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RELO Newsletter

Spring 2001

The Regional English Language Office for North Africa & the Gulf

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Sultan Qaboos University Hosts First National EAP Conference

Dr. Mehdi Al Jaaffar opens SQU conference

In March 2001, Sultan Qaboos University (SQU) hosted the first national conference on «Achieving Excellence in English for Academic and Professional Purposes» in Muscat, Oman. Organized by SQU's Language Center, the conference gathered some 200 ELT professionals from around the country, representing government and private colleges, Ministries, and other government organizations. During this two-day event, 37 sessions were held in six concurrent sessions. Opening ceremony speeches were given by Undersecretary of Higher Education Shaik Salem bin Misthail Al-Mashani and Vice Chancellor Dr. Saud bin Nassir Al-Riyami, who both stressed the role of key English in contemporary Omani society. In his welcoming remarks, Dr. Mehdi Al Jaaffar, SQU Language Center Director noted the importance of creating an atmosphere that is conducive to learners' needs and interests. Plenary addresses were given by Professor. James Dean Brown of the University of Hawaii, Dr. Robert Jordan, from the U.K., and RELO Bridget F. Gersten. An exhibition included numerous international ELT publishers, the Public Affairs section of the U.S. Embassy, Muscat, and the British Council.

[Visit the Language Center's website with interesting Teacher and Student web pages at : http://www.squ.edu.om/lan/index.html]

Editorial

The theme of the 2001 volume of the Annual Review of Applied Linguistics is «Language and Psychology». In her preface to this volume, Wilga Rivers takes some «peregrinations down memory lane,» giving readers an interesting perspective on the relationship between psychological and linguistic theory. Her sketch reviews the impact of theories in both disciplines on practice, and the role of research in theorizing and vice versa. She reminds us of the historical shift from syntactic to semantic to sociocultural approaches to language, and how individual differences have emerged as key factors in language development. How much can we learn about effective language learning by simply observing what takes place in the classroom and how often do we do this? How much can the role of hope, fear, and anxiety—as well as joy, engagement, and commitment—affect how we design curricula and design instruction and evaluation? I invite readers to share their ideas on this topic, as a source of reflection and inquiry.

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

THE 7TH TESOL ARABIA INTERNATIONAL CONFERENCE

by Dr. Salah Troudi, President, TESOL Arabia

The 7th TESOL Arabia International Conference was held for the first time in the city of Dubai, March 14 to 16, 2001. The conference has become a solid academic event for many EFLteachers in the United Arab Emirates and other countries in the Arabian Gulf, the Middle East, and North Africa. With nearly 1200 delegates, it is one of the largest events of its type in the region. This year delegates came from as far as Algeria, England, and Turkey.

The theme of this year's conference was «challenges in the new millennium» and the delegates presented a wide choice of papers, presentations, workshops, and colloquia. Presenters from a variety of institutions and countries shared their knowledge and expertise in many areas such as action research, applied linguistics, assessment, CALL, classroom management, curriculum development, learner special needs, ELT management, ESP, grammar, independent learning, literature, methodology, motivation, NLP, professional development, reading, research, sociolinguistics, video, and writing. The conference had three plenary speakers and four featured speakers. Who all gave interesting and captivating talks. Jean Aitchison, plenary speaker from the University of Oxford, talked about advances in understanding our memory for words. Michael Lewis'talk, «But now we know....», addressed how received opinion of best practice in English language teaching has changed as a result of research. He emphasized the role collocational competence plays in learning EFL. The third plenary speaker was Dan Douglas. He spoke about testing English for specific purposes and the issues of authenticity, specificity and inseparability. J.D. Brown, a featured speaker from the University of Hawaii, talked about the role of testing in unifying the language curriculum. Andy Seymour, from the University of Reading, gave an overview of ESP in Arabia. Clare Furneaux, also from Reading, talked about preparing students for university-level studies in England. Glenn Fulcher, from the Higher Colleges of Technology in the UAE, talked about task difficulty in speaking tests.

Overall the conference succeeded in bringing together EFL professionals from a variety of contexts, providing them with an opportunity to stand back and reflect on how they are teaching English and how they interact with their students. The conference was chaired by Kathy Bird and co-chaired by Rashida Badri.

