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KSAALT Quarterly

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Welcome Back to KSAALT!

On behalf of the KSAALT Editorial Board, I would like to welcome you back to KSAALT. I trust that you all had an enjoyable summer and have started yet another exciting and fun-filled school term.

The re-launch of KSAALT Quarterly has been successful in attracting numerous quality contributions from Dr. El-Sadig, Ms. Nusheen, Mr. Abbas, Mr. Shimeles, and our colleagues.

Mr. Shimeles wishes to share his experience with our readers be-

cause he believes that the steps he took to tackle the challenges he once had as a trainer can be adapted by practising teachers or trainers to deal with similar circumstances. Additionally, he hopes that this may spark a few more good educational practices in and outside the Kingdom.

In his article, Dr. Sadig, who has gained four



years of teaching in higher education in Saudi Arabia, is going to point out how important it is for teachers to understand the unique culture of the local community. This will in turn facilitate their teaching in the classroom. By contrast, Ms. Nusheen wrote "Just Hatched" from the perspective of a new teacher in her new workplace.

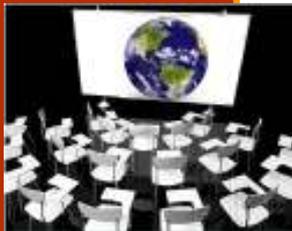
To conclude our newsletter, there's an anecdote about students learning English outside of the classroom in the back of this issue.

Wai Si El-Hassan

Promoting a Culture of Tolerance in the Saudi EFL Classroom

To put the reader into the right perspective, it is convenient to report three incidents that could be argued to characterize routine student-teacher interaction in a Saudi (male) college that is multi-nationally staffed. First, a student requested a teacher to grant him a make-up for a mid-term exam that he had missed owing to a pressing family reason. The teacher could not persuade the student that he would literally commit himself to the normal practice of giv-





Promoting a Culture of Tolerance in the Saudi EFL Classroom *(continued)*

ing only two mid-term exams. The discussion grew into a heated debate that resulted in an official complaint submitted to the Students' Discipline Committee to have the student penalized. Second, a student commented on his mid-term exam result, describing the teacher's marking as wrongful. Appalled by the student's "daring" judgment, the teacher decisively ordered him to leave the classroom. Third, a student drove for about seventy kilometers to attend an early morning class but all his arguments to justify his ten-minute delay, and thus, to be allowed to enter the classroom, were rendered pointless by the teacher's sense of punctuality. There are two conclusions, among others, that could be drawn from these situations. First, some teachers' approach to the classroom administration emanates from a paradigm that emphasizes

“Daily college discourse abounds in a number of words that are used innocently in some Arabic dialects but are considered taboo expressions in others.”

“Who Says You Must Always Use the Interactive Board?”

Is using technology a prerequisite for a successful learner-centered English class? Do English language teachers have to use the interactive white board to guarantee students' engagement in the lesson? Why do some teachers link Learner-centered Teaching to the use of technology? The following lines represent my own opinions and they do not necessarily reflect my unit's official standpoint towards what I am writing about.

Last month I was scheduled to observe one of our teachers' classes. The teacher was not expecting my visit since it was an unannounced class observation session. The reason I am recounting this particular teaching experience is that I think it represents a good learner-centered teaching practice. This is due to some factors, which I am going to

