

**Issue No. 7 - Fall 2007-2008**

**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.**



**Qatar University Foundation English Program Students at The Doha Debates Special Event at Qatar Foundation**



**Japanese Film Animator & Director Presents and Demonstrates at Qatar University Foundation English Program**

# Foundation Program

## The English Department Newsletter

Issue No. 7 - Fall 2007 - 2008

{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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## Editor's Note

### Messages to the Editor in Appreciation of the Foundation English Department Newsletter

*(Messages received at different times, commenting on various issues of the NewsLetter.)*

#### Greetings from Leeds

I am delighted to hear from you and congratulations on an excellent production with some interesting news. The contributions from both Qatari and international speakers are indicative that the English Department is at the centre of the TEFL community. I was amused by the tongue-in-cheek advice on good writing on page 33, and wonder if any readers were taken by the satire.

I must apologise for the terrible delay in replying to you. I started the e-mail but put it on hold and work took over I'm afraid. I am using the last 2 days of this year to catch up on mail. I look forward to hearing about your life and what you are doing. We are always pleased when our former students write to us.

All the best wishes for a happy and healthy 2008.

Margaret Taylor

Programme Co-ordinator & Newsletter Editor

International School of Education

University of Leeds, UK.

#### Message from Qatar University Library

Dear Mr. Kennedy

Though it is off-point of the e-mail below, but I wish to send my salute to the Newsletter 5 Team; tried contacting them on the provided e-mail, but it seems that the e-mail is not activated yet.

I wonder if you could deliver them my message.

Please send my respect and appreciation to the whole team.

Dear Newsletter Team,

Just finished reading some of the articles on the issue for the second time, and wanted to drop you a note of "that is a good work put in the Newsletter". I did really enjoy reading and re-reading it.

Best regards

Injy Elnimr

Circulation & Reserves Units - Head

Qatar University Library

#### A Message from Mary Lanaghan

(Instructor, Foundation English Program)

Abdul Moniem

Congratulations!!!

Hats off to you for a great job. Your Editor's Note at the beginning was especially wonderful, as were many other elements. I am sure everyone will enjoy it and refer to it for a long time to come.

Again congratulations!!! It was truly a blessing and an honor working with you, though I think you gave me much too much credit for the help I offered.

#### A Message from Eileen Plumb

(Instructor, Foundation English Program)

Dear Abdul Moniem

Thanks very much for your effort in putting together this exemplary Foundation English Department Newsletter. I have come to anticipate its publication every semester with eagerness, and appreciate the opportunity to keep up-to-date with the goings-on of the Department and the thoughts and ideas of my colleagues here. Please continue your excellent work, giving students and faculty alike an opportunity to showcase their creative and diligent efforts.

Sincerely,

Eileen Plumb.

#### A Message from Allyson Young

(Foundation English Student Services Co-ordinator)

Dear Editor

I really look forward to each edition of the Foundation English Department Newsletter. It keeps us up-to-date, and it is very enjoyable to read.

Best Regards

Allyson

**Editor:** It is wonderful to know that people appreciate what you do. You couldn't wait for this chance. There is nothing like a good comment on your work to make you feel better. Thank you all, you have held us in high esteem, and we are very proud of the attention we have got.

#### Highlights of This Issue

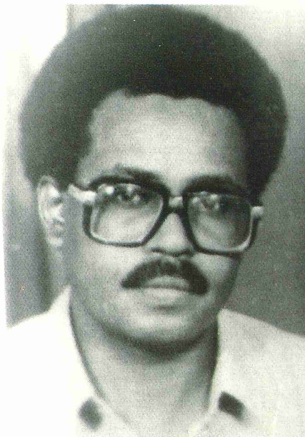
This issue promises plenty and I really hope you will find it a fulfilling read. As usual, our Newsletter features regular sections: News and Events in the Foundation English Department and the University at large, a student section, and articles written by fellow teachers. However, this time round, we have included a huge section depicting students' activities within the Foundation English Student Services co-ordinated by our colleague, Allyson Young. Allyson's contribution has been remarkable; both opportune and apt. After all, it is our policy that students' writing and activities should have a considerable space in the Newsletter. And we might as well express our appreciation of the invaluable and regular contributions we receive from some of our colleagues. Special thanks go to Leslie Butler, who has been writing a regular section for the Newsletter: 'Teachers' Tips & Experiences'.

My thanks are also due to my Assistant Editor, Eileen Plumb, for making it several times to the printing press and for doing the final proofreading and for preparing the Doha Debates section and the "New Arrivals Section".

Thanks also to our colleagues, Anthony Heron for proofreading some of the material, Ala Halwani and Anna Romano for compiling material for the "English Department News" section and the "Student Section", respectively. I would also be remiss in not thanking our colleagues who provided us with most of the photos and images we have used in this issue: Ahmed Hazratzad, Allyson Young, Eileen Plumb, Anita Ghajar Selim, Lawrence Metzger, Ridha bin Rejeb and Mustafa Omira, the University photographer. For Zahir Hussain, of Qatar National Printing Press, we say we cannot thank you more for your patience and for your artistic capabilities.

Thanks, and have a good time with our Newsletter.

*Abdul Moniem*



*(Image of the editor as a young man)*

## University News & Events

### Graduation of 30th Class of Students

(A summary based on *The Peninsula & Gulf Times*)

Qatar University celebrated the graduation of its 30th class of students for the Summer and Fall of 2006 and for the Spring of 2007. The official ceremonies were held at the Sheraton Doha Hotel on Wednesday 29 October 2007 for the male students, and on Thursday 30 October 2007 for the female students.

#### Statistics

Total number of students graduated: 1387

Qatari: 1063 (783 female students & 280 male students)

Non-Qatari: 324 (190 female students & 134 male students)

#### DEGREES

Bachelor's Degrees: 1320

Diplomas: 52

Master's Degrees : 15



*HE The President of the University handing a student his certificate*

### Excerpts from the Ceremonies Speeches

\* Her Excellency, the President of the University, Prof. Sheikha bint Abdulla Al-Misnad, handed the students their certificates. In her address to the graduation ceremony, Her Excellency said that QU takes pride in its well-qualified graduates, on whom the country will very much depend to boost its gigantic leap of scientific, economic, sociological and IT progress. "You are on the threshold of a new stage in life where others are going to depend on you," she said. "The university degree is not enough, you should be ready to face challenges." She also pointed out that women have great opportunities in Qatar.

### Guests of Honour

\* President of Qatar Museum Authority, and Reach Out to Asia Chairperson, HE Sheikha Mayassa bint Hamad Al-Thani, was the Guest of Honour at the female graduation ceremony. HE called on the newly graduated female students for a never-ending pursuit of self-improvement and sensible contribution to the country's development. The university degree, she said, is never in itself a reliable passport for excellence and



*HE Sheikha Mayassa bint Hamad Al-Thani*

distinction. Diligence, hard work and dedication are the three true keys to success, besides the never-ending pursuit of self-improvement. Sheikha Mayassa also pointed out that woman has dual roles in the society, in her capacity to raise a family and taking part in the development of the country.

\* The Guest of Honour and key speaker at the male students graduation function was the General Secretariat for Development Planning's Secretary General Dr. Ibrahim Al-Ibrahim.



*Dr. Ibrahim Al-Ibrahim.*

## Winning Research Proposals in the NPRP

[A broadcast e-mail from the President addressed to all faculty and staff]

Qatar University is pleased to announce that 12 of its research proposals have been awarded grants of the first cycle of the National Priorities Program of Qatar National Research Fund. In this regard I would like, on behalf of Qatar University and myself, to congratulate the heads and members of the winning research teams and wish them all the best luck with their future endeavours. The research team heads are:

- \* Dr. Atmane Ikhlef / Department of Psychological Sciences
- \* Dr. Saif Shaheen Almurikhi / Department of Humanities
- \* Dr. Hassan Essa Alfadala / College of Engineering
- \* Dr. Ahmed Senouci (Two proposals) / Civil & Architectural Engineering
- \* Dr. Hussein B. Jawad Rahmatalla / Material Technology
- \* Prof. Malcolm Potts / Department of Biological & Environmental Sciences
- \* Prof. Ali Mohammed Ali / Faculty and Instructional Development
- \* Dr. Mert Atilhan / Chemical Engineering
- \* Dr. Rana Sobh / Department of Management & Marketing
- \* Prof. Tamer Khattab / Electrical Engineering
- \* Dr. Rangaraja P Sundarraj / Department of Accounting & Information Systems

I do appreciate their perseverance and dedication and would like to encourage their fellow researchers to follow like suit so as to achieve the University's mission and fulfill its aspirations. Meanwhile, I would also like to assure the research teams whose proposals were not lucky in this first cycle that the University would support their endeavours to win in the coming cycles.

Prof. Sheikha Abdulla Al-Misnad  
President of Qatar University

### 'Congratulations!'

#### The University of Durham Grants the President of the University an Honorary PhD

(Translation from Haram Al-Jamie)

The University of Durham (UK) granted Qatar University President, Prof. Sheikha bint Abdulla Al-Misnad, an Honorary Doctorate of Civil Law in recognition of her distinguished achievements in the field of education. The ceremony of granting the PhD will be held at the University of Durham at the beginning of January 2008.

The University of Durham is one of the oldest three universities in Britain, founded in 1832, and merits an international status. It has been recently classified as one of the best ten universities in Britain by the London Times Supplement for University Accreditation.

Prof. Sheikha graduated from the College of



Education, QU, in 1977 and got a Post-Graduate Diploma in 1978. She did her Higher Studies at the University of Durham, where she got her PhD in 1985. Her Dissertation bore the title: "Development of Modern Education in the Gulf States" with special focus on Women's Education.

## THE "HIWAR" FORUM

[A New Program initiated by QU Student Affairs Sector]

The "HIWAR" Program is a student forum which focuses on a particular theme and the participants are QU female students who participate in each of the talk show format. The sessions are conducted in the presence of a specialist in the topic of the "Hiwar" theme. The discussion is led by a QU student moderator. The "Hiwar" program was launched in the Fall of 2007. The inaugural session was held at Ibn Khaldoun Hall on



Dr. Omar Al-Ansari, Vice-President for Student Affairs

Monday, October 29, 2007 at 7:00 pm. The main topic was: "Are We Changed?" Perspectives on Qatar University, followed by discussion and debating of the following sub-topics:

- Student life /
- Activities /
- Research /
- Faculty effectiveness /
- etc.

The special guest at the inaugural session was Dr. Sheikha bint Jabor Al-Thani, Vice-President and Chief Academic Officer.

The Newsletter team would like to express their appreciation of the Student Affairs Sector for initiating this much-needed and useful program.

However, we look forward to sessions conducted in English as well as in Arabic, and to male student forums in the near future.



## More News & Events

\* Qatar University and Georgetown University School of Foreign Service in Qatar have signed a Memorandum of Understanding (MoU) to broaden and enhance partnership between these two educational institutions. This MoU encourages an exchange of academic staff and professional staff through a professional development program.

\*The College of Education, in collaboration with the American University of Beirut, has launched a series of workshops for preparing school teachers aimed to upgrade their knowledge and skills in Mathematics, Science, English and Arabic teaching.

## Foundation Program

# News Brief from the Director's Office

### ***A Welcome Message to All Foundation Faculty from the Foundation Program Director, Dr. Khalid Al-Ali***

Academic Year 2007/2008

I would like to offer you a very warm welcome to Qatar University

Foundation Program, Academic Year 2007/2008. I look forward to your active participation and positive input in order to make the Foundation Program an even more dynamic, exciting, and satisfying place to work, at both the personal and the professional level.

You are part of a large and diverse academic program, comprising staff from more than 25 different nationalities, and serving a student population that exceeds 3000. Qatar University and the Foundation Program are in the midst of a challenging and fast-paced educational reform project, which covers the academic programs and services we provide along with the physical infrastructure that supports a program of this size. Although you may expect some difficulties along the way, I want to assure that all Foundation Program administrators and staff will do their best in order to make your work at Qatar University smooth and trouble-free.

Sincerely,  
Khalid Al-Ali, PhD

### ***Second Pan Arab Human Genetic Conference In Dubai***

Dr. Khalid Al-Ali, the Director of the Foundation Program, QU, attended the Second Pan Arab Human Genetic Conference in Dubai, UAE, held from November 20th to 22nd, 2007. Dr. Khalid was invited to chair a session on the inauguration day, titled "Ethical Implications of Human Genome".

The main objective of the conference was to provide a platform for dialogue and education on common genetic issues in the region, as well as the control and protection of genetic disorders.

Various eminent speakers representing International and Arab organizations also contributed to this scientific program.



### ***'Congratulations!'***

#### **TESOL, Inc. Board of Directors Election**

TESOL, Inc., which represents 13,877 members worldwide, held its annual election for the Board of Directors. Six candidates ran for four positions on the Board of Directors. Jane Hoelker was elected as one of the four to join the Board starting in March, 2008. She will serve the Board along with the other three new members for three years from 2008 through 2011. In March at the annual TESOL, Inc. Convention in New York City, the new Board members will receive their portfolio of goals and tasks for the year.



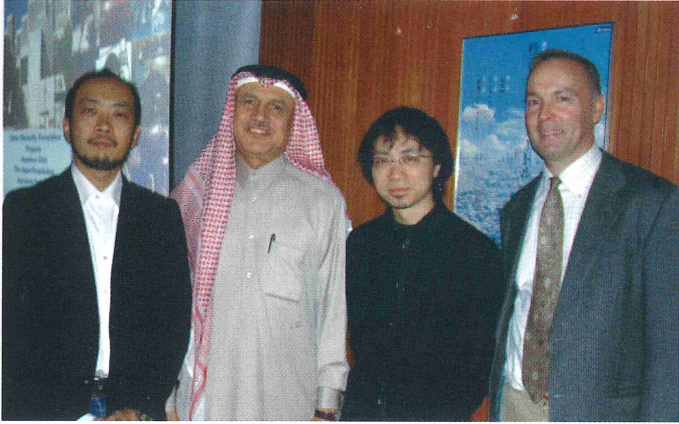
The Board of Directors comprises sixteen (16) elected members. Fifteen members have voting rights at the Executive Council meetings; the twelve (12) Directors, the President-Elect, the President, and the Past President. The current year Convention Program Chair is a non-voting member. What does the Board do? The TESOL, Inc. constitution states that the Board members shall advance TESOL's Mission, current operations, and long-range plans to the best of her/his abilities.

Who can run for a position on the Board? TESOL, Inc. looks for certain qualities in prospective candidates such as the capacity to function effectively within a governance structure, the capacity to think strategically, and a commitment to policy orientation and position statement development. The ability to creatively reflect on problems and solve them as well as a supportive attitude toward the development efforts of the organization are important considerations when the committee vets candidates for the ballot. Leadership ability and interpersonal effectiveness must be demonstrated as part of the candidate's extensive experience in the profession.

### ***Famous Japanese Film Animator & Director Visits Qatar University***

Mr. Makoto Shinkai, one of the most ingenious, famous and youngest Japanese film animators and directors, visited Qatar University for a film presentation and series of lectures organized by the Japan Foundation, Embassy of Japan, Qatar University, and Carnegie-Mellon University in Qatar.





The event at Qatar University occurred on Wednesday January 30th and Thursday, January 31st, from 10 am to 3 pm. During this presentation, Mr. Shinkai presented two of his most renowned films, "The Voices of a Distant Star" (2002) and "5 Centimeters Per Second", followed by a two-hour lecture demonstration of his techniques in using computer software to create digital animation. The aim of his film presentation and lecture demonstration was to provide young Qatari people with an opportunity to experience the richness of Japanese visual arts and cinema. Together with Mr. Shinkai was the prominent Japanese producer, Mr. Kazuki Sunami of "CoMix Wave Films", who lectured on the production process of the digital animation industry.



