

SPECIAL
POINTS OF
INTEREST:

- **KSAALT's Warm Heart**
- **Useful Lesson Plan**
- **Love Your Educational Technology**
- **One Size Does Not Fit All Workshop**
- **Talk Factory**
- **Classroom Ergonomics**

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KSAALT Quarterly

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DECEMBER 2012

Colder Days, but KSAALT's Heart's Warm.

On behalf of the KSAALT Editorial Board, I would like to welcome you to the Autumn issue of the KSAALT Quarterly. I would also like to take the opportunity to welcome Ms. Erin Strotheide and Ms. Joan Kosich to come on board.

Although the Fall Semester is drawing to an end, KSAALT will continue to provide service to our members and the wider community of the teaching professionals.

In this issue, we featured Dr. Philline Deraney's Suprasegmentals lesson plan. As you know, Dr. Philline is no stranger to KSAALT. She's, in fact, one of our many pioneers in promoting language education here in the Kingdom.

It's also my pleasure to include the article, titled: "How We can all Learn to Stop Worrying and

Love Educational Technology" written by our regular contributor, Mr. Stephen Roney.

What's more, I include news from

our Jeddah Chapter, Yanbu Chapter and Riyadh Chapter. If you happen to be in those regions, KSAALT is there to help you with your professional development.

An ECouncil election was held in the first general meeting in Al Khobar and I'm pleased to let you know that Dr. Anil Belvadi has accepted the position of Vice-President.

Following the first Al Khobar GM, Ms. Siddika Sabooni gave a



workshop on Differentiated Instruction. In this issue, you'll find some of her inspirational teaching tips.

Talk Factory, featured in this issue, is a newly-developed software useful in teaching and developing students' thinking, listening and argumentation skills in the classroom.

Last but not least, it's just so easy for us to forget to take care of our health when work is piling up and students are keeping us on our feet all the time. The brief, titled: "Classroom Ergonomics" is just a little reminder of what we need to pay attention to when we are working in the classroom. To light up your day, some jokes and a puzzle are included in the back of this issue.

Wai Si El-Hassan

Dr. Philline's Suprasegmentals Lesson Plan

This lesson plan was written and completed for a TESOL course in the US, originally for native Spanish speakers. In Fall 2012, I implemented this revised version with my ESL/EFL students in a

speaking/listening class in Saudi Arabia and found it was very effective. The use of visual (all capitals or underlining—dots work well too), aural, and kinesthetic stress (use of rubber bands) helped

tremendously. The focus on simple sentence stress, i.e. which words to stress and which not to, provided better prosody of the students' spoken English.



How We Can All Learn to Stop Worrying and Love Educational Technology

Almost every speaker at an IT conference I recently attended ran into trouble with their presentations. Being techies, they were all using the latest version of Flash; and all the lab computers at that venue—a technical college—were using a previous version.

Their problem could have been easily solved had they

been able to update Flash on the computers; but this was blocked by IT. The problem would not have happened at all if the computers were set to update such software automatically from the Web, as most of us do at home; but this was blocked by IT. Too much control was killing innovation. Perhaps it always does.

This got me thinking of how much easier everything could be in Educational Technology if we all just relaxed a bit. We act too much as though we fear it.

For example:

1. Saudi colleges probably need no filtering of internet sites. KSA, after all, al-

“The responsibilities on all of us in the ELT community are as onerous as they can be rewarding. ... Let us make this an exciting and productive year!”

Dr. Anil Belvadi



Dr. Anil's Acceptance Speech

Dear Colleagues,

I am honored and delighted to accept the office of vice-president of KSAALT for 2012-2013. With the support of Renata, Malukah, Hossam, and all the rest of this wonderful community of teachers and language lovers, I hope to contribute

to the organization as best as I can.

These are exciting times to be a language teacher in Saudi Arabia. We are privileged not only to witness but also to be a functional part of an enormous educational transformation that is taking place in the Kingdom. Large numbers of

students are taking to English studies ever more intensively both for schooling and higher education at home as well as for graduate and professional studies abroad. The responsibilities on all of us in the ELT community are as onerous as they can be rewarding. It is therefore only appropriate that we come together to share our pedagogical ex-

periences and competencies to enrich our profession and those whom it serves.