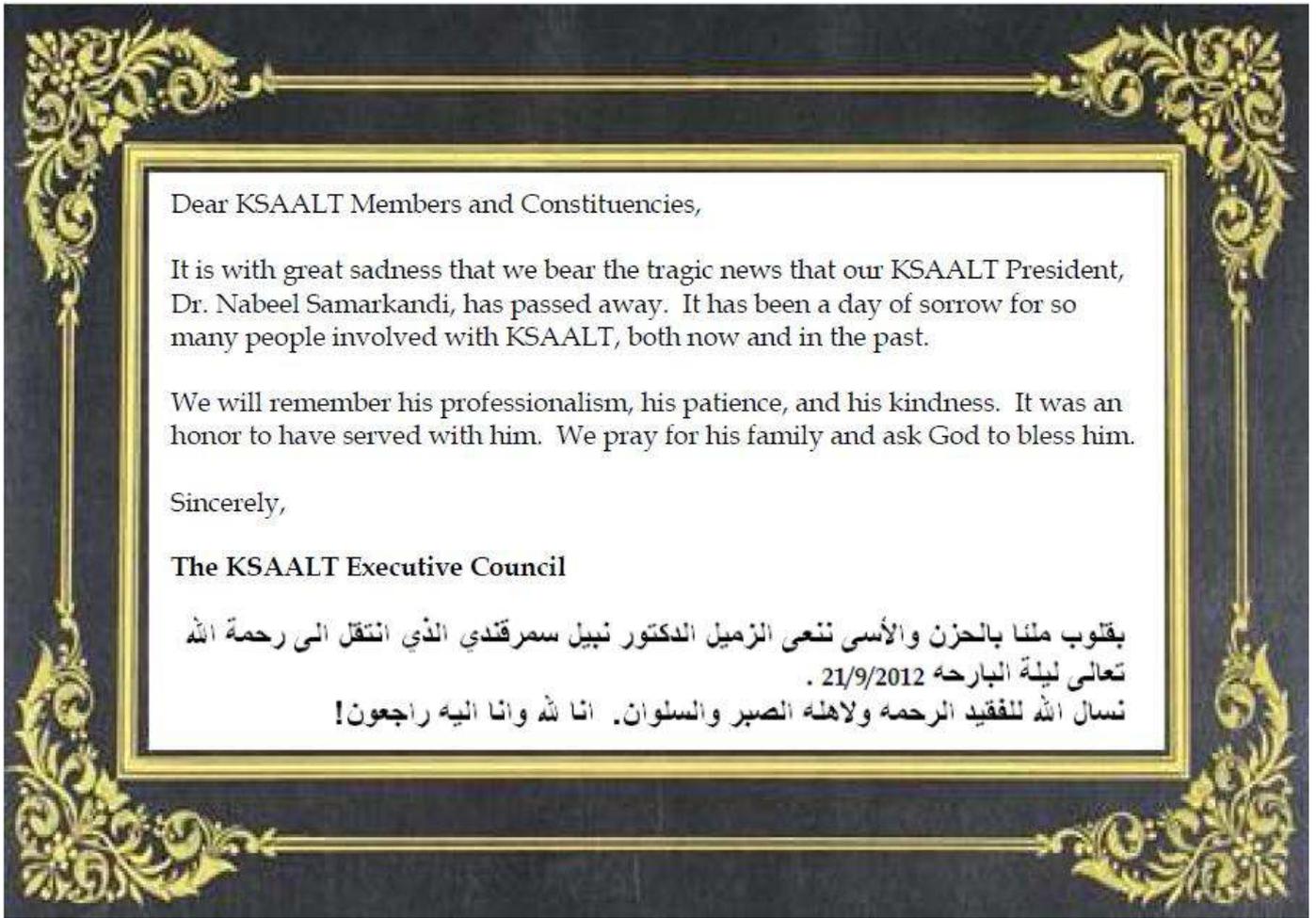
Steps in Creating and Conducting a Language Workshop

Some years back, I had the opportunity to work as a trainer in a bank with various departments. One of these departments was the Human Resource Department, which in turn

had four major divisions: Training and Development, Planning and Management, Employment and Placement, and Staff Benefits and Salary. With the exception of some workers who were, for in-

stance, secretaries by profession. The employees in these four divisions were first degree holders in business-related





A Memorial Page Dedicated to Dr. Nabeel, our former President

Hi

I'm shocked and very sorry to hear this news. He was a fine gentleman easy to work with and a pleasure to talk to. He was generous with the time he offered others. I got to know him more closely after his father passed away and we shared a long chat about this and my father passing. It's a shame for a family to lose a father and then a son so quickly. My condolences to his family and friends.

May he rest in peace.

Yours

Ralph Kraft

Sep 23, 2012, 4:01AM

Dear all

Take care that Dr. Nabeel returned to Allah 21/9 which is on Friday and this means that he is sure rest in peace.

Dr. Ghada Nageeb

Cairo University

Sunday, September 23, 2012 3:12 PM

My deepest sympathies to his family and to the KSAALT community.

"To Allah we belong and to Him we shall return."

Adnan Mohammed
Sunday, September 23, 2012 3:48 PM

"To Allah we belong and to Him we shall return."

Saeed Alghamdi
Sun, Sep 23, 2012 at 5:28 AM

My thoughts and prayers go out to Dr. Nabeel's family, colleagues, friends and to the KSAALT community.

