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KSAALT Quarterly

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Summer is Drawing Close

It's my tremendous pleasure to let you know that our Editorial Board is getting bigger and stronger. Apart from our long-serving editors: David Berry, Kim Lane and Joan Kosich, we have new blood: Dr. Philline Deraney and June Feldman. Sadly, we have to say 'goodbye' to Erin because of her relocation. We wish her every success in her future endeavours. If you would like to join us, please email to: ksaaltpubmatters@hotmail.com.

Other pieces of good news to share with you include articles written by new contributors, such as Dr. N.G. Mathew, Sumaiyya Naseem, Kelly Sinkey and Muhammad Siraj Khan. Our regular contributors of this issue are: Dr. Junifer Abatayo, Ms. Renata Ruff, Mr. David Berry, and Steve Roney,

We are also pleased to let you know that the British Council is

considering providing KSAALT with a sponsorship in remembrance of Dr. Nabeel Samarkandi, our late President.



**Teamwork is the Key to
Success**

Ms. Ruff has the details.

In this issue, we featured Dr. Mathew's 'Motivating Undergraduates to Research' to promote active learning. Mr. Roney will be sharing tips on how to make our students' learning lively and interactive by using ClassTools. On a different note, Mr. Berry will be sharing the experience he gained from attending the last

KSAALT's annual conference and this will be motivational to our conference goers.

To echo with the need for professional development, Dr. Abatayo and Mr. Khan wrote about their experiences with Qatar TESOL and TESOL Expo held in Dallas, Texas, USA.

As usual, our Jeddah Chapter and Yanbu Chapter sent in fantastic news of their activities to keep us updated.

I also include a story about Rob, whom was thought to be a disruptive student in class, in which we can see how he transformed himself.

Last but not least, some spelling errors that students made have been collected. Perhaps, it may serve as a light-hearted way to raise awareness of how important spelling is.

Wai Si El-Hassan

Motivating Undergraduates to Research:

insights from Aljouf University, Saudi Arabia

Effective classroom instruction is possible when students cooperate and participate in the classroom learning activities. To comply with classroom principles, a student generally brings a pen, a notebook and a textbook, and expects the teacher to make the learning

environment resourceful. An English language teacher may use chalk and talk or technological aids to make the classroom effective and interesting. This traditional attitude of teachers and students was elevated to a higher level with the

introduction of research at Aljouf University, Saudi Arabia. Academic and research developments at Aljouf University gave an opportunity for the undergraduate students to undertake research. University has set up committees to motivate

Motivating Undergraduates to Research (Continued)



Collecting both quantitative and qualitative data

students' participation in research activities. In January 2013, five undergraduate students from English department were allotted research supervisors to undertake research in English Language and Literature.

Students were given four weeks to complete mini research projects. Students chose a research topic and a supervisor. Topics selected by these students were related to **language learning strategies of Aljouf University students,**

translation of Malik Bin Nabi works, impact of Shakespeare in our life and writing of a short story.

Students were informed that they would be given special rewards for their efforts in the research work. During this period of one month, there was constructive research environment at Aljouf University. For the purpose of data collection, many peer groups participated, gave their opinions and answered questionnaires as a part of quantitative data.

Students gathered both quantitative and qualitative data. In the process of writing the gathered information, students followed the format of a formal research paper: review of related literature, data analysis, findings, bibliography and appendices. Length of these research papers was about 8 to 10 pages. Students had the opportunity to interact with their research supervisors during the progress of their research.

Looking back to look forward: KSAALT Conferencing

"I still remember the ingenious way one lady showed how to present a listening text."

In less than a month, KSAALT will be holding its yearly conference in Khobar (May 2, 2013). Since I live in Jeddah, I have to ask the golden question: "Is it worth the 1,208km trip and conference fees?" "Without a doubt, yes! Conferences rejuvenate me in many ways." Most importantly (for me) they are a way to meet and

stay connected with colleagues who I rarely see. There is hardly enough time to keep up with what everyone is doing. Since expat English teachers are often transient and roaming, it is a challenge to keep tabs on what's new in the lives of friends. There were about 600 attendees at the 2012 KSAALT Annual Conference. Of those, I

bumped into maybe 50 I knew. The other 550 are future friends who I hope to connect with at the 2013 conference (never be modest in one's ambitions!).

