Kingdom of Saudi Arabia Association of Language Teachers

KSAALT Quarterly

From the Chief Editor's Desk

2015 has commenced a year full of KSAALT's exciting changes and new activities.

In this issue, we have news about our 8th annual conference, a newly-created Publications Committee, the independent Khobar chapter, the Abha chapter's activity reports and upcoming events, and the 49th international IATEFL conference which is to be held in Manchester, UK.

We also feature four new contributors' and our regular contributors' articles.

Dr. El-Sadiq wrote in defense of traditional education and illustrated to us that there is no clear cut between traditional education and e-learning in the 21st century.

Dr. Afeefa reported on the experience she and her delegates from Abha gained from attending Khobar's mini-conference: "Creating Global Students in the EFL Classroom". Back-to-back with this is an article about Global

Competence contributed by Dr. Dina El-Dakhs who was one of our key speakers at the mini-conference. Ms. Shanjida Halim and Ms. Tanzina Halim wrote us from Abha and gave their views on the interrelationships between language and culture. Intercultural communication is a key aspect of "global competencies". Ms. Joan Kosich, our dedicated journalist and editor, interviewed our 3rd spotlighted KSAALT member, Mr. Muhammad Siraj Khan, who is also our member-at-large in the Executive Council.

Mr. Robert Hunter, one of our first-time contributors, inspired us with creative use of dictations in the EFL classroom. Mr. Shihata Tantawy highlighted the poetry-based activities that we can use in class to enhance our students' literacy skills.

Our regular contributor who is also one of our Publications Committee members, Ms. Sameera,

conducted a case study of the role of e-learning in ELT in Saudi Arabia.

A suggestion from Ms. Kosich—I also include the University of Connecticut's "Why Assessment?" as a reminder to our fellow teaching professionals of the role of assessment in the field of ESL/EFL.

Last but not least, our Publications Committee would like to hear from you your suggestions of what could be included in our new publications. Also, if you have any questions that you would like to ask our contributors or committee members, please do not hesitate to write us. Our contact email address is: ksaaltpubmatters@hotmail.com.

Looking forward to hearing from you!

Wai Si El-Hassan
Chief Editor

Special points of interest:

- In Defense of Traditional Education
- Perspectives on the Interrelationships between Language and Culture
- Faculty Spotlight
- Global Competence in the ELT Classroom
- A Case Study of the Role of e-Learning in ELT— Saudi Arabia
- Why Assessment?
- Dictations—Great Value for the Money?
- Poetry-based Activities to Enhance EFL Literacy Skills

KSAALT 8th Annual Conference

The Kingdom of Saudi Arabia Association of Language Teachers is pleased to announce the hosting of its 8th Annual Conference for English teachers and EFL professionals on May 2, 2015 in Al Khobar, Saudi Arabia. The theme of this year's conference, EFL Innovations in the Saudi Context, provides an opportunity for EFL practitioners across a range of disciplinary specializations to share their perspectives on innovative and successful methods in teaching English in the Kingdom of Saudi Arabia today. The sub-themes allow for several micro- and macro-level EFL philosophies, approaches, and techniques to be critically examined. KSAALT strongly encourages its members to present their best professional work at this conference. Proposals may be submitted by teachers, teacher educators, researchers, program administrators, materials and curriculum developers, and other professionals in communications, education, linguistics, foreign languages, and related fields.

The **deadline for submission** of any proposal is **Thursday, February 12, 2015**.

Successful candidates will be notified on Thursday, March 29, 2015.

Co-Chair: **Mrs. Careemah Choong**: careemahchoong@gmail.com; +(966) 0598495036

Co-Chair: **Dr. Jad Michaelson**; jadmi@yahoo.com; +(966) 0581108322

In Defense of Traditional Education

The huge proliferation of the Internet into academia has given impetus to a new educational discourse that describes different activities undertaken therein. In other words, web-based learning, which is technically known as *e-learning*, has created its own *e-discourse* that manifests itself in a wealth of *e-metaphors*. In addition to being cognitive tools that convey new scientific perspectives on abstract concepts (Berger, 2011), *e-metaphors* are used to dichotomize between traditional learning and *e-learning*. There are two pieces of evidence to support this reasoning. First, *e-learning* is said to have its *e-universities*, *e-libraries*, *e-classes*, etc. which, unlike their traditional counterparts, are wholly virtual. Second, in an attempt to publicize e-learning, some of its advocates have gone so far as to predict that very soon it would be surprising to realize that people still opt for traditional learning (Al-Awar, 2011). Implicit in such an extreme prediction is the suggestion that traditional learning has no e-content, ignoring the fact that *e-libraries, wikipedias,* and *wiktionaries,* among others, are richly used in traditional education. Moreover, many traditional tertiary institutions worldwide have established special units to enrich their e-content. Therefore, it is legitimate to argue that e-discourse and the concepts underlying it can function as bridging mechanisms between e-learning and traditional learning contrary to the generally held belief that these forms of learning are mutually exclusive.

> *"... BL is a powerful academic tool that traditional tertiary institutions can take strength from as an index of educational innovation to facilitate teaching and learning."*

There are at least four pieces of evidence to refute Al-Awar (2011). First, such terms as e-library, wikipedia, wiktionary, etc. might tempt people to assume that they are restricted to the *"virtual world"* where e-learning takes place. In other words, since the referents of these terms are virtual in nature, they can only be accessed by academicians who perform academic transactions virtually. However, there is nothing inherent in these *e-sources* that makes them inaccessible to academic personnel in traditional tertiary institutions. In fact, they are part and parcel of everyday academic jargon and careers of "traditional academicians", so to speak. Needless to say, they are not (linguistically) used for academic luxury; rather, they are richly employed as teaching and research sources.

Second, the terms just discussed are subsumed under a more general e-metaphor known technically as "website". Once again, it is a most recurrent term in the dis-

course of the traditional academic community. The significance of this e-metaphor emanates from the central role the referent plays in academic and administrative communication. All tertiary institutions worldwide build professional websites to inform website visitors of their academic activities taking place both online and offline. Moreover, universities are ranked annually on the basis of their *e-content* as accessed from their websites. Thus, contrary to the view dichotomizing between traditional learning and e-learning, this e-metaphor functions as an integrating mechanism between them.