I hope that next year some EFL teachers from Tunisia will be able to make it to the 8th international conference. For more information about the organization of TESOL Arabia, membership, and publications, please visit our website: *http://tesolarabia.uaeu.ac.ae* or get in touch with Salah Troudi at: *salih63@hotmail.com*

WEBSITE OF THE HOUR

Editor's note: Thanks to Carolyn Samuel of Canada, designer of the superb website, *ESL/EFLResources On Line*, who kindly agreed to say a few words about this site for readers of the RELO Newsletter The URL is *http://fcis.oise.utoronto.ca/~csamuel/eslresources.htm* . Thanks also to Dr Christine Meloni, Editor of TESOL's Wandering the Web column at *http://www.tesol.org/pubs/magz/wanweb.html*, who included Carolyn's site in that publication

ESL/EFL RESOURCES ON LINE

By Carol Samuel, University of Toronto

Among the many experiences I had while working at a university in South Korea was teaching approximately 200 first-year students how to set up e-mail accounts and how to use e-mail. This activity made me aware of the exciting potential of computer-mediated communication (CMC) for teaching EFL, particularly since target language materials were not readily accessible in that environment. It was at that time that I began compiling web sites for an online teaching and learning resource. At present, my web site includes links to on-line grammars, dictionaries,lesson plans, journals and many CALL/ESL/EFL sites. In addition, there are separate sections on pronunciation and listening. I recommend these to the international graduate students who attend my workshops on developing strategies for independent and ongoing pronunciation and listening practice. One of the activities I suggest is downloading a speech transcript and then listening to the speech online while doing pronunciation analyses based on class activities. Over the summer, I will be building the section on academic writing. For educators who are interested in knowing more about using the Internet for teaching English, I can recommend *Internet for English Teaching*, by Warschauer, Shetzer, & Meloni (2000, Alexandria, VA: TESOL, Inc. Pp. 178.$US 17.95, Paperback). Look for my review in the next volume of the Canadian Modern Language Review. Comments and suggestions are welcome: *csamuel@oise.utoronto.ca*

MATE BECOMES TESOL AFFILIATE

Congratulations to the Moroccan Association of Teachers of English (MATE) for becoming an official TESOL affiliate! MATE was founded in Rabat in 1979, to create a forum in which teachers of English and researchers could exchange views on best practices in TEFL. MATE continues to serve its members through a national newsletter, regional branches and newsletters, as well as training events or «MATE Days». The first annual conference was held in 1981 in Marrakech; the 2001 conference was just held in Essaouira. Thanks to its cooperation with the U.S. Embassy in Rabat and the U.S. Consulate in Casablanca, MATE distributes the English Teaching Forum to Mate members. Other publications include annual conference proceedings and the ESPNewsletter, distributed electronically by the MATE ESPSIG. MATE launched 3 special interest groups (SIGS) in 2001: the ESPSIG, the Teacher Training SIG, and the CALL SIG. For more information on joining MATE, please contact *matemar@hotmail.com* or MATE President at *abdellatif_zaki@hotmail.com*. More information about MATE can be found on the TESOL international website at *http://www.tesol.org/pubs/articles /tm0002-05.html*, where past MATE President Mr. Hassan El Boustani contributed an article on MATE's mission and activities. *[visit Mate's website at: http://www.cyber.net. ma/mate/mate-web/contents.htm]*

INCORPORATING LITERATURE INTO THE EFL CURRICULUM: AN ON-LINE COURSE ON TONI MORRISON'S *BELOVED*

Raja Boussedra, University of the South, Kairouan, Tunisia.

Toni Morrison

As it has often been argued, there is no better way to study language or to help our students study it than through the rich and varied languages of literature. The pilot on-line course on Toni's Morrison's novel, *Beloved*, was designed with this line of reasoning. The course was organized by the English Language Programs Office of the U.S. Department of State, from February to March 2000, linking English language teachers, teacher trainers, and researchers on 4 continents. The course instructor was Dr. Marion Tangum of Southwest Texas University.

