

# KSAALT QUARTERLY

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## Special points of interest:

- New Leadership! New Executive Council!
- A New Chapter is Born
- Open House in Khobar
- Academic Journal Conceiving
- Online Professional Development
- Teaching Reading, Writing and Vocabulary

## A Letter from the President

I really like the website *dictionary.com*. Not only does it help me with my terrible spelling, it also has games, crosswords and lots of things to help the English language student or, in my case, the English language educator.

I also subscribe to "Word of the Day" from *dictionary.com*. No, I don't spend a lot of time memorizing new words in order to increase my vocabulary and impress people. Rather, I like receiving it daily just as a simple reminder of how complex the English language can be. And sometimes—often—I learn something new.

Recently I came across the word, "grasp". As a verb, it means, "to hold firmly". As a noun, it is the hold itself. In everyday speech, we say figuratively that we understand something well when we have "a firm grasp of the subject". At the other end of the spectrum, when we do not know something, we can be either "grasping



at straws" or "grasping at thin air".

As educators, we want our students to *firmly grasp* the many difficult concepts of the English language – or any other topic we may be teaching. And there are definitely times when, as educators, we find ourselves "grasping at thin air" for new ideas to make a concept clearer.

KSAALT is here to help! I feel very fortunate to have come across KSAALT early in my tenure in Saudi Arabia. Not only have I met some really good friends and colleagues, but I have found it useful in meeting fellow educators with whom I can swap ideas and learn

from as we undertake similar struggles in teaching. So, welcome to a new scholastic year! We invite you to make KSAALT a part of your support team. Become a member. Join us each month for an evening of learning and sharing new ideas. Make new friends. Check out our website regularly for updates. Contribute where you can – we always need volunteers! I am excited about the year we have ahead of us and I am excited to have you on board to share it with us. Contact me at [KSAALTprez@gmail.com](mailto:KSAALTprez@gmail.com) with comments, queries or ideas.



**Thomas Wood**

KSAALT President

2013-2014

## Our New Executive Council



KSAALT held its general election at the end of May in Khobar.

**President:** Thomas Wood (middle)  
**VP:** Dr Izdehar Hariri (2nd from the left)

**Secretary:** Malikhah Sisay (far left)  
**Treasurer:** Hossam Abulazayem

(2nd from the right)

**Past President:** Renata Ruff (far right)

**Non-elected members** include:  
Wai-Si El-Hassan (Chief Editor)  
Cathi Beban (Member-at-Large)  
Ali Laftah (Member-at-Large)

## A few words from our Vice-President

**W**hen I joined KSAALT a few years ago, it did not cross my mind that I would ever become the Vice President. I was really excited to find such an organization that promotes the love of teaching and enriches the experience of ESL. I feel that it is a responsibility more than an honor to serve in this organization. I owe it to my people and to the people in

the profession of teaching ESL to provide them with the best I can along with the team of KSAALT. I came to meet wonderful professional people in this organization: knowledgeable, talented, and above all with giving personality. I wish everybody a year full of success and enjoyment of learning. I feel if each one of us can put a little bit of effort into this



organization, we can have better sharing events on the road of learning.

**Izdehar Al-Hariri, PhD**  
KSAALT Vice President,  
2013-2014

[imhariri2@gmail.com](mailto:imhariri2@gmail.com)

## From the Chief Editor's Desk

Welcome back to KSAALT after a long summer recess—this organization has turned another new leaf. Thomas Wood, our new president, is leading us into another new year—you can find his welcome letter on page 1 of this newsletter. Dr. Izdehar also sends us her best wishes in this issue of KSAALT Quarterly. Details of the newly-formed Executive Council are shown on the front cover.

Once again, I'm very pleased to let you know that we continue to have new blood joining the Editorial Board and articles have been contributed by new authors. In this issue, Dr. Scott Zimmermann talks about various writing activities that we can do in a Saudi ESL classroom other than free writing. Dr. Zimmermann inspires us to see copying activities, among many others, in a new light.

