that makes it relatively easy to create gap-fills, multiple-choice quizzes, and crossword puzzles. The exercises can then be added or linked to web pages for local or Internet use. It was developed at the University of Victoria in Canada. It can be downloaded from their [web site at http://web.uvic.ca/hrd/halfbaked/](http://web.uvic.ca/hrd/halfbaked/). It is free for educational use and is available in both Windows and Macintosh formats.

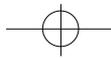
Tell us a little bit about Internet and other resources available on line. Are any of these on line resources available to the general public? If so, which ones do you recommend to our readers?

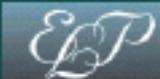
The Internet plays an increasingly important role both in educational field and in society in general. It fits well into current theories of communicative language learning and learner autonomy because it is all about communicating. It abounds in authentic language and authentic learning situations. It promotes learner auto-



<http://tesolarabia.uaeu.ac.ae>






ENGLISH LANGUAGE PROGRAMS
US Department of State


English Teaching Forum Online

INTRODUCTION

CIVIC EDUCATION VOLUME

BUSINESS ETHICS VOLUME

ENVIRONMENTAL EDUCATION VOLUME

LANGUAGE & CIVIL SOCIETY

A FORUM ELECTRONIC JOURNAL

This electronic journal is comprised of different volumes, each of which contains content-rich material for language instructors. The content in each volume is related to some aspect of building or maintaining a Civil Society, topics that affect students' personal/professional lives on a daily basis. It is hoped that in using this content and working through the suggested activities, instructors and students will not only gain a greater awareness and understanding of a global civil society as the students improve their communicative competence in English.

The first four volumes of the electronic journal will consist of Civic Education, Peace Education, Environmental Education, and Business Ethics. Each volume will contain an introduction and ten chapters. Each chapter will contain background information on a specific issue, classroom-ready activities related to the issue, and references to more resources for teachers to go to for more information or for design their own activities.

The lead author for each volume is a highly respected professional and author in the field of teaching English as a foreign/second language. On the opening page of each volume is a brief biographical statement of the

<http://exchanges.state.gov/forum/journal/>

my because it has enough resources for each individual to find something of personal interest. For instance, it offers the EFL classroom ample opportunities to communicate in the foreign language as well as a myriad of authentic resources to support frequently used artificial textbook examples. The key concept underlying the use of the Internet in EFL is that the lessons and activities must be curriculum driven, that is teachers should make sure that the sites they will use support and enhance the curriculum before they start searching the Internet for useful material. I myself have used the Internet to introduce and enrich a unit. When the Internet is used in an educational context, the shift to a student-centered classroom is not optional but a prerequisite. Students work on projects and take responsibility for their learning.

There are many web sites that contain specific information for foreign language teachers or students. However, there is still a shortage of good EFL sites that offer activities, interactivity, and useful materials for the EFL classroom such as those found at Dave's ESL Café, Frizzy University Network, Volterre web links, and the Virtual English Center. Most of them are dull, having to offer little than 'old wine in new bottles.' At present, it is the "non-EFL" materials that make the Web such a valuable resource for teachers and students.

Non-EFL sites are web content pages that provide information on different subjects. Their topicality and authenticity make them invaluable for the preparation of handouts and worksheets and for students' project work or other task based activities. Examples of these sites are (i) 'HowStuffWorks' (<http://howstuffworks.com/>) offering hundreds of excellent texts for those teaching ESP, especially the hard sciences, and (ii) 'BrainPop' (<http://www.brainpop.com/>). Both provide interesting science and technology materials which can be used for listening comprehension.

How do you plan to share the information you learned with English teachers in Morocco or elsewhere? Will you do any presentations?

I have already shared my experience with my colleagues at ENIM and the Institute for Telecommunications. I am planning to conduct a workshop at the MATE CALL colloquium and at several MATE activities this year. I have also been requested to conduct initiation sessions for some Moroccan supervisors and teachers, to include topics such as teacher tools, E-mail, and web page creation.