Third, a most conciliatory e-metaphor to bridge traditional learning and e-learning is *"blended learning"* (BL). It is a concept that socializes academicians in traditional tertiary institutions into matters that are purely virtual; viz. it empowers them to integrate e-learning into their regular, traditional classes so that a variety of problems are overcome. For instance, in Saudi Arabia BL is conceived to be an effective avenue of communication between male professors and female students since the educational system does not allow the physical presence of both in the same facility at the same time (cf. Alebaikan, 2011). It is apparent, therefore, that BL is a powerful academic tool that traditional tertiary institutions can take strength from as an index of educational innovation to facilitate teaching and learning.

Last but not least, it might be understood that the formation of the e-metaphor *"digital natives"* along with its underlying concept could serve as the clearest symptom of the obscurity and irrelevance of traditional learning to the educational needs of this generation of learners, and, thus, dichotomize these types of learning. This conclusion can further be supported by Prensky's (2001) proposal that the tendency of traditional academicians to speak a *"pre-digital language"* causes a lot of educational problems for *"digital natives"*. However, this reasoning seems to draw on the false assumption that traditional academicians are *technology-illiterate*, ignoring the possibility that they can "reside" in the *digital world*. Moreover, most of the learners referred to as "digital natives" are enrolled in traditional tertiary institutions. This confirms the fact that there is no rigid dividing line to separate traditional learning and e-learning.

References
Al-Awar, A. (2011). Quality Assurance in E-Learning and Distance Learning. A paper presented at the Second International Conference of E-learning and Distance Learning. National Center for E-Learning and Distance Learning, Riyadh.

KSAALT Publications Committee

The KSAALT Publications Committee has been set up. Thanks to the following volunteers:

1) Dr. Fauzia Shamim
2) Ms. Sameera Baloch
3) Ms. Mia Alharbi
4) Mr. Ammar Anas
5) Ms. Suzan Irmak

Initial planning of our future publication work is currently under discussion.

Please email us if you have any suggestions at: ksaaltpubmatters@hotmail.com. For example, we are proposing to include students' research in our publication. Suitable proposals will be brought forward to the Executive Council for consideration and further strategic planning will be discussed.

Looking forward to hearing from you.

Wai Si El-Hassan
Chair
KSAALT Publications Committee

6th Mini Conference – 13th December 2014, Al-Khobar

KSAALT's 6th Mini Conference was hosted at Saad Training Institute and Conference Centre, Al Khobar. A large contingent from KSAALT Abha chapter went to attend the conference in Al Khobar on the 13th of December 2014. The conference was addressed by three international speakers and well attended by local and national delegates.

The session started with Peter Lucantoni's stimulating and animated presentation, title: "Learner Strategies Create Global Students." He started off his presentation by giving definitions of strategy, and providing the difference between strategy and technique and then highlighting the learning strategies. He also focused on how teachers can enhance students' learning strategies. He presented some challenges to the teachers as well as students, and asked the teachers to focus on teaching critical thinking to enable their students to learn for life. He rounded off by saying that "Global Students need to be effective strategy-based learners". This in turn means that teachers have to realize that learning is a social and collective activity. To create 'Global Students' teachers themselves, perhaps, have to have a 'global' quality.

The second speaker was David West presenting: "Institutional Leadership – The Journey between Teacher and Student." His paper discussed the importance of Leadership and differentiated between leaders and power holders clarifying that while all leaders are power holders, not all power holders can be leaders. He compared a teacher to a leader. A leader, according to Mr. West, is the one who can inspire, motivate and mentor a student to

success and through his/her students impact the world. Then, Mr. West discussed the four "C"s of leadership: "Calling, Competence, Confidence and Character". His essence of leadership was put in a very clever sentence: "No Leadership – No Success; Know Leadership – Know Success". After explaining all the "C"s of leadership he urged teachers to know leadership from their students' perspective. He also emphasized that leadership is a process with a common goal. Whoever can motivate others to achieve the common goal is a leader. Also leadership, according to Mr. West, was a matter of relationship. Relationship between students and teachers, relationship between teachers and teachers and relationship between teachers and administrators are important. His concluding remarks dealt with how teachers can become transformative leaders who can inspire, stimulate, and motivate their students to become higher achievers.

The last presentation of this conference was given by Dr. Dina El Dakhs on "Global Competence in the ELT Classroom: A Blessing or a Burden?" This was an electrifying presentation which took stock of the situation in an EFL classroom where most of the teachers had to deal with a "globalized" world. Dr. Dakhs gave a personal example of the involvement of personnel from different nationalities she had engaged with in the short span of time before she began her English class on a daily basis. From the particular she went on to the general and said that most of us had to deal with similar situations almost every day. In this new reality, there is a need for teachers to re-examine their teaching strategies and curricula. Educators have to think not only about grammatical competence

but also communicative competence and sociolinguistic competence. Dr. Dakhs called the last two competences: 'global competence' and according to her, this competency is imperative. She then dealt with the "What", "Why" and "How" of teaching such competency. To be able to have a full grasp of global competence, teachers must understand the interconnectedness of people and the local learning environment and have substantial knowledge of the globalized world. One can achieve this by infusing in the curriculum a linguistic and cultural diversity. Dr. Dakhs then asked the audience about their experiences and many of the teachers in the audience recounted how they had tried to incorporate the local and the global components in their curriculum. It was a feel-good exercise as many of us realized that we were actually teaching "global competence" without knowing!

For the Abha chapter delegates, it was an enjoyable experience. There was a warm welcome from the present and the past Executive Council members. Hospitality was good. So, a rather tiring journey from Abha to Dammam and then to Al-Khobar and the fees that we paid for the accommodation and conference registration were all worthwhile.

Dr. Afeefa Banu
Chapter Representiave
KSAALT Abha Chapter

In Defense of Traditional Education (*continued*)

References (... continued)

Alebaikan, R. (2011). A Blended Learning Framework for Saudi Higher Education. A paper presented at the Second International Conference on e-learning and Distance Learning. National Center for E-Learning and Distance Learning, Riyadh.

Berger, A. (2011). Deliberate Metaphors? An Exploration of the Choice and Functions of Metaphors in American College Lectures. *Metaphorik.de*, *20*, 39-60.

Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, *9*(5), 1-6.

Dr. El-Sadig Y. Ezza teaches at Community College of Majma'ah University on secondment basis from the University of Khartoum.

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Perspectives on the Interrelationship between Language and Culture

Understanding the nature of the interrelationship between language and culture is central to the process of learning new languages. Learning to communicate in an additional language involves developing an awareness of the ways in which culture interrelates with language whenever the language is used. (Allwright & Bailey, 1991)

In *Intercultural Language Teaching and Learning*, Scarino and Liddicoat (2013) say that: "traditionally, language is viewed as a code". In this view, language is made up of words and a series of rules that connect words together. This is a narrow understanding of language. It sees language as fixed and finite and does not explore the complexities involved in using language for communication.