Asma Abdulaziz wrote us a sample Reading lesson that she designed for her secondary level students at school—she hopes you will find it useful and her sample lesson will spark new ideas to

improve students' reading comprehension. Reading is important to our ESL learners because it serves as a source of knowledge and a resource for building up vocabulary.

On behalf of KSAALT, I welcome Jasia Rafiq to the Editorial Board and I hope she will settle in very well. Our editors will see another exciting and busy year for we will need all hands on deck. As you know, KSAALT has published its conference proceedings online on its website ([www.ksaalt.org](http://www.ksaalt.org)). Now, we are taking things one step further and we plan to publish all the conference proceedings as hard copies. KSAALT Academic eJournal will be available both nationally and internationally.

On the note of exciting projects, Renata, our past president would like to share good news with you about the continual growth of this budding organization. The birth of our Abha Chapter will definitely add a new dimension to our work in

the Kingdom.

The Khobar Chapter remains the 'main brain' of the organization and our carefully-planned Open House event will take place in November in a new, distinctive venue.

Following my conference presentation in May, I was asked to share experiences of teaching vocabulary with my colleagues in the teaching community, and I hope the inclusion of my humble contribution will prove beneficial.

As usual, this newsletter will be concluded with some classroom anecdotes. I hope you will find them enjoyable.

*Wai Si El-Hassan*



## Alternative to Free Writing

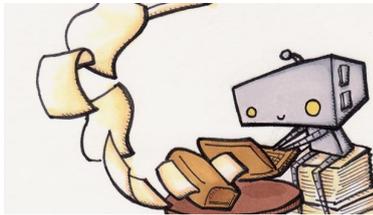
When we consider writing in an EFL classroom, we typically think of the instructor assigning a topic and specifying the length of the paragraph or essay. This kind of activity is not usually welcomed by students who rightly regard free writing as the most difficult of the four skills in an ESL class. Writing may not be their *métier*, but practicing it in class is part of a well-rounded EFL lesson.

There are at least two factors that should be weighed in determining what kind of writing is done in the classroom. The first is the students' needs. What kind of writing do they typically do in their academic or professional lives? A second consideration is the type of evaluation - usually a written test - that is done in the class itself.

Because *free writing* is best suited for more advanced students and can be a source of frustration for the learner, EFL teachers may sometimes ignore the teaching of writing altogether. But, it might be prudent to consider the alternatives before doing away with most or all writing activities. Alternatives to free writing include *copying*, *doing exercises*, and *controlled writing*. In copying and controlled writing, accuracy is much more important than fluency.

**Copying** has a negative connotation for many

teachers because of its association with cheating; it is thought that dishonest and indolent students copy rather than do the work themselves. This is unfortunate because the act of copying itself is tainted by its association with academic dishonesty.



Yet, copying does have some value for the EFL learner. What opportunities are there for copying in a typical EFL classroom? Beginners, especially those who use a different writing system, benefit from copying the alphabet. Another occasion is in setting comprehension questions for a *listening activity*. Rather than putting the questions on the whiteboard and then playing the recording, it is good practice to have the students write the comprehension questions before listening. Select one or two students and have them read the questions aloud, and correct any serious mispronunciations of key words. Since listening activities are such a frequent part of lessons, there are many opportunities for this kind of practice. Students can practice forming

grammatical sentences by unscrambling words. Copying entire dialogs is often useful, too. There are myriads of other occasions where copying can be employed: contractions, third-person present simple and contrasting possessive adjectives and pronouns. It is a good idea to get students into the habit of copying and instructors routinely glancing at their work at different times during a class.

Copying also plays a role in the making of students' flash cards. Students begin by circling unfamiliar words from a reading passage or vocabulary activity and copying them onto flash cards. After putting the definition on the back, students use them periodically to review and master vocabulary.

