



# 4

# RELO Newsletter



The Regional English Language Office for North Africa & the Gulf

Summer 2001

**In this Issue**

THE ERIC CLEARINGHOUSE  
ON LANGUAGES AND  
LINGUISTICS (ERIC/CLL)

SUMMER AMERICAN  
ENGLISH COURSES IN  
TUNIS

THE TEACHING OF  
ENGLISH IN ALGERIA:  
AN OVERVIEW

ALI'S IN  
WONDERLAND:  
STUDENT INVOLVEMENT  
THROUGH WEB DESIGN

ENGLISH LANGUAGE  
MATERIALS PROGRAM



## 400 TUNISIANS ATTEND NATIONAL EFL SEMINAR

In April 2001, the Tunisian Ministry of Education and the Public Affairs Office of the U.S. Embassy in Tunis organized a two-week national seminar on «Teaching and Testing Listening.» The seminars were led by Professor John Hedgcock from the Monterey Institute of International Studies and Tunisian inspectors and teacher trainers in Gafsa, Beja, Sousse, Sfax, and Tunis. These seminars reached 400 teacher trainers and middle and secondary school teachers, who gathered to examine how listening can be taught, learned and tested. Particular focus was given to learner-

centered instruction and individual creativity in the classroom. Dr. Hedgcock noted that «thanks to the Tunisian teachers' remarkable language proficiency and solid pedagogical background, teachers and supervisors displayed enthusiasm and creativity in proposing novel and resourceful ways of integrating all the four skills and of treating listening more intentionally in daily instructional practice.» A report on this event and a bibliography on the topic can be found at <http://exchanges.state.gov/education/engtea-ching/hed0401.htm>.

### Editorial

# Editorial



Prior to the 1970's, the Tunisian system of education was heavily biased towards the humanities. The political and educational authorities undertook reforms of this system both at the levels of secondary and higher education in order to shift the arts trend towards the pure, social, medical and technical sciences.

This new orientation brought about a need for more ELT and especially ESP since English had become the lingua franca of international communication. Since that time, ESP has been steadily gaining ground. English is no longer viewed as a hobby associated automatically with the arts and culture, but rather as a kind of hard currency, as a tool servicing other

specialisms for purely utilitarian purposes and, more generally, as a means of economic development.

At present, the need for English is exerting more pressure due to globalization and the Internet. As ESP practitioners, we have a great responsibility. We should not just duplicate what is going on in English-medium ESP environments, but we should always bear in mind that the Maghreb ESP environment has its specificities and our success depends on correctly identifying the needs of our students.

*Hamouda Hemissi  
Faculté des Sciences - Tunis*





## THE ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS (ERIC/CLL)

<http://www.cal.org/ericcll/>

The ERIC Clearinghouse on Languages and Linguistics is operated by the Center for Applied Linguistics, a private non profit organization. ERIC/CLL provides a wide range of services and materials for language educators, most of them free of charge. Products and services include the following:

- \* Answers to Frequently Asked Questions
- \* Resource Guides Online with links to Web sites, publications, and other sources of information
- \* An online newsletter, *ERIC/CLL Language Link*
- \* Information digests
- \* A semiannual print newsletter, *ERIC/CLL News Bulletin*
- \* A question-answering service [eric@cal.org](mailto:eric@cal.org).

All publications focus on current trends and issues in the language education field. One of 16 ERIC Clearinghouses, ERIC/CLL collects and disseminates information on current developments in education research, instructional methods and materials, program design and evaluation, teacher training, and assessment in the following areas:

- \* Foreign languages
- \* English as a second or foreign language
- \* Bilingualism and bilingual education
- \* Psycholinguistics and sociolinguistics
- \* Theoretical and applied linguistics
- \* Intercultural communication and cultural education
- \* Study abroad and international exchange

ERIC/CLL staff are available to help you with publications, information, searches of the ERIC database, and with any questions you have about the language education, linguistics, cultural education, or about the ERIC system. The National Clearinghouse for ESL Literacy Education — NCLE operates in conjunction with ERIC/CLL, but focuses its efforts on literacy education for adults learning English as a second language.

