



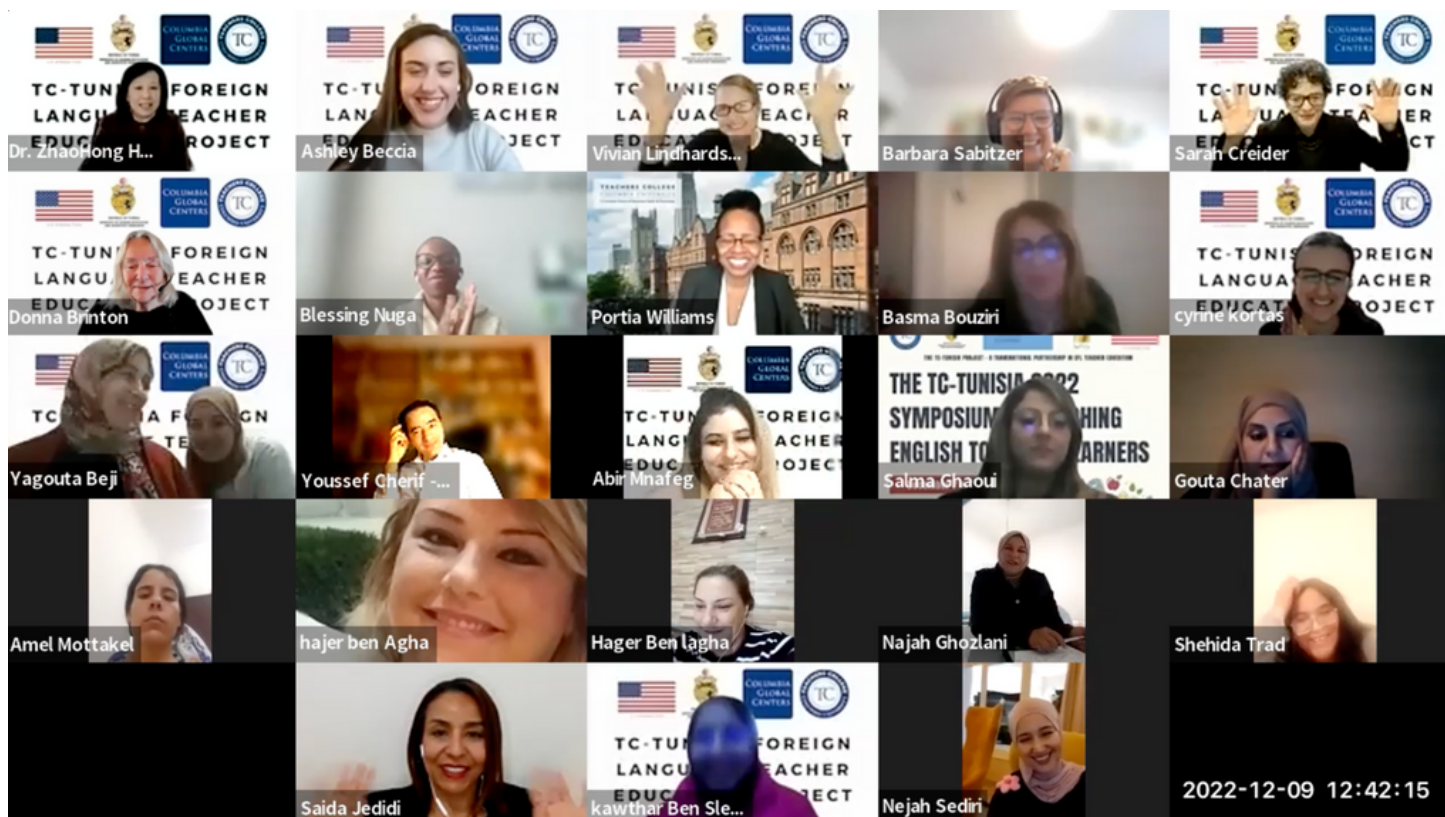
December 2022

THE TC-TUNISIA PROJECT

Vol 2 Issue 6



A Celebration Issue



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What is the recipe for successful achievement? To my mind there are just four essential ingredients: Choose a career you love, give it the best there is in you, seize your opportunities, and be a member of the team.

—Benjamin Franklin

THE TC-TUNISIA 2022 SYMPOSIUM ON TEACHING ENGLISH TO YOUNG LEARNERS

The hard work and accomplishments of TC-Tunisia Project participants were celebrated on December 7 and 8 during the second annual TC-Tunisia Symposium on Teaching English to Young Learners. Spanning two days, this symposium featured six presentations on Day 1, and five presentations, including a keynote talk, on Day 2. The titles of the presentations and names of the presenters are shown below.