The Japanese Club, run by Lawrence Metzger, is one of the largest clubs within Foundation English Student Services. These clubs and other such activities are under the Co-ordination of Allyson Young. The new formation of the male students' section will begin this spring semester. Lawrence Metzger affirmed that the club's purpose is to stimulate interest in an exploration of many rich facets within Japanese culture through fun, participatory events that also educate the academic community. Digital animation, as one such facet, is perhaps the most popular and well-known among young people in Qatar. This event among many others has been organized by Mr. Masashi Kimura, Cultural Attache to the Japanese Embassy in conjunction with the Qatar University Foundation Program's Japanese Club.

For more information, contact Lawrence Metzger, the club's organizer:

Email: [Lawrence.Metzger@qu.edu.qa](mailto:Lawrence.Metzger@qu.edu.qa)

Fax: 485-6218



## English Department News & Events



(Material compiled by Aladdin Halwani)  
**The Professional Development Week**  
(September 2007)

The English Department organized a number of activities in the Fall Semester, of which the first was the Professional Development Week. It was entitled 'What Works in Foundation'.

### **Presentations/Workshops** (Abstracts)

Alicia Cundell, organizer of the Professional Development Week, within Faculty Support, co-ordinated by Ahmed Selim, is also supervisor of Level 2 in the Foundation Courses.



Cundell, Alicia

### **Taking the Stress Out of Classroom Management**



Crace, Benjamin

This workshop is based on the principles of the Love and Logic program for classroom management. Although there are no easy answers to this complex issue, there are alternative ways of approaching it that need to be considered before the teacher reaches high levels of frustration and/or despair. The objectives of this workshop are: 1) to present the principles of the Love and Logic classroom, 2) to present concrete examples of the principles from the Foundation classroom, 3) to discuss possible further implementation and practical solutions, and 4) to gauge interest level for training groups within the Foundation.

### **Zap the Tolerations!**

This workshop explores what tolerations are and how coaching helps educators eliminate tolerations so that they can reach their goals (personal and professional). Through activities the participants take the first step forward by zapping tolerations and become more productive, creative and innovative individuals as well as contributors to their community.



Hoelker, Jane

### **Using Macromedia Flash in CALL**



Demetriades, Dinos

Flash is mainly used for graphics and animations, but the application of Action-Script makes it a powerful tool in CALL. It gives the programmer a great deal of flexibility and control of the programs and allows for a combination of images, sound and video. This presentation is for those

who would like to know how Flash works and what they need to learn to create interactive CALL programs.

### **Classroom Mini – Speaking Tests**

The absence of a 'systematic' mechanism regarding the awarding of participation or classroom marks for the speaking skill was the impetus behind this case study. A one-to-one or a two-way discussion was employed on topics related to the units in North Star. A questionnaire was used to gather information among others. The result ranges from instruction related responses to practical applications.



Ingels, Lyrna R.

### **Critical Thinking**

Encourage your students to be more critical and analytical in their reading. The Questioning Game is a good start. These materials will later be available in the Student Learning Centre. Preview:



Heyne, Mark

<http://criticthink.blogspot.com>

Also, as part of my workshop on using technology outside the computer lab, I started a wiki for QU Foundation. A web site that is a collaborative work - anyone with the password can edit or add content. All QU foundation faculty are welcome to visit the site and add/update content throughout the semester. Contact Alicia at [acundell@qu.edu.qa](mailto:acundell@qu.edu.qa) if you have any questions.

Address: <http://qfoundation.pbwiki.com>

### **Increase the AMP**

Do you sense "low voltage" among your students in class? If so, we need to increase the amp. (ampere) {Awareness, Motivation and Performance} This presentation and discussion will address the facts that 1) Students continue to make the same mistakes over and over; 2) Students don't / can't recognize when they are making progress, and 3) Increased awareness (metacognition) will lead to improved performance. The discussion will suggest techniques to help students



Hassouna, Lynn

become more aware of their strengths and weaknesses, motivate them to put in more effort and demonstrate higher quality performance.

### **Error Tolerance & Intelligibility in Writing at the Sentence Level**

The primary objective of learning a second language is to be able to communicate in writing and speaking. Errors that happen in the process of learning are natural, necessary and valuable. Some types of errors can be tolerated while others cannot be due to the objective of language learning. There should be a certain criterion for error evaluation. The important ones are the intelligibility and comprehensibility of the message. Error types are multiple, lexical, spelling, syntactic, and morphological.



Ismail, Khalid M.



## Cutting Class for Fun and Profit: Field Trips for Doha

This brief presentation will provide teachers with information and suggestions for potential field trips that they can arrange for their classes. Topics to be covered will include: Learning objectives, potential sites and contacts, and logistical troubleshooting.



Lanaghan, Mary

## Adapting Materials for Classroom Projectors

As you have probably noticed, the Ed Tech staff has recently been making the rounds of our classrooms installing data show projectors in the ceilings. This presentation will demonstrate some of the ways I have found these projectors useful for day to day instruction. First I will demonstrate some of the instructional materials I have been producing for use with the new projectors; next I will go through the steps and procedures involved in making these kinds of materials; then I will conclude with a brief overview of a few other possible applications.



MacFarquhar,  
Peter

## Play Scrabble with Your Students

Many ESL teachers introduce Scrabble into the classroom as a time-filler or to wind down a busy week. Other teachers use it because it involves creating words. I have noticed students playing Scrabble learn vocabulary by questioning unfamiliar words and by creating words. They also learn from their opponents' words and from discussing strategies or the meanings of words with their fellow players. Scrabble may not be as direct a learning tool as studying dialogues or learning words on a particular topic, but because new words are more likely to "stick" because they enjoy playing. In this session I will include a short power point presentation on Scrabble rules and how the game is played. Then all the participants will be divided into pairs; each 3 or 4 pairs will have a game board and tiles to play the game.



Majud, Shehab

## Teachers' Use of Students' Native Language and its Effect on Students' Comprehension in EFL/ESL Classes

"English bas fi el Classroom!" I once heard a teacher saying this sentence to her students. The translation: "Only English in the classroom"!! As much it is ironical, it made me wonder why many teachers believe in this without reflecting on it. This study aimed to investigate the effect of EFL/ESL teachers' use of L1 (Not English) in class on learners' listening comprehension. The main concern of the study was teachers' use of Arabic for the explanation of the lesson content.



Hammam, Amr Salah

The study also attempted to interpret why the use of the native language had shown effects on students' listening comprehension. Which effects? Positive or Negative? This is what the study attempted to answer.

## Feedback in the Listening Class

Through feedback from both the teacher and the students in the Listening class, motivation and performance can be improved. The

presenter will explain methods of feedback and demonstrate how they can improve motivation and performance in the listening classroom.



Fatima Zumrawi

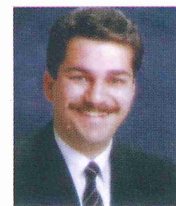
## Multimedia News

\* There have been several developments related to Multimedia at QU. As well as the installation of FOG Interactive, the Fall 2007 term saw the formal integration of Dinos Demetriades' innovative interactive website at [www.englishw.com](http://www.englishw.com) into the English Foundation Program's curriculum. QU students can now access instructional units, complete activities, and respond to the Opinion Poll whenever it is convenient for them. The Fall term also saw the introduction of QU-Tube and the English Writing Online newsletter with updates on new programs, word puzzles and idioms. In addition, the Multimedia Committee produced a number of worksheets based on videos from the internet to supplement the listening materials from NorthStar. These are also available on Dinos' website. Future developments for the website include practice listening tests and teacher videos.

\* At the beginning of the Academic year September, 2007, Aladdin Halwani and Dinos Demetriades gave two simultaneous orientation sessions to the new staff in the English Department. The aim of the orientations was to provide an overview of the programs and range of multimedia available at Qatar University. The Multimedia Syllabus itself is undergoing a rapid change and development. While the fundamental objective of promoting independent e-learning remains, we hope to integrate the syllabus more closely with the current curriculum to foster the development of students' language skills.

## Continuing Education

In its effort to offer quality community service and to give a lift to English in Qatar, the Continuing Education has given top-notch TOEFL Courses, enhanced with cutting-edge technology. Ra'ed Al Jaber, coordinator of the Continuing Education and instructor, has designed for Fall 2007: iBT TOEFL, CBT TOEFL and Paper-Based TOEFL.



Ra'ed Ghaleb

## More News

### Foundation Program IT Committee

New Departmental Representatives (English, Math, and Computer) for the Foundation Program IT Committee have been appointed. The new English Department representative is Mr. Aladdin Halwani.

### **Doha Debates presentation**

More than 300 female and male Foundation English students at Qatar University (QU) attended a presentation given by the Doha Debates. Over two days the Debates team of Ali Willis, Sheelagh Windrum, Tanya Sakzewski, and Rachel Quillen visited both men's and women's campuses to explain the concept behind this programme. They talked about the Doha Debates' role within the Qatar Foundation as a vehicle for challenging accepted norms and a forum for free speech. The Doha Debates also held debating workshops for students in November and December, with internationally renowned debate trainers flying in from Oxford University. Nawar is the chair of the Foundation English Debating Club for female students.

### **DEBATING**

Nawar is liaising with the Academic Bridge Program (Qatar Foundation), CHN, and other local institutions to make our university part of the new inter-college debates. Nawar Supervises a weekly debating club in the female SLC.



*Nawar Hago*

### **Blackboard Training Sessions**

Aladdin Halwani has given a series of Blackboard Training sessions throughout the semester at intermediate and beginner levels. Two sessions were organized every Tuesday. These blackboard training sessions were made available for those teachers who wanted to take advantage of e-learning to implement their courses but needed more hands-on training.



### **QU Library**

QU Library is pleased to announce that e-brary has recently added more than 2,700 eBooks to its growing selection of titles that are only available for purchase and are not available in any ebrary subscription database. These current and high-value titles can be seamlessly integrated with your existing e-brary databases. With approximately 800 titles from Elsevier, the new selection is especially strong in medicine, science, business, technology, and computers. It also features many eBooks published in 2006 and 2007 from a variety of leading publishers.



You can visit the e-brary website by clicking the following link:

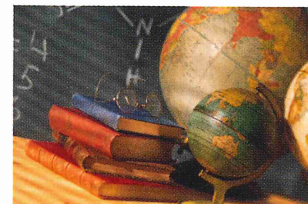
<http://site.ebrary.com/lib/qataru/Top?layout=document>

### **QU Foundation English Mini-Conference: Learning from Learners**



*Ahmed Selim  
Faculty Support Coordinator*

The Faculty Support Committee organised an in-house mini-conference: "Learning from Learners", in January, 2008



### **Workshops and Presentations**

(Material compiled by Ridha bin Rejeb)  
(See FP e-Newsletter for more information)



*Alicia Cundell*

**Using  
Technology in  
Language  
Learning  
Outside the  
Lab**



*Ridha bin Rejeb*

### **Creating and Publishing WebQuest**



*Amer Yacoub*

### **Voice Development through Video Production and Instruction**



*Anita Ghajar-Selim & Ahmed Selim*



*Azlifa Ahmed*

**Vocabulary Rummy  
& ESL Snakes and Ladders**

**Taking the Stress Out of Classroom Management**



Benjamin Crace

**Choosing and Using Feature Films**



Mary Lanaghan



Dinos Demetriades

**Who Needs a Textbook? Using Multimedia to Teach Writing**



Mira Baz

**Challenges Faced and Lessons Learned This Semester**

**Grammar and Context: Towards a Communicative Approach to Grammar Teaching**



Mohamed Bakri

**Group Motivation and Individual Awareness in the EFL Classroom**



Hardie Cooper Jr.



Muawia Mohamed Abdelmajeed

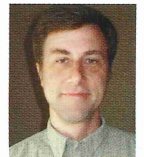
**Corpus-Based Learning**



Kira Litvin

**Using Surveys and Learning Lessons**

**"Writing across Borders" Responding to Second Language Writers**



Patrick Murphy

**(1) Learning and Teaching Style Diversity in the ESL Classroom**



Lawrence Metzger

**(2) Museum Exhibitionism and the Classification Essay**

**Teaching or Coaching: Working With Student Writers**



Patrick Murphy and David Coupland



Lyrma R. Ingels

**Reading Academic Topics – A Student – Centred Pedagogy**

**Class Attendance: Challenges and Remedies**



Ridha Ben Rejeb,



Shehab Majud

**Using Yahoo Groups in Language Teaching**

**Managing Student unpredictable Behavior**



Maha Ellili Cherif

**Towards a Useable Model and Process for Writing Essays**

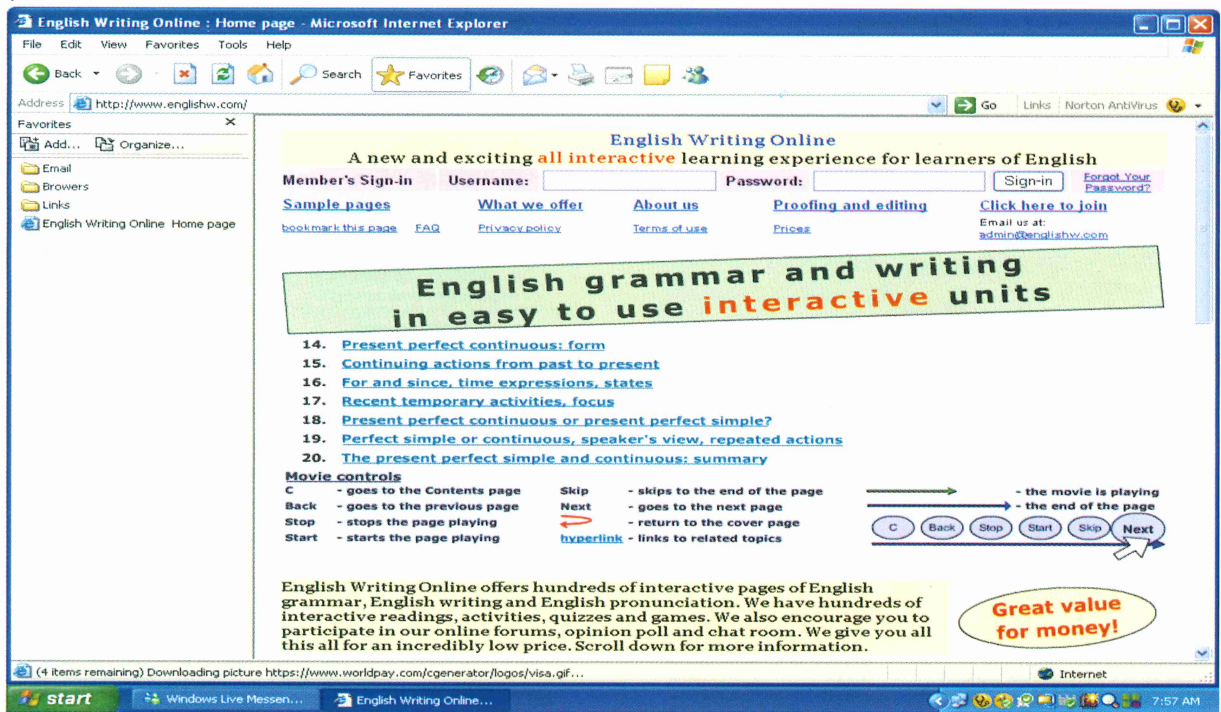


Simone Evans

## A New English Website for the Department

English Writing Online  
is a FREE website.

Join us.  
It's free!