### ASKERIC

The award-winning AskERIC question-answering service is available to the public free of charge. AskERIC is a personalized Internet-based service providing information and educational resources to teachers, librarians, counselors, administrators, parents, and others throughout the United States and around the world. Questions posed to AskERIC are generally answered within 48 hours. An interesting article on how EFL/ESL can use this service by Dr. Christine Meloni of George Washington University can be found at <http://www.tesol.org/pubs/magz/wanweb/1999/wanweb9908.html>

## AMERICAN ENGLISH SUMMER COURSES IN TUNIS



AMERICA-MIDEAST

### EDUCATIONAL AND TRAINING SERVICES

AMIDEAST offers a regular summer session scheduled from May 31 to July 31, 2001, an intensive summer session for young adults, June 11 - July 4, 2001, and three intensive sessions: July 5 - July 31, 2001; August 3 - 31, 2001, and September 3 - 14, 2001. For more information, contact Amideast at 22, rue Amine El Abassi, Cité Jardins, 1002 Tunis; Tel.: (01) 790-559 or 790-563 Fax: (01)791913; Email: [tunisia@amideast.org](mailto:tunisia@amideast.org).



### TUNISIAN AMERICAN CHAMBER OF COMMERCE (TACC)

The Tunisian American Chamber of Commerce (TACC) offers an intensive summer 2001 course in English for International Trade, July 3-August 14, 2001, 2:30 to 4:00 p.m. Course focus is on communication skills, presentations, listening, & business correspondence. Features of the program include intensive, interactive courses, adapted to individual needs, role plays and simulations, and notable guest speaker visits. Courses are limited to 12 participants (business people.) At the end of the course, participants will be eligible for certificates of Business English proficiency. Fees: TACC members, 250 TD; non-members, 300 TD. Contact TACC for more information and a placement test: 10, avenue Mosbah Jarbou, rue 7116, El Manar III 2092. Tel.: (01) 889-780 / 870-454 Fax : 889-880 / 872-279  
E-mail : [tacc@tacc.org.tn](mailto:tacc@tacc.org.tn)

### ENGLISH LANGUAGE CONSULTANTS (ELC)

ELC offers two intensive summer sessions, July 2 - 30, 2001 and August 6 - 31, 2001  
For more information, contact ELC at Résidence les Jasmins, Bloc B, Appt. 10, Manar 1, Tunis. E-mail: [elc@gnet.tn](mailto:elc@gnet.tn) Tel. (01) 883-084; Fax: (01) 888-772

### COMMENTS? SUGGESTIONS? CONTRIBUTIONS?

Please send your articles, announcements, questions, and letters to the RELO Tunis office. You may submit any manuscript electronically to [gerstenbf@state.gov](mailto:gerstenbf@state.gov), or by mail or fax.

## INTERVIEW

# Interview

## ESP IN MOROCCO TODAY

**Interview with Mr. El Mostapha El Haddad**  
Hassan II Institute of Agronomy and Veterinary Sciences, Rabat



**Please tell our readers a little bit about yourself.**

I hold a Master of Science in TESP from the University of Aston, Birmingham, UK. I have been teaching ESP at Hassan II Institute of Agronomy and Veterinary Sciences, Rabat, Morocco for the last eighteen years.

**Please give an overview of the role of ESP in your institution, some background and features.**

ESP is compulsory in all the specific branches pertaining to agriculture and veterinary medicine—including such specialties as agricultural machinery, topography and food sciences. The ESP courses aim to help the students to develop the competencies required in the learning/target situations. Eight full-time ESP teachers devise and administer a variety of ESP courses to 2500 students. ESP—a light version of ESP, I should stress, started off back in 1980. However, ESP has been gaining momentum since 1983 when our current staff returned from ESP training courses in both the United Kingdom and the United States. A number of ESP in-service training courses have taken place within the Institute, which has been as yet at the forefront of ESP in Morocco.

**Our readers are probably quite interested in the state of ESP in Morocco today. What can you tell us about this topic?**

ESP is not a brave new world, so to speak. ESP has made a significant headway in all specialized schools across the country despite the fact that French is generally the medium of instruction in higher education schools. One of the distinctive features of ESP here is that it is viewed as an approach that empowers students with the competencies; that is knowledge and skills, that enable them to operate successfully within both the academic arena and the job market where English for Specific Purposes is required. True, ESP in Morocco has made a great deal of progress. Yet, it seems to me that a lot remains to be done particularly in ESP teacher training to keep abreast of the latest development in this area of concern and interest.

