



KSAALT Quarterly

January 2011

Volume 3 no. 1

General Meeting update: Marcos Bracchitta-KSAALT's CLIL'er on the Loose!

In his ominous address, KSAALT (Oct 21st 2010) Marcos Bracchitta forecast the demise of 'traditional' EFL teaching practices. He argued that '*Content and Language Integrated Learning*' or CLIL, increasingly popular today in Europe, is fast putting an end to TEFL worldwide and rendering the old-school teaching methodologies obsolete.

For TEFL teachers, future job prospects look grim. Bracchitta's daring advice was to consider giving up EFL language teaching altogether and perhaps instead to retrain as pure content (other than language) subject specialists. If his prediction is true, then our EFL teaching days are surely numbered. Bolstered by compelling facts and statistics, his dire warnings sounded alarm bells in

my head.

Even Bracchitta knows that the future isn't yet written, but sensibly he tried to foresee where the trends might be heading. In his presentation, he plots how communicative English had inexorably replaced outdated classroom methodologies and that as a matter of course, CLIL would come round to do the same. The evidence he used is the ever increasing appetite for and the spiraling success of CLIL in Europe today.

What is CLIL anyway?

As a concept, CLIL is rather easy to understand. In a nutshell, classroom teachers teach useful content subjects such as Math and sciences, but deliver the material in a target language. Students learn the target language almost by default, a mere consequence almost of learning content (non language) materi-

als. Language is acquired together with subject content and not as a separate language discipline (i.e. TEFL)

I wondered if this was the same as someone who really had to learn languages, like stall owners and peddlers in tourist areas needing to speak a variety of languages only so that they can sell their goods.



They may not voluntarily want to learn languages, but develop excellent multilingual abilities out of the necessity that the situation demands. A street seller may not need good grammar, but the measure of his success is the

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Upcoming KSAALT International conference

Mark it on you calendars and Blackberrys. KSAALT will hold its fourth annual international conference this coming Thursday May 5. This conference promotes educational development and excellence. It also provides educators with an opportunity to meet other educators who work in the Kingdom of Saudi Arabia.



We have invited numerous speakers (some from

abroad and some from right here in the Kingdom) to come to Al-Khobar to address our conference audience. We also invite academics and professionals of international standing to review the abstracts that we receive from prospective educators and delegates.

Up to now, we have had three successful conferences. The first of which was held on May 1, 2008; the second annual conference was held on May 7, 2009 and the third one was held on May 6, 2010.

See our website (www.ksaalt.org) for more details.

CLIL & General Meeting (cont.)

number of nationalities he manages to reach out to and the amount of goods he is able to persuade his customers to buy. Obviously it's not the same, but like peddlers, European students need languages especially English in order to ply their trades. In a 'YouTube' CLIL informational video clip, a trainee female Spanish aircraft engineer has to learn avionics in English and admits that she seriously loves it. (1) CLIL isn't just limited to schools and colleges, but also has application in industrial training.

CLIL and Education

To help you get better idea of what CLIL is, imagine for a minute that you are a French student in a college in Paris. As part of your curriculum, you study Math in English, then Sciences in German and maybe a History component in Spanish.

The content CLIL Math teacher delivers his Algebra lesson using English words and terminology. Now, you are tasked to solve equations. Like it or not, you must learn the Math vocabulary which was given in English in order to successfully complete the assigned tasks. (2)

Likewise, a CLIL Science teacher explains theory and experimentation in German. In order to reproduce her laboratory experiment, you'll have to understand the lesson using the German language.

Similarly, History is delivered in Spanish and you must retell it, writing in the same language. In a CLIL focused class, only the subject matter (i.e. Math, Science and Humanities) not the EFL teacher or a grammar/exercise book, determines the language and words needed. Since you acquire all the languages you 'need' for study, formal language classes are not especially required.

