



Famous First Words: Cataphoric Reference versus the Thesis Statement

We commonly teach our writing students to start an essay with a thesis statement. Isn't it interesting, then, that when one looks at examples of famous essays, the strategy is about the opposite? Rather than state their topic clearly, the great authors usually pose a riddle or mystery, which one must read the essay to solve. This seems true across a range of genres, and of both fiction and non-fiction.

Consider the following first sentences and first paragraphs taken from the *Norton Anthology*, the classic compilation of the best of English literature:

"North Richmond Street, being blind, was a quiet street except at the hour when the Christian Brothers' School set the boys free. An uninhabited house of two storeys stood at the blind

end, detached from its neighbours in a square ground. The other houses of the street, conscious of decent lives within them, gazed at one another with brown imperturbable faces." (James Joyce, "Araby.")

"This could have occurred nowhere but in England, where men and sea interpenetrate, so to speak—the sea entering into the life of most men, and the men knowing something or everything about the sea, in the way of amusement, of travel, or of bread-winning." (Joseph Conrad, "Youth.")

"It has often been asked, What Is Poetry? And many and various are the answers which have been returned." (John Stuart Mill, "What Is Poetry?")

"Practical people talk with a smile of Plato and of his absolute ideas;

and it is impossible to deny that Plato's ideas do often seem unpractical and unpracticable, and especially when one views them in connection with the life of a great work-a-day world like the United States." (Matthew Arnold, "Literature and Science.")

"Every man hath two birthdays; two days, at least, in every year, which set him upon revolving the lapse of time, as it affects his mortal duration." (Charles Lamb, "New Year's Eve.")

This question, mystery or puzzle (technically, I suppose, a "cataphoric reference") coaxes the reader on into the essay through curiosity to find the answer.

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Pulled off without a hitch: 4th KSAALT International conference

By Christina Sagawe,
Conference Media Officer

On Thursday the 5th May 2011, Prince Mohammad Bin Fahd University (PMU) hosted the 4th annual KSAALT conference. The day was a monumentally successful undertaking made possible with the brilliant expertise, positive teamwork and shared efforts of the KSAALT conference committee members and especially the sacrificial dedication of our talented & ever-present Chair, Wai-Si El-Hassan.



The conference boasted an exceptional array of speakers with sound knowledge and wisdom of the very important topic 'Students' Identities and Language Learning' with special focus on the issues we as teachers face in Saudi Arabia and other Gulf countries. KSAALT was proud to host speakers from esteemed universities such as Birmingham and Leeds (UK) and PMU (KSA). The conference was also kindly sponsored by some well-known revered publishers such as Oxford University Press and Cambridge University Press and Obeikan as well as the British Council. Another well known publisher, Garnet Education, was one of our conference's featured exhibitors. The day proceeded with a succession of interesting topics and eyeopening information from educators at the forefront of their careers.

Letter from the President

Dear KSAALT members,

Another year has flown by as KSAALT and its members were busy teaching, learning, training, exploring new ideas and exchanging experiences. It has been an eventful, stimulating and fruitful year, busy as usual. KSAALT has made impressive strides this year in promoting professional development and excellence in English Language teaching across the Kingdom. This year, KSAALT hosted five stimulating monthly meetings, a mini-conference in partnership with the British Council and the Fourth Annual KSAALT Conference.

The overall evaluations of KSAALT annual conference were outstanding. Big Thanks to all of you who made the efforts to travel long distances from every corner of the Kingdom and beyond to attend the annual conference. Special thanks must also go to the conference chair, Mrs Wai Si El-Hussan for her leadership and boundless dedication. We also would like to acknowledge the hard-work of her talented team of professionals: Dr. Telma Gharibian, Ms Ikbel Zargouni, Dr. Nabeel Samarkandi, Ms Fatima Mansoor, Ms Christina Sagawe, Mr Muhammad Siraj, Ms Najat Al Shafe and Ms Neda Al Shahwan. The conference would not have been possible without the terrific teamwork of this vibrant group.

This year, KSAALT was also represented at the 45th Annual International IATEFL Conference and Exhibition in Brighton, in the UK. The overwhelming five-day conference included 400 workshops, posters, talks, panel discussions and symposiums by international presenters from over 60 countries. Have a look at the link below which lists all the videotaped talks, interviews and handouts online: <http://iatefl.britishcouncil.org/2011/sessions/videos>. And if you can't make it to the next IATFEL conference in Glasgow, you can also follow the event online.