Also, conferences help me learn new things about teaching. Being a lifelong learner, I realize that I can never know everything there is to know about teaching. There's always a



new way to present this language point or introduce that task. That is not to say my core teaching is like a wave on the ocean – forever being pushed from here to there by the latest teaching technique. I have core teaching skills and experience but the workshops and speakers

help enhance and expand this knowledge. At the 2012 KSAALT conference in Jeddah, I attended 5 of the 40 speaker presentations and I still remember the ingenious way one lady showed how to present a listening text. A teacher needs to constantly grow and develop. She should always be learning. Action research and professional development (PD) should

be part of her teaching routine. I almost always seem to have some kind of informal (or formal) action research project going on in my classroom. Action research is where a teacher identifies an area for improvement in her classroom and develops a way to work on this area. Action research is only one part of PD. PD in general helps teachers stay fresh and full of enthusiasm. It

Looking back to look forward: KSAALT Conferencing (Continued)



Professional Development: stay fresh, stay enthusiastic!

Also, the teacher needs to build rapport and develop a professional relationship with that student. Thus, as teachers, we always need to be at our best. PD helps us do this!

Internet address. See you there.



msisay@pmu.edu.sa
www.ksaalt.org

He is now training personnel at KAUST (King Abdullah University of Science & Technology), north of Jeddah.

helps teachers serve their students and keep them engaged. I believe that teaching is the ultimate form of customer service. This is true because the teacher needs to put the “customer’s” needs first and serve the customer.

I encourage all people to dive in and become part of this conference. Nobody would ever regret the effort invested in improving oneself. While it won’t change your life, it may get you thinking. If interested, contact the below email or

David Berry has been a language instructor since he got hooked teaching kids in Korea in 1995. He moved on to teach at universities and complete his CELTA and MA in TESOL.



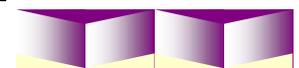
“The presence of the Director ..., Dean ... and other respectable higher officials during the seminar was a motivating factor for the students and the staff.”

Motivating Students to Research (Continued)

Supervisors reviewed the work and helped the students complete the documentation. Summarizing a written research work for the purpose of verbal presentation made the students focus on the relevant issues that audience will be interested in. It was encouraging to observe students participating actively in the research either directly or indirectly.

Faculty in the English department also cooperated with the students by way of giving suggestions and guidance on the research topics. On completion of these research projects, students were given an opportunity to make paper presentations in the seminar. This research seminar was held in the last week of January 2013. The presence of the Director of Aljouf University, Dean of School of Humanities and other

respectable higher officials during the seminar was a motivating factor for the students and the staff. Information gathered by the paper presenters from primary and secondary sources were presented during the seminar. This seminar gave a platform to share the research findings and set an example to take up similar kind of research at the undergraduate level. Participation of students in



Motivating Students to Research (Continued)

large number during the seminar sessions indicates their willingness to accept positive developments for academic growth. As an EFL instructor, it gave immense happiness to be part of this constructive development and witness joyous moments in the undergraduate students’ research beginnings.

Dr. Nalliveetil George Mathew is currently working as an Assistant Professor in the English department, Aljouf University, Saudi Arabia. His areas of interests are ELT, Linguistics, Phonetics

and English Literature. He presented research papers in regional and international conferences. He also published articles and research papers in international journals.
Educational Qualification: M.A, PGDTE. M.Phil, PhD English



Al Jouf Fort



Our current KSAALT President, Ms. Ruff, has some good news to share with you — British Council will be kindly sponsoring one member from KSAALT to attend the next IATEFL conference in 2014, in remembrance of Dr. Nabeel, our late President (2012). Details will be disclosed via email as well as in the 6th KSAALT Annual Conference. Don’t miss out!