CLIL Skeptics

Old school TEFL advocates protest that the CLIL base for learning languages is fundamentally flawed. They argue that it is unsystematic, that the progress of the language is impossible to measure and that it results in weak 'unqualified' students and frustrated teachers. (3) TEFL die harders believe that a formal linguistic foundation is needed. They mean, of course, that students need a good prior foundation of 'conscious' language learning in order to be able to adequately grasp and employ more advanced instructions delivered using L2 or L3. CLIL or not, tradi-

tional 'die-hard' classroom methodologies should still have an important future role. Notwithstanding, CLIL is moving ahead rapidly and it has positive advantages. CLIL is fast becoming the preferred language acquisition model in many European schools, colleges and institutions. Compelled by the official (4) need to be bilingual, even the trilingual, European students in the content based language classroom have shown that they are motivated and engaged. They acquire in depth academic subjects, develop valuable study and thinking skills, enhance their knowledge/appreciation of foreign languages, cultures and have a heightened sense of otherness. In a CLIL class, high motivation and love for learning increases and real language output results. (5)

CLIL vs. Communicative English

TEFL die harders should be happy to know that CLIL and communicative English may not be so different after all. Whilst clearly not traditional,

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Calendar of upcoming events

January 13 Monthly General Meeting 16-18 International conference @ Prince Sultan University (www.psu.edu.sa)
February 17 Monthly General meeting
March 3 KSAALT Mini-conference 16-19 TESOL International convention & exhibition @ New Orleans, Louisiana USA (www.tesol.org)
April 12-13 International conference (ELC @ Taibah University); (www.tuelc.edu.sa) 21 Monthly General meeting
May 5 KSAALT 4th International Conference
June 9 Monthly General meeting

Conference musings

INSIDE THE SAUDI PREPARATORY YEAR
ENGLISH PROGRAMME

ELC
ENGLISH LANGUAGE CENTER

The Future and Beyond
ORGANIZED BY THE ENGLISH LANGUAGE CENTER, DEANERY OF ACADEMIC SERVICES,
TAIBAH UNIVERSITY

FREE ADMISSION

Presenters:
Prof. Mike McCarthy - Emeritus, Nottingham University, UK
Prof. Mohammed Farghal - Kuwait University
Prof. Simon Borg - Loughborough University, UK
Dr. Terence Odlin - Ohio State University, USA

Featured Speakers:
Dr. Khalid Al-Ali - Qatar University
Dr. Khalid Al-Mansoori - Former Director of the English Language Centre, University of Sharjah
Mr. Richard Harrison - German University of Technology, Oman
Prof. Cameron Richards - University of Technology, Malaysia

LOCATION:
LE MERIDIEN HOTEL
MADINAH
SAUDI ARABIA

DATES:
12TH & 13TH APRIL 2011

TIME:
8.00AM - 4.30PM

OPEN TO ALL

Sponsored by:
CAMBRIDGE
BRITISH COUNCIL
TUCLC 2011

www.tuelc.edu.sa tuelcconference@gmail.com

KSAALT Mini-Conference

When? 03 March · 08:30 - 3:00

Where? Holiday Inn, Al-Khobar Corniche

What? The mini-conference this year is about "Infusing Critical Thinking in the EFL Classroom." It is being held in partnership with the British Council and will be on Thursday the 3rd of March at the Holiday Inn, Al-Khobar-Corniche. The fee will be 50 SR for members and 120 for non-members. It will run from 8:30 to 2:30 with two presentations in the morning and a panel discussion after lunch. The first speaker is Robert Swartz Director of the National Center for Teaching Thinking, USA. He will spend most of his time showing how teaching critical thinking infused into EFL teaching draws out the potential that students have for deep learning. His presentation will emphasize the different kinds of teaching techniques needed to make this happen.

A Note from the Editor

First of all, my extreme apologies that the first issue of this year's *KSAALT Quarterly* has taken until January 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

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the various parts of the newsletter. Examine the following chart for areas you can help with. If you or someone you know is interested in 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 2010-2011 year, please send an e-mail of interest to david.berry@alumni.utoronto.ca

David Berry
KSAALT Quarterly Editor

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

Poetry & teaching: An article

To say that a paragraph in a piece of literature conveys a message, I'd say in comparison, rather a verse in a poem conveys more. In poetry, unlike prose, the look and sound of the words are inseparable from a poem's meaning. A poet has to choose his/her words in a more precise and concise manner. In a few chosen words in a line of verse, a poet has to draw a painting picking the right colors and using the right brush. In a poem the poet creates word pictures that help readers see, hear, feel, smell, and even taste the experiences they present. This power of creation is known as imagery. It is the art of figurative language which conveys meanings beyond the literal meanings of the words. The use of similes and metaphors add to the beauty of the language. Rhythm keeps the pulse in the flow of words into lines of verse.