At KSAALT this year, plans are well underway to provide a roster of programs that address issues germane to our educational and cultural context, including bridging the gap between secondary and tertiary education,

discovering new language teaching tools, and evaluating a wide range of pedagogical ideas and methods. The wealth of professional expertise available at KSAALT through its diverse membership is truly heartening. Tell us what topics interest you. Attend our programs regularly and

bring your colleagues and friends along. Let us make this an exciting and productive year!

Dr. Anil Belvadi
Vice-President
KSAALT 2012-2013

How We Can All Learn to Stop Worrying and Love Educational Technology

(Continued)

ready has a national firewall that blocks all inappropriate sites. This filtering can be disastrous for any teacher using a particular website in the class—which is suddenly blocked halfway through the term. IT departments are not qualified to make such pedagogical decisions.

2. Colleges probably need no restrictions on who uploads what to their own Learning Management System (e.g., Blackboard or Moodle). Thousands of Web 2.0 sites, and the Wiki experience (see Wikipedia), have demonstrated this. Infringements of quality, copyright, or taste can be fixed on the fly as needed by a system administrator. And a properly phrased search can instantly navigate even the worst-organized materials. Just throw it all up; people will use what they need.

3. Colleges probably need no password or account restrictions on downloading to office computers, even lab computers. Restricting downloads to administrators obviously prevents the adoption of new technology. Not letting students download bars the most technically-competent group from helping out, and prevents students from acquiring a necessary skill. The bottom line: if the IT department ghosts all intranet systems regularly, it should be a simple matter to restore any system if and when the odd download causes difficulties.

4. Colleges probably no longer need language labs. All our students have smartphones, all with internet

Delegation to PMU

In the afternoon of Wednesday 3 October 2012, KSAALT sent a delegation to visit Prince Mohamed bin Fahd University (PMU), Aziziyah, Al Khobar. Ms. Renata Ruff (KSAALT President), Ms. Malikah Sisay (Executive Secretary), Mr. Muhammad Siraj Khan (ex-Member-at-Large) and I were representing our organization.

We were honoured to have the two VIPs from PMU: Dr. Adel Ahmed Al-Saleh, Vice Rector, and Dr. Desmond Rice, Director of Professional Development, to come to meet us.

Both Dr. Adel and Dr. Rice were presented a plaque each, specially made by KSAALT, to convey our sincere gratitude. Dr. Adel has



Dr. Adel Al-Saleh and KSAALT delegates

How We Can All Learn to Stop Worrying and Love Educational Technology *(Continued)*

access, speakers, and microphones. We could bypass the expense and trouble of language labs by simply having a good strong wireless network across a college campus. We have thereby made every classroom a computer lab, at almost zero capital expense, and with zero maintenance.

5. Colleges probably need spend little on computer training for faculty. Students are, by and large, more computer literate than faculty. Why not rely on students to train instructors? This actually fits ex-

tremely well with current pedagogical theories of “constructivism” and being “student-centered.”

There are basic principles at work here. Innovation requires flexibility. It is intrinsically unlikely, given the nature of technological innovation, that the college-wide or department-wide, top-down approach will at any time be the most technologically advanced and efficient. If, one employee or student finds a significantly more efficient way of doing something, if only let alone, other employees will generally see it as in

their self-interest to adopt it, and the idea will quickly spread. Better mousetraps tend to beaten paths. Let’s quit trying to control technology—and start using it.

Author:

Stephen Roney was once a software developer, the first multimedia course materials editor for Athabasca University, and president of the Editors’ Association of Canada. He is now with Jubail Industrial College.

Suprasegmentals Lesson Plan (Continued)



Speak with correct stress and rhythm.