English Writing Online  
A new and exciting all interactive learning experience for learners of English

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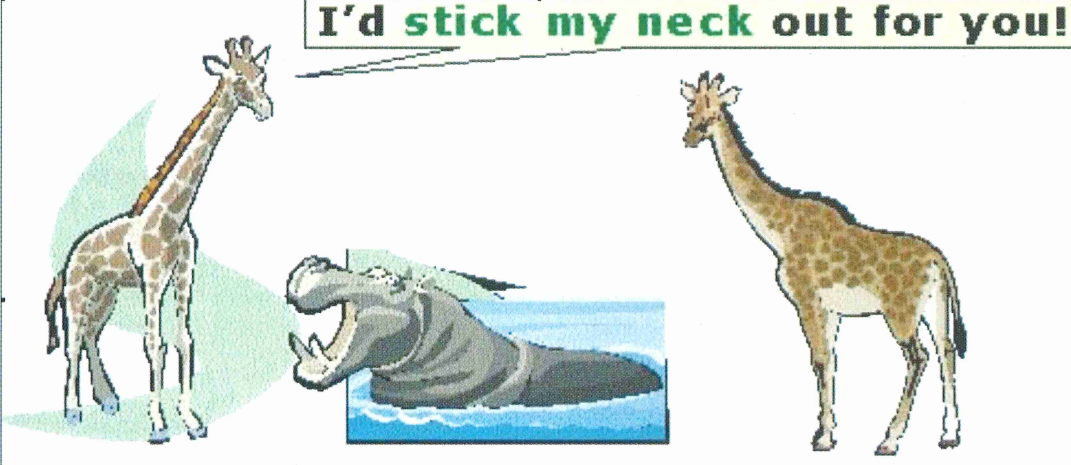
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Have a look at our Idiom of the Day.



**I'd stick my neck out for you!**

To **stick out your neck** means to take a risk.  
Would you **stick your neck out** for someone?

## Word Puzzle

Can you work out the meaning of the text in the box below?

ter / very / esting

Answer: very interesting

Because 'very' is in 'ter' and 'esting'. Get it?

Try this one!

b / sick / ed

Hint: it's a common student excuse for missing class!

You'll find the answer in the next newsletter!

Now try our Word Puzzle!



# Student Section

(material compiled by Anna Romano)

## Students' Poems

### My Name

Bashair Al-Chehab, Level 3  
Teacher: Elizabeth Szewczyk

My name is Bashair Shaman Al Chehab. I am a twenty year old student studying at Qatar University. Let me tell you about my name. My first name is Bashair. "Bashair" means "good news". My mother chose this name because her mother, my grandmother, is called Bashair. My middle name is Shaman which is my father's first name. This is because in Arab culture, it is a tradition to carry on the father's name. My grandfather's name, Hassan, means "white horse". My last name is Al Chehab. This name is derived from one of my great grandfather's names. I feel very proud of my name, I like it very much because it is so unusual.

### NAME POEM

Beautiful	Sympathetic	Accepting
Attractive	Hard-working	Lovely
Secretive	Active	Careful
Helpful	Modest	Honest
Affectionate	Anxious	Elegant
Imaginative	Noisy	Healthy
Reliable		Bright

## Cinquain Poems

Level 3, Class 33

### Pollution

Awful                      Bad  
Damaging      Killing      Hurting  
It is really a big problem in our life.  
Stop!!

By Afnan

### Nature

Amazing      Beautiful  
Helping      Playing      Sharing  
Nature is the wonderful thing in the world.  
Life

By Aisha

### Our Nature

Beneficial      Amazing  
Healing      Protecting      Serving  
Our nature must be served.  
Greatness

By Ahlam

### Mountain

Huge                      Big  
Climbing      Camping      Hiking  
The mountain is interesting when we climb it.  
Inspiration

By Sara

### Humans

Kind      Clever  
Talking      Playing      Studying  
Humans have a mind to think and to do something good for life  
and for themselves.  
Hardwork

By Safa

### Pollution

Harmful      Bad  
Hurting      Changing      Damaging  
We should save the world from pollution.  
Habitat

By Noof

### Nature

Freehanded      Crystal  
Protecting      Giving      Taking  
We can't stand without helping our nature.  
Green

By Nussyba

### Environment

Natural      Electric  
Eating      Sleeping      Cooking  
We should not cut the trees.  
Environment

By Maryam

### Flowers

Beautiful      Wonderful  
Relaxing      Seeing      Smiling  
The flowers give us perfume.  
Inspiration

By Hissa

### Nature

Beautiful      Amazing  
Walking      Camping      Healing  
I should have to protect the nature.  
Nature

By Shaikha

### Nature

Wonderful      Inspirational  
Interesting      Greeting      Giving  
The nature is the main home.  
Heart

By Lamya

### Pollution

Harmful      Pollutive  
Effecting      Causing      Changing  
We have to prevent pollution.  
Harm

By Maha

### Pollution

Fast      Bad  
Hurting      Killing      Damaging  
The government must stop it.  
Change

By Marwa

### Water

Healthy      Precious  
Refreshing      Tingling      Feeling  
Bring us back to life after death.  
Life

By Mariam

# Students' Essays

## Co-education at Qatar University

Afrah Hassan Nooh - Level 3

Teacher: Elizabeth Szewczyk

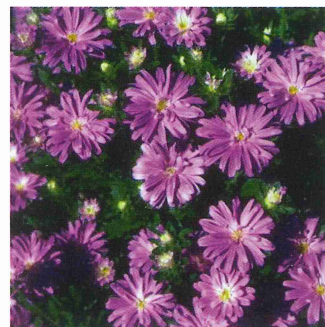
Qatar University is the most popular university in Qatar; unlike the other universities, it has a segregated education system. Qatar University opened in 1973 in Medina Khalifa North. Qatar is a Muslim society; therefore Qataris are rather conservative regarding activities that involve men and women mixing together. There is talking of introducing co-education at Qatar University. Some people support coeducation, but others are against it; both sides have strong views about the issue. This essay will discuss some reasons for and against introducing coeducation at Qatar University.

There are many arguments in favour of coeducation. One argument for coeducation is that a mixed system provides greater opportunities for building self-confidence for both sexes for example; many young girls who recently graduated from high school usually don't have much or have had little experience dealing with men. However, if classes are co-ed, they will soon become accustomed to mixing. The second argument is that mixed classes are more cost-effective, for instance coeducation saves rooms and space; rather than having separate buildings for classes, fewer buildings thus less equipment would be needed. In addition, less teaching staff are needed, this could lead to increased savings the university budget. Another argument in favour of coeducation is that mixed classes provide motivation and competition, for example, men usually like to have a good image in front of girls so they may try to impress them in their classes and studies. As a result, the girls will pay attention to them and not make fun of them. Yet another argument is that coeducation could help curtail arranged marriages. I think coeducation could decrease the number of arranged marriage situations because of students may meet a future marriage partner in class or on campus. The final argument is there are already many coeducational universities here in Qatar, so why should we be behind the others? We should take the lead because Qatar University represents the face of Qatar education.

On the other hand, there are several strong arguments against coeducation. One argument is that coeducation is against our religious beliefs. Islam discourages men and women mixing together unless circumstances necessitate it, for example if there are only male doctors in the hospital and a woman needs medical treatment, she is then allowed to mix with men. Another argument is that coeducation may cause social conflicts between families, for example some families may have some issues with certain families, therefore they wouldn't want their children to get involved and they don't want their daughters mixing with them. Still another argument is coeducation provides ground for bullying and sexual harassment, for example, coeducational universities need policemen to monitor the campus of because men sometimes harass female students. Yet another argument is that are many conservative parents might refuse to allow their daughters to join coeducational universities, they support the local custom that men and women should have separate schools. The final argument is that there are many coeducational universities here

already; therefore Qatar University should be unique and not compete with other universities.

In conclusion, I think Qatar University should be coeducational. Based on my wonderful experience at North Atlantic College which is a coeducational college, I found that coeducation is a beneficial for both sexes. I learned how to deal with men and now I have more self-confidence. Now when I deal with men, I am myself, I feel more comfortable and sociable. When I was a student there, two of my friends found their perfect match and got married which shows that coeducation is a great opportunity for marriage and helps to reduce the number of spinsters in Qatar. So I fully support coeducation at Qatar University.



## My First Day at the University

Yasmine Salem Al-Mejwer - Level 3

Teacher: Elisabeth Szewczyk

As a new high school graduate, I am now on one of the rungs of the ladder to achieving my dream which was to study at Qatar University. Throughout high school, I did my best in all my subjects hoping to one day be accepted at the university and thankfully, I made it. That was one hurdle over. Then the next hurdle was actually starting my studies at Qatar University. The most difficult day I've ever had was my very first day at the university.

September 23, 2007 is a day recorded permanently in my memory. That day was my first day as a student at the university. Eager and worried at the same time, on that particular day the day started out as the worst day in my life. The day began badly. First of all, I woke up late and didn't have anyone to drive me to the university. I knew I had to get there somehow. After agonising and waiting for more than half an hour for a taxi under the blazing hot sun, I eventually found one to drive me to the university. By the time I arrived, I was a nervous wreck.

From the moment I first stepped onto the university grounds, I had a feeling it was going to be a bad day. I had to go to the bookstore to buy my course books. Finding it took time. Then when I got to the bookstore I was told I couldn't buy the books because I had a problem with my registration and had to go the registration building to get it solved. I discovered that the registration building was on the other side of the university campus and really far from the bookstore. So I had to walk out again in the hot sun. When I eventually got there, the place was so crowded that I had to queue for ages. When it was finally my turn, I told the desk clerk my problem. Suddenly she started yelling at me angrily. She told me the registration problem was my fault. Seeing my shocked face, she quickly apologised and then guiltily told me that she would try to solve

my problem. Even so she warned me to be careful next time. I was really upset with her behaviour but I excused her because I knew that she was under a lot of pressure; she had to solve all the students' registration problems and that probably made her short-tempered. Luck then smiled briefly on me so I was able to buy my books.

There was still a long time to wait before my first lecture so I decided to go to the cafeteria. I was shy and sat at a table on my own. Sitting there, I realised how awful it was to be all alone. Luckily, some girls joined me and we started chatting. They were older than me and knew the university well. Each girl talked about her experience at Qatar University. Not one of those girls said a single good thing about the place. It seemed like they hated Qatar University a lot. They told me that whatever you did, you would never pass. I was surprised and shocked. I hoped it wasn't true. Then I asked them why they were studying at the university if they hated it so much. They quickly replied that it was the only choice they had. These whingey girls gave me a bad first impression about the place. I felt like crying and even shouting in frustration. All that negative stuff discouraged me. Inside me, something started nagging at me. I began to wonder whether my dreams and ambitions of student life and university studies were going to be blown away. All of a sudden, I realised I was going to be late for my first class. Another piece of bad luck! I rushed off in confusion.

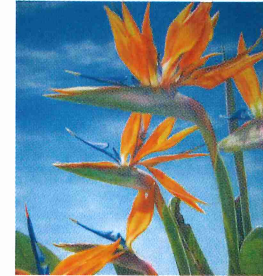
Since I was a new student, my biggest problem was not knowing where my classroom was. I went to the main building to look for my classroom. The place was so crowded with girls, girls and more girls, as if everyone there was waiting for a show. I thought about what the girls in the cafeteria had told me. I believed them and seriously thought about giving up and dropping my courses. I told myself not to be so silly. Eventually I found someone to ask about the room. Bad news! She told me my classroom wasn't in that building and that I had to go to another one. I left in a hurry, hoping the information about my building was right. I was so cross. After so many frustrations all day long, I swore to myself that if I didn't find the classroom, I would just go home. Luckily I found the building.

By this time I was really late. My class had already started. I stood outside for a moment. I had butterflies in my stomach. That's how I always feel when I am about to do something for the first time. Just before going into the room I asked myself whether I would adjust quickly to this new student life and new teacher. Would I find good friends? Would my classmates accept me? Who would be my teacher? Would she be friendly or not? These questions never left my mind. Then I reassured myself, gathered my courage and walked into the classroom.

As I entered the room, one girl and the teacher smiled at me. That made me feel a bit better. My classmates and the teacher looked friendly but I was still anxious about being at the university. During the break, a girl called Ahood came over to me. She asked me if I minded talking with her. I quickly told her I'd be happy to chat to her. So we talked for a bit. I told her about my fears and worries about the university. She was really different from those cafeteria girls. She told me to take it easy and advised me to ignore their comments. Then she told me something that has stayed in my mind. She said that if I didn't try, I would never find out things for myself. Ahood's words really encouraged me; they made me feel much better about being there. After the class another girl called Afrah, a kind and very funny girl, asked me to go to the cafeteria with her. I happily agreed. I thought that since Afrah was older than me, she would be more experienced about student life so I discussed my fears with her. Afrah just smiled at me and told me about herself. She said she too had been afraid but as she said it she laughed. Then she told me these special words "Don't let anything prevent you from enjoying life." That made

me feel so much better.

Now, three months later and at the end of the term, I feel really good about attending Qatar University. I've forgotten all my fears and worries. The first day was really the worst day but things have got better. I have learnt a lot: I learnt not to listen to just anyone, like the silly cafeteria girls, and not to believe everything I hear. I also learnt to believe more in myself. I appreciate all my wonderful classmates who stood with me and encouraged me to overcome my fears. I have really great teachers and now I have really great friends. I feel really GOOD about studying at Qatar University.



### Perseverance

Nour Mohammed Ibrahim, Level 3

Teacher: Abdul Moniem Hussein

"Nothing is impossible if the person has the determination and perseverance to do it." That was what my uncle said while he was talking about his previous obstacles, and how he worked hard to overcome them, by studying and traveling to many countries.

My uncle was only 35 years old when the Gulf war happened in Kuwait in 1991. At that time he had two kids and he was shocked at this bad news. He felt disappointed and upset. He also felt that he was losing everything, his job, his house, his money, and almost his private life. He couldn't think of anything except his kids and what could happen to them. After that, his heart was beating hard and he couldn't sleep for three days. Eventually, he took a decision. He decided to go back to his country, which is Egypt and there he realized that his situation was getting worse and worse. He stayed for four months without a job and he decided to sell his own house and his car to get money. And he stayed in his mother's house, with his wife and two kids. Unfortunately, the whole situation was getting more and more difficult in Egypt, he couldn't find any job, so he decided to leave. He travelled to Libya and there he lived a miserable life with his family. The people in Libya were very bad, they treated him and his family in a bad way because they were Egyptian. He worked there as a teacher and he studied for his doctorate. After six years he obtained a doctorate, and he worked at a university there.

Then, he decided to go back to his home town to find a job there, instead of working in a country like Libya. He worked as a doctor at Cairo University and he was a very hard-working man. Five years later, his friend called him from Qatar, telling him that they needed his experience to work in Qatar with a huge salary each month. He couldn't believe it, he thought that his friend was playing a joke on him or something, but he realized that it was true. He screamed and shouted, "Thank goodness, thank goodness!"

My uncle's story affected me a lot. Every time I think of it I feel like it is true, that nothing is impossible, and we never should be upset or disappointed. We should work hard to get what we want. Finally, I think we should stop saying, "Oh, my God, I've lost everything and I can't live now," but we should look at the future and try to guess what will happen. The most important thing to do is to be faithful and work hard as much as we can.



## Sea Pollution

Reem Rashid, Level 3

Teacher: Abdul Moniem Hussein

It's admirable when the sun rises on the seashore, you see the clear water breathe the sea breeze and hear songs of birds. But that is what I did not see when I and my family went to enjoy it. The surprise was when we saw a very unsightly view. Some of the seagulls tried to disengage themselves from the mud mixed with oil infiltrations, which contaminated the shore. They flounced desperately, but could not liberate themselves so that they were unable to fly. And some of them had died. That was an example of polluted water victims who need water which is the mainstay of life.

One of the primary causes of sea pollution is oil spills, caused by oil tankers. This oil consists of very dangerous toxic chemicals that contaminate fish in the sea. Consequently, before these fish die, humans, who depend on fish as their main source of nutrition, catch them and eat the contaminated fish and become poisoned. In addition, after the fish die from contamination, they perish on the shore. As a result sea birds eat them and die in their turn, too.

Another significant source of sea pollution is the fertilizer and litter from agriculture in raw sewage. This sewage causes moss to grow and this in turn disturbs life in the sea because it veils the sunlight and oxygen from accessing it. For this reason, insects and bacteria, such as snails, increase because they live on the dead fish and they cause dangerous diseases such as bilharzia.

