

مركز اللغة الإنجليزية
English Language Centre
Deanship of Supportive Studies



First TU-ELC Symposium

Active Learning

23-24 April 2018 – Symposium Workshops – TU-ELC Buildings (Male-Female)

8 May 2018 – Symposium Concluding Ceremony – Intercontinental Hotel

English Language Centre
Deanship of Supportive Studies
Taif University

Symposium – Workshops

Male Campus

Monday, 23 April 2018					
1	Pair 1	0900-0950	Islam Farhan Kassasbeh Dr Inayat Ullah (Observed by Pair 2)	How to Provide Effective Written Corrective Feedback	<p><i>After the session, the participants will be able to:</i></p> <ul style="list-style-type: none"> - know the importance of using the effective strategies of giving written corrective feedback. - learn how to provide effective written corrective feedback on learners' assignments.
2	Pair 2	1000-1050	Hashim Khan Ubaidullah Khan (Observed by Pair 1)	Speak Better: Teaching Effective Oral Communication	<ul style="list-style-type: none"> - create awareness of effective oral communication in different contexts. - devise various strategies to develop oral communication among learners.
<i>1050 – 1120 – Feedback from Peter Lucantoni and colleagues to Pair 1 and Pair 2</i>					
3	Pair 3	1120-1210	Dr. Thaer Tawalbeh Jalel Marmouri (Observed by Pair 4)	Oral Error Correction: When and How?	<ul style="list-style-type: none"> - identify criteria for dealing with spoken errors. - use the appropriate strategies for dealing with spoken errors.
4	Pair 4	1220-1310	Muhammad Shujaat Nimairy Omer Mohammed (Observed by Pair 3)	How to Teach Listening Effectively Using a Basic Stage-Framework/Sub-Skills	<ul style="list-style-type: none"> - better motivating listening lessons. - raised awareness of the stages followed in a listening lesson. - the importance of understanding students' difficulties. - students' ability to become independent learners.
<i>1310 – 1400 – Feedback from Peter Lucantoni and colleagues to Pair 3 and Pair 4</i>					
5	Pair 5	1400-1450	Aamer Khubaib Alfatih Gadullah (Observed by Pair 6)	Contextualizing Differentiation for an EFL classroom	<ul style="list-style-type: none"> - understand and apply key principles of a differentiated classroom. - design effective teaching strategies for differentiation in a mixed ability classroom.
<i>1310 – 1400 – Feedback from Peter Lucantoni and colleagues to Pair 5</i>					

Tuesday, 24 April 2018					
6	Pair 6	0900-0950	Fathi Machalli Collet Tasaranago (Observed by Pair 5)	<i>How to Implement a Learner-centered Approach in Teaching Reading Comprehension to A+ Students</i>	<p><i>After the session, the participants will be able to:</i></p> <ul style="list-style-type: none"> - raise awareness of the drawbacks of the teacher-centred approach to teaching reading comprehension. - develop skills in implementing a more learner-centered approach in teaching reading comprehension to TUELC learners.
7	Pair 7	1000-1050	Muhammad Saqib Zaigham Mourad Dhaouadi (Observed by Pair 8)	<i>How to Help Saudi Students to Break Vowel Sound Barriers</i>	<ul style="list-style-type: none"> - raise awareness about vowel sounds' barriers in Saudi EFL context. - teach vowel sounds using interactive activities and games.
<i>1050 – 1120 – Feedback from Peter Lucantoni and colleagues to Pair 6 and Pair 7</i>					
8	Pair 8	1120-1210	Bashir Ahmed Ramo Mhmoud Alshyyab (Observed by Pair 7&9)	<i>Effective Feedback Strategies to Minimize EFL Learners' Errors in Writing Skills</i>	<ul style="list-style-type: none"> - identify various feedback strategies in an EFL classroom. - apply effective feedback strategies in rectification of writing errors.
9	Pair 9	1220-1310	Dr Abdul Fattah Soomro Naseer Khan (Observed by Pair 10&11)	<i>Utilizing Formative Assessment Techniques in English for Academic Purposes Courses</i>	<ul style="list-style-type: none"> - identify the difference between Summative and Formative assessment approaches. - know about utilizing techniques of Formative assessment for better learning outcomes.
<i>1310 – 1400 – Feedback from Peter Lucantoni and colleagues to Pair 8 and Pair 9</i>					