Lesson Choice	Suprasegmentals Emphasizing simple sentence stress in English for native Arabic speakers
Class description and time	20-25 high intermediate students; 90 minutes
Objectives	Students will be able to: Pronunciation: 1. Discriminate between stressed/unstressed words in simple sentence stress. 2. Pronounce and use English simple sentence stress and rhythm fairly accurately. Functional: 1. Use appropriate stress to communicate meaning when talking in a professional communication context, i.e. job interview, opening a bank account, or professional introduction.
Materials	Rubber bands, index cards, sentence strips, whiteboard, text from link below, Internet (audio access), OHP (overhead projector or smartboard projection) http://www.dailymotion.com/video/xqqkcp_toastmasters-job-interviews-video_news

“I am also hoping to widen our membership as a whole through reaching out to institutions throughout the region ...”
Renata Ruff



Delegation to PMU (Continued)

been very supportive providing us with venues for our events, such as general meetings and annual conferences. Likewise, Dr. Rice has been generously supporting our membership recruitment, providing us with professional development ideas and information and encouraging PMU faculty to assist us with the

conference abstract review. Although Mr. Abdulrahman Al Khalufi was not able to meet the delegates on that day, we would like to thank him for his kind support in arranging press releases and assisting us in organizing our previous mini-conferences and annual conferences in the Eastern region.

Our President expressed to PMU how we wish to push for wider PMU membership as we believe that KSAALT is a great medium for professional development. PMU faculty will benefit as members and as presenters. Subsequently, PMU as an institution will gain benefits as well.

Our President, Ms. Renata Ruff, on a different occasion, made a further remark and said, “I am also hoping to widen our membership as a whole through reaching out to institutions throughout the region to

KSAALT, increase membership, and encourage participation in our events”.

Wai Si El-Hassan



Dr. Desmond Rice and KSAALT Delegates

Our 6th Annual Conference will be held in Al Khobar on Thursday, 2nd May, 2013. The flagship theme is: **“Diversifying Education: Teaching, Learning & Language”**.

Suprasegmentals (Continued)

Procedures:

Real world context/Lead-in: *How many of you have had a job/internship interview or student interview or needed to speak with a professional/manager about yourself in English? Have you ever felt that you weren't being understood exactly as you wanted to be understood? Can you give examples?* Elicit examples as a group and T writes on the board. T emphasizes that many things including the way you speak, the pace, the emphasis or stress, etc. can have a big effect on how people understand us even if grammar and words are correct.

1. Description and Analysis: allow the learner to see or feel the feature. Help the learner see and feel the difference between 'all stressed' or 'regular-stressed' sentences in English.

T writes both sentences on the board and reads the first as written with emphasis on the all-cap words:

My NAME is SALLY GARCIA. I'm from SAN ANTONIO and GREW UP there. i WORK at EDUTECH as an ADMINISTRATIVE ASSISTANT.

Now looks at the second sentence without reading it:

MY NAME IS SALLY GARCIA. I AM FROM SAN ANTONIO AND GREW UP THERE. I WORK AT EDUTECH AS AN ADMINISTRATIVE ASSISTANT.

First, think and then share what would be the difference in speech here just shown by using all capitals. T reads stressing all words. What would happen if all of the words were stressed? Ss respond. The speaker would be breathless and seem to speak faster and of course would be harder to understand.

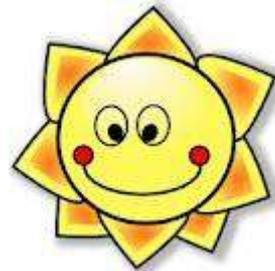
Write on the board the words that are stressed: name, Sally Garcia, San Antonio, grew up, work, Edutech, Admin Assistant—T emphasizes these words focus on the content

T hands out rubber bands and asks Ss to read the first sentence on the board. T models first and stretches the rubber band when she gets to the stressed words. Asks students to do the same individually and T observes. T says the sentence and claps as well to show timing.

“Teacher ... stretches the rubber band when she gets to the stressed words. Asks students to do the same individually ...”

News from Riyadh Chapter

You'll be hearing from Dr. Alia Mitchell from the Riyadh Chapter very soon.



Suprasegmentals (continued)



Can you tell the difference?

