



University of Qatar

# Foundation Unit

## The English Department NEWSLETTER



Knowledge that is known only to a few can be used only by a few. A piece of information that is shared can go a long way.



Issue No. 1 - Fall Semester 2004

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## The English Department NEWSLETTER

(English Department Foundation Unit)

*Knowledge that is known only to a few can be used only by a few.*

(Gloria Steinem -  
Issues Across the Curriculum, 1997)

*A piece of information that is shared can go a long way.*

(bbc.com)

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Web site address:

<http://foundation.qu.edu.qa/engdept/newsletter/>

e-mail: [fu.endeptnl@qu.edu.qa](mailto:fu.endeptnl@qu.edu.qa)



*HH the Heir Apparent*  
**Sheikh Tamim Bin Hamad Al-Thani**



*HH the Emir*  
**Sheikh Hamad Bin Khalifa Al-Thani**

## VISION OF THE LEADER

*HH the Emir, Sheikh Hamad Bin Khalifa Al-Thani, of Qatar with his wisdom, insight and vision as a leader, with 21st Century challenges has realised the great value of the technological age and how it can benefit the citizens and the economy of Qatar.*

*To realise his vision, the Emir has determined that Qatar becomes the information technology [IT] leader in the region.*

*To enable the Emir to turn his vision into reality and achieve his goals of making Qatar the IT leader in the region, the Emir issued a Decree on October 7, 2002, for the establishment of the e-Government Project Steering Committee.*

*The e-Government Committee has been commissioned to architect, guide and help implement a government wide initiative providing e- Government services to citizens and businesses in an effort. "To achieve the highest performance in executing governmental transactions electronically, through streamlined business processes and integrated information technology solutions."*

### LIST OF E-SERVICES

Visit Visa	Customs & Duties
Kahramaa Bill Payment	Health Cards
Driver License	Birth Certificates
Traffic Violations	Industrial Registration
Zakat Funds	Food Import Certificate
Qatari Employment	Commercial Permits
Student Registration	Resident Permits
Certificate of Origin	Vehicle Registration
Work Permits	Qatari Passports
University Registration	Labour Permits

# For His Highness.

By Dr. Fouad K. Hassan

**T**riumph does crown His Highness's head  
**A**nd success would accrue to all he has led  
**M**en of his Highness's mettle are quite few  
**I**mmense are his talents, and admirably new  
**M**ay our God watch over his every endeavor  
**B**e with him in all that he does now and for ever  
**I**n our academic world he would represent hope  
**N**urturing reform, widening the academic scope  
**H**igh are the aspirations under his own guidance  
**A**nd fruitful will the outcomes be in abundance  
**M**embers of the Regent's Board be wisely led  
**A**s His Highness would guide each one's tread  
**D**elineating the proper course to academic glory  
**A**nd thus inscribing in Qatar's book a great story  
**L**ong might be the path to academic success peak  
**T**aking much of His Highness time week after week  
**H**owever, his persistence would smooth the climb  
**A**nd with our University President would use time  
**N**ot only to promote the nation's higher education  
**I**n no time they would also create a great generation



## QUOTES (Selected by Abdul Moniem M Hussein)

"Teaching is like having a bank account; you can happily draw on it while it is well-supplied with new funds, otherwise you are in difficulties.

(Sir Braithwaite - 'To Sir, With Love')

*[The following are from different Issues of 'Reader's Digest']*

If you can't hold children in your arms, please hold them in your heart.

The key to everything is patience. You get the chicken by hatching the egg, not by smashing it.

Gardening requires lots of water - most of it in the form of perspiration.

Learning is not attained by chance. It must be sought for with ardor and attended to with diligence.

Spoon-feeding in the long run teaches us nothing but the shape of the spoon.

Midlife crisis is that moment when you realize your children and your clothes are about the same age.

Fear is the darkroom where negatives are developed.

There are no secrets to success. It is the result of preparation, hard work, learning from mistakes.

The man who removes a mountain begins by carrying away small stones.

Reflect upon your present blessings - of which every man has many - not on your past misfortunes, of which all men have some.

Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it.



The launch of this long-awaited Newsletter could not have been timed better as it coincides with the advent of a promising future for our University. There is now so much going on in the way of reform and innovation. As part of these developments, the Foundation Unit emerged, under the directorship of Dr. Khalid Al-Ali, as an all-embracing body for all foundation programs. It is a welcome addition to the existing colleges and departments. The English Department, headed by Mrs. Amna Saud Al-Thani, is now an integral part of the Foundation Unit, running courses in basic and specialized English to students in all colleges, with the view of promoting higher English proficiency standards. We wish them both well in their endeavours.

The overriding purpose of this Newsletter is to reflect the image of the English Department, its programs, events, activities and news, and to act as a forum for the exchange of ideas and the sharing of experience, as well as for the discussion of issues pertaining to ELT in general, and TESOL in particular. As such, it has come out as a unique blend of both the formal and the informal, ranging from professional articles to quotations and humour, with plenty of miscellanea along the continuum.

When we first started planning for the production of this Newsletter, we fixed the end of November for publication, but that proved to be a tall order. It simply didn't work because of the huge amount of work involved and the difficulties usually encountered in preparing and publishing a newsletter of this size and nature. You really need to have your mental faculties and physical stamina fully stretched. We were concerned about this initially, but we realized that we had a long way to go. So, we boldly took the bull by its anachronistic horns, and our worries eased. "When we are ready, we are ready. Slow and steady wins the race." We, here, seize this opportunity to express our appreciation to the Head of the English Department for her encouragement and for the various ways in which she has supported what we have done. We are also grateful to the Director of the Foundation Unit who made it easier for us to get the Newsletter published.

This first issue of the English Department Newsletter promises plenty and we hope the reader finds it a fulfilling read, and for us the staff of the English Department, a source of pride. As a matter of fact, we have been able to avail ourselves of a plethora of material for this issue, but we decided not to put any on hold. Being our first issue, we wanted something really interesting and informative. In fact, we didn't want to sound preferential, or to sound like the manager of a cinema, who decided the Movie 'The Sound of Music' was too long to show, so he edited out all the songs! These are the reasons why we now have a bumper issue. Whether all that is included is worthwhile is left to you, the reader, to judge. We need your feedback, so please write and suggest any areas which you feel are not at present covered and which might be of general interest, or any areas which you think should not have been included. Perhaps you might think it may well be possible to include more students' writing, story writing, or contests. Please let us know what you think.



## EDITOR'S NOTE

We have organized the materials in this issue around six main sections: University News, English Department News and Events, Student Section, Articles, Humour, Wit and Quotations, Others. Apart from these sections are the e-Government and the poem dedicated to HH the heir Apparent on the front pages, the message from the Head of the English Department, Editor's Note and an Interview with the Director of the Foundation Unit. We might as well highlight here some of these sections. In the University News Section, there is important information, regarding the approved University Organizational Chart and the appointment of Prof. Sheikha al Misnad member of the UN University Board of Directors. In the English Department Section, you will read about the Department's programs, and events and activities in the Fall Semester. In the Student Section, we have published samples of some of our students' writing, students' TOEFL results, and a list of students who have distinguished themselves throughout the English Programs in their different colleges (2003/2004).

Finally, taking on the task of editing this Newsletter, I have been ably supported by my colleagues of the Editorial Board: Bino Sarah Paul, the Vice-Editor, who has contributed high-energy and informative input throughout the various stages of the work, Aladdin Halwani, Co-Editor, who has contributed in various ways, Mu Mu Winn, Co-Editor, who has helped with the student section, and Anthony Heron, who has proofread the materials. The quality of this publication is down to their hard work and to the contributions made by members of the English staff and students.

Our sincere thanks are due to Mr. Othman Abdul Majeed, of the University President's Office for providing us with important information for the 'University News Section'; Eddie for the design, Rifat of the Educational Technology and his staff for printing the Newsletter, the Binding Section, Medhen and his colleagues for Web Publishing, the Department of Admissions and Registration for providing the list of the top students in English and Robert Kennedy for organising and typing the list; the staff of the Foundation Unit for the statistical data, the administrative staff of the English Department for their co-operation and Mustafa Omaira, the University photographer, for the beautiful photographs, and for the many anonymous people who offered comments and suggestions.

We hope the whole of this Newsletter makes for scintillating reading - a delicious starter to whet your reading appetite until the coming out of the 2nd issue some time during the Spring Semester. Until then, have a good time!

Abdul Moniem



# A MESSAGE

from  
The Head of the  
English Department

The English Language Teaching Unit (ELTU) has worked under the umbrella of the College of Humanities, serving all the students of the University of Qatar for more than two decades. Over these years, the ELTU had different foundation programs to satisfy the needs specified by the different Colleges. Before the introduction of the new academic plan at the beginning of this academic year (2004/2005), the ELTU had three Foundation Programs (Business and Administration, Engineering, and Science). It also had university requirement courses and ESP courses.

My three years as the head of this Department have been continuously busy, sometimes quite scary and challenging, but they have also been very rewarding. This job has been the highlight of my career. I am grateful to the University Administration and the Dean of the college of Humanities (Dr. Ali Al-khubaisi) for being given this opportunity. I am also grateful to my colleagues for their support, cooperation and help.

As from the beginning of this academic year, the ELTU has become a part of the newly established Foundation Unit and it has been named the English Department. The department has 65 full-time instructors and 15- 20 part-time instructors.

It is true that "there's nothing more permanent than change". This year we embarked on a new plan that almost revolutionizes our previous programs and system. The new plan includes 4 Foundation courses, and 2 post-foundation courses offered to the students admitted to the Colleges of Business Administration, Engineering, Law, and Science. In addition, two courses are offered to the students of the Colleges of Arts, Education and Shari'a.

I have great faith that the current administration of the Foundation Unit under the directorship of Dr. Khalid Al-Ali, with its conspicuous top quality work, high degree of professionalism, and dedication is going to accomplish what the University is aiming at in the preparation of students.

**Amna Saud Al-Thani**

Head, English Department

Foundation Unit

# UNIVERSITY OF QATAR NEWS

{Provided by Othman M Abdul Majeed and translated by Abdul Moniem M Hussein}



## Presided by HH the Heir Apparent The Board of Regents approves the University of Qatar New Organizational Chart

[The Academic Council] [The Academic Senate]  
[The Department of External Relations]

The Board of Regents, presided by HH the Heir Apparent Sheikh Tamim bin Hamad Al-Thani, approved in its first meeting the University of Qatar's Organizational Chart, which embodies the Academic Structure, the Reform Project and the Organizational Chart. The University was declared an Independent Institution, effective from 5 September, 2004, according to the Executive Chart.

The most important feature of the Organizational Chart is the formation of the Executive Management Committee which will undertake the task of running and monitoring the overall performance of the University during the transitional period. The Committee will also liaise directly with the government ministries and the departments involved in order to ensure effective, smooth and speedy performance.

On the academic side, the Organizational Chart mandates the integration of the College of Science and the College of Humanities into one college, under the name of the College of Science and Arts, and the establishment of a new College of Law.

The Organizational Chart also announces the formation of an Academic Council, an Academic Senate, the establishment of an Office of Research & Institutional Planning and departments for Vocational Development, Academic Evaluation and Continuing Education, as well as the appointment of an Associate Vice-President for Research.



Dr. Hamid Al Midfa, Vice-President for Administrative and Financial Affairs, announced that the most important feature of the Organizational Chart is the establishment of the Department of External Relations. The main duties of the new department are to project the University's image and activities to a wider circle, both within and outside Qatar and establish excellent relations with the production and industries sectors in the country. Dr Al-Midfa also observed that the most positive outcome of the University's innovation and development policy is the decentralization of administration. This will enable all University departments and colleges to make their decisions with speed and freedom, in accordance with the powers delegated to them, without resorting to traditional bureaucratic procedures.



## Professor Sheikha Al-Misnad Appointed Member of the UN University Board of Directors

Professor Sheikha bint Abdulla Al-Misnad, President of the University of Qatar, stressed that the UNU meetings (Session 51), held recently in Helsinki, were extremely successful. The presidents of internationally renowned universities and international experts discussed a number of issues including the 2004 - 2007 strategic plan for the UNU at the sessions they held. The plan aims at enhancing the UN's efforts in world development and its role in organizing seminars and workshops which directly relate to the continual research work carried out by the UN and national governments. Professor Sheikha Al-Misnad went on to say that the strategic plan also works towards ensuring the effectiveness of civil society organizations, the evaluation of the UN technological projects, the improvement of the global flow of information on the UN's activities, the promotion of world peace and security, as well as the social welfare of individuals and groups, regardless of cultural or linguistic differences.

It is worth mentioning here that Professor Sheikha Al-Misnad was appointed member of the UNU Board of Directors in July, 2004. The UNU, which has its headquarters in Tokyo, is primarily concerned with scientific research and projects in the technological fields, energy and hydraulics, and also leadership. The UNU has centers in different parts of the world.

# UNIVERSITY OF QATAR NEWS

## Creating New Inter-Departmental Programs



Professor Noura Al-Subei

Professor Noura Al-Subei, Vice-President for Academic Affairs, announced that the University is now in the process of reviewing the old academic regulations and rules with a view of improving them in order to keep pace with the reform plans. The Regulations Committee, which has already been formed, is now working in earnest, revising the previous system of recruiting teaching staff and seeking new avenues to attract those distinguished for their academic excellence and professionalism in both teaching and academic research. The Committee is also devising new criteria for promoting staff in the light of the University's new perspectives. "Our aim is to specify the rights and the duties of the teaching staff, both nationals and expatriates alike, in order to ensure satisfaction and job security, and to create a favorable work environment that enables staff to carry out their academic and research duties with devotion and enthusiasm", Prof Noura Al-Subei said.

The Vice-President stressed that the University is actively engaged in the creation of new, developed inter-college programs that will enhance the idea of integrating colleges and departments in order to produce graduates who are qualified enough to carry out their duties effectively and with the expertise required. "They should be able to cope with local and international changes, reflecting the University's image and the standards as we aspire to," she added.

## An agreement between the University and RAND - Qatar Policy Institute



Dr. Mohammed Abdul Wahid Al Hamadi

Dr. Mohammed Abdul Wahid Al Hamadi, Director of the Research and Institutional Planning Unit, announced that the University of Qatar and the RAND-Qatar Policy Institute (RQPI) signed an agreement to be responsible for the implementation of the reform outcomes. A joint committee will work towards the achievement and follow-up of the requirements of the University reform project. Its main duties involve the preparation of documents concerning financial, administrative and academic affairs before presenting the reform plan to the Higher Reform Committee. Dr. Hamadi added that the principal task of the joint committee is to provide support to the Research and Institutional Planning Unit in matters relating to the reform project, as well as to provide technical support to the offices of the President and Vice-Presidents, pertaining to financial, academic and administrative matters.

The University is represented in the joint committee by a team of nine members of the teaching staff and the RQPI by a team headed by Prof Roger Benjamin.

## EXTERNAL AFFAIRS DEPARTMENT ESTABLISHED



Zeina Al Azmeh

Zeina Al Azmeh is the director of the newly established Department of External Relations at the University of Qatar. A recipient of the prestigious Caroline G McMahon Academic Scholarship from Queens University of Charlotte in North Carolina, USA, Zeina has to her credit several years experience in brand communications industry, creative writing, project leadership and management and the setting up and developing of new business structures. A master's degree holder in Music Composition from Conservatoire Nationale De Beirut, Lebanon, Zeina, has also written a text book on music, as well as being a public speaker, lecturer and producer of a radio programme on ethnomusicology.

### External Relations

The role of the Department of External Relations is to ensure that the University's external communications both support and promote its position as a visionary national university and as one of the region's pioneering institutions of higher secondary education.

The guiding principle of our work is that all

communications should contribute to the University realizing its vision as set out in its brand platform.

The office is made up of 4 main divisions:

### Corporate communications:

The role of Corporate Communications is to support the University in developing and promoting its Corporate Identity, through the production and management of a high quality portfolio of print and electronic communications.

### Our work falls into four categories:

- \* Stakeholder publications, such as annual reports, briefing packs, brochures, and other corporate literature

- \* Website content and design management

- \* Internal communications, such as newsletter (print and electronic) in addition to regular meetings and intranet communications.