Symposium – Workshops

Female Campus

Monday, 23 April 2018

1	Pair 1	0900-0950	Dalia Alzahrani Alaa Alshehri (Observed by Pair 2)	Improving Students Speaking Skill	After the session, the participants will be able to: <ul style="list-style-type: none"> - identify difficulties in developing speaking skill. - identify the benefits of using speaking activities in classroom. - use effective speaking activities in their classes.
2	Pair 2	1000-1050	Amelia Cruz Shatha Alorabi (Observed by Pair 1)	Use of Peer Teaching to Enhance Students' Reading Skills	<ul style="list-style-type: none"> - understand what peer teaching is and how to apply it effectively. - learn new activities using peer teaching to improve students.
<i>1050 – 1120 – Feedback from Nahla Almalki and colleagues to Pair 1 and Pair 2</i>					
3	Pair 3	1120-1210	Hanouf Alsharif Maram Alotaibi (Observed by Pair 4)	Strategies for Promoting Learner Autonomy	<ul style="list-style-type: none"> - apply four strategies for promoting learner autonomy in their classrooms. - evaluate the three strategies for promoting learner autonomy.
4	Pair 4	1220-1310	Khadra Abdulsalam Amani Alnufai (Observed by Pair 3)	How Instructions Hinder and Facilitate Learning?	<ul style="list-style-type: none"> - be aware of two techniques hinder learning: a. Complicated and unclear instructions, b. Not checking understanding of instructions. - use two techniques facilitate learning: a. Simple and clear instructions, b. ICQs.
<i>1310 – 1400 – Feedback from Nahla Almalki and colleagues to Pair 3 and Pair 4</i>					
5	Pair 5	1400-1450	Mona Alzahrani Amani Althumali (Observed by Pair 6)	Enhancing Learners Productive Skills by Using Apps	<ul style="list-style-type: none"> - identify the importance of using technology to learn English language. - use at least two apps effectively to help their students improving their productive skills.
<i>1310 – 1400 – Feedback from Nahla Almalki and colleagues to Pair 5</i>					

Tuesday, 24 April 2018					
6	Pair 6	0900-0950	Dr. Fahmeeda Gulnaz Aliya Siddique (Observed by Pair 5)	Classroom Management	After the session, the participants will be able to: <ul style="list-style-type: none"> - inculcate learners' interest and autonomy. - achieve effective learning outcomes by developing learners' Lower Order (LOTS) and Higher Order Thinking Skills (HOTS).
7	Pair 7	1000-1050	Sultana Abdulmajeed Samiha Siddique (Observed by Pair 8)	Communicative Teaching Methods through Implementing Pairwork and Groupwork	<ul style="list-style-type: none"> - discuss the benefits of pair and group activities. - practice pair and group activities to apply in their classrooms.
<i>1050 – 1120 – Feedback from Nahla Almalki and colleagues to Pair 6 and Pair 7</i>					
8	Pair 8	1120-1210	Hind Alkhalidi Naseem Aidid (Observed by Pair 7&9)	Applying Body Language Techniques in Teaching English	<ul style="list-style-type: none"> - identify some BL techniques and avoid using L1 in teaching English. - thrill, consolidate and support the learners' knowledge and will be able to avoid the cultural misunderstanding causes by BL.
9	Pair 9	1220-1310	Rana Athan Huma Khan (Observed by Pair 10 and 11)	Cultivate Love of Reading in Students	<ul style="list-style-type: none"> - use a method of make reading interesting for learners through skimming and scanning. - apply super 6 comprehension strategies effectively.
<i>1310 – 1400 – Feedback from Nahla Malki and colleagues to Pair 8 and Pair 9</i>					

Symposium – Concluding Ceremony

Tuesday, 8 May 2018 – Intercontinental Hotel

- Welcome address: President, Vice-President, and DSS Dean / ELC Director
- Presentation on TU-CUP PD collaboration
- Award of certificate to Train the Trainer course
- Plenary 1: Peter Lucantoni
- Plenary 2: Nahla Almalki

	Pair	Time	Presenters	Topic	Outcomes
Tuesday, 8 May 2018 (Male Presenters)					
1	Pair 10	1300-1350	Muhammad Alamri Abdulaziz Alharthi <i>(Observed by Pair 11)</i>	<i>Using Reading Materials More Effectively for ESL Pre-intermediate Students</i>	<i>After the session, the participants will be able to:</i> <ul style="list-style-type: none"> - learn about five strategies of teaching reading effectively. - learn how to make effective reading materials exercises.
2	Pair 11	1400-1450	Abdullah Alasmari Wael ALQahtani <i>(Observed by Pair 10)</i>	<i>Making Writing Activities Meaningful for EAP Intermediate Learners</i>	<ul style="list-style-type: none"> - identify reasons why learners are not meaningfully engaged in writing activities. - set up meaningful writing activities considering some effective factors.
<i>1450 – 1520 – Feedback from Peter Lucantoni and colleagues to Pair 10 and Pair 11</i>					
Tuesday, 8 May 2018 (Female Presenters)					
1	Pair 10	1300-1350	Ashwaq Alqurashi Mona Alsalmi <i>(Observed by Pair 11)</i>	<i>Neurodidactics: Using Brain-Based Approach to enhance Vocabulary Teaching in EFL Classes</i>	<ul style="list-style-type: none"> - identify Brain-based Learning Approach. - identify certain classroom activities based on neuro-educational strategies. - use the discovery of brain-based learning to maximize vocabulary retention.
2	Pair 11	1400-1450	Budour Alayli <i>(Observed by Pair 10)</i>	<i>How to Make your Classroom More Student-Centered</i>	<ul style="list-style-type: none"> - identify the student-centered approach. - practice doing activities that are student-centered.
<i>1450 – 1520 – Feedback from Nahla Almalki and colleagues to Pair 10 and Pair 11</i>					