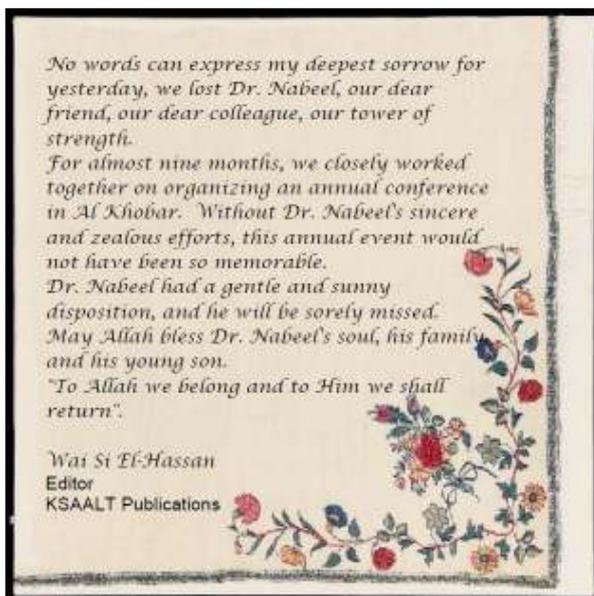
Elizabeth Okafo
Sun, 23 Sep 2012 17:57:05

Hi! Everyone.

Even I am really shocked to know about our KSAALT president, Dr. Nabeel Samarkandi sudden demise. We find no words to express our feelings. We all just need to give in to the ways of Allah!. He certainly knows what is best for each one of us. We sincerely wish and pray for the peace of the departed soul and pray to Allah to grant his family members courage to bear the loss.

Thanks & Best Regards,

Neena Namrata Bali (Monday, September 24, 2012 12:22 AM)



Dear Colleagues,

"To Allah we belong and to Him we shall return."

I am deeply sorry to hear this shocking news. My prayers and thoughts are with his family during this difficult loss; and my deepest condolences to his family, friends and colleagues.

May Allah rest his soul in His eternal Paradise.

Best Regards

Jawdat Saleh

Monday, September 24, 2012 9:16 AM

Letter from the New President



Dear KSAALT Members and Volunteers, I am very excited to continue

my journey with KSAALT this year. As President, I am committed to the impetus that has been established and maintained by all the dedicated volunteers that have come before me. Our organization's five year history has been filled with achievement due to the selfless work of past presidents, executive councils, members at large, conference chairs, and committees, and the general KSAALT membership.

We have grown to over 300 members and 4 chap-

ters and expect to continue that growth by adding new chapters and members this year.

Membership in KSAALT means being a part of a community of talented English language professionals who are eager to share their knowledge, insights, and experience in order to benefit not only one another, but also their surrounding communities. This year, KSAALT hopes to bring you amazing speakers. In fact, I encourage you to capitalize on your membership and opportunities for professional development by attending the general meetings, workshops, and conferences that will be provided by your KSAALT chapters throughout this year.

Your participation in these

events will provide the chance to network with fellow professionals where you can share ideas, concerns, and opportunities. You may even build new friendships.

I also encourage you to participate in regional activities. You can check newsletters and our website for information about regional meetings and contacts.

Finally, I want to express my gratitude for your membership and participation which is essential for the strength of our organization. Together we can optimistically look forward to another year of growth and success.

Thank you,
Renata Ruff

"We have grown to over 300 members and 4 chapters and expect to continue that growth by adding new chapters and members this year."

AGM Speaker

Welcome back KSAALT Members and Friends. The Executive Council hopes your vacation was restful, safe and peaceful. Now that everyone is settled into their classes, jobs and/or assignments, we would like to start the 2012-2013 Academic year with our first General

Meeting to be held on Thursday, October 11, 2012. The first General Meeting will be held at Al Bilad (Nahadha) Compound and it will start at 5:30 p.m.

Dr. Neva Helena Alexander will be presenting on *Teachers as Leaders*. Dr. Alexander is an experienced lecturer

and has presented at numerous conferences both in and outside of the kingdom. She is a great speaker and it should be both informative and enlightening to us all.

Malikah Sisay
Executive Secretary

ECouncil By-Election

Dear KSAALT Members, be filled.

Due to the untimely death of our president, Dr. Nabeel S, the Executive Council needs to fill two positions. Therefore, we would like to invite KSAALT members to either consider running for or nominating a fellow KSAALT member for a leadership position in KSAALT. The following positions (see attached KSAALT bylaws) need to

- Vice President
- Executive Treasurer

The Executive Council would like to nominate Mr. Hossam Abulazayem for the Vice-President position. Mr. Abulazayem is currently the Executive Treasurer. If Mr. Abulazayem is not voted in to the vice-presidency position, he will retain his office as Executive Treasurer.

All elected officers must be KSAALT members in good standing who have been members for at least 90 days prior to Election Day (October 11, 2012) and must reside in KSA. The elected officers can be a member of any chapter and nominations can come from members of any recognized chapter in the Kingdom. Any member in good standing who has

“ABP of Qatar Foundation will be hosting Ms. Janet Orr for a session that will be free and open to the public.”

Qatar TESOL

There are many events happening in the TESOL Community and below is just one example. Please take advantage of this wonderful opportunity.