KSAALT Annual Conference Invite

On behalf of the 6th Annual KSAALT Conference Committee, we are pleased to invite you to this year's annual conference. Our theme is **"Diversifying English: Teaching, Learning, and Language"**. We are excited to offer several new elements to the conference this year, including three dynamic and well-known keynote/plenary speakers Dr. Keith Folse, Dr. Norbert Pachler, and Ms. Marie Delaney.

We would also like to introduce our distinguished invited guests Ms. Lisa Morgan, and Mr. Peter Lucantoni. In addition, we have over 43 concurrent sessions by both local and international speakers.

This year's conference is offering many firsts, a publisher's showcase, TOEFL and IELTS training (already filled), and a mini-job fair. Brush up your CV and bring it with you.

As you can see, there are so many exciting events and people to meet at this year's conference; we look forward to seeing you there.



Kelly Sinkey
& Malikah Sisay
Co- Conference Chairs

"There are so many exciting events and people to meet at this year's conference; we look forward to seeing you there."



**KSAALT's Sixth Annual Conference,
"Diversifying Education: Teaching, Learning, and Language"**



KSAALT 6th ANNUAL CONFERENCE First Keynote Speaker



Dr. Norbert Pachler
University of London

Norbert Pachler is Professor of Education and Director: International Teacher Education at the Institute of Education, University of London (IOE). For a number of years, he worked for the Deanery at the IOE holding various portfolios, including that of Pro-Director: Professional Education. During the academic year 2011-12 Norbert was the President of the European Baccalaureate of the European Schools. Between 2005 and 2010, he was the Co-director of the Centre for Excellence in Work-based Learning for Education Professionals. He convenes the international, interdisciplinary London Mobile Learning Group (www.londonmobilelearning.net <<http://www.londonmobilelearning.net>>). Norbert is a member of a number of professional bodies and he is widely published. He is co-editor of the Language Learning Journal (Routledge). His research interests include the application of new technologies in teaching and learning, teacher education and development and all aspects of foreign language teaching and learning. His teaching currently focuses on research supervision at Masters and Doctoral levels and he inter alia is a member of the MA TESOL team at the IOE. Previous roles included Subject Leader for the Secondary PGCE in Modern Languages in Education and Course Leader for the MA in Languages in Education.

KSAALT 6th ANNUAL CONFERENCE

Second Keynote Speaker

Marie Delaney trained in the UK as an Educational Psychotherapist, English Language and Modern Foreign Languages Teacher and Teacher Trainer. She is now based in Ireland. She has extensive experience of working with challenging behavior – both staff and pupils! She has worked on outside school projects with young offenders and those at risk of exclusion from school – as well as in primary and secondary schools with pupils considered ‘unteachable.’ She has been Director of Studies for International House, Poland, Course Director for Teacher Training at Pilgrims and has trained teachers in several countries for Pilgrims and the British Council. Her main interests are how therapeutic thinking approaches can help schools deal with challenging behavior, creating inclusive classrooms, valuing all learning styles and supporting staff in their dealings with challenging pupils and those with special needs. She is the author of *Teaching the Unteachable* (Worth Publishing 2009) and *‘What can I do with the kid who...?’* (Worth Publishing 2010).

She has contributed chapters to *‘Teenagers and Attachment’*, (Worth Publishing 2010) and *‘Why can’t I help this child to learn?’* (Karnac Books, 2012). She is currently working on a set of SEN resources for teachers for the British Council.

She can be seen on the British Council webinar on www.teachingenglish.org.uk/seminars/marie-delaney



Marie Delaney
Based in Ireland

Third Keynote Speaker



Dr. Keith Folse
University of Central Florida

Keith Folse is Professor of TESOL at the University of Central Florida, where he teaches in the MA TESOL, PhD TESOL, and Undergraduate TEFL programs. He has many years of teaching experience with ESL in the US and EFL in Saudi Arabia, Malaysia, Kuwait, and Japan. His main research interests are in best practices in teaching vocabulary, writing, grammar, and reading, as well as materials development. He is the author of more than 50 books on many aspects of English Language Teaching, and he is a frequent conference presenter worldwide.

KSAALT Annual Conference Payment Method

Payments can be made at any of the general meetings in all designated KSAALT chapters (Khobar, Jeddah, Riyadh and Yanbu) or contact msisay@pmu.edu.sa to make payments online or other arrangements.