“Teacher emphasizes that content words are stressed; functional are not usually.”

2. Listening Discrimination: can the learner hear the difference between the incorrect and correct way to use simple sentence stress and show that they understand that difference?

Interview tips video--listening for stress: Ss will listen to a small portion of a video about in-

terviewing (0:00-0:39). Please pay attention to the presenter's stress, breathing, and pace. Play video—the first 39 seconds have 5 well-stressed sentences: http://www.dailymotion.com/video/xqqkcp_toastmasters-job-interviews-video_news

Does that sound like correctly spoken English? Does she stress every word? Elicit responses. Why or why not? If no response, T asks them to think about it based on the previous activity. What does she do? With which words? Second time: Ss are asked to listen again. Again, T asks what do they notice about the stress, pace, and breathing. Ss talk in

groups of 3-4 and then class comes together to answer that only certain words are emphasized, it's slower, and more controlled with deeper breaths. If not, T assists and elicits responses.

Content-word stress: T hands out text script of first 5 sentences of video and asks Ss to listen again this time to the T reading the text and underline words with strong stress.

In the same groups, Ss underline the words and then as a class, T and Ss do on Elmo. T asks what kind of words and elicits/assists responses of content words such as **nouns, main verbs, adjectives, adverbs (the grammatical terms are not important) for emphasis and other functional words including pronouns, helping verbs, and short conjunctions are not stressed.** T writes them in two columns on the board: 'content and functional.' T emphasizes that content words are stressed; functional are not usually. Also, T emphasizes that the vowels

shorten and the breathing is deeper which leads to different timing.

Text:
Hello. I'm Cheyenne.
Thanks for visiting
Toastmasters Interna-
tional to learn more about
job interviewing. Since
1924, we've helped 4
million people gain the
confidence to communi-
cate in challenging situa-

tions and one of the most
demanding yet important
communications you'll
ever have is the job inter-
view. Here are some
time-tested tips to help
you prepare so you feel
empowered to impress
others. Whether this is
your first job hunt or
your 15th job interview-
ing can be a challenging
and nerve-wracking ex-

perience. But if you
wanna be hired, you're
gonna have to talk to
your potential employer.

A student may volunteer to try this with the appropriate stress.

3. Controlled Practice:
Practice with hearing

Suprasegmentals Lesson Plan (Continued)

and producing the correct simple sentence stress.

Scripted Dialogue

Ss turn. T asks Ss to again get out their rubber bands. *Now with a partner stress the underlined words in the following dialogue. Be sure to stretch the rubber band as we did at the beginning today when you say an underlined, stressed word.*

T models with strong student. Ss read the below dialogue (handed out on a sheet of paper but more spaced between sentences). T listens and assists as necessary. First, one is the manager and one is the interviewee. After about 1-2 minutes, Ss switch roles. On the second time around, the T asks them to be particularly mindful of their breathing, stressing that

deeper breathing is necessary to stress only certain words, not every one.



Manager:

Hello. I'm Maria, the Manager.

Please take a seat, Fatimah.

Tell me about yourself.

And your education?

Interesting. Why did you apply at Samba?

Fine. Where else have you worked?

Wonderful. It was nice to meet you.

We will get back to you soon.

Interviewee:

Hello. I'm Fatimah Bubshait.

Thank you.

I'm from Abaiq. I was born and raised there.

I have a diploma and I am working on my BA in Business.

I applied for this job as an admin assistant to begin my career at your bank.

I worked at Tamimi when I moved to Khobar and then started university soon after.

Thank you for your time and consideration.

Goodbye.

4. Guided Practice: Produce and hear the simple sentence stress but less controlled and more guided.

Sentence Strip Visual Dialogue

T moves partners (counts off—1s together, 2s together, etc.). T hands out two blank sentence strips to each student and tells them they're going to do a dialogue with their partner—choose one of the three scenarios written on the board. Ss share and write on the board.

Sentence Strip Visual Dialogue

T moves partners (counts off—1s together, 2s together, etc.). T hands out two blank sentence strips to each student and tells them they're going to do a dialogue with their partner—choose one of the three scenarios written on the board. Ss share and write on the board.