*Delayed transcription* is an activity that involves copying. The instructor posts texts on the whiteboard or walls. The students' task is to walk to the board, remember chunks of the language, and walk back to their desks and copy the text.

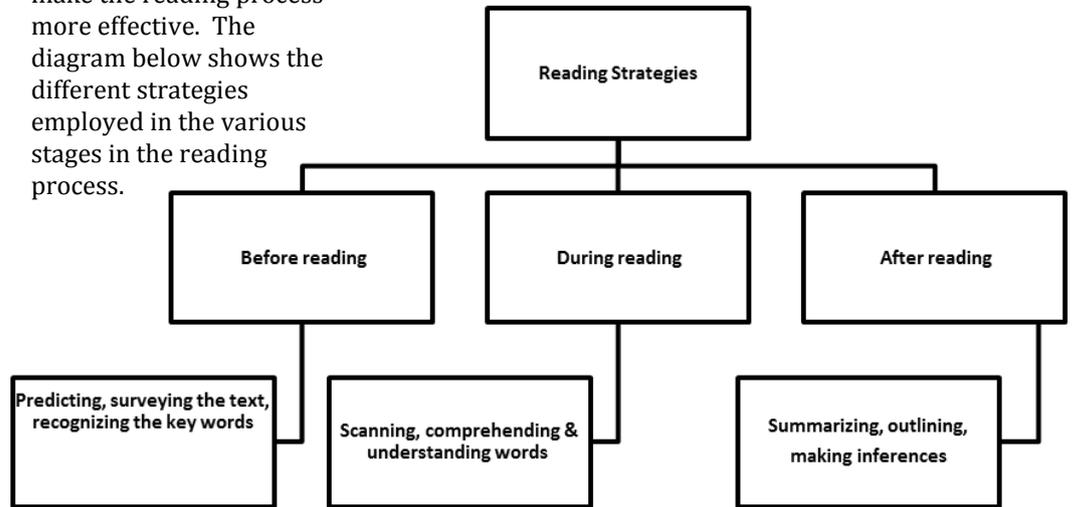


*"There are myriads of other occasions where copying can be employed: contractions, third-person present simple and contrasting possessive adjectives and pronouns."*



# Teaching Reading

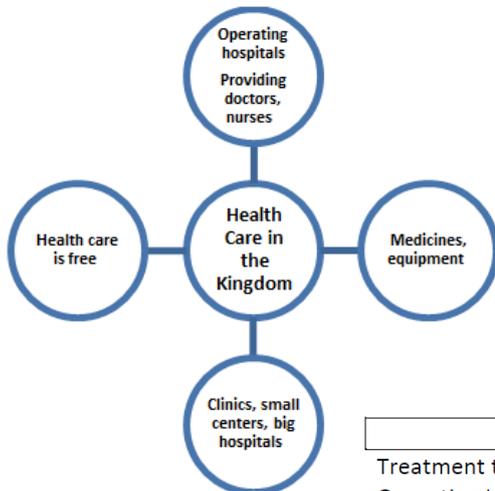
**Reading strategies** are used in reading lessons to make the reading process more effective. The diagram below shows the different strategies employed in the various stages in the reading process.



**Sample Lesson** adapted from an English textbook for secondary students. Level 1. "Health Care in the Kingdom".

**Before Reading:**  
Brainstorming

Write a topic on the board and have students give the teacher any idea about the topic.



**Previewing**

- ◆ Teacher asks about the number of paragraphs, graphs and pictures.
- ◆ Teacher encourages students to generate headings for the paragraphs or she gives a matching task (as follows).

*Task:* Match the following headings with their paragraphs:

- | A                                   |   |
|-------------------------------------|---|
| Treatment that Patients Received    | • |
| Operating Hospitals in Saudi Arabia | • |
| Kinds of Health Care                | • |

- | B |                  |
|---|------------------|
| • | First paragraph  |
| • | Second paragraph |
| • | Third paragraph  |

### Alternative to Free Writing (Continued from page 2)

**Doing exercises** can be considered as the second step on the writing continuum. These are the highly-controlled tasks typically found in workbooks that accompany EFL texts or in popular grammar texts.