The course was designed for EFLeducators from around the world. 58 English language educators from 26 countries participated from a variety of countries. This contributed to the success of the project, bringing varied and insightful comments together, as well as original ideas about teaching of *Beloved*. By enabling an exchange of ideas and perspectives on a specific literary work, the on line seminar helped scores of teachers compare their approaches, thoughts, and methods of teaching literature to EFL students and, more specifically, to secondary school learners.

The bulk of the course was conducted via an email listserv, i.e., a special mailing list set up for this course. Each participant submitted commentary on each lesson to the group. The course instructor emailed each assignment, directing participants to do a close reading of key passage, focusing on a specific feature of the novel (e.g., the narrative voice, the use of unstructured language, metaphors, irony, the power of community.)

The ensuing electronic debate was highly illuminating. Suggestions were made on how to teach the novel dynamically. One suggestion was to make the students «hear» the novel; that is, to make them focus on language. Questions such as «What is unusual about the language?» or «Who talks to whom?» were suggested, to sensitize students to the African American vernacular (or any other non standard variant of English). The aim was to further deepen one's understanding of the novel and to motivate students. In the same vein, the opening sentence of the novel, «124 was spiteful», could be used as a group discussion topic and for reconstruction of story fragments. Likewise, simulation and role playing could sensitize students to the human meaning behind the historical facts of the novel. As Morrison put it, «[*Beloved*] is not about slavery... [It is about] the interior life of some people... Everything they do is impacted by the horror of slavery, but they are also people».

The participants explored several mailing lists and web links. They delved into various web search «exercises» and commented on Internet accessibility and use in their respective environments, e.g., how to involve students in similar projects, what kinds of authoring software is easy to use, how to includes images on sites they develop, and so on. As a result of this course, a «source» website was built, including material, information, and ideas on teaching *Beloved* to EFLstudents.

The course pointed us in some very useful directions, one step in the long journey to successful teaching. Nevertheless, it is up to each teacher to inject creativity and sensitivity to these and any other resources the teacher may have available.

{Useful material can be found in the archives to this on-line course, *http://e-list.usia.gov/archives/eflcourse.html*, including EFL websites suggested by course participants, *http://e-list.usia.gov/SCRIPTS/WA-USIAINFO.EXE?A2=ind0003A&L=eflcourse&P=R5267*}

Visit the RELO Tunis web page at www.usembassy.state.gov/posts/ts1/wwwhrelo-html

DISTANCE TRAINING FOR IN-SERVICE TEACHER EDUCATION

Fatma Alwan

Ministry of Education and Youth

United Arab Emirates

Fatma Alwan is a supervisor and EFLteacher trainer in the Ministry of Education and Youth in the UAE. She has an MA in educational management from the University of Bath in the UK.

The objective of this report is to explain the procedures, mode of delivery, and outcome of an in-service teacher-training (INSET) program in the United Arab Emirates (UAE) in which teachers play the major role in developing their practices with minor trainer interference. This is where the training material is adapted for use for training teachers at a distance.

BACKGROUND

Teacher supervision is the main form of INSET in the UAE. Despite the growing awareness in the importance of a well- structured INSET, very little is done to overcome training problems. Taking into consideration that the extent of self-direction towards professional development has not established its roots yet within the system, supervisors have to encourage self-direction in professional development.

AN ACTION RESEARCH PROJECT

As a supervisor who was also on a distance learning post-graduate program, I was tempted to carry out an action research - with teachers of English- to find out if the distance training model was suitable for application in the UAE. It was initially carried out in two phases.

The first part of the project was carried out during the second semester of the academic year 1995-1996. It was introduced to 21 teachers in three schools. The course materials were merely theoretical. They contained articles (readers) on educational concepts. Each teacher was given a different reader and was assigned a different task depending on the reader. Bearing in mind the many demands of the teaching profession, teachers were given a month to work on their tasks. They then submitted their work. Evaluation of this stage depended on interviews with teachers. As a development of the practice, readers that contained teaching ideas replaced the theoretical readers.

The second part was carried out in the first semester of the academic year 1996-1997. It was meant to be 'practical'; therefore, it contained descriptions of teaching techniques. The teachers were asked to apply and reflect on the outcome after trying out the techniques and how they might be modified for use with the prescribed course books. Different readers had different requirements and feedback forms. A questionnaire was used in a survey to examine the validity of the approach adopted.

