

مركز اللغة الإنجليزية  
English Language Centre  
Deanship of Supportive Studies

**TU**  
جامعة الطائف  
TAIF UNIVERSITY

  
CAMBRIDGE  
UNIVERSITY PRESS

## **Second TUELC-CUP Symposium**

# **Emerging Trends in TESOL**

**10-11 December 2018 – Symposium workshops (Male-Female)**

**English Language Centre  
Deanship of Supportive Studies  
Taif University**

## **About the Centre**

### **Vision**

The ELC vision is to push the boundaries of limitations and excel in providing high quality English Language programs to various Faculties at Taif University.

### **Mission**

The ELC mission is to prepare the University students to undertake English-medium instruction in their relevant fields of study. Also, it aims at helping students to use English as an effective means of communication in their prospective endeavours.

### **Goals and Objectives**

1. Preparing students to undertake their studies through English-medium instruction in their disciplines.
2. Providing credit English courses to those enrolled in theoretical faculties.
3. Establishing the corner stone for the unified EAP and ESP courses for all students across the University Faculties.
4. Conducting academic research in areas related to English language teaching and learning.

### **Symposium objectives**

The symposium will help teachers to:

- be acquainted with the latest developments in the field of English language teaching
- implement new methods / techniques in an English language classroom
- share their expertise with colleagues and novice teachers

## Symposium – Schedule DAY-1

<p><b>0800-0900</b> <b>0900-1000</b></p> <p><b>1000-1045</b></p> <p><b>1045-1110</b></p> <p><b>1110-1130</b> <b>1130-1140</b></p>	<p><b>Monday, 10 December 2018</b></p> <ul style="list-style-type: none"> <li>- Registration of the participants</li> <li>- Welcome address: <ul style="list-style-type: none"> <li>• President</li> <li>• Vice-President</li> <li>• Dean, DSS/Director, ELC</li> <li>• CUP Representative</li> </ul> </li> <li>- Plenary by Nahla Almalki on <i>Understanding Arab Learners and the Writing Dilemma</i></li> <li>- Panel Discussion: <i>Vision 2030 and Prospects of English Language Teaching in Saudi Arabia</i></li> <li>- Julian Eynon’s Presentation on EUSE App</li> <li>- Studying Abroad: Admission Orientation Session by IDP Education</li> </ul>			
<b>1140-1205</b>	<b>Tea break and Teachers Move to Workshop Rooms</b>			
<b>1205-1410</b>	<b>Symposium workshops</b>			
	Session No.	Time	Presenters	Topic
<b>Monday, 10 December 2018 (Male Presenters)</b>				
1	Session 1	1205-1255	Collet Tasaranago, M. Saqib Zaigham	<i>Teaching Speaking Effectively</i>
2	Session 2 <span style="background-color: red; color: white; padding: 2px;">Parallel session</span>	1205-1255	Muhammad Shujaat, Dr. Abdul Fattah Soomro	<i>Critical Thinking Skills: Graded CT Skills for Lower Level</i>
3	Session 3 <span style="background-color: red; color: white; padding: 2px;">Parallel session</span>	1205-1255	Muhammed Thamer Alamri, Abdulaziz Nasir Alharthi	<i>Find Out and Fix Writing Errors</i>
<b>Monday, 10 December 2018 (Female Presenters)</b>				
1	Session 1	1205-1255	Ashwaq Alqurashi, Mona Alsalmi	<i>Neurodidactics: Using Brain-Based Approach to Enhance Vocabulary Teaching in EFL Classes</i>
2	Session 2 <span style="background-color: red; color: white; padding: 2px;">Parallel session</span>	1205-1255	Dalia Alzahrni, Shatha Alorabi	<i>Using Effective Activities to Turn Teaching Writing into Success</i>
3	Session 3 <span style="background-color: red; color: white; padding: 2px;">Parallel session</span>	1205-1255	Amani Thumal, Dr. Fahmeeda Gulnaz	<i>Assessment and Technology: The Use of Apps for Prompt and Effective Feedback</i>