In addition to listening to these outstanding presentations, symposium attendees actively engaged in question-and-answer and general discussion questions throughout the symposium. [Click here for a discussion sample.](#)

Day 1: Wednesday, December 7

- **Cooperative Work in a Learner-Centered Classroom: Application to Tunisian 8th Graders** by Yagouta Beji and Shehida Trad
- **Textbook Evaluation: 4th, 5th, and 6th Grade Tunisian Textbooks** by Najah Ghozlani, Kawthar Ben Slema, and Ahmed Jouini
- **Evaluating instructional materials for Young Learners in Tunisia** by Hajer Ben Lagha and Gouta Chater
- **Error Analysis and Foreign Language Acquisition: Tunisian 6th Grade Writing** by Abdelmajid Yahyaoui
- **Designing and Sequencing Pedagogic Tasks: From Topic to Tasks** by Nejeh Sediri and Gouta Chater
- **A TBLT Lesson Plan** by Zeineb Derbali

Day 2: Thursday, December 8

- **Integration of the Video-Response App Flipgrid in a Literature Class to Enhance Learners' Speaking and Understanding Skills** by Cyrine Kortas and Shehrazad Louhichi
- **Designing and Sequencing Pedagogic Tasks** by Abdelmajid Yahyaoui and Cyrine Kortas
- **Designing Pedagogical Tasks: 8th Graders: An Example** by Jihen Fadhlaoui and Sana Jabri
- **Impact of Professional Development on Teaching: The Case of a Newly Designed TEYL Course at the ISAMT** by Basma Bouziri



Ahmed Jouini, member of the 2022 cohort, presents at the symposium as other TC-Tunisia participants listen intently

Children practicing with tasks: technology-mediated benefits

Keynote by Dr. Annamaria Pinter, University of Warwick

To conclude the TC-Tunisia 2022 Symposium on Teaching English to Young Learners, a keynote talk was delivered by Dr. Annamaria Pinter, a Reader at the Department of Applied Linguistics, the University of Warwick, U.K. With research interests in all aspects of second/ foreign language education for children, task-based second language teaching and learning and engaging children actively in research, Dr. Pinter's talk addressed research on the benefits of technology-mediated task repetition.

After establishing the motivation behind her research, Dr. Pinter presented her 2019 study published in *Participatory Research with Young Children*, a book edited by Dr. Angela Eckhoff. This small-scale study engaged young learners in conducting their own questionnaire-based research. Dr. Pinter discussed the task repetition that the young learners naturally engaged in as they recorded presentations of their research on iPads, as well as the benefits of such task repetition. To conclude her keynote, Dr. Pinter shared pedagogical implications derived from the findings of her study on technology-mediated task repetition.

Following Dr. Pinter's hour-long talk was a question-and-answer session. Multiple symposium attendees seized the moment to pose meaningful and practical questions to Dr. Pinter. This was yet another opportunity for members of the TC-Tunisia community to participate in an intellectually-stimulating exchange of ideas.



GRADUATION 2022



Members of the 2022 cohort, project faculty and staff, and representatives from project stakeholders gathered on Zoom on Friday, December 9, to celebrate the extraordinary achievements of the project participants. The graduation ceremony kicked off with a warm welcome, as well as tear-jerking remarks, from project director Professor ZhaoHong Han. After viewing a documentary of the cohort's journey through the year, a panoply of speeches were delivered by representatives from the U.S. Embassy in Tunis, Tunisia, Columbia University Global Centers | Tunis, and Columbia University's Teachers College; project instructors Dr. Vivian Lindhardsen, Donna Brinton and Dr. Sarah Creider; project participants Najah Ghozlani, Cyrine Kortas, Basma Bouziri, Gouta Chater, Yagouta Beji, and Salma Ghaoui; among others.

To sample speeches delivered by members of the 2022 cohort, please visit the following links:

- [Cyrine Kortas's speech](#)
- [Yagouta Beji speech](#)

This bittersweet occasion marked not the end of the TC-Tunisia Project but the opening of a new chapter for those involved in the project.



CERTIFICATES

Twenty-one members of the 2022 cohort each received a diploma co-signed by representatives of the U.S. Embassy in Tunis, Tunisia, the Tunisian Ministry of Higher Education and Scientific Research, the Tunisian Ministry of Education, Columbia University Global Centers | Tunis, and Columbia University's Teachers College.

Congrats, graduates!



THE 2022 TC-TUNISIA PROJECT DOCUMENTARY

To capture the journey participants went through during the 2022 iteration of the TC-Tunisia Project, Ashley Beccia, Project Assistant, created a documentary. The 50-minute video contains myriad precious moments from the year, ranging from Professor Han's opening remarks at the orientation session in January, to questions posed by instructors in the four learning modules and participants' thoughtful responses, and congratulatory remarks shouted in unison at the graduation ceremony in December.

To view The 2022 TC-Tunisia Project Documentary, please click the link below. Alternatively, you may scan the QR code using your smartphone or tablet device.

<https://tinyurl.com/TCTunisia2022Documentary>



Screenshots from The 2022 TC-Tunisia Project Documentary

FUTURE DIRECTIONS FOR THE PROJECT

TC-Tunisia Exploratory Practice Publishing Project

- To build on the TC-Tunisia Project, to highlight the role of teachers as researchers, and to make a timely contribution to the field of teaching English to young learners (TEYL), members of both cohorts have been invited to submit empirical reports on an exploratory practice research study.
- Kicked off in early December, this project is already underway, and expects ten contributors. Contributions will be published in a special issue of *Studies in Applied Linguistics and TESOL (SALT)*.
- Questions may be directed to Ashley Beccia, co-editor of the special issue: ajb2301@tc.columbia.edu

Database for TEYL resources in Tunisia

- Basma Bouziri, member of the 2022 cohort, started a database of resources for TEYL in Tunisia.
- Tunisian instructors teaching TEYL in Tunisia are encouraged to contribute to the database.
- The materials may include TEYL syllabi, lessons, whole courses, tasks, and even MA/PFEs/PhDs. The resources should be designed and successfully implemented in TEYL classes across Tunisia.
- To request access to the database, please visit [this link](#).