How active are you in the Moroccan Association of Teachers of English or MATE? What does MATE have to offer to members, as far as training and professional development go, especially in ESP and CALL these days?

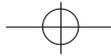
I have been an active member of MATE since its creation. I was the General Treasurer for three consecutive terms of office. MATE runs its activities through a grassroots network of Resource Centers and Regional and Local Branches. Officers are elected for two-year terms. MATE offers services covering areas ranging from in-service training, consultation, supervision, the organization of seminars and colloquia in ELT in general and in specific areas within its SIG projects.

MATE also publishes a quarterly Newsletter and the proceedings of its conferences and colloquia. It is currently in the process of editing three reference books respectively on teacher supervision and ESP as well as on a workbook for secondary school students.

Thank you, Mohamed, for your contribution to the Newsletter and to ELT in Morocco. [Readers may contact Mohamed Belaraj at belaraj@enim.ac.ma]

For a list of useful web sites for ESP compiled by Mr. Belaraj, please contact the RELO office.





ENGLISH LANGUAGE MATERIALS PROGRAM

The English Language Programs Division in Washington, D.C. publishes over 70 print titles for learners of English and teacher trainers. Many of these books include audiocassettes. For a complete description of these titles, view the on-line catalogue at <http://exchanges.state.gov/education/eng-teaching/intl/pubs/> or contact the RELO office. In various countries in the Maghreb and the Middle East, these titles can be purchased from the Public Affairs section of the U.S. Embassy at affordable prices. And guess what? You can buy either one or one hundred copies, for classroom use. All proceeds from these sales must be used to support English language teachers who reside in the countries where the books are sold.



DISCOVER AMERICA

Tom Kral

(227 pp with 3 audiocassettes)

This resource textbook is illustrated with more than 180 photographs, illustrations and maps. This four-color textbook combines materials originally written for the "travel" issues of the English Teaching Forum. They have been expanded and adapted in this integrated skills text for advanced learners of EFL. Chapters deal with Washington D.C., Amtrak, the American cowboy, Atlanta, the Mississippi River, Boston, and New York City. A two-hour set of audiocassettes is the basis for the listening comprehension activities in the text, and a variety of vocabulary building and reading comprehension activities are included.



BASIC READINGS IN U.S. DEMOCRACY

Melvin I. Urofsky, Editor.

This volume is a collection of 73 historical documents and other readings which were important to the development of democracy in the United States or which are representative of the way American history, culture, and political thought have been shaped throughout the centuries. Each reading includes an introduction and interpretation by the editor. The volume is designed for advanced students, teachers, and scholars. (Developed by Department of State Branch for the Study of the U.S.) See also Basic Readings in U.S. Democracy -- A Teacher's Guide.



BEING PEOPLE

Thomas Kral, Editor

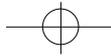
(234 pages)

This collection of short stories and poems draws upon the multicultural nature of American society and includes internationally famous writers as well as those that are less well-known. The readings are organized thematically with each selection focusing on the human experience. Childhood memories, family relationships, love and independence form the backdrop for a look at all sorts of people—young, old, middle-aged, idealistic, cynical, faithful and deceitful — a plethora of human experiences. Each reading contains linguistic and cultural notes and discussion questions.



ESP teachers at the College of Fez, Morocco





FEATURE ARTICLE

Future

CURRENT TRENDS IN ENGLISH LANGUAGE TEACHING IN TUNISIA

By Jawida Ben Afia,
General Inspector of Education, Ministry of Education, Tunis, Tunisia



Because technology and computer science are extremely important in the country, English serves our national goals.

This article addresses the status of ELT in the Tunisian school system at the basic and secondary education levels. It is a survey of the official syllabus, the textbooks, the evaluation system, the teaching staff, and the teacher training system.

When is English taught?