Because language is so closely entwined with culture, an understanding of culture is a must when teaching ESL/EFL or learning a new language. One way in which culture has often been understood is as a body of knowledge that people have about a particular society. However, according to Scarino and Liddicoat (2013), "culture is not simply a body of knowledge but rather a framework in which people live their lives and communicate shared meanings with each other."

"Because language is so closely entwined with culture, an understanding of culture is a must when teaching ESL/EFL or learning a new language."

In the language classroom, it is not just a question of learners developing knowledge about another culture but of learners coming to understand themselves in relation to other cultures. For instance, when learners in a writing class in Bangladesh or Saudi Arabia are asked to write about a festival or a ceremony, such as the Spring Festival; teachers can ask them to imagine of a religious festival, for example, *Eid*, so that the learners can compare and contrast these cultural/religious occasions.

Language reflects the culture of a country. This is evident when students have to use social expressions to communicate with speakers of a different language. The problem is that students do not know what social expressions to use to interrupt or to contradict someone's opinion politely.

In a class when students are given an argumentative topic and asked to debate and defend their own arguments, they often start quarrelling because they don't know how to conduct a debate and put forward their arguments politely. There are polite ways to contradict opponents' views and some examples are as follows:

Well, you might think… but actually…
It's true that…, but… Well, …

Instead students usually use expressions which appear to be rude.
For example:
You are wrong!
What are you talking about?

While interrupting, students fail to use polite expressions.
For example:
Excuse me.
Pardon me.

In the classroom, when teachers introduce new language teaching materials, such as books or handouts, they must understand that these will be viewed differently by students depending on their cultural views.

In Unit 2, *Headway Intermediate* (Soars & Soars, 2003, p. 20), there is a passage on "Sister Wendy" - a nun who takes delight in food and wine and lives in a trailer which is a symbol of poverty. In some western cultures, wine is a drink in one's normal daily life whereas the people of Bangladesh cannot think of wine as a daily drink nor imagine that living in poor conditions, i.e. in a trailer, is fit for a nun, a religious person.

Another example can be cited. In Unit 1, *Effective Academic Writing 1* written by Alice Savage and Masoud Shafiei, there is an exercise on writing a topic sentence and the topic is: "A first date". This is not a culturally appropriate topic for students of Saudi Arabia. Relationships between unmarried couples are not topics to be discussed in a classroom.

Finally, it can be said that since language and culture are intertwined; as a language teacher, one must be culturally-aware, considerate of his/her students' culture and knowledgeable of cultural differences in order to promote cultural understanding and effective learning of a new language.

References

Allwright, R. & Bailey, K. M. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge University Press.

Liddicoat, A. J. & Scarino, A. (2013). *Intercultural Language Teaching and Learning*. John Wiley & Sons.

Soars, L. & Soars, J. (2003). *Headway Intermediate*. Oxford: Oxford University Press.

Savage, A. & Shafiei, M. (2006). *Effective Academic Writing 1*. Alice Savage & Patricia Mayer (eds). USA: Oxford University Press.

Perspectives on the Interrelationship between Language and Culture (… *continued*)

Shanjida Halim comes from Bangladesh originally. She is currently working as a lecturer at the Department of English, College of Arts & Education for Girls, King Khalid University, Abha. She has an M.A. in English Literature and an M.A. in English Language Teaching (ELT). She has been in the teaching profession for 15 years.

Tanzina Halim is also from Bangladesh. She holds a position of a lecturer teaching at the Department of English, College of Arts & Education for Girls, King Khalid University, Abha. She has an M.A. in English Language & Literature. She has worked in BRAC University, Bangladesh, and obtained 17 years of teaching experience.

Intercultural Communication

The Khobar Chapter

As we begin a new year, KSAALT reflects on our history and begins anew with another important milestone. We began KSAALT in Al Khobar in 2006, formed and began general meetings, completed governing documents and created an organizational structure, became a TESOL affiliate and IATEFL associate, began annual conferences and mini conferences, and formed chapters in Jeddah, Riyadh, Yanbu, and Abha. We began a website at ksaalt.org, a newsletter—the *KSAALT Quarterly*, and annual conference proceedings. We've accomplished quite a bit in the first 8 years—thanks to all of your support!

Now, KSAALT announces that the KSAALT Khobar Chapter, the original chapter, will be completely independent from the Executive Council as we move forward in 2015. This milestone will allow the Executive Council comprised of officers that you have voted on, and appointed members to lead KSAALT into a more stable future and provide strategic leadership for the organization.

Your Khobar Chapter Team members, their primary responsibilities, and contact details are below:

Chapter Representative: **Ms. Pamela Reeder** (ksaalt.khorep@gmail.com)—the oversight of meetings and general questions for chapter

Chapter Secretary: **Mrs. Sana Salam** (ksaalt.khsec@gmail.com)—the chapter membership, announcements, and e-mails

Chapter Treasurer: **Mrs. Careemah Choong** (ksaalttrea@gmail.com)—the dues and fees, and all issues related to funds

The Spring 2015 Khobar Chapter schedule is below. They are all at Rowad Al Khaleej International School in Dammam—please save the dates:

Khobar Chapter (KC) General Meetings: **February 6**, **March 6***, **April 17**, **May 22** (all dates are on Friday—the meetings are from 4-7 p.m.)

* This meeting may be in a different location; TBD.

We hope to see you soon at KSAALT chapters across the Kingdom!

KSAALT Executive Council, 2014—2015

Mr. Muhammad would like to share with us his article, titled: "Critique of Rod Ellis's *Principles of Instructed Language Learning*". His article is available from this link: http://www.academia.edu/8239994/A_critical_Review_of_Rod_Ellis_2005_Principles_of_Instructed_Language_Learning. The author aims at reinforcing the already known strong aspects about Ellis's theory, and, in the meantime, uncovering some of the pitfalls he sees in Ellis's principles.

Mr. Muhammad will also share with us his teaching tips in the next issue of this newsletter.

Muhammad Moustafa Al-Qadi is Continuous Assessment Coordinator, Preparatory Year EFL Program, King Saud University. He has more than 14 years of TESOL experience teaching in Egypt and Saudi Arabia.