				<i>on EFL Learners' Writing Skill</i>
<b>1255-1320</b>	<b>Break for Attendees to Pray and Join New Sessions</b>			
	Pair	Time	Presenters	Topic
<b>Monday, 10 December 2018 (Male Presenters) [REPEAT]</b>				
1	Session 1	1320-1410	Collet Tasaranago, M. Saqib Zaigham	<i>Teaching Speaking Effectively</i>
2	Session 2 Parallel session	1320-1410	Muhammad Shujaat, Dr. Abdul Fattah Soomro	<i>Critical Thinking Skills: Graded CT Skills for Lower Level</i>
3	Session 3 Parallel session	1320-1410	Muhammed Thamer Alamri, Abdulaziz Nasir Alharthi	<i>Find Out and Fix Writing Errors</i>
<b>Monday, 10 December 2018 (Female Presenters) [REPEAT]</b>				
1	Session 1	1320-1410	Ashwaq Alqurashi, Mona Alsalmi	<i>Neurodidactics: Using Brain-Based Approach to Enhance Vocabulary Teaching in EFL Classes</i>
2	Session 2 Parallel session	1320-1410	Dalia Alzahrni, Shatha Alorabi	<i>Using Effective Activities to Turn Teaching Writing into Success</i>
3	Session 3 Parallel session	1320-1410	Amani Thumali, Dr. Fahmeeda Gulnaz	<i>Assessment and Technology: The Use of Apps for Prompt and Effective Feedback on EFL Learners' Writing Skill</i>
<b>1410-1510</b>	<b>Lunch</b>			

## DAY - 2

	<b>Tuesday, 11 December 2018</b>			
<b>0900-1000</b>	- Practical Plenary by Dr Mansoor Almalki and Peter Lucantoni on 'Teachers' Professional Development and Values'			
<b>1000-1025</b>	- Panel Discussion on <i>Contextualizing PD Best Practices for TESOL</i>			
<b>1025-1050</b>	- CUP Draw			
<b>1050-1120</b>	<b>Tea break and Teachers Move to Workshop Rooms</b>			
<b>1120-1330</b>	<b>Symposium workshops</b>			
	Session No.	Time	Presenters	Topic

<b>Tuesday, 11 December 2018 (Male Presenters)</b>				
4	Session 4	1120-1210	Aamer Khubaib, Alfatih Gadallah Alnaeem	<i>Teaching Speaking: Activities to Practice Speaking for EFL Learners</i>
5	Session 5 Parallel session	1120-1210	Bashir Ahmad, Islam Kassasbeh	<i>Exploring Methods of Teaching Writing</i>
6	Session 6 Parallel session	1120-1210	Dr. Ubaidullah Khan, Nimairy Omer Muhammad	<i>Exploring Writing</i>
<b>Tuesday, 11 December 2018 (Female Presenters)</b>				
4	Session 4	1120-1210	Hanouf Alshareef – Hind Alkhalidi	<i>Two Critical Thinking Strategies to Improve Learners' Productive Skills</i>
5	Session 5 Parallel session	1120-1210	Huma Khan, Rana Athar	<i>Teaching Productive Skill (writing) Effectively in Mixed Ability Classroom</i>
6	Session 6 Parallel session	1120-1210	Samiha Shamshad Siddiqui, Khadra Abdelsalam Mohamed Alzarak	<i>Applying Collaborative Writing Techniques for EFL Writing</i>
<b>1210-1240</b>		<b>Break for Attendees to Pray and Join New Sessions</b>		
	Pair	Time	Presenters	Topic
<b>Tuesday, 11 December 2018 (Male Presenters) [REPEAT]</b>				
1	Session 4	1240-1330	Aamer Khubaib, Alfatih Gadallah Alnaeem	<i>Teaching Speaking: Activities to Practice Speaking for EFL Learners</i>
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3	Session 6 Parallel session	1240-1330	Samiha Shamshad Siddiqui, Khadra Abdelsalam Mohamed Alzarak	<i>Applying Collaborative Writing Techniques for EFL Writing</i>
<b>1330-1345</b>		<b>Teachers Return to Auditorium for Closing Ceremony</b>		
<b>1345-1400</b>		<b>Best PD Participant &amp; Best TtT Nominations</b>		
<b>1400-1425</b>		<b>Certificates Distribution</b>		
<b>1425-1525</b>		<b>Lunch</b>		