**You are involved in ESP teacher training. Please tell us about the Components of your program, its goals and other unique features.**

As a staff member within the Department of Languages and Communication at the Institute of Agronomy and Veterinary Sciences, I have run a series of ESP in-service training courses the aims of which can be summarized as follows:

\* To further mediate an attitude-change vis-à-vis the language of science and technology with a particular focus on the language of agronomy and veterinary sciences. [a comparative analysis of French and English texts have

been used for illustration purposes];

\* To address a variety of issues related to genre analysis, ESP testing, materials development and ESP methodology;

**What resources do you use in the teacher-training program?**

The ESP teacher training program draws inspiration from the available literature about ESP, taking great care that what the issues focused upon are appropriate to the context where we, ESP teachers, operate.

**Is a program of this kind applicable on a national and/or international one? Where does your inspiration come from?**

The ESP program we are concerned with here can be applied internationally as the focus throughout is upon the transferability of what I refer to as 'ESP teaching competencies'. This program aims to empower teachers with competencies that they can apply even in areas where ESP is taught in difficult circumstances.

**What adaptations do you foresee for a program of this kind adopted elsewhere, within Morocco or beyond?**

The adaptations that I foresee for such a program when exported elsewhere are :

- (i) to modify some of its components in such a way as to be sensitive to the specific needs of the target audience;
- (ii) to involve some of the local staff in its evaluation before its being implemented and to deliver it jointly at a later stage;
- (iii) to make provisions for its formative /summative evaluation. [This is must be carried out along with the post-course evaluation I have just mentioned.]

**If you had unlimited resources and administrative support, what aspects of this training program would you expand or change?**

A major component of this program, «TESP in difficult circumstances», seeks to raise the teachers' consciousness of the tricks of the trade that enable them to resolve problems pertaining to large classes, shortage of resources—including teaching materials—and materials development that they may have in their day-to-day practicum. To this respect, I personally view ESP as a problem-solving approach to teaching and all that is allied to it.

**Please add anything else that might be of interest to readers of this newsletter.**

ESP is a challenging enterprise and is an approach to all effective learning/teaching. We need to unite as a discourse community to live up to our students' expectations.

[Thank you, El Mostapha El Haddad, for your giving us a glance at the ESP in Morocco today]

# THE TEACHING OF ENGLISH IN ALGERIA: AN OVERVIEW

Safya Cherchalli, University of Algiers

## Introduction:

It seems impossible to talk about the teaching of English in Algeria without referring to the two other existing languages, namely Arabic and French. Broadly speaking, we can say that Arabic is the national language, French the first foreign language and English the second foreign language. The Arabisation programme is now complete in primary and secondary education. At the university, humanities subjects and law studies are conducted in Arabic while the science subjects are given in French. Although French has decreased from second language to foreign language, it is still enjoying a special linguistic status. As for English, its importance has been increasing steadily and there have been signs that it should achieve more equal status as a first foreign language alongside French. There are still readjustments going on that cannot be restricted to a simple language planning problem.

## 1. Why is English gaining importance and value?

While keeping close links with France, Algeria is establishing new and diversified bilateral links with a great number of other countries. English appears to be the most suitable foreign language for international communication and also as a means of acquiring the most recent information in science and technology.

## 2. The position of English in the school system

### 2.1. The language load of the Algerian school learner

English is introduced into the curriculum during year eight of the nine-year «*école fondamentale*» system. The first contact with English for the Algerian school learner is at the age of 13. English is then taught for five years until the age of 18. Arabic is taught from age 6 onwards for 12 years and French from age 9 onwards for 9 years. In 1993, an experimental program was set up and, since then, learners have been asked, in some schools, to choose either English or French in the fourth grade. Most learners have chosen French.

### 2.2. Time allocated to the teaching of English

The number of hours allocated to English instruction is 4 to 5 hours a week in the «*école fondamentale*» with a total time of 200 hours. In secondary education, the hours devoted to English are reduced to 2-3 hours per week with the total number of hours — ranging between 150 and 275 hours — varying according to whether students are assigned to a literary, scientific, technical or a management course of study.

### 2.3. The average class size

Most classes contain more than 35 pupils. This, together with the issue of mixed ability classes, is the teachers' main preoccupation.