Arabic is the official language of Tunisia. It is the language of all content area subjects in basic school and many subjects in secondary school, together with French (for the sciences and math). French is now taught as a foreign language beginning in the third grade. Starting in 1997, English became mandatory from the eighth grade of basic education (huitième) through twelfth grade. In 2000, it was introduced a year earlier in the curriculum, in the seventh year of basic education (septième) [Editor's note: In the U.S. educational system, "septième" is sixth grade and "huitième" is seventh grade]. Basic education consists of nine years leading to a national examination, "Diplome de Fin d'Etudes de l'Enseignement de Base" (DFEEB). Students in the 7th, 8th, and 9th grades have two hours a week at each level. After three years of English, they take the national "diplome" examination. Once they pass it, they move up to the lycée or secondary education where they have four more years of English for three hours a week. Arts and management branches have four hours a week as languages have crucial importance in those sections (see table below)

Year	Number of Hours a Week	Coefficient
7th, 8th, 9th year basic.....	2	1.5
1st & 2nd years secondary.....	3	1.5
3rd year letters, management.....	4	3
3rd year, maths, science, technology.....	3	1.5
4th year, all branches.....	3	2

The four years of English in secondary education lead to the final year ("terminale") when students sit for the Baccalaureate exam. They will have then completed seven years of English: three in basic education and four in secondary school. The expectation is that students will have reached a respectable intermediate level with exposure to both British and American English and cultural aspects of Anglophone countries.

Syllabus and Programmes

The official syllabus specifies the profile of students leaving secondary education with a good command of English. This includes a mastery of basic structures of

English, a vocabulary of about 4,000 words learnt in authentic contexts through reading and listening passages. The topics covered appeal to teenagers and relate to their own lives, to involve learners and motivate them to learn effectively. The four skills are developed at early stages of learning. Later, special focus is placed on the skills of reading and writing, as the ultimate goal for our students is reading published materials, taking notes, summarising and researching—in English. Some students might study in Anglophone universities and therefore need speaking and listening skills.

Books and Teaching Aids

Textbooks are produced locally by Tunisians, using a communicative orientation. Teams are appointed by the Ministry of Education to produce materials that implement the official syllabus and adhere faithfully to it. Textbook writing teams are given deadlines to produce the required materials that then undergo several evaluations before they go to press. A special committee of university teachers and secondary education inspectors is appointed to evaluate the various books submitted for publication, and various revisions are made before publication.

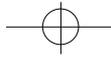
Since the 1970s, three textbook series have been produced, in keeping with reforms that have gradually introduced English in Tunisia at an earlier age. These series include English in Modern Life (used in the 70s and 80s), Communicate in English (used throughout the 1990s, and a new series, introduced in 1999. Each new series of textbooks adheres to the official syllabus. In the newest series, five textbooks are already in use. National teams of inspectors and teachers are producing the final one. In keeping with the official syllabus, the textbooks have a variety of activities that include pair work, group work, interaction in real-life contexts, and grammar is taught inductively.

There is a new textbook for each grade, each one being linked to the others in terms of content and strategies. Each textbook has a student's book, a teacher's book, and a cassette. These materials balance the presentation of maximum input with revision and recycling. Quite a range of commercial workbooks is also on the market, mostly written by Tunisian teachers. These materials supplement learning done in class. Our classrooms are thus oriented toward communicative language teaching and the textbooks are based on real-life situations.

The Evaluation System

Continuous class assessment of writing, listening, and speaking skills is done twice a term, or six times a year in all classes. Teachers create their own listening, speaking, and writing tests, which are reviewed and validated by their teacher trainer or supervisor beforehand. In each





grade, students take tests that include a reading comprehension, writing, and language focus (grammar) components, to prepare them gradually for school leaving examinations (the Diplôme and the Bac). The format and content of classroom tests and national exams are closely related. As are the evaluation rubrics used in both exams. The class teacher grades tests, but exams are corrected by different teachers from other areas to ensure equity among candidates.