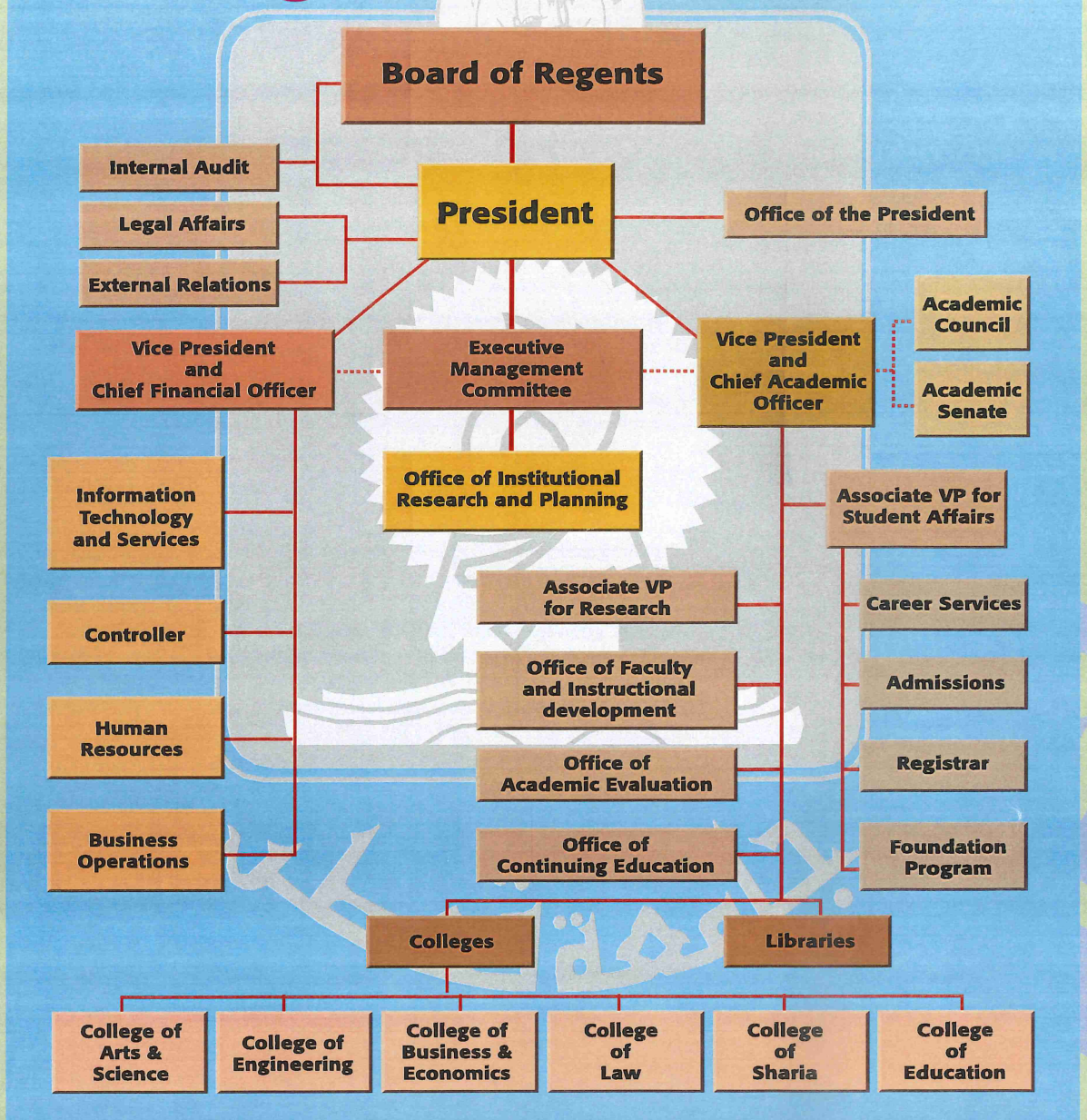
- \* Corporate Identity, including overseeing the visual identity, and developing campaigns to highlight the University's distinguishing characteristics

### Media Relations

The Media Relations division will be responsible for developing and maintaining relations with local, regional and international media. Through its media plan with an agenda of media events, the office will be responsible for issuing Press Releases, coordinating one-to-one interviews and providing resources to Media representatives, not merely to cover the University's daily news and events, but also to



# The University of Qatar Organizational Chart



highlight its vision and to spotlight the achievements of distinguished students, faculty and administrative developments.

The Public Relations office will also be responsible for providing guidance to faculty & staff on the University's media strategy especially before interviews with the press and other media.

### Events

This division will provide events support, working with departments throughout the University, to assist them in mounting first class events, including VIP visits, day to day University activities as well as organizing luncheons, media events, graduation, conferences etc.

### Alumni relations

This division will be responsible for maintaining relations with the University's alumni.

### Local and regional partner relations

The University of Qatar already makes a major contribution to the economic, social and cultural life of the country, and the region.

The University is an active member of various national and international associations, boards and committees.

Departments within the University provide research and consultancy services for businesses, as well as public and voluntary sector organizations. The University works closely with many community organizations on a range of projects. Students act as volunteers in local community groups.

The External Relations Department takes a leading role in ensuring a positive relationship between the University and its local and regional partners. At the same time, it maintains close contact with colleagues in other departments each of whom has important local community links.

# INTERVIEW

Conducted by Abdul Moniem M Hussein  
and Bino Sarah Paul

In an interesting and informative conversation, Dr Khalid spoke to The English Department Newsletter on a variety of issues, ranging from the very personal to the most academic. Here's the full text of the interview.



## Dr Khalid Al Ali

Director, Foundation Unit  
University of Qatar

*To begin with, we'd like to know about you. Who is Dr Khalid Al Ali?*

I was born in Qatar in 1953. I had my education in Qatar schools. I did my BSc degree in Biology at Temple University, Philadelphia, US and was assigned as TA at the University of Qatar in 1979. Then I went to US for my Master's Degree (in Molecular Biology) and my PhD (in Human Genetics) at the University of Florida. Right now I am an Assistant Professor in Human Genetics.

I have taken a number of positions at the University of Qatar. First, I was a member of the Biology Dept. Then, I became Head of the Zoology Dept (now the Biology Dept - Botany and Zoology combined). After that I took the position of Head of the Health and Environment Unit in the Research Center. Later I became the Vice-Dean for the Faculty of Science and then the Head of Health Sciences Programs in the Faculty of Science. Last year I was appointed Director of the Foundation Unit.

*Can you tell 'Newsletter' about the FU? How the idea originated, its duties, policies, goals, etc.*

Previously, the Foundation Program was the responsibility of the colleges - Science, Engineering and Business - (the ELT Unit was then under the umbrella of Humanities). Then the University decided to establish the Foundation Unit to accommodate all the foundation programs. A committee was formed from those concerned; college program co-ordinators and some experts from outside the University. Well, the committee submitted a proposal describing the program and its administration. This was followed by a meeting of the Deans of the Faculties concerned. A slight modification was made to the proposal and a final version came out. Hence was the establishment of the Foundation Unit for which I was appointed Director, in mid last year, to be in charge of the Foundation Program for a certain period of time. In fact all work had been done before I was assigned the job, so we decided to run the Old Program for one more semester. Meanwhile, we engaged in laying the infrastructure and the administrative organization of the Unit. This included

the buildings, personnel, program development and the details of the acceptance of the program. Of course all this was done with the help of the staff of the ELT Unit, Math and Computer Science.

*What all comprises the FU?*

At the moment there are two departments which accommodate the Foundation Program: the English Department and the Math & Computing Science. We have combined Math & Computing Science as one department as there aren't many teachers in them.

*The FU has now been in existence for about one term. What are the achievements so far? And how do you assess these achievements?*

Judging by the speed in which things happen in this country we have achieved a lot, but it is not time yet to see whether we have achieved our goals. We are now housed in a good building, furnished before the beginning of the academic year. All the administration work has been done. We are now planning to bring the labs - language labs, resources labs and the library in one building. We might also combine the computer and the language labs together as part of our program for next year. In addition to the present English Language Labs, we intend to have more in the new building. We are waiting for the approval to start our work on this. We are also planning to install a Wireless Internet in the whole building, as well as bringing in more software for teachers' use. More blackboards, audio-visual units are also to come up. In the long run we are planning our own lecture rooms close by, but we will also utilize the current rooms. And much more is under way; the parking lot to be covered, planting trees and flowers, opening a road at the back of the building for the staff, etc.

*How do you foresee the future growth and development of the FU?*

The University has already decided to change the title of the Foundation Program teacher in to instructor rather than "Mudaris Kharij Al Haya" - (Non-Academic Staff). We are waiting for its implementation. We are also thinking of

having continuous evaluation of staff for giving increments based on good work. So the salary will be open to certain limited ceiling. Therefore, there will be a difference in the range of salary depending on performance. There is also a chance for teachers to get promoted based on their achievement. We will also be looking at the curriculum and the textbooks we are now using. The University, with the help of the US Embassy, has sought the assistance of a consultant, Dr Greg Freeman, to help with the development of the Program and the evaluation of staff. He will be here for a year or so. This will help us to evaluate our total performance in order to develop the program in the future.

***Literacy is a shared purpose. How do you envisage the relationship between the English Department and the colleges that teach in English?***

We are doing a lot of work together. Dr Greg has already been visiting classes to get a feel of the level of English and what students really need to be taught by us. Further collaboration will be suggested soon. For example, the students will do some projects related to their colleges and the English teachers will look at these projects and help with feedback and suggestions for improvement. In the previous years many teachers did such collaborative work with students. Of course, this will take place on the basis of what colleges suggest and feel they need. In fact there are some courses related to them - the Post-Foundation courses.

To build up more collaboration we need to evaluate the existing courses. We need to get feedback from students for a year or two and then we should be able to solve problems. We have already started a section for statistical analysis. We are now conducting studies on the TOEFL scores, the Progress Tests and the Mid-Term exams given so far. We shall do this for the Final Exams as well. What is news is that we are now in the process of forming a committee including members from various sectors: High Schools in Qatar, the Academic Bridge Program of Qatar Foundation, Qatar Petroleum Training Program and any other foundation programs in the country to work together and see how to raise standards of English and try to solve problems at early stages.

***How is the preparation course of TOEFL charted out?***

Unfortunately we didn't do anything in particular because it all had happened before I took charge of the FU. Our decision is to give the TOEFL several times a year. The Department for Continuing Education, which is in charge of these courses, will conduct TOEFL preparation courses for the university students and outsiders. The course will be followed by a TOEFL exam. We have good collaboration with the Department for Continuing Education. Mr. Raed Ghalib Jaber is doing the co-ordination for all continuing education courses on behalf of the English Department and the FU. Teachers interested in working on these courses can contact him for further details.

We have also collected data and entered it into the University computer network to compare the levels of students at different points of their studies. This will tell us how well they have been doing and their total academic progress. TOEFL is not a very good tool for assessment, but it is the only tool used widely to find out the level of English students have acquired. Most of the universities we know use TOEFL to measure student proficiency in English. Moreover, some of the colleges in the University are under the process of accreditation. So they need this data to present to the Accreditation Committee. However, with all its pluses and minuses, the TOEFL is a good tool and we have to accept it. We are very happy to see that some of the high school students have come forward to do the TOEFL at such an early stage. We understand from this that there is some sort of awareness among the high school students to improve their level of English and pass the



Bino Sarah Paul and Abdul Moniem M Hussein with Dr. Khalid

TOEFL. We also intend to announce the number of students who passed TOEFL with a score of 500 or more without joining the Foundation Program. This will be great encouragement for more students to participate in the TOEFL Training Program, and more and more people will be interested in it. Such courses are lined up in January and June.

***TOEFL is now a prerequisite to university admission. How big a problem is it for students and how is it related to the English Foundation Program?***

We have introduced several new systems in the University. A lot of students are concerned about the new system because they will have to clear the Foundation Program within two years. The criterion is to pass the TOEFL test with 500 or more or 450 + completion of all Foundation levels. Those students who finish all the levels, but short of the TOEFL score are allowed to go out to get 500 and rejoin. TOEFL is a prerequisite to enter most of the colleges in the University. As the years go by there is every chance for the required score to go up. In the long run there will be only one Foundation Program for all colleges and TOEFL will be considered as the only common entrance test. When we look into the field of education in Qatar, we can see that the general standard of education is getting better. This has happened because of the implementation of the new curriculum from the preparatory level. In the future we might reach a point when the majority of students in the high schools and the modern independent schools get the required TOEFL score to enter the different colleges in Qatar. Then we might even think of winding up the Foundation Program as such.

***Regarding the infrastructure, can we expect more facilities?***

Regarding the infrastructure, the day we achieve everything will be the death day. We are in the process of progress and we are expecting a better tomorrow. The infrastructure will develop. The corresponding departments have to decide and tell us what they need, for example, Desktop computers or laptops. As technology is ever-changing, we don't want to buy more computers with the same configuration. We are installing them in smaller numbers so that we are always up to date. Budget is also a constraint for bulk installation. All things are possible, but have to be done step-by-step.

***Can we expect a pay rise?***

The University has promised that with reform implementation there will be no old and new staff and no fixed salaries. All teachers will be in a certain level and as per the increment after the evaluation, the salary will also go up. There will be a range between the minimum and maximum, they will have criteria for fixing the increments, for example, the experience. When the teachers perform well, they will get increments, and the salary range is always open-ended. It goes up mainly with the performance of the teacher, and hence we notice the importance of the evaluation system.

## Dr Khalid Al Ali

*What are the steps taken to get familiarized with the teachers?*

I am in the process of meeting every member of staff, building a personal relationship with them. I wish to discuss with them their concerns and anxieties and share more practical ideas with them. I have already started seeing them in order to develop a better relationship.

*What are the new plans on recruitment?*

I am a member of the Recruitment Committee. We wish to recruit people, using a better system. So we plan to go to TESOL conferences, both TESOL San Francisco and TESOL Arabia. We want to be exposed to a larger number of excellent staff. The Unit might expand and up to 50 new teachers are expected to join the Unit as we expand to cover all colleges.

*Expansion of the Foundation Unit?*

Expanding the Unit is also in consideration. The Information Department of the College of Arts and Science is expected to join us next year. Hence we need more teachers. 200- 300 students will be added because of this.

*Job security?*

A lot of people are worried about evaluation. Evaluation is to know the program, how well we are doing as a unit. How well the teacher is doing is not that important as how well the program is progressing. The evaluation is intended to correct the teachers if they have any mistakes. It is the best way to improve. But when we find extreme cases, where teachers do not improve even after they are notified, we have to take some extreme measures. Teachers should feel more relaxed. The University is also thinking of offering long-term contracts for excellent teachers to secure their position at the University.

*Advice to students?*

My advice is for the students in High School. They will have to strive hard to pass the TOEFL without having to enter the Foundation Program. If that is not fulfilled then they have to work hard. They should not find any difference between what we teach and the TOEFL requirements, as we cannot teach TOEFL directly and then test it later on. Therefore, they should take all classes seriously and focus on their weak points. We should look into the achievements of others and learn from them.

*Advice to the staff?*

You should work hard and sincerely. You should consider the wide differences you can see in the students including their placement tests. We will work hard to build up a staff development program. We expect one to come up immediately after the final exam. We also believe that all the teachers should be exposed to the new technology. Hence it is very important to carry out such staff orientation workshops.

The door of my office is open all the time and anybody with any concern should address me directly or they can contact me by e-mail. Those who are in real emergency can even call me on my mobile phone.

*About your family?*

My wife, Mrs Salwa Darwish, is a doctor specialized in Paediatric Dentistry. I have seven children, 3 studying in the USA and 4 in Scientific schools in Doha. My hobbies include reading, playing football, table tennis and fishing.

*Dr Khalid, this really has been very interesting and informative. Thank you very much.*

## Random Selections

(by Abdul Moniem)

*The Night has a thousand eyes,  
And the Day but one;  
Yet the light of the bright world dies  
With the dying sun.  
The mind has a thousand thoughts,  
And the Heart but one;  
Yet the light of a whole life dies  
When love is done.*

[F.W. Bourdillion – 1852 – 1921]

Shopping is not called retail therapy for nothing. A perfect day of purchasing is guaranteed to banish the blues. It burns up to 200 calories an hour, and also floods the brain with endorphins- those wonderful feel-good chemicals that make us happy.

What works, in what settings, under what conditions?

SL teaching, like any other discipline, can progress only to the extent that the gap between theory and practice can be continually narrowed.

If a man is to achieve and maintain self-esteem, the first and fundamental requirement is that he preserve an indomitable will to understand. The desire for clarity, for intelligibility, for comprehension of that which falls within the range of his awareness, is the guardian of man's mental health and the motor of his intellectual growth.

[Nathaniel Branden  
- The Psychology of Self-Esteem – 1986]

The most tolerant among us regard foreign languages as a kind of speech impediment that could be overcome by willpower.

(Barbara Ehrenreich – in "Wit")

"In this address at the beginning of the new academic year I intend to give you some advice, but I remember now how much is left over from last year unused."

(Stanley Baldwin – in "Wit")

There is much to be said in favour of modern journalism. By giving us the opinions of the uneducated, it keeps us in touch with the ignorance of the community.

(Oscar Wilde – in "Wit")

Reading for study purposes is not simply a matter of passing your eyes across hundreds of words. It is a set of practices which you develop to enable you to engage with the ideas in the text. These include actively:

- \* defining your task as you set out to read (setting a target)
- \* underlining or highlighting as you read, as appropriate
- \* taking notes, as and when appropriate
- \* stopping to look ahead or back in the text when you lose the thread of the argument
- \* checking across to other sources as necessary
- \* monitoring your progress from time to time, and
- \* changing your approach as necessary.

# New Foundation English Programme

The English Foundation Programme is part of a package of programmes which prepares students to cope with university education. It mainly aims at bridging the gap between school and university education. The English Programme consists of a number of competencies: reading, writing, listening, speaking, vocabulary, grammar, thinking skills, and self-learning. A multimedia component of the programme is also available to reinforce the language skills and to support autonomous learning.

These programmes are planned to be implemented as from Fall semester 2004.

## **Mission**

The English Foundation Programme aims at raising the students' proficiency and communicative skills to a level that will help them function adequately in the most common communicative contexts including English-medium colleges.