While copying, the opposite of free writing, has its uses, there is another and perhaps more robust alternative: **controlled writing** or guided writing. Sources of material for controlled writing activities are widely available, but the best may be the textbook. For example, this is a modified

excerpt of a conversation from *Interchange Intro*:

**Pat:** It is snowing and it is very cold!

**Julie:** Are you wearing your gloves?

**Pat:** No, they're at home.

**Julie:** Well, you're wearing your coat.

**Pat:** But my coat isn't warm. And I'm not wearing boots!

Changing this into the past tense produces this dialogue:

**Pat:** It was snowing and it was very cold!

**Julie:** Were you wearing your gloves? etc.

There are many advantages to using activities of this sort. This type of controlled writing can be done individually, in pairs, or in groups. It gives students useful practice with grammar, spelling, vocabulary, punctuation, conjunctions, and spelling. They are able to focus on these aspects and not have to worry about coming up with a topic. Controlled writing has benefits for the teacher, too. For example, marking students' writing is much easier. And the use of this type of writing practice changes the pace of a

*"Controlled writing ... gives students useful practice with grammar, spelling, vocabulary, punctuation, conjunctions, and spelling."*

### Teaching Reading (Continued from page 4)

- ◆ Students write the first sentence (i.e. topic sentence) of each paragraph.

The topic sentence of paragraph 1	The topic sentence of paragraph 2	The topic sentence of paragraph 3

Key Words

Task: underline the words that you think you will find in the passage.

**Ministry of Health – gifts – female doctors – swimming pool – diseases – patients – treatment – length – out-patients – heart problems**

Scanning

Task: Are the following statements right or wrong?

1. In 1970, the Ministry of Health operated 55 hospitals.
2. By 1986, there were over 85 hospitals and approximately 6,400 doctors in the Kingdom.

## Alternative to Free Writing (Continued from page 5)

lesson, slowing it down and adding variety to the classroom.

Controlled writing is also an effective way for students to practice third-person forms of the present simple:

Ahmed lives in Riyadh.  
Ahmed and Fatima live in Riyadh.

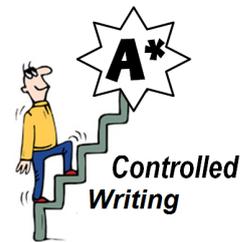
They speak French.  
She ...

We teach math at a high school.  
Peter...

One form of controlled writing that is especially beneficial to Arabic-speaking students is forming negative sentences. Some learners mistakenly use 'be' rather than 'do' in this grammatical form.

Another useful writing activity is using conjunctions to join sentences. Forming negative sentences, making conjunctions, and many other practical exercises are found in *Keep Writing 1: A Writing Course for Arab Students*.

Controlled writing can also be employed with advanced students. For instance, the students might be required to provide antonyms for certain words or change an entire passage into the passive tense.



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**Scott Zimmermann** is an American who has years of teaching experience in South Korea, Japan, Thailand, Saudi Arabia, the United States, and Mexico. He holds a doctorate from the University of North Dakota and is currently the Senior Instructor at ELS Language Center in Jeddah, Saudi Arabia.

The purpose of his article is to encourage teachers to use limited, well-defined writing activities in their EFL classes. Free-writing activities are often too

difficult for Arabic speakers. Arabic speakers' strength is oral fluency, but they are relatively weak at reading. Therefore, the kinds of free writing activities found in

EFL textbooks are too difficult. The kinds of writing activities described in the article are appropriate for all levels, especially false beginners through intermediates.

"One form of controlled writing that is especially beneficial to Arabic-speaking students is forming negative sentences."