Teaching staff and teacher training

All teachers of English are Tunisian. They hold a bachelor's degree ("maîtrise"). While students, most of them spent some time in an English speaking country, mainly the United Kingdom for month-long study stays in coordination with the British Council and universities in the UK and Tunisia. Teachers teach 18 hours per week and can be assigned more than one grade per year.

Teacher Training

There are three "corps" of professionals who conduct teacher training in Tunisia: supervisors ("inspecteurs"), teacher trainers ("conseillers pédagogiques"), and teacher training assistants ("professeurs formateurs"). The official trainer is the inspector, a former classroom teacher with many years of experience. To qualify as a supervisor, one must take a state examination ("concours"). This consists of a written exam in applied linguistics and in U.S. and British culture, followed by a lesson taught by the candidate, and a teacher observation and evaluation. Finally, the candidate writes reports related to the observed lesson and teacher.

Supervisors are involved in teacher training, classroom observations, providing feedback to trainees throughout the year, and evaluating teachers. Teacher trainers is an experienced teacher who teaches half time and works as a trainer for the rest of the week, visiting classes and organizing training sessions for newly hired teachers and trainees. The trainer aid is an experienced teacher who teaches part time and assists the inspector during training sessions.

All teachers in Tunisian schools receive in-service training throughout the year, for which they receive release time once a week. New teachers have to attend all the training sessions the regional inspector plans for them to give them a solid foundation in TEFL pedagogy. These sessions are on a regular basis, up to once per week in their first semester of teaching. These workshops consist of workshops, demonstration lessons, lectures, and video observation.

In-service training sessions focus on specific topics related to methods and testing; trainees are divided up according to the level they teach. The sessions include lectures, working together in small teams to produce lesson plans and tests. The sessions are held at regional in-service training centers, usually located inside or next to a school, where teachers have access to teaching journals, a library, audiovisual materials, and computer labs with Internet access. Workshop attendance used to be compulsory, but this year it is "à la carte"—teachers choose the sessions they wish to attend, according to their interests and needs. All teachers are issued a free Internet account by Edunet, Tunisia's educational network. A selection of topics is proposed at the beginning of the year and teachers select those sessions deemed most important.

Each trainee is visited once a term by the inspector or the teacher trainer and is required to produce a research "mémoire" at the end of the year. Before they are licensed or tenured, trainees have a two-year probationary period. These trainees need an average mark of 10 out of 20 in the inspection visit and in the "mémoire" to be certified teachers ("titulaire"). Since 1999, the process of recruiting new teachers has been formalised, reducing the probation period to one year, not two. This system—known as "CAPES" (Certificat d'Aptitude au Professorat de l'Enseignement Secondaire)—involves university graduates who take an exam before being admitted to a four-month long pre-service professional training course. At the end of this workshop-based training, they present a lesson plan to a jury of university instructors and Ministry inspectors. Here again, a good mark is crucial for teacher recruitment. Those who pass write a 20-page research paper on a topic chosen from a list provided by the Ministry.

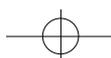
In Tunisia, there are two possible formulas for textbook writing. The first option involves the Ministry of Education going out for tenders with the public, allowing anyone who wishes to produce a textbook to do so, within a set limit of time and in accordance with the national syllabus. As a result, several proposals are submitted for evaluation and the best project or proposal is selected as an official textbook for use in all schools during the following academic year. The second formula involves appointing trained professionals—inspectors and experienced teachers—to complete a text and support materials by a given deadline. After the book is evaluated by a team of university teachers and experienced inspectors, it undergoes revision and then goes to the Ministry press or a publisher.

