KSAALT Jeddah Chapter Seminar

**Students’ Motivation**

*Motivate the Unmotivated*



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**SCHEDULE OF THE KSAALT SEMINAR**

**Saturday May 28, 2016**

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| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Subject** | | **Venue** | | | |
| **8:30 - 10:25** | Registration (Females)  Registration (Males) | | Red Carpet Area  VIP Area - Gate 3 | | | |
| **10:30 - 10:55** | Networking & Welcome Speech | | Auditorium | | | |
| **11:00 - 11:45** | **PLENARY TALK**  Motivate the Unmotivated  **Pir Suhail A. Sarhandi** | | Auditorium | | | |
|  | |  |  | | --- | --- | | **Room 067** | **Room 068** | | | |  |  | | --- | --- | | **Room 151** | **Room 175** | | | | |
| **12:00 – 12:40** | The Use of Mobile Phone Applications to Enhance Students' Pronunciation  **Dr. El-Sadig Yahya Ezza** | Using Photography and Storyboard in ESL classroom  **Ms. Amreen Najmi** | Not Just a Game!  **Dr. Catherine Karen Roy** | | | Analyzing the Relationship between L2 Motivational Selves and L2 Achievement: A Saudi Perspective  **Ms. Misbah Rosheen Khan** |
| **12:40 – 1:30** | **Prayers & Lunch** | | | | | |
| **1:30 – 2:10** | Will It Ever Be Their Paradise!!  **Ms. Mervat Alharbali** | How Can Constructivism increase learning motivation?  **Dr. Mahmoud**  **Ibrahim** | Classroom games to motivate ESL students, WHY?  **Ms Tahseen Rizvi** | | Modern Teaching Methodologies and the current trends in EFL/ESL Classes  **Ms. Naila Masud Khattak** | |
| **2:15 – 2:55** | The Anxiety Factors in the Saudi EFL Learners: A Study from English Language Teachers’ Perspective  **Ms Fariha Asif** | The Importance of Questions in the EFL Classroom  **Ms Folake Abass** | Using Literature to Banish the EFL Classroom Blues  **Ms Lubna Omer** | | Facilitating Learners Overpower the Frankenstein of English Language  **Ms Mutahar Unnisa Omer** | |
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Plenary Talk 11 a.m – 11:40 a.m (Main Auditorium)

***Motivate the Unmotivated***

Pir Suhail Sarhandi – Free State University

Abstract:

With the rapid growth in the field of educational technology, learners, pedagogues and pedagogies have undergone a radical transformation over decades. This technological transformation in language teaching has revolutionized the teaching and learning process. However, the biggest change that this transformation has brought is the digital divide between the learner and the educator. Our learners expect more of the educators. They expect their educators to teach the way they want to learn. On the other hand, our educators perceive this change as students being unmotivated. Perhaps a closer analysis might reveal that maybe the students are not unmotivated; maybe the current pedagogies need to be revisited. Through this talk, the speaker will try to cast a critical eye towards the relationship between the motivation and the integration of technology in education in general and in language teaching in particular. Based on the literature and the current situation in the field of technology integration, recommendations will be made to adapt our current pedagogies to motivate the unmotivated in order to realize the full potential of technology in language teaching and learning.

Bio:

Mr. Sarhandi is a PhD scholar at the University of Free State, South Africa. He is currently working at King Abdul Aziz University, Saudi Arabia. He has presented in many regional and international conferences. His research interests include professional development, native/non-native dichotomy, teaching technology, CALL, MALL and Mobile Learning.

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**Concurrent Sessions**

***THE USE OF MOBILE PHONE APPLICATIONS TO ENHANCE STUDENTS' PRONUNCIATION***

DR. EL-SADIG YAHYA EZZA – Al-Majma’s University – ROOM 067 – 12:00 p.m – 12:40 p.m

Abstract:

Previous research findings inform that Saudi EFL learners at Majma’ah University experience acute pronunciation difficulties resulting from the novelty of the sound concept, discrepancy between the English sounds and the letters of the alphabet and previous training to base pronunciation on the letters of the alphabet, to mention but a few (Ezza, 2013). In the light of these findings, it was visualized that Roach (2005) –the main course textbook, might not be sufficient to handle these pronunciation challenges. As a result, four mobile phone applications were integrated into the mainstream teaching of the course ENG121: Pronunciation during the academic years 2013/2014 and 2014/2015; including English Pronunciation (developed by KEPHAM), Sounds: Pronunciation App (developed by MacMillan Publishers), the free and paid applications of Longman Dictionary of Modern English and Oxford Advanced Learners Dictionary. The students were also required to download and memorize the first two stanzas of the poem “English is Tough Stuff.” The need to use these sources in the course emanates from the vital role they play in language learning. In fact, the relationship between language learning and mobile phones has resulted in the emergence of an applied linguistics branch known technically as MALL, i.e. Mobile Assisted Language Learning, whose educational discourse details a variety of affordances that render mobile phones relevant to language learning. For instance, such properties of mobile phones as portability, social interactivity, connectivity, adaptability, spontaneity, ubiquity, etc. are conceived to facilitate and enhance language learning. This study attempts to report the use of these mobile phone applications along with a post-course interview will be conducted to measure the students' attitudes towards the use of the applications.

Bio:

El-Sadig Yahya Abdullah Ezza is an Associate Professor of English at Majma'ah University. He teaches under graduate courses, conducts classroom-based studies and participates in local and international conferences. His research interest includes disciplinary writing, English for academic purposes and English pronunciation.

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***USING PHOTOGRAPHY AND STORYBOARD IN ESL CLASSROOM***

MS. AMREEN NAJMI – ELI – King Abdulaziz University – ROOM 068 – 12:00 p.m – 12:40 p.m

Abstract:

Storyboard is a series of still photographs edited together and presented on screen in a sequence. Usually, a voiceover, soundtrack and sound effects are added to the piece to create a presentation to show a scene or a short story. As we know most of our students love photography so why not use story boarding in our classes and make students tell us their story in 10 - 20 frames. In this presentation the presenter will introduce how the ESL teachers can use storyboard to make their students work in groups and help them in brainstorming ideas eventually leading them to write and tell their story in front the class. This will help the students in both writing and speaking and of course grammar. The students would take pictures or even act in their friend’s stories if needed and this makes it really fun and enjoyable yet at the same time helpful in learning good vocabulary, adjectives, verb tenses. Detailed handouts will be provided to the attendees to help them use this technique in their class.

Bio:

Ms. Najmi has done Masters in English Literature and Language. After her Masters she studied Filmmaking and Photography from London Film Academy. Then she taught TOEFL, Oral and Written Business communication and photography in MITM for two years. Since 2012 she has been an ESL instructor in King Abdul University.

***NOT JUST A GAME!***

Dr. Catherine Karen Roy– ELI – King Abdulaziz University - ROOM 151 -12:00 p.m – 12:40 p.m

Abstract:

Thinking outside the box is what this workshop is all about to practice and remember better English grammar. By covering the same rules introduced in the book but in the format of a game, students are requested to stay on their toes when forming and reviewing English phrases. In fact, the ability to use and understand a structure in a variety of situations spontaneously is of crucial importance to develop excellent communicative grammatical competence. In order to equip students with a fair number of grammar rules in a short time, it is essential to develop different learning techniques and memory enhancing practices like learning games that will motivate EFL learners. In this workshop on classroom games, teachers will be introduced to five games to review and reinforce newly acquired grammar rules. It will be a practical workshop, where participants will be fully engaged and inspired to replicate the same activities in their classroom.

Bio:

Dr. Catherine is a certified TESOL instructor and holds a Ph.D. from the University of British Columbia as well as an MA in literature from the University of Toronto, Canada. Her research interests include language acquisition, and the integration of technology in the classroom.

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***ANALYZING THE RELATIONSHIP BETWEEN L2 MOTIVATIONAL SELVES AND L2 ACHIEVEMENT: A SAUDI PERSPECTIVE***

Ms. Misbah Rosheen Khan – ELI – King Abdulaziz University - ROOM 175 -12:00 p.m – 12:40 p.m

Abstract:

The present study aims at exploring the relationship between L2 motivational selves and L2 achievement in Saudi EFL context. The participants of the study are Saudi Foundation Year female students (aged18-20) studying at English Language Institute of King Abdulaziz University, Jeddah. To serve this purpose, Dornyei’s (2009) L2 Motivational Self System is utilized as a theoretical framework to find out the relationship between L2 selves (Ideal and ought to), students’ intended efforts to learn English, and their achievement (marks obtained in formal exams). This is carried out through the survey in the form of structured questionnaire and semi-structured interview. Moreover, the marks sheet of English language test of the participants is also obtained for this purpose. The analysis of both quantitative and qualitative data reveals that L2 Ideal self highly affects both the motivational level to learn English language and their formal L2 achievement as compared to ought to L2 self which has significant influence only on participants' motivational level i.e. their efforts to learn English (criterion measure). The results of the study are significant enough to generalize, thus, it offers a graphical representation of the relationship between all the variables under discussion. In the end, pedagogical recommendations have been made in order to develop and strengthen L2 ideal selves of the EFL learners.