It is worth noting that in both steps teachers were advised to participate in the project, which they did willingly. They were given the choice of either working on the program or writing a research paper on a topic of their own. From their point of view, participation in the project was more convenient as it was less demanding.

The survey revealed that teachers welcomed the approach in training. In addition, they were eager to learn what their peers were working on. This encouraged them to observe their peers. This led to using the same content material and the program was repeated in the second semester of the same year. This time, teachers were asked to select the readers they wanted to work on. They were asked to try out at least three techniques and report on them. A peer-observation task was added to all readers, in compliance with what the teachers asked for. Thus the approach took into consideration the teachers'views and was developed with them.

Since then, I have followed the same approach for various reasons: to supplement the current training programs, as a way to follow-up training or as a complete program on its own.

RATIONALE AND OBJECTIVES:

Besides investigating the validity of the distance training approach for use in the UAE, the program itself had several objectives which were:

- To introduce variety in classroom activities.

- To enable teachers to use the most recent techniques in TEFL.

- To raise the language proficiency of non-native EFL teachers by reading and writing using academic English.

- To help teachers overcome individual weaknesses in their performance without signaling them out in a special training program.

The procedures followed can be explained under the following points:

1- The training material:

The selected articles are classified according to the topics then special tasks are attached to them focusing on the aspect of the article that meets the needs of the teacher.

Selecting the material is not an easy task because of the broad spectrum of information and materials published. I started by using articles from the FORUM magazine that contained teaching ideas. The resources became varied as I introduced TESOL publications and IATEFL newsletters, journals and other publications in the field.

2- Tasks:

Tasks can be designed according to the nature of the training objective to be achieved. For instance, if it has to do with introducing teaching techniques, teachers can be asked to implement the suggested techniques. It

Omani teachers discuss creativity in the classroom

is worth noting that teachers have the choice of adapting the techniques to suite their students, the textbook and the learning objectives; this allows flexibility and caters for creativity. The tasks aim at encouraging reflection.

3- Follow-up and support:

Teachers are expected to study the articles. If they give practical ideas, then they are asked to apply them in class and report on the findings. In case they are theoretical, they respond to the report entry attached to the readers. Such reports serve two purposes. First, they aim at encouraging teachers to reflect on their practices. Second, they also require the use of English and thus give non-native English teachers, opportunities to use the foreign language in writing.

Teachers attach to the report anything they regard as useful such as lesson plans, examples of students'work, teacher developed visuals, photographs, video or audio tapes. In some cases, the required attachments are specified in the task sheets. They send their reports via school mail to the trainer who studies the reports and prepares individual feedback reports commenting on the outcome of each teacher's work. This is sent to the school and is attached to the teacher's register.

TEACHERS' ATTITUDES:

As the project developed, the teachers' attitudes were transformed from skepticism and fear of failure to risk taking and developing initiative in taking up their professional accountability. The process that has been carried out with the teachers was gradual and considered their opinions. They were made to understand that success was not a must and that they could analyse the reasons for the failure of the technique in their report. They were advised to consider application carefully and to modify the parts that they thought were not suitable. Teachers have been generally satisfied with the mere change in the atmosphere in their classes, a factor that has made them continue using th same techniques.

The benefits that teachers are likely to gain cannot be denied. They benefit from reading, experimenting and reflecting. Even less experienced teachers can be included in the program. Teachers have become enthusiastic towards distant training programs. However, the same gradual procedures are followed with new staff.

Distance training achieves positive outcomes since it makes up for what is lacking in the current INSET activities. First, it includes all teachers regardless of the level of performance. Second, individualization and learner autonomy are emphasized as it requires reflection and critical thinking. Third, it can be non-stop without adding an extra burden on the teachers'workloads. Fourth, cost-effectiveness is the one of the most encouraging factors in comparison to current training expenses. Last, the approach has also proved to be helpful in evaluating ordinary training courses. Trainees were asked to carry out tasks depending on the training they received similar to the ones administered at a distance.

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[Editor's Note: Fatma Alwan is recipient of the Hamdan Award for distinguished academic performance as Distinguished Supervisor; a 2001 TESOL Professional Development scholarship, and the Sheikh Khalifa Award for Teachers for "Excellent Academic Performance," 1997 and 2000.]