## **Learning, Teaching and Quality Assurance**

The Foundation Unit is committed to providing excellent teaching and learning situations to accomplish its mission. The following quality assurance methods are adopted

### **Students' feedback**

#### **Teachers' feedback**

#### **Controlled course specifications**

#### **Examples of good teaching**

#### **Custom-made supplementary materials to address specific problems**

### **Student's feedback**

This is available through the following means

**Teacher/student committee:** A committee comprising of students and teachers. They meet on regular basis to discuss matters relating to aims and outcomes of programme components, teaching, syllabus and progress. Their meetings are minuted. The reports of this committee are discussed by discussed in a general meeting of staff at the end of the academic year.

**Questionnaires** given at the end of each semester

**Written feedback** by individual students: This must be given in writing to the one of the English programme coordinator(s)

**Feedback** that accrues from visiting experts or university reform recommendations

### **Teachers' Feedback**

Teachers must keep a detailed log of their observations when teaching a course regarding compatibility of the learning outcome and syllabus, amount of information in the time given, students' interest in the materials taught. These reports are discussed in a meeting of the instructors teaching the same course level.

### **Controlled Course Specification**

The Unit applies a detailed and controlled course specification procedure. This includes

#### **Introduction**

#### **Educational aims**

#### **Learning goals accompanied by the learning, teaching and assessment tools**

### **Examples of Good Teaching**

-Teachers share experience in a professional development session held twice a semester or as deemed necessary, in which teachers discuss successful tools that they use. These



**Dr. Madani Othman**

successful tools provide good examples of teaching which other teachers are asked to use. Teachers will have access to applicable research findings and workable teaching techniques through a direct sharing and/ or a local \*TEFL/TESL newsletter format

## **Programme Description**

This course runs 20 hours per week. It is an integrated skill course. It aims at developing receptive skills (reading and listening) and productive skills (writing and speaking). It takes the student from pre-intermediate level to an advanced. It is divided into four levels: pre-intermediate, intermediate, upper intermediate and advanced. The first two levels concentrate on general English whereas the last two levels gives instruction in both general English and English for Academic Purposes (EAP).

## **Competencies**

The programme emphasizes certain competencies each is sequentially ordered from a basic level to advanced levels.

### **Reading skills**

### **Writing skills**

### **Listening skills**

### **Speaking skills**

### **Vocabulary**

### **Grammar knowledge**

### **Thinking skills involving critical thinking**

### **Learner autonomy skills**

Thinking skills and part of self-learning skills are integrated in all the four language skills. Thinking skills include the following

#### **Generating idea on topics of general interest**

#### **Group and classifying ideas**

#### **Drawing conclusions from a range of information**

#### **Distinguishing general and specific (whole/part) relationship**

#### **Making predictions**

#### **Solving problems**

#### **Analysis and synthesis of ideas**

Learner autonomy skills include the following

#### **Working independently and in a group**

#### **Working independently in class, in the multimedia lab, during a field visit and outside class (e.g. completing assignments without help)**

#### **Evaluating progress and adopt means for future course of actions**

#### **using information technology (e.g. computer interactive language programmes) to help expand knowledge and promote skills**

## **Study Skills**

### **Programme Description**

The programme consists of two courses. Each course is a zero-credit, two-hour course which is part of the English Foundation program and should be taken in tandem with Level 1. This course is designed to help you learn to study

# ADVICE TO STUDENTS

## Anticipating and Planning for Courses

(Selected and slightly adapted by Abdul Moniem M Hussein from ARC@ sbc.Edu)

During the first week of each semester, your teachers will present you with a syllabus or course outline. You should not stuff the syllabus in a folder and forget about it! It contains valuable information that will help you plan your study time for the course, including class policies, test types, and final grade calculation. The syllabus is a plan to follow, or a road map of a department or college expectations, so file each one in a safe place for frequent future reference. You can predict much about a course from the syllabus, and it can help you to design your academic activities for the course.

Planning for the whole semester needs to begin on the first day of class. It will help you define more exactly the demands you will face in each course. It will also help you to reduce the anxiety and confusion you are likely to feel later in the course if unplanned. By anticipating and planning your approach to each course, you can plan your coping strategies.

### Steps for Creating a Semester Schedule

- *Collect all of your course syllabi.*
- *Print out a Time Management Calendar. You will need copies of the calendar for each month of the semester.*
- *Using your course syllabi, fill in on each of the term's monthly calendar all of your quizzes/exams, assignments, presentations, and due dates for other important projects.*

- *Using these calendars, you can see which weeks of the semester will be the busiest, and plan your time accordingly. If you have several tests and assignments during one week, you may want to start several weeks in advance to avoid cramming. You may find it helpful to set your own deadlines for your work. For example, if you have an assignment due on April 1, set a deadline of March 25 for completing the rough draft. Write in these deadlines on your calendars to help you stick to them.*

### Steps for Planning Your Courses

- *Collect all your syllabi.*
- *Print out a course chart.*
- *Under course, list each course title with your most difficult course at the top, to indicate its high priority, and your easiest course at the bottom. Under each course title, set a goal by adding the final grade you want to earn in the course.*
- *Under teacher, write name, office hours, office location, and phone number. By doing so, you will be more likely to seek help regularly.*
- *Under Quizzes/ Exams, Assignments, Homework, etc., briefly list the dates, and how much it counts toward your final grade. These show you at a glance, exactly what you have to do - and when - to earn the final grade you desire.*
- *Under Attendance Policy, Late Assignments and makeup tests, note all the requirements, and make sure to conform to all rules and regulations.*
- *Post your completed chart prominently, where you will see it every day. Seeing all of your course demands condensed onto one sheet of paper, rather than spread out over five multi-page syllabi, is the first step in organising and balancing your approach to the semester.*
- *Be sure all of the important dates you have listed are listed on your semester calendar.*

CONT'D.

## New Foundation English Programme

English in an effective way. The skills that will be covered in this course include dictionary skills, library skills, Internet search skills, critical thinking, study skills, learning strategies, reading and note-taking skills. It also gives helpful advice for learning vocabulary and preparing for exams.

### Components

This programme consists of two courses that must be taken in sequence. The first course must be taken in the first semester (Fall or Spring) a student has registered for. The second course follows in succession.

### Assessment

The same rules of English Foundations and Measures of assessment of the English Programme also apply to the Study Skill Programme (refer to English Programme Specification and Regulations).

After completing this long-range plan, create a **WEEKLY TIME MANAGEMENT SCHEDULE** to help manage your study time on a weekly basis.

[ Good Luck ]

# STUDENT COLUMN

## Keeping fit.

Our forefathers were fit and healthy. They didn't bother about how to be fit, so what kind of exercises and sport did they do? And what kind of food did they eat? Did they sleep well?



It's not difficult to do exercises. In the past, people were very active; they worked very hard and depended on themselves to do their job. Sports were mainly walking, running, swimming and horse-riding. Now our exercises are different. We go to many clubs and learn how to do exercise there. It's true that we depend on machines to do our work, but we can do special exercises in the club. There are many sports you can do to be fit like swimming, riding cycling or even doing the housework, etc.

If you want to be healthy, you must eat well. Your food must contain vitamins, carbohydrate, a little salt and cholesterol-free food. You must drink a lot of water and eat fruit and vegetables.

You must sleep at least 7-8 hours and must be relaxed all the time and you shouldn't be nervous or sad. You can do a massage to yourself after the sports.

In conclusion, you will be fit and healthy if you do exercise daily, eat healthy food and feel relaxed all the time.

**Mariam Mohammed**  
Foundation, Group 25

## My visit to London

Last year I went to London with my family. When we arrived there I was very happy. We stayed in a hotel. The weather was cool. First, I went to interesting places, such as Harrods. It is the biggest store in London and we could find 500 kinds of clothes. Then we went to Hyde Park. It was a wonderful place for walking and feeding the ducks. Next, we went to the cinema. We saw an action film. It was "the body guard". I enjoyed the film. Then we went to a restaurant. I ate traditional breakfast there. It was very cold. At first, I didn't like it but then I knew that was their traditional breakfast. I ate cold meat with bread and a cup of cold tea. In London people were very kind and helpful. The streets were very organized and the buildings were very high. Finally, I enjoyed spending my time there with my family and learned about their traditions.

**Huda Ashkanani**  
Foundation, Group 25

## A trip to Bulgaria

Everyone who travels to a new country has difficulties and problems; especially if they are going to a country which has a totally different culture.

This happened to me when I travelled to Bulgaria on vacation. The first problem there I faced was the language. Most of the people there could not speak English or Arabic. Therefore, it was difficult to communicate with them. The only way to get out of trouble was by using gestures. Also, the food was another problem, because most of their food contained ham. As a result, I spent most of my vacation as a vegetarian! Another problem was finding out about places to visit like shops, parks and museums. This was the fault of the travel agency. They didn't provide me with any information about the country or any maps!

However, I had a nice vacation in spite of these problems, and I learned something about another culture and its traditions.

**Rasha Nael Al-agma**  
Foundation, Group 21, Course: 803002



**Mu Mu Winn**

## Thailand - a pleasant surprise.

I have visited many countries in my life such as Syria, UAE, Egypt, Bulgaria, Turkey, and Romania, but the country which surprised me the most and which I loved was Thailand.

I visited Thailand in the summer of 1999 with my family for two weeks. My first impressions of Thailand were formed from Bangkok Airport. It was very big and modern, so I thought this country must have a huge population, and it must be a great industrial power. Also, people on the streets were polite and orderly. The buildings were very tall. Their temples also were very unique, with great golden stupas. The natural beauty of the country, which I saw in Safari Park, was completely different from our natural beauty in the Gulf.

In Bangkok there were many entertainment places such as Dream Park, Wonderland and Tokyo Shopping Centre, which is one of the biggest shopping centres in the world. I bought many traditional things, which I couldn't find anywhere else at cheaper prices. Their restaurants were great. They usually prefer seafood, but Arabic food was also available.

I think Thailand is a wonderful country. It contains modern technology side by side with a very rich culture and interesting traditions.

**Leena Rafat**  
Foundation, Group 21, Course: 803002

## Why is English an important language to learn?

English is the most important language in the world. The reasons are mentioned why English is an important language to learn. First, everything now is in English such as computers and Internet. Also, the books in the universities are in English, so you must learn English if you want to join any university. Secondly, English is spoken in the field of international trade and tourism. Therefore, it's important and very useful to know and speak English well. In addition, English is the first or second language in many countries in the world, so students in these universities and schools are leaning English. Also, if you want to get good jobs with good companies or any other places, you must speak English well. Finally, everyone must learn English because it is an important language and very useful in our life.

**Mohammed Adel Mostafa**  
Foundation, Group 6, Course: 803001

# MULTIMEDIA

## At the University of Qatar

By Aladdin Halwani

*Multimedia is the integration of text, graphics, audio, video, animation and telecommunications with computing. Multimedia applications have been used mainly in the fields of information, training and entertainment.*

Educational institutions have profitably used multimedia for language teaching. Educators have found that moving images, sound and music involve viewers emotionally as well as inform them and make their message more memorable. The English Department, under the umbrella of the Foundation Unit at Qatar University, a leading academic educational institution in the region, has used multimedia.

In its commitment to keep abreast of new developments in technologies and learning systems to give our students at Qatar University the skills to succeed in their academic work, as well as in a global work environment, the English Department has managed to harness into the chariot of language teaching two interactive multimedia software packages: Planet English and Focus on Grammar.

### Planet English

Planet English (PE) is an exciting, high tech, interactive learning resource as part of an academic teaching program. It exploits Computer Assisted Language Learning technologies. Language is taught in context and carefully graded and recycled through a variety of interactive activities. PE provides students with the opportunity to compare their language and pronunciation with that of English speakers when

recording their voices and comparing them to the original. PE offers a rich communicative environment and gives learners the opportunity to interact with English speakers through role play. PE content is delivered on 8 CD-ROMs covering nearly 1000 hours of study materials. There are workbooks which support the activities on CDs. Each (PE) CD-ROM includes 5 units. The material within each unit is based on a contextual theme and organized into skills Modules, such as Speaking, Reading, Vocabulary, Grammar and the Pacific Park consolidation activities. In addition, there are assessment and pronunciation CDs. The assessment CD provides one test for each of the skills modules in each unit of the 8 content CDs. The pronunciation CD supports the learning pronunciation patterns, with both British English and American pronunciation options.



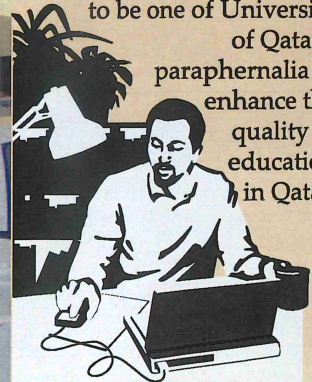
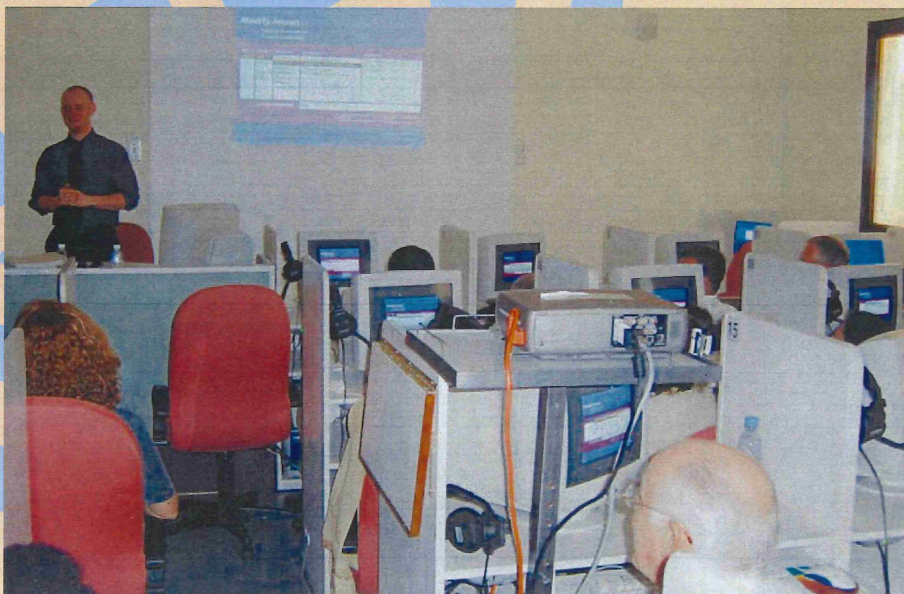
Aladdin Halwani

### Focus on Grammar (FOG)

This is yet another innovative multimedia software package which has been used by students at Qatar University for quite sometime. Through a variety of activities and skills, such as listening, reading, writing, as well as multi-purpose, specially-given grammar exercises, using multimedia technology, Focus on Grammar has been successful in presenting grammar in a new style, easy to learn and difficult to forget.

Focus on Grammar is delivered on 3 CDs covering three levels of English: Basic, Intermediate and Upper-intermediate.

Multimedia will continue to be one of University of Qatar's paraphernalia to enhance the quality of education in Qatar.





# Teaching English with Video

By Aladdin Halwani

*Video is one of the most useful aids in the classroom. It shows how people speak to each other. It is excellent for teaching both body language and behavior, and it shows the culture of the language the student is learning. But how can you exploit these advantages in the classroom?*

There are ten techniques for making the most effective use of video in the English class.

1. Silent Viewing
2. Freezing Frames
3. Role Play
4. Behavior Study
5. Prediction
6. Thinking and Feeling
7. Sound Only
8. Watchers and Listeners
9. Telling the story
10. Culture Comparison

## 1. Silent Viewing

In this technique a teacher may choose a two-minute video sequence and design an active viewing task. The teacher uses this sequence at the start of the lesson to help his/her student to understand the situation. The teacher shows, for example, two strangers meeting on a plane. What might you say to a stranger on a plane? The students' task is then to watch the sequence and select two questions they think the characters ask each other. They watch with the sound turned down. This helps them to concentrate on the situation and predict the language being used. Playing a short video sequence first with the sound turned down helps students concentrate on the situation.

## 2. Freezing Frames

For the next step, a teacher uses the next step but pauses the video after each question. Stopping the video while keeping the picture on the screen is the technique known as Freezing Frames. It is ideal for studying the language in details and at the same time students can work on the exercises on the books. So far, they have worked on the situation and they have studied the language.

## 3. Role Play

A teacher may prepare a role play based on a video sequence showing for example, two characters talking on the phone about a certain issue. To act out the sequence the students have seen, first they are divided into groups. Each group has to decide the kind of thing they are going to say. Next, they practice the phone call in pairs. Finally, two of the students act out the role play in front of the class. This is an excellent way of using the language the students have learnt. With role play students concentrate not just on the language they use but on how they behave.

## 4. Behavior Study

One example of behavior study is someone arriving at the airport and waiting for his hosts. They have not met before. Should they greet each other formally or informally? Do they shake hands? How far apart do they stand, and how formal is



the host's wife? Students can imagine a similar situation in their own country and examine the difference in behavior.

## 5. Prediction

Let's look at videos for teaching children English, such as Muzzy, for example. Children can begin an activity in class based on prediction. One of the sequences in Muzzy takes place in a kitchen. Before they watch it, the children predict some of the things they might see. The children see a cook and a spoon. They see a table but they don't see an apple. So teaching new words by letting the class predict what they see on the screen is an example of prediction.