During the IATEFL conference this year, KSAALT took a giant step forward and became an associate of the International Association of Teachers of English as a Foreign Language (IATEFL). The key benefit of this affiliation is linking up KSAALT with a network of teacher associations all over the world. Through this channel, KSAALT members will be in constant contact with a network of language educators worldwide. Within a very brief history, KSAALT is now internationally recognized by the two largest teacher associations in the world: TESOL international in the US and the IATEFL in the UK.

Within the boundaries of the Kingdom, interest in KSAALT has grown immensely. KSAALT is now expanding with two active regional chapters in Riyadh and Jeddah, represented respectively by Dr. Connie Michelle and Ms Laila Al-Khatib. KSAALT also is on the brink of establishing a third chapter at Taibh University in Medinah. What's more, KSAALT has received recently two applications with regard to establishing regional chapters at Taif University and Yanbu Industrial College.

We have definitely come along way, but we still have a long way to go and a mission to accomplish. Our mission is to promote excellence in language teaching at all levels in Saudi Arabia. I feel a tremendous sense of pride that I had the opportunity to serve KSAALT members and work with a talented group of professionals who strive for excellence in English language teaching. This year has left in me indelible memories of countless and dedicated fellow teachers whom I had the privilege to meet in and outside the Kingdom.

Before I end this note, we would like to thank PMU, under the leadership of his Excellency Dr. Issa Al Ansari, and Mr. Abdurrahman Abdulghani for all the assistance and support they have given us not only this year but also for the consistent help provided throughout the last four years.



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Calendar of upcoming events

<p>June 9: KSAALT Monthly General meeting</p>
<p>July 1-2: Korean Associations of Teachers of English (KATE) International Conference, "Empowering English Teachers in the Globalization Era," Yonsei University, Korea. E-mail tykim@cau.ac.kr. Web site http://www.kate.or.kr.</p>
<p>Septemeber 22-24: English Australia Conference, Adelaide, Australia . E-mail info@eaconference.edu.au.</p>
<p>October 1—3: TESOL Conference in Qatar, "Putting Research Into Practice," Qatar National Convention Centre, Doha, Qatar. E-mail edprograms@tesol.org. Web site http://www.tesol.org/researchintopractice.</p>
<p>January/February 2012 31—2: NileTESOL, "Language Education in the 21st Century: Challanges & Opportunities," School for Continuing Education, The American University of Cairo, Tahrir Campus, Cairo, Egypt. E-mail jabr_r@aucegypt.edu. Web site http://niletesol.org/web/index.html.</p>

A Note from the Editor

First of all, my extreme apologies that the second issue of this year's *KSAALT Quarterly* has taken until June to get to your fingertips (or screen). In an effort to be as inclusive as possible to contributors and to give members the most up-to-date information, it has taken more time to compile everything. It is the hope of the Publication Committee and myself that the members of KSAALT can benefit from this delay.

For further information on how you can contribute to the *Quarterly*, please refer to the back page of this newsletter. For those wishing to publish more academic pieces, please consider contributing to *TESOL Journal*.

I am still looking for writers for the various parts of the newsletter. Examine the following chart for

areas you can help with. If you or someone you know is interested I writing and getting his name in print, then please forward his name to me.

Thank you again to all the contributors to this edition. Special thanks to Publication Committee members. We welcome more members to help with the newsletters. If you feel this is a good fit for you and would like to become a part of the Publication Committee for the 2011—2012 year, please send an e-mail of interest to david.berry@alumni.utoronto.ca

David Berry
KSAALT Quarterly Editor

Volume 3 no. 2

Areas of interest	Details
Photography	Photos of conferences or general KSAALT events (discreetly taken).
Feature article	Describing anything EFL-related you are passionate about
Tech tips	Describe anything tech (e.g., dictation software)
TESOL International news	What's happening with your parent body?
Member spotlight	Write about a KSAALT member you admire or want others to know about.
Highlights of past meetings	Write what happened at past meetings
Publications of interest	Share your thoughts about publications that you've found useful
Lessons that work	Share a helpful or innovative lesson with us!
Opinion: What's your 2 halalah's?	Pose a question for our readers to answer (previous Qs: What's your favourite language-learning website?)
Chapter news	Write about what is happening in other KSAALT chapters

Letter from the president (cont'd)

We are also deeply indebted for the ongoing support from the British Council. We would like to acknowledge their kind support and generous sponsorship for KSAALT mini-conference as well as the annual conference. Furthermore, we would like to express our special gratitude and thankfulness to all the conference sponsors: Oxford University Press and Cambridge University Press. Without their constant assistance and belief in KSAALT, our organization would not have flourished.