FEATURE ARTICLE

TEFL INTERNET RESOURCES FOR THE NEW MILLENNIUM*

Jim Duber **
University of California at Berkeley

As I predicted when I wrote the article entitled «1998: A Year in Review» at the end of 1998, new advances in content-based ESL/EFL sites have come «at Internet speed.» At the time of this update (April, 2001), it is now possible to confirm that there is an impressive number of new additions in each of the categories presented just over 3 years ago.

There's no question about it: 1998 was a banner year for teachers and learners of ESL/EFL on the Internet. The year that marked the start of the Internet mega-mergers, saw Internet stocks (e.g., Yahoo, Amazon and E-Bay) outperform all reasonable expectations, saw AOL and Netscape team up while Bill Gates and company faced an angry US Department of Justice probe, and witnessed a strong comeback by Steve Jobs' Apple, Inc. was also the year in which traditional and new media publishers of ESL/EFLcourse materials began to invest seriously in the online world.

As in prior years, I was impressed with the dramatic increase in the number of new ESL/EFL «link» and quiz pages that were announced on the TESLCA-Ldiscussion group. More and more instructors and teachers-in-training are learning to create online materials and share them with the rest of the online world. Clearly, one of the greatest advantages of the web is the power to self-publish, often with no other investment than one's time.

However, what I found especially encouraging about 1998 was the appearance of so many sites aiming to be more than just aggregates of multiple-choice exercises and/or link indices that generally seem to be put together without a larger plan or course in mind. At long last, we began to see the appearance of ESL/EFL websites with new and original content that constitute or supplement entire courses, accredited and otherwise. Educational institutions also started to join both traditional and new media publishers in bringing courses and course materials online at an accelerated pace. Distance education became one of the hottest topics around.

One innovative way in which publishers have been making use of the Internet is by providing website supplements to course textbooks. Some noteworthy examples are:

English Firsthand Cafe:

This site is both a teacher and student resource which serves to complement the English Firsthand series of textbooks published by Addison Wesley Longman. The «Student Chat Center» offers the opportunity for learners to practice their English with international penpals, while in the «Teacher Discussion Center,» the authors and editors of the series join in discussions with instructors using or considering using the text in their classes.

Looking Ahead:

Another website supplement to a textbook, this one is published by Heinle & Heinle. The website offers lots of information (teacher's manuals with updates and additions, lesson plans and suggestions from other teachers, tapescripts to follow the CNN video that comes with the book, sample student essays, etc.). According to Angela McCallum, Adjunct Instructor at Florida State University-Panama, «One of the things I liked most about the site was that it offers the theoretical framework upon which the book is designed and based.» Ms. McCallum also indicated that the site was not yet full and that «more teachers need to contribute to make it complete, but its potential is great.»

Springboard:

This «Topic-Based Conversation Course» text from Oxford University Press is supplemented online with «a teacher resource that provides WWW-based links and activity suggestions, a forum to share teaching ideas with other colleagues who are using the course, and a convenient way to deliver photocopiable activities and other information.»

All of the major ESL/EFL publishing houses have joined the online supplement bandwagon and website companions to textbooks are practically the rule rather than the exception these days. Notable examples include the following: **http://college.hmco.com/esl/index.htm.**

This page from Houghton Mifflin lists «Textbook Web Sites» for everything from an ESLdictionary, grammar series and texts for reading, writing and pronunciation.

http://www.heinle.com/eslsites.html. This page from Heinle and Heinle lists «ESL product web sites» for a similar range of textbooks.

http://www.awl-elt.com/cws/index.html.

This page from Longman lists «Companion Websites» for an extended list of their textbooks.

**The original version of this article is entitled «1998: the Year in Review» (TESL-EJ, Volume 3, Number 4, January 1999, http://www.kyoto-su.ac.jp/information/tesl-ej/ej12/int.html). This version of the article has been updated and printed for the RELO Tunis Newsletter with the author's permission.*

***Jim Duber is an instructional media developer and consultant. He's also the editor of CALL@Chorus, one of the most popular CALL resources on the Internet. Readers can contact him at jim@duber.com, or at http://www.duber.com on the WWW. CALL@Chorus is found at: http://www-writing.berkeley.edu/chorus/call/.*

A few teacher training courses are also beginning to explore web supplements both in terms of delivery methods and in helping graduates gain newly marketable technical skills.