Qatar TESOL has two opportunities for you.

1. Firstly, our call for papers for the 9th International Qatar TESOL Conference: *21st Century Education – What’s Changing? What’s Not?* which will be held on February 22nd and 23rd, is now open.
2. Secondly, from October 14th - 16th, **Ms. Janet Orr** will be coming to Qatar for presentations on ‘**Critical Thinking and the New Blooms Taxonomy**’. On the 14th of October, from 3 – 5pm, the Academic Bridge Program (ABP) of Qatar Foundation will be hosting Ms. Orr for a session that will be both free and open to the public. The event will be held at Qatar Foundation, on **Sunday, October 14th, from 3 - 5 pm**, and will include light refreshments following the presentation, courtesy of the Academic Bridge Program. All those who pre-register by October 7th, 2012 will be assured a seat and will receive a certificate of attendance.

Any questions about the call for proposals or about the upcoming Ms. Janet Orr PD event can be directed to Qatar TESOL at qtesol@gmail.com.

ECouncil By-Election *(Continued)*

been a member for at least 30 days prior to the election can nominate one person per office. Our membership records will be verified before any nomination or vote is counted.

To nominate someone for one of these positions, please email me (msisay@pmu.edu.sa) with the following information:

1. The name of the KSAALT member you are nominating
2. The position in which you

are nominating the member for

3. An e-mail address contact for the person whom you are nominating
4. Relevant experience/ interest for the post (1-2 lines only)

Please send nominations via e-mail by no later than Tuesday, October 9, 2012. Elections will take place at the First Annual General Meeting **on October 11, 2012 at Bilad I**

(Nahadha) Compound and via electronic ballot for our chapter members around the Kingdom. Should you have any questions, please respond directly to this e-mail.

Sincerely,

Malikah Sisay
KSAALT Secretary 2012-2013

"Variety's the very spice of life ... That gives it all the flavor."
William Cowper

Promoting a Culture of Tolerance in the Saudi EFL Classroom *(continued)*

their role as the sole determinant of the success of the educational process. Apparently, this teacher-centered approach to education violates the current quality-based educational culture that tends to empower the student as evidenced by the formation of the Students' Rights Committees in all the Saudi (public) tertiary institutions so that the students not only submit complaints about some teaching practices but also assess teachers' performance. Second, there seems to be a lack of awareness among teachers of the familial obligations of their students. For instance, they were the ones to transport other members of the family to and from schools in the morning and at the end of the school day respectively. Such a responsibility likely overlaps with their college timetable, and thus, forces them into confrontation with their teachers.

The English poet William Cowper has been quoted saying: "Variety's the very spice of Life ... That gives it all the flavour". This wisdom best describes the educational scene in the Saudi EFL classroom where the teaching staff come from different parts of the world. It goes without saying that this staffing strategy is an inexhaustible enrichment resource since it integrates diverse educational, linguistic, ethnic and cultural backgrounds into the classroom. However, if such an advantageous situation is not appropriately utilized to achieve the desired outcome, it could result in disastrous consequences.

The three incidents reported above are clear cases of communication breakdown between students and teachers. To investigate this issue, there are two questions that this article will attempt to answer: **1.** What are the possible reasons underlying miscommunication in the classroom? And **2.** How can these cases be properly addressed and resolved? To begin with, the available literature concentrates on educational concerns of multi-cultural classrooms in Australia, Canada, Britain and the United States of America where there are minority students. However, it can still have implications for the Saudi context where the exact reverse is true; viz. the students are culturally homogeneous but some of their teachers belong to other cultures.

Promoting a Culture of Tolerance in the Saudi EFL Classroom (continued)

One way to diagnose classroom miscommunication, Heidi and Shultz (1972) point out that when teachers are not aware of cultural differences, they will assume that certain forms of behaviour have a particular meaning while the students assume another. The student who was refused entry to the class is a case in point. Such contradictory interpretations of the same situation are believed to cause cultural misunderstanding. In fact, even dialectal differences regarding the use of certain lexical items can result in a communication impasse. Daily college discourse abounds in a number of words that are used innocently in some Arabic dialects but are considered taboo expressions in others. The relevant literature informs us that such situations can best be handled through the promotion of a culture of tolerance among the members of the educational institutions. In principle, the concept of "tolerance" is conceived as "a formula of civilized co-existence of all participants in social relations with diverse opinions, convictions, beliefs, and points of view (Angius and Ambrosewicz, 2003, p.12). While it is true that both the teacher and the student are legitimate targets of socialization into the tolerance culture (Ho et al, 2004), many researchers emphasize the role of the former *per se*. For instance, the teachers alone are required to become knowledgeable of their students' cultural background as a necessary condition for understanding the behaviour rules of the social community where they belong (Deschel, 1991; Metropolitan Culture for Urban Education, 2008). Moreover, teachers are also expected to develop "cross-cultural competence" to be able to respect people from other cultures and make sincere attempts to conceptualize the world from the point of the other (Roux, 2002).