### 2.4. The textbooks

All EFL textbooks in the Algerian school system have been locally produced, following relatively new trends in language teaching. Developing the language communicative competence of the learner was what the authors attempted to do in textbooks such as 'New Lines' (1981),

'Mid Lines' (1985), 'New Skills' (1987), 'Think it over' (1988), 'Modern world' (1991), 'My new book of English' (1997), 'The New Mid Lines' (1997), 'Comet' (1997). These textbooks are in the process of being evaluated for improvement.

## 2.5. The teachers

The teachers of English are all Algerian. Most of them hold a university degree of English but only a few have spent some time in an English speaking country. University English departments provide them with some basic theoretical knowledge in TEFL and, while teaching, teachers benefit once a year from in-service training sessions conducted by inspectors and teacher trainers. The training session lasts a week and consists of discussions of classroom issues, demonstration classes, video viewing, and related activities. In addition, teachers benefit from occasional 'journées pédagogiques' or in-service training sessions.

## 3. The position of English in higher education

In theory, many university departments (e.g. Economics, Psychology, Biology, etc.) have included English as a separate subject in their curricula. However, due to lack of staff, materials and proper organisation it is not always possible to keep English lessons going in those departments. Studies in English can lead to teaching (in a university English Department) or translating-interpreting (at the School of Interpretation and Translation).

### 3.1. The English department

Most students graduating from the English departments will become secondary school teachers. If they pursue postgraduate studies, they can teach in higher education. Compared to the other departments including French, the English department is the most important in terms of the huge number of students registering each year. This has constituted a major problem for more than two decades and solutions to it are still yet to be found.

### 3.2. The School of Translation-Interpretation

After a four-year program, students should be certified in three languages, one of which constitutes the main subject. In the past, students had a choice between Arabic and French but now Arabic has become compulsory and French has been relegated to a compulsory foreign language. The other languages are optional; the majority of students choose English.

### 3.3. The Intensive language teaching department (D.E.I.L.)

Originally conceived to 'arabize' the Algerian top executives, this relatively new department is now expanding and, in addition to Arabic, various language intensive courses are now offered: French, English, Spanish, German, Italian and Russian. These courses cater mostly for the professional needs of public and private companies. Most people (mainly managers) enrol in English classes.

#### 4. The position of English in the professional sector

An increasing number of institutions provide English courses to their staff. Also a number of private language schools offer English classes leading to the First Cambridge Examination or the TOEFL. According to several surveys carried out to determine the importance of English in Algeria, it appears that English is primarily used in scientific and technical spheres; yet, for several reasons, it is 'general' English and not ESP which is catered for in most programs.

In conclusion, one can say that there has been a lot of determination to learn English and a lot of energy put into attempts to improve ELT in Algeria. More and more

English books are found on the market and we even have a private ELT bookshop. However, there is still some work to be done especially in the area of pre-service teacher preparation. My vision for teacher preparation is one in which teachers must be prepared to constantly reinvent what it means to be an EFL teacher in a changing society. This means challenging the 'taken-for-granted' and opening up new avenues of inquiry.

*Dr. Cherchalli is currently lecturing at the Department of English, University of Algiers, Algeria. She was the founder and the first president of the Algerian Association Of Teachers of English (A.A.T.E.). Readers may contact her at [cherchalli@hotmail.com](mailto:cherchalli@hotmail.com).*

## REPORT

# ALI'S IN WONDERLAND: STUDENT INVOLVEMENT THROUGH WEB PAGE DESIGN

BY DAVID NANDIGAM, AL MUTANABBI BOY'S SCHOOL, IBRA, THE SULTANATE OF OMAN



#### Introduction

In an EFL situation such as in Oman, it is probably necessary to tap the volume of free time the pupils have outside school by introducing them to the barrage of information available now with the explosion of technologically advanced educational resources, especially the World Wide Web. This is to give pupils exposure to English in real time while they gather, process, and synthesize information. Also it should help the pupils devise their own learning strategies so that slow and reluctant learning will be replaced by proactive and interactive activity. This report describes the creation of a web page at the Al Mutanabbi Boys School in Ibra, Oman, a project that actively involved students. The URL for this website is <http://www.geocities.com/mutanabbschool>. A list of useful websites on web sign design and related topics can be found in the references section below.