Faculty Spotlight
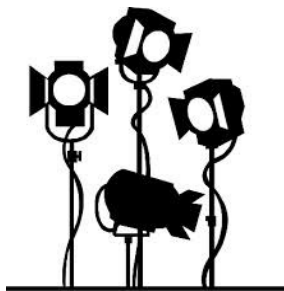
Our third spotlighted KSAALT member is none other than Muhammad Siraj ul Huda Khan who has spent the last four years teaching in Prince Mohammad Bin Fahd University's Preparatory and Core programs. Mohammad Siraj fits in well in Saudi Arabia and at PMU, and has taken these last four years as an opportunity to grow and expand as a teacher/facilitator. He was the coordinator for Prep's new Enhanced Learning classes on the Men's side for the Fall semester. In addition, he has been a member of KSAALT since 2010, was a conference moderator in 2011, and has been on the KSAALT Executive Council in 2012, 2014, and 2015. Since 2010, he has not missed a single KSAALT meeting. Well done, Muhammad Siraj!

KSAALT is important to Muhammad as he sees it as a place to meet new people from all over the world to share teaching ideas and to network. He also enjoys the special workshops that KSAALT provides and he likes to use the new ideas he gleans from them in his classes. His teaching philosophy is to provide student-centered classes where his role is to facilitate. The sense of improving people's knowledge and understanding excites and motivates him as a teacher. His KSAALT membership and involvement helps him find success in these areas of teaching that are important to him.

Muhammad hails from Karachi, Pakistan. This is where he obtained his MA in International Relations. Next, he attended a TEFL course at the University of Glasgow, UK, in 2007 and completed a TEFL practicum at the University of Arizona in the United States in 2014. Muhammad Siraj also attended the TESOL International Convention & English Language Expo in Dallas, USA, in 2013 and IATEFL Conference in Aberdeen, Scotland, UK in 2007.

His long-term goal is to earn a PhD in either Education or TESOL/TEFL concentrating on research to benefit learners of second languages. He hopes to share his research worldwide and through either of these fields of study, he would like to help promote peace and understanding between different cultures. He strongly believes that as teachers and human beings, this goal is everyone's duty.

So, if you don't know Muhammad well, go up and introduce yourself. What you will find is a friendly, helpful, and committed man with a big, warm smile. Give it a go, everyone!

Muhammad Siraj ul Huda Khan

Joan Kosich received her Masters in ESL from the School for International Training in Brattleboro, Vermont. She has taught in Yemen, Japan, and Martinique, and spent 11 years teaching at a college in Seattle, Washington before she came to Saudi Arabia. She has taught ESL in the Kingdom for 7 years.

Global Competence in the ELT Classroom

Introduction

The concept of "global competence" has become a buzzword in the education literature for a few decades. For instance, the proceedings from the American Council on International Intercultural Education (ACIIE) Conference (1996) stated that "Global education is now recognized as a dominant component of meaningful, futuristic, and applicable education. We can provide our learners with nothing more valuable than quality, comprehensive global education." In the same vein, but more than a decade later, Dennis Van Roekel, President of the US National Education Association (NEA), commented on the significance of "global competence" in education by stating that:

The 21st century isn't coming; it's already here. And our students have the opportunity and challenge of living and working in a diverse and rapidly changing world. Public schools must prepare our young people to understand and address global issues, and educators must re-examine their teaching strategies and curriculum so that all students can thrive in this global and interdependent society. (An NEA Policy Brief, 2010, p.1)

"Global competence" is a reality that teachers cannot afford to disregard in the classrooms. The world became a global village some time ago, and with the transportation and technological revolutions, globalization is increasingly becoming part of daily life. This is true to everywhere in the world, not only to the Western World as some

may claim. To remove any doubts about the relevance of the concept to the Arabian Gulf Region, and particularly to Saudi Arabia, please read through this brief episode from a day of my life in Riyadh, Saudi Arabia:

Thursday, January 11, 2014
7.25   Waiting for the University Bus
        Chatting with a Jordanian colleague
        Waving at the Yemeni gatekeeper
7.30   Riding the university bus
        Chatting with colleagues (Malaysians, Lebanese, Egyptians, South Africans, Americans, Jordanians and Uzbekistanis – I am Egyptian)
7.45   Walking to the University Library
        Collecting my books from the Chinese librarian
        Smiling at the Pilipino maid
8.30   Going to my office
        Discussing plans for the day with my Saudi secretary
        Saying "hello" to a Sri Lankan maid
9.00   Holding a meeting with an Egyptian magazine designer
10.00   Attending a lecture on "The Gulf and the Global Economy" with American, Saudi, Canadian and Palestinian colleagues

I think by now you must agree with me that if global competence should be addressed in any classroom in the world, the Saudi, and more generally the Gulf classroom, must come top of the list. Global competence is simply a daily necessity in this part of the world.

Global Competence in the ELT Classroom (*continued*)

In addition to this revealing episode, I would also like to share few more reasons why I personally believe the concept of "global competence" is of extreme relevance. First, the world, and the Gulf particularly, is witnessing increasing linguistic and cultural diversity. The trend is most evident in the Gulf with the increasing number of job vacancies available for expatriates. Second, the world economy is becoming largely interdependent. Saudi Arabia, for example, plays a significant role in stabilizing oil prices worldwide. The Arabian Gulf region is becoming one of the important economic gravity centers in the world. Third, many challenges that humanity is currently facing are global in nature. No country can defeat Ebola, combat terrorism or resolve global warming by itself. Not long ago, the late King Abdullah of Saudi Arabia had donated millions of dollars to support the United Nations efforts to combat Ebola in Africa, which clearly reflects the Saudi perspective. Fourth, a great deal of students in the Gulf aim to pursue their graduate studies abroad in reputable universities. In order to achieve their goal, they need to be globally competent. Finally, today's aggressively competitive world requires highly qualified job applicants. Global competence definitely contributes to one's marketability and employability.

Relevant Definitions

The term "global competence" has received different definitions. Among the most commonly quoted are:

The American Council on International Intercultural Education (ACIIE) Proceedings (1996)
A globally competent learner is "able to understand the interconnectedness of people and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes, and indeed, to celebrate the richness and benefits of this diversity."