In Khobar and neighboring areas, payments can be made in person at the general meeting on April 18th. Our guest speaker is Ms. Elisabeth Ross and she is presenting a workshop on “Reading Strategies.” Jeddah Chapter is also having their general meeting on April 4th. Payments can also be made in person at that meeting. If you are unable to attend any of the general meetings, payments can be made through SABB Bank (352-228712-150 SABB BANK, IBAN: SA164500000352228712150, Beneficiary - Hossam Aboelazayem Elsayed) or given to any of the following designated persons:

Dammam University	–	Dr. Philline Deraney or Hamdallah AlHousban
Jubail College	–	Shelia Peace
KFUPM Schools	–	Careemah Chong
King Saud University	–	Dr. Omar Al Assad
Prince Sultan University	–	Dr. Alia Mitchell
Effat University	–	Fatima Mohammed
Yanbu College and Institutes	–	Dr. Junifer A. Abatayo

Yanbu Chapter Holds 2nd General Meeting



The Kingdom of Saudi Arabia Association of Language Teachers (KSAALT) Yanbu Chapter held its 2nd General meeting on February 19, 2013 at the ELCY. Dr. Salem Al-Etani, the Chapter Representative welcomed the members of the association and talked about the importance of teacher participation in professional organizations.

One highlight of the meeting was the lecture conducted by Mr. Firas Bizzari, ELCY Faculty and member of the Chapter.

He talked about how teachers could possibly change a boring classroom by engaging students in classroom activities and discussions. He also shared precise and clear-cut teaching practices that helped teachers in changing an unresponsive classroom.

Distribution of membership certificates concluded the meeting.



Yanbu Chapter's Other Activities



- ▶ Women Members held their second meeting on March 12, 2013.
- ▶ 46 women teachers attended the meeting both secondary and tertiary levels.
- ▶ The speaker was Dr. Hala Fawzi, lecturer from Yanbu University College- Female Campus. Title of presentation: "Worth it ... Not worth it?": Engaging Students with Interactive Technology.
- ▶ Ms. Maram McMullen, YUC Head of Unit, facilitated the meeting.

TESOL (2013) International Convention & English Language Expo (March 20 – 23) in Dallas, Texas, USA.



Muhammad Siraj and Other
TESOL Delegates

The premier conference was organized by TESOL International Association, USA. It was truly an exciting and informative conference, hearing distinguished speakers and meeting teaching professionals from around the world.

The conference theme was "**Harmonizing Language, Heritage, & Cultures**" and it was held at the Dallas convention center in Dallas, Texas, USA.

TESOL President 2012-2013, Dr. Suzanne Panferov, opened the 2013 conference by welcoming and thanking everybody and providing some facts and figures. According to the president, TESOL has 13,000 individual members, plus 109 affiliates from different parts of the world. Dr. Kate

Mastruserio Reynolds, Convention Program Chair, and Dr. Rosa Aronson, TESOL Executive Director, also spoke on the occasion and informed the attendees about the 2013 awards.

Come and visit us at www.ksaalt.org/

News from Jeddah Chapter

The **Jeddah Chapter** of KSAALT held its fourth meeting (of the academic year) in the morning of Thursday April 4 at Effat University in Jeddah. This meeting was held in collaboration with Effat University. The Jeddah Chapter of KSAALT is working closely with Effat University to better serve the community of language teachers in and around Jeddah. More than 100 participants came to hear the two speakers: **Mrs. Laila AlKhatib** and **Mr. Thomas Wood**. The talks were well-received by the audience.

The event participants, teachers and professors of English started arriving at around 8:00am. Within the next hour, the hall was buzzing with people visiting one another. It is estimated that 65% of the participants were women.

The participants were from different schools and institutions from all over the Kingdom. Some of these institutions included private schools, universities and public schools (e.g., Bayan School, Jeddah Knowledge School, Al-Zikr School, American School, Al-Waha School, King AbdulAziz University, Princess Nora University, Al-Riyada College, IPA, Dar Al-Tarbiya School, International Indian School of Jeddah, Al-Fanar Private School, Al-Afaq International School and Al Anjal Private School of Jeddah).