The third cause of sea pollution is trash which people leave on beaches. This gives bacteria a chance to grow and as a result people avoid the sea because they cannot stand the terrible smell. Since the beach is dirty and the view becomes not clear, people cannot pursue their favourite sports such as swimming, surfing or scuba diving.

Therefore, the tourist attractions begin to decrease.

International efforts to solve the crisis have begun and are continuing and increasing. Because water forms 70 percent of the Earth's surface, governments must put severe and strict regulations to save human life, and also animal and vegetal life.

For this reason, I suggest, in addition to governmental rules, we should build general sewage plants in every inhabited area, clear the sea from oil spills by burning or sucking methods. And governments should impose and reinforce monetary penalties on oil tankers which produce the oil spills. The real serious step is diffusing the consciousness of preserving the water from pollution and also putting cautionary signboards on the shore.



## Traffic in Doha

Shaikhah Abdul Rahman Saleh Al-Hoori, Level 3

Teacher: Lyrma Ingels

Traffic is a sign of a developing and modern life. This essay is about the causes and effects of traffic in Doha.

The first reason is that traffic causes many accidents. As a result, many people die every day, so their families lose them. Likewise, accidents cost a lot of money. For example, when accidents happen, a car needs a lot of money to fix it. Like my mother, she had an accident last year. She needed five thousand riyals to repair her car!

The second reason of traffic is the number of people in Doha has increased. For example, there are lot of people who come to work. As a consequence, the number of cars has increased too. For instance, in one house there are more than two or three cars. In addition, there is no public transportation in Doha except the bus; everyone must have his or her own car.

The third reason is that roads are not good. For example, there are a lot of road works and diggings. All the time the government makes changes, so these make inconvenience for people who drive and make other people very upset.

In conclusion, traffic in Doha and all around the world has increased. The best answer is for the government to have more public transportation and develop a modern system such as building subways just like in many European countries.



## A Child's Story

Maryam Jassim Mohamad Al-Kuwari, Level 3

Teacher: Lyrma Ingels

In each country, there are many kinds of people. There are the rich, the poor or those who are in between. In my country, there are few people who are poor, unlike some countries in the Gulf such as Saudi Arabia or Bahrain and other non-Arabian countries. This is about a story of a child that I met in Syria, when we went on holiday.

Last summer, my family went to Syria. It was my first time and I learnt a lot from this country. It is a different country, because I am only used to the Gulf countries. I saw different kinds of people. Moreover, there are many poor people. I really felt very disappointed, because on the streets were many poor children. They are all walking on the streets asking money from the rich especially those coming from the Gulf. They know that those coming from the Gulf are rich especially the Qatari people. In the shops, the vendors also try to sell their things with higher prices.

One day, my family visited the zoo. I was really surprised because I saw a small Iraqi boy, who takes care of animals. He was a zookeeper. I did not pay attention to animals because this boy was in my mind. I stood up and looked at the boy. He moved from one place to another feeding the animals. The zoo was very small. He removed the rubbish from the cages and he played with the animals, too. He also handled small animals to show to visitors. After the people left, I went to talk to him. I asked him about his job. He was about ten years old. He told me

that he was a small boy when he left Iraq. His lost his father in the war and he showed me some dark marks in his body. He said being the biggest son, he had to leave his school and worked to help his mother and his two small brothers. I felt very sad and thought of a way to help him. So, I offered him some money, but he refused because his father told him that he should not take money from any person. He should work if he needs some money. I tried and tried and in the end, I told him to pray for me and the boy was surprised about my favour. He smiled and finally took the money. After that, I went out of the zoo and this little was still in my mind. I will never forget him.

In conclusion, when I think about life – I like my life and feel better when I see this kind of people because it reminds me that God is great. I love my country because it gives me a comfortable life and I advise each and every people to work hard and do not ask other people for money.



### **Herbal Medicines vs Prescription Medicines**

Sara Ali Ahmed Zikri, Level 3

Teacher: Lyrma Ingels

Herbal medicines are becoming very popular nowadays and some people start to use these without asking herbalists and doctors. Actually, they don't know how dangerous they are. In this essay, I disagree with herbal medicines.

In my opinion, I think that herbal medicines are not always sufficient and I have some reasons that can boost my opinion. First of all, I think herbal medicines are very dangerous. For example, if you use herbs to treat some problems, you will get some bad effects. For instance, I know that I am rather fat. One day, I went to the herbalist to let him help me to reduce my weight. He gave him some herbal medicines to reduce my weight. I felt very happy because my weight started to decrease. I lost 7 kilos in just one week, but then I started to feel some pains in my stomach. I got diarrhea and constipation at the same time! My stomach became so upset that I finally became very ill and I stayed in the hospital for 1 week.

Secondly, herbal medicines are not tested on humans to know its bad effects, so in this case, humans become the mice of experiments. For example, when my sister went to an herbal pharmacy to get medication for her acne. They gave her something to cure this, but when she started to use this, the colour of her face became black and her skin inflamed. Then she went back to the pharmacy and discovered that the medicine was not tested on humans. Finally, the last reason is that herbals are not generally endorsed by the government's ministry of food administration because they are lying and these people just want to take money from innocent people.

On the other hand, some people think that herbal medicines are very useful because they are natural, such as ginger, mint and sweet basil because they do not undergo through different processes. In addition, these herbs do not usually have side effects despite the side effects on me. Likewise, they are cheap,

so you can buy them without doctor's prescriptions. For instance, I went to an herbalist (later on, I discovered he was a quack doctor) who told me that he had something to make my hair thick, but when I tried it, this made my hair very harsh.

In conclusion, I believe that herbal medicines have more advantages than disadvantages, but I advise everyone to be careful when they go to herbalists.



### **Illiteracy In the Middle East**

Sara Amfal, Level 4

Teacher: Berta Huszar

Nobody can deny that illiteracy is one of the most serious problems that the Middle East is suffering from. Numbers are huge, terrifying and rapidly increasing. The responsible institutions have started to warn against a true disaster that can destroy whole communities. Up till now we can solve this problem, but we should look at the reasons or causes and try to eradicate them.

Poverty was always and still is until now a black cloud over Middle East communities. It hinders them from obtaining healthy food, good education and may other important facilities. But illiteracy has a strong relationship with poverty, they increase and decrease with each other. For poor families, providing an education for their children is financially tough in comparison with sharing their energy on their crafts or farms.

Ignorance also has a big effect, a large population in Middle Eastern countries has a negative idea about education. What is more dangerous is that these ideas are passed on, which means the next generations are going to suffer, too. This problem is mainly common in low-class or poor communities. In many cases, some people just have a negative attitude towards education. Unfortunately, even in some rich communities, being educated and getting better jobs will not bring about a big change.

Traditional attitudes have a role to play, too. In the Middle East, in some regions women were prohibited from being educated according to some silly thoughts. These people had always thought many years ago that women had nothing to do with writing, reading or any kind of knowledge. They strongly believed that the only task for a woman to do in life is having babies, in other words, to be a reproductive machine.

We can't deny that governments in the Middle East are responsible, too. Many years ago, the whole world was suffering from illiteracy but other countries succeeded in eliminating this severe problem by creating active and effective plans. But until now we still have a bad situation, governments are not helping in providing educational facilities for people. They should give more attention to this phenomenon because it can seriously drag down a whole community. As a consequence of all this, there are many effects and as these causes increase, the effects and results are going to be more tough.

It is truly depressing and frustrating to know that these causes will directly increase the rate of poverty, if people in the Middle

East continue to stay uneducated. They will not be able to have better jobs, in case they are not already unemployed. People's ignorance will continue, too. The Middle East will suffer from hard, economic problems, but also technological and scientific ones because we will be always foreign-based consumers. We don't produce or manufacture any new products and we don't create or invent any new machines. All these factors will lead the Middle East to sink into deeper economical problems.



### Racism

Jawahar Al-Jamal, Level 4

Teacher: Berta Huszar

Our religion, Islam, is the best religion in the world which stipulates that Muslims are like one body and if any part of it has been hurt, all the body will feel it. But, what we are seeing these days in our Islamic society is very different. Racism is spreading rapidly between Muslims and so people don't respect and even despise each other. Below are some causes of why some people behave badly with other nationalities.

First of all, there is poverty. Needy people around the world come to rich countries to find a job and a suitable salary. Unfortunately, some people like to insult these poor workers because they are poor and are working for them.

The second reason is that its due to their lack of education. These people who are not educated will work for any low salary. So many people will treat them as though they are nothing.

The third cause is that perhaps, because of the role that television and the Internet play in making jokes about other nationalities as a kind of fun. They create an attitude of superiority but the jokes are, deep down, nasty. The big problem is that these people who accept such jokes actually believe in their content.

Another reason is parents themselves. Some parents feel that they are better than those other nationalities. As a result, these children will copy what they are seeing from their parents and they will grow up with these bad attitudes.

Another important reason is the nationality. There are some people that are not respected because of their citizenship, for example, people from Asia or Africa who are treated as though they are in a very low position.

Finally, the most important reason is having no faith or belief. People who don't have less faith, of course, don't have any regard for other nationalities and won't do everything that Allah and the prophet Mohammed (pbuh) told us.

In conclusion, our society is becoming weaker and weaker and we must do something to solve this problem. If we don't, there will be many dangerous consequences. For instance, nobody will respect the other person and our Islamic society will

become weak. Moreover, the number of crimes will increase as a result of hatred and spite. So let's become like our prophet Mohammed (pbuh) and other prophets and become humble like them.

### Plagiarism Among Students

Rabab Jaffar, Post-Foundation English 2

Teacher: Eileen Plumb

Nowadays, there are a lot of phenomena that have appeared among people – especially students. One of these phenomena is plagiarism in academic situations. Plagiarism happens when one writes or copies the same as what someone else has said or written; it is considered a crime. Although there is a lot of effort being made to reduce the occurrence of plagiarism in the student population, the causes of this problem still exist.

One of the most important reasons that plagiarism exists is teachers. If teachers checked whether the projects and reports that students turn in are copied from another source, many students would not attempt to copy the work of others (because they would be scared of losing marks). Also, some teachers do not give students a chance to create something, and often do not encourage them either; as a result, the students feel they are unable to do their assignments by themselves.

The second main reason is the family. In some families, children do not have the chance to speak their opinion, and that makes them lose confidence in themselves. Also, some families have habits that disregard the concept of copyrighting. For example, if an older brother copies the same phrase or report from the Internet, then the younger brother will do the same thing.

Another reason, of course, is the student himself. In some cases, the student might feel very tired and not want to bother himself with spending his time writing the full report, so he takes it from the Net as is.

All of these are reasons for why students choose the option of plagiarism. However, if we try to encourage virtue inside the child from the beginning, and teach her that plagiarism is stealing and that we must not steal, then the child will not do it when she is older. I hope that everyone abandons plagiarism, and searches for other ways to develop themselves and be creative.



### Paper Recycling

Lolwa Mohammed Al-Naimi, Post-Foundation English 2

Cause/Effect Essay

Paper mill is a major source of industrial pollution worldwide, and recycling paper will help us to protect the environment. Recycling paper means reuse the second-hand or worn paper again to introduce new products, and this process is important for two reason: it will help us to protect the environment, and save the trees. This recycling process has different steps and have several benefits.

The environment can be effected by the paper mills. Paper mills can reduce the BOD and poised solids. It also controls the

total color and AOX in the waste matters of the earlier period. In recent years, paper production has taken great steps forward in identifying and solving many of the environment problems by following two strategies: the first strategy is examine the plants that include minimization of spills and adaptations in the process through variation of cleaner technologies and options to predictable technologies. The second strategy is end-of-pipe pollution treatment technologies, which are important as a supplements or as a support measures to pollution reduction techniques.

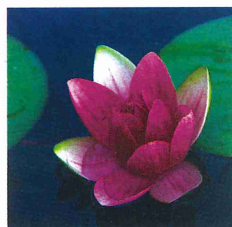
First of all, the recycling treatment have four stages, and they are preliminary, primary, secondary, and tertiary. The first stage, which is preliminary, is screening the paper mill and removing from it the grits. Then, the second stage come, which is the Primary stage, and in this stage the paper mill go through three steps which they are sedimentation, flotation, and filtration. In the third stage the paper mill go threw filtering process. In the last stage; it's a process technologies that are currently applied and can be classified as the physic-chemical and biological treatment method which they use in it metal slats and complex oxidation processes.

Furthermore, paper fiber has some advantages. Paper recycling can save energy, because a paper mills uses only 40 percent less energy to produce a new product from recycled paper than it does from clean lumber. Paper fibers have been squashed and cleaned, because the energy required to convert them into useful products. It is noticed that to process paper fibers in to product is less than to process wood in to product, and the environment impact is usually lower unless major amounts of additives are present. The secondary fiber industry is organized relatively well, and processes have been developed that can accommodate unsorted paper waste including many foreign items. However, the problems which is more important than these benefits are separate and fluctuating supplies of the waste material which also face other recycling endeavors.

However the effects of the recycled paper is more than any other material. It depends on the establishment of markets before collection take place, because of it's present place in the economic system, one writer says, "Scrap materials are purchased, not sold" (Clarck, 1971) mainly he applied to paper. The waste paper prices in the 1978 period quoted up to \$30 for each and there is a case for considering this form of recovery. Indeed, there are government plans to co-ordinate national paper recover plans, which set up a paper banks, and offer local establishment with a stable market and price levels. If these moves and plans made a successful change in the market, the waste paper will probably depend in the payment of community establishment. We can see that recycled papers can be a good products for sale.

The waste paper and paperboard recovery have a rates range for several countries. A study of the recycling process of a number of paper recovery plans shows that a moderately effective scheme will recover about 4.1 kg per premise per week in most of town areas. For example, rates range from close to 50% in Japan, and in West of Germany is less than 10%. In The United States, the largest single customer of paper products, has a rate which is falling and now is less than 20%. Therefore, waste paper can be good product in markets, and also save the environment.

Since the paper industry is depending on cutting down the trees and removing the branches, recycling paper is necessary for the environment. If making paper requires to cut from fifth or sixth generation pulp wood forest, the recycling process will protect the trees and the forest from fading. Paper recycling means less trees used to make paper.



## Global Warming and Middle East Weather

Hanan Abdurrahman, Post-Foundation English 2

Cause/ Effect Essay

Global warming is one of the most important problems that affects the Middle East weather. First, it means that the earth gets hotter as a result of the greenhouse effect. Second, scientists believe that certain gases in the atmosphere act like glass in a greenhouse, allowing sunlight through to heat the earth's surface but trapping the heat as it radiates back into space. There are two major causes for this problem, one of them is natural and the other one is caused by human beings, which have three negative effects.

Natural causes are causes created by the natural environment. One natural cause is the release of methane gas, which is one of the green house gases. Consequently, methane gas heats the earth. Another natural cause is that the earth goes through a cycle of climate change. Thus, the earth presently retains more warmth from the sun, about 0.85W per square meter, than it radiates back into space and that makes changes in the weather.

The human causes are causes created by the humans, such as burning fuel, cars exhaust, and smoke factories. Another reason is burning trees or coal. All these things produce carbon dioxide. In the Middle East, we have many of these kinds of pollutions. The factories do not have any rules to decrease their smoke. In addition, the people do not have the knowledge of global warming and the changes in weather.

These things have bad effects in the Middle East weather. For example, now the weather might be hotter than any other time or even colder in some areas. Sometimes, the weather becomes colder but in the next day, it is hotter and this is a big difference in the weather. The more immediate effect has been the cloud of smog which enveloped much of Southeast Asia during September and early October 1997. In addition, in some areas like Saudi Arabia people begin to see snow for the first time in their lives. Another change is the hurricanes, dust storms, and droughts. These changes in this area might be harmful.

The harmful effects of the weather changes in the Middle East are disastrous. For instance, hot weather causes droughts. Consequently, the green areas have decreased and the animals do not have enough food. Thus, the human beings also do not have the food. So this will kill humanity and all sorts of life in the earth at the end.