William Brustein, Director, Center for International Studies, Pittsburgh University (2003)
Global competence is defined as "the ability to communicate effectively across cultural and linguistic boundaries and to focus on issues that transcend cultures and continents." (cited in Hunter, 2004 pp.9-10)

The US National Education Association (NEA) (2010)
"Global competence refers to the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a function language, and skills to function productively in an independent world community." (An NEA Brief, p.1)

You may form your own understanding from these, as well as other, definitions of global competence. The underlying common elements remain as international awareness, knowledge of major world issues, inter-cultural understanding, effective communication transcending cultural boundaries, and adaptability to linguistically and culturally diversified study and work settings. This is,

by no means, a call to alienate oneself from their own local community. Global competence, in fact, requires very good knowledge of one's own culture and values. It is this knowledge that forms the base for exploring other people's values and cultures and surviving as well as competing in today's world.

Implementation in the ELT Classroom

This section starts with good news for English language teachers. Most recent ELT textbooks have already adapted to the growing trend of globalization. Hence, there is no need to re-invent the wheel and devise suitable teaching materials from scratch. To show some evidence, I have examined 10 recent textbooks from various tracks; namely, General English, Academic English, English for Specific Purposes and Grammar textbooks, and all of them include rich global content to varying degrees. For example, *Focus on Grammar 4* compares cities in Brazil, Egypt, South Korea and Canada as best places to live, discusses how lifestyles differ between Brasilia and Washington, reviews the services of McDonald's all over the world and narrates the story of a writer torn between Poland and Canada. Another example is *American Headway 2* which shares the stories of professionals travelling between different countries including Korea, Chile, the UK and the USA. It describes examples of wonderful markets around the world in Thailand, France and Morocco. It also describes London as "the world in one city" as stories from Nigerian, Turkish, Korean and Portuguese immigrants are captured. Hence, instructors are more in need of adapting their teaching strategies than in search for new textbooks.

A useful approach here is to adopt a global competence matrix to guide teaching strategies and ensure that global competence is addressed systematically in the classroom. A good example will be the "Global Competence Matrices" developed by the US Council of Chief State School Offices and Asia Society: Partnership for Global Learning which can be found at www.edsteps.org. The matrices, devised to help teachers and students understand the concept of global competence and discover ways to apply it in class, are composed of a main global matrix and 6 discipline-specific matrices that address content areas like Mathematics, Sciences, Social Studies and, for our interest here, English. The matrix recommends varied teaching strategies categorized under the following four headings (as extracted from the EdSteps Website):

(1) Investigate the world
   Students investigate the world beyond their immediate environment.
(2) Recognize perspectives
   Students recognize their own and others' perspectives.

Global Competence in the ELT Classroom (... *continued*)
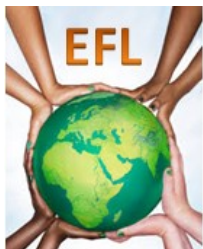
(3) Communicate ideas
Students communicate their ideas effectively with diverse audiences

(4) Take action
Students translate their ideas and findings into appropriate actions to improve conditions.

In addition to the strategies recommended by the website, I am certain that you can come up with many other strategies that you already like using that can help achieve the abovementioned categories. For example, watching the CNN subtitled news, reading through the news sections in newspapers and celebrating international days can help students investigate the world. Engaging students in role-plays, simulations and debates can encourage them to recognize perspectives. Involving students in projects where they need to address varied audiences, including creating magazines, preparing documentaries and delivering oral presentations, will enhance students' communication skills.

As for taking action, students can write letters to real readership advocating certain causes, participate in visits to charity associations, launch campaigns on campus promoting certain causes/ events, etc. I am certain that a brief brainstorming session will help you develop a much longer list.

Conclusion

Becoming globally competent has become an imperative to our EFL learners and global citizens. English language teachers have a great role to support their students' acquisition of *global competence*. Textbook writers have already adapted to this global demand. Teachers are already working towards it, but perhaps in a non-systematic manner. Including this competence as an integral part of our curriculum is important to ensure systematic treatment. Catering for this need does not only do our students a huge service, but also helps create a meaningful, authentic, motivational and enjoyable learning environment.

"English language teachers have a great role to support their students' acquisition of global competence."

References
American Council on International Intercultural Education (ACIIE). (1996, November). Educating for the Global community. A framework for community colleges. Proceedings from conference convened at the Airline Center, Warrenton, VA.

Global competence is a 21st century imperative. (An NEA Policy Brief). (2010). National Education Association.
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Manchester 2015

49th Annual International IATEFL Conference and Exhibition
Manchester Central, Manchester, UK
11th-14th April 2015
Pre-Conference Events and Associates' Day, 10th April 2015

Ann Cotton   Carol Ann Duffy   Joy Egbert   Donald Freeman   Harry Kuchah

Plenary Speakers

For more details, visit—http://www.iatefl.org/annual-conference/manchester-2015

The Role of E-Learning in ELT: Saudi Arabia - A Case Study

Development of educational technologies has contributed a lot in English Language Teaching (ELT). Many electronic devices, tools and applications are being used effectively in ELT. Learners at present time have become 'screenagers' due to the use of digital devices in learning and are capable of multi-tasking simultaneously.

Recent trends in teaching, such as e-learning, blended learning and flipped classrooms are gaining popularity because of their utility and effectiveness. These trends are equally benefiting ELT especially in the countries where digital devices are popular. Saudi Arabia is as an example. The academic culture, traditions and specific conditions of this country allow e-learning to thrive efficiently. Saudi Arabia is not densely populated because of its geographic and demographic aspects. Hence, e-learning and blended learning provide a chance for Saudi ESL learners and instructors to take advantage of the current trend of technology and proceed with learning and teaching English successfully. As a result, technology is paving the way for blended and e- learning to benefit learners, instructors and companies alike.

Oxford University Press publishing company has introduced a new series of Q: Skills for Success (Special Editions) with a digital learning platform for the Kingdom, where online practice and teaching are possible. This series is also accompanied by iTools which have made an ELT class more interesting and interactive than before. Q Skills is a great source of ELT material in Saudi Arabia. The Blackboard Learn system is also used here to reach learners virtually. Blackboard Learn offers many advanced tools - creating course modules, giving online assignments, collating plagiarism reports of student assignments and giving online exams are some of the examples.