## 6. Thinking and Feeling

As well as what we say, our body language such as gestures and face expressions conveys what we really feel. So another valuable technique for using video is to describe through people's dialogue and body language what they are thinking and feeling. A teacher, for example, may write on the board a number of words that describe feelings. The students' task is to name the feelings being expressed by the characters in the video sequence. After each part of the sequence, the teacher freezes the picture while the students discuss the talks and the feelings the characters have revealed.

CONTD.

## Famous Quotes on Teaching

"Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for the rest of his life." (Chinese Proverb)

"No other job in the world could possibly dispose one so completely as this job of teaching. You could stand all day in a laundry, for instance, still in possession of your mind. But this teaching utterly obliterates you. It cuts right into your being: essentially, it takes over your spirit. It drags it out from where it would hide." (Sylvia Ashton Warner)

"Teachers open the door, you enter by yourself." (Chinese Proverb)  
"Good teaching is one-fourth preparation and three-fourths theatre." (Gail Godwin)

"For every person who wants to teach there are approximately thirty people who don't want to learn - much." (W.C. Sellar and R.J. Yeatman)

"The aim of education should be to teach us rather how to think, than what to think - rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men." (Bill Beatie)

"Education's purpose is to replace an empty mind with an open one." (Malcolm S.)

Selected By Sherin Al Maghrabi.

# Teaching English with Video

## 7. Sound Only

In this technique, students can work out the sequence from the sound alone. They describe what a person, for example, looks like from the sound alone. It is very helpful if the teacher starts with the words the students need. The real value of this technique is that once the students have decided what the characters look like, they can compare notes with each other. So that's a technique used to describe a person or a thing only.

## 8. Watcher and Listeners

Watchers and listeners is more like a game. The class is divided into two groups: a group watches the sequence and the other faces away from the screen. The group facing away will find out what happened from the others. That's all useful practice in asking questions and reporting information.

## 9. Telling a Story

This is yet another technique. The students view a sequence, for example, about a woman making her first parachute jump, then the students can tell a story about the events that led up to it. Using video as a way of getting students to make up a story is a technique called telling a story.

## 10. Culture Comparison

Students can learn, for example, about the British education system and can compare with their own. The students conduct a session on culture comparison.

## Video Limitations and Possible Problems

### Machine Phobia

Some teachers are afraid that something may choose to go wrong in the equipment just at the time when they need it. They fear can be overcome by a) reliable maintenance and emergency service and b) orientation sessions for all users.

### Passive Viewing

Most of us, at least occasionally, go home, switch off our minds and stretch out in a comfortable chair and let the box keep us entertained in the evening. We bring these habits to video, too. Unless we have a task to carry out, such as answering questions about the sequence, watching may not be purposeful.

### Preparation Time

Some teachers, especially experienced ones, feel disinclined to prepare their lessons since they believe they know by heart what the lesson is about. A video lesson is different. It requires preparation. The tape needs to be set at the right place, and the sequence requires a worksheet.

## Continuing Education Unit and English Language Teaching Department.

The University of Qatar places great importance on its cooperation with the various sectors of the society.

The cooperation of the University with the community is manifested through the numerous researches, cooperative education, scientific programs, and centers established by the University for the benefit of the society.

One of these centers is the CONTINUING EDUCATION UNIT. This unit was established in 1995 to play the social role of the university. It aims at:

- Helping the members of the society to develop their academic personalities
- Helping students and trainees to connect the theoretical side and the practical side to cope up with their academic life
- Preparing courses and programmes to deepen the cultural and thinking awareness of the students and trainees
- Reinforcing the courses given to the university students in regular classes
- Helping students to pass international tests such as: TOEFL, SAT, CPA.

Dr. Mohammad Hamad Al Merri is the Head of the Unit.

Mr. Ra'ed Gh. Jaber has been appointed as the representative of the Foundation Unit since the beginning of this academic year. He will be responsible for all the international tests and their preparation courses in the Foundation Unit.



ADDRESS:

Ra'ed Gh. Sh. Jaber  
Foundation Unit - English Department  
University of Qatar  
P.O. Box 2713, Doha, QATAR  
Tel /Fax: (+974) 436-0656  
Mobile: (+974) 584-9447  
E-mail: Raid200@yahoo.com

*"No other job in the world could possibly dispose one so completely as this job of teaching. You could stand all day in a laundry, for instance, still in possession of your mind. But this teaching utterly obliterates you. It cuts right into your being: essentially, it takes over your spirit. It drags it out from where it would hide."*

*(Sylvia Ashton Warner)*

# ENGLISH DEPARTMENT - FOUNDATION UNIT EVENTS & ACTIVITIES-Fall 2004



by Bino Sarah Paul

## 'Reforming the University of Qatar' -a Presentation

The President of the University of Qatar, Prof. Sheikha al Misnad made a presentation on September 7, 2004 entitled 'Reforming the University of Qatar'. She announced that the reform is directed by a Senior Reform Committee which includes the QU President, the RAND Qatar Policy Institute (RQPI), 5 senior members of QU faculty and 5 international experts on university management. The committee is supported by project staff from QU faculty and the RQPI. She discussed various topics such as the role of QU in Qatari Society, the major obstacles that prevent QU from performing its Mission and the changes needed in order to bring about these reforms. The President also briefed those present on the ways and means of implementing the reforms.

## Introduction to 'Planet English'

The ELTD organised a seminar on September 6, 2004 to familiarise the faculty with the new Australian Multimedia programme - 'Planet English'. The Planet English representative explained the salient features of the software. The ELTD staff explored various options and learnt to operate the software.

**Dr. Khalid al Ali**, Director of the Foundation Unit was introduced to the ELTD staff by the Head of the ELTD, Mrs. Amna Saud al Thani on September 6, 2004. Dr. Khalid gave a detailed account on the new courses to be run by the Foundation Unit. He explained the role of TOEFL as an entrance and exit examination. The staff shared their ideas on the best ways to administer TOEFL examinations. The unit also extended a warm welcome to the new teachers.

## Dr. Muawia Abdulmajid and Dr. Madani Othman Ahmed



Dr. Muawia with staff



Dr. Madani with staff

were named as Co-ordinators for the ELTD by Mrs. Amna Saud al Thani on September 6, 2004 at a staff meeting. Dr. Muawia Abdulmajid was made responsible for Level 1 and 2 and Dr. Madani Othman Ahmed, Level 3 and 4. Mrs. Amna Saud al Thani advised teachers to be flexible regarding the courses to be taught. She urged them to contribute more towards curriculum development and conduct seminars and workshops. She also stressed teachers should be more practical in tackling problems that come their way. Various other suggestions on how to make teaching a pleasant experience were also exchanged.

## Sub co-ordinators and Testing Committee members

were appointed by the Head of the ELTD on September 15, 2004 in consultation with the Co-ordinators. In order to make the unit function more effectively, teachers were selected as sub co-ordinators and testing committee members. Team leaders for Reading, Listening, Writing, Speaking and Grammar components of all the levels were also chosen.

## The Qatar Teachers of English Network (Qten)

held its first international conference on 'Practical Ideas for the EFL Classroom' on October 2, 2004 at the College of the North Atlantic Qatar. (CNAQ). The event was sponsored by the Middle East Partnership Initiative of the US Government, Qatar's Ministry of Education, the Educational Testing Service and CNAQ. The presenters were Dr. Betty Leaver, Jane Hoelker, Dr. Nadia El Kholy, Praveen Menon, Dr. John Aydelott, Eleanor Kenny, James Moody, Janet Orr, Lori Hargreaves, Monica Counts, Dr. Glen Loveless, John Kerr and Bob Campbell. The University of Qatar was represented by teachers from the ELTD. Qten presented certificates to all the participants.

## 'Planet English' - Workshops

Workshops on the teaching methodology appropriate to 'Planet English' were held in the first week of October. The experts gave practical ideas on how to teach the software. The presenters also explained the techniques and the layout of the programme. Detailed explanations regarding procedures were given. The applications of the system from both the students and teachers points of view were also discussed.

## Dr. Gregory Freeman

Dr. Gregory Freeman, Consultant for the Foundation Programme was introduced to the staff of the ELTD on September 25, 2004 by Dr. Khalid al Ali and Mrs. Amna Saud al Thani. Dr. Khalid spoke on the need for the evaluation of the course and the teachers in order to achieve optimum results. He stressed the necessity of assessing the Programme and urged teachers to co-operate with this policy. Dr. Freeman addressed the staff and offered all assistance to improve their teaching methodology. Moreover, he assured that the purpose of his evaluation is constructive criticism to enhance classroom performance of teachers.

## CONDOLENCES

Dr. Khalid al Ali, Director, Foundation Unit, lost his mother on January 8, 2005. The ELTD joins Dr. Khalid and his family in their hour of grief. May God have mercy on her.

Marcia al Hijaab, a former staff member of the ELTD passed away on October 21, 2004. May her soul rest in peace.

Mrs. Lyrma R. Ingels, staff member, ELTD lost her brother in the last week of December in Philippines. The Department shares her sorrow and prays for the departed soul.

## FROM THE STAFF DESK

# Structured English Vs. Life English

**Dr. Ahmed Abdalla Mohammed**

'Structured English', (S.E), here refers to the English specifically designed for study purposes in ELT classroom, whereas 'Life English', (L.E), is that actually in circulation for everyday natural settings all around the world. As such, the former, S.E, presents the urgent target needs of education, while the latter, L.E, should be viewed – even if implicitly- as the long- term target objective of studying English for any ELT group worldwide.

The major feature of S.E is that it is highly controlled and bound by both educational preconceptions and, more importantly, by the reality of the classroom itself, which is, of course, different from that of the real world outside, (Clarke 1985, for discussion of classroom reality and outside it). By its nature, the classroom can only afford offering, what could be called "directed" Language practice, occasionally at the level of drilling: 'I am standing up', 'I am sitting down' (as opposed to the "spontaneous" use of language outside it). And so, a gap is detected between these two types of English; creating a situation that needs somehow to be addressed.

To this end, Littlewood (1984) suggests in greater details - with examples - a gradual staging from traditional classroom English into quasi-communicative and then into a fully communicative language teaching approach. Along the same line, admitting the difference between classroom and real English, Widdowson (1990) used the term 'Realia', probably as an intermediary meeting point of the two (S.E and L.E) in the ELT classroom.

In applying this to our situation, Foundation English, University of Qatar, the suggestion to iron out the tension between Educational and Life English would be to invite - whenever appropriate- the reality into the classroom. In particular, this could well be exploited in the 'Speaking' time through the topics suggested for discussion and presentation in that they had to focus a really-felt problem by the student(s), starting from inward at the earlier sessions and, gradually, moving outward.

A few sample topics to meet such requirements are shown in Table (1) below, in my mind is Level 1 "Pre-Intermediate" where I teach.

Stage	Suggested Topic
Inward	<ul style="list-style-type: none"> <li>• My study plan outside class time</li> <li>• University problems (+ any suggested solutions)</li> <li>• Things in my country I miss when abroad</li> <li>• My room</li> </ul>
In between	<ul style="list-style-type: none"> <li>• How traffic jams nowadays in Doha affecting you personally or/and your family</li> </ul>
Outward	<ul style="list-style-type: none"> <li>• What bad habits do you note in the society and hope to change or ban</li> <li>• Is it all good to be a millionaire</li> </ul>

Table (1): Suggested Real Topics for "Speaking"

The underlying assumption of these examples is seen in their power of bringing in the reality into the classroom by tapping the inner self of the student as a source of data for speaking. These topics could start from within, using, at first, the possessive personal pronoun "MY", e.g. My studies, My problems of ... , My plans for .....etc.



Dr. Ahmed Abdalla Mohammed

In effect, the student is allowed the opportunity to think and express themselves freely in English through topics they already have closer mastery of knowledge about them, and, hopefully, an interest to share ideas with classmates regarding these topics, without being bound to the regulations of S.E..

An example of class work/test is demonstrated in the rest of this article in order to illustrate physically what could practical be presented in the classroom. The example at hand was done with my students (2 groups) in Week 4 of this semester. The students' worksheet of this class work is displayed as Appendix (1) on the next page.

The work sheet shows the student is required to choose one of the three topics provided: a) My university problems and their possible solutions, b) my study plans, and c) My good neighbour. Notably, these topics are developed somehow from instructions already gone by in the first two units of their prescribed textbook: Pre-intermediate Headway. In other words, the students are not abruptly taken far from their classroom instructions, but, in fact, making use of these same instructions as a stepping stone into L.E.

Another noticeable feature is that the work sheet is designed in a self-sustained-fashion in that it has a set of clear rubric, backed by the teacher's help whenever need arises. The points of assessment for the test are also shown and the students already know the 10 marks total is going to be converted into only one mark, following the overall system of evaluation of the course.

In conclusion, the model of speaking above is certainly applicable, with various degrees, to other components of language as well: reading, writing and listening. However, a precaution to remember is that adopting L.E. needs to be introduced gradually and carefully so that it should not conflict, at least at its earlier stages, with the familiar norms of S.E. It all depends on performance, at one end, and on the overall environment of presentation, on the other.

# Structured English Vs. Life English

## References:

Clarke, John (1985): *Language in School Curriculum*, CUP  
 Littlewood, William (1984): *Teaching Communicative Language*, CUP  
 Widdowson, Henry Johns (1990): *Aspects of Language Teaching*, OUP

## Appendix (1)

### Speaking: Class Test (1) w11 + w 13

Choose ONE of the following topics:

1/ Interview one of your friends in class about;

### EITHER:

The problems she has at the University and whether she has any suggestions to solve these problems.

### OR:

How does she organize her study outside the classroom.

Remember you need to:

- a) Choose only One topic for the interview, (University problems or Study plans)
- b) Prepare questions to ask her (you may write the questions) and then try them with her
- c) Write down her answers in note form
- d) After the interview, spend sometime studying your notes carefully
- e) Arrange them in an organized topic
- f) Make yourself ready for the presentation ( 2 – 3 minutes)
- g) You may ask the teacher for help at any time if needed.

2/ What are the things you would like to see in your neighbour that make them good neighbours for you. Work by yourself or with somebody Write down a list of the things you think make a good neighbour in a note form Study your notes carefully for some time Make them into an organized topic to present in front of the class Ask your teacher at any time you need help.

## Assessment:

Topic well introduced and easy-to-follow	2	
Points organized well	2	
Fluent language And pronunciation	2	
Audience involved	2	
Extras: paralinguage, voice, tempo, aids (each half a mark)	2	
Total	10	

## Online TOEFL Practice

The internet offers students a wide variety of English language websites for self-study and practice. The following is a list of websites that offers TOEFL practice exams and exercises. Some sites may require registration (usually free).

- [http://www.eslinusa.com/free\\_ESL\\_learning\\_resources\\_TOEFL.html](http://www.eslinusa.com/free_ESL_learning_resources_TOEFL.html)
- [http://www.learn4good.com/languages/spec\\_english\\_toefl.htm](http://www.learn4good.com/languages/spec_english_toefl.htm)
- [http://esl.about.com/cs/toefl/a/a\\_toefl\\_2.htm](http://esl.about.com/cs/toefl/a/a_toefl_2.htm)
- [http://homepage.smc.edu/morgan\\_dana/grammar.htm](http://homepage.smc.edu/morgan_dana/grammar.htm)
- <http://www.gettoefl.com/practice.htm>
- <http://www.tofel.org/>
- <http://www.cem.itesm.mx/english/toefl.html>
- [http://www.testmagic.com/Knowledge\\_Base/TOEFL/](http://www.testmagic.com/Knowledge_Base/TOEFL/)
- <http://www.bu.edu/mfeldman/TOEFL/>
- <http://www.freeesl.net/TOEFL/structuresection/>
- <http://testwise.com/review.html>
- [http://homepage.smc.edu/michelson\\_melissa/TOEFL/](http://homepage.smc.edu/michelson_melissa/TOEFL/)

Source: Google/Yahoo Search Engines (Robert Kennedy)

## FROM THE STAFF DESK

# Corpus-based learning: new avenues into inductive learning



Muawia Abdelmajeed  
University of Qatar

### Abstract

This paper reviews the literature on Corpus Linguistics, also known as Data-Driven Learning (DDL). DDL, made readily accessible with powerful computer language-research software (Concordancers) and huge language (Corpora), has greatly enhanced EFL teaching and learning. Examples of applications to grammar, collocation, vocabulary and material development are given. Some of the major websites for corpora and concordancing are listed at the end of the paper.

### Background

The concept of carrying out research on written or spoken texts is not restricted to corpus linguistics. Individual texts are often used for many kinds of literary and linguistic analysis - the stylistic analysis of a poem, or a conversation analysis of non-native speakers, analysis of first or second language acquisition patterns.

However, the notion of *corpus* as the basis for a form of empirical linguistics is different from the examination of single written or spoken texts. In principle, any collection of more than one text can be called a corpus, (corpus being Latin for "body", hence a corpus is any body of text). But the term "corpus" when used in the context of modern linguistics tends most frequently to have more specific connotations than this simple definition. In order to get empirical evidence from the corpus on a certain aspect of language e.g., a grammatical or lexical pattern, you need a concordancer - probably the most important tool for a data-driven approach. Kettermann (1998) defines a concordance as "a list of occurrences of a particular word, part of a word or combination of words, in its context drawn from a text corpus". The concordancer can recover from the text all the contexts for a particular item (morpheme, word or phrase) and print them out in a way which facilitates rapid scanning and comparison.