Bio:

Ms. Misbah Rosheen Khan, a Senior Academic Coordinator at ELI, King Abdulaziz University, has been working in the field of EFL/ESL for eleven years. She holds M Phil degree in Applied Linguistics and her research interest lies in exploring the complex phenomenon of L2 learning and the pivotal role of motivation in the process. She is an enthusiastic professional who believes in teacher empowerment and professional development through research endeavors.

***WILL IT EVER BE THEIR PARADISE!!***

Ms. Mervat Al-Harbali– Taibah University - ROOM 067 -1:30 p.m – 2:10 p.m

Abstract:

Creating a fun, motivating and engaging classroom environment has always been one the most important challenges facing EFL instructors. The classroom is considered to be an extremely valuable place for the Saudi learners since it is almost the only place in their context to practice and maximize their exposure to English. Therefore, an appealing, enhancing and motivating class environment can always be a valuable source of encouragement and achievement for students, especially the unmotivated ones. Students will get more excited about their classes and eager to attend their stress-free, fun language sessions. In this workshop, the presenter will share her experience of creating a relaxing, motivating and enjoyable learning environment. The presenter will introduce some of the techniques & activities towards this aim. It is really demanding and challenging to achieve this goal; however, it is truly rewarding.

Bio:

Mervat has taught at the English Department and the Higher Language Institute at Damascus University, the Syrian Virtual University, the Girls’ Colleges in Jeddah, & Taibah University. She has an MA in TEFL/TESL from Birmingham University, UK a BA in English Language & Literature and a Diploma in Translation from Damascus University. She completed a course in ELT Management with the Oxford Teacher Academy, UK.

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***HOW CAN CONSTRUCTIVISM INCREASE LEARNING MOTIVATION?***

Dr. Mahmoud Ibrahim – The University of Jeddah - ROOM 068 -1:30 p.m - 2:10 p.m

Abstract:

The presentation proposed reports on the presenter's qualitative findings of the effect of Constructivism on learners' motivation in his PhD treatment. Then, the presentation will be followed by a workshop to share ideas on how to apply the Constructivist epistemological principles in Saudi university contexts Constructivist epistemology rejects the principle of the knowledge transmission from the teacher to the student and emphasizes the active role of learners who construct their own knowledge by connecting their past knowledge and experiences with the new concepts and ideas. The constructivist EFL learning model urges the students to be actively involved in their own learning of English process. The teacher functions as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. The presenter's PhD treatment used Constructivist techniques to develop Arab Pre-service teachers' grammatical accuracy. Interviews held at the end of the treatment revealed an aspect that was not a focal point in the study variables: the positive effect Constructivism had on their motivation. The presentation and workshop will try to shed light on how Constructivism can help teachers increase their Saudi EFL university learners through concepts such as active learning, I+1, negotiated syllabus…etc.

Bio:

Mr. Ibrahim has an MA in linguistics from the American University in Cairo and a PhD in TESOL from Alexandria University. He used to teach at Alexandria University, and then at Tabouk University. However, he is currently working for the English Language Institute at Jeddah University.

***CLASSROOM GAMES TO MOTIVATE ESL STUDENTS, WHY?***

Ms. Tahseen Rizvi – Al-Andalus Private School - Jeddah - ROOM 151 -1:30 p.m – 2:10 p.m

Abstract:

One of the most difficult aspects of becoming a teacher is learning how to motivate your students. It is also one of the most important. Students who are not motivated will not learn effectively. They won’t retain information, they won’t participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher’s methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty learning and is need of special attention. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: Teaching a class full of motivated students is enjoyable for teacher and student alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential. Here are five effective ways to get your students excited about learning: 1. Encourage Students 2. Get Them Involved 3. Offer Incentives 4. Get Creative 5. Draw Connections to Real Life Good reasons for using games in an ESL class. 1. More drilling/ controlled practice 2. Fun and memory 3. Class spirit 4. Knowing when you are doing well 5. Warmers 6. Using different parts of your brain 7. A natural way of learning 8. Competition and motivation 9. Most students like games 10. The students complain about games for the wrong reasons 11. Variety 12. Remembering the language by the game.