Parent

William's grades are not good. Why?

Really? I had no idea. How can I help?

Teacher

William is a good boy, but he talks a lot in class. And he does not pay attention.

Please ask him to pay attention and talk less.

1. Doctor's Office—doctor and patient
2. Visit to your teacher—teacher and student
3. Manager's office (but not job interview)—manager and employee

Suprasegmentals (Continued)

5. Communicative Practice: Produce simple sentence stress and rhythm spontaneously.

Concentric Circle Activity

Now, $\frac{1}{2}$ of you come in the middle form a tight circle and face out and the other $\frac{1}{2}$ are in the outside circle facing a new partner. I'm going to give you several other professional settings to speak 2 minutes about with your partner. I want you to practice your sentence stress and breathing here. If you forget, just stress the content or real 'meat' words like nouns (all places, things, and people), verbs, adjectives and adverbs—leave the little ones 'little' or shorter.

- a. The first scenario going into a bank and you want to open a checking account. People in the inside circle are the bankers, those in the outside circle are the customers. Go.

T observes for 2 minutes—asks Ss to wrap up last several seconds. Outer circle, please move to your right.

b. Now, you are returning an item you bought at a clothing store like BHS. Those in the inside circle are the customers, those in the outside circle are the employees. Go.

c. Finally, you have to call in sick to work one day and you have to tell your boss. Those in the inside circle are the bosses and those in the outside circle are the

employees. Take a few seconds to decide on where you work so you can have a real conversation.

During all conversations, T is moving around and if there are any obvious errors, T does group correction.

Wrap-up: on a notecard, without their notes, ask students to write a 2-

minute summary of the 'muddiest point' of today's lesson. That is, write down the one thing that was 'muddy' or unclear to them. If all was clear, then write a summary of what was learned. Names optional.

Author:

Philline Deraney, PhD, is an Assistant Professor in Dammam University,

Saudi Arabia. She has taught in higher education for 10 years in the areas of communication, teacher education, and ESL. She is interested in TESOL methods and lan-

guage and education research. Dr. Philline has been a member of KSAALT since its inception in 2006.



Concentric Circle Activity

"... students to write a 2-minute summary of the 'muddiest point' of today's lesson."

One Size Does Not Fit All Workshop



One Size Does Not Fit All Workshop was given by Ms. Siddika Abdul Razak Sabooni. Ms. Sabooni is cur-

rently a Business English Consultant at the Bahrain Institute of Banking and Finance (BIBF).

Differentiated Instruction is ...

A model of teaching that requires teachers to have flexible approaches in their instruction. This means adjusting the curriculum and instruction to fit the needs of the learners, instead of the students being expected to

modify themselves for the curriculum.

Adapted from Tracey Hall NCAC

How Do I Differentiate?

One way to implement differentiated instruction is to plan different tasks for the same activity.

For example: Writing a formal letter

Differentiation is ...

"If students cannot learn the way we teach, we must teach them the way they learn"

Carol Ann Tomlinson

List the objectives of the task (**All**, **Most**, and **Some**).

Sample task activities include:

ALL	Identify letter layout and vocabulary (on a poster, computer, Powerpoint slide or paper)	Activity 1
MOST	Fill in gaps to complete a letter (gap filling tasks)	Activity 2
SOME	Write a complete letter without any help.	Activity 3

New Tool Aids Constructive Arguments in Classrooms

<http://www8.open.ac.uk/platform/your-subject/education>

New software tool: Talk Factory will help support teachers' and pupils' engagement in constructive classroom argumentation.

The software was developed by the UK Open University's Dr Cindy Kerawalla and Prof Karen Littleton (both FELS), along with Prof Eileen Scanlon and Dr Mariena Petrou (both IET).

What is Talk Factory?