Learning English is a cognitive process where knowledge and skills work together and it needs a great deal of patience and practice on the learner's part. Language learning happens gradually, and it requires continuous efforts and constant feedback. Nowadays, learners and instructors are involved in many things at the same time. At this point, e-learning plays a vital role and is readily available to facilitate ELT. Blended learning benefits students and teachers in the Kingdom in the following ways:

a. Students and teachers can interact virtually at any time.

b. Learners can submit their assigned tasks electronically.

c. Many speaking, reading and writing and listening activities can be uploaded on the virtual platform by an instructor.

d. Learners can manage their time well and can access the online material at ease.

e. Pace of learning can be monitored by the instructor.

f. Feedback can be given from a distance.

g. Physical presence is minimized. The problems of time, family issues, transportation, etc. can be managed without problems.

h. Learners at work can also cope with learning English well due to the availability of e-learning and blended learning.

i. Virtual Learning is also environmentally friendly because it does not consume many natural energy resources and plays a vital role in diminishing noise pollution. The need to commute a long distance is no longer required because of the availability of e-learning. Different digital learning platforms are just a click away. Hence, e-learning is playing an eco-friendly role that is beyond expectations.

Digital Learning Platforms in ELT are making English learning a smooth, effective and fruitful process and this mode of learning also bears positive results. Thus, it can be safely concluded that the use of e-learning in ELT is playing a practical role in the field of education in Saudi Arabia.

> *"Learning English is a cognitive process where knowledge and skills work together and it needs a great deal of patience and practice on the learner's part."*

Sameera Sultan Baloch is a Ph.D. scholar, a teacher trainer and a recipient of Excellence Award in Teaching and E-Learning. She holds an M.A. in English, an M.Sc. in Women's Studies, a B.A. in Ed. and a P.G. Dip. in English Language and has gained eleven years of teaching experience. She also has a number of publications to her credit. She has been teaching as an ESL instructor for six years in the University of Dammam, the Kingdom of Saudi Arabia.
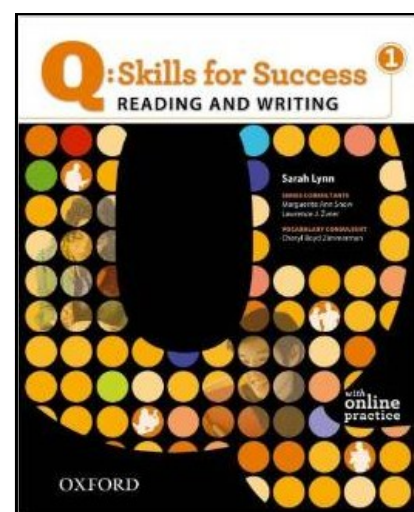
Why Assessment?

"Assessment is essential not only to guide the development of individual students but also to monitor and continuously improve the quality of programs, inform prospective students and their parents, and provide evidence of accountability to those who pay our way."

—*Redesigning Higher Education: Producing Dramatic Gains in Student Learning* by Lion F. Gardiner; ASHE-ERIC Higher Education Report Volume 23, No. 7, p. 109

"Educational assessment seeks to determine how well students are learning and is an integral part of the quest for improved education. It provides feedback to students, educators, parents, policy makers, and the public about the effectiveness of educational services."

—*Knowing what students know: the science and design of educational assessment Committee on the Foundations of Assessment, Center for Education*, Division on Behavioral and Social Sciences and Education, National Research Council; James Pellegrino, Naomi Chudowsky, and Robert Glaser, editors, p. 1

www.assessment.uconn.edu/why/index.html

Dictations - Great Value for the Money!

It has been a while since dictation was rehabilitated into the modern 'communicative' classroom (Frodesen, 1991; Montalvan, 1990; Davis & Rinvolucri, 1988), yet in my experience teachers have been slow on the uptake and few use dictation as a regular component of their repertoire of teaching activities. This has always surprised me, as dictations are great value for the money. While they require very little investment in preparation time, they offer great returns in terms of the opportunities generated, not just for learning but also for classroom management. In this article, I will try and convey the value of dictation by offering some ideas and classroom activities that have worked for me in the hope that this will encourage others to explore and experiment with dictations for themselves.

Allowing the Students' Voice to Come Through

To fully appreciate their value, it is perhaps necessary to think about dictations creatively, beyond the constraints of the way many of us experienced dictations at school, where they seemed little more than a spelling test. For example, it does not always have to be the teacher who provides the text. A lesson that has always worked well for me is to tell students a short story about myself and then invite students to tell each

other their own stories, first in pairs and then in groups. Anyone who is willing is then invited to tell their story to the whole class. I then select one (sometimes two) of the stories I find most interesting and dictate them to the class, reformulating the students' language and transcribing the story myself so that it can be used for repetition and, later on, self-correction by the students.

What I like about this lesson is that it strikes a nice balance between student empowerment and teacher control. Not only is the text based on student input, in line with more contemporary ideas of materials-light approaches (Meddings & Thornbury, 2009), but it also encourages learner autonomy by providing a framework for self-correction. At the same time it allows the teacher to scaffold output, especially if students are allowed another go at telling their stories after the dictation. The combination of teacher-fronted and student-centred approaches offered by dictation is particularly relevant in KSA. For many students their normal experience of the classroom will be one in which the teacher maintains full control over the flow of knowledge. They may need some coaxing and cajoling before they will completely trust the teacher who demands that they assume a high degree of responsibility for their learning.

Dictations - Great Value for Money! (*continued*)

Handing over Responsibility to the Student

In the previous example, although the text is generated by the students, the teacher still delivers the dictation. However, it can also be the student who dictates. Sometimes the teacher may want to slow down the pace of a speaking lesson in order to help students appropriate newly-acquired language. In this case, the teacher could provide pairs of students each with the different side of a dialogue. The students then alternate in reading out their respective sides of the dialogue and writing down the missing parts dictated to them by their partner. Another example might be for students to dictate back to the teacher a text that they have collaboratively reconstructed based on a short text they have heard the teacher read out to them two or three times (a technique known as 'dictogloss' (Richards & Schimdt, 2009)). The teacher boards the text as provided by the students, which can then be compared with the original text and analysed together.

Used in this way, dictation can also become an invaluable means of capturing and responding to emerging language in as much as, from the same piece of text, each student will take something different according to the stage they are at in the development of their interlanguage.

Different Formats, Different Outcomes

Just as we can change how a dictation is delivered and by whom, we can also vary the type of response expected from students to what they hear. In traditional dictations, the student has to write down the full text of what is dictated. They are a very good way of developing bottom-up listening skills as it requires students to decode the sounds of a language and recode them into units of meaning. However, with a small shift in format, asking the student to write down only selected words, dictations can also be used to develop top-down listening skills. In the so-called 'whistle' dictation, selected words or phrases in a dictated text are replaced with a whistle (or other sound) for students to guess at and write down, using context, co-text and background knowledge to create meaning.