To conclude, the purpose of this article is not, nor can it be an attempt to incriminate teachers. However, their role has been foregrounded because they are responsible for providing optimal opportunities for learning to take place. Sure enough, they cannot perform that role satisfactorily if they conceive of the syllabus they are implementing in pure universal terms. In other words, teaching "can never be culturally neutral ... or exists independently or remains unaffected by its social or historical roots" (Roux, 2002, p.37). It reflects the very culture of the local community which teachers need to understand to facilitate their own job in the classroom.

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Author:

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

“Who Says You Must Always Use the Interactive Board?” (Continued)

explain.

The class that I observed was one of our English writing groups. The class had already started when I arrived. I knew the students of this class very well since I myself taught them listening and speaking. The first thing I noticed after I had taken my seat was the class teacher having the students collecting their mobile phones and put them on his desk. The lesson was writing a comparative paragraph about two sports which was, of course, an excellent topic for these young men to write about. The teacher explained the objective of the lesson to his students and asked them to work in pairs brainstorming the similarities and differences of the two sports and then write their ideas down in their notebooks. Meanwhile, the teacher used the interactive board accessing the Internet to show some sport pictures and to explain the meaning of some technical words related to soccer and basketball. The students were very excited about doing that activity which I should admit surprised me a lot.



The brainstorming activity went on for a while and the teacher was moving around the class making sure all the students were involved and helping them at the same time. After that, the teacher asked each pair to choose someone to write their ideas on the board. Yes, on the chalkboard and not on the interactive board. Until now, I hadn't understood why the teacher chose the chalkboard instead of the advanced interactive board the class has, but whatever the reasons could be it turned out to be a very exciting activity. The students rushed to the chalkboard placed at one side of the room and wrote their findings. I was sitting on my chair highly taken by the sight of these brilliant students who seemed motivated and willing to express their opinions in front of their peers and me. They used colored chalk to write the differences and similarities of soccer and basketball on the board. Finally, the teacher asked the students to write their ideas in the form of a paragraph.

When I concluded my class observation, I directly expressed my opinion of it to the principle and suggested that class be shared with other teachers. I was very glad about the following day when the other teachers attended that lesson and witnessed how students could be motivated and involved in class activities without using the interactive board or any other advanced technology.

Author:

Mr. Abbas Suliman, spent his first 29 years in Sudan, his homeland. In late 1997, Mr. Abbas was teaching English in Jeddah. Then, he joined Saudi Aramco Training Center in Dhahran in 2001 and now he is a senior English teacher at the Center.

Latest Edition of TESSA Newsletter

TESSA is an international research and development initiative which brings together teachers and teacher educators from across sub-Saharan Africa. There is a wealth of activity taking place in the TESSA community including the development of new resources - for primary teachers in Mauritius, for secondary science teachers and for teachers and for teaching practice supervisors.

To read the newsletter, visit: http://www.tessafrica.net/files/tessafrica/Newsletter%20July%202012.pdf?ONEML=pf1841&MEDIA=pf0910os_1089



Source: The Open University, UK

Steps in Creating and Conducting a Language Workshop (*Continued*)



“Despite the language courses they had taken, the reports they wrote were found out to have contained errors.”

fields. Their credentials attested that they had taken two general English courses (i.e. College English I and College English II) and a writing course (Sophomore English).

The employees in this department were required to use English, among other things, for writing reports, letters, and memos; preparing contracts; sending emails, etc. Despite the language courses they had taken, the reports they wrote were found out to have contained errors. Some of these errors made understanding the sample reports analyzed partly difficult, while others caused misunderstanding of some essential elements of the documents. Such errors should not be ruled out, according to Hagège 1999 and Freiermuth 1997 (both cited in Karra 2006).

The possible remedy to the errors identified was making the employees participate in an intensive language workshop. This article is, therefore, an account of the important steps followed in preparing and conducting lessons that helped the bankers minimize the language difficulties they had.

Step 1: Taking the errors identified into consideration, an agreement was reached on a list of topics needed to prepare a pre-test that was meant to show in depth the language difficulties the employees had.

Later, using this list as a guide, the pre-test sought was made. (This pre-test was in four different but closely related parts: grammar, vocabulary, mechanics, and sentence/ paragraph-level writing.)