The most usual format is the keyword-in-context (KWIC) concordance in which the keywords are arranged one below the other down the center of the page, with a fixed number of characters of context to the left and to the right. This approach assumes that "the language-learner is also, essentially a research worker whose learning needs to be driven by access to linguistic data- hence the term "data-driven learning" (DDL) to describe the approach. (Johns, 1991). In vocabulary, for example, sense relations of synonymy, antonymy and hyponymy can be well investigated through concordancing.

Much has been written in favor of the Data- Driven (DDA) approach to learning, also called text manipulation (TM), in connection with corpus-based linguistic analysis, for promoting language learning through CALL. The pedagogical value of the DDL has been repeatedly addressed. Generally speaking, supporters of DDL are advocates of instructional approaches weighted toward inductivity, authenticity, and learner autonomy. In the DDL, the computer is used as informant. DDL is an alternative to a rule-based approach which attempts to

encapsulate linguistic "competence", and gives the learner access to the facts of linguistic "performance" (Johns 1991:2).

The rest of the paper will give examples of classroom applications of the corpus-based approach to teaching grammar, collocation, vocabulary and material development.

### Grammar/ Collocation

There are numerous corpus-based studies on collocation. One of the most recent ones is Kennedy's study on *amplifiers* such as, *absolutely, completely, really, and very*, which were considered to express degrees of increasing intensification upward from an assumed norm whereas *downtoners*, such as *rather, a bit, somewhat, and quite*, were considered as scaling the sense of an adjective downward from an assumed norm. The study is concerned with the use of amplifiers which are further subdivided into maximizers and boosters. *Maximizers*, such as *absolutely, completely, entirely, fully, perfectly, totally, and utterly* maximally intensify the sense of adjective or verbs, e.g. *absolutely thrilled, totally devastated, utterly ruthless etc.* Boosters, on the other hand, signify less than maximal intensity, e.g. *really annoyed, severely depressed, terribly sorry etc.*

It was found that about 50% of these two kinds of amplifiers are in common use in British English. Together, in total, they occur about 3,700 times in every 1 million words in the British National Corpus (BNC), or one amplifier every 270 words. At first glance, amplifiers might appear to be interchangeable, but close examination of the result suggests that this is not the case. Whereas boosters such as *very, really, particularly, highly, extremely, deeply, terribly, and incredibly*, may all seem to be synonymous and interchangeable, occurring before certain boosters, such as *clearly, badly, heavily, greatly, considerably and severely* are not synonymous and interchangeable (Kennedy, 2003).

### Vocabulary/ collocation

Much linguistic evidence suggests that meaning is the product of context. If we take this proposition seriously, then concordancing is an appropriate tool for teaching meaning through context (Kettermann 1998). There is enough justification for the use of the computer in the classroom. The computer is an extremely powerful hypothesis- testing device on vast amounts of data; it allows controlled speculation, makes hidden structures visible, enhances at the same time imagination and checks it by inductivity, thus making higher degrees of objectivity possible.

The students' work becomes more exploratory and thus motivating and highly experiential. He is no longer a passive recipient of knowledge, but a 'researcher' in his own right. For example, Johns and his students, (the students long puzzled over the difference between 'convince' and 'persuade'), used the concordancer and

# New avenues into inductive learning

came up with some interesting observations (Johns, T. 1991). 'Convince' is usually followed by a 'that' clause, and 'persuade' by 'to', leading one student to note that 'that' clauses were more factual, which seemed to Johns a better explanation than his own. A second exploration was prompted by a student who sometimes found 'should's that aren't real 'should's'. These turned out to be factive 'should's' (*It is surprising that the New Scientist should have convinced itself ...*)

The author of this paper did a preliminary search on two synonymous adjectives: "significant" and "substantial" on the British National Corpus (BNC)- so far the largest English language corpus (over 100 million words of written and spoken text). "Significant" occurs 11, 988 times in the entire corpus; "substantial" 6, 174 times. "Significant" collocates 100 times (in average) with: *statistically, difference, correlation, contribution, correlations, proportion, factor, improvement, change, increase, reduction, impact, change(s), progress, number (s), effect, part, amount, feature, influence, development, role, and progress*. "Substantial" collocates 30 times (in average) with: *amount, proportion, sums, quantities, increase, reduction, improvements*. Both "significant" and "substantial" collocate with: *amount, improvement, increase, reduction, and proportion*.

## Idioms as Formulaic Language

A recurring theme throughout many studies on idioms is that an ability to understand and use formulaic language, including idioms, is appropriately a key to native-like fluency (Nattinger & DeCarrico, 1992). The discovery of significant number of idioms in a corpus of academic speech provides the rationale for including them in an EAP curriculum. A number of studies consider idioms as one category of the more general phenomenon of formulaic language. The rationale for using a corpus-based approach to studying idioms is that; first, idioms can be presented in authentic contexts rather than in the contrived ones often found in textbooks. Second, idioms can then be taught from a discourse perspective rather than isolated lexical items, with attention not only to their immediate context but also to their socio-pragmatic and interactional features. Both points are important because one of the challenges of learning idioms is developing an awareness of when it is appropriate to use a particular idiom. The following are some of the most frequent idioms used in four major subject areas of academic discourse, using MICASE corpus: *bottom line, the big picture, carrot and stick, chicken-and-egg question, come into play, draw a line between, get a grasp on, get a handle on, get to the bottom of things, hand in hand, in a nutshell, ivory tower, litmus test, play the devil's advocate, shift gears, split hairs, thinking on my feet*. (Simpson, R. and Mendis, D.2003).

## Corpus-based Material Development

The concordancer is a useful program for material development and teachers training. It is now possible for materials writers to concordance words in vocabulary lists to ascertain whether they actually appear in the textbooks, and to deal appropriately with words occurring rarely or not at all. One teacher discovered that many of the words never appeared in the science textbooks the students were reading. As a result, the English textbook was replaced by materials more appropriate to the students' coursework outside of English class (Stevens, 1991).

The author of this paper has used the BNC for creating glossaries and exercises for some sub-lists of the Word Academic List (AWL).

## Second Language Research

In addition to the aforesaid, a language corpus of L2 learners' English can provide valuable data for studying- among numerous other linguistic research areas- phenomena such as interlanguage, fossilization, patterns of learners' error and cross-linguistic similarities and differences among learners.

## Conclusion

Many approaches to language teaching assume a teacher is both proficient in the subject matter and intelligent about deciding how to present it, while also assuming a learner with no proficiency and no intelligence. Under such a model, nothing is learned unless it is explicitly taught; learners have to be given, since they can not take. Paradoxically, if one adopts an approach which respects the learner's intelligence, it may turn out that the learner wants and needs an unintelligent partner, a partner who will behave in a totally predictable and rule-governed way.

## Useful Web Sites for corpus linguistics in TESOL

For readers interested in learning more about corpus linguistics and its applications, the following web sites and corpora will be useful:

Michael Barlow: [http:// www.ruf.rice.edu /~barlow/ corpus.html](http://www.ruf.rice.edu/~barlow/corpus.html)

CORPORA:

Collins Cobuild. <http://titania.cobuild.collins.co.uk>

MICASE: Michign Corpus of Academic Spoken English.

[http:// www.hti.umich.edu/m/micase](http://www.hti.umich.edu/m/micase)

British National Corpus

[http:// www.hcu.ox.ac.uk/BNC](http://www.hcu.ox.ac.uk/BNC)

AmericanNational Corpus

[http:// americannationalcorpus.org](http://americannationalcorpus.org)

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# Don't worry, be **HAPPY!**

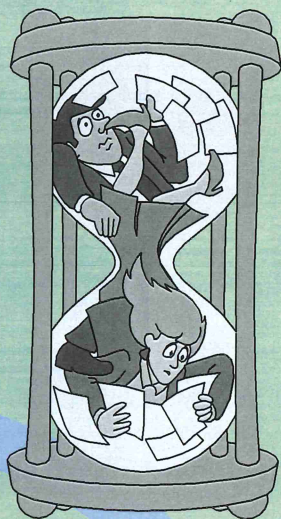
[Adapted by Abdul Moniem from 'That's Life!' Magazine (3 July 2003-Issue 26)]

Jumping for joy? Or lost that spark? Take this test to find out if your love for life is up to speed.

SCORE ONE FOR EACH POINT YOU AGREE WITH

Do you rarely find the time to feel a connection with nature?

- Do you lack good friends you can talk to openly?
- Do you feel disconnected from your local community?
- Do you often feel uncomfortable in your surroundings?
- Do you find your job unfulfilling?
- Do you abuse your body with a lack of rest, bad diet, or overwork?
- Do you rarely have experiences of great happiness?
- Do you have low self-worth?
- Do you feel like the odd one out?
- Do you lack control in your life?
- Do you think there's little sense of meaning in your life?



## HOW DID YOU SCORE?

Less than 4 You've positive attitude and a good sense of purpose. 4 - 8 Being at odds with yourself or an area of your life affects all you do. 8+ You're off track and need to re-evaluate what's important to you.

## HUMOUR EDUCATIONAL JOKES

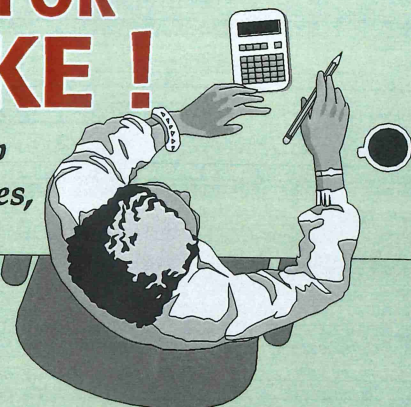
(Selected by Reem Khalid from Jokes and Humor @schooljokes.com)

- Father: Why did you get such a low score in that test?  
Son: Absence.  
Father: You were absent on the day of the test?  
Son: No, but the boy who sits next to me was!
- Teacher: If "can't" is short for "cannot," what is "don't" short for?  
Pupil: Doughnut.
- Teacher: Herman, name two pronouns.  
Pupil: Who, me?  
Teacher: Correct!

- "Mummy," said the child, "today the teacher asked me how many brothers and sisters I had."  
"Oh, how nice! She seems to take a personal interest in you."  
"When I told her I was an only child, she said," thank heavens."

# GOING FOR BROKE!

Are you on top of your finances, or do money worries rule your life?



Where are you when it comes to money? A spendthrift who never checks her/his bank account before going on a shopping spree? OR someone who reuses the tea bags and thinks splashing out means stepping in a puddle?

Try this quiz to find out.

Choose the letter that best reflects where you stand with your stash. Then work out your score from the answers below.

A = never B = sometimes C = always

1. I'm comfortable talking about money  
A (1) B (2) C (3)
2. I know what my bank balance is  
A (1) B (2) C (3)
3. I get into debt  
A (3) B (2) C (1)
4. I pay my bills on time  
A (1) B (2) C (3)
5. I put money into a savings account  
A (1) B (2) C (3)
6. My spending habits are under control  
A (1) B (2) C (3)
7. I use an overdraft facility  
A (3) B (2) C (1)
8. I pay off my credit cards every month  
A (1) B (2) C (3)
9. I borrow money to pay off other debts  
A (3) B (2) C (1)
10. I contribute monthly towards a pension  
A (1) B (2) C (3)

**Score: 10-16** Going for broke – that's where you're headed if you don't address your money situation right now.

**17-23** The main chance – you're not completely on top of your finances, but generally you know where you are. You might want to look into how you deal with debt – there's always room for improvement.

**24+** Who wants to be a millionaire? You do! You're on the right track. You're organized with your finances and have one eye on a comfortable future.

(Adapted by Abdul Moniem from 'That's Life!' Magazine (10 July 2003 Issue 27))



# HEALTHY TIPS

## Stay Healthy with Plenty of Juice and Whole Fruit

(Adapted from WOMAN, Jan 6 2003)

By **Abdul Moniem M Hussein**

Gone are the days when all you could buy was a few kinds of juice and fruit. Walk into any hypermarket or even into a small greengrocer's in Doha and you can get every juice or fruit under the sun, and they can all seriously benefit your health.

### Tomato

**Good for:** reducing risk of heart disease and prostate cancer. It has high levels of lycopene, which has been linked with lower risk of prostate cancer. Tomato juice also supplies heart-healthy vitamin E and lots of blood pressure-lowering potassium. Beware of those with added salt.

### Grapefruit

**Good for:** healthy immune system. Rich in vitamin C, and red grapefruit is also a source of lycopene. But the juice contains a chemical that increases the blood level of some drugs, for example, antihistamines and cholesterol-lowering pills. So if you are on medication, don't drink it without first checking with your doctor or pharmacist.

### Apple

**Good for:** long-lasting energy, protection against heart disease. Apples are a flavonoid-rich fruit, which means can help protect against heart disease (though eating them with the skin is even healthier). Apple juice contains largely fructose sugar, so it's great for low-burning energy. But it is relatively low in vitamin C.

### Orange

**Good for:** a healthy immune system, protects against heart disease and strengthen blood vessels. It is a great source of vitamin C. It is also a good source of folic acid – so pregnant women should drink plenty.



### Mango

**Good for:** healthy eyes and skin. Protects against cancer. A really good source of beta carotene – an antioxidant that mops up the free radicals that contribute to cancer, heart disease and wrinkles. Betacarotene is also used by the body to make vitamin A, which keeps skin, eyes and the respiratory system healthy.

### Pineapple

**Good for:** digestion, instant energy. It supplies lots of energy-lifting natural sugars + vitamin C. It contains the enzyme bromelain, which helps to digest proteins, but concentrating and pasteurising the juice means the enzyme is destroyed.

### Red grape

**Good for:** protecting against cancer and heart disease. Red grape skins contain resveratrol, which is thought to have anti-cancer activity. It is also rich in flavonoids which help protect against heart disease by improving blood flow. The downside is a very high sugar content – though natural, it can still rot teeth.

### Cranberry

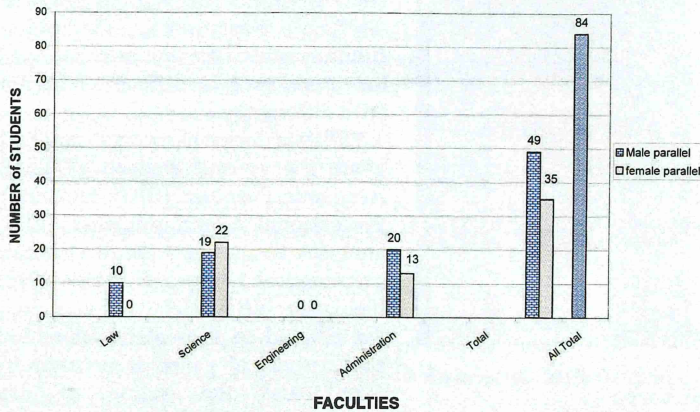
**Good for:** preventing cystitis. Proanthocyanidins (plant chemicals) in cranberry juice stop harmful bacteria sticking to the walls of the bladder, reducing the risk of urinary infections such as cystitis. The active ingredients are also thought to have a similar effect in the stomach which could reduce your risk of getting a gastric ulcer.

### Raspberry, Boysenberry, Blueberry

**Good for:** healthy skin, cancer protection. Berries are crushed rather than juiced, which makes them a higher fibre drink. Their blue-red pigments are thought to help protect against cancer. Anthocyanins also help strengthen blood vessels and build collagen, so are great protection against thread veins and saggy skin.