Let's compare a piece of literary work in prose,

"...It is of love that one finds people, less caring and non-reactive with time. Sam and Jane, are a couple, who a few months back were so madly in love with each other. But then with the kind of friends each one has and the company they keep at work, it kind of affected their relationship. Such reasons shouldn't be there, one may think, but then

how genuinely do lovers share their feelings with pure honesty. The question is how is love to endure while the lack of it may destroy....with one stanza in a poem,

Love cannot fill the thickened lung with breath,
Nor clean the blood, nor set the fractured bone;
Yet many a man is making friends with death
Even as I speak, for lack of love alone.
May be it isn't as easy to get the imagery in poetry as it is to understand words that make sentences and into paragraph that flow without thinking particularly what words to pick in order to have a more effective impression on the reader.

Through my years of teaching in inter-



national schools, I was able to attract the attention of my students while reciting a poem. Of course, it is important to make them understand the setting

then you make them hear, see, and feel in their minds the imagery that the poet is using to draw a picture that will leave a lovely sound in the ear of the listeners. The way I did it was to make them listen to how I recite it, making a point that if the flow of words are read properly then the effect will be more and the meaning understood with depth. I would ask them not to focus on a few vocabulary words that come across, but rather to give me the picture after a sonnet, for example, was read. Even when I wanted to make a point or pass a message across to the students sometimes, I would quote a poet with a line of poetry so they could get my drift. The thing is, it is easier to learn and memorize when poems rhyme. I still remember poems that I've learned from childhood and high-school years. Audiences like to listen to nice poems being recited rather than listen to a lecture, which could be quite boring, but not a poem that expresses inner feelings and interact with their thoughts.

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Technology ideas that work...

Blackboard

Blackboard is one of the biggest, if not *the* biggest, course management system (CMS) in today's educational world. For those who aren't familiar with the concept, a CMS is basically a computer-based classroom (as opposed to a F2F (face-to-face) classroom. I have used (and will continue to use) Blackboard extensively for my classes. Blackboard can be used in many ways but let me introduce you to the features that I have found most useful.

1. **Collaborative writing:** Students from a formed-group submit papers online. They edit them and make comments to one another.
2. **Collaborative grading:** Students post essays or pieces of writing to their group Discussion Forum. Students grade other students' writing and post comments about it.
3. **Brainstorming:** Students post their thoughts on a certain topic to a discussion forum. This leads to students generating concepts & vocabulary related to a

theme.

4. **Quizzes:** Students can complete quizzes whenever they wish to complete them. Students can even create their own quizzes and post these. This can empower students to understand their subject even more.
5. **Calendar:** Students can be notified about upcoming course events. Also, students can post their own events to make a more collaborative environment.



If you are not able to use Blackboard, alternatives exist with many of these same features.

www.ning.com

www.moodle.com

David Berry is a lecturer for the English Language Department @ KFUPM

The latest news from TESOL International

TESOL Central Office Has Moved

TESOL has moved to new offices. The new address is:

1925 Ballenger Ave., Ste. 550
Alexandria, VA 22314-6820

Phone and fax numbers as well as mailing addresses for the TESOL Lockbox and BrightKey remain the same. Check the TESOL Web site at www.tesol.org for updates.

Photo Highlights from 2010 TESOL Convention

If you weren't able to make it to Boston, or you did but missed some of the highlights, see some of the highlights of the convention online now! Photo highlights from the 434th Annual Convention and Exhibit are now on the TESOL Web site.

2010 Convention Call for Participation: Re-Imagining TESOL

You are invited to join us in re-imagining TESOL at the New Orleans TESOL Party! The 2010 Convention

Team is planning a variety of sessions and activities to encourage professional conversations, promote member participation in the organization, stimulate thought and reflection, and revitalize your zest for teaching. Submit your proposal to add your voice to the ongoing dialogue about the issues, practices, policies, and direction that our profession and our organization should take as we begin a new decade.

Organize a PCI at TESOL 2011 Convention in New Orleans

TESOL is accepting Pre- and Postconvention Institute (PCI) proposals for the upcoming TESOL convention in New Orleans. PCIs are 4–6-hour in-depth, hands-on professional development workshops. Learn more about how to submit a proposal in the convention section of TESOL's Web site or contact edprograms@tesol.org with questions.

2011 Call for Member Resolutions

Resolutions and/or reaffirmations may be submitted to the Rules and Resolutions Committee by February 24, 2011. Resolutions to be considered by the

general membership at the Annual Business Meeting in Boston, Massachusetts, USA, should be sent to Allison Rainville, Rules and Resolutions Committee Chair, (arainville527@gmail.com).