# Abstracts

## **Plenary 1: Understanding Arab Learners and the Writing Dilemma**

In most classrooms and staff rooms a common concern voiced by many learners and educators is effectively developing Writing skills. It is a common belief that Arab learners specifically (more than others) have considerable issues with the skill. The session aims to analyze this notion by examining its validity and exploring the reasons behind it. It looks critically at the various perceived learner gaps going beyond linguistic features and moving towards cultural considerations. This is done through looking at the learners' previous backgrounds and how these have shaped their attitudes, levels and beliefs on writing. In light of the key areas to be highlighted in the talk, the goal is to help better understand Arab learners by managing the expectations of both learners and educators. Finally, English Unlimited Special Edition's philosophy and design of writing sections will be explored to highlight its relevance and benefit for Arab learners.

*Nahla AlMalki is an ELT consultant based between KSA and the UAE. She holds an MA in TESOL from the University of Manchester with a focus on Teacher Education in the Middle East as well as a DELTA and CELTA. She has a special interest in Teacher Education and is a certified CELTA trainer. She has in-depth experience training teachers in public and private sectors around the Gulf.*

## **Plenary 2: Teachers' Professional Development and Values**

Professional development is a process which involves improving and increasing staff capabilities by providing access to education and training: in-house, online, elsewhere and in any combination of these media. However, professional development will only be effective when teachers want to learn. Without the will and the desire to learn, and the setting of goals and plans, there can be no development – we remain stagnant. But of course PD also relies on an organisation providing its staff with PD opportunities and in doing so this can have an enormous impact, not only on teachers' skills but also on building and maintaining their workplace morale. In this talk we will firstly think about what makes an effective teacher, and then discuss what PD is. We will move on to the setting of goals and how to complete a PD plan, and finally think about what the future offers teachers in a context such as the English Language Centre at Taif University.

*Dr Mansoor S. AlMalki is the Dean, Supportive Studies, and Director, English Language Centre, at Taif University. He obtained his PhD in Applied Linguistics - Language Assessment - from the University of Melbourne in 2014. He also holds an MA in TESOL, Cambridge CELTA and Cambridge Train the Trainer Certificate. He taught English for several years in Saudi Arabia as well as in Australia. His main research interests include language assessment, blended approaches in language education, and qualitative research methods in applied linguistics.*

*Peter Lucantoni's ELT career spans more than 35 years, as a teacher, teacher trainer, language school and teacher training centre owner, and author. He has lived and worked outside the UK since 1986 in both Europe and the Middle East, and now lives in Cyprus. Peter is Senior Teacher Training Consultant for Cambridge University Press, a role which involves educating teachers in primary, secondary and tertiary contexts. He also introduces to, and supports teachers in, the trainer roles of workshop presenter and teacher observer. Peter's books sell worldwide, and the 5<sup>th</sup> edition of his best-selling Cambridge IGCSE English as a Second Language course has recently been published.*

### **Session 1: Teaching Speaking Effectively**

Role play is considered a difficult activity, consuming a lot of time in EFL classrooms, but its benefits in learning speaking outweighs the challenges. It's a Task Based Learning (TBL) technique, which is learner-centred with enormous learning benefits. This discussion explores how to employ role play in an EFL classroom and what its benefits are.

*Collet Tasaranago, English language Instructor at TUELC, holds a Masters in Communication, CELTA, Certificates in Curriculum Development and Assessment and Moderation in Higher and Tertiary Education. His research areas are Development, Corporate and Intercultural Communication, TEFL and Higher and Tertiary Education.*

*Muhammad Saqib Zaigham, English Language Instructor TUELC, holds a Masters in TEFL.*

### **Session 2: Critical Thinking Skills: Graded CT Skills for Lower Level**

A powerful way of engaging learners is to engage their thinking skills. Critical thinking is often associated with teaching students at higher language levels. This presentation will explore ways to engage students' thinking skills at different levels, especially lower levels.

