بسم الله الرحمن الرحيم

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| Kingdom of Saudi ArabiaMinistry of EducationAl-Imam Mohammad ibn Saud Islamic UniversityDeanship of girls’ Education Center |  | **المملكة العربية السعودية****وزارة التربية والتعليم****جامعة الامام محمد بن سعود الاسلامية****عمادة مركز الطالبات** |

**College of Languages and Translation Centers**

**CLT Centers**

 **(Academic support for students)**

**1441-2019**

**Mechanism of the Academic Support at the Reading Center**

**Academic support will be activated at the reading center according to the following mechanism:**

1. Communicating with reading teachers to clarify the objectives and importance of the reading center providing them with a card that shall been given to students who need support to be signed by the faculty member in the center.
2. placement test is specified to measure the level of the student concerning reading skill (<https://uniontestprep.com/accuplacer-test/practice-test>) (Accuplacer Reading Placement Test). The link has been given to reading teachers to be given to students in the second week of the first semester.
3. The test is to be corrected to determine the students who need academic support. The center provides a list of the students who showed low levels of reading skill. Reading teachers shall direct those students to benefit from the academic support.
4. Students in need for academic support are distributed over faculty members in the center considering their load where an hour shall be allocated to serve the students. Each faculty member will be provided with names of students and their contact information.
5. Faculty members in the center are committed to communicate with students the week after submitting name lists to set a date for a counseling session.
6. Clarifying the mechanism of the counseling session to faculty members in the center with suggested references to teach reading skills.
7. Teachers shall set counseling session not less than 7 sessions in the semester.
8. Student attending the session will be documented by filling an attendance form signed and dated by the teacher and the students. Teachers shall also sign the counseling card the student has.
9. The teacher in the center has the freedom to refer to resources she finds suitable or utilize improving reading skill books available at the reading center.
10. Completion report shall be submitted along with attending session forms no later than 27/3/1441 corresponding to 24/11/2019.

**Academic Support Plan in the Writing Center**

Based on the College of Languages and Translation’s commitment to improving students’ level scientifically and practically, overcoming obstacles and utilizing services to prepare students for the job market, Writing Center provide different services to improve their academic writing skill in the English Language:

1. On-to-one consultation sessions:

Through providing the service, the writing center seeks to improve academic writing skills in the English language. The session lasts for 25 min.-50 min. per student. During the session, the consultant focuses on weak points depending on its priority and significance, and directing the student on strategies to overcome these difficulties. The essence of each session is the discussion between the student and the consultant to develop different skills such as academic writing, confidence, analytical skills, critical thinking, and problem-solving skills.

This service is available for everybody with the possibility to book a session appointment online.

1. Referrals (female section):

This service is specific to students with low level in writing skill and essay courses.

Mechanism:

* Communicate with teachers of writing skill and essay courses.
* Introduce and define the service.
* Ask teachers to provide not more than five students for each class along with clarifying points concerning points to focus on and determining the number of the sessions.
* Assign a consultant for each student.
* Provide the consultant with the electronic form to facilitate communication with the teacher of the course.
* The consultant shall provide a summary for each session in a specific form.
* Teacher of the course and the consultant must communicate at the end of the set sessions to discuss improvement in student’s level.
* Assessment and feedback is provided from the teacher of the course, consultant, and the student.
1. Remedial lessons to enhance academic writing skills:

This program aims at enhancing academic writing skills in the English language to students with low levels (GPA of 3 and below) with two credited hours weekly through which exercises and online home works are given to ensure the continuity of the learning process. the program lasts for 6 weeks starting from the 5th week in the semester.

Mechanism:

* Announce time of registration, so students can nominate herself to join the program.
* Study the request forms giving priority to students with low levels.
* Prepare classrooms.
* Prepare pre and post tests to measure candidates level of improvement regarding writing skill.
* Begin the program activating the tool of observation to monitor the effectivity of the program.
* Assessment and feedback.

**Academic Support Plan for the Translation Center**

Academic support communicated with members in the Translation center to determine the suitable mechanism to academically support students in need for support and discuss its importance in improving and enhancing students’ level in translation courses.

Afterwards, support mechanism has been approved for translation classes from level 3 to level 8. Each teacher has set specified hours that goes along with their schedules and load to provide students with the needed support. Then, the translation center account on twitter announced detailed information about the working hours including (the name of the teacher, office number, day and time where the teacher is available for providing support.)

**Mechanism of support of translation courses includes different aspects:**

1. Clarify to students strategies of translation and methods of implementing them correctly with examples.
2. Avoid using literal translation while translating and apply the grammatical rules specific to each language.
3. Correct use of terminologies suitable for every type of translation.
4. Use dictionaries correctly.
5. Reinforce students and training them for interpretation courses.

A form has been sent to teachers concerned including (teacher’s name, student’s name, student’s signature, date of the session). Teachers has been informed with the importance of submitting the form on a weekly basis.