Talk Factory is designed for use on an Interactive Whiteboard and supports whole class plenary discussions. It is designed to support 'exploratory' talk, which is defined as "joint, co-ordinated form of co-





KSAALT Yanbu Chapter Conducts Year-End Workshops

The Kingdom of Saudi Arabia Association of Language Teachers hosted two workshops last June 11, 2012 at the YIC Multi-purpose Hall. Interesting sessions on language teaching and methodology were conducted by two of its members, namely, Mr. Nasir Abbasi and Mr. Mohammad Al Hassan. A presentation of a writing strategy was actively led by Mr. Abassi who was the coordinator of Writing 001 in the Prep-Year program. He presented the washback effect of Self-Regulated Strategy Development (SRSD). In addition to the growing number of researches on Critical Thinking, Mr. Al Hassan also showed how it is possible to integrate activities in an EFL classroom to target the development of the students' creative and critical thinking. The workshop was attended by English teachers both from YUC and YIC. What made the occasion more productive and academically motivating was the participation of the new members of KSAALT -Yanbu who are also English teachers from Royal Commission High Schools. At present, the chapter has fifty two registered members. Dr. Salem Al-Etani, the chapter's representative was hopeful and confident that the organization will grow and eventually opens its doors to other teachers and practitioners who seek professional development in language teaching. The Kingdom of Saudi Arabia Association of Language Teachers hosted two workshops last June 11,

“Research in recent years has found that this kind of classroom dialogue is effective for children’s talking, thinking and listening skills.”

Talk Factory (Continued)

reasoning, in which speakers share relevant knowledge, challenge ideas, evaluate evidence, consider options and try to reach agreement in an equitable manner" (Mercer, 2008). Research in recent years has found that this kind of classroom dialogue is effective for promoting children's talking, thinking and listening skills (see Mercer

and Littleton, 2007 and the Thinking Together website for details).

The software was recently showcased at the Open University/UK Literacy Association (UKLA) and as a result has already been adopted by Cornwall Learning. And Brumby from Cornwall Learning believes it will make an important contribution to the develop-

ment of students' thinking, listening and argumentation skills in the classroom.

Find out more:

Talk Factory (<http://www8.open.ac.uk/creet/main/TalkFactory>)

The Centre for Research in Education and Educational Technology (CREET) (<http://www8.open.ac.uk/creet/main/>)

News from Yanbu Chapter (Continued)

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New from Yanbu Chapter (Continued)

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ners who seek professional development in language teaching.



Dr. Junifer and his Colleagues, Yanbu Chapter



CLASSROOM ERGONOMICS GOOD PRACTICE GUIDANCE FOR NUT SAFETY REPRESENTATIVES

“Teaching staff spending most of each day on their feet are also at greater risk of health problems ... “

Ergonomics relates to the study of workspace design and its effects on the worker. Where a work environment has been designed with sound ergonomic principles in mind, workers are less prone to accidents, injuries, musculo-skeletal disorders and work-related stress. Amongst other things such principles should, therefore, inform the way teachers stand and sit - and indeed what they sit on. This guidance explores the issues and recommends good ergonomic practices for classroom teachers.

Your attention is drawn to the following:

The research carried out by Loughborough University, UK, found that where ‘tailored’ interventions had been made in order to improve matters, the results were very successful.

Teaching staff spending most of each day on their feet are also at greater risk of health problems

including:

- varicose veins;
- poor circulation;
- bunions/corns
- painful swelling in the feet and legs;
- foot problems;
- joint damage;
- low back pain;
- heart and circulatory problems; and

specific problems in the case of pregnant women, including pre-term birth, spontaneous abortions and slower foetal growth rates.

Consequently, neither constant sitting nor constant standing constitutes the preferred solution to classroom ergonomics. The ideal option is for provision to be made in order that teachers might vary their work so they can sit – on appropriate

chairs - or stand, walk around and so on as they see fit.

- Seating should allow the body to be comfortable and not restricted. The seat design is critical for this.
- The seat should not be too high - if a person's legs cannot reach the ground, pressure will be suffered on the soft tissues under the thighs, which hinders



Classroom Ergonomics *(Continued)*



the return of blood from the lower limbs, causing tingling and numbness in the thighs.