At this point, we also have to acknowledge the tremendous efforts, patience and commitment of the Editor of KSAALT Quarterly, David Barry. We are thankful to David for compiling wide variety of simulating information and keeping us up-to-date with the latest developments in our filed.

Last but not least, my special thanks are due to the members of KSAALT Executive Council: Vice-President, Dr Amani AlGhamdi; Secretary, Dr Philline Deraney and Treasurer, Ralph Kraft. It was a great pleasure to work with such a talented and hard-working professionals who contributed tremendously to the success of KSAALT. Once more, I'm eternally grateful for their infectious enthusiasm, wisdom and dedication. This year wouldn't have been enjoyable and successful without them.

Hamdallah Alhusban , KSAALT President 2010-2011

Technology ideas that work...

Creating a Mnemonic Using JogLab

Basically, the world hosts two kinds of people: those who find the use of mnemonic phrases ("Every good boy deserves fudge.") useful, and those who don't. At least some of your students will be in the former category. For them, a memorable phrase linking words on a common subject or theme can be useful in acquiring vocabulary, especially for ESP. Memory works by association; learning words in linked lists is more efficient than learning words in isolation.

JogLab is one of several free Web 2.0 sites that help you create mnemonics. Here's the drill:

1. Prepare a list of up to fourteen related vocabulary terms.
2. Surf to <http://www.joglab.com>
3. Note the simple menu at the top left of the page, above a set of columns:
4. Click on "Clear." The columns should now be blank:
5. In the boxes along the top, type in your items, in any order, one per box. You will see the column below each box fill with other words beginning with the same letter.
6. Use these words to create a reasonably coherent sentence. To ease the task, sort the word lists by part of speech to reflect common English word order:

- a) First click on the "gear" icon to the left about two-thirds of the way down each column. This will open the menu for part of speech.
- b) Select part of speech for each item following English sentence order.

With luck, you should now see a reasonable combination of words to make a sentence.

If not,

- a) Go back to the small three-item menu, and click "Joggle." This will randomly generate appropriate terms.
- b) Repeat until any single word offered jumps out and grabs you as le

not juste.

c) When you like a word, click on the small checkmark at the bottom of that column. It will no longer be "Joggled." You can continue to experiment with other words.

Done? Now scroll down to the "Share" section. The boxes here let you identify the topic of your word list ("mnemonic theme"). You can also tinker here if necessary; to, for example, insert articles. And you are offered a URL, in the box marked "Your Quickstart to share with friends." Copy and paste this to a Word document, say, for a clickable link to your mnemonic.

Tip: Remember the basic principles of mnemonics. Make your sentence as memorable as possible. The more bizarre, funny, or even disgusting, the better.

An Even Better Idea

Why keep all the fun to yourself? Once you have tried it two or three times, and feel confident, have the students make the next mnemonic as a class activity. As a vital added bonus, doing it themselves will make it more memorable for them. The class can compete to create the funniest mnemonic, which is then shared.

Stephen Roney is a lecturer for the English Language Department @ Jubail Industrial College (left)



John Allan is an education technology consultant for HSBC (right)



Famous First Words: Cataphoric Reference versus the Thesis Statement (cont'd)

To see how strong the technique of cataphoric reference still is, witness the website “Arts & Letters Daily” (<http://www.aldaily.com/>). AL Daily’s standard style os to create a cataphoric reference to tease the reader into each of the essays it recommends. The consistent effectiveness of this strategy is striking.

Requiring a thesis statement actually trains our students to do the exact opposite. Such a clear statement of the main idea right up front immediately eliminates all mystery from the essay. It may also very well create a conflict between the classroom and the real world—between what students are taught, and what they are actually reading in English. Sadly, resistance will probably be greatest among the finest students—those who read most and write best. They will have the most to “unlearn.”

The problem, of course, is that it is far easier to teach the thesis statement than the cataphoric reference, and the thesis statement is far easier for the students to do. Fair enough; but we should be careful not to teach or mark the thesis statement as “the correct way to write,” but as “one easy way to write.”

Cataphoric reference, unlike the thesis statement, is impossible to do mechanically—if mechanical, no mystery. However, it might still be teachable. As a class exercise, you might challenge students to put the questions that arise in their own minds from these sample opening sentences in so many words. You will find, if you do so, that the best opening lines imply not just one, but many mysteries. For example:

“North Richmond Street, being blind, was a quiet street except at the hour when the Christian Brothers’ School set the boys free. An uninhabited house of two storeys stood at the blind end, detached from its neighbours in a square ground. The other houses of the street, conscious of decent lives within them, gazed at one another with brown imperturbable faces.”