Step 2: To have a better understanding of the would-be trainees’ performance in the four areas stated above, the pre-test prepared was conducted. But the reason for it was not communicated to any of the trainees-to-be. “It is useful to always perform an error analysis based on written tests administered by the teacher, but without informing the student of the purpose of the test” (Hagège 1999 in Kara 2006).

Step 3: Later on, all the papers were marked and then analyzed in two stages. The first stage focused on analyzing the results of the test. Considering the English language courses they had taken previously and the type of tasks they were required to perform in English, the scores were rated ‘unsatisfactory’. The columns shaded grey (See *Appendix 1*) present the scores for all the parts parallel to the code number given to each test taker.

The second stage of the analysis entirely focused on identifying the errors that the test takers made while answering the pre-test questions. The errors found out were concerned with grammar, vocabulary, sentence/

paragraph writing and mechanics - capitalization and punctuation marks.

On the whole, from the analysis at the second stage, two things were detected:

1. Those errors concerned with sentence and paragraph writing made understanding parts of the paragraphs significantly difficult.
2. The errors varied in terms of frequency, i.e., some errors occurred more frequently than others.

Step 4: Following the analysis, an outline of the contents of a workshop material was worked out in order to start dealing with the language difficulties the test takers had. (The pre-test scores and the errors identified and discussed in the previous steps were all given emphasis when selecting, organizing, reorganizing, and writing the outline in question.)

Step 5: Based on the outline worked out, language tasks were prepared to start conducting the remedial English language lessons proposed in the introductory part of this article. The lessons were in seven related units. Each unit was accompanied by worksheets. The package containing all these workshop materials was prepared both in hard and soft copies.

Step 6: The workshop was conducted for eleven consecutive half days. The first half-day of the workshop started with a couple of lessons on reacting to other person's piece of writing and identifying errors. This was done with the intention of finding out the trainees' attitude towards errors, the kind of feedback and correction they would like to receive, and who they would expect it from.

The presentation of the lessons was done with the help of a projector, whiteboard, flipchart, and wall-paper. Alternative use of these facilities made the presentation of the lessons easier, and it also helped in catering variety and managing time efficiently.

The lessons conducted involved group and pair work activities. This brought the opportunity to create an environment where low achievers worked with those who relatively achieved better in the pre-test held at the start.

At the end of every day, trainees were given worksheets. The comments some of them made attested that worksheets helped them get a lot of practice on the lessons they needed to study. Others said that they had helped them develop the habit of revising lessons on a regular basis.

The day's lessons ended with the participants evaluating, usually being in a group of four, the specific teaching material used and the mode of presentation attended. Comments gathered this way helped a lot in refining the lessons and making subsequent presentations live up to the trainees' expectations.

Step 7: The same procedure was used in conducting the subsequent lessons. Before the wrap-up of the entire workshop, the date for a post-test was announced. And the trainees were given the soft copy containing the workshop materials and a list of English language websites that guaranteed interactive exercises.

Step 8: A week after the end of the remedial language workshop, the trainees took the post-test containing exactly the same test items included in the pre-test. However, no prior information was given to them about the nature of the post-test items.

Step 9: To find out the post-test scores, the test papers were marked using exactly the same answer keys made for checking the pre-test items. This helped avoid inconsistency and minimize bias. The columns shaded white (See *Appendix 1*) present the post-test scores parallel to the code number given to each test taker.

Step 10: To see the difference in the scores between the pre- and the post-tests, a statistical analysis was made. The simple calculation done indicated that the mean score of the pre-test was 26.791, but it was 34.375 for the post-test. This was one important indication that there was improvement on the part of the trainees. A further step was needed to make sure if this difference was due to the workshop, and not because of chance. The t-test put in place proved that the probability for the difference between the two mean scores to be based on chance was 0.000005. As a rule, this type of chance in statistics is interpreted as zero probability (Field 2000). Hence it was concluded that the change observed was the effect of the workshop, and it was rated to be highly significant.

The variances of the pre- and the post-test scores were also calculated to see if the variations in performance among the trainees were minimized. It was found out that it was 29.65 initially; it came to be only 12.21 after the workshop. Thus, the variations were narrowed by more than half. (See *Appendix 2: t-test*)

To conclude, the steps I followed in conducting the remedial English language workshop are the results of the experience I have accumulated as English language teacher for years now. I understand that every teaching situation has its own challenge that makes it unique. So, for a better result, the steps should be adapted in order to deal with new challenges you are likely to encounter in your workplaces.

“... they had helped them develop the habit of revising lessons on a regular basis.”

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Appendix 1: Pre and Post Test Scores

| Trainees' Code Nos. | Pre and Post Test Scores | | | | | | | | | |
|---------------------|--------------------------|------|--------------|------|-------------|------|-------------|------|-------------|-------|
| | Part A (10%) | | Part B (24%) | | Part C (8%) | | Part D (8%) | | Total (50%) | |
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| Code No. 1 | 3 | 5.5 | 15.5 | 15.8 | 5.5 | 5 | 5 | 8 | 24 | 34.25 |
| Code No. 2 | 4 | 7 | 12 | 14 | 5 | 5 | 3 | 6 | 24 | 32 |
| Code No. 3 | 7 | 9 | 14.5 | 18.5 | 6.5 | 6.25 | 6 | 7.5 | 34 | 41.25 |
| Code No. 4 | 3 | 4 | 7 | 11.8 | 6 | 6 | 4 | 7 | 20 | 28.75 |
| Code No. 5 | 6 | 5.5 | 14.5 | 17 | 7 | 7 | 5 | 6 | 32.5 | 37.5 |
| Code No. 6 | 8 | 6.5 | 14.5 | 18.5 | 4 | 5 | 5.5 | 5 | 32 | 35 |
| Code No. 7 | 3.5 | 6.5 | 11.5 | 15.3 | 5 | 6.25 | 5 | 6 | 25 | 33 |
| Code No. 8 | 2 | 7 | 11.5 | 14 | 5 | 5 | 6 | 7 | 24.5 | 33 |
| Code No. 9 | 9.5 | 8.5 | 15 | 13.5 | 4 | 5.5 | 4 | 6.5 | 32 | 34 |
| Code No. 10 | 1.5 | 3 | 13 | 17.5 | 4.5 | 5 | 5 | 7.5 | 24 | 33 |
| Code No. 11 | 4 | 6.5 | 14 | 17.5 | 5.5 | 7 | 6 | 8 | 29.5 | 39.25 |
| Code No. 12 | 5 | 5.5 | 6.5 | 14.3 | 4.5 | 6 | 2 | 6 | 18 | 31.25 |

Appendix 2: t-test

| Statistical Tools | Pre Test Scores | Post Test Scores |
|------------------------------|-----------------|------------------|
| Mean | 26.79166667 | 34.375 |
| Variance | 29.65719697 | 12.21477273 |
| Observations | 12 | 12 |
| Pearson Correlation | 0.777775027 | |
| Hypothesized Mean Difference | 0 | |
| df | 11 | |
| t Stat | 7.500916147 | |
| P(T<=t) one-tail | 5.99324E-06 | |
| t Critical one-tail | 1.795884814 | |



Author:

Mr. Shimeles Doni is a holder of a BA in Linguistics and an MA in TEFL from AAU. He had various teaching experience gained in Africa, Singapore and Ethiopia. He then joined JTI where he's teaching English to Saudi students.

A Message from the Conference Proceedings Committee

It's my pleasure to welcome you to the new addition to KSAALT's website features – Conference Proceedings.

Our fifth annual conference was held in Jeddah in May, 2012.

Conference presenters from the 3rd and 4th annual conferences were quick to respond to our invitation to have their conference proceedings published.

My sincere gratitude to the

reviewers, editors and members of the Conference Proceedings Committee for their generous assistance and support. I hope you will enjoy reading our presenters' contributions.

Ultimately, we aim to build an academic platform for language teachers nationally and internationally to exchange knowledge and expertise for the betterment of our teaching practice and language education in the

Kingdom.

Invitations to the presenters from the 5th annual conference will be sent out soon.

Wai-Si El-Hassan

Dr Elma Ross
Reviewer

Dr Telma Gharibian
Reviewer

David Berry
Editor

Wai-Si El-Hassan
Head & Chief Editor



To view our conference proceedings, please visit:
http://www.ksaalt.org/conference_proceedings.html

Just Hatched!

'Pre-Beginners' is a new term in Fall, 2012, at PMU.

When ELI (English Learning Institute) announced the 16-week English Coaching Program at the PMU premises for students who'd like to gear up to join the Preparatory Department of PMU, there was an overwhelming response. The admissions of students had to be restricted to 5 sections each on the male and female sides.

Generally, new programs mean new faculty. On the female side, as of today, there are four of us. Ms. Haifa, Ms. Ruqaia, Ms. Nadya and I. We are expecting to have another instructor shortly. New to PMU, but everyone has a load of experience in teaching English as a Second Language nationally and internationally.

We bring a spectrum of teaching experiences from Canada, US, Syria, Saudi and Egypt.

I was impressed by how much special efforts are made at PMU to make the new faculty feel comfortable so we could 'fit in' from Day 1. To begin with, Ms. Muniba from HR offered me a warm and cheerful welcome. As I was trying to get a grip of things in the first week, Mr. Faisal Khan and Mr. Ahmed Nuriddin were my crutches. Ms. Linda Parker was great with her guidance and Ms. Sharen was promptly arranging the set-up for my office. I don't know what I'd have done without Ms. Malika Sisay's unflinching support and academic guidance. Ms. June Feldman just amazed me for she moved heavy furniture to make my office more

comfortable! I'd be ungrateful if I don't mention Ms. Kim for her motherly love and concern. It is so soothing! Ms. Rania, Director of Students Affairs, amidst her hectic day, graciously offered to help me by reallocating classrooms to suit our different schedules and timings. I was happy to receive orientation and training from Dr. Desmond Rice, Dr. Bruce Wells and Dr. Gary Joyner. Dr. Jeannine Grantham welcomed us courteously into the Interior Design building and opened 5 offices for us there. It saved us a lot of trouble making tents in front of Linda's office!

At PMU, I feel everyone is an icon of support.

Everyone smiles, everyone's ready to help, everyone shares information and responsibility wholeheartedly. God bless PMU.

Nusheen Hafeez
Pre-Beginner Coordinator
ELI, PMU





KSAALT Quarterly

New Face, New Features!

| Features <i>(in alphabetical order)</i> | Ideas & Description |
|--|---|
| A Few Things We Want to Know About You | Have you taken part in a KSAALT activity that you'd recommend to others? What do you wish KSAALT offered that it doesn't currently do? |
| Articles from Members or ECouncil | 150 – 250 words each article |
| Calendar of Upcoming Events | Keeping members abreast of events organized by different chapters |
| Conference Feedback | e.g. on the 5 th annual conference (Jeddah) |
| Conference News | News about any upcoming conferences (mini-/annual; national/international) |
| Current & Future Editions of KSAALT Quarterly | Invite ideas from the readers |
| Employment News | Permanent/temporary, part-time/full-time, national/international |
| Focus on _____ Chapter | Riyadh, Jeddah, Yanbu, Khobar and new Chapters |
| Health Tips | Ergonomics, Snacking at Work, and many more ... |
| Ideal Spots to Prepare for Lessons | Illustrated with photos, (e.g. parks, cafés, etc.) |
| Jokes Corner | From classrooms & playgrounds; schools & colleges |
| KSAALT Gallery | Discover members' photography talents! |
| Message in a Bottle | From a new arrival/new teacher in KSA; from an experienced teacher in KSA, and so on |
| Online Teaching Materials | Sources, e.g. YouTube, Google, Purdue Language Lab, recommended by readers (tested & proven); complete with teaching notes from readers who are willing to share. |
| Professional Development | Teachers' training, new online courses, KSAALT regular meetings, etc. |
| Snapshots of Members' Workplace | e.g. campuses & classrooms of schools & universities |
| Something about KSAALT Facebook | A summary of discussions from KSAALT Facebook |
| Tech Tips | Tips on using classroom technology (current Quarterly feature) |
| TESOL & IATEFL News Flash | News from our affiliates |
| World of Prep Programmes | Laughter & tears, news, experience to share, etc. |
| Zoom-in on K12 | Learning/teaching, from K12 to colleges, classroom tech, etc. |

Please email your enquiries and contributions (.doc, .docx or pdf) to: KSAALTpubMatters@hotmail.com



KSAALT QUARTERLY

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We're waiting to hear from you.

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.

Please contact **Ms Malikah Sisay**, Executive Secretary, if you would like to receive more information about our organization. Her email address is: msisay@pmu.edu.sa.

It's Simply Marvelous!

This year in spring, I accompanied 24 female students from Advanced preparatory program to Chili's in Dhahran Mall on a day trip. The purpose of this trip was to learn English outside of the classroom. 21 of them were my Writing students while 3 of them were from another section whose teacher unfortunately could not join us.

The Chili's staff were very courteous and helpful. They lined up 6 solid wooden tables decorated with Mediterranean blue and terracotta red ceramic tiles for us. With high-spirits, we sat around the table examining the menus that the waiting staff gave us and made our orders. Drinks shortly followed and then food was served.

My students were extremely organized – around 5 sets of appetizers were ordered for everyone to share. Before we knew it, all our orders had arrived. The student whose name means “jewels and gem stones” noticed there was an additional plateful of food that nobody claimed ownership of, so my little Miss Gem signaled to the waiting staff and spoke to him in almost perfect English.

“Excuse me. **First of all**, we didn't order this dish. **In addition**, we have [a bit] too much food to share now. **In conclusion**, please can you take it back?”

What a good use of connectors complete with introduction, body and conclusion, not in written form, but told verbally!

Wai Si El-Hassan