#### Background

At our school, 70 percent of our pupils have access to the Internet directly or indirectly. However, prior to the beginning of this project, few had any clue how to best use this tool since most of the sites are in English. This caused a lot of frustration resulting in negative feelings about their ability to make use of the Web. So as an English teacher, while reintroducing the Web to my pupils, I chose to encourage them to publish themselves on the Web. The pupils, therefore, had to gather information on textbook topics or related topics, read, take notes, and finally produce small written reports, which were then used to publish on the Web.

#### Developing a Web Page

Text editors such as Microsoft Word can be used very successfully to create even complex web pages. This does not mean, however, that you can get away without any knowledge of HTML. For beginners, this sounds like a daunting task, but it actually is not so. The good news is that once you have got your head around some basic concepts and rules, web page development is pretty easy—and it has the added advantage of being immensely satisfying!

Building a web page, however, is a two-tier process - designing the page offline and publishing on the web.

To begin with, one has to organize the content in order to plan the layout of the whole site. When we registered with Geocities, there wasn't any immediate material to publish on the site because it took some time for our pupils to react and really believe that they can be published. To show our pupils that we have got a web site ready and to convince them that publishing on the web could be a reality for them, we planned a multi-page web site with 7 links on the opening page: Background, Teachers' Ideas, Pupils' Work, Weekly Tips, Activities, Links, and Feedback with each of these links leading browsers further down specific items. Starting from the background information about school, the site takes browsers to teachers' ideas where one can visit the pages of each teacher by clicking on their pictures. We have categorized Pupil's work as narratives, informative, write-ups, picture descriptions, art, short stories and poems and built separate pages for each category so that uploading would be easy as the pupils' work gets ready. We have also planned to provide our pupils with weekly tips in grammar, vocabulary and to introduce short poems to them. In the Activities page we put up a photo album with the selected photographs from the school photo club. We have also provided links to give access to useful sites - be they related to English language or others. The feedback link is for the outsiders to give us instant feedback to improve the site.

The whole process took us quite some time because teachers themselves needed time to write, as well as to help the pupils with their initial drafts. We did not undertake that much correction of local errors as global errors in the write-ups of our pupils. Word processing and designing of the pages also consumed time. Uploading was not so time consuming for we chose early mornings to upload; however, correcting the errors again took considerable time to make all the links work properly. The latter, however, appears to me as a never-ending process. With more and



Top photo: Mr. Nandingam and some of his students, web site designers;

top: Al Mutanabby Secondary School web site.

more pupils' work pouring in and with more and more new ideas taking shape in our minds, there are «miles to go before we sleep.» Presently, we are planning independent home pages for each pupil so that a healthy competition between pupils can be built up about how best they can maintain their sites themselves from the point of view of content they produce and publish - a sort of electronic portfolios.

Once you finish putting the content you want to publish on the Web in a Word document in the design of your liking, do the following:

1. On the File menu, click Save as Web page and close the window.
2. Open the folder where you saved the Web page, and double click on it to view your page in the Internet Explorer (IE) browser.
3. In the IE browser, on the File menu, click Edit with Microsoft Word. Now you can edit if necessary and click Save. Click the Refresh button in the IE to view the changes taking place.

4. Once the web page is ready, on the View menu, click Source. In the Notepad window that pops up you'll see the HTML code generated automatically.

5. Now you can copy and paste it in Yahoo Geocities' Advanced HTML Editor window, and click Save. (Note: The FTP tools provided by each host may be different).

6. Your web page is now ready for viewing at the address specified to you ([www.geocities.com/yourname](http://www.geocities.com/yourname)) once you have registered with Geocities.

7. You can still edit your page to improve or add more pages using the tools given at File Manager (Geocities). Geocities together with Yahoo! makes the largest presence on the Internet with literally millions of users. Geocities is a reliable free web host for newbies with user-friendly site building tools. If you want to be up and running in a hurry, you can select one of the most basic templates readily available. It also provides Pagebuilder - a very good site-building tool usable by the average person. It takes about a minute to download. Follow the steps given in that sequence. Of course if you are web savvy, you can use the FTP program or browser to upload a website without the tools.

The good news is that it is not only the Geocities that offer free web space, but there are over hundred of them as well. Check out the following for example:

<http://www.00homepage.com>: Web publishing service offers 150 MB free space, direct FTP, sub-domain, message board, guest book, site builder, support, and more.

<http://www.fws1.com>: Free Web Space Inc is one of the newer free web hosting services offering of 20mb free web space. Their site-building tools are excellent especially for novices — and experienced users will like the file manager and FTP upload capabilities.