Why is this house vacant?
Who lived there? Why have they left?

Who is writing this? Is it a boy from the school? A neighbour?
Why is this particular abandoned house of importance to the writer?
How does he come to know of it, since it is at the end of a dead-end street?

“This could have occurred nowhere but in England, where men and sea interpenetrate, so to speak—the sea entering into the life of most men, and the men knowing something or everything about the sea, in the way of amusement, of travel, or of bread-winning.”

1. *What has happened? What is “this” that “occurred”?*
2. *Why could it only have happened in England?*
3. *What does it have to do with the sea?*
4. *Is it amusement, travel, or bread-winning? Or perhaps something else?*
5. *If it involves travel, since it is about the sea, travel where?*
6. *How can it be about the sea, therefore implicitly about travel, and distant travel, but also uniquely about England, the land?*

“It has often been asked, ‘What Is Poetry?’ And many and various are the answers which have been returned.”

1. *What is poetry?*
2. *Why do people keep asking what it is?*
3. *Why can’t people agree on what it is?*
4. *What answers have been given in the past?*
5. *What is wrong with them?*

“Practical people talk with a smile of Plato and of his absolute ideas; and it is impossible to deny that Plato’s ideas do often seem unpractical and unpracticable, and especially when one views them in connection with the life of a great work-a-day world like the United States.”

1. *Is Plato impractical?*
2. *Is America lacking in philosophy or idealism?*
3. *Can theory and practice be reconciled?*
4. *Is Arnold going to show how to do it?*
5. *How would one apply Platonic ideas*

to the modern US?

6. *Might the result be humorous? (“Practical people talk with a smile...”)*

“Every man hath two birthdays; two days, at least, in every year, which set him upon revolving the lapse of time, as it affects his mortal duration.” (Charles Lamb, “New Year’s Eve.”)

What day is everyone’s second birthday?

In what sense is this true, that we all have two birthdays?

What is time, and its lapse? What does it all mean?

What is life, our mortal duration; and why are we here?

What is birth and death?

Once the questions have been elicited, suggestions as to the answers might also be elicited, as a discussion activity.

One essay might then be handed out, and the students asked to find the answers to their own questions. This would demonstrate that the essay or story is (and must be) the answer to the question raised in the first sentence or paragraph.

Finally, the students could be given a straight news story written in pyramid style—one genre that formulaically does not follow this principle of cataphoric reference—and challenged to write a first sentence or paragraph in this riddle format. The class could then argue for the best.

Would this work? I suspect not the first time, but if the exercise were repeated periodically, it seems a learnable skill.

Done well, it might also make the marking of student essays a more enjoyable job. There is a reason why it seems so dry to most of us.

Stephen Roney is a lecturer for the English Language Department @ Jubail Industrial College.

From Motivation To Education

By Seth Pociask

Much has been said, and read, concerning the pivotal role of motivating Saudi students to the point where they become autonomous learners. In my humble opinion, in order to properly motivate the students, we must understand their culture first as opposed to enforcing our own foreign cultures upon them. This issue is one of many complexities. When pondering this area of group research and individual study, one must ask some very important and relevant questions. For example: How can we encourage the use of Saudi culture in our classrooms while teaching the English language?

Does this not imply a conflict of interest? Can a foreign language and domestic culture coexist together within the same subject parameters?

The answers lie not only within ourselves but within the Saudi psyche as well. Yes, there are often information gaps between what content we aspire to instruct in class and the students' understanding.

However, there are also overlaps between what we teach and what students learn. I have found certain themes to be common areas of interest between language and culture: sports, music, movies, internet, TV shows. These interests are international interests, and so apply universally to students anywhere. Having said that, it is not guaranteed that every student will be entertained by all five of these areas. At the same time, there is always one area of leisure which is unanimously enjoyed by all students.

In conclusion, we should attempt to always appreciate the native culture here, no matter how unrelated it may seem at times to the content area of instruction. It is quite diffi-

cult to incorporate the culture at all times into our instruction, but the goal is always be on the lookout for these opportunities. I have been here for over a year now and I often still find myself learning about the students on a daily basis. I believe the key to motivation lies in the connection(s) between language and culture. Maybe many more questions than answers have been raised within the context of this article, but this is not always all bad; when we ask questions about our students rather than assuming we open up the door for our own further understanding. In other words, while the students learn from us linguistically, we can continually learn from them culturally.