*Muhammad Shujaat has been in ELT in different countries in the Middle East for over 15 years now. His main interest areas are: teacher education, assessment and current trends in ESOL relevant to monolingual contexts. He is CELTA, Delta and TKT qualified with an MA in English and a BEd in Modern Methods of Teaching.*

*Dr Abdul Fattah Soomro completed PhD in TESOL from the University of Leicester after completing MSc (Research Methods) from the University of Manchester. He has got vast experience of teaching English to the students from intermediate to postgraduate levels. He supervises MPhil and Ph.D. level scholars. In addition, he serves as a teacher trainer and publishes articles in the field of his interests: teachers' professional self-development and language classroom research.*

### **Session 3: Find Out and Fix Writing Errors**

In this session, we are going to talk about the importance of finding writing errors of intermediate students, and suggest ways to fix these errors in an effective manner.



*Abdulaziz Nasser Alharthi is an English language instructor with two year experience at English Language Center, Taif University. He has obtained BA degree in English Language, Taif University.*

*Mohammed Thamer Alamri is a lecturer at English Language Center, Taif University. He has been teaching at ELC since 2015. He has acquired BA degree in English Language from Taif University. He has obtained MA degree in TESOL from The New School, USA, NYC.*

#### **Session 4: Teaching Speaking: Activities to Practice Speaking for EFL Learners**

Among other language skills, speaking is one of the most important skill students need to learn in EFL classrooms. In this session, the focus is going to be on *teaching speaking* or precisely on *activities employed to teach speaking*. The focus will not be just on **what** but rather more on **how** to teach speaking.

*Aamer Khubaib is an English language instructor and the coordinator of IT and Engineering for the English courses in English language Centre at Taif University, Saudi Arabia. He has been conducting training sessions since he joined TUELC in 2012.*

*Alfatih Gadallah Alnaeem is an English language instructor and an academic coordinator.*

#### **Session 5: Exploring Methods of Teaching Writing**

One of the problems that English language teachers face is the problem of how to teach writing. This presentation is an attempt to share the knowledge required for teaching writing. It not only sheds light on what writing is, but it also covers strategies and issues of teaching writing. It's an effort to share issues in writing and their solutions.

*Bashir Ahmad has been working in Taif University since 2013. He obtained an M. Phil degree in Applied Linguistics and taught in various institutes and universities in the Kingdom of Saudi Arabia. He has got almost 18 years of teaching experience to his credit.*

*Islam Kasassbeh holds an MA in TESOL from University of Leicester / UK and BA in English language and Literature from Mu'tah University in Jordan. He taught English in Jordan, Kuwait and Saudi Arabia. He has been teaching English since 2001. He has been working as a lecturer at Taif University since 2013.*

#### **Session 6: Exploring Writing**

The main aim of the session is to share knowledge and discuss all items of the training session, which include what writing is, what makes writing difficult, writing lesson stages, writing challenges learners face and the end of module project (EOMP).

*Dr Ubaidullah Khan holds a PhD in Applied Linguistics. He has over 14 years of teaching experience to his credit.*

*Nimairy Omer Mohammad's PhD in Linguistics is in progress. He has been teaching at university level for the last 12 years.*

## ***Sessions by Females***

### **Session 1: Neurodidactics: Using Brain- Based Approach to Enhance Vocabulary Teaching in EFL classes**

Neuroscience has become one of the most frequently used technical terms when talking about brain-based learning. It is mainly due to emerging new technologies that allow researchers to develop a better understanding of how the brain operates. Findings support an approach where conscious effort is made to create a happy brain environment in classroom. Brain-based teaching emphasizes how the brain learns naturally using effective strategies used in a purposeful way to make learning and teaching more personalized. In the workshop proposed, participants will learn about Brain-Based Learning Approach. One of most common brain techniques (making connections) will be discussed and illustrated with activities' examples.