The event began with a Qur'an recitation at 9:00am. Following this, Miss Fatima Mohammed, the Chapter Representative, welcomed and briefed about the program and the days' activities. She also talked about the future plans of KSAALT and the upcoming 6th Annual Conference of KSAALT on 2nd May in Al-Khobar.

The first presenter, Mrs. Laila AlKhatib (an instructor in Effat University's English Academy), led a hands-on workshop about Creative Writing. Her workshop included 6 examples of writing activities that equipped teachers with new teaching techniques.

Her first activity was about free-writing, the first step in creative writing. Building on this was her second activity about questionnaire and how that would help the writer know what to write. The third activity listed the benefits of creative writing. She showed that creative writing could also enhance the teacher-student relationship and act as therapy for the writer. Participants were dazzled by the fourth activity where chosen participants were given some clay and asked to create any inanimate object. Then, they wrote a dialogue about the object. The resulting objects and dialogues were quite entertaining and informative. The fifth activity was a mini-saga. This asked participants to write a 50-word saga based on a random scenario chosen from a box passed around the room. To end this presentation, participants were asked to write a haiku after feeling their forehead pulse and listening to quiet music.

The second session was of a more academic nature: "Helping students become better spellers". The facilitator, Mr. Thomas Wood, showed how and why Arab students find English spelling so challenging. As an expert in this field, he shed new light on this perplexing and persistent problem. Building on this foundation, he showed how he used different classroom techniques to help students with spelling (e.g., phonics, sound-color chart).

After the sessions ended, the participants were surveyed and interviewed for feedback. The responses showed that the workshops were quite beneficial for participants. One participant had come all the way from Riyadh to hear the spelling talk. Another participant liked being there but would have preferred a workshop on the same topic but with more advanced techniques and information. Another participant planned to implement the techniques presented in the workshop in her classroom and the Writing Centre where she worked. Overall, participants said they learned a lot and were eager to implement some of the things they learned in their classroom. It is hoped that subsequent KSAALT workshops will be as thoughtful and helpful as these.

Sumaiyya Naseem
Jeddah Chapter, KSAALT

A note from the Chief Editor of KSAALT Publications:
Recordings of the workshop participants' evaluation will be uploaded to the KSAALT website soon.
A BIG thank-you to Sumaiyya for her valuable contribution!





Manic Miner

Students spend a lot of time doing various exercises on paper, lots of paper: filling in the blanks, multiple choice and short answers. Lots of trees sacrificed. And perhaps, after twelve or more years of this, by the time they reach our classroom, it's a bit boring. Why not make it all a little more lively and interactive by putting it in something like an arcade game format? Games are the sort of thing the students like to spend their spare time doing anyway. On top of the motivational factor, such games, because they are

interactive, can automatically adjust to the student's skill level, thus personalizing the lesson.

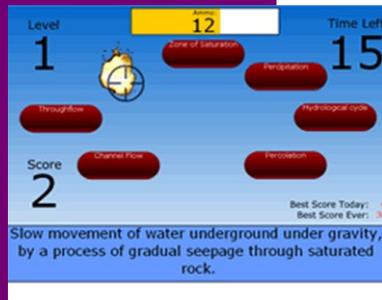
ClassTools.net (http://www.classtools.net/_mobileQuiz/index.php) offers, among other tools, one surprisingly easy way to do this. If you have computers in your classroom, students can do these arcade-style exercises instead of paper exercises in class time. If you do not, you can still create exciting exercises on given target vocabulary or grammar point that your students can

practice at home or in the library. This is particularly good for revision/review just before the big exam.

Perhaps the best thing about ClassTools.net, other than the fact that it is **free**, is that it allows you to submit a full text file of questions and correct answers at once (in a batch file, as techies would say), and automatically generate not one, but five different activities. If you have to drill, adding a little variety can go a long way.

Here are the game/exercise formats you get automatically:

Manic Miner is an old-fashioned platform game—like Super Mario—where you must select the correct answers to keep going. Like a typical platformer, it has “levels” that get more difficult—automatically adjusting to student ability.