Another way of using dictations in which students selectively write down what they hear, is with mixed-ability classes. The better students are required to write down the whole text of a relatively easy dictation, whereas the weaker ones are provided with a gapped text and asked only to write down the missing words or phrases. At the end of the dictation, the better students explain the meaning of the text to the weaker ones and help correct their answers.

Helping with Classroom Management

This last example illustrates how using dictation in the classroom is not just for teaching and testing, but can also be used as a classroom management tool. If a teacher is working with a class that has discipline problems, or one that is easily excitable, dictation is a very good exercise for focusing students and calming them down. Not only does it allow the teacher to control the content and the pace of the lesson, there is a repetitive, rhythmical nature to dictations which is almost soothing; it settles the mood of the classroom. I know of no other classroom activity with the power to actively and simultaneously engage everyone present in the classroom irrespective of the numbers; from one-to-one to groups of 15, 25 or even 100 students.

The rehabilitation of the dictation is, I believe, the result of its versatility. It allows us to work with the word, the sentence or the whole text. It always integrates at least two of the skills, often all four of them, depending on the activity. It also lets us home in on specific aspects of grammar, vocabulary or pronunciation if we choose to. Equally, it permits the student to remain the subject of the activity but at the same time allows the teacher to exercise a degree of control. Getting the most out of dictations requires a little effort and imagination in order to find the way of integrating it into one's own teaching style. But for those who take the opportunities on offer, there is no turning back. Dictation becomes an essential part of their teaching armoury.

For a plethora of ideas on how to use dictation, please refer to Davis, P. and M. Rinvolucri (1988). *Dictation: New methods, new possibilities.* Cambridge: Cambridge University Press. For a more theoretical approach (but also lots of ideas) refer to Montalvan, R. (1990). *Dictation Updated: Guidelines for Teacher-training Workshops.* <http://dosfan.lib.uic.edu/usia/E-USIA/education/engteaching/intl/pubs/dictatn.htm>.

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Poetry-Based Activities to Enhance EFL Literacy Skills

Introduction

This article will handle various effective activities that EFL instructors can use to promote literacy skills of their students. These techniques can fit into primary, intermediate and even secondary schools. It is then the role of the instructor to decide which activity is suitable for his/her students in light of age, interests and learning styles.

Teaching of poetry plays an important role in English language teaching. By using the ideas/techniques mentioned below, the teacher can facilitate the teaching of poetry and can make learning poetry a more enjoyable activity. Teaching poetry in the classroom will also contribute to the language learning process in which the goal is to provide practice to the learners in various skills of reading, writing, listening and speaking.

Methods and Techniques for Teaching Poetry

There are many techniques that the teacher could use to teach poetry:
- Subject-centered methods (poetics, metaphors, genres, and background)
- Teacher-centered methods (reading aloud, lecturing)
- Student-centered methods (memorizing, recitation, writing about poetry–portfolios, comparison and contrast, working from what students already know.

Knight (2008) states that a good first step in preparing to teach poetry is: *reflection* (pp. 17-21). One way to gain an understanding of students' attitudes towards poetry is to ask them to keep a reading log or a diary. Get students to be 'active readers' by experimenting with the forms they are studying. Another active reading task can be designed around asking students to choose a metaphor or simile from a poem and then compose a new poem around it.

Lorche (2009) mentions some techniques of teaching poetry:

- Pay attention to form. The form of a poem is the physical arrangement of the words on a page. This includes the way lines are placed, their grouping, and their length.
- Pay attention to sound devices. Skilled poets use sound devices for a reason, usually to draw attention to major points.
- Look for figurative language. Because poets have fewer words with which to work, they must use them sparingly. Figurative language allows them to cover much with little.
- Look at the title. Determine if the title contributes any special meaning to the poem.
- Make connections. Personalizing poetry makes it meaningful.
- Summarize the poem's meaning.

Wagh (2009) suggests the following techniques/ideas, which can be used to facilitate the teaching of poetry for its better understanding (pp. 101-107):

- Before starting the actual teaching of poetry, a teacher can involve the students in various activities related to the poem.
- By giving an introduction or by asking pre-teaching questions regarding the poem, the teacher reads the poem loudly with correct pronunciation, stress, intonation, and rhythm while the students listen to it with their textbooks closed.
- Students are directed to read the poem silently and later the teacher facilitates students' understanding of the poem by unravelling the difficult vocabulary.
- The teacher can guide and ask students to comment on how the fast pace of a poem is created – word and line length, punctuation, sound and repetition.
- The teacher should also give students a short list of themes or subjects and ask each one of them to decide what kind of rhythm or pace would be more suitable giving reasons for individual student's decisions.
- For teaching imagery of a poem, introduce the idea that imagery helps to create a picture for the reader.
- Give detailed meaning of the poem and then analyse the poem. Both stylistic as well as thematic levels should be analysed.
- Text completion and sequencing can be used to encourage students to explore the meaning of a poem.

Vasanthi (2010) mentions in her study, entitled "A Six-Step Approach to Teaching Poetry Incorporating the Four Skills" two major methods of teaching poetry (pp. 53-60) which are shown on the following page.

Poetry-Based Activities to Enhance Literacy Skills (continued)

The Traditional Method:

Such method is used in which a poem is introduced with a paraphrase and extraneous details are furnished when the poem is read aloud in the class. This method is deflective with many disadvantages and some can be acknowledged as below:

- This kind of learning is artificial and induced wherein it is limited by the paraphrase and other details provided by the teacher, and the student responds mechanically.
- Sometimes there are multifarious allusions, which lead to the disruption of a coherent acquisition.
- If the author and the context of the poem are introduced before the poem, the student's notion becomes pre-set closing the doors for manifestation and analysis.

The Modern Method:

This method is used in which the students are made to live the poem and experience it, and are given the freedom of thought and imagination to form personal views about it. Motivation plays a crucial role in this strategy; it is evidently important that a student's mind is tuned to the poetry class, which demands a special expertise. Therefore, the poem can also be presented as a puzzle or the teacher can think of a play-way method to introduce the poem. This method includes the following six steps:

Introduction:
It is needless to say that the beginning of classes should be simple.

Application:
Reading comprehension of the student is improved in the self-study nature of this method, where he/she is bound to help himself/herself out of the group of words, which interact with him/her, thereby acquiring vocabulary more effectively, as the student looks for a match of the words and the context.

Interaction:
At this stage, the teacher would see for himself/herself that many students are willing to talk. Effective and interested communicators come forward and the less effective back out.