Publication Opportunities

TESOL Quarterly: Now Accepting Online Submissions. TESOL Quarterly (TQ) is now accepting submissions online through the TQ Editorial Manager. Prospective TQ authors and reviewers are invited to register. It's quick, and TQ will have your contact information when you're ready to submit your manuscript or the editors need a reviewer. If you have any questions, contact tq@tesol.org.

TESOL Journal: Call for Editors and Submissions. TESOL Journal, the new refereed, practitioner-oriented electronic journal based on current theory and research in the field of TESOL, is searching for an editorial board and submissions. If you are interested, contact tj@tesol.org or go to www.tesol.org/tj to read more about the new e-journal.

Publications of interest

Teaching listening: Voice from the field (TESOL, December 2010)

As we all know, listening is a very important language skill. It may not be such an issue with many of our students with a Middle Eastern background but it deserves a special look which this book does. This volume is full of actual teachers' accounts of how they integrated listening activities in their classroom. Some of the activities involve "texts" from academic lectures, TV talk shows, etc. It offers "activities' templates" for all teachers to use in their classrooms.



Integrating language and content (Just off Press, 2010)

In light of how content and language instruction are merging more and more, this book is quite interesting. It shows how teachers from various disciplines are collaborating in designing courses that bridge the gap between traditional EFL and content courses. This book would be of high interest to any teachers or course designers who are interested in this growing field. There are many examples of courses where this has happened in such faraway places as Taiwan, the United States, and South Africa AND other countries closer to home (Yemen, Turkey and Russia).

CLIL & General Meeting (cont.)

CLIL methodology is compatible with the current communicative and lexical approaches in a number of important ways.

Firstly, like in communicative English, CLIL language is presented and rehearsed in real life and in wholly meaningful contexts. Secondly, CLIL learning resembles natural learning patterns as in communicative English, and its thematic content dictate new language needs as old language is recycled. Thirdly, the focus of CLIL is fluency, not grammatical accuracy as in the communicative method.

In fact, the CLIL approach to language skills production is very closely related to traditional TEFL methodologies especially in its treatment of reading/listening texts and in its handling of speaking and writing. (6)

CLIL-Worrying Future

However, in spite of this, CLIL's future doesn't bode well for TEFL language teachers. Today, private enterprises eyeing the market are hungrily offering CLIL training to non native 'subject' teachers. Such programs instruct these teachers how to effectively plan, deliver and assess their 'subjects' in a second, third, or even fourth non native language using CLIL methodology. (7) The once sought after native TEFL teacher may no longer be a requirement in the language market in years to come. If CLIL really does get its way, Bracchitta's dire forecast may well turn out to be a real one. In the CLIL world, the future of English language teaching will lie in the hands of individuals with little or no formal language teaching and who speak English only as a second or third language.

Nonetheless, I believe we shouldn't worry especially about CLIL; not quite yet anyway. Demand for teachers worldwide in-

creasingly outstrips the supply. In future, I think there will still be plenty of old fashioned jobs left for the diehard TEFLers. Additionally, CLIL as a method is still in its infancy in Europe and has already intermingled with existing practices. Today, a variety of exciting hybrid CLIL approaches are emerging. (8) Important too is that most individuals around the world just want to learn English explicitly because it is an invaluable personal asset and not because they have a need to learn content subjects.

If anything, I conclude that because of technology, the future trend will be less for CLIL per se and more for a richer variety of approaches and methodologies. Like in most employment sectors, employment opportunities for TEFL teachers will not particularly depend on non native subject teachers, rather on the ability of current TEFL teachers to retrain, to adapt and to change to rapidly employment conditions in the future TEFL marketplace.

Abu Hamza is an English Instructor at Jubail Industrial College

Poetry & teaching (cont'd)

To end up, I will let you read a few stanzas from one of my poems established in my first book. I'm sure it will leave an impression on your thoughts and I hope you get the message in the lines.

...Where does the road lead to from here
The dwellers on earth need to know
No promises kept and nothing is clear
As who's the friend and who's the foe

Tolerance to abuse causes tension
Conditions all around are on the verge
If world leaders don't pay attention
Catastrophic events will soon emerge

Welfare of humanity is not a joke
Nor a few speeches for press release
It's time to stop each other to provoke
And work seriously to establish peace ...

Rowshan Shaheed is the English Language Supervisor at the KFUPM schools

KSAALT is now on Facebook!

Consider joining us on Facebook. Why join?

1. see & interact with other KSAALT members.
2. Keep up-to-date with what is going on with KSAALT

How do you join? Search using the below search term and click "Like" to join!