Wordshoot

Wordshoot gives, in my experience, the most learning payoff per minute spent. As in a shooting gallery, one must aim and fire at the correct answers. The visual and sound effects are quite rewarding. Time limits and increasing difficulty keep the adrenaline pumping, and calibrate to student abilities.

Cannonball Fun is a more difficult challenge in arcade terms: you must aim a cannon to shoot at the correct answers. This requires a bit of intuitive physics in addition to your English, but it can be an added incentive with technically-minded students.

Matching Pairs is the familiar Pelmanism or “Memory” format game—you must turn up two matching cards from a grid. One will be your question, and the other will be your answer. Many—including my daughter—find this format addictive.

Flashcards is ... well, flashcards.

Sample them all at:

http://www.classtools.net/mob/quiz/quiz82998_21_questions_literary_terms_h.htm

“games ... are interactive, can automatically adjust to the student's skill level, thus personalizing the lesson.”

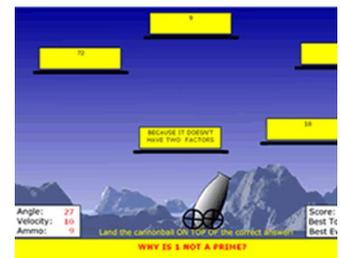
If you are using them in class, a lot of enthusiasm can be generated by holding a time-limited contest for the highest score among the students present.

Step-by-step instructions:

1. Prepare your list of questions and answers in a Word file. The format is: question*answer

That is, you separate each question from each answer with an asterisk, and put separate questions on separate lines. You must have at least ten questions.

2. Open up this page in your browser: http://www.classtools.net/_mobileQuiz/index.php
3. Type in a title for your set of exercises. “Present Perfect,” “Travel Vocabulary,” or whatever is appropriate.
4. Copy and paste your prepared questions and answers from your word processor into the text box provided.
5. Click “OK” (the button is, as usual, at the bottom right side of the page).
6. Enter a password so that you can edit the exercises later. Remember to save



Cannonball

your password somewhere, just in case.

You may never need it, or you may.

7. Your exercises will automatically be saved at a unique web address (URL). Make a note of this address, or bookmark it in your browser, so you can return to it in class, link to it from your Learning Management System (LMS), or pass it on to your students.

ClassTools

8. Sit back and congratulate yourself. Just imagine the hit this will be in your next class.

If all that was not clear enough, some kind soul has done a YouTube video showing how to use ClassTools: <http://www.youtube.com/watch?v=TF1uuBo5uK0>

Have fun!



Stephen Roney, B.A. Queen's, M.A., ABD Ph.D., Syracuse, has taught ESL for 20 years. He has also been a writer-editor, and past president of the Editors' Association of Canada.

STEP 1: QUIZ TITLE
 a. Type the title of your quiz in the box below.

STEP 2: QUESTIONS*ANSWERS
 b. Input your questions and answers in the box below (or paste from a word processor).
 c. Separate each question from its answer with an asterisk: question*answer
 d. Start each question on a fresh line.
 e. You can see a [sample layout](#) here, and view some [sample quizzes](#) here.

If you would like to direct players to a particular game, specify it here:

None: Free choice ▼

OK

QATAR TESOL 2013 held at the Qatar Foundation, Education City, Doha

Dr. Junifer Abatayo, Chairman of the Assessment Committee of the Yanbu English Language Center and Secretary of KSAALT – Yanbu Chapter, conducted the workshop at QATAR TESOL International Conference 2013. The gathering was held from February 22 to February 24 at the Qatar Foundation, Education City, Doha, with the theme: “21st Century Education - What’s Changing? What’s Not?”.

Dr. Abatayo’s presentation focused on the assessment paradigm emphasizing the role of framing realistic goals and objectives in curriculum, language testing and assessment of students’ learning. Dr. Salem Al-Etani, our Yanbu Chapter Representative, also attended the conference.