Bio:

Tahseen Rizvi earned her BSc degree from India in 2010 and diploma in TEFL / TESOL / Montessori. For the past 6 years she has been teaching as an English teacher, in recent she is associated with Al Andalus Private School and Edu. Insights. Tahseen has strong communication skill and have got the ability to make students understand the subject properly. Even she helps students and teachers with their decision making.

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***MODERN TEACHING METHODOLOGIES AND THE CURRENT TRENDS IN EFL/ESL CLASSES***

Ms. Naila Masud Khattak – ELI – King Abdulaziz University - ROOM 175 -1:30 p.m - 2:10 p.m

Abstract:

In today’s educational context, there are ways teachers show their professionalism and prove true educators. They are to engage in variety of modern teaching methods where the learners are not just to the class room but also they are urged to engage and analyze in real life. Using different approaches in class room teaching is the most important one. The presenter will discuss the very modern methodologies, their application in various situations. How to select the best one?, and how to create or modify teachers’ own one? In this interactive presentation, teachers will examine some successful methods and will find and adapt the most appropriate ones that really worked and were successful with them. Also, the ones outlined by the learners where they show their interest in them during the learning process.

Bio:

Mrs. Masud, a senior instructor at the ELI, KAU. She's teaching TESOL for long to a variety of levels and skills. She has an M.A. B.Ed with extensive experience as master trainer for UNESCO, UNDP, NEW YORK that was ranked among successful programs of UNESCO. Her area of interest is PD during service. She participated and presented nationally and internationally on professional and teaching skills.

***THE ANXIETY FACTORS IN THE SAUDI EFL LEARNERS: A STUDY FROM ENGLISH LANGUAGE TEACHERS’ PERSPECTIVE***

Ms. Fariha Asif – ELI – King Abdulaziz University - ROOM 067 -2:15 p.m – 2:55 p.m

Abstract:

The purpose of the study is to explore the factors that cause language anxiety in the Saudi EFL learners while learning speaking skills and the influence it casts on communication in the target language as observed and perceived by EFL teachers. The investigation of the anxiety-producing factors that arise while learning to communicate in the target language will hopefully broaden the insight into the issue of language anxiety and will help language teachers in making the classroom environment less stressful. The study seeks to answer the questions such as what are the psycholinguistic and socio-cultural factors, as per teachers’ perspective that cause language anxiety among ESL/EFL learners in learning and speaking English Language, especially in the context of the Saudi students. How is anxiety manifested in the language learning of the Saudi EFL learners as observed and perceived by the English teachers? And which strategies can be used to successfully cope with language anxiety? The scope of the study is limited to the college and university English Teachers and subject specialists in public sectors colleges and universities in Saudi Arabia. Some of the key findings of the study are: Anxiety plays an important role in English as foreign language learning for the Saudi EFL learners as reported by English teachers. Some teachers believe that anxiety bears negatives effects for the learners, while some others think that anxiety serves a positive outcome for the learners by giving them an extra bit of motivation to do their best in English language learning.

Bio:

Fariha Asif is an English Language Instructor at ELI, King Abdulaziz University. She has an M.Phil.in Applied Linguistics. She completed her TESOL with distinction and recently has received Graduate Scholar Award to Present at 13th International Conference on New Direction for Humanities, University of British Columbia-Vancouver, Canada. She has also presented at Harvard University and in Nevada University, USA in March 2014.