<http://www.fortunecity.com>: Fortunecity is a user-friendly whopping 100mb free web host with over 2 million users. It is clean and professional and easy to find your way around.

<http://www.pagelaunch.com>: Once again the offer is 50 mb. Their site-builders are geared towards businesses, but personal sites are welcome as well.

<http://www.sponsorships.net>: A 5 step, 5 minute process establishes your web site with iXprss. Over 100 templates are provided to get you started with your page layouts.

**Conclusion:**

What appeared initially a slow process has grown steadily, and finally publishing on the Web became a point to make note of among the pupils in our school. It is not yet possible to say that our pupils performed significantly better after this project, since we have not yet administered any post-test for lack of time. Regardless, the amount of interaction that has taken place between our pupils and teachers during all phases of the project —the initial campaign of encouraging pupils to involve, later drafts in need of correction, and subsequent revisions has put students' noses to the grindstone and acted as a useful starter. Finally, when the whole site appeared on the computers of each and every one of us - both teachers and the pupils—it gave us immense satisfaction because it has finally been everybody's project, in the true web spirit.

**References**

[http://www.freesitetools.com/web\\_design/index.html](http://www.freesitetools.com/web_design/index.html) has links to tutorials, web design tools, tips, tricks etc

<http://www.teleport.com/~danal/Pages/making.html> explains everything that is needed for anyone wanting to create their own web page.

<http://www.dreamink.com/> helps you build a faster-loading, more effective website, gives step-by-step instructions for creating your very first webpage, describes and refers you to the tools needed by sitebuilders etc.

<http://www.w3schools.com/> has free web building tutorials, try-it-yourself examples for quick and easy learning for beginners.

<http://michele-web.com/> has assembled all that you will need to build your own website and has a Step by Step tutorial for building a webpage. [http://www.cs.indiana.edu/hyplan/nswoboda/cgi\\_tutorial/prog\\_html.html](http://www.cs.indiana.edu/hyplan/nswoboda/cgi_tutorial/prog_html.html) answers «Why build HTML-based interfaces? What will I need to get started? Is it really this easy?» (Tutorial and Code Examples).

<http://www4.ewebcity.com/pcbll/> (Quick-Start HTML Tutorial) helps you build a simple Web page with any word processor.

<http://www.stars.com/> has the links to all that you need. It is the web developers' virtual library.

<http://www.msg.net/tutorial/> gives step by step guidance in web page building.

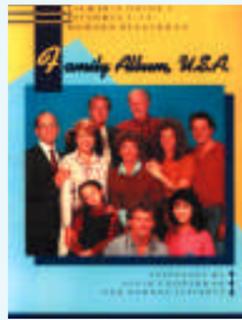
<http://www.adams.htmlplanet.com/> This site is aimed at the beginner and intermediate web developer and demonstrates the three main ways to make webpages and websites - i.e. text editors, HTMLeditors and WYSIWYG editors.

*Mr. David Nandigam has taught ESP to the undergraduate students of Engineering at Nagarjuna University in India for 6 years before joining the Ministry of Education in the Sultanate of Oman, where he is teaching English at Secondary level presently. His interests are language skills, testing, and information technology (IT). Readers may contact Mr. Nandigam at [nandigam@hotmail.com](mailto:nandigam@hotmail.com)*



## ENGLISH LANGUAGE MATERIALS PROGRAM

The English Language Programs Division at the U.S. Department of State in Washington, D.C. publishes over 70 print titles for learners of English and teacher trainers. Many of these books have accompanying videotapes and audiocassettes. For a complete description of these titles, view the on-line catalogue at <http://exchanges.state.gov/education/engteaching/intl/pubs> or contact the RELO office. In various countries in North Africa and the Gulf, these materials can be purchased from 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 teaching in the countries in which the materials are sold. [\*subject to availability]



## WHAT'S SO SPECIAL ABOUT FAMILY ALBUM, U.S.A.?

It is a 26-episode educational television series designed to teach the English language in an entertaining and effective way. It was created by a unique team of leading ELT academics and award-winning television producers. In addition to being broadcast in Tunisia, it has aired in over 50 countries, including the United States (on PBS), Japan, France, Korea, Brazil, Germany, Morocco, and many other countries around the world. The series focuses on the lives of the Stewarts, a «typical» American family, as they experience universal and important events in their lives, such as going to college, getting married, etc. It has a high-interest soap opera format and two full-color Viewer's Guides for home-viewer use. These support the video series with complete television scripts and notes and activities on vocabulary, pronunciation, and grammar. A support website for teachers and users of the series can be found at <http://www.phregents.com/fauhome.html>. In Tunis, you can get copies of the books that accompany the series at Amideast. Enjoy the show!