From disruptive at school to career success story



Rob Sharpe
A successful business man

As a boy, Rob Sharpe's teachers thought he was disruptive and persuaded him that further education wasn't for him. Years later, he turned to the Open University, a distance learning and research university in the UK, in the first step to a successful career in the waste industry...

While he was at school Rob Sharpe thought he was like any other "normal, boisterous teenager" – but his teachers thought otherwise.

Despite having an interest in science, Rob, now 42, was considered disruptive by the school and he was persuaded not to return to the sixth form. As a result, he decided to move from Ashbourne, Derbyshire, to the bright lights of the capital.

After taking up a job as a motorcycle courier for a merchant bank, however, Rob decided that London life wasn't for him and returned home. A series of "dead-end" jobs followed, but he kept having a nagging feeling about returning to education and decided to take up a Science foundation course at

the Open University (OU). "I saw things about the OU and thought 'that would fit – I can keep paying the bills and get the education'," said Rob. "I can remember being very nervous, thinking that only clever people passed degrees. But it was really a case that I had to do it or I would end up doing dead-end jobs.

At that point, Rob was struggling financially, which meant that he was entitled to support for paying his fees. "I can't see where I would have got the money from to pay for the courses if it wasn't for those support grants," he recalled.

"Once I had got over the initial shock of actually being able to do the course, I found the first year extremely interesting and I started heading towards environmental science."

Part way through his degree, Rob saw an advert for a job as a chemist at a hazardous waste company and thought a company working in the environmental industry would offer the opportunity of applying what he was learning. "I didn't have a degree, but I thought I would chance my arm and say 'if you have anything else available, I would love to work in the industry'. They invited me along to an interview and offered me the chemist's post. They saw someone who was working towards a chemistry degree and had demonstrated practical experience in previous roles. "I was surprised when I got the job and wondered what I had let myself in for. But once I started applying what I'd learnt, it was all right. "From then on I did the Diploma in Pollution Control which I was very interested in."

Rob's career in hazardous waste took off, moving from chemist to senior chemist to process manager, and later into sales. Having studied a creative writing course with his university, he later wrote and marketed his novel called *Sleeping Dog* and wrote a book entitled *Selling Hazardous Waste Services*.

Rob currently works as Regional Business Manager for a recycling-focused Spanish waste company and is working towards an MBA with his university but is currently taking a break whilst he moves jobs and house.

(<http://www.open.ac.uk/platform/news-and-features/waste-not-want-not>)



This year's IATEFL Conference is from 8th to 12th April - in Liverpool, UK. If you are unable to attend the IATEFL conference, then you can follow it online! The Liverpool Online website is available at: <http://iatefl.britishcouncil.org/2013>

IATEFL 2013

Over the past six years, the British Council and IATEFL have worked together to offer free online coverage of the Annual IATEFL Conference. Liverpool Online offers live coverage of comprehensive video coverage including the chance to watch the keynote speakers live as well as streamed video presentations, workshops and interviews.

In addition to the video coverage, there are discussion forums and accounts of conference sessions written by a team of reporters.

Last year over 80,000 teachers from 160 countries watched the live coverage. Let's make it more this year. Help promote the Liverpool Online by telling all your friends.



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, etc.) and welcomes instructors from all nations.

Classroom Anecdotes



The worst case of students' spelling errors may cause teachers headaches or even fits.

On the other hand, in some cases, it's completely the opposite.

Sharing the following with your students may help raise their awareness of how important spelling is when they want to get their message across and more importantly, how to do that effectively -

◆ **A student recounted how she learnt to play tennis:**

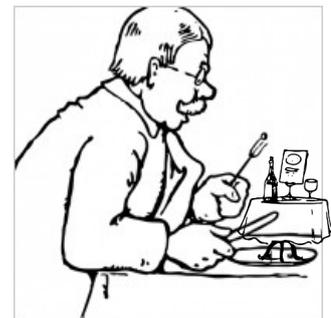
◆ "I have a tennis court at my home, and my dad used to be my **couch**."



coach

Another student was giving health tips to diabetic patients:

"In the end, the patient perhaps should take insulin. Furthermore, some patients take **tables**."



Wai Si El-Hassan

tablets