Riyadh Chapter Update

We are almost there; it's nearly time to go home. Once again, we are just around the corner from the end of semester of another academic year. Many of us have already started to plan for the summer vacations; however, it feels like we just got back from the last one. All right, for some of us, this year has been a challenge, nevertheless, we survived. It's been an eventful year for many of us including the newly elected KSAALT executive committee members.



Close to home, the Riyadh Chapter recently held a general members meeting focusing on the theme of 'EFL and Quality'. The executive committee members worked very hard to make the event a success. The event was held on the 28th April at Prince Sultan University. A number of guest speakers presented at the meeting to an audience of approximately 40 delegates. The overall feedback received was excellent. The Riyadh chapter is moving forward with a greater vision this year to get more institutions across Riyadh working together for one common

Arab World English Journal: Call for Papers

Arab World English Journal (AWEJ) welcomes the submission of papers for the August issue. The deadline for manuscript submission is June 15, 2011. The issue publication date is August 2011. For more information visit *Arab World English Journal* on www.awej.org. Before sending your paper, please read the submission guidelines on their website. While visiting their website, check out existing editions of the journal.

Papers may be submitted electronically to: editor@awej.org

Selection of articles from April edition

- The Impact of Using Videos on Whole Language Learning in EFL Context
- YouTube in an EFL Composition Class
- Word-Accent and Syllable-Structure in Modern Standard Arabic

Highlights of conference evaluation

Exciting and encouraging feedback was received face-to-face, in written form by means of the evaluation form and via email. Here are some testimonials and comments –

“..., no words can describe the respect and admiration I feel for the individuals involved making the 2011 KSAALT Conference a resounding success. I thoroughly enjoyed my day and frankly felt so sad when the



event concluded. The venue, the speeches, the presentations, the food, the busy

ticket sellers, certificate writers, the vital runners and supporters all contributed into making this a wonderful conference.”

- “I want this conference to continue.”
- “This was mostly very interesting. I am so happy to see this came to KSA.”
- “Excellent, excellent, excellent. Why can't we attend all the presentations? Thank you so much!”
- “Excellent conference; excellent topics and speakers. Could easily be hosted over 2 days with option to attend more sessions.”
- “Thank you for an enriching day.”
- “Thank you, I'm looking forward to coming to another conference.”
- “Level of main speakers was very good.”

- “I did not expect qualified TESOL presenters.”
- “A very well-organized conference.”

There were more than 300 participants attending our annual conference. We received more than 36 written evaluations.



Helping KSAALT continue to grow

KSAALT wants to become your professional organization of choice in the Eastern Province of Saudi Arabia. To help KSAALT not only grow, but provide a means of professional development in your life, consider :

- submitting items for the *KSAALT Quarterly*
- promoting the annual KSAALT Conference
- becoming involved in one of the KSAALT committees: Conference Committee, Social Committee, Publication Committee, Membership Committee.

Contact a KSAALT executive member to get involved.



Vol. 3 No. 2 Contributors

Stephen Roney
Seth Pociask
Mark Critchley
Wai-Si Hassan
Yusuf Abdul-Jobbar
Torofdar
Hamdallah Alhusban

Opinion: What's your two halalabs?

This month's question:

What's your favorite language-learning website?



We want to hear your two halalabs worth with respect to pedagogical electronic resources! Briefly describe the features of the website, its language usage or language-learning benefits, and the URL address. Share your well thought-out response (**200 words maximum!**) with the general membership via *KSAALT Quarterly*. Simply submit responses as a Microsoft Word document attachment to David Berry, (david.berry@alumni.utoronto.ca) by **no later than October 06, 2011**. In the e-mail subject, write “KSAALT Quarterly Opinion: Website.” Selected responses will be published in the October 2011 edition of the newsletter.

'10 - '11 KSAALT Executive Council

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Hamdallah Alhusban
(University of Dammam)

Vice-President
Dr Amani AlGhamdi (PMU)

Treasurer
Ralph Kraft (KFUPM)

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Dr. Nabeel Samarkandi	Exhibitors & Publishers, Publicity, Procurement & Certificate Writer
Dr. Telma Gharibian	Abstract Reviewer
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Ikbel Zargouni	Conference Program & Registration
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Najat Al Shafei	Registration & Evaluation
Neda Al Shahwan	Hospitality & Registration
Wai Si El Hassan	Chair, Venue & Facilities

Preparing Young Adults for the Hi-tech Workplace

Prince Mohammad Bin Fahd University, in partnership with the Human Resources Development Fund (HRDF) & Microsoft, established the "MAHER 12/12" Program at the beginning of 2010, and classes began from the first week of March. During two academic semesters, students are covering one of three possible tracks of Microsoft IT technology. In addition to this, they are studying *English for Information Technology*, and *Employability Soft Skills* as two supporting subject areas.

