



ATEL

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Linking Developing and Supporting

English Language Teaching Professionals Nationwide

the College Board, United States, to Grade 11 and 12, US and international students. The SAT is required of undergraduate applicants seeking entry to most English language universities in Lebanon, the Middle East and North America. The SAT score also represents an important element of the equivalence certificate awarded by the Lebanese Government to qualified freshman candidates.

The SAT Reasoning Test Score Report gives three scaled scores in Math, Critical Reasoning and Writing and an essay sub score within the range 200-800. There is no passing grade. Critical Reasoning comprises 67 multiple choice questions: one third sentence completion and two thirds text comprehension. Writing comprises one essay (no subject choice) and 49 multiple choice questions, requiring identification of errors, improving sentences and improving paragraphs.

To uphold the interests of an ethnically and socially diverse student body, the College Board maintains that the SAT does not require preparation. However, many of our students in Lebanon do not have first language command of English, and consequently struggle to achieve competitive scores. It is thus essential we teach students appropriate test taking skills and techniques which will raise their SAT scores and facilitate entry to the college or university of their choice.

English language teachers should be familiar with the SAT Reasoning Test and begin to prepare their students from Grade 8 by emphasizing: proactive reading, vocabulary, prefixes and roots, the eight relevant grammar rules and pertinent essay writing skills. In addition, famil-

ilarity with the test format will help to build student self confidence and overcome the issues of fatigue that generally arise when students are taking the test.

Target audience: Teachers of grades 8-12.

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- Al Isra University - Jordan

Presentation: *Communication is a key: the role of teachers and students to achieve effective classroom communication*

Abstract

Communication is a fundamental part of all of our lives. There are many different methods of communication and we are gaining more and more all the time. It is the process by which we exchange information among individuals and groups of people. Classroom interaction is the situation chosen in the present work to investigate the process of communication, shedding lights on the problems that cause miscommunication among students and teachers. In this presentation, 15 Jordanian English language teachers at Al Isra University and 200 students agreed to answer the questionnaires, the aim of which is to look at some factors that enhance students' academic performance and self development and explore ways in which we can make them more interesting and productive for both learner and teacher.

Target audience: University teachers