## Open House (Al-Khobar)

The Khobar chapter is now ready to kick off its first General Meeting with an Open House scheduled for November 2, 2013. We are pleased to have Mr. **Shihata Tantawy** from KFUPM Schools. He will be conducting a wonderful workshop on "**Exploring the Uses of**

### Teaching English Poetry on Developing Language Literacy Skills."

*What:* KSAALT Open House/1st general meeting

*When:* November 2, 2013 - Saturday

*Time:* 3:30 - 5:30 pm

*Where:* Mohammad Al Mana College for Medical Sciences, King Saud Street Cross 17, North Khobar (Shamaleia)

## Teaching Reading (continued from page 5)

- There are specialized medical centers in Riyadh, Jeddah and Dammam.

**During Reading:**

Finding the Meanings of Words

Task: Match the words in column A with their opposites in column B -

Column A	Column B
Male	Out-patients
In-patients	International
Local	General
Specialized	Female

Task: Find these words in your dictionary:

- Citizens
- Kidney
- Equipment

References

What do these underlined words (referents) refer to?

They had around 7,200 beds.  
(Answer: The hospitals in Jeddah.)

Patients should wait in the waiting room after giving details of their name, age, etc. at the reception.  
(Answer: patients.)



**Abstract (Exploring the Uses of Poetry in Developing Language Literacy Skills):**

The workshop will explore teaching English poetry on developing language literacy skills to students in primary school, intermediate as well as high school. In searching for methods that would help students to reinforce their knowledge of vocabulary and grammar, as well as foster their creative writing skills, Mr. Tantawy has found poems to be a useful tool to supplement textbooks.

Mr. **Tantawy** is a PhD researcher in TEFL. He received a Post Graduate Diploma in Teaching Practice and Leading Learning from the University of East Anglia. He was a member of the Egyptian Teachers' Inward Mission to the United Kingdom in 2008-2009. He obtained his MA in TEFL from Cairo University, Egypt in 2008. He also obtained a Special Diploma in Education in 2005 after getting a BA in TEFL from Ain Shams University, Egypt in 2002. He has been teaching at KFUPM schools in Dhahran since 2009.

Looking for Details

- What are the three main kinds of health care in the Kingdom?

First	Second	Third

- How are in-patients and out-patients treated in hospitals?

<u>In-patients</u>

<u>Out-patients</u>

**After Reading**

Tasks:

- Write an outline of the passage using a diagram.
- Describe briefly a hospital in Saudi Arabia and its service.



# Conference News



**29th International Conference**  
**Surfing the ELT Wave:**  
**New Ways for a New Generation**

**29** Years of  
leading  
teachers  
forward

Islamabad & Lahore: 1<sup>st</sup> to 3<sup>rd</sup> November 2013



# Al-Khboar (Capital Chapter) Year Planner 2013—2014

<b>2013</b> November 2	General Meeting	<b>2014</b> March 1	General Meeting
December 7	Mini Conference	April 5	General Meeting
<b>2014</b> January	<i>Recess</i>	<i>May 3</i> May 31	<i>Annual Conference</i> General Meeting
February 8	General Meeting	June – September	<i>Recess</i>

Our monthly general meetings in AlKhobar are held on a Saturday at 3.30pm / 4.00pm. (*Venue to be advised.*)

## More news from Al-Khobar

KSAALT is planning to publish its conference proceedings. Hard copies will be available from international publishers and soft copies are available from our official website as usual ([www.ksaalt.org](http://www.ksaalt.org)).

Invitations to previous KSAALT annual conference presenters have been sent out. All the contributions will be peer-reviewed by experts of international standing in the ESL/ EFL field.



For any enquiries, please contact the Chief Editor of KSAALT Publications ([ksaaltpubmatters@hotmail.com](mailto:ksaaltpubmatters@hotmail.com)).