Kingdom of Saudi Arabia Assn of Language Teachers

Presentation highlights from previous meetings

Learning Disabilities in the language classroom

A new direction in dealing with Learning Disabilities in the language classroom was the focus of Second General Meeting of KSAALT (Kingdom of Saudi Arabia Association of Language Teachers). KSAALT is a group of language educators interested in promoting and supporting language instruction across Saudi Arabia.

On December 2, Dr. Hazel Denhart presented some of the latest, cutting edge research on dyslexia and other forms

of learning disabilities to over 80 KSAALT members. Many of them face unusual challenges in teaching students with learning challenges. Dr. Denhart, on faculty at Prince Mohammad Bin Fahd University, delivered her speech "Taking Sides on Learning Disabilities". In this speech, she offered two views of the phenomenon. First, she explained the latest medical findings revealing that dyslexia is now considered to have a greater impact on the brain. Denhart explained about how the dyslexia-affected brain acts differently. Children with this condition may read differently,

act clumsier, forget things, is not be able to understand others as well, and have autoimmune disorders (for example: diabetes, thyroid problems, allergies, or food sensitivities).

In the face of those difficulties, Dr. Denhart offered the positive side of dyslexia, where it is seen as part of the normal human variation serving humanity in important ways. Some of these important ways is being natural visionaries, possessing unique wisdom and unusual insight.

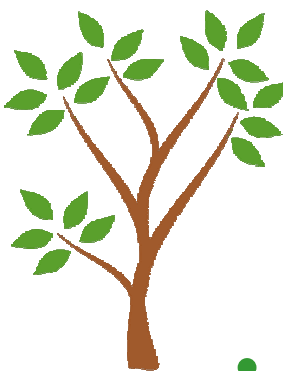
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Helping KSAALT continue to grow

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. 1 Contributors

Abu Hamza
Hamdallah Alhusban
Rowshan Shaheed
David Berry

Opinion: What's your two halalaha's?



This month's question:

What's your favorite language-learning website?

We want to hear your two halalaha's 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 May 06, 2011**. In the e-mail subject, write "KSAALT Quarterly Opinion: Website." Selected responses will be published in the May 2011 edition of the newsletter.

'10 - '11 KSAALT Executive Council

President

Hamdallah Alhusban
(University of Dammam)

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Treasurer

Ralph Kraft (KFUPM)

Secretary

Dr Philline Derancy (PMU)

Presentation highlights (cont'd)

Unfortunately, these benefits are rarely seen as reading & math struggles are focused upon.

She then moved into classroom implications. These children learn better in slightly different ways. First, in a listening lesson, they need the accompanying text to fully understand. Second, they need the teacher's lesson plan and notes to better understand the lesson. Third, they learn better with a solid context and not an abstract context (e.g., to learn the word apple, they should hold an actual apple and say the word (instead of just reading the word).

Her next subtopic dealt with the sad reality that suicide is sometimes a easier option than living for people with dyslexia. The best means of preventing that is for teachers to encourage their dyslexic students and validate their intellect by allowing them to develop in areas of their natural gifts.

The crowd seemed enthusiastic and many commented that the discussion was one of the best ever about the topic.

Upcoming worldwide conferences

- February 1-3:** Nile TESOL, "Bridging the Gap: Reconciling Theory and Classroom Practices," Cairo, Egypt
School of Continuing Education, American University in Cairo, ohafez@aucegypt.edu; niletesol.org.
- March 10-12:** TESOL Arabia, "Rethinking English Language Teaching: Attitudes, Approaches and Perspectives,"
Marriott Hotel, Dubai, UAE,. Info:tesolarabia@icedxb.com OR www.tesolarabia.org.
- March 16-19:** TESOL 2011 Annual Convention & Exhibit, "Examining the 'E' in TESOL,"
Ernest N. Morial Convention Center & the Hilton New Orleans Riverside Hotel, New Orleans,
Louisiana, USA. Info: conventions@tesol.org
- April 12-15:** Penang English Language Learning & Teaching Association (PELLTA), "Going Global: Teaching &
Learning English in the 21st Century," Bayview Hotel, Georgetown, Penang, Malaysia.
Info: pelltapenang@yahoo.com OR www.eltcon.webs.com.
- June 23-24:** MATE-TESOL Haiti, "Lessons Learned from Teaching: Challenges and Rewards,"
Haitian-American Institute, Port-au-Prince, Haiti. Info: alwarlock2000@yahoo.fr.

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 languages, 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.

In this new year 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:

May 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 !