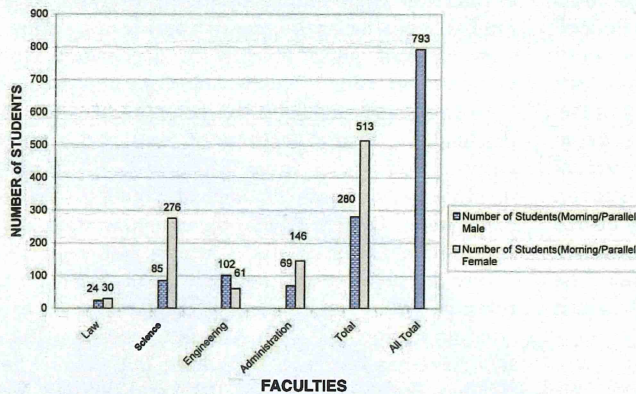
# FOUNDATION UNIT

**NUMBER OF STUDENTS IN EACH FACULTY (MALE/FEMALE) PARALLEL**

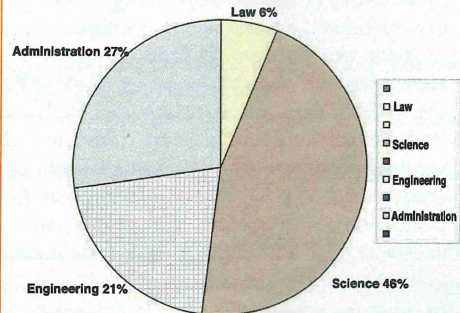


## STATISTICAL DATA AND RESULTS OF ENGLISH & TOEFL EXAMINATIONS

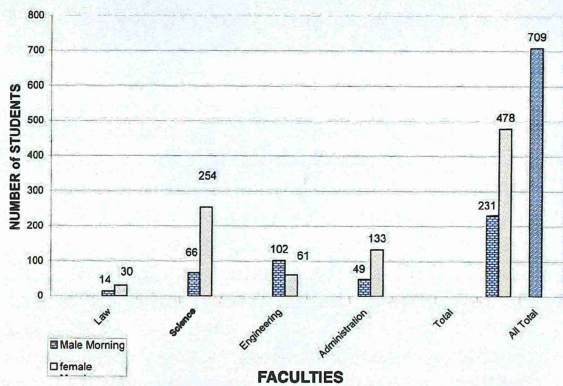
**ALL STUDENTS (MORNING/PARALLEL) IN EACH FACULTY (MALE/FEMALE)**



**PERCENTAGE OF MALE & FEMALE IN EACH FACULTY**

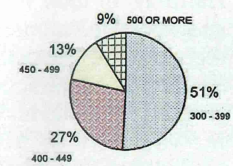
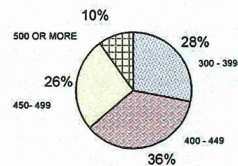


**NUMBER OF STUDENTS IN EACH FACULTY (MALE/FEMALE) MORNING**

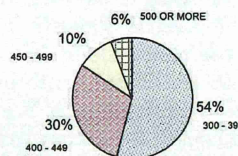


**STUDENTS ACHIEVEMENT IN TOEFL TESTS (7/9/2004)**

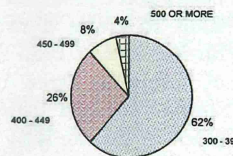
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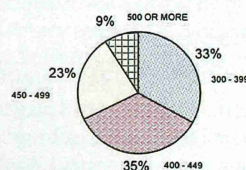
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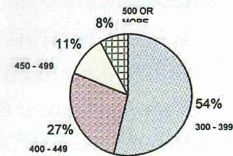
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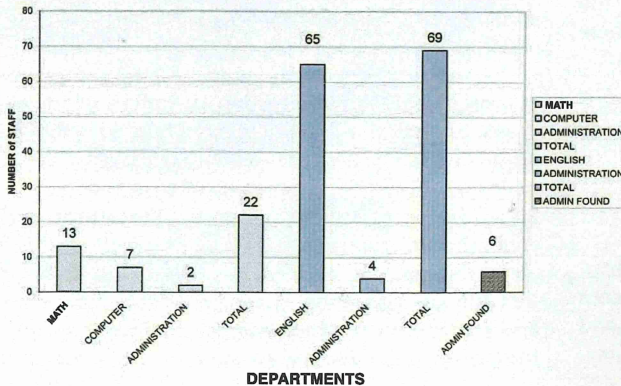
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# Introducing the Notion of Genre and Genre-based Approaches to Writing Development

by Abdul Moniem M Hussein

## Abstract

Recent years have seen the emergence and development of the notion of genre and the genre-based approaches to the teaching of writing. This study introduces the notion of genre and genre-based approaches to writing development, focusing on the Australian theoretical genre model. The study points out that there is a persistent writing problem and that both the traditional approach and process writing have failed to bring about the hoped-for improvement. To highlight this, the study gives an overview of the development of the genre-based approaches and defines the concept of genre, establishing its theoretical basis, with special emphasis given to the role of the systemic-functional model of language on which genre is based, and as defined by Halliday (1985, 1994). It is this model, through its theory of register and description of grammar, that enables analysis of texts in relation to their contexts in the discourse. However, we should be wary that although the genre-based approach offers innovative insights at the conceptual level, its teaching and learning model has limited impact on writing pedagogy as yet. Though there is nothing in this study which is not explicit or implicit in the many excellent publications on genre, the reader will appreciate the necessity of reintroducing here certain details with which s/he may be familiar.

## Genre: An Overview

### 1.1 Introduction

Genre-based Approaches to writing development comprise two phases: The first began in London in 1964 when a group of academic scholars and experienced school teachers were brought together, directed by Michael Halliday, to look into the teaching of English from the standpoint of modern developments in linguistics. The second phase began in 1975 with the arrival of Halliday in Sydney, where he started to work with Australian teachers and linguists with an interest in a broad spectrum of issues, in what was to become one of the largest Applied Linguistics programmes in the world (Martin, 1987). Halliday provided the catalyst for the development of the genre theory and through a series of 'Language in Education Conferences' the resulting cross-fertilization was soon to create a revolution that is steadily spreading further afield. Hyon (1994) has already given an overview of genre in three research traditions, outlining both similarities and differences. Although it is beyond the scope of this study to go into detail about comparing these traditions, their context and goals deserve a brief account.

### Genre in Three Traditions

The three traditions of genre theories and teaching applications are:

- English for Specific Purposes (ESP)
- North American New Rhetoric Studies and
- The Australian Systemic-Functional Linguistics

In all three traditions there is an overarching concern with helping students become more successful readers and writers of academic and workplace texts. The focus has



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been generally on written texts and at writing classrooms. Beyond these fundamentals, the genre-based pedagogy has developed in different directions and with different goals.

ESP has focused on the implications of genre theory and analysis of English for Academic Purposes (EAP) and English for Professional Communication (EPC). The analyses focused on genre structures and grammatical features. Swales' (1990) work has been influential in this field. It has contributed to a greater understanding of the concept of genre as a communicative event and the notion of discourse

community as a community, which has its own genres and its own members. His contribution lies mainly in the application of a model of genre analysis to academic English focusing on the research article as a genre.

By contrast, genre studies in composition studies and what is often called 'North American new Rhetoric' have been less concerned with the potential of genre theory for teaching the formal features of texts and more with the cultural and social functions or actions of genres and institutional contexts of particular genres. These studies have been triggered by an essay written by speech communication specialist Carolyn Miller in 1984 titled 'Genre as Social Action' and which has been discussed in relation to freshmen writing and professional communication in North American settings. The work in this field has begun to influence ESP genre theory and practice. Both Swales (1990, 1993) and Bhatia (1993) attend to contextual and functional issues in their definitions of texts and aims for genre-based pedagogy.

The Australian school of genre differs from both ESP and the New Rhetoric traditions, in context as well as some of the goals for genre-based pedagogy. Genre-based applications in Australia have been centred mainly in child and adolescent contexts - primary and secondary schools - and more recently in adult migrant English education, workplace training programs and at tertiary level. Australian genre studies have mostly examined the language, discourse, and, more recently contextual features of genre. The theory describes language in terms of the choices a speaker/writer makes from the language system in particular contexts of use. These choices are described in functional, rather than in traditional grammar terms - hence the term systemic functional. However, the Australian concern is framed in stronger ideological terms of which the aim is to empower students with linguistic resources for social access. '*...to help students participate effectively in the school and the broader community.*' (Callaghan, 1991).

The focus of this study is the Australian genre-based approach. This is because the Australian genre model is based on sound educational principles, a solid body of linguistics, and perhaps more particularly because its pedagogy arose as a direct application of theory.

### 2.0 The Australian Genre Development

The Australian Genre group began developing their ideas about the teaching of writing in the 1970s. They believed that literacy education is central to how school systems and curriculum produce power, identity and ultimately inequality. Any effective solution requires taking up and

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rebuilding the educational dynamics in ways that enable children 'social and economic access via teaching which makes explicit how texts work' (Series Editor's Introduction in Cope & Kalantzis, 1993). This new perspective on literacy, concerned about the continuous failures of language, has come to criticize the two major approaches to the teaching of writing: the traditional approach and process writing.

## 2.1 A Critique of the traditional approach and process writing

The traditional approach has been rejected, first by the process writing proponents and then by the genre school. Maxine Hairston (1982), one of the most passionate and articulate advocates of the process approach, provides the following list of the characteristics of the traditional approach as being the antithesis of the process approach (summary from Tim Caudery, 1997). In her view, the traditional approach

- emphasizes the composed product rather than the composing process.
- is heavily concerned with usage and style.
- is restricted to working with a small number of writing types, particularly expository writing.
- neglects the teaching of invention.
- assumes that competent writers know what they are going to say before they start to write, and that their most important task is to find a form in which to organize their content.
- assumes that the composing is linear, proceeding systematically from pre-writing to writing to editing.
- equates teaching writing with teaching editing.
- assumes that no-one can really teach anyone else how to write because writing is a mysterious creative activity that cannot be categorized or analyzed.
- It is based on 'a prescriptive and orderly view of the creative act, a view that defines the successful writer as one who can systematically produce a 500-word of five paragraphs, each with a topic sentence.' (Hairston' 1982).

By the 1970s, the traditional literacy pedagogy was rejected in Australia. The teaching of writing through formal conventions was replaced by 'process writing' and 'whole language' teaching. The ensuing revolution was so radical that hardly a textbook was not transformed. Features of this new paradigm can be summarized (from Cope & Kalantzis, 1993) as follows:

- Students learn by doing, through practical experience rather than learn facts by rote.
- Learning is to be meaningful rather than formal.
- The most effective learning would take place when it is relevant to the individual rather than being institutionally imposed.
- Curriculum is to stress process over content.
- It is based on an analogy drawn between the way children learn oral language and learn literacy at school.
- Authentic resources are used instead of textbooks.
- The focus of the writing curriculum is on the meaning communicated rather than on language in the abstract.
- Individual student motivation is central instead of the rule driven authoritarianism of traditional pedagogy.
- Students own their own texts and voice their own interests in their own discourse. The teacher is no more than a resource, a facilitator rather than the font of fixed knowledge about language.
- Students experience and communicative intent are

brought to the fore rather than language facts and the rules of 'correct' speaking and writing.

- There is no longer a 'standard' of correct English, only language and dialect variation that is relevant to different cultural needs and interests.

However, confronted with poor spelling and grammar, the 'back to basics' people (the traditionalists) in Australia protested strongly at the way teaching has changed. But when the genre-based approach first emerged, advocating the explicit teaching of grammar, their interpretation of this was that traditional curriculum was still very much alive and well since grammar was on the agenda again. Far from being part of the 'back to basics' movement, genre literacy teaching objects equally strongly to both traditional and process pedagogy. Now having seen critique of the traditional curriculum by process writing advocates, we shall summarise (Cope & Kalantzis, 1993) the reasons for the failure of the principles and practice of process writing pedagogy.

- It is culture bound, not open.
- Its pedagogy of immersion 'naturally', simply reproduces educational inequities.
- It is no more motivating than traditional curriculum, particularly for students who do not see the immediate point of learning literacy or even like school.
- It reduces teachers from the role of professional to the role of manager.
- It ends fragmented, eclectic curriculum - photocopies often from old textbooks cast in the most traditional pedagogical mould.
- As orality and literacy are different, the analogy of orality and literacy in the process of writing and whole language approaches to literacy simply does not work. It leads to a pedagogy which encourages students to produce texts in a limited range of written genres, mostly personalized recounts. So the most powerful genres, most distant from orality, like the scientific report or arguments, are ignored.

This is precisely why there is no evidence that the rejection of traditional pedagogy by process writing pedagogy has brought about the hoped-for improvement. That is also why genre literacy teaching is seen by many as an attractive alternative despite criticism from both sides: process writing advocates accuse genre theorists of advocating a transmission pedagogy in the mould of the traditional curriculum; the traditionalists distrust the genre theorists of leaning towards a concern for cultural differences and educational equity. According to (Cope & Kalantzis, 1993:1), nothing could be further from the truth:

*... genre literacy teaching represents a fundamental new educational paradigm. It is based on an understanding of the nature of language quite different from that of traditional grammar. Not only does it move beyond traditional literacy pedagogies, which stress formal correctness; it also goes beyond the process pedagogies which stress natural learning through doing writing. Genre literacy teaching is not liberal progressivism. Nor is it part of a 'back to basics' movement. Genre literacy is attempting to create a new pedagogical space.*

In my view, what the Australian scholars have voiced about the traditional approach and process writing applies generally to EFL/ESL situations. As we have pointed out,

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instruction through the traditional approach led students to concentrate on producing grammatically correct sentences, but without relating their writing to purpose, topic or the intended audience. Thus their written texts were not contextualised and were produced in a vacuum. With the introduction of communicative language teaching, where stress was on fluency rather than correctness, teachers were really confronted by poor spelling and grammar. Hence was the appeal for more adequate communicative methodology to facilitate the development of fluency as well as accuracy and later the call by the genre advocates for explicit teaching of grammar.

It is not without bearing here to mention one example of attempts to rectify the grammar in a communicative English course, the Crescent English Course, taught in schools in Qatar and other Gulf States. In the mid 1980s, the renowned scholar, Henry Widdowson, and his colleagues Ann Brumfit and Scot Wideatt (see Widdowson in Brumfit (ed) 1986) were commissioned to see how Crescent could be supplemented by materials which gave explicit emphasis to grammar. The resultant outcome of their study was grammar materials introduced retrospectively as staged reformulation of language dealt with informally and contingently in the Crescent Books. Let us now move on to consider the principles on which the notion of genre is based.

## 3.0 The Concept of Genre

### 3.1 The Beginnings

The basic work on genre was carried out in Australia in the early 1980s by Martin and two of his colleagues, Rothery and Christie, who started a research project using systemic functional linguistics to analyse writing produced by children in the Australian schools. They conducted their research with the purpose of identifying genres that children produced and to establish whether these genres were actually taught by the curriculum. Their findings revealed that narrative/expressive writing was favoured and although they identified five factual genres: procedures, descriptions, reports, explanations and expositions in the texts they analysed, they discovered that these factual genres were not on the curriculum. The rationale for this exclusion was that factual genres were beyond the cognitive abilities of primary school children. Martin and his co-researchers rejected this idea on the ground that children should be taught what they need to write. They were also of the opinion that this indicated a kind of discrimination, excluding a large number of children from education and ultimately from power. Martin and his colleagues were later to be joined by Kress, and it was Kress's *Learning to Write* (1982) which first introduced the concept of genre to an international audience.

### 3.2 The theoretical Basis

Although genre theorists differ on the concept of genre<sup>1</sup> they all share the view that genre is "a category that describes the relation of the social purpose of text to language structure". It follows that in learning literacy students need to analyse critically "the different social purposes that inform patterns of regularity in language – the whys and the hows of textual regularity" (Cope and Kalantzis, 1993). Hence the notion of genre and genre-based approaches to the teaching of writing has become a significant topic of discussion in Applied Linguistics.

The term genre has long been used to refer to different kinds of art or literature. Traditional definitions of genre,

accordingly, focused on textual regularities – the conventions of form and content of written genres. Current genre studies, concentrating on non-literary texts (factual genres), and without abandoning earlier conceptions of genre as types of discourse, connected regularities in discourse types with a broader social and cultural dimension of language use.

Martin et al. (1987) refers to the theory of genre as "a theory of language use". They explain the origin of their use of the term as follows:

*In essence genre theory is a theory of language use. The genre theory underlying the so-called "genre-based" approaches to writing development was developed by Hasan (1978), Kress (1982), Martin (1985) and others as an extension of earlier work on register by systemic linguists including Halliday, Gregory, Ure and Ellis. Genre theory differs from register theory in the amount of emphasis it places on social purpose as a determining variable in language use.*  
(Martin et al., 1987:59)

The theoretical basis of genre, then, is that of a systemic functional model of language based on earlier work on register, and which explains how language works within different contexts, emphasising the determining role of social purpose in language use. Hammond (1987) explains this further:

*It (genre) is based on a functional model of language, which systematically describes the relationship between the context in which language occurs and the actual language used. This model through its theory of register and description of grammar and discourse, relates context of culture and context of situation to actual language use. It is based on the belief that grammar itself is functional, that is, language is organized in the way it is because of the meaning it realizes.*  
(Hammond, 1987:164).

The interpretation of this is that the genre model has three main categories: **genre, register and language**. Furthermore, the model relates context of culture and context of situation to actual language use on the basis that grammar is functional because of the meanings it realizes.

However, Christie (1989) points out that the concept of genre, as used by some systemic linguists, Kress (1982), Martin (1984) and Hasan (1985), although there are some differences in the usage, is another level not found in Halliday's work. One basic difference between genre theories and register theories which brought about the establishment of genre as a separate category, independent from register, was the notion of purpose for which Halliday's theoretical framework does not account successfully.

### 3.3 Genre, Register and Language

Halliday et al. (1964:77) define register as a language variety "according to use" as distinguished from a dialect which is defined as a variety "according to the user". This means that Halliday et al. reject the notion of a "whole language" because language varies according to function and differs in different situations. Therefore, in Halliday's view, the category of register is much needed as it makes it possible to account for what people do with their language. Situation is also a key concept and together with register are crucial for the appropriate use of language. For the description of situation, Halliday et al. (1964) proposed a framework which consists of three dimensions:

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- **Field of discourse** (what is going on – the nature of the social activity the participants are engaged in).
- **Tenor of discourse** (the relationship between the participants).
- **Mode of discourse** (the role of the text in the context).

These situational variables predict a particular text variety or register. Halliday (1978:111) defines register as "the configuration of semantic resources that the member of a culture typically associates with a situation type".