Twice a year, the Ministry of Education organises national in-service seminars at different sites around the country on a variety of topics based on training needs. British and American academic specialists lead these workshops, often with Tunisian supervisors, with assistance from the American Cultural Center (U.S. Embassy) and the British Council. The seminars reach approximately 300 teachers per year, about one tenth of the whole teacher population. The rest of the teachers are trained by their supervisors, teacher trainers, and training assistants, who repeat the seminars on a larger scale. Some American academic specialists who visited in recent years are Mark Clarke, James Coady, Fredricka Stoller, Sandra Silberstein, Sarah Hudelson, Connie Shoemaker and, most recently, James Dean Brown. [Editor's note: reports on many of these visits can be found at <http://exchanges.state.gov/education/engteaching/>]

Conclusion

Over the last few years, educators have become much more aware of the importance of English in Tunisia. English is now taught in the early years of education (in basic education), whereas it used to begin in secondary school. This has led to increased recruitment, with a need for as many as 1,500 more teachers within the next three years. Because technology and computer science are extremely important in the country, English serves our national goals.

(Editor's note: More information on education in Tunisia can be found at <http://www.edunet.tn/>)



CALENDAR OF EVENTS

February 2001

◆ 21-24. Language Media Center, University of Iowa. 23rd Annual Language Testing Research Colloquium, "Language Testing and Technology," St. Louis, Missouri. Contact Craig Deville, LTRC 2001 Program Chair, Iowa Testing Programs, University of Iowa, 318 Lindquist Center, Iowa City, Iowa 52242. Tel. 319-335-6424. Fax 319-335-6038.
Web site: <http://www.surrey.ac.uk/ELI/ilta/ltrcmail.html>.

◆ 24-27. American Association of Applied Linguistics (AAAL) AAAL2001 Annual Convention, St. Louis, Missouri. Contact AAAL, PO Box 21686, Eagan, Minnesota 55121-0686. Tel. 612-953-0805. Fax 612-431-8404.
E-mail aaaloffice@aaal.org. Web site <http://www.aaal.org/>.

◆ 27-3. Teachers of English to Speakers of Other Languages, Inc. (TESOL). Annual conference (including pre- and postconvention institutes, and extensive exhibition), "Gateway To The Future," St. Louis, Missouri. Contact TESOL, 700 South Washington St., Ste. 200, Alexandria, Virginia 22314. Tel. 703-836-0774. Fax 703-836-7864.
E-mail conventions@tesol.org. Web site <http://www.tesol.org>.

March 2001

◆ 8-10. Georgetown University Round Table on Languages and Linguistics (GURT). Annual conference, "Linguistics, Language, and the Real World: Discourse and Beyond," Washington, DC. E-mail: gurt@georgetown.edu.
Web site: <http://www.georgetown.edu/events/gurt>.

◆ 14-16. TESOL Arabia. 7th International Conference, "Challenges in the New Millennium," Dubai, United Arab Emirates. Contact Sandra Oddy, PO Box 17258, Al Ain, United Arab Emirates.
E-mail: sandra.oddy@hct.ac.ae. Web site: <http://tesolarabia.uaeu.ac.ae>.

◆ 23-25. The American University in Cairo, The Second International Conference on Contrastive Rhetoric, "Linguistics, Culture, and Teaching," Cairo, Egypt. Contact The American University in Cairo, 113 Sharia Kasr El Aini, Cairo, Egypt. E-mail: CRCONF@aucegypt.edu. Web site <http://www.aucegypt.edu>.

◆ 24-29. Annual MATE conference, Essaouira, Morocco. "Teaching and Testing English for Global Purposes". For more information, contact Mr. Abdellatif Zaki at abdellatif_zaki@hotmail.com

◆ 29-April 1. Oxford Conference Management. Conference, "Language, the Media, and International Communication," Oxford, United Kingdom. Contact Oxford Conference Management, 10b Littlegate Street, Oxford OX1 1QT, United Kingdom. E-mail: oxconf@pop3.hiway.co.uk.
Web site: <http://www.english.ox.ac.uk/language>.