BBC Career Coach | 23 July 2013  
**The University of World Wide Web**

The number of people who turn to online classes to boost their education has exploded. You wouldn't know it, though, judging by their resumes. In 2003, one in 10 students took at least one course online. Fast forward eight years, and that figure jumped to nearly one in three with more than 6.7 million students worldwide taking classes online through US institutions, according to the Babson Survey Research Group's 2012 Survey of Online Learning. Online education options are more numerous than ever, and the numbers of students flocking to the medium continue to grow at a staggering rate. Globally, the trend is also accelerating. Still, students remain nervous about how hiring managers and recruiters perceive the online degrees and coursework. UK-based headhunter Martin Ellis said he has even seen candidates try to hide the degrees on their resumes or curriculum vitae, fearing that the credentials would be perceived as subpar compared to those earned at brick-and-mortar schools.

Read more about this? Visit <http://www.bbc.com/capital/story/20130722-university-of-www>.

# Vocabulary

## Learning Foreign Words

ESL teachers often find it a challenge to teach students new English words when students' first language comes from a completely different language family to the origin of English. Historically, English belongs to the Germanic family and in turn is part of the Indo-European

language family. By contrast, Arabic, which is the mother tongue of our Saudi students, belongs to the Semitic family which is part of Afro-Asiatic language family (*A Guide to Learning English, 2011*). Thus, knowledge of students' L1 is very important in delivering

effectively our language instructions. From my experiences of teaching general and academic English in the Kingdom, the principles of my vocabulary teaching are as follows:

- 1) **By frequency:** corpora help us to identify words that are frequently used in our daily life and in academic context
- 2) **By context:** word association (context, meaning, opposite pairs, root, prefixes, suffixes, etc.); subject-specific
- 3) **By contact:** increase the frequency of exposure to the targeted vocabulary by using games and activities, including quizzes
- 4) **By level:** idioms and proverbs are to be taught at later stages when students reach a certain level of proficiency

*"... knowledge of students' L1 is very important in delivering effectively our language instructions."*

### By Frequency

No matter where you teach in the Kingdom, whether you are provided with a curriculum, syllabus or list of words, you may need to tailor-make your own vocabulary lists to teach within a time frame - say over 10 weeks or a semester. Mainstream corpora, such as BYU-BNC or COCA, list common words an ESL student would often come into contact with. You can even build your own corpus.

Concordancer software, such as AntConc, is available online. Some ESL websites also provide (most frequently used) wordlists which are derived from the use of a concordancer. AWL (Coxhead, 2000) or academic word lists are often found in the back of some textbooks for university students.

### By Context

Our teaching style varies, but use of visuals always stimulates students'

minds and ability to recall targeted vocabulary. Mind maps, for example, help build relationships between a root-word, e.g. *love*, with other words, such as *lovely* (adj.), *loveliness* (n.), *lovingly* (adv.) and so on, that spin off from the root word. Mind maps can also show opposite pairs, e.g. the antonym of *love* is *hate*. From the new vocabulary items, students can build 'satellites' of their

## Learning Foreign Words (continued from page 10)

spin-off words (see **Diagram 1**). Using the same mind map, students see how prefixes and suffixes are added to the root. Why not summarize their work by using a chart (see **Diagram 2**)? The majority of Saudi students learn their school subjects, e.g. math, science, social sciences, etc. in Arabic. Therefore, lack of scholastic and everyday English vocabulary hinders their academic success in higher education. It could be a mammoth task to close the gap. Nonetheless, students can be introduced to suitable ESL websites (*A guide to Learning English, 2011*) to do some extra work to build a solid repertoire of vocabulary that they can utilize in college work. To spice up an ESL student's life, introduce in your classroom jokes and stories that always catch students' attention and capture their imagination.

*"To spice up an ESL student's life, introduce in your classroom jokes and stories that always catch students' attention and capture their imagination".*

### By contact

Research shows we probably need to encounter the same foreign word more than 20 times before we remember it and

know how to use it. So, make use of different word games and activities, e.g. word search, Scrabble, etc. to make it fun for students to learn new words. Learning phonetics also helps students to understand English words and spelling. Ideally, these words should be incorporated into their speaking, listening, reading and writing. Awarding extra marks for the use of targeted vocabulary in their essays and oral presentations can be motivational.