27/3/1440

**Academic Support Plan in the Literature Center**

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| Event | Description | Time and mechanism of implementing |
| 1. You are not alone
 |  The activity aims at supporting students who failed literature courses several times by providing them with direct assistant provided by faculty member. The faculty member offers students with methods for studying and strategies for correct literary writing identifying student’s weak point to overcome them. | Failed students are identified by the academic advisors. Academic advisors direct those students to the center to benefit from the services provided. A form is filled for each student to measure students benefit from the center. Short tests are also implemented to measure the students development. |
| 1. teaching Quran-(Peer Tutoring
 | This activity aims at creating an environment of cooperation between students at higher levels where they support other students to understand and analyze literary texts of the course, in addition to sharing experiences. | Three days weekly throughout the semester |
| 1. extra-curricular teaching
 | Faculty members provide support to students while in the center by directing and helping students to study literary texts and literary textbooks of the courses. | Three days weekly where students are welcome whether those who want to benefit from the services or those sent by the teacher for enhancing level. |
| 1. Detective fictions
 | This activity aims at introducing detective fiction and its basics to students since it is a significant modern genre which any literature student must be acquainted with. | Every week, Wednesdays 8-8:30 |
| 1. Donating literary books.
 | The center will receive Donation concerning literary books such as stories and novels to support and enhance the library of the center. | Throughout the year |

**Academic Support Plan in the Speaking Center**

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| Needs | Procedures |  |
| A classroom sufficient to form a circle of 30 chairs. | Introductory meeting held in English language where objectives of the center are being identified. Students, too, get the chance to introduce themselves. | 1 |
| classroom | Placement: a committee consisting of faculty member determines the level of the students by an intense-free method interviewing each student for a minute or two. If major differences in level is observed, students can be divided into groups, so each teacher can tackle each group with the suitable method for its level.  | 2 |
| A classroom with a projector sufficient to form a circle of 30 chairs  | A circle of discussion is held in the national day to discuss the significance of the national day, and the role of students in contributing to the country. YouTube clips in English about the kingdom’s role and accomplishments are displayed  | 3 |
| A classroom sufficient to form a circle of 30 chairs | Dice decides: motivational game where a general entertaining subject is chosen before the dice is thrown in the middle of a circle of players. The player on whom the dice falls shall speak about the chosen subject for two minutes.  | 4 |
| A classroom with a projector sufficient to form a circle of 30 chairs | Interview in English: the participant chooses a person she knows who does not speak Arabic, preferably English native speaker. The participant runs a short audio recorded interview that lasts for 10-15 minutes. Then, the group listens to the interview and give her feedback.  | 5 |
| A classroom with a projector sufficient to form a circle of 30 chairs | Acting: a specific place is suggested (restaurant, library, taxi). Then, the participant is asked to imagine being part of a conversation in that specific place in a native English speaking country. After repeating the scene with different participants, the teacher gives her feedback on methods of dealing and talking with others. The teacher can also display a similar real life situation video. The advantage of this activity covers both linguistic and cultural aspects.  | 6 |
| A classroom with a projector sufficient to form a circle of 30 chairs | Short presentation: each participant is asked to present a short cultural presentation, and share it with the center to enhance personal, linguistic, and social abilities of the participants.  | 7 |
| A classroom with a projector sufficient to form a circle of 30 chairs | Dialogue group: one of the center’s activities is the dialogue group. The dialogue group is a group that is training on the art of dialogue in English to participate with the annual competition held between Saudi universities in Riyadh. The training starts with the beginning of the first semester focusing on displaying video clips for similar international competitions.  | 8 |
| classroom | By the end of implementing the center’s activities, placement test similar to the one held at the beginning of the semester is held to measure students’ benefit from the center, and to support the center and develop it in future | 9 |

**Academic Support Plan in the Linguistic Center**

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| The member in charge | procedures |  |
| All faculty members in the center | 1. Academic support through teaching peers about whatever specific to linguistics courses.
 | Teaching and learning |
| Dr. Areej AlAwwad | 1. Give outstanding students the chance to teach some lessons in the linguistics course under the supervision of the teacher of the course.
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| Dr. Areej AlAwwad Dr. Zainab ALsuhaibaniLect. Jameela Almujrathi | 1. Present lectures and explanations on linguistics at different electronic platforms (you tube, snapchat, twitter, etc.)
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| Dr. Areej AlAwwad | 1. Give students the chance to assist researcher which will improve their research skills.
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| Dr. Areej AlAwwad | 1. Teach children in the university’s kindergarten
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| Dr. Zainab Alsuhaibani | 1. Provide specialized resources in linguistics
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| Dr. Areej AlAwwad | 1. Exchange used linguistic resources such as books and others.
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| Dr. Areej AlAwwad | 1. Activate a revision week before the final exams.
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| Lect. Basima AlQannas | 1. Methods and strategies for integrated learning
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| Lect. Basima AlQannas | 1. Directing newly assigned teachers to the best programs and applications
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