Joe McVeigh, Associate Director for Programs in ESL and TESOL at the Center for Educational Technology at Middlebury College uses a website to supplement his Introduction to TESOL course. The site offers prospective and current students general information about the course, handouts, and an online discussion area.

Jeff Magoto, Director of the Yamada Language Center at the University of Oregon, taught an online course called Teaching with Technology to a group of Greek EFL teachers in the fall of '98. Much of the course interaction took place via the website, which includes a detailed description of the course and requirements. According to Mr. Magoto, «Asomewhat pleasant twist to traditional distance [education], the [students] were all together for the twice a week on-line sessions and I had a co-teacher who'd previously taken the course in the live version—2 big factors (and 2-day FedEx videos to Athens) in the course's success.»

New programs for TESL/TEFLinstructors are exemplified by the following:

http://www.eslcafe.com/search/Teacher_Training/Online_Courses.

This page from Dave Sperling's ESL Cafe includes a list of 3 new certificate courses available online to aspiring and practicing teachers

http://www.tesol.net/teslprog.teach.html.

This page from Kristina Harris' Linguistic Funland includes, among others, 4 new listings for training programs that are taught online.

A few complete English courses for non-native speakers also became available during the past few years.

In 1998, I noted that Dave's ESL Cafe added 20 «Online English Courses» to his page at *http://www.eslcafe.com/search/Online_English_Courses/.* Similar growth has continued—in 1999, an additional 20 courses were added to this list. And, as of June 28, 2000, there were already 17 new courses for the year 2000.

Martin Holmes of the University of Victoria English Language Centre, a pioneer in bringing ESL courses online, designed an Online English Writing Course way back in 1996. However, the site is relevant to the topic of this column because it was in 1998 that the course was made available for the first time to students outside the University of Victoria.

Michael Vallance, a lecturer at Temasek Polytechnic in Singapore, is using their School of Engineering Online Writing Lab to supplement his traditional classroom-based courses. According to Mr. Vallance, «The information, exercises and activities are integrated with our Technical Communication Skills courses and the site is updated monthly ». This may be one of the most common trends among instructors who want to integrate web-based learning with their courses.

1998 was also the year in which the term «at Internet speed» (meaning «very quickly») came into vogue, though more among developers and media analysts than users. As we enter the final countdown to the Y2K, there's no question about it: a whole new publishing paradigm is at hand and new advances are certainly coming at Internet speed.

Latest prediction for 2001 and beyond:

Watch for an increase in broadband content, including audio, video and animation as a result of major improvements in compression technologies and increased access to faster Internet connections.

Websites Mentioned in Article

Jim Duber's Home Page

http://www-writing.berkeley.edu/chorus/call/dub.html

TESLCA-L Discussion Group Information

http://www.hunter.cuny.edu/~tesl-l/branch.html

English Firsthand Café Home Page

http://www.efcafe.com

Looking Ahead

http://lookingahead.heinle.com

Springboard

http://www.oup.com/elt/springboard

Introduction to TESOL

http://cweb.middlebury.edu/wt99/id013a/

Teaching with Technology

http://babel.uoregon.edu/hau/syllabus.html

Online English Writing Course

http://web2.uvcs.uvic.ca/elc/OLCourse/

School of Engineering Online Writing Lab

http://www-eng.tp.ac.sg/tcs/front.htm

«At Internet Speed» (defined)

http://www.bootup.com/column/boot13.htm

http://www.tesol.org/edprg/2001/academies/index.html

CALENDAR OF EVENTS

May 2001

* 2-4. Eastern Mediterranean University, Faculty of Education, Department of English Language Teaching. First International Conference, «Searching for Quality in English Language Teaching,» Gazimagusa, Turkish Republic of Northern Cyprus.
E-mail gul.celkan@emu.edu.tr.
Web site http://www.emu.edu.tr/eltconference.

* 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 cgitz@zdnetmail.com E-mail bgurkaya@isikun.edu.tr.
Web site http://www.eltc2001.isikun.edu.tr.