◆ 30-April 1. TESOL-Spain. 24th Annual Convention, "2001: A Quest for Teacher Development," Seville, Spain. Contact Tammi Santana, Convention Coordinator, American English School, Edificio Viapol, Portal A-40 #13, 41018 Seville, Spain. Tel. +95-492-5224.
E-mail tammisantana@jazzfree.com. Web site <http://www.eirelink.com/tesol-spl>.

◆ 30-April 1. International Linguistics Association. 46th Annual Conference, New York, New York. Contact Johanna J. Woltjer, 511 West 112 Street, #14, New York, New York 10025-1634. Tel. 212-749-3366.
E-mail: ilaconf.woltjer@gte.net. Web site: <http://www.ilaword.org>.

April 2001

◆ 9-11. University of Strathclyde. British Association of Lecturers in English for Academic Purposes (BALEAP) Conference, "EAP: Directions for the Future," Scotland. Proposal Deadline February 1, 2001. Contact Dr. Leslie E. Sheldon, FBIELT, Conference Chair, English Language Teaching Division, University of Strathclyde, Livingstone Tower, 26 Richmond Street, Glasgow G1 1XH, Scotland, United Kingdom. Tel. +141-5483065. Fax +1411-582209.
E-mail L.e.sheldon@strath.ac.uk.
Web site <http://www.strath.ac.uk/Departments/ELTD/baleap2001.htm>.

◆ 17-21. IATEFL. 35th Annual Conference, Brighton, United Kingdom. Contact Alison Medland. E-mail 114563.1723@compuserve.com.
Web site <http://www.iatefl.org>.

◆ 25-28. "Mediterranean ESP Conference, Tangier, Morocco. "ESP and the Challenges of Globalisation". Sponsor: Moroccan Association of Teachers of English (MATE). Call for papers deadline March 1, 2001. Contact Abdellatif Zaki, BP6202, Instituts, Rabat, Morocco, abdellatif_zaki@hotmail.com; Khadija Zizi, dijaziz@acdum.net.ma, or Mohamed Belaraj, belaraj@enim.ac.ma.

◆ 26. Saudi Association of Teachers of English (SATE). Annual Conference, "Information & Communication Technology: Its Relevance to Language Learning," Jeddah, Saudi Arabia. Proposal Deadline December 30, 2000. Contact Sayed Abdel Hamid, Dar Al Fikr School, P.O. Box 14279, Jeddah KSA, Saudi Arabia. Tel. +966-2-6800005 x 227. Fax +966-2-6800808.
E-mail sate2001@hotmail.com.

May 2001

◆ 3-5. Isik University EFL Department. 2nd Annual ELT Conference, "Creativity within Constraints," Istanbul, Turkey. Proposal Deadline February 16, 2001. Contact Carol Gitzendanner or Burcak Gurkaya, Isik University, EFL Department, Buyukdere Caddesi 80670, Maslak, Istanbul, Turkey. Tel. +90-212-286-2961. Fax +90-212-285-2875.
E-mail cgiz@zdnmail.com, E-mail bgurkaya@isikun.edu.tr.

◆ 9-10. 5th Annual Current Trends in English Language Testing Conference (CTELT), sponsored by Dubai Men's College, the Higher Colleges of Technology and Zayed University. Contact Christine Coombe at christine.coombe@hotmail.com.

◆ 11-15. MATE CALL Colloquium, ENS, Rabat. Contact Mohamed Belaraj at belaraj@enim.ac.ma for more information

CONTACT INFORMATION

HOW TO CONTACT THE RELO OFFICE

RELO Officer, Bridget F. Gersten, Ph.D. : gerstenbf@pd.state.gov or bfgersten@yahoo.com

To receive a copy of this newsletter by e-mail, contact
RELO Assistant Mr. Mohamed Sami Saaid, : saaid@pd.state.gov
Web site : www.usembassy.state.gov/posts/ts1