*Mona Alsalmi is an English Instructor. She has been teaching English since 2015. She earned her Bachelor of English Literature Degree from Taif University. Then she got a diploma in general education Program with a diploma in TESOL. She believes every student has the potential to succeed but sometimes require a positive influence and an individualized approach to teaching.*

*Ashwaq Mohammed Alqurashi is an English language Instructor. She earned her Bachelor of English Degree from Umm Al-Qura University. She is a certified Cambridge trainer. She organized number of workshops at KAEC. She is interested in teaching methods that promote self-directed learning and create better cognitive learning for students.*

### **Session 2: Using Effective Activities to Turn Teaching Writing into Success**

The productive skills are speaking and writing because it is through these skills that learners can produce language. In our training session, we plan to discuss and present two activities to improve writing skill and to make it more active and enjoyable. First, we will discuss and represent “Freeze the Writing” activity which would follow the input work on writing in a particular style, for example, an informal letter or email. This activity follows the process of writing, reading, correction and improving among different groups. Second, we are going to discuss and present “Postcards” activity which involves a level of communication and imagination. Using postcards in class can be a motivating writing task and add a level of stimulation for students.

*Shatha Alorabi is an experienced instructor at Taif University. She obtained her MA in Applied Linguistics from Taif University in 2018. She is a certified trainer from CUP and she conducts workshops at Taif University. She was nominated to be the TUELC academic supervisor. She is interested in teaching English and in finding new trends in teaching language.*

*Dalia Alzahrani is an English language instructor at Taif University. She has five years of teaching experience to her credit. Recently, she got an MA degree in applied linguistics from Taif University. She is currently working as a teacher and a certified trainer, whose areas of interest are issues related to teaching and learning English language.*

### **Session 3: Assessment and Technology: The Use of Apps for Prompt and Effective Feedback on EFL Learners' Writing Skill**

Paradigm shift from teacher-centred to learner-centred classrooms solely relies on the full participation and involvement of the learners through personalized, engaging and interactive activities. Technology-based assessment and real time feedback are the measures taken by the researchers and pedagogues to strengthen the concept of motivated and independent learners. The use of different apps to assess learners' performance in the classroom provides teachers not only with the instant results and real time data but also maximizes learners' motivation and progress that ultimately ensures effective learning outcomes. The present study focuses on the use of two apps, i.e. zip grade and monkey survey, for the quick and effective administration of the test and quizzes coupled with the real time feedback on learners' writing skill. The researchers will provide comprehensive information to the participants about technology based assessment, its kinds, challenges, pros and cons and practical demonstration of the use of zipgrade and monkey survey through different activities on the gadgets.

*Fahmeeda Gulnaz has been working at Taif University as an Assistant professor since 2016. She earned her MA in English (Linguistics & Literature) followed by a PhD in English Linguistics in 2004 and 2014 respectively from National University of Modern Languages, Islamabad, Pakistan. She completed her CELTA from Johannesburg, South Africa and holds other relevant certifications from Cambridge University in addition to various publications in international research journals.*

*Amani Al Thumali has been working as a lecturer at ELC of Taif University since 2012. She graduated from Taif University with a Masters in Curricula and Methods of Teaching English in 2011. She has the experience of teaching at several elementary, intermediate and secondary schools in Taif, Ministry of education from 2009 to 2011. She also worked at Umm AlQurra University.*

### **Session 4: Two Critical Thinking Strategies to Improve Learners' Productive Skills**

The workshop aims at providing two critical thinking strategies for improving learners' productive skills in their classrooms. Big Paper - Building a Silent Conversation is the first strategy. This discussion strategy uses writing and silence as tools to help learners explore a topic in depth. In a Big Paper discussion, students write out their responses to a stimulus, such as a quotation or a historical document. The second is Barometer - Taking a Stand on Controversial Issues. This strategy uses speaking to get many arguments out on the table. Barometer strategy helps learners share their opinions by asking them to line up along a continuum based on their position on an issue and encourage learners to refer to evidence and examples when defending their stance.