Besides, hurricanes cause a lot of damages these days that have big effects in the Middle East. For example, what happened in Oman this year is the most shocking event for the people. The Gonu hurricane forced out thousands from their homes and shut down oil installations. Even with weaker wind speeds, Gonu is believed to be the strongest cyclone to threaten the Arabian Gulf since record-keeping started in 1945.

Moreover, the dust storms cause a lot of problems. For example, eye diseases for the people. Another effect is droughts and impairment in the eyesight. Agricultural processes can also be affected by dust storms. Crop damage is a common problem, but also the erosion that takes place is another concern. With the blowing away of precious top soil, eventually an area can become barren and then it could even become a desert. Dust storms and the other disasters are the most important things that the people should be informed about the harmful effects of it and how they could stop all these things or at least reduce all these effects.

These three effects, which are caused by both nature and human beings, could be stopped or at least decreased. Stopping this problem might be difficult for most people, but people should remember this quote: "the world is you and me and our next-door neighbors" (Harold W.). They are part of the problem

and can be part of the solution. Also, there are many things people could do to reduce the problem. For instance, growing more trees to have healthier air without the carbon dioxide and reducing the use of fossil fuels as possible as they can. Another way that everyone could do is using general transportation, which will reduce the smoke emitted. Another solution is using solar cells in the houses and other energies that are environmentally-friendly. In short, global warming affects the Middle East weather but everyone could help to reduce these effects.



## A Love Story

### A Brief Review of Part I:

Kasumi is sensitive, introverted and intense. Intensely disliked at school because she is hyper-intelligent she seeks to subsume her passionate nature by dreaming and searching for the ideal romantic relationship... read on...

### The Pain of Love

#### (Part II)

Akuma, Post-Foundation English 1

Teacher: Sophia Bukhari

The next day she woke up, she was extremely happy because of two reasons. The first reason was she might see the boy again & the second reason is she had a nice beautiful necklace, which her mother gave her. As usual she went downstairs hugged her mother, ate her breakfast & went to school. She waited at the same place where she saw the boy at the first time. However, he did not appear, she became disappointed so she went to school sadly. She did not want to go to school after that.

Everyday she would wake up early & would go to the same place. However, he still did not appear. However, she did not lost hope of meeting him. Three months later, she was sitting on the green grass at the park & the weather was cold & quite windy with some rain. She was solving a math equation; suddenly a person came next to her. Moreover, he was the same person whom she saw.

"Hi can I sit here?" the person asked. "Ah...yes you can" she replied surprisingly. "What a beautiful day isn't it? Look at the roses, they are so beautiful" he said. "Yah... they are" she replied (smiled). "Hey, what are you doing?" he asked. "I am solving a math equation" she replied gladly. "Ha-ha... it seems you like to study more than hanging out with friends" he replied. "Yah, but I don't have friends, all of my friends just abandoned me" she replied sadly. "Oh, I am very sorry to hear that" he replied. "It's okay. What is your name please?" she asked. "I am Hanzo. What's yours?" he asked. "I am Kasumi, nice to meet you" she replied gladly. "Nice name, Kasumi, I like your name, & nice to meet you too" he replied. "Aww thanks. You are so sweet & I like your name. It is my favorite name,"

she said shyly. "Hanzo, what are your hobbies?" she asked. "Well it's not very interesting, I collect coins & I love writing stories" he replied. "Oh my gosh, really? I love to collect coins & writing too!" she replied gladly.

She said to herself: "Is he the man of my dreams? Yes, he is, but does he love me or even like me? Yes, he does like me because he is so sweet & kind with me". "Wow, what a nice necklace? Who gave it to you?" he said (smiled). "Thanks, my mother gave it to me as a gift, she is the bestest mom ever" she replied. "Nice, your mother is what? Bestest? Is that a word?" he asked. "Yah, ha-ha I know it is weird, but I like to act like a fool," she answered. "Well to tell you the truth I sometimes like to act like a crazy person," he said, laughing "Same with me, he-he", she replied. "Kasumi, where is your house?" he asked. "It's over there (she pointed at her house) it's not very far from here. Would you like to come?" she said. "Nice house, Kasumi, and thanks I have to go. I have some work to finish. I hope we can see each other tomorrow," he said. "Hanzo are you one hundred percent sure that you'll come to this place to meet me?", she asked. "Yah, I am sure, no worries" he replied. "Ok Hanzo, take care & bye" she said. "Thanks and you too" he replied. Then before he went, he hugged her & she did not expect a person to hug her, her in her life. She hugged him tightly. She waved to him when he was going, then she went home.

She told her mother about what just happened to her. ".....and his name is Hanzo & he is a really, really nice & kind person, & he is handsome too. I did not see a person who is better, kinder, or even sweeter than him. I believe that he is the one who I was dreaming about. I just love him. Do you know why I love him?" she asked. "No I have no clue" her mother replied. "Because he hugged me. I became so warm when he hugged me, I felt like he hugged me for million years, I can't forget him," Kasumi said gladly. "Wow, wow, calm down young lady, you have to calm down. Now go to your room & change your clothes," her mother said. After eating her dinner with her mother, she went to sleep.

The next day she woke up, she opened the windows & the birds were singing & the weather was warm & the sun was gold. She took a hot bath, then she wore her school uniform, then she hugged her mother, finally she headed to school. She was so energetic at school; it was the first time since her true friends had left her. She was smiling all the time, moving here and there and she helps everyone. When the final bell rang, she headed to her house. While she was going to her home, she saw something that she never thought of. She saw him, she was surprised, he looked at her & smiled then he came next to her. "Hey my angel, how are you? How is the school?" Hanzo asked. "Oh it's you, I feel so energetic & the school was good. How are you my prince? He, he" she replied. "I'm good, thanks" he replied. "What will you do today Kasumi?" he asked. "Well... Mm I think I'll study then I'll do nothing. Why do you ask?" she said. "No, I was wondering what will you do today, that's all, mm Kasumi, can you go out with me this afternoon?" he asked. "Is it a date?" she asked. "Yah, you can say that." He replied (smiled). She hugged him tightly. "Then I'll take it as yes right?" he said. "Uh-huh" she replied shyly.

While they were heading to Kasumi's house, they were talking with each other and laughing loudly and she was holding his hand and Hanzo's arm was around her. Before she entered the

house, she hugged him tightly. She entered her room, then she started to look for a clean beautiful dress. Meanwhile Hanzo changed his clothes and waited in front of her house. At 6 pm, Kasumi went near the door and her mother said: "Honey, where are you going with this BEAUTIFUL dress?" "Sorry, mom, I didn't tell you, I'm on a date with Hanzo" she answered. "I'm so happy for you, honey" her mother replied. "Thanks, mom" she said. She went out the house where she found Hanzo waiting for her, "Oh, I'm extremely sorry that I kept you waiting for a very long time" she said. "Hey...hey, I just came; don't worry too much about me, my angel. Wow, what a beautiful dress, it fits you," he said. "He-he... thanks" she replied shyly. He held her hands, she felt like she was putting her hands in cold water, she felt full of peace and happiness.

They went to a hill, a green hill filled with trees and the stars were twinkling, the weather was cold and windy. Hanzo put his head on her shoulder and he hugged her. "I'm really embarrassed that I invited you to come here, you deserve to be in a better place, like in a castle or in HEAVEN," he said quietly. "Aww, you are so sweet, and thanks I really loved this place. I always come to this place when I'm lonely & sad. It relieves my stress by looking at those shiny stars. And I liked it more now because of... you honey" she replied shyly. He brought his head very close to hers. "Same with me. I visit this place from time to time, Kasumi...when I'm with you, I feel like I don't need anything except you, I feel like you are part of my soul, I can't forget you...I love you" he said. "Aww you are even sweeter than before honey, it's the same happens with me. And I love you too." She replied shyly.

They stayed until 9 pm. After that, they walked to Kasumi's house & they held each other's hand. They stood in front of her house & she said, "Hanzo, will you visit me tomorrow?" she asked. "Yes of course, I will visit you honey" he replied. She entered her house and she told her mother about everything what just happened with her as usual and she was extremely excited; finally, she went to sleep to see what she should face on her next day.

The next day she woke up, she washed her face, wore her school uniform and she went downstairs. "Hi mom, how are you today?" Kasumi asked. "Hey my little angel, I'm good. How are you?" her mother replied. "I'm so energetic today", She replied. "Kasum, this morning I received a call from my work and I have to be at the hospital for a day. I'm sorry that I have to leave you alone here," her mother said. "Its ok mom, don't worry about me. I'm a big girl now, you can depend on me, mom" she replied. "I'm glad that you are dependable" her mother replied. "Mm...ammm I want to ask you something, but I'm too shy," she asked. "What is it honey, don't be shy with me, I'm your mother. Ask away," her mother said. "Mm... can I bring my boyfriend here to live with me? Only this day, please?" she asked. "yah sure, but...". "No, no don't worry bout that thing mom, he-he I won't do it, he-he." She replied. "Ok then I trust you...so I have to go now. Take care of yourself honey & don't forget to take the tablets which I gave to you," her mother said. "Yah don't worry mom, I'll take it & thanks for allowing me to bring him here. You are the best mother. I love you so very much and take care too" she replied gladly.

Her mother left & Kasumi went to school. While Kasumi was at school, she could not stop thinking about Hanzo, in every page of her books & notebook, she drew his name & she even tries to

draw him. After the school she came back to her house, she saw him waiting for her; she smiled, hugged him & said, "Hi honey how are you? I missed you so very much". "Hi, I'm fine my love, I missed you too" he replied. "Hanzo, can you live with me only for today? My mom isn't here and I don't like to stay alone" she asked. "Yah, but your mother..." "Don't worry, I asked her if you can stay with me this night and she accepted" she replied. "Ok then, I'll stay with you. I can't say no to my beloved Kasumi," he said. "Oh man, I can't resist your sweetness, I love you" she replied shyly.

Therefore, after that conversation the entered the house, then they went to her room. "Wow, what a nice room" he said, surprisingly. "He-he thanks, so you liked it?" she asked. "I liked it? No I loved it...its all pink and it feels so warm and of course, it's very VERY tidy" he replied. "Aww, thanks honey, I love you more than anything in this creepy world" she replied. He laughed then he hugged her.

While he was looking at Kasumi's books, he found a notebook, written on it was the : "My...LIFE..." "NO no no no, don't touch it," she screamed. "Ah...why?" he asked. "I write my stupid diary in that book, it's very private... I don't want you to see it," she said. "Hey honey, I'm sorry about that. I didn't mean to make you angry" he replied. He hugged her. "No I'm the one who must apologize to you," she said. A few minutes later, "Kasumi, may I use your bathroom please?" he asked. "Yah sure you can. What's mine is yours, honey" she replied.

Then he entered the bathroom, after few minutes he came out. "Honey, are you sick or something? Because I saw a bottle of tablets in your bathroom," he asked. "Oh damn, so you saw it after all. Yes, I'm sick although I don't know what my disease is, but all I know is that it is permanent" she replied sadly. "Aww I'm sorry about that honey. Even though I still love you. And now I even love you more" he said. "Really! Aww I love you too. Well I didn't find any difference when I stopped taking that thing, I stopped taking it a week before your appearance," she said. "But you should take it right?" he asked. "Like I said, there isn't any affect on me if either I take it or not, but I hope you still love me honey" she said.

Hanzo hugged her & said, "Nothing in this life will take you from me". "Amm... Hanzo, I'm hungry, I'm going to eat something. Do you want to eat, too?" she replied shyly. "Thanks honey, I just ate" he replied. She cooked her food and she ate, after that, they went out for a walk. They went to the park, holding each other's hand, laughing together and playing with each other. They stayed out until 10 pm because it was the first day of the weekend. Then they went home.

The next day they woke up at 7am. They ate their breakfast, then they went out together for shopping. After that, they went to the same park, they stayed until 3 pm, and then they returned home. "Mom!! I'm glad that you came back early" she said. "Hi my little angel. Where were you?" her mother asked. "I was out with my beloved Hanzo. Mom, say hi to him" she replied gladly. "Huh?... hi!!" her mother replied. "Ok Mom, we'll go upstairs" she said. They went upstairs; Hanzo put his arm around her. "Your mother is so beautiful, just like you my love,"

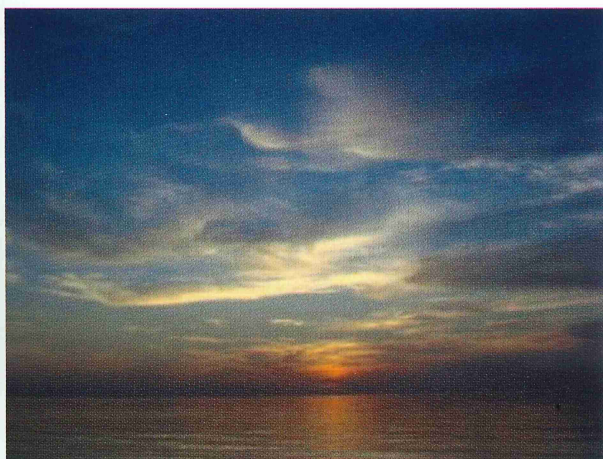
he said. "Aww, it's so cute of you, I love you very much" she replied shyly. "Hanzo... if I died, you would forget about me?" she asked sadly. "Heck no, and don't say something stupid like that. If you die, I will die too," he said. Then he brought his head close to Kasumi's head. "Honey, I love you. Don't be afraid of anything," he said quietly.

Suddenly her mother screamed "Kasumi. Come down now!". "Amm... I'm sorry Hanzo, but my mom needs me" she replied. She went downstairs & Hanzo waited about an hour. Suddenly, he heard a noise, sound of a crying girl. He ran downstairs and he saw Kasumi & her mother where arguing. "Honey, you MUST forget him. He's not good for you. It's even not good for your....." "NO mom, I WILL NOT forget him. He's the only person who loved me and today he kissed me the first kiss. I can't let him disappear from my life just like that" she replied and she was crying.

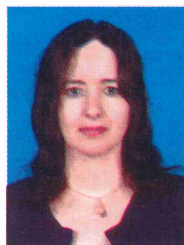
He saw what was happening between the mother and her daughter, so he decided to leave her. Therefore, he went out of the house and she saw him leaving. She went after him and she called to him and he stopped.

"Listen Kasumi, I know that you love me very much, and it's the same with me, but it seems that your mother doesn't want me in your life, so I decided to go and leave you and disappear from your life". He said sadly and the tears were coming out from his eyes. "I, I don't care, I don't want to live with my mother anymore, I just need you. You are the person who I have ever loved," she said and she was crying. He started to run again and then he stopped in front of an unbuilt building to rest. Kasumi stopped few meters far from him and said: "Hanzo, please stop this, and let us live together please... I can't live without you!". Suddenly she saw a huge pipe falling off from the building where Hanzo was standing, so she ran to him, she screamed his name and she pushed him. Unfortunately, the pipe hit her, and this was the cause of her death.

After a few minutes, the police came "What just happened?" the police officer asked a man who saw the accident. "Well, I really don't know sir, but she was, like, talking with someone, then she called his name... Hanzo, I think, and she ran and jumped as if she were trying to rescue someone," the man answered.



*Sunrise in Qatar*



## Film Review

### THREE SEASONS

Reviewed by Anna Romano

Director: Tony Bui

Winner Grand Jury Prize	1999 Sundance Film Festival
Audience Awards	1999 Sundance Film Festival
Cinematography Awards	1999 Sundance Film festival

The fragile paths of the six characters in this film intertwine for a brief time-span in post-American Saigon: Kien, the lotus picker, Teacher Dao, Hai the cyclo-driver, James Hagar (Harvey Keitel), and Lan, a fashionable call-girl.

Kien is a young lotus flower picker, recruited to serve a reclusive master who lives in a temple in the middle of a vast pond. It is her song, reminiscent of his childhood, that captures his attention:

Can anyone ever know how many stalks there are in a rice field?

How many bends in a river?

How many layers there are in a monsoon cloud?