### By level

Finally, simple idioms and proverbs can be introduced once your students feel comfortable using their new language. Once they reach certain proficiency,

encourage them to learn those idioms and proverbs that are commonly used in their academic studies and career.

It will benefit native-speaking ESL teachers if they understand the differences between L1 and L2 and how those differences interfere with the learning of English. Knowledge of conducting *contrastive analysis* (language differences) for the two languages would also help teachers to understand how to develop student's L1, and to effectively teach the positive transfers from L1 to L2 (Derderian-Aghajanian

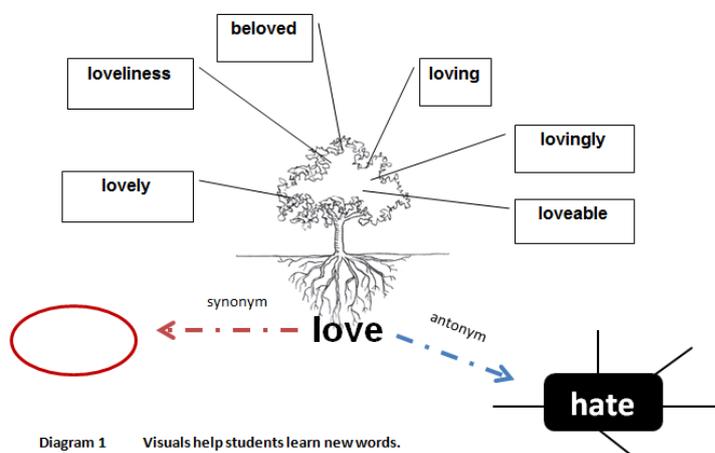


Diagram 1 Visuals help students learn new words.

## Learning Foreign Words (continued from page 11)

& Wang, 2012).  
 To sum up, it may be a tricky task to motivate students to learn vocabulary, only if they can see their learning is purposeful and rewarding. Set them a target instead of just following what is in the book. Students need to be shown the priority of which words to learn first that in turn will benefit their daily life communication and

academic achievement. Students learn faster when they can see the connection and in this case is how the words are related to each other. They should also revisit the words that they have learnt and this requires teachers to structure their lessons and activities in order to provide opportunities to students to use the

target vocabulary again and again. Teachers can be compared to mentors who keep track of what and how much their students have learnt and challenge them so they can grow and progress in their academic career.

**Wai-Si El-Hassan** has a total of 12 years' experience of teaching ESL – 6 in Hong Kong (where majority of the population speak Cantonese as their first language) in different levels from secondary to further education. Since 2008, she has been teaching ESL/EAP in higher education (preparation program, first year and second year) in Saudi Arabia.

“Students learn faster when they can see the connection ...”

Root	Verb	Noun	Adjective	Adverb
select	select	selection	selective	selectively
create	create	creation creativity	creative	creatively
predict	predict	prediction	predictable	predictably

Diagram 2 Another form of stimulus to improve students' understanding and memory retention.

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## KSAALT Welcomes a New Chapter



The KSAALT Executive Council is proud to announce that there is now an Abha Chapter to add to the organization's growth and development. We are excited to be represented in the southern region of the Kingdom, and we are grateful to the trailblazers who have worked so hard to see the chapter through to official membership.

The E-Council would like to recognize Dr. Afeefa Banu for her dedication in forming the Abha Chapter. She began her pursuit last February by first convincing her Head of Department at King Khalid University of the benefits of commencing a chapter in Abha. Then she became fully aware of the

KSAALT Guidelines and Policies in order to move the process forward. She worked "vigorously to garner" enough members; the required number to open a new chapter is 25. On May 26, 2013 she had managed to recruit 22 members, but she had not yet reached the "magic number of 25."