- The seat depth should allow clearance at the back of the knees in order to prevent pressure on the network of blood vessels and nerves.
- The seat back and an-

gle should support the natural curves of the spine (in particular the lower back).

- The main weight bearing should be taken by the ischial tuberosities (the bony parts of the bottom) and the top half of the thighs.
- In addition, a chair should enable teachers

to change posture at intervals, ensuring that different groups of muscles can be used for support, and that no particular group of muscles gets tired.

UK National Union of
Teachers
Health and Safety Unit
October 2012

Mr. Osama Elbeyaly gave a workshop titled, "Exploiting Listening and Speaking Activities", organized by Jeddah Chapter.

News from Jeddah Chapter

Workshop **2**: Wednesday
26 December 2012

Workshop **3**: Wednesday
13 February 2013

Workshop **4**: Wednesday
10 April 2013



KSAALT Jeddah Chapter's first workshop of the academic year (2012-2013) with the title: "Exploiting Listening and Speaking Activities" was held on 21 November. Listening activities are a very rich source of knowledge. This training session presented practical ideas on how to exploit and design listening activities. It also showed how we can integrate listening and

speaking tasks. It presented the necessary speaking skills our students need to learn as well.

The workshop was presented by Mr. Osama Elbeyaly who is DELTA qualified and has taught English and delivered training sessions with the British Council both in Egypt and Saudi Arabia. He is interested in General English as well as ESP.



4th Mini Conference in Al Khobar



This year's one-day mini-conference is scheduled for Thursday, December 13, 2012, from 8:00 am - 3:00 pm. It will be held at Prince Mohammed bin Fahd University. The theme is "Developing Academic Language Proficiency in the Classroom." We have three speakers, Mr. Peter Lucantoni - "Listening and Note-Taking for Academic Studies", Mr. Thomas Wood - "Helping Your Students Become Better Spellers" and Ms. Val Anisy - "V_c_b_l_ry G_m_s / Act_v_t_s." Then after lunch, we will have a panel discussion on "Bridging the Gap between K-12 and Higher Education." Our panelist include Dr. Mahasin Saafir, Dr. Philline Deraney, Dr. Saeed Al-Amri and Mr. Ossama Sayid.

More News from Yanbu Chapter

Our Yanbu Chapter had their first General Meeting on Tuesday, November 27, 2012. It started at 4:40 pm. Mr. Lawan Dalha, a faculty member at Yanbu University College, presented on "Exploring Web-Based Vocabulary Instruction in an EFL Classroom." It was a great opportunity

to learn ways to help motivate and enhance our EFL students' learning.

Any members who are willing to conduct a workshop/present a lecture/share an academic piece of writing in Yanbu, please email Dr. Junifer Abatayo at jabatayo@yic.edu.sa.



Rainbow Book

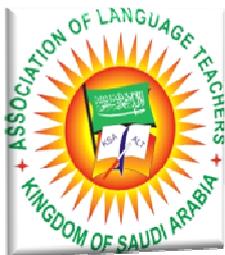
A Special Education teacher in New York used the book titled "Princess" to read and discuss with her students in class. They focused on "emotions" and the notion of "forgiveness". This book is considered an "easy reader", and should not only appeal to the pre-adolescent age group but also the EFL learners. There are

some topics teachers can cover by using this book. They may correlate with any topic included in ESL/EFL textbooks.

- Emotions (e.g. forgiveness, sadness, happiness, etc.);
- Friendship
- Values (e.g. truth vs. lies, etc.)

Jeanette Alcock-Mughal





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.



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

Let's have some fun ...

An elementary school teacher sends this note to all parents on the first day of school.

"If you promise not to believe everything your child says happens at school, I will promise not to believe everything your child says happens at home.

William Greaves

Teacher: How can we get some clean water?

Student: Bring the water from the river and wash it.

Zeinab Eltayb

Q: What starts with E, ends with E and only has one letter?

A: An envelope.

Q: If you drop a white hat into the Red Sea, what does it become?

A: Wet.

Which number is spelt in alphabetical order?