Can anyone sweep the leaves of the forest?

And tell the wind to shake the tress no more?

How many leaves must a silkworm eat

To make a dress of clothes from the past ?

These are images of a Vietnam that is fast disappearing, under the garish lights, Coca-Cola signs, and the plastic flowers of a new, post-colonial era. But poetry and the lotus theme still weave in and out of the segments in the film, culminating in Kien's offer to lend the crippled poet of the temple her fingers to capture his thoughts. In his disfigurement, we discern that suffering and creativity are paradoxically linked.

Keital's character returns to the city on a simple mission: to find the daughter he fathered years ago as a young marine. He spends his days loafing in front of a restaurant cum parlour that once served as a GI bar, with nothing but a dated photograph of his daughter to guide him.

The scene where he recognizes his daughter is a masterpiece of understatement, as his face twits and slackens in disbelief. Both are stunned by the encounter, but the poignancy of the search for a human bond transcends their initial awkwardness.

With nothing but his simple sweat to offer, a young rickshaw driver, Hai, befriends his passenger while ferrying her to and fro from her trysts with clients in Saigon's plushier hotels. Initially, their conversation is a distraction to while away the gaps between appointments and Lan condescendingly tolerates the young man's philosophical analysis of love. Eventually, her suitor's integrity, persistence and utter belief in her ability to respond to him eclipse the ephemeral glamour and easy pickings of Lan's past.

A kid, Woody, roams the streets with his plastic case of wares and cheap souvenirs, hoping to sell what he can to anyone. Startlingly independent, he slips in and out of a cynical adult world with disquieting ease. There is no Save the Children Fund here to fend off the indignation of our consciences but Woody seems oblivious to the loneliness of it all... he is a survivor

The director's motif of three seasons is reflected in the weather and the colours of each fragment. The cold, black rain symbolizes the isolation of homelessness for Woody and other

Saigon orphans; reds and yellows are used to express the developing passion of the young people, the green and white of the lotuses in the lake represent growth, rest and spiritual development.

This is a film devoid of commercial sentimentality. There is no descent into sleaziness while depicting exploitation, but the director refuses to disguise the choices people make in the confusion of war and the aftermath of economic collapse. There is no judgmental slant on the morality of foreign invasion; redemption here lies in the truth that human survival depends on the ability to connect and heal, no matter how humble or inauspicious the circumstances. There are no special effects, no high octane Hollywood glamour, which results in an almost documentary atmosphere at times. It is the flashes of compassion and this recognition of vulnerability that reconcile the disparate characters. Instead of the anonymity we would expect to find in a city the size of Saigon, we stumble on the exquisite poetry that resides in almost every human heart.

## A Report from Justin Richards, the Accreditation Project Co-ordinator

The accreditation project can basically be seen as a process divided into four main cycles.

### Evaluation Cycle



1. Investigation and description of current practices, collating and collecting of documents.

2. Analysis and discussion of current practices compared to the standards set by the accrediting

body – Commission on English Language Program Accreditation (CEA) - leading to self-appraisal.

3. Identification of deficiencies within the program - leading to recommendations.

### Action Planning Cycle

1. Action plans to answer the deficiencies within our program (based on recommendations) are drawn up with the relevant people – usually the coordinators within our program.

2. Action plans for deficiencies relating to areas beyond the English Department's jurisdiction are drawn up and followed through by accreditation project members.

### Feedback Cycle

1. Policy relating directly to the program (for example, the revised curriculum) is given to a cross section of teachers for their feedback. Feedback is obtained through online questionnaires, interviews and small discussion groups – depending on the content to be

evaluated. Revisions are then made based on this feedback.

2. All other policy/ administrative changes are reviewed by members of the Accreditation Committee, the academic board, the Head of Department, the Foundation Program Director, Dr. Khalid Al-Ali, and, where necessary, other decision-making bodies within the university administration.

### Implementation Cycle

1. Once revisions have been made based upon feedback, policies are implemented.

2. Following implementation, the relevant areas are checked to ensure that they meet the standards. In some cases this will require further feedback (e.g., the curriculum). If the standards have still not been met, the whole cycle is repeated.

Given the size of the project, different areas of the program are at different stages of the process described above. For example, the revised curriculum (policies and documents) will have been through the feedback cycle by early January 2008 ready for its implementation in Spring 2008. Further feedback will then be obtained with revisions taking place over the summer ready for its implementation in Fall 2008. Certain parts of Student Services and Facilities have just begun the evaluative cycle.

### The timeline for the accreditation project is as follows:

September 2008 All standard areas should have completed the process.

November 2008 The Self Study Report (describing all parts of the process above for all standard areas will be sent to the accrediting body (CEA) for evaluation.

March 2009 Site visit by CEA to evaluate and compare on-site performance with Self Study Report.

### Summer 2009 CEA Report Findings.

Completing the work on time will be a challenging process. There are many areas of our program on which a great deal of work still needs to be done. However, the process should not be seen as a means to an end. Accreditation is all about the process. By evaluating our own current practices and comparing them with the standards set for us we can effect the changes necessary to make our program better serve the needs of our students. The benefits of undertaking this process should start to become apparent during the Spring Semester 2008 as we start to go through the feedback and implementation cycles for many of the standard areas.

The completion of the process depends upon your cooperation and support. This has already been forthcoming from many of you this semester – thank you. I'm sure it will continue over the course of the coming academic year. Finally, thank you to all the members of the accreditation project group (old and new) for making my transition into this position an easy one.



# FOUNDATION ENGLISH STUDENT SERVICES

(From Allyson Young, Student Services Co-ordinator)

Foundation Student Services had a very active semester in fall 2007/2008. A Foundation English Orientation Program was run for the first time in Week One of classes. In the rest of the semester, several club and tutorial activities took place on a weekly basis; the new SLC reader library system was initiated; practice exam sessions were offered regularly to students; several students attended the Doha Debates events; students and teachers were trained in debating skills through what has become the new QatarDebate organization; a student advising system was started; a student tracking system was set up for the female SLC; a new environmental project was launched; and lecture sessions and movie screenings were held in digital animation through the collaboration of the Foundation SLC and the Japanese Embassy.



## The Orientation Week

We started the first week of our semester with an orientation program for all Foundation English students. Students were given information and material for discussion on the following areas: the syllabus, critical thinking, the TOEFL exam, the IELTS exam, searching the Internet, and student well-being (where students looked at diet, doing exercise, road safety, mental happiness, and smoking). Most of this information was presented in the form of PowerPoint presentations with follow up worksheets. In class groups students were also introduced to the Student Learning Centre. Perhaps the highlight of the Orientation Week was a visit by the Doha Debates Team, who gave the students four repeat presentations on the activities of the Doha Debates. These presentations were held in Ibn Khaldoun Hall and in Aisha Hall.



The Doha Debates team presented at QU

on the whole, teacher feedback on the success of the Orientation Week was very positive. However, a recurring suggestion in the feedback was that teachers should pay particular attention to the level of English they use when preparing the presentation material.

## The Student Learning Centre Activities

The aim of The Student Learning Center is to increase the students' level of English through extra-curricular activities and by providing further study

materials. Students are encouraged to take responsibility for their own learning.

The Student Learning Centre for female students has been especially busy with activities this semester. Clubs as well as tutorial groups were run on a weekly basis.

The Movie Lab took place every Sunday in the Women's Science Auditorium. At each screening the auditorium was near full. Mary Lanaghan, who runs the Movie Lab, prepared stimulating English language activities to accompany the movie viewings. Five films were shown this semester. They were: The Pursuit of Happiness (please note that this is the spelling of 'Happiness' as used in the actual film publicity), Akeelah and the Bee, Secondhand Lions, Bridge to Terabithia, and The March of the Penguins.

## Movie Lab Notes and Principles

(by Mary Lanaghan, December 2007)

The Movie Lab offers a weekly program using carefully selected feature films that have potential to connect with our students and help them think, learn and grow.

### Good Movies, Good Stories

Good movies usually tell good stories that capture our interest and motivate us to think more, read more, discuss more, and learn more. If we are very interested in something, we will often pursue it with or without a teacher directing us. So our first objective is to choose good movies that students find intriguing.

We especially look for movies that...

- \* students haven't seen before.
- \* appeal to the cultural values of our QU audience
- \* have educational value
- \* use clear English.

### Learning Materials

The Movie Lab researches, develops and distributes original activities and materials to accompany the films and support teacher follow up. Primary contributors in Fall 2007 were Amer Yacoub and Mary Lanaghan

# SLC weekly program

Improve your English with Foundation English activities!!!

Come to the Student Learning Center (next to the Womens' Activity Building) to have fun and learn.  
The SLC is open before Eid from 9.00 to 1.50 every day, and after 24th December from 7.30 to 1.50

## Movie Club

Location: Room SA 225  
Science Building

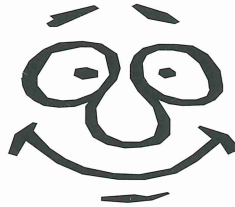


*Improve your listening!*

Sundays 2.00 to 3.30

- Secondhand Lions, Part I 4<sup>th</sup> November
- Secondhand Lions, Part II 11<sup>th</sup> November
- Akeela and the Bee, Part I 18<sup>th</sup> November
- Akeela and the Bee, Part II 25<sup>th</sup> November
- The Pursuit of Happiness, Part I 2<sup>nd</sup> December
- The Pursuit of Happiness, Part II 9<sup>th</sup> December
- Student Choice, Part I 16<sup>th</sup> December
- Student Choice, Part II 30<sup>th</sup> December
- Student Choice 6<sup>th</sup> January

*Improve your listening and speaking!*



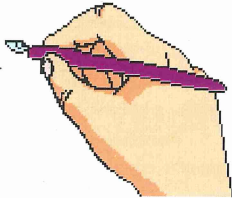
## Comic Drawing Club

Mondays 10.30 to 11.30

- faces and expressions 5<sup>th</sup> November
- hair 12<sup>th</sup> November
- the body 19<sup>th</sup> November
- clothes 26<sup>th</sup> November
- hands and feet 3<sup>rd</sup> December
- faces from different angles 10<sup>th</sup> December
- figures in action 17<sup>th</sup> December
- props 31<sup>st</sup> December
- locations 7<sup>th</sup> January

## Creative Comic Writing Club

*Improve your writing and speaking!*



Mondays 12.30 to 1.30

- narratives and themes 5<sup>th</sup> November
- characters and situations 12<sup>th</sup> November
- theme and rheme 19<sup>th</sup> November
- story board 26<sup>th</sup> November
- project work 3<sup>rd</sup> December
- revision of project 10<sup>th</sup> December
- conclusion of project 17<sup>th</sup> December
- final revision of project 31<sup>st</sup> December
- Final writing 7<sup>th</sup> January

## Reader Club

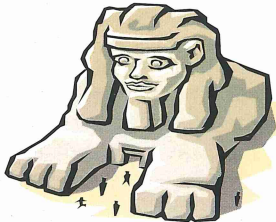


*Improve your reading and speaking!*

Mondays 1.30 to 2.30

- Gone with the Wind 5<sup>th</sup> November
- Oliver Twist 12<sup>th</sup> November
- The Locked Room and Other Horror Stories 19<sup>th</sup> November
- Women in Business 26<sup>th</sup> November
- Danger 3<sup>rd</sup> December
- Emma 10<sup>th</sup> December
- Detective Work 17<sup>th</sup> December
- Evening Class 31<sup>st</sup> December
- Discussion of readers 7<sup>th</sup> January

## Storytelling Club



*Improve your listening and speaking!*

Tuesdays 10.00 to 11.00

- Aesop's Fables 6<sup>th</sup> November
- Pied Piper of Hamlyn 13<sup>th</sup> November
- Emperor's New Clothes 20<sup>th</sup> November
- Happy Prince 27<sup>th</sup> November
- Panchtantra 4<sup>th</sup> December
- Chinese Story 11<sup>th</sup> December
- Arabian Story 25<sup>th</sup> December
- Scottish story 1<sup>st</sup> January
- Arabian Story 8<sup>th</sup> January

## Japanese Club



*Improve your listening and speaking!*

Tuesdays 12.00 to 1.00

- Japanese Anime film called "Totoro" Part I 6<sup>th</sup> November
- Japanese Anime film called "Totoro" Part 2 13<sup>th</sup> November
- Origami 20<sup>th</sup> November
- Japanese culture 27<sup>th</sup> November
- Japanese tea ceremony 4<sup>th</sup> December
- Kobe Jogakuin (female university in Japan) on-line exchange 11<sup>th</sup> Dec
- Daily life in Japan 25<sup>th</sup> December
- Japanese art 1<sup>st</sup> January
- Short Anime film 8<sup>th</sup> January

## Poetry Club



*Improve your listening, speaking, and reading.*

Tuesdays 1.00 to 2.00

- traditional rhymes 6<sup>th</sup> November
- famous modern poetry 13<sup>th</sup> November
- image poetry 20<sup>th</sup> November
- more rhymes 27<sup>th</sup> November
- limericks 4<sup>th</sup> December
- rhythm 11<sup>th</sup> December
- fun poetry 25<sup>th</sup> December
- famous old poetry 1<sup>st</sup> January
- blank verse 8<sup>th</sup> January

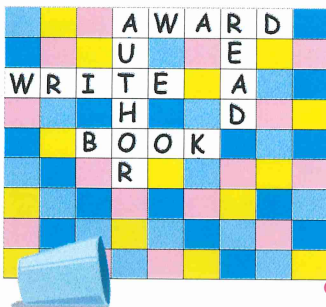
*Improve your listening and speaking!*



## Photography Club

Wednesdays 10.00 to 11.00

- nature 7<sup>th</sup> November
- man-made things 14<sup>th</sup> November
- animals 21<sup>st</sup> November
- micro 28<sup>th</sup> November
- macro 5<sup>th</sup> December
- the sea 12<sup>th</sup> December
- patterns 26<sup>th</sup> December
- the desert 2<sup>nd</sup> January
- tourism photos 9<sup>th</sup> January

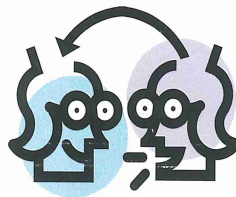


Wednesdays 1.30 to 2.30

*Improve your vocabulary, spelling and writing!*

**S  
C  
R  
A  
B  
B  
L  
E** Club

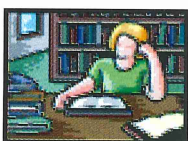
*Improve your listening and speaking!*



## Debate Club

Thursdays 12.00 to 1.00

- Introduction to debating 8<sup>th</sup> Nov
- Pros and Cons 15<sup>th</sup> November
- Impromptus speaking 22<sup>nd</sup> November
- A mini debate 29<sup>th</sup> November
- Using internet to search for information on a debate topic 6<sup>th</sup> Dec.
- Informative speaking 13<sup>th</sup> December
- A mini debate 27<sup>th</sup> December
- Speaking with feeling and being persuasive 3<sup>rd</sup> January
- A mini debate 10<sup>th</sup> January



IELTS Speaking Tutorials

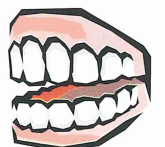
IELTS Writing Tutorials

TOEFL Tutorials

Sundays 11.00 to 12.00, Wednesdays 12.30 to 1.30

Sundays 12.00 to 1.00, Thursdays 10.30 to 11.30

Sundays 10.00 to 11.00, Thursdays 9.30 to 10.30

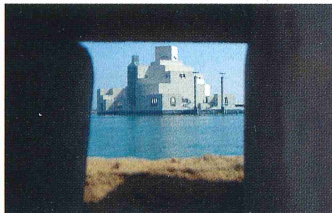


Students who attended **The Comic Drawing Club**, run by Allyson Young, spent most of the semester concentrating on drawing human figures in the Japanese Manga style.

**The Photography Club** had a very big following of students. This club was run by David Pearson with the assistance of David Bartsch. Besides a weekly photography session there were photography field trips. The first field trip was to the Corniche.