Comparison:
At this stage, the student listens to various interpretations of the poem and is eager to know which of those would be right. Also, apart from developing the listening skill, a comparative study is carried out, which opens a new horizon in the learning of poetry.

Instruction:
The poem can be taught at this stage and the difficult words can be explained and discussed. It would be very interesting to see the students' perception about the poem at this stage.

Improvisation:
At this stage, students can be asked to improvise on the given topic, which would develop their writing skill. Students could write a story, an essay, a poem, a personal anecdote, or a joke suiting their interests. Thus, this activity results in a lively experience, engaging students with their learning.

Georgia (1999) notes that poetry should be experienced at three different levels (p. 374). Never skip a level when introducing poetry to children. Do NOT destroy the joy of poetry by going right to Step Three:

- Step One: Introduce students to 'user-friendly' poems.
- Step Two: Have students pick a poem that means something to them, i.e. some aspects of their lives are expressed in the poem. The poem becomes a self-portrait or autobiographical poem, in some way.
- Step Three: Analyze the poetry.

Georgia (1999) also mentions that some Poetry Teaching Centers teachers can set up within their classrooms to enhance the literacy skills of their students. They are as follows:

- Word Awareness Centre—Post-generic sentences. Have students expand these sentences.
- Parts of Speech Centre—Color code parts of speech, and place them on magnets.
- Illustration Centre—Have a collection of small poems copied. Have students divide up sentences, and make picture books of poems.

Poetry-Based Activities to Enhance Literacy Skills (… continued)

- Reading Centre—Display baskets of favorite poems for the students to read.
- Editorial Centre—Display interesting, funny, or disturbing news articles. Students write an editorial poem on an event of their choice.
- Line Break Centre—Rewrite short poems without the line breaks. Students must put in breaks where they think they belong.
- Revision Centre—Students take a poem, and must condense it into a story.

Conclusion

In teaching poetry, every instructor will need to call upon and combine a range of techniques and methods. The teacher has to ask himself/herself about the intended audience of learners – beginners, advanced, majors, and graduate students. The above mentioned techniques could be of a good use to poetry teachers to promote their students' EFL literacy skills (reading, writing, listening and speaking).

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Shihata Tantawy

Abha Chapter Event Calendar 2015

KSAALT Abha Chapter Upcoming Seminars (Tentative) Schedule:

January 2015

29th January 2015, Thursday, (10 AM) - EC Meeting

February 2015

1st February 2015–GBM after the Fourth Seminar.

19th February, 2015 – Fifth Seminar. There would be two presentations: I will announce as soon as we have the details.

March 2015

5th March 2015, Thursday. (10 AM) - EC Meeting

12th March 2015 – General body Meeting and Sixth Seminar

April 2015

2nd April 2014, Wednesday (10 AM) - EC Meeting

9th April – Seventh Seminar. Presenters and time will be announced later.

GBM – After the Seminar.

May 2015

11th May, 2015 Monday 10:30 AM– EC Meeting

14th May – Thursday, 1:30 PM – Eighth Seminar. Presenters will be announced later.

GBM – After the Seminar. Followed by the Elections for the new year.

Dr. Afeefa Banu
Abha Chapter Representative

We're on the Web!
www.ksaalt.org

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 growing 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.

Please contact Dr. Philline, Executive Secretary, if you would like to receive more information about our organization. Her email address is: ksaaltsecretary@gmail.com.

A brief Report of the Events in Abha Chapter
from October 2014 - December 2014

October 2014
KSAALT Open House for university, college and school teachers of English along with supervisors from the Directorate of Higher Education. Two international workshops back-to-back given by experts in English Language Teaching.
1. Dr. James D. Brown – Professor of Language Studies and Director of the National Foreign Language Resource Centre, University of Hawaii at Manoa, USA; and
2. Dr. Alan Firth, Senior Lecturer in Applied Linguistics, Newcastle University, United Kingdom.

November 2014
Monday, 10th November 2014: 1st Seminar. Papers presented by Dr. Afeefa Banu and Dr. Mazeegha al Taale'. These presentation attendees were members of the KSAALT Abha Chapter.
Tuesday, 18th November 2014. General Body Meeting. 2nd Seminar with two presentations. First presentation was given by Ms. Sanjida Halim & Ms. Tanzina Halim. Second presentation was conducted by Dr. Oveesa Farooq. These presentations were attended by the members of KSAALT Abha Chapter.

December 2014
I. Two Outreach Programmes in collaboration with the Department of English Languages and Translation, Masters Programme for Women, Lasan Campus, Abha, and the Department of English, College of Arts & Education Abha. Two One-Day Seminars delivered by young Saudi scholars to discuss the results of their research. These seminar attendees were members of the KSAALT Abha Chapter and teachers of English who were non-members. No entry fee was required.
   1. Monday, 15th December 2014 – Seven papers were presented by students of Research Methods Course, M.A. Parallel Programme.
   2. Wednesday, 17th December 2014 – Seven papers were presented by the students of Research Methods Course, Regular Programme.

II. Thursday, 18th December 2014. GBM & 2nd Seminar. Paper presented by Ms. Amal Metwally and Ms. Abeer Abdally.

III. Two more Outreach Programmes in collaboration with the Department of English, Ibn Rushd College for Management Sciences (Women's Centre), Abha, and the Department of English, College of Arts and Education for Women, Abha. The programme was held at Ibn Rushd Conference Hall, and the attendees were teachers of Ibn Rushd College for Management Sciences.
   1. Sunday 28th December 2014. Dr. Afeefa Banu gave a workshop on "How to Create a Rubric for Assessment of Business English". The teachers created a rubric for Business Report writing in the workshop. The criteria for creating rubric for grading business letters were also discussed in the workshop and the teachers completed the rubric as 'homework'.
   2. Monday 29th December 2014. Dr. Mazeegha al Tale' gave a workshop on Students' Learning Styles. In the workshop, the teachers learned how to identify the different learning styles of their students and how to modify their teaching to suit different learning styles so that learning can be enhanced.

These two workshops were greatly appreciated by the teachers of English, Ibn Rushd College of Management and Science. The workshops in these two Outreach Programmes were also given free of charge to the non-members of KSAALT.
This is part of KSAALT Abha Chapter's initiative to improve the teaching and learning of English in the region. We thank our collaborators, the Dean of Lasan Campus for Women, and the Dean of Ibn Rushd College of Management and Science for providing us the opportunity. In future, we expect more of such collaborations to improve the standard of teaching and learning of English in Abha.

Dr. Afeefa Banu
Chapter Representative
KSAALT Abha Chapter