**OFFICE OF ENGLISH LANGUAGE PROGRAMS**  
<http://exchanges.state.gov/education/engteaching>



The Office of English Language Programs of the U.S. Department of State creates and implements high quality English language programs to promote mutual understanding between the United States and other countries. All programs are administered through the local American Embassy or Consulate.



*Mate members share ideas at the Mediterranean ESP conference, April 2001, Tangier, Morocco*

## CALENDAR OF EVENTS

### June 2001

\* 15-17. Teachers of English to Speakers of Other Languages, Inc. (TESOL). TESOL Academy 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](mailto:academy@tesol.org). Web site <http://www.tesol.org>.*

\* 29-July 1. Teachers of English to Speakers of Other Languages, Inc. (TESOL). TESOL Academy 2001, Boston, Massachusetts. 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](mailto:academy@tesol.org). Web site <http://www.tesol.org>.*

### July 2001

\* 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](mailto:alte@ucles.org.uk).*

\* 8-20. Moroccan Summer Institute of English (SIE) for secondary school teachers of English, Rabat. Co-sponsored by the Ministry of Education, Dar America, the U.S. Embassy, and the British Council. Theme: «Testing and Evaluation.» Featured U.S. speakers : Dan Douglas and Carole Chapelle, University of Iowa.

\* 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](mailto:academy@tesol.org). Web site <http://www.tesol.org>.*

\* 15 July - 4 August. Twelfth Annual International Summer Language School & TEFL certificate course. University of West Bohemia, Plzen, the Czech Republic. Contact Dr. Charles Hall, Department of English, University of Memphis, TN, USA 38152; email: [cehall@memphis.edu](mailto:cehall@memphis.edu); fax: 901/678-2226; telephone: 901/324-0377 or 678-4496.

*<http://www.people.memphis.edu/~cehall/tefl.html>*

\* 25-29. Whole Language Umbrella of the 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](mailto:covreg@ncte.org). Web site <http://www.ncte.org>.*

\* 27-29. Teachers of English to Speakers of Other Languages, Inc. (TESOL). TESOL Academy 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](mailto:academy@tesol.org). Web site <http://www.tesol.org>.*

### August 2001

\* 18-30. Saudi Arabian Summer Institute of English (SIE) for Secondary School Teachers of English, co-sponsored by the Ministry of Education, the U.S. Embassy, and the British Council. Featured speakers: Don Byrd, Hunter college, and John Battenburg, CalPoly University, St. Louis Obispo, California.

\* 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](mailto:jwh.ridder@t-online.de).*

### September

\* 3-14: ESP Summer School, ESP Resource Center, Institut Supérieure des Langues de Tunis (ISLT), Tunis, Tunisia. Contact Mohammed Daoud, Director, ESP Resource Centre, Université de 7 Novembre à Carthage, 14 Avenue Ibn Maja, Cite El-Khadra, 1003 Tunis. Tel.: (216-1\_ 789-660 or 773-813; Fax: (216-1) 770-134.

*E-mail: [mdaoud@gnet.tn](mailto:mdaoud@gnet.tn).*



*Business students and their instructor, Christine Coombe, take a break on a field trip in Dubai.*

## CONTACT INFORMATION

# Contact

### HOW TO CONTACT THE RELO OFFICE

RELO Officer, Bridget F. Gersten, Ph.D. at: [gerstenbf@pd.state.gov](mailto:gerstenbf@pd.state.gov) or [bfgersten@yahoo.com](mailto:bfgersten@yahoo.com)

To receive a copy of this newsletter by e-mail, contact the RELO Assistant, Mr. Mohamed Sami Saaied, at: [saaid@pd.state.gov](mailto:saaid@pd.state.gov) or visit the RELO web page at : [www.usembassy.state.gov/tunis/wwwhelo.html](http://www.usembassy.state.gov/tunis/wwwhelo.html) for past issues of all RELO Newsletters