Alligator photo taken at the Doha Zoo



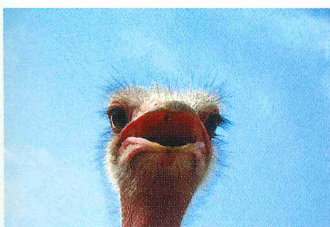
Islamic Museum photo taken by David Pearson



Bricks photo taken on the Corniche by Hanin Nabil Bader



Dahlia photo taken on the Corniche by Fatima Shamoog



Ostrich photo taken at Doha Zoo



Two members of the Photography Club



"Reflection" taken at the Corniche by Shaikha Al-Kuwari

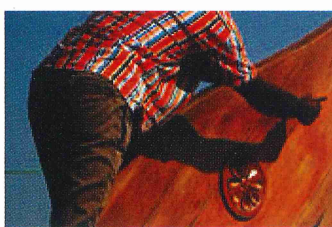


Photo of Man Cleaning a boat by Wadha Al-Kubisi

The second trip was very popular. Two buses took 60 students to the zoo.

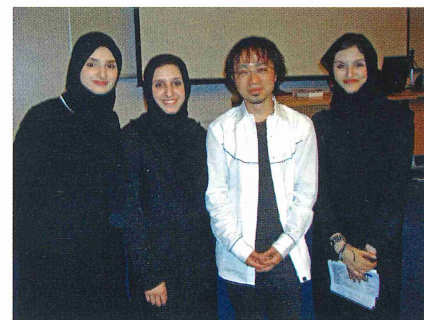
On the third trip of the semester, twenty-four students went to the Old Souq (Souq Al-Waqif).

**The Japanese Club**, run by Larry Metzger, remains very popular with the students. During the semester students took part in an Origami workshop under the



guidance of Lawrence Metzger.

Large numbers of students attended the presentation on Japanese Culture given by the Japanese Embassy Cultural Attache, Mr Masachi Kimura.

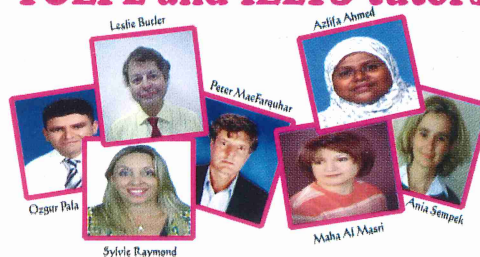


Two Japanese anime films were shown to the students: "Totoro" and "Spirited Away".

At the end of January a famous Japanese digital animator, Makoto Shinkai, and film producer, Kazuki Sunami came to Qatar University, and gave a repeat lecture on the techniques of digital animation as well as a movie screenings of the anime films Mr Shinkai has made. Despite being held in the holiday period, there was a very good turnout of students. 70 students attended the first session on the female campus, and 40 students attended the second session on the male campus. Larry Metzger put a lot of hard work into organizing the event and liaising with the Japanese Embassy. On both days, the lecture session ran longer than timetabled, as students had many questions they wanted to ask.

**Other clubs** run at the womens' SLC were the Storytelling Club run by Sophia Bukhari, the Debate Club run by Nawar Hago, the Board Game Club run by Azlifa Ahmed, the Poetry Club run by Ahmad Hazratzad, the Reader Club run by Caroline Parry, and the Comic Writing Club run by Hardie Cooper. Two clubs were ran at the mens' SLC. They were the Scrabble Club (run by Shehab Majud), and the Short Story Club (run by Hardie Cooper).

## TOEFL and IELTS tutors




Exam Tutorial sessions were offered on a weekly basis in the Student Learning Centres. Two hours a week of IELTS

speaking practice were offered in the male SLC. The female SLC had more variety with tutorials offered in IELTS Speaking, IELTS Writing, and the TOEFL paper exam for a total of 6 hours a week. Thanks go to our tutors: Maha Al-Masri, Sylvie Raymond, Ana Sempek, Azlifa Ahmed, Peter MacFarquhar, Ozgur Pala, and Leslie Butler.

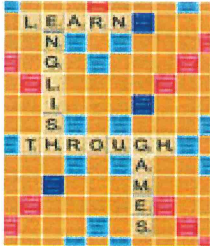
Peer Tutoring was introduced for the first time to the female Student Learning Center. This peer tutoring service is run by the new Student Learning Resource Center. Specially chosen undergraduate students assist other students with their studies in a variety of ways. Last semester the tutors worked with Foundation Level One and Level Two students on their grammar and

**Want to improve your English ...**

**BUT NO MORE BORING EXERCISES PLEASE!!!**



**LEARN THROUGH GAMES**



**JOIN THE BOARD GAMES CLUB**

Every Wednesday  
1:30 pm to 2:30 pm  
@ women's SC

**Learning English can be FUN!**



Azlifa Ahmed  
The Board Games Club



Mary Lanaghan  
The Movie Lab



David Pearson  
The Photography Club



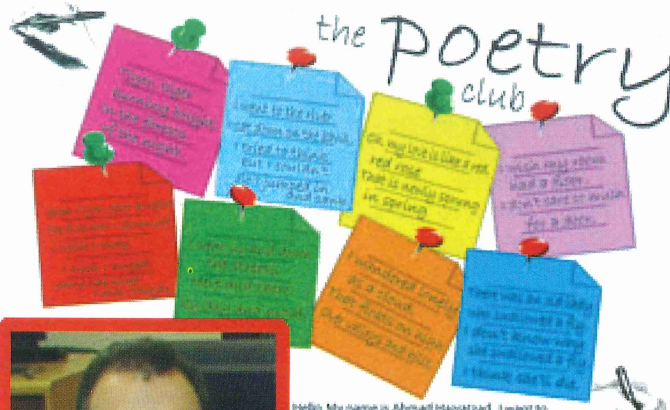

**photography club**

**close up**  
**night light**  
**animal**  
**unusual angle**  
**still life**  
**landscape**  
**pattern**  
**portrait**  
**action**

**photo**

Hello, My name is David Pearson. I love taking photos. What about you? Do you want to improve the photos you take? Come to the Photography Club held every week on from to at the Student Learning Center. We are also going to have photography field trips.  
Foundation English Student Services

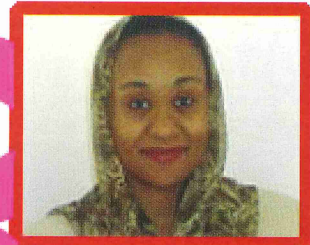
**the poetry club**

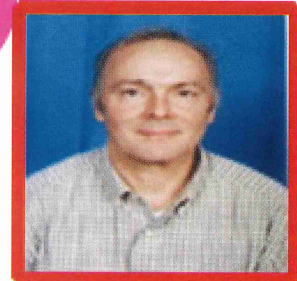
Hello, My name is Ahmad Hazratzad. I want to share my enjoyment of poetry with you. In the SLCC poetry sessions we are going to read many different types of poems. You are also going to write and read your own poems. We will all enjoy ourselves. In sha Allah  
Foundation English Student Services

Ahmad Hazratzad  
The Poetry Club

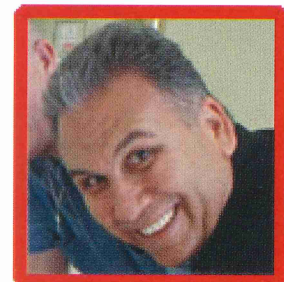
Nawar Hago  
The Debate Club



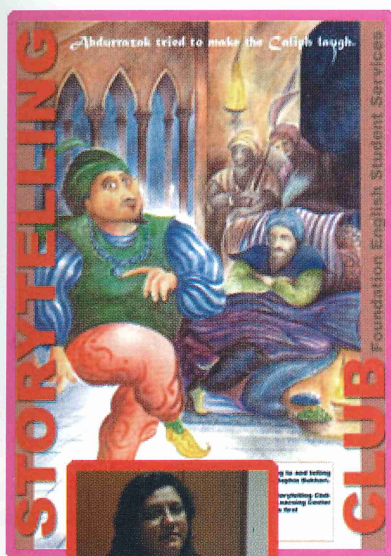
Larry Metzger  
The Japanese Club



Shehab Majud  
The Scrabble Club



# SLCC CLUBS



Sophia Bukhari  
The Storytelling Club



Hardie Cooper  
The Comic Writing Club  
The Short Story Writing Club



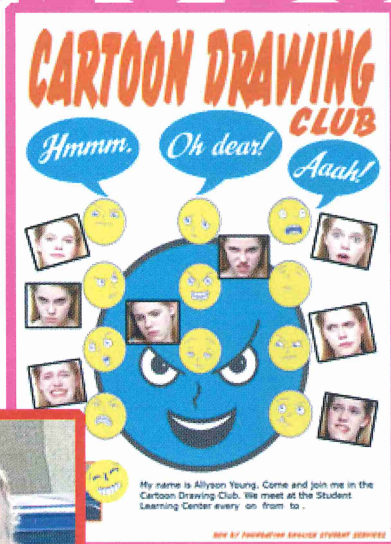
# SLC CLUBS



Caroline Parry  
The Reader Club



Allyson Young  
The Cartoon Drawing Club



TOEFL and IELTS exam strategies.

## SLC Library

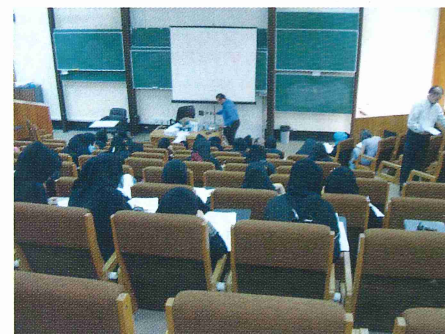
Elizabeth Crittenden set up and installed the software for the new Student Learning Center library. Students on the female campus were allowed to borrow readers. A digital record is kept of the student's name, contact details, and the name of the book borrowed. Next semester, male students will be able to borrow readers from the mens' SLC.



Abeer Mahmoud, the SLC Administrative Assistant, is in charge of the running of the library in the womens' SLC, while Linda Wettlauffer is in charge of the administration of the mens' SLC library.

## TOEFL and IELTS practice exams

The practice exams continued to be very popular with both male and female students. Zain Al-Moumen and Khalid Mahmoud ran



writing. Edward McGeary was involved in the training of the tutors and in organizing material to be used with Foundation English students.

## Student Advising

After the mid-semester exams, a student advising system was initiated. Teachers of Level 1, Level 2, and Level 3 were asked to advise students who had not done well in the exams. During these advising sessions, students were encouraged to reflect upon their Learning Strategies, and to make a commitment to improving their English through doing such things as attending Student Learning Activities.

At Level 4, students were given advisory sessions on

six practice exams in Al-Kindy Hall for male students and in Al-Aisha Hall for female students. These sessions consisted of four TOEFL paper exams and two IELTS exams. Attendance to these sessions varied from 40 to 70 students.

### Tracking Students

Abeer Mahmoud has started up a system of tracking students who use the female SLC facilities. This is done on a daily basis for all activities. This has greatly assisted in our understanding of which services the students use.

Abeer has also records the contact information of every student who attends a club or tutorial. This has helped us a lot in terms of keeping in touch with students. Abeer uses this information to send out bulletins to students regarding SLC events.

### The Doha Debates Special

Last October, 15 male students and 5 female students from the Foundation English Dept. attended the Doha Debates Special Event at Qatar Foundation. The special guest was Dr. Iyad Allawi, the first Iraqi Prime Minister after the fall of Saddam Hussein. This event was broadcast on BBC World. Students showed unprecedented interest in attending the Special Event. The students were accompanied by Eileen Plumb and Patrick Murphy. The second Doha Debates event was a debate with the title "This House Believes that Arab Governments Couldn't Care less about Darfur". Thirteen students attended, accompanied by Allyson Young, Victoria Howard and Salman Atassi.

### QatarDebate

A Debate League called QatarDebate has recently been established in Qatar. This is a project of Qatar Foundation, with support from the Doha Debates. The aim of QatarDebate is to develop the debating skills of Qatari high school and university students. In November, 20 students from the Foundation English Dept. took part in debate training workshops run by instructors from the UK. These were held at Qatar



The Debate workshop held for male students

University. Further debate training sessions were held in December at Qatar Foundation. Several of our Foundation

English students attended. QatarDebate also held training sessions for teachers to train them to become debate coaches and debate judges. 26 Foundation English teachers took part in the training. Inter-college debating competitions are starting in March. Several of our Foundation students intend to compete.

### Environmental Project

Foundation English is embarking on an Environmental Project in association with UNESCO, Friends of the Environment, Reach Out to Asia and Lucky Recycling Company. This project is organized by Jay Trimiar. A Press Conference was held at Qatar University in January. In the new semester there will be training

sessions for both staff and students. In addition to this, student environmental clubs will be set up on both the male and female campuses. We will also be collaborating with other educational establishments. Students from Carnegie Mellon University's environmental club, "Live Green", will be working with our students.

Qatar Green has agreed to assist in organizing activities for the student Clubs in the coming spring semester.

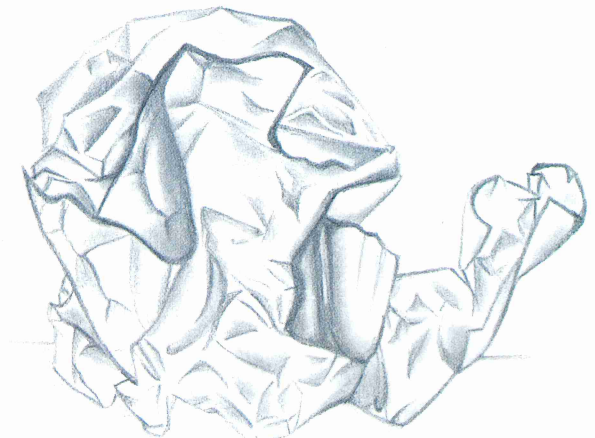
The main focus of the project will be on recycling. The first phase will be the recycling of aluminium cans. 50 big red bins will be distributed around Qatar University for students to dispose of their used drink cans. Qatar University students will be encouraged to abide by the motto: "Reduce, Reuse, Recycle"



Lucky Recycling bins will be placed around QU University



"Magdeem" by Magdeem Jassim Fakhroo



"A Piece of Paper" by Magdeem Jassim Fakhroo

happy



sad



angry



confused

surprised

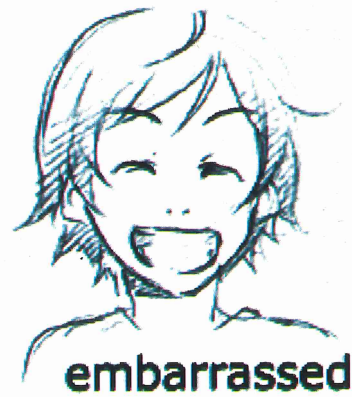
afraid



mad

in pain

laughing



worried

in love

embarrassed





## Doha Debates October Special Event

(Compiled by Eileen Plumb)

On October 31st, 2007, a group of QU Foundation Program students and faculty members attended a Doha Debates Special Event at Qatar Foundation. The event was an interview between BBC's Tim Sebastian and former Iraqi Interim Prime Minister Ayad Allawi. Take a look at what some of the people who attended had to say about the experience.

**Elhadi Mohammed Looli - Level 3**  
**Patrick Murphy**

When I heard about the Doha Debates last year I thought, "How can I get a ticket for it?" The days went until our teacher told us, "The Foundation Program will give you some tickets. Only give your name and I will send them to the Foundation," and he did.

I wanted to go to the Doha Debates for several reasons. First, I wanted to learn more about how to debate. Second, I wanted to see how the people behave when they face difficult questions. Third, I wanted to see what you should do during the debate.

I expected to understand all of the dialogue and to see students at our level, but I was stunned by the students there. They seemed like native English speakers. I felt regret that my English is not like those students' English. I got from the Doha Debates some experience from the interviewer and from the audience: how you lead the debates, how you ask the guest, and the timing of your questions in debates.