As mentioned earlier, what has been problematic for Halliday was the notion of purpose (what the speaker is trying to accomplish). Martin (1985), on the relationship of purpose to register, writes:

*Halliday has tended to subsume purpose through his definition of field, tenor and especially mode. There are two main problems with this conflation. First of all it makes the correlation between register categories and functional components of the grammar less clear. Predictions about such and such a register choice being realised in such and such a part of the grammar are weakened. Second, it fails to give a satisfactory account of the goal-oriented beginning-middle-end structure of most texts.*

(Martin, 1985:24)

Gregory and Carroll (1978:53) distinguish between personal and functional tenor in their model of register. Functional tenor, for them, is "the category used to describe what language is being used for in the situation". Personal tenor "constitutes a single line ranging from highly informal to highly formal". They go on to say that "the generic structure of text is often defined in terms of functional tenor. The tenor can be considered as the microfunction; the immediate use of the text in situation".

Rothery (1993) traces the distinction between personal and functional tenor to Hasan's work 2 and argues that "if purpose was made a controlling register variable, this would access the overall function of text and coordinate the way in which field, mode and personal tenor choices combine".

Martin (1986) states that the main peculiarity of his model of genre is that:

*Unlike Halliday (1978) or Halliday and Hasan (1985), it includes a fourth variable beyond the more traditional field, mode and tenor; and that unlike Gregory and Carrol (1978) it makes this fourth variable, referred to as genre, dominate the other three. Field, mode and tenor are then referred to as register, which is treated as a semiotic system realized through language while genre in turn is treated as a semiotic system realized through register and language.*

(Martin, 1986:17)

Martin's notion of genre is based on the distinction made by Hjelmslev (1947) of **denotative** and **connotative** semiotic systems. A semiotic system is a system for making meaning. Denotative and Connotative semiotic systems are systems distinguished on the basis of whether or not they can realize their own meaning. For Hjelmslev, language, which has a phonology for making meaning, is denotative (realizes its own meaning). Genre and register, on the other hand, are connotative systems, i.e., rely on language to realize their meaning. In genre terms, these three semiotic systems, genre, register and language, are referred to as planes. Gee in [Fulcher (ed), 1997] explains this as follows:

*Genre is interpreted as a content plane of register and register represents an expression plane for genre and a content plane of language. Language is the expression plane for both: it is treated as the phonology of register and register as the phonology of genre.*

Hence there is constraint extended to all levels from genre to register and from register to language. **Genre**, according to Martin (1987:250) constrains "the possible combinations of field, mode and tenor variables used by a given culture", and represents "at an abstract level the verbal strategies used to accomplish social purposes of many kinds". Register, on the other hand, constrains the choices at the level of the lexico-grammar. The following diagram shows how Martin sees genre to fit into an overall systemic-functional framework:

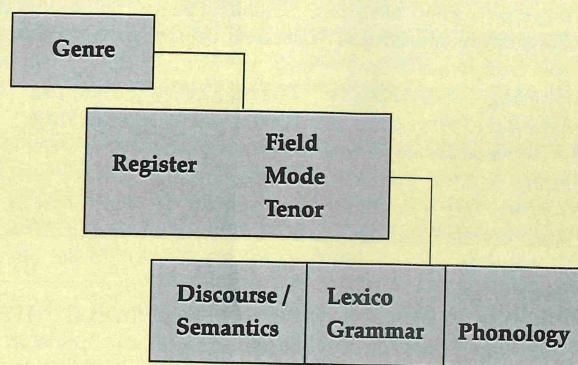


Figure 1: Semiotic planes representing Genre, Register and Language. [Adapted by Foley (1990) from Martin (1986:17)]

Martin here, and as indicated earlier, incorporates register in his model of genre as well as language, and in one of his much quoted definitions (1987) he based the model further on structure and goal as the defining features of genre. He defines genre as:

*A staged, goal-oriented social process. Most members of a given culture would participate in some dozen of these. Australian examples include jokes, letters to the editor, job applications, lab reports, sermons, medical examinations, appointment making, service encounters, weather reports, reviews and so on. Genres are referred to as social processes because members of a culture interact with each other to achieve them; as goal oriented because they have evolved to get things done; and as staged because it usually takes more than one step for participants to achieve their goals.*

(Martin et al., 1987:59).

Following this definition, genres are social processes, which entail language interactions that people engage in as part of their normal lives. Therefore, genres are purposeful in that they set out to achieve a particular goal, for example, trying to get a job when writing a job application. Further, each genre is staged in that in order to achieve the purpose, the speaker or writer goes through beginning, middle and end stages (generic structure) which are typical of a particular genre.

*Even genres such as buying a kilo of oranges have definite schematic structures which involve greetings, exchange of information and money, and exchange of farewells ... All genres are culturally determined activities in that the way of achieving the purpose of the genre is specific to the culture in which it occurs. For example, genres of buying and selling differ significantly in cultures where bargaining is normal practice and those where it is not.*

(Hammond, 1987:166)

Martin and others see texts as categorized according to the purpose or goals of the social activities they verbalize. "Purpose determines the type of discourse and hence is responsible for the schematic structure of the text" (Martin and Rothery, 1980:9).

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For Martin, genres, like all semiotic systems, have evolved in such a way that they introduce a kind of stability into a culture at the same time as being flexible enough to participate in social change. To exemplify the fact that genres are fixed, Martin compares the story and the essay. At the level of genre, Orientation/Complication/Resolution (story) is different from Introduction/Body/Conclusion (essay). The two structures are different because they do different jobs. At the same time, genres obviously change. For example, the evolution of "Nabati Poetry" in the Gulf culture today is perhaps a good example. "Nabati Poetry" is remarkably different from both the "Classical Poetry" of centuries ago and from what is now known as "Modern Poetry", in both language and structure. "Nabati Poetry", therefore, has evolved to serve a culture at a particular point in time.

*"Perhaps the single most important fact to keep in mind about genres as far as education is concerned is that genres are evolved systems. This is to say that no individual, let alone linguists, sat down and designed the genres we use. Rather, they arose as the members of our culture negotiated meaning to get on with the living of life."*

(Martin et al., 1987:60)

We turn now to consider the role grammar plays in the genre model in order to understand how the meanings appropriate to the context can be realized linguistically.

## 3.4 Genre and Functional Grammar

A genre approach to literacy teaching involves among other things "teaching grammar again". In fact grammar plays such an important role in the genre model to the extent that it is equated with grammar teaching. The grammar adopted by the genre model is not traditional grammar but functional grammar.

The systemic functional model is developed by Halliday and other systemicists to provide a framework for language as a social semiotic. It relates language to social structure and as it is used in social contexts. It follows that language is interpreted in functional terms, that is, language functions are taken to be as synonymous with language use. Hence a functional grammar is based on the correlation between the categories of the situation (field, tenor and mode) and those of the semantic system (the ideational meaning, the interpersonal meaning and the textual meaning). It is believed that by understanding the variables of the context of the situation, it is possible to predict how the meanings appropriate to the context can be realized linguistically. As such grammar is seen as a resource, modelled as a network of interdependent choices, where choices are interpreted as choices in meaning. As Halliday (1994:xix) puts it "... a functional grammar is one that is pushed in the direction of the semantics ... because of the way it is organised". This is so because of two related characteristics:

- It uses a sparse rather than a dense model of grammatical structure (ranks, not immediate constituents).
- It is a "choice" grammar not a "chain" grammar (paradigmatic not syntagmatic in its conceptual organisation).

These two put together means that there is a round of choices and operations at each rank and that the higher-rank choices in the grammar can be essentially choices in meaning. This last point (choices in meaning) necessitates that the grammar needs to be explicit, in that it must be possible to generate wordings from the most abstract grammatical categories. The relation between the semantics and the grammar, then, is one of realization where 'the

wording "realizes", or encodes the meaning. The wording, in turn, is "realized by" sound or writing' (op. cit:xx). So what the grammar does is to sort out all these possible variables and assign them to their specific semantic function.

Accordingly, Halliday (1994) organises the grammatical system on the basis of two organising principles:

- The first is by **rank**, with clause, group and word acting as the points of origin of a distinct network of choices. Rank then organises system network with respect to constituency. Clause-rank systems (and some group rank-systems) tend to fall into distinct groupings. At clause rank these groupings are referred to as transitivity, mood and theme.
- The second major organising principle is **metafunction**. To semantically interpret the rank patterning, the systemic functional framework proposes a grammar organised with respect to three types of meaning or metafunctions: ideational, interpersonal and textual. (see Foley, 1990:222) At the level of rank, the fundamental unit of organisation is the clause. Halliday does not use the term sentence. He uses the term clause complex instead. A clause complex is a set of clauses which are connected to each other by parataxis (coordination) or hypotaxis (subordination). The following explanation for the clause system is a summary based on Gee (1997:31) + a table of verb classes from Halliday (1994:143).

The clause is multifunctional, interpreted simultaneously in functional terms as a representation, an exchange and a message, which refer to three different kinds of meaning combined in the clause structure.

Clause as **representation** reflects the idea that language enables people to create a mental picture of reality and make sense of their experience. Hence its role in the ideational function is to represent patterns of experience. A clause also represents a process, in that reality consists of "goings-on", sorted out in the semantic system and expressed through the grammar of the clause.

(For this system of processes, including the semantic role of the other items in the Clause, see Halliday (1994 - P. 143)

Thus the description and the semantic interpretation of what is going on is in terms of:

- **the process itself (doing);**
- **the participants (doer) and**
- **the circumstantial element (location, where the doing takes place).**

To illustrate this Halliday quotes the experience of seeing something moving in the sky, which could be analysed in terms of a semantic configuration. One way of semanticising this fragment of experience could be: "*birds are flying in the sky*"

*"are flying"* represents a process (doing)

*"birds"* represents the participant (doer)

*"in the sky"* represents the circumstantial element (location)

These three components of processes are realised simultaneously in grammatical terms as a verbal group, nominal group and adverbial group or prepositional phrase. (Halliday, 1985:102).

Clause as **exchange** involves speaker or writer and audience. It is organised interactively. In the act of speaking the speaker's role assumes the listener's role to be complementary, for example, in response to a question the listener will be expected to supply information. The two fundamental types of speech are giving / demanding, which imply, simultaneously, receiving and giving in response. Halliday identifies four primary speech functions

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which relate to "the nature of the commodity being exchanged": offer, command, statement and question.<sup>3</sup>

Clause as **message** is analysed in terms of the **Theme-Rheme** structure. The Theme is "the element which serves as the point of departure of the message" and the remainder of the message is the Rheme. The Theme by being put first has a thematic status; it is the primary concern of the clause. So the most important part of the meaning of any clause lies in which element is chosen as its Theme. The structural configuration, then, is that a message consists of a Theme accompanied by a Rheme.

This could be illustrated as follows:

the duke	has given my aunt that teapot
my aunt	has been given that teapot by the duke
that teapot	the duke has given to my aunt

<b>Theme</b>	<b>Rheme</b>
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(Halliday 1994:38)

Functional components in the grammar, so expounded, reflect the more general metafunctions: ideational, interpersonal and textual. The following explanation of this grammar / semantics relationship is a summary based on Gee (1997) and Foley (1990).

The **ideational meaning** is present in all language uses. It is concerned with "making sense of the world" with "constructing reality as configurations of people, places and things" (Martin, 1993:144).

As such the ideational function reflects the field variables of the situation. In other words, it is the potential for expressing content in terms of the speaker's/ writer's experience and that of the speech community. Hence the interpretation and the expression in language of the different types of process of the external world (the transitivity system in language) is simply the grammar of the clause in its ideational aspect, e.g., "I like the dress that you bought for the wedding".

The **interpersonal meaning** embodies all use of language to express personal relations. That is, it is concerned with "enabling interaction, with constructing social reality as exchanges of goods and services and information and the ways people evaluate these negotiations" (Ibid). The interpersonal choices reflect the tenor of the discourse (the degree of formality), e.g., whether the relationship is one of equality or superior or inferior, etc. In the clause, the interpersonal element is represented by mood (the selection of the speaker/writer of a particular role in the speech situation and the determination of the choice of roles for the addressee), and modality (the expression of judgment and predictions).

The **textual meaning** is concerned with "organising communication with constructing symbolic reality as a wave of information" (Ibid). Textual meaning is essential, as language has to have a texture in real contexts of situation - a living message rather than a mere entry in a textbook or a dictionary. As mentioned earlier the message in English is expressed through the Theme-Rheme structure. In this respect, the textual reflects the medium or the mode, that is, how the interaction (spoken or written) becomes accessible, e.g., face-to-face, by letter, etc.

To summarize, the **functional grammar** which Halliday proposed is the linguistic device for combining the selections in meaning which are derived from the three functions that language serves: the **ideational, interpersonal and textual**. These functions are differentiated semantically as three different types of meaning. The **clause** as the fundamental organising unit of

grammar is the realization of these three meanings, interpreted simultaneously in functional terms as a **representation, exchange and message**. However, what is important is that *language has to be learnt in relation to the context of situation* where the ideational reflects the field of discourse, the interpersonal the tenor of discourse and the textual the mode of discourse.

## Conclusion

In this study I have introduced the notion of genre and genre-based approaches to writing development. I have argued that both the traditional approach and process writing have failed to bring about the hoped-for improvement and that the genre-based approach to literacy teaching represents a fundamental new paradigm, attempting to create a new pedagogical space. I have then moved on to explain the theoretical basis of the genre approach as an extension of earlier work on register by systemic linguists. The focus of the study has been on the Australian genre model because it is based on sound educational principles and a solid body of linguistics, being that of the systemic functional grammar as explained by Halliday (1994). What remains to be discussed is the ways in which insights gained in these perspectives might be taken up in the English learning classroom, i.e., genre theory application. Perhaps I should write this part for the second issue of "Newsletter".

## Notes:

### 1.Examples of differences among the genre group:

Kress has reservations about the pedagogical and theoretical directions the Martin/Rothery camp was taking. While this did not hinder co-operation within the genre school itself, it certainly led Kress's research into different directions.

Similarly, Cope and Kalantzis argued against using Martin/Rothery curriculum cycle as a model.

They think that such modelling can too easily be converted into prescription, with assessment rewarding work on terms of the ability to copy a fixed generic structure (see Cope and Kalantzis,

(1993). Callaghan, Knapp and Noble (1993) suggest an alternative approach (the New Model) which stresses social processes rather than textual products.

### 2.Hasan's use of the term genre

differs somewhat from that of Martin, Christie and Rothery.

Hasan (1985) does not give special attention to tenor; she includes the goal orientation of an activity within the contextual feature of the field of discourse. She sees that there is no need for Martin's addition of genre as a distinct stratum to better cope with the semantic aspect of Halliday's model. She uses instead what she calls generic structure potential, a configuration of semantic features with their realization in grammar associated with a particular situational configuration (see Foley,1990).

3. Halliday (1994: 69) illustrates 'the nature of the commodity being exchanged' as follows.

## Commodity Exchanged

	a) goods and services	b) information
<b>Role in Exchange</b>		
<i>i) giving</i>	'offer' would you like this teapot?	'statement' he's giving her the teapot
<i>ii) demanding</i>	'command' give me that teapot!	'question' what is he giving her?



# Introducing the Notion of Genre

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"Did you hear about the van loaded with copies of Roget's Thesaurus that collided with a taxi? Witnesses were astounded, shocked, taken aback, surprised, startled, dumbfounded, thunder-struck, caught unawares."

"What can you say about telephone bills?"  
"Never before have so many people paid an arm and a leg to use an ear and a mouth."

"Do you ever notice," asks comedian George Carlin, "that when you're driving, anyone going slower than you is an idiot and everyone driving faster than you is a maniac?"

When a father of five came home with a toy, he summoned his children and asked which one of them should be given the present. "Who is the most obedient, never talks back to Mother and does everything she or he is told?" he enquired. There was silence, and then a chorus of voices: "You play with it, Daddy!"

Do you realize that if Shakespeare had lived in our time he would never have written 'Hamlet'? He'd have been too busy making the rounds of the television and talk shows promoting 'Romeo and Juliet'.

One morning Gloria's neighbour noticed that she had made several trips out to her curbside mailbox, even though the mail usually comes in the late afternoon. When Gloria headed for her mailbox yet again, the neighbour asked, "Expecting a special delivery?" "No," Gloria replied. "My computer keeps telling me I've got mail."

Selected by **Abdul Moniem M Hussein** from different issues of *Reader's Digest*

## WOMEN EXCEL - NOBEL PRIZE

### Literature

#### Austrian Jelinek Wins Nobel

Austria's Elfriede Jelinek won the Nobel Prize for Literature this year for novels and plays that mainly depict violence against women. The 57-year-old writer is best-known for her autobiographical novel *The Piano Teacher* – made into a movie in 2001. She opened up to the media how she feels now. "Of course I am also happy, but I am feeling more desperation than happiness. I am not made to be pulled into the public as a person. I feel threatened there."



### Environment

#### Kenyan is first Female African to win the Award

Wangari Maathai, the Kenyan who created a women's movement that has planted more than 30m trees in 20 countries, has become the first African woman to win the Nobel Prize. Her first campaign began in 1977 when she walked into the ministry of forests and asked for 15m tree seedlings to stop soil erosion, provide fuel and improve the lot of the poor. Twenty-seven years ago Prof. Maathai was the Head of Veterinary Anatomy at Nairobi University. She is now an MP, Kenyan's Assistant Environment Minister and the recipient of international awards and honors. "It's important for people to see that they are part of the environment and that they take responsibility for it," she said. "I feel extremely elated. This is something I would never have dreamt of."