The three tracks of Microsoft technology are:

1. Computer Infrastructure and networking (CIN) – open to males only
2. Enterprise Resource Planning (ERP) – open to males only
3. Software quality assurance & testing (SQAT) – open to females only

The "MAHER 12/12" program is fully funded by the HRDF and is designed to address specifically the needs of the Saudi work place, and the knowledge and skills of a targeted group of students. The program bridges the knowledge and skills required by the work place in a comprehensive way, and in a relatively short period of time.

Overlaying this, their personal development training includes English communication skills, emotional intelligence, presentation skills, leadership and career planning skills.

Each class takes up to 20 students, and the classrooms are equipped with all the requisite IT infrastructure to a high specification.

In terms of technical aspects of the course:

CIN students spend part of their time studying MS Windows Server and MS Exchange Server software, leading to MCTS and MCTIP qualifications. This prepares them for IT Network Manager and related roles.

ERP students learn to use Microsoft Dynamics AX 2009, leading to the award of Microsoft Certified Business Management Solutions Specialist. This prepares students with existing accounting and public administration qualifications for trainee management roles in the private and public sectors.

SQAT students study to become software quality assurance & testing engineers, and learn about the role of the QA and Testing Manager. This enables them to demonstrate valuable experience and understanding when they go to interview.

As a teacher of English with a business management and technology background, being invited to deliver the *English for Information Technology*, and *Employability Soft Skills* is proving to be a most rewarding experience. The vocational bias of the course means that everything we do with the students in the classroom is directly preparing them for success in a real international working environment. From planning their initial job seeking efforts to harnessing key up-to-the-minute business technology as a strategic tool, then managing themselves and their working relationships effectively, it is most pleasing to see the students visibly grow in confidence and personal motivation during their time with us. Ultimately however, the greatest measure of this course's success will be reflected in the achievements of these future leaders, in 2011 and beyond...

Mark Critchley

Contribute to the KSAALT Quarterly

You can make *KSAALT Quarterly* what you want simply by contributing content for each issue. Here's how you can get involved...

1. Who can contribute?

Any registered member of KSAALT can submit items for inclusion in the newsletter.

2. What can I contribute?

You can submit:

— short (150-1500 words) current, and rather informal (know your audience: not too academic, but well-organized) submissions related to language learning research, experiences teaching lan-



guages, possible lesson plans, current or hot topics in language learning, issues or trends in language learning, technology and language learning, book and resource reviews, outreach programs, special language learning projects, etc.

— short previews of accepted conference presentations (e.g., TESOL Arabia, KSAALT, TESOL Convention)

3. What are the formatting guidelines?

— Save as a Microsoft Word document

— Include contact information for the author: Full name, institution affiliation, e-

mail address and phone number

— Include a photo or clip art if applicable

4. When can I contribute?

The next issue of *KSAALT Quarterly* will be published **May 2011**. Contributions for this issue should be submitted no later than **May 6, 2011**. Please email submissions as an attachment to *KSAALT Quarterly* editor, David Berry (david.berry@alumni.utoronto.ca). Write "KSAALT Quarterly Submission" as the e-mail subject.

About KSAALT

KSAALT was founded by a group of language instructors in Al Khobar, Kingdom of Saudi Arabia in fall 2006. Its purpose is to provide a forum where language professionals, individuals teaching in English and those interested in languages can encourage discussion on teaching strategies, network with other professionals and enjoy the benefits of affiliation with TESOL International. Membership in KSAALT is open to any adult, regardless of race, creed, nationality or gender, who is interested in education and is residing in the Kingdom of Saudi Arabia.

More information about KSAALT can be found on the KSAALT homepage: www.ksaalt.org.

If you'd like to become a member or know someone who would like to become a member of KSAALT, please contact Hamdallah Alhusban, KSAALT President, for further information: ksaalt2011@gmail.com.

Deadline for submission
for the next edition:

October 6, 2011

To contact *KSAALT Quarterly*, write to:
David Berry, Editor
(david.berry@alumni.utoronto.ca)

Each KSAALT member is integral to the success of KSAALT. Thank you to all members for making the 2010—2011 academic year such a success !