

Dr. Barnawi

Title: Wrong-Doing, Truth-Telling: Transnational Campuses in Saudi Arabia Today

Using the discourse of transnational education as an analytical lens, this presentation shows how and in what ways local higher education institutions in Saudi Arabia embody the hegemony of western-inspired policy, curricula, and pedagogical practices. Through empirical evidence, the presenter shares series of disruptive scholarly misconceptions that have led to the everyday embodiment of western-inspired education in the Saudi higher education landscape.

Terrie

Title: Effective Use of Teaching Tools in the 21st Century

This workshop asks the question of what a 21st century classroom is, it goes on to examine the tools that are available for the classroom and considers how teachers can best use these tools. There will be a demonstration of resources available online at the Oxford Teachers' Club website as well as other useful sites to support the development of the 21st century classroom.

Jamilia

Title: "Brainstorming Techniques for ESL Learners"

Thomas Edison said, "To have a great idea, have a lot of them."

Brainstorming is one of the most well-known tools for creative thinking and therefore, is a key part to the creative process. It's the best way to answer a whole pile of potential questions. Creativity can thrive in a group if the environment is right. This is a hands-on workshop that will demonstrate step-by-step what is brainstorming and brainstorming techniques with mind-mapping activities for teaching vocabulary and writing. There will be lots of re-usable hand-outs to be taken at the end of the session by the attendees.

Dr. Khuttab

What Makes ELT Program Effective?

The Best Practices in an effective English program focus on six factors that influence the effectiveness of a K–12 teaching/ learning of English. How do our teaching practices stack up against these criteria?

- **Time.** Programs must provide students with sufficient time on task. The average student who takes a foreign language will get perhaps 150 contact hours over the English course of a school year. What can English language teachers do to maximize the best use of this limited number of hours?
- **Intensity.** The extent of learner engagement and motivation affects language mastery. Students who learn to communicate about subject matter and topics that interest them are going to learn more effectively. To what extent are we applying this criteria in the English Departments in our schools?
- **Comprehensible input.** Before students can speak and write, they must first “internalize” language by listening and reading. They need lots of exposure, too—see the two factors above. Do our English language teachers meet this criterion in their teaching/ learning practices?
- **Meaningful, purposeful, communicative interaction.** Students also need the chance to use the new foreign language to interact with and understand others and make themselves understood. Do we speak English ALL the time in our English teaching/ learning practices in our schools?
- **Authentic tasks and purposes.** Rote scripts, grammar drills, and practice sessions aren't particularly effective. Language is best acquired when it is used to exchange information and opinions, which is the real-life purpose of language in the first place. Lessons that involve real meaning promote language development. To what extent do our English teachers in meet this criterion in their teaching/ learning practices?
- **Cross-cultural understanding and cross-cultural communication skills.** Language learning isn't just about vocabulary and conjugations. Students need to understand the cultural context on which a language is based—native speakers' ways of thinking and the assumptions and beliefs that inform their daily lives. Do we cater for this criterion in our practices?