Dr. Banu wrote, "We are quite enthusiastic here. Hope we will formally be able to open the Abha chapter soon." Her persistence paid off and the E-Council received word from Dr. Banu on May 29, 2013 that she had indeed gathered 25 new KSAALT members that would make up the Abha Chapter.

up the Abha Chapter.



Photographer:  
Mayis Fwaz M. Sheblak, University Student

KSAALT QUARTERLY

There was no stopping there, and Dr. Banu pushed forward to ensure that a KSAALT Abha Chapter was officially formed and recognized by the E-Council before teachers left for their holidays. By May 31, 2013 all the required 25 members had joined the KSAALT Abha Chapter and paid their dues.

The next step was to hold their first meeting and elect the Abha Chapter Representatives. On June 2, 2013 they conducted their first meeting; however, as only 15 members were in attendance, they were unable to hold elections. In Khobar, the Executive Council held their elections and Dr. Afeefa was introduced through email to the new KSAALT President, Mr. Thomas Wood. Then everyone left for holiday.

The KSAALT Abha Chapter has recently held their elections and we would like to congratulate and welcome their new representatives: Chapter Representative, Dr. Afeefa Banu; Chapter Treasurer, Dr. Areej Mustafah Assiri; and Chapter Secretary, Ms. Nora Sisan. We would also like to welcome all 26 Abha Chapter members to a new year of KSAALT.

The chapter hopes to conduct one general meeting per month, starting with their first seminar this Thursday October 31, 2013.

There will be two presentations, one by Dr. Areej on "Strategies for Teaching Speaking" and the other will be by Dr. Afeefa Banu titled: "Action Research: Its uses in the Classroom Learning and Teacher Development". "We would like to put KSAALT Abha Chapter on the map of English teaching in Saudi Arabia," stated Dr. Banu.

We admire your ambition, Dr. Banu, and appreciate your drive and inspiration. KSAALT has an Abha Chapter!

The KSAALT vision is to become the largest TESOL and IATEFL affiliates in the region. With your help, we can make that a reality. This year, there has been interest to open a chapter in Madina and Qassim. The Executive Council is here to assist with any interest in new regional



chapters. Please contact your KSAALT President, Mr. Thomas Wood.

**Renata Ruff**  
Past President

Come and visit us at [www.ksaalt.org](http://www.ksaalt.org).



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<i>email:</i> KSAALTpubMatters@hotmail.com	
<i>Website:</i> <a href="http://www.ksaalt.org/">http://www.ksaalt.org/</a>	

The Kingdom of Saudi Arabia Association of Language Teachers is a group of language educators interested in promoting and supporting language instruction across Saudi Arabia. Although most members of KSAALT teach English as a second or foreign language, KSAALT welcomes educators that teach in all languages or teach content with English as a medium of instruction. The main mission of this budding organization is to connect those interested in supporting and advancing language instruction. Its success depends on the ethos, logos, and pathos of its members. KSAALT supports educators from all institutions and levels (e.g., K-12, tertiary education, language institutions) and welcomes instructors from all nations.

**We're waiting to hear from you.**

Please contact Ms. Malikah Sisay, Executive Secretary, if you would like to receive more information about our organization. Her email address is: [ksaalt.secretary2013@gmail.com](mailto:ksaalt.secretary2013@gmail.com).

## Young students—don't you just love them?

**TEACHER:** Why are you late?  
**STUDENT:** Class started before I got here.

—o0o—o0o—o0o—

**TEACHER:** Glenn, how do you spell 'crocodile?'  
**GLENN:** K-R-O-K-O-D-I-A-L'  
**TEACHER:** No, that's wrong.  
**GLENN:** Maybe it is wrong, but you asked me how I spell it.

**TEACHER:** Millie, give me a sentence starting with 'I'.  
**MILLIE:** I is ...  
**TEACHER:** No, Millie ... Always say, 'I am'.  
**MILLIE:** All right... 'I am the ninth letter of the alphabet.'