* 5-6. University of Cyprus and CyTEA (Cyprus Teachers of English Association). IATEFL COMP-SIG Conference, «Implementing CALL in EFL: Living up to Expectations,» Nicosia, Cyprus. Contact Organizing Committee, Department of Foreign Languages and Literatures, University of Cyprus, PO Box 20357, 1678 Nicosia, Cyprus. *E-mail ppavlou@ucy.ac.cy.*
Web site http://www.paddocks64.freeserve.co.uk/CompSIG2/cyprus.htm.

* 11-12. Moroccan Association of Teachers of English (MATE) CALLColloquium. Rabat, Morocco. For information, email Mohammed Belaraj, *belaraj@enim.ac.ma* or visit MATE's
web site http://www.cybernet.ma/mate/mateweb/contents.htm.

* 22-26. International Association for Language Learning Technology (IALL). 2001 Conference, Houston, Texas. Contact Claire Bartlett, Language Resource Center, Rice University, MS 37, Houston, TX 775251-1892. Tel. 713-737-6157. Fax 713-737-6168. *E-mail iall@rice.edu.*
Web site http://lang.rice.edu/iall2001.

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* 1-2. Hong Kong Polytechnic University. Conference, «IT & Multimedia in English Language Teaching 2001 (ITMELT 2001),» Hong Kong, China. Contact Bruce Morrison, ELC, Hong Kong Polytechnic University, Kowloon, Hong Kong, China.
E-mail itmelt2001@elc.polyu.edu.hk.
Web site http://elc.polyu.edu.hk/conference/.

* 11-16. CIC Amsterdam, College of Extended Learning of California State University. Conference, «Intercultural Communication,» Amsterdam, The Netherlands. Contact Bernadette Van Houten, 154-I Marnixstraat, 1016 Amsterdam, The Netherlands. Tel. +31-20-6242212. Fax +31-20-6241513.
E-mail bvhouten@euronet.nl.
Web site http://www.cic-amsterdam.com.

* 15-17. Teachers of English to Speakers of Other Languages, Inc. (TESOL). TESOLAcademy 2001, Denver, Colorado. Contact Srisucha McCabe, TESOL, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314. Tel. 703-836-0774. Fax 703-836-7864. *E-mail academy@tesol.org.*
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Web site http://www.tesol.org.

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* 5-7. The Association of Language Testers in Europe. Conference, «European Year of Languages,» Barcelona, Spain. Contact ALTE Secretariat. Fax +44-1223-553036.
E-mail alte@ucles.org.uk.

* 13-15. Teachers of English to Speakers of Other Languages, Inc. TESOL Academy 2001, Chicago, Illinois. Contact Srisucha McCabe, TESOL, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314. Tel. 703-836-0774. Fax 703-836-7864. *E-mail academy@tesol.org.*
Web site http://www.tesol.org.

* 25-29. Whole Language Umbrella of National Council of Teachers of English. Annual Conference, Chicago, Illinois. Contact NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096. Tel. 217-328-3870. Fax 217-278-3761.
E-mail covreg@ncte.org. Web site http://www.ncte.org.

* 27-29. Teachers of English to Speakers of Other Languages, Inc. (TESOL). TESOLAcademy 2001, San Diego, California. Contact Srisucha McCabe, TESOL, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314. Tel. 703-836-0774. Fax 703-836-7864. *E-mail academy@tesol.org.*
Web site http://www.tesol.org.

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* 31-September 2. IATEFL GI and TT SIGs. Joint Workshop Conference, «The Integration of Global Issues into Teacher Training: Awareness Raising, Methods, Contents,» Bielefeld, Germany. Proposal Deadline March 31, 2001. Contact JWH Ridder, MA, Beethovenstr. 5, D-33604 Bielefeld, Germany. Tel. +49(0)521-521-24-40. Fax +49(0)521-6-62-09.
E-mail jwh.ridder@t-online.de.

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* 1-3. University of Exeter. Ninth Biennial International Exeter CALL 2001 Conference, «CALL: The Challenge of Change,» Exeter, United Kingdom. Contact Keith Cameron, School of Modern Languages, Queen's Building, The University, Exeter, United Kingdom EX4 4QH. Tel. +1392-264221. Fax +1392-264222.
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