**Maryam al-Mansoori -**  
**Post-Foundation, English 1**  
**Eileen Plumb**

On October 31st, 2007, I attended the Doha Debate Special Event with former Iraqi Interim Prime Minister, Dr. Ayad Allawi, at Qatar Foundation. The purpose of the event was to look at the most recent issues in Iraq at the this moment. It gave students an opportunity to talk with a very important leader in our world today, which provided new



information that will benefit the students in the future. The only problem I experienced at the event was that the voices on the microphone were very low; I had some difficulty hearing what the people said. I was excited, though, at the opportunity to be in the audience; also, I made some new friends while I was there.

**Ali Abdulhameed Awadallah - Level 3**  
**Patrick Murphy**

When I heard about the Doha Debates, I thought it wasn't very important. But, when I attended one of the sessions, I found it a good chance to change my opinions. It gives you an opportunity to meet important and famous people in different fields. It is also a good thing that the world could see you on television when you are talking to them.

**Mosab Rooshenas -**  
**Post-Foundation, English 1**  
**Eileen Plumb**

Before I went to the Doha Debates, I was sure that there would be so many people in there - what I did not expect, though, was to hear all these unique sides about Mr. Allawi. I didn't hear any sounds that praised his works or any personal questions. The reason for this was that the most of the people in the audience were students, and they were not aware of the political issues.

At the beginning of the event, an Iraqi person stood up and talked about his problems in the war and how he had needed to leave Iraq. He asked Mr. Allawi if it wouldn't have been better to change the government from the inside? He also felt that things had been better under Saddam.

Of course he had his opinion, but I think he did not have to express it in this way. When we are in an event like this we must convey our ideas and ask questions in a way without injuring others. However, it was an interesting event and at the end I took some pictures with Dr. Allawi.





**Mohamed Ahmed Taha - Level 3**

**Patrick Murphy**

First, I would to thank Qatar University for giving us this chance to be in an event as big as the Doha Debates. We gained new experiences from it. Also, we learned how we should debate with people; how we can phrase our responses or ideas. We learned from it that the debate should have good arguments to discuss; you should have a strategy to show your arguments in an organized way. Another important thing is that you need some examples to support your arguments on the topic. In my opinion, I think that attending the Doha Debates increased our knowledge in every field in life.

**Fatima Nabhan & Maha Youssef - Level 4**

**Victoria Howard**

As young students, we have never thought about sharing in or considering political issues, and actually, this was our first opportunity to watch such a thing. We both were very surprised at how interesting it was, and are now more excited to understand the field of politics.

Also, we hadn't predicted that the other students would have the courage and confidence to ask such strong questions of Dr. Allawi, as he seems to be a very strong man. Now, after this experience, we are very interested in attending and sharing in future Doha Debates.

**Patrick Murphy**

**Instructor, Level 4**

I started to hear about the "Doha Debates" soon after arriving in Doha in August. However, I had a very fuzzy idea about it until I attended the presentation by the Doha Debates production team at Ibn Khaldoun Hall. I was impressed by their professionalism and commitment to promoting dialogue in Qatar about important and controversial issues. Furthermore I was amazed at the list of high profile speakers they have hosted. I knew immediately that I'd be interested in attending one of the debates. Then I heard the catch; they primarily wanted students to attend. Students? What about teachers? Don't we get to go?

Soon thereafter, I got an email from Allyson Young asking teachers to find out which students would like to

go to the debate with Dr. Ayad Allawi. "Students? I don't know about the students, but I'll go!" I wrote Allyson. Fortunately, I was invited to be one of the faculty escorts. Even more fortunately, six students from my own class wanted to join.

I was really excited that students from my class wanted to go. I knew how beneficial it would be for them. It is

so difficult to create an environment in the classroom where students use English to discuss issues of real importance. At the debates, they would see that English is useful for far more than passing an exam. Furthermore, the debate would be hosted at Education City, and I knew it would be a valuable experience for students to see that they are part of larger academic community in Qatar.



I was a little concerned that students might sign up for the debate and then forget about it, but my students all showed that they can be very responsible. They all arrived early for the debates. In fact, I thought I might be late because I got lost on the way. During the debates I was worried that it might be too difficult for my students to understand. Even for a native speaker it was difficult because the speakers did not project their voices or articulate their words carefully. Furthermore, Dr. Allawi sometimes gave very indirect answers to questions, so it made it more difficult to understand.

The next day in class, I asked each of the students to give a brief talk about his experience. It became clear that each of them had gotten some benefit from the experience. One student noted that the discussion was difficult to understand, but he realized the reason was that politicians often give evasive answers to direct questions. Another student was impressed at how well the members of the audience had prepared for asking questions. "Next time we should prepare too," he commented. I certainly hope there will be many "next times" and that QU students can become active participants in future Doha Debates.

## Teachers' Tips and Experiences

(By Leslie Butler)

### What's Going On?

#### Life After Work.

The easiest way of keeping up to date with Qatari affairs is to go to Qatar Journal: <http://qatarjournal.com>. This website relays stories from the local press, submitted by subscribers. If you subscribe (and this doesn't attract spam), you can also receive a daily feed of short news stories which are so concisely and accurately headed that it only takes a few moments to check that day's - or even that month's - developments. There are associated bulletin boards for people's comments.

Another site is [www.qatarliving.com](http://www.qatarliving.com). This is a very busy bulletin board, and so is more time consuming to navigate. You get a lot of trolls and flammers, but it can be a helpful read. It also acts as a sort-of guide to what's happening amongst - well, people younger than me. Classified Ads section, too.

For music gigs, check out <http://www.qatarmusic.co.nr/>. And for more general entertainment, it's a good idea to join the Doha Players. For something to read, try the non-teaching books in the Foundation Program's Lounge A, which are available for borrowing - and why not leave your own discarded volumes there? You'll never get a price for them, unless you set up stall at some School Fair, and that costs more than you'll probably get. Garvey's, The Rugby Club, and The Sailing Club all have selections of borrowable fiction, too, though some regulars have never noticed. . .

#### In Praise of Chalk.

Nasty stuff, chalk dust. Clogs your hair, ruins your clothes, and probably induces lung cancer. (When I taught in China, the front rows of my classes wore filter masks to protect themselves from my debris, and I figured they must know something).

But I wouldn't like to be without it.

Chalk on board is just so convenient and adaptable. Blackboards don't get damaged the way whiteboards do, and chalk is much cheaper and more easily obtained than board markers. Examples, corrections, and colour-coded alternatives can go up quickly, along with any amendments you suddenly think of. Writing briskly at the board invokes a general sense of class activity that the students pick up on, I like to think. Even better, students can get out of their seats two or three at a time to complete or posit sentences on the board, and if you can write quickly enough, you can have team correction races.

In fact, it seems to me that chalk is much more learner-centered than whiteboards, simply because it's easier for students to use. I had a go on an interactive



whiteboard recently, and found it great fun. It was very easy to illustrate things to students, and the techno-wizardry offers huge scope. However, it's a system that remains totally under the teacher's control, and thus engrains a teacher-centered approach. I don't say that's wholly bad, but I do think we need variety in the classroom, and I like to see my students at the front of the class sometimes. As that's much easier and more practicable with chalk boards than with whiteboards or IWB's, I hope I can continue to teach in rooms with

big blackboards and lots of coloured chalk. If necessary, I'll get a cap and dust coat.

Incidentally, if you don't know what I mean by team correction races, it involves writing a full-of-deliberate-mistakes sentence or short paragraph three times in columns on a blackboard. You then divide the students into teams, and have them appoint a scribe whose job it is to step up and correct 'their' sentence, on instruction from the teammates who remain seated. This provokes lots of engaged debate and Focus on Form, and can be adapted to any lexical, grammar or punctuation points you like.

Leslie Butler

\*for more encouraging words on chalk, see J. Savery's article later in this section (p. 37)

#### Water & Electricity: Watch the Meter.

I'm told some new people may not have seen their bills yet, though of course they've received demands by text. Well, if you think there's a communications problem, go to Kahramaa. The local office for Al-Zuhoor Compound is on Salwa Road, opposite Al-Jazeera Petrol Station.

CHECK DETAILS WITH PATRICK AND OTHERS.

You'll need the Kahramaa Water reference number on the blue plaque on your door. You'll also need a photocopy of your ID or visa, and 2,000 QR for a deposit. Plastic is accepted.

You can pay later bills by phone or through the Internet, and you'll find payment instructions on invoices.

Keep an eye on the meters, as these do occasionally go wrong. If you're in Al-Zuhoor, your electricity meter is in a small room by the main entrance, and your water meter is on the roof. Apartment dwellers can identify their water tank (the big white plastic thing) by the metal blue and white tag with the Kahramaa number - the same one that's on your door.

I strongly recommend leaving your water pump switched off when not needed, and it's not a bad idea to turn the water off altogether if you're going to be away for any length of time, as pipes and taps (faucets) have

been known to burst. (Happened to me twice! Last time while I was out of the house! The damage and expense would have been awful, if I hadn't had a house guest who saw what happened, and knew what to do).

### **A Childish Exam?**

Some comparisons between IELTS and TOEFL.

"So TOEFL is childish?" protested a colleague, puzzled by my reference to IELTS as being an adult exam. I hadn't thought of it like that, but in a sense the answer is "yes".

Consider this. Everything in TOEFL is geared to young people in a US campus situation. Affective and interpersonal material has to do with making sense of class requirements, or negotiating difficulties with a tutor. All other issues are seen through the safety screen of a college book or tutorial - even issues potentially close to home such as immigration or traffic are as book-taught as ancient history or calculus. An academically precocious 12-year-old could tackle TOEFL. But not IELTS.

In IELTS, the candidates are required to draw upon their experiences, and speculate on the social and cultural possibilities of the world around them. A 12 year old could not tackle IELTS, because the life experience and ability to assess consequences and compromises would be lacking.

A quick bit of history here. Quite unreferenced, I'm afraid, but I believe it to be true. IELTS used to be more obviously 'academic', but UCLES, the Cambridge body which ran it, wanted to phase it out in favour of their suite of KET, PET, FCE etc. If you visited the British Council a few years ago, you'd see that all UCLES advertising aimed at students focused on the Cambridge Suite, while local IELTS candidates were nearly all mature professionals. (They still get a lot of them). UCLES were persuaded to keep IELTS running by some major clients but, possibly by way of compromise, the overtly academic nature of IELTS was toned down. For example, writing instructions used to ask the candidate to "write a report for a university lecturer", but that injunction has long been dropped. What the rubric for the main writing now says is, "include relevant examples from your own knowledge and experience".

Regardless of internal UCLES debates, IELTS had already made its mark, and was a recognised and accepted brand name, growing more and more popular world wide; and continuing so to do, with many Canadian and US institutions welcoming it. (I'd imagine that it was this market pressure which forced ETS to introduce their excellent iBT, and phase out their dreadful PBT). UCLES went with the flow, and now their web site again presents IELTS as the exam for academics, with KET, PET etc as "general."

So what's my point apropos the University of Qatar? Well I'm totally in favour of using IELTS with its high reliability and validity. Introducing it into our testing armoury is a commendable and professional step forward, and indeed, I'd like to see IELTS and TOEFL adopted as the official standards for our aims and objectives. Nevertheless, as an IELTS examiner of five years local experience, I have to tell you that a lot of our first years wouldn't get a 5.5 if they could do it in

Arabic. Their problem isn't just the language; it's the lack of life experience, and exposure to decision-making and choice.

The example I used in my September presentation for students was 'Favourite TV Programmes'. Whether in writing or in speaking, the candidate would be required to consider possible future developments in the show, how older and younger viewers might differ in their reception, how the show might influence society . . . You get the idea. To prepare for such questions, reading serious journalism in Arabic would be more useful than fretting over grammar points in English.

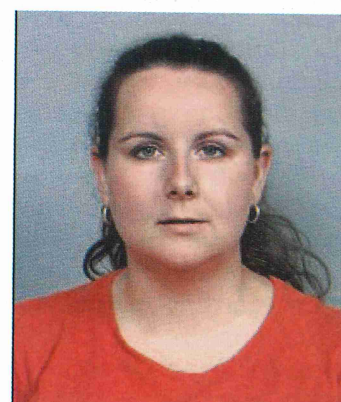
Those of you who used the presentation, might have noticed my emphasis on IELTS's difficulty. That was deliberate, of course. A lot of students imagine that IELTS is an easy exam, and they need to be disabused. Although I get paid per candidate, I'd rather not have to watch kids squirm in silent embarrassment, or shake my head over hopelessly under-length, off-topic writing efforts.

For more mature candidates, however, or young people whose parents tune to the news channels and discuss contemporary issues occasionally, the intellectual range of IELTS, and the personal input required can be much more motivating than the more restricted - and yes, less adult - world of TOEFL.

## **Level Supervisors for the Academic Year 2007 - 2008**



James, Level 1



Alicia, Level 2



Rula, Level 3



Berta, Level 4

## {Article} Closing The Loop - Curriculum Development And Student Learning Outcomes Assessment

By Mu Mu Winn

In any plan for program review, key areas to be considered are often curriculum and assessment. Evaluation of the curriculum includes investigating the goals, objectives and learning outcomes of the prescribed courses to find out how far they reflect the actual needs of the students. It also entails looking at the methodologies and instructional materials used, and the assessment tools which are applied to observe and measure learning outcomes. If curriculum development is affected by the feedback from assessment of student learning outcomes, the complicated relationships at the intersection of curriculum, student outcomes and assessment need to be studied and understood as essential parts in the cyclical process for regular program review and renewal.

For a program seeking accreditation, performance-based course evaluation is required to demonstrate accountability. It is necessary, therefore, to understand the interrelationship between curriculum and assessment, where evaluation of learning outcomes is guided by curriculum objectives and the results of assessment have a direct impact on curriculum changes. In the program review cycle, identification of student needs should result in a clearly stated program mission, which can guide program goals and objectives. These objectives can in turn become the basis for determining student learning outcomes which are observable and measurable. Appropriate assessment procedures can then be mapped to student learning outcomes which reflect the quality of the program.

In the presentation on "Curriculum Development, Student Outcomes Assessment and Accreditation" at TESOL '07, Seattle (March 23, 2007), one of the main presenters, Susan Gonzo (University of Illinois) pointed out that the most difficult (CEA) standards for programs to meet (or to demonstrate that they have met) have to do with the relationship between curriculum, student outcomes, and student assessment. Another presenter, Kathy Romstedt of Ohio State University mentioned that English language learning outcomes should:

- \* focus on student use of language and specify clearly what the student must be able to do with



the language at the end of the course or program;

- \* state observable or measurable language skills/proficiencies, showing a student what he or she must do to show achievement;

- \* indicate a level of language proficiency based on assessed student needs;

- \* provide direction for instruction;

- \* form the basis of assessment.

Thus curriculum developers and assessment coordinators need to recognize the importance of close coordination and interaction between curriculum development and assessment, and view student learning outcomes assessment as an inalienable part of the overall curriculum. Curriculum changes should reflect the actual needs of students based on research and changing circumstances in the program. This would involve matching new learning outcomes with reliable assessment tools, reviewing methodologies and instructional materials, and using student achievement results to evaluate the program. Learning outcomes "serve as guidelines for content, instruction, and evaluation". (Kendall-Phillips, Louis, 1994.)

Ongoing curriculum development will make use of both formative and summative evaluation, including feedback from a well developed assessment system. Performance indicators (showing what degree of achievement is required by students) and measurement procedures need to be clearly defined. Tests, class assignments and project work can be used as direct assessment tools, while significant data can be collected through indirect assessment tools such as surveys and interviews. In successful programs, the teaching faculty often plays a key role in analyzing results, sharing them with colleagues, and identifying areas for improvement. As Professor Nitham M. Hindi from the College of Business and Economics, Qatar University, advised in his presentation "Implementation of Student Learning Outcomes Assessment" (February, 2007):