### UN Report on Drugs

#### 3% of world population taking drugs

According to the United Nations report on drugs and crime worldwide 2004:

- 13 million drug addicts are HIV positive, having used contaminated syringes
- 3% of the world's population (185 m people) are drug addicts, with 4.7% of them being 15 and 16 years old
- Drug trafficking produces \$600 billion annually, representing about 8% of the international trade volume- Drugs are smuggled throughout 170 countries and citizens of 134 countries are addicted to drugs

#### Of the world population:

- 2.3 % take hashish
- 0.5 % take amphetamines
- 0.1 % take e-0.2 % take cocaine
- 0.2 % take opium
- 0.15 take heroin

"The abuse of narcotics is a major problem worldwide and is creating a serious threat both for families and nations. This problem needs a strong and effective co-operation from governments and non-government organizations that work in the field of narcotics prevention." (Mohd A/Aziz, regional representative of the UN office for narcotics and crime).

### The Asian Tsunami

The English Language Teaching Department joins the global community in paying homage to all those who lost their lives in the natural calamity that ravaged South East Asia during the last week of December 2004.



The 2004 Indian Ocean earthquake was an undersea earthquake that occurred on December 26, 2004. The earthquake generated a tsunami that was among the deadliest disasters in modern history. At a magnitude of 9.0, it was the largest earthquake since the Earthquake of Alaska in 1964.

The earthquake originated in the Indian Ocean just north of Simeulue island, off the western coast of northern Sumatra, Indonesia. The resulting tsunami devastated the shores of Indonesia, Sri Lanka, South India, Thailand and other countries with waves up to 15 m (50 feet) high. It caused serious damage and deaths as far as the east coast of Africa, with the furthest recorded death due to the tsunami occurring at Port Elizabeth in South Africa, 8 000km (5 000 miles) away from the epicentre.

Adapted by, Bino Sarah Paul

## ENGLISH UNIT STUDENT HONOR ROLL ACADEMIC YEAR 2003/2004

TOP STUDENTS IN ENGLISH	COURSE	TOP STUDENTS IN ENGLISH	COURSE
Amal Adel Razaq Abo Bakar	210109	Marim Ali Ibrahim Kenawy	210120
Amna Ali Abdulla Al Mahmoud	210109	Mona Fahad Ali al.Qahtani	210120
Arowa Abdulrahman H Aldalis	210109	Noor Nabeel Fahd Rashed Farhan	210120
Ayan Hersi Ahmad Guled	210109	Wasim Ghassan Murad	210120
Aysha Shab Mohamad ALbarzane	210109	Yousef B Y SH ALKahlout	210120
Eman Ahmed Abd el-azim Saad Saleh	210109	Ahmad Mohammed Noor A A al-Musheri	210143
Eyman Khaleel Rashied ALKhatib	210109	Ali A O al-Wohibi	210143
Faleh Mohammed Faleh al-Tal	210109	Ali Saleh A.S al-SHarqi	210143
Fatiha Ben Sulman	210109	Areej Naser A Salah	210143
Fatima Yousef ALMaslamani	210109	Aysha Mohammed Y-A Jrsaiman	210143
Fatima Ghalab Mohammed Mahmoud	210109	Dana Marwan J M Qatami	210143
Hafsah Mohammed al Sheikh	210109	Elvis Aziz H Deuic	210143
Hana Ata Abdelhameed Abou Nada	210109	Gassim Mohammed A Y al-Malki	210143
Hebah Atif Mohammed ALKhatib	210109	Hafsat Mohamed Aljamiu	210143
Iman Kkalid Azzan ALAzwani	210109	Issam Mahmoud Ahmad Ali	210143
Khaoula Mohammed ALRafhi	210109	Jamsheed Mecheri	210143
Maha Mesbah Abdulla Abououkal	210109	Khalid Muhudin A Bahloul	210143
Mai Mohammed Ibrahim al_Ghanem	210109	Lulwah Mohammed al Muhannadi	210143
Manal Mazen Mohammed al-Ghoul	210109	Maitha Ahmed Almalki	210143
Marim Hamad Khalid ALThani	210109	Malek Salim Embadda Abdulla	210143
Maryam Abdulla Mohammed	210109	Mohammed Salem O Ould Sedigh	210143
Maryam Ali Nassir F al Thani	210109	Mohammed Nasser al Mannai	210143
Maryam Saleh M A al-Motawa	210109	Mohammed Saleh Abdul Qawi	210143
Mashal Rashid Saleh ALMansori	210109	Mujeed Rahman Panthalam Parambath	210143
Ndunia Manea Essa ALYaesi	210109	Noora Haddaf A ALQahtani	210143
Nessreen Shrif Ismail Ahmad	210109	Sara Ahmed al Boenain	210143
Noha Akram Thaha ALOmari	210109	Sara Rashid Muhsan Fetais	210143
Nora Hgazi	210109	Shaika Mohama al-Mutawa	210143
Nouralhoda Abbas Ali Khalafy	210109	Talal Saeed I S Sirriyah	210143
Reem Ayesh Mohammed Abou ElWafa	210109	Yaqoub Yousef A H al-Ansari	210143
Roba Yousef El Haj Omar	210109	Maryam abdulla M A Alhamadi	210197
Sara Nabil Abdul Ghader	210109	Maryam Fahad J H al-Thani	210197
Sereen Ibrahim Ali Abu AFfifeh	210109	Nada mohd k Abbas	210197
Suad Qasim A Abadi	210109	Ahmed Ali Mahmoud ALsmaak	210198
Wefa Kazi Tani	210109	Aldana Hussain M A al-Ajami	210198
Yasmin Mahmoud Ali Salamh	210109	Anwar Farhan A K al-Enazi	210198
Yousra Ridha Bejaoui	210109	Maha Ali A J al-Thani	210198
Hussam Aladdin Halwani	210115	Maha Shafer A. al-Saadi	210198
Abdul Aziz Yousef Ahmad	210116	Maryam Abdulrazzaq A Hussain	210198
Ahmad Hassan Y M Kafood	210116	Noof Abdulla Alansari	210198
Alanwad Saif Ali al-Hajri	210116	Noura Obeid al-Merri	210198
Issa Yousef al Muhannadi	210116	Omar Mohammed A Kafood	210198
Jaber Ibrahim al-Jaber	210116	Sara Hasan F Elostaz	210198
Moza Abdulla Mubarak Ali	210116	Fatima Mohamed A al-Rumaihi	210198
Osama Abdel Rahim ELObeid Ahmed	210116	Yousef Sultan Y S Laram	210243
Abdul Aziz Rajab Maashouh	210117	Abdulla Saleh al-Jahish	210243
Alyaa Ali Mohamad al Qhaithani	210117	Abir Hamed Alrasbi	210243
Basim Nazmi H M ELGamal	210117	Afraa Mohamed al-Noaimi	210243
Fatima Haji Ahmad ALQahtani	210117	Ahmad Abdulla B. H. al-Naemi	210243
Haitham Mohammed al Jabor	210117	Aisha J M Salem	210243
Sara Yaqoub Yousef al-Jefairi	210117	Aisha Mohamed A al-Hassan	210243
Somaya Hamad ALMarwani	210117	Aisha Yousef A ALnesf	210243
Tahani Hussain Salem	210117	Akram Soliman Y. K.	210243
Abdulla Mohammed al Imadi	210120	Ala Asad Mostafa	210243
Amira Rashid Humaid al-Alawi	210120	Alanoud Ali Rashid al-Dosari	210243
Aysha Ahmad al-Boinin	210120	Al Dana Hamad Saud al Thani	210243
Bilal Ahmed Abu Saleh	210120	Allidanh Fahad al-Khater	210243
Eman Taiseer Mahmud Dalol	210120	Alhan Naim Rahemi O	210243
Maria Meshael al Enezi	210120	Ali Hamad M.A al-Muhannadi	210243

## ENGLISH UNIT STUDENT HONOR ROLL ACADEMIC YEAR 2003/2004

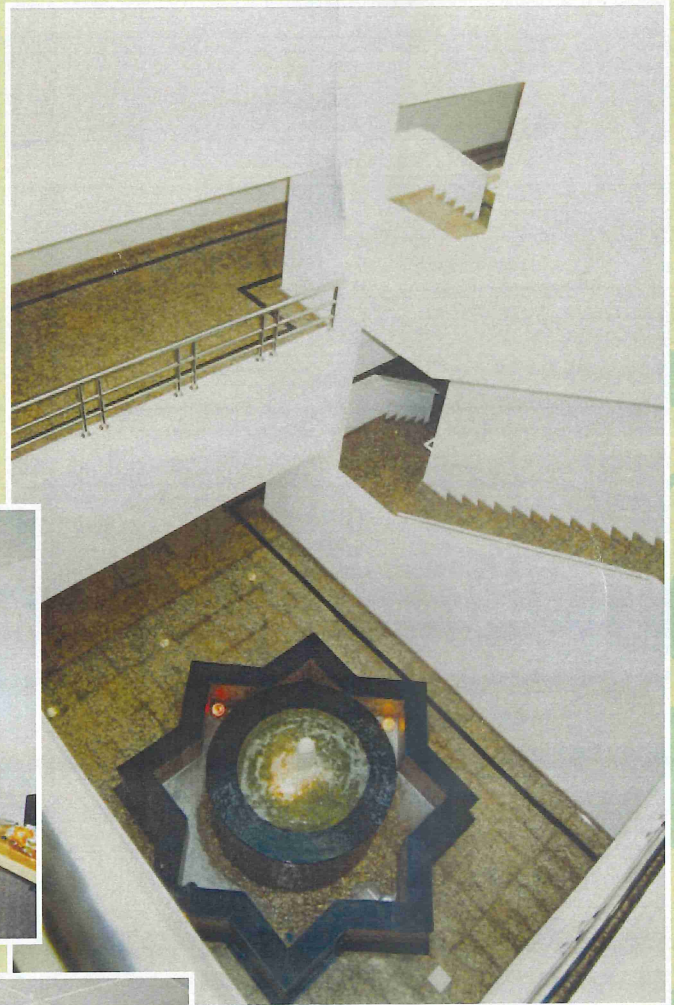
TOP STUDENTS IN ENGLISH	COURSE	TOP STUDENTS IN ENGLISH	COURSE
Alya Essa S al-Kuwari	210243	Nasser Saleh Mohammed Hamad	210243
Amal Atiq M ALMansoori	210243	Noor Ali Flamarzy	210243
Aseela Yousuf al Rumaihi	210243	Noor Ali Mohammed ALKhatar	210243
Asma Ali Hashim ALSada	210243	Noor Mohd al-Mannai	210243
Asma Amer Saeed	210243	Noor Nasser al-kuwari	210243
Fatima ali al-Mesned	210243	Noor Saleh al-Muhannadi	210243
Ayman Khalil Haji	210243	Noora Abdulla M al-Hassan	210243
Banh Abdulla al Kuwari	210243	Noora Ibrahim al Shaikh	210243
Dalia Ahmad M EL-Adaoui	210243	Noora Mohammed al Mohannadi	210243
Dlaa Ali Abdulla Hassan Amer	210243	Noora Naif Hmood ALHarbi	210243
Eiman Morshid Alenzi	210243	Mukhtar Ibrahim M Warsama	210243
Elghetrana Abdadaim a. Aboalmali	210243	Raghayyeh Azaddowlat	210243
Fatima Ali hosin alQahtani	210243	Rahma Hadi S ALYami	210243
Fatima Essa R al-Buainain	210243	Rahma Mesalam N al-Marri	210243
Fatima Ghareeb A al-Haidous	210243	Rouda Ali H al Meraki	210243
Fatima Ibrahim al Mannai	210243	Safeya Khamis Hasan	210243
Fatima Jaber M al Marri	210243	Salma Hamad al-Marri	210243
Fatima Saad al-Homidi	210243	Salma Muhamed al Mansuri	210243
Fatima Taher A ALSaffar	210243	Samah Ali N al-Ashwal	210243
Gamela Fahad al Hajri	210243	Sameh Mohd al Saddiqi	210243
Ghada Said Mohamad al-Abid	210243	Sara Abdelaziz Mohamed Sadig	210243
Halima Ismaeil H Samani	210243	Sarah Hamaid Alsarraf	210243
Heba Said Abou Nahia	210243	Sebina Reka Bula	210243
Hesa Khaled BuHusain	210243	Shaikha Khamis A al-Khulaifi	210243
Hessa Ali al-Kaabi	210243	Shaikha Rashid M ALkuwari	210243
Heyam Hamood al-Dhahri	210243	Shakha abdulla al Naimi	210243
Hind Ahmed al-Qahtani	210243	Shama Saad al-Kuwari	210243
Khlood Mohamed A. Mohd	210243	ShathaAbdel Muti ALAdhami	210243
Khola Mortda m Mortada	210243	Sheemaa Hassan Abel	210243
Lamia Kazem Mansour	210243	Souzan Ali Ammar Ammar	210243
Lobna Fawzi Aboazar	210243	Souzan Saeid Mubarak	210243
Lolwa Majid al Hamli	210243	Sundos Khalid H H	210243
Maha Fahad al Ajmi	210243	Zaineb Ibrahim Ashere	210243
Mariam Majid G al-Romaihi	210243	al Anoud Khamis Ali	210293
Mariam Yousef al Dosari	210243	Badrya Akbar Sdekai	210293
Maryam Abbas al-Ansari	210243	Mohammed Saleh A al Bahili	210293
Maryam Fahad al-Jaber	210243	Mohammed Ahmed al Humam	210293
Maryam Ibrahim A ALmalki	210243	Talal Hussein Shukri	210293
Maryam Othman Fakhroo	210243	Ali Hussain Jamshidi	210391
Maysa Ali A ALQubiasi	210243	Huda Mohd Alsadi	210391
Meead Baili al Shammiri	210243	Maryam Rashid al Medaihki	210391
Mezna Mahdi al Ahababi	210243	Moza Salem al Abdulrahman	210391
Muneera Saleh al Hemaidi	210243	Khakid Mubarak A al-thani	210392
Mohammed Ahmad al Jahni	210243	Maissa Mohammed al Shaibani	210392
Mohammed Awad AbdulSamad	210243	Najla Saqr al-Naemi	210392
Mona Abdulrahman al Naser	210243	Shaika Jassim Ahmed al-Thani	210392
Mona K M al Attar	210243	Yousef Abdulrahman Saadat	210392
Moza Khaled Jassim al Thani	210243	Zuhaia Abdul Karim al Balloushi	210392
Mubarka Saeed R Alasam	210243	Ahmed Mohammed Shehata	210393
Muneera Ali al Kubaisi	210243	Aisha Abdulhameed al Mudehki	210393
Muneera Mohd R. al-Kuwari	210243	Aisha Mohammed Shalh al Fadala	210393
Munera Mohammed S al Kuwari	210243	Hesham Ishaq Hashem	210393
Mousa Hamad al Hemadi	210243	Khalaf Jamaan al-Hafi	210393
Nada Abdulkader Abdullah	210243	Maha Ghani al-Sulaiti	210393
Nafja M R al-Mannai	210243	Nasser Ali al-Maslamani	210393
Nahil Ibrahim M Ekie	210243	Nahla Abdulla al-Mohannadi	210243
Najla Hamad R ALKaabi	210243	Najoud Kansoor al-Kaabi	210243



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### Through the LENS



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Front Office



The Cafeteria



University of Qatar  
Foundation Unit



The ELTD Staff Meeting

Foundation Unit  
ENGLISH DEPARTMENT

# Through the LENS



Dr. Khalid al Ali with the ELTD Staff



Dr. Muawia with the staff



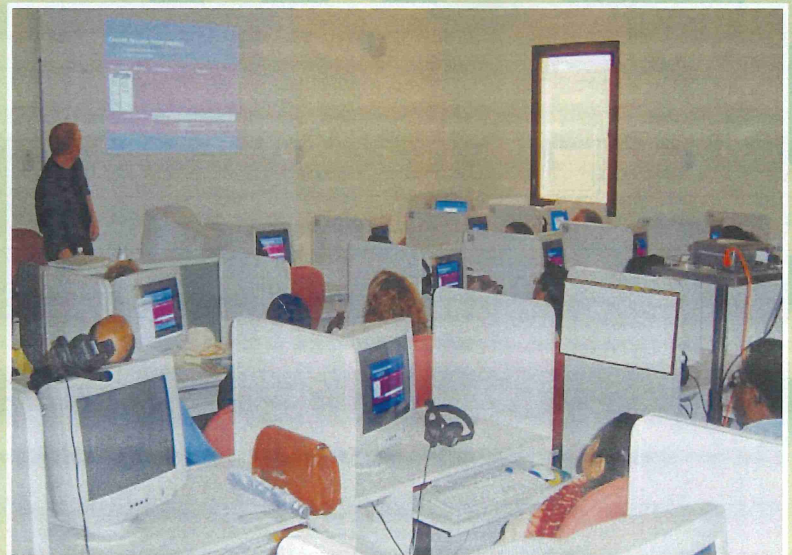
Dr. Madani with the staff



Planet English - Workshop

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# Through the LENS



Planet English - Presentaion



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