*Hanouf Fahd Alshareef is an English language instructor at Taif University. She has been working as a teacher for five years. She graduated from Taif University with a bachelor's degree in English language. She also earned her Diploma in education. She is a Cambridge certified trainer and interested in online learning and autonomous projects.*

*Hind Jbir Alkhladi has been working as an English language instructor at Taif University for the last three years. She graduated from Flinders University in South Australia with a Master's degree in Art (Teaching English as a Second Language). She also has earned a bachelor's degree in English Language as well as Diploma in education from Taif University. Now, she is a Cambridge certified trainer and interested in Educational technology.*

### **Session 5: Teaching Productive Skill (writing) Effectively in Mixed Ability Classroom**

Mixed ability class is an important fact of all language classes. In a mixed ability language class; most of the language teachers often face the challenges of having wide range of language proficiency levels of the students. Also the students feel frustrated and demotivated in a mixed ability class. The purpose of choosing this topic is to discuss the teaching strategies applicable for mixed ability writing classes.

*Rana Athar did her masters in English Literature from Brakatullah University in India. She also obtained a TEFL certificate. She has been teaching at Taif University since 2009. She has the experience of teaching at EFL and ESL settings as well as IGCSE in different colleges, institutes schools and universities.*

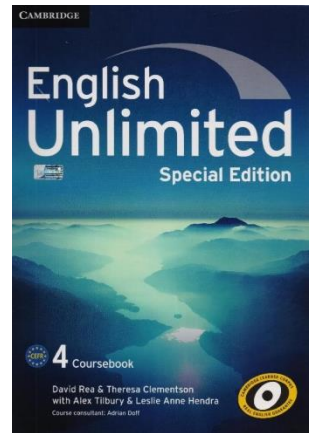
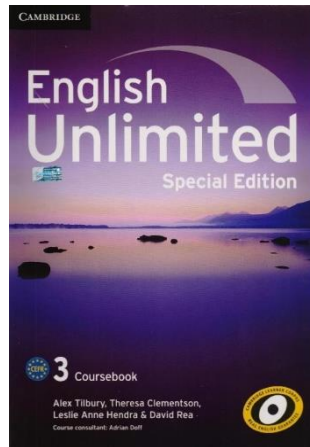
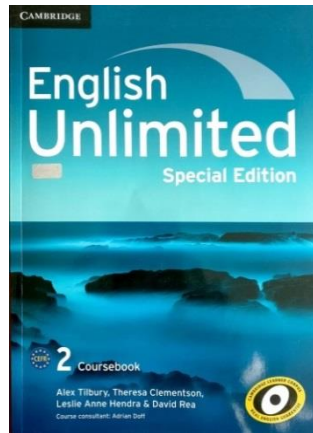
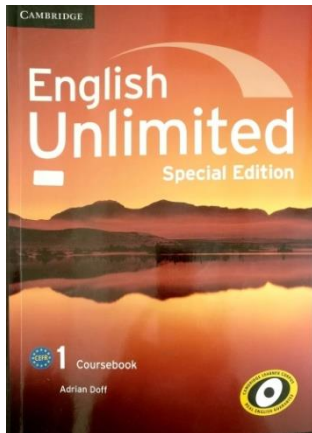
*Huma Khan did her masters in English Literature, Bachelors in Commerce and Bachelors in Education from Barkatullah University, India. She has been teaching at Taif University since 2010.*

### **Session 6: Applying Collaborative Writing Techniques for EFL Writing**

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. Simply put, collaborative learning works on the idea of “two heads are better than one. In this session, the same idea will be applied for teaching the writing skill and different techniques will be demonstrated by the trainers that teachers can apply while teaching writing, especially for EUSE books.

*Samaha Siddidqui has been an EFL instructor for over 17 years. She's majored in English language and literature and holds a TEFL, a diploma in TESOL, a CELTA and a certificate in teaching IELTS. She's also a Cambridge trained trainer and has conducted various workshops in Jeddah and Taif. She's been an academic coordinator for Home Economics, Business and Science colleges.*

***Khadra Abdelsalam Mohamed Alazrak** has been an EFL instructor for 20 years. She has a BA in English and Education and a CELTA. She's an IGIT coordinator and currently coordinates the community college. She's a Cambridge trained trainer.*







For inquiries, please visit the TUELC Director's Office, English Language Centre  
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