**The CLT Accomplishments Report**

**1440-1439**

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| No. | Administrative Unit | Objectives | Accomplishments | | Difficulties | Recommendations | |
| 39 | The Academic Development Unit | This unit’s main objective is to increase female CLT students’ academic level and encourage them to enhance their language skills. Therefore, five centers in different fields were established: the writing center, the literature center, the reading center, the translation center, and the speaking center. | | | | | |
|  | The Writing Center | Developing writing skills for all students (male/female) in Al-Imam Mohammad Ibn Saud Islamic University by conducting workshops and individual sessions. It also helps student’s gain confidence and develop analytical skills, critical thinking and problem solving. | | A total of 892 one-on-one consultation sessions were provided for female CLT students. | -Contacting other colleges and introducing them to the center’s services  -Facing difficulties in copying forms which has a negative outcome on the process of collecting and analysing the sessions. | | Changing hard copies to soft copies. |
| A total of 31 workshops were conducted weekly aiming at developing female CLT student’s writing skills. A total of 282 female students attended the workshops. | Some female students could not attend workshops because they had lectures at the same time and they did not have any long breaks (at least an hour) in their schedule. | | --------------- |
| A total of 6 activities in the forums were presented for the staff. | None | | Increasing the number of activities |
| Participating in the Middle East**-**North AfricaWritingCenter**s** Alliance  (MENAWCA) conference that was held in April 2019 in Lebanon. | None | | --------------- |
| Providing a number of different resources, including books and pamphlets to improve reading and writing skills for CLT students. | There are no copying machines | | Increasing the number of digital educational resources |
| A total of 20 female students participated in peer-tutoring and administrative tasks. | None | | -------------- |
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|  | The Writing Center (male students) | To enhance writing skills and academic outcomes by providing consultation sessions and individual sessions to improve the student’s writing skills. | | A welcoming party in which accomplishments and work tasks were presented. Most of the information was copied from the female students writing center. | None | | -------------- |
| A total of 5 consultation sessions were conducted each week. | Sometimes there are busy hours and sometimes there are no students at all. | | -------------- |

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|  | The Speaking Center | The speaking center ‘Let’s Chat’ was established on 17/5/1440 H  23/1/2019.  It aims at helping female students improve their speaking skills and also encouraging them to practice speaking instead of showing them how to speak. | A workshop in preparing students for the IELTS exam was conducted. | A few students attended the workshop because at the same time there was another workshop for preparing students for the TOEFL exam conducted by another center in the college. They gave the students certificates for attendance unlike the speaking center. | Regarding the time of workshops, coordination between centers must take place in advance. Centers should also cooperate together in providing extensive workshops for all language tests for the benefit of the students. |
| A number of female CLT students were trained to debate so they can participate in the local debating competition which will be held in King Saud bin Abdulaziz University ‘The Seventh Annual Debate Competition for Riyadh Universities’. It is held between 10 universities (private and public) in Riyadh. | -------------- | To give the female students who participated in the debate another chance in future competitions because they gained experience and perspectives they want to use that might lead them to winning. |
| Activating the speaking partners strategy between female students. They meet one hour once a week to enhance and develop their English language, it also helps them gain more self-confidence. | -------------- | Encouraging faculty members to participate in the center to enhance the speaking process with students to help them overcome their fear of talking in class in front of the instructor. |
|  |  |  | A total of two pronunciation and speaking sessions a week were held to help female students overcome pronunciation problems. A total of 200 individual consultations were given on how to overcome problems in conducting presentations in front of female students. | None | It is better if it is conducted early on in the semester so students can benefit more from it. |
|  |  |  | Female students were trained twice a week for three weeks to be prepared for the final oral exams. | None | ------------- |
|  |  |  | A total of 200 female students attended 4 workshops.  And the center participated in 3 events in cooperation with the Activity Unit in College. | None | --------------- |
|  | The Translation Center | A center which provides the necessary support and assistance to enable students to overcome their translation difficulties, and enhance students’ confidence to professionally translate. | A total of five workshops were presented, in which four were targeted to the students at the College of Languages and Translation and one targeted to the Faculty. The total number of students attending these workshops was 600. | None | --------------- |
| A total of 400 student queries were answered. Moreover, individual counseling was provided either in the club or through the club’s Twitter account. | None | --------------- |
| Six students were nominated to participate in local translation competitions, which were held in Saudi universities. | None | --------------- |
|  | The Literature Center | To promote students’ interest in literary and analytical reading, to strengthen students’ weakness in literary writing, and to enhance students’ confidence in the literary subjects. | A total of 450 teaching hours, including individual tutoring, were given by instructors to help students overcome the difficulties they face in literature. Moreover, peer teaching strategy was used with the participation of 9 students in a total of 14 hours per week. | 1- Organizing instructors’ schedules took great effort.  2- No seats were available for the instructors in the club.  3-There was a delay in registering the students due to the time for establishing the club and advertising for it. | -------------- |
| Five activities were held to develop students’ literary talents. | There was no budget for establishing the activities, in addition to the low number of students interested in registering to the club. | --------------- |
| Two workshops were presented for the students, one was to promote critical literary writing and the other was to prepare students to exams. The number of students who attended were 28. | Some technical problems were encountered such as the breakdown of the projector, and finding an available room for the club. | Specifying a permanent location for the club. |
|  | The Reading Center | To promote positive reading habits among students by providing activities in reading skills, to encourage students to contribute in scientific research. | The club’s library was provided with 225 books | There was a difficulty in providing books even after announcing books for donation. | Providing a budget for buying suitable books for the departments’ library. |
| Three competitions dealing with reading skills were held, in addition to presenting three workshops relating to reading. The total number of students attending were 35. | Students lacked time to participate in the club activities. | Specifying hours for student activities. |
| A total of 20 consultations were given to students to help them develop their reading skills. | Students are unaware of the nature of the provided services and how to benefit from it to enhance their reading skills. | Perform an orientation of the club at the beginning of the semester. |
| One session was provided to discuss a book for three weeks, 16 students attended. | Not specifying certain hours for students to participate in activities. | Specifying hours for students activities. |
|  | The Linguistic Center | It is also known as the linguistic playground (LP).  The linguistics playground aims at creating an encouraging environment for extracurricular activities that support the teaching and learning of linguistics inside and outside the college. Both students and instructors can benefit from and contribute to the LP serving community and scientific research. Specifically, the focus of the linguistics playground will be mainly on recruiting students interested in linguistics and making them interns to become productive members both in the field of linguistics and society in general and on activating and supporting scientific research. |  |  |  |