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***THE IMPORTANCE OF QUESTIONS IN THE EFL CLASSROOM***

Ms. Folake Abass – ELI – King Abdulaziz University - ROOM 068 -2:15 p.m - 2:55 p.m

Abstract:

Asking questions as opposed to being asked questions is the primary way that students can project a sense of control within their language-learning environment. By equipping students with the tools they require not only to ask questions but also to respond to them, teachers can foster and increase active participation in the classroom. Ideally, questions should encourage students to elaborate when giving answers and prompt follow-up questions. Oftentimes when students do ask questions however, they produce yes/no answers or only short responses. As teachers, something to consider when we ask our student’s questions is, what demands are we placing on them in terms of their language capabilities. Similarly, when we ask them to ask questions, how are we equipping them to do so adequately? The challenge for many of our students in trying to find the courage to ask questions is a significant barrier to their goal of achieving communicative fluency. Asking questions leads to better communication and the unfamiliarity of many students with asking questions hinders the natural flow of their conversations. Consequently, students may lack the information necessary to maintain a conversation or worse, be left out of the communication loop altogether. This workshop will share three activities that are designed to give students practice not only in asking and answering questions, but also provide them with a solid understanding of the role of questions in the communication process. By developing these skills, students will be encouraged to use questions as a means of gaining and sharing information.

Bio:

Folake Abass is an English Language Instructor at the English Language Institute in King Abdulaziz University. She has previously taught in Japan and Tanzania. Her areas of interest include cooperative learning, student motivation and autonomy and most recently, critical thinking.

***USING LITERATURE TO BANISH THE EFL CLASSROOM BLUES***

Ms. Lubna Omer – ELI – King Abdulaziz University - ROOM 151 -2:15 p.m – 2:55 p.m

Abstract:

Drooping eyes, morose faces and miserably furtive glances at the inching clock are sad symptoms of a class gone awry. We have all had to face these teaching nightmares in our EFL classrooms. Our current teaching scenario prompts us to rely on our new allies of social media to bust the boredom. In our zeal to keep abreast and updated we might have ignored our good old companion of yore- Literature. It has been the bedrock of proficiency in English and is still the foundation for establishing a firm footing in usage of the language. This workshop aims to elucidate the various methods that can be implemented to bring back the glitter of literature into our ESL classes. Activities involving drama, poetry and storytelling will be demonstrated to highlight the quintessential vitality of these literary resources. The workshop is a humble attempt at exploring this endless treasure trove of time-tested techniques that can engage our students with or without technological intervention. It will focus on the spectrum of Literature’s myriad possibilities: from the ability of drama to delve into the not so dramatic depths of grammar to the poetic possibilities of an unromantic pros and cons essay. At the end of the workshop, audience would be equipped with a repertoire of activities that will be conducive towards banishing the blues in a typical EFL classroom.

Bio:

Lubna Omer with a Masters in English Language and CELTA has been involved in the EFL field for almost fifteen years and is currently in her seventh year at King AbdulAziz University. The annual drama productions at ELI reflect her belief in the efficacy of Literature to motivate EFL students.

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***FACILITATING LEARNERS OVERPOWER THE FRANKENSTEIN OF ENGLISH LANGUAGE***

Ms. Mutahar Unnisa Omer – Dar Al-Hekma University - ROOM 175 -2:15 p.m - 2:55 p.m

Abstract:

Facilitating Learners to Overpower the Frankenstein of English Language Writing has always posed the fiercest dread for EFL learners and the greatest pedagogical challenge for EFL teachers. The dichotomy between their spoken fluency and written incompetence is quite baffling for the students, resulting in intense aversion towards writing. Apprehensive of scoring low grades, they join the writing courses at the university with a negative attitude towards writing as an unavoidable menace. The traditional teaching methods coupled with conventional error correction techniques rather than diffusing the situation, further distance learners from this essential communicative skill. Writing being a complex process cannot be acquired intuitively, but needs to be learnt systematically. To be successful at writing, learners need various strategies for generating and assessing ideas, and for organizing them into a cohesive whole. This paper is based on my findings during eight years of experience of teaching Rhetoric and Composition to Arab undergraduate students. It examines how collaborative learning through pair work and group work activities helps diffuse learner anxiety and makes writing classes interesting and effective. It demonstrates how this paradigm shift from the traditional teacher- centered approach to collaborative learning makes leaners autonomous and intrinsically motivated and allows them to express their ideas with coherence and clarity. Such strategies engage learners in actively debating, discussing and crafting and presenting rather than simply listening or working in isolation. Instead of dreading writing, students are motivated to assume greater ownership and responsibility for their own language development and progress.

Bio:

With an M.Phil in English from the University of Madras in India, Ms. Mutahar Omer has served the field of ELT for over four decades. She has CELTA and DELTA qualifications from University of Cambridge and is currently teaching English writing, research and communication courses at Dar Al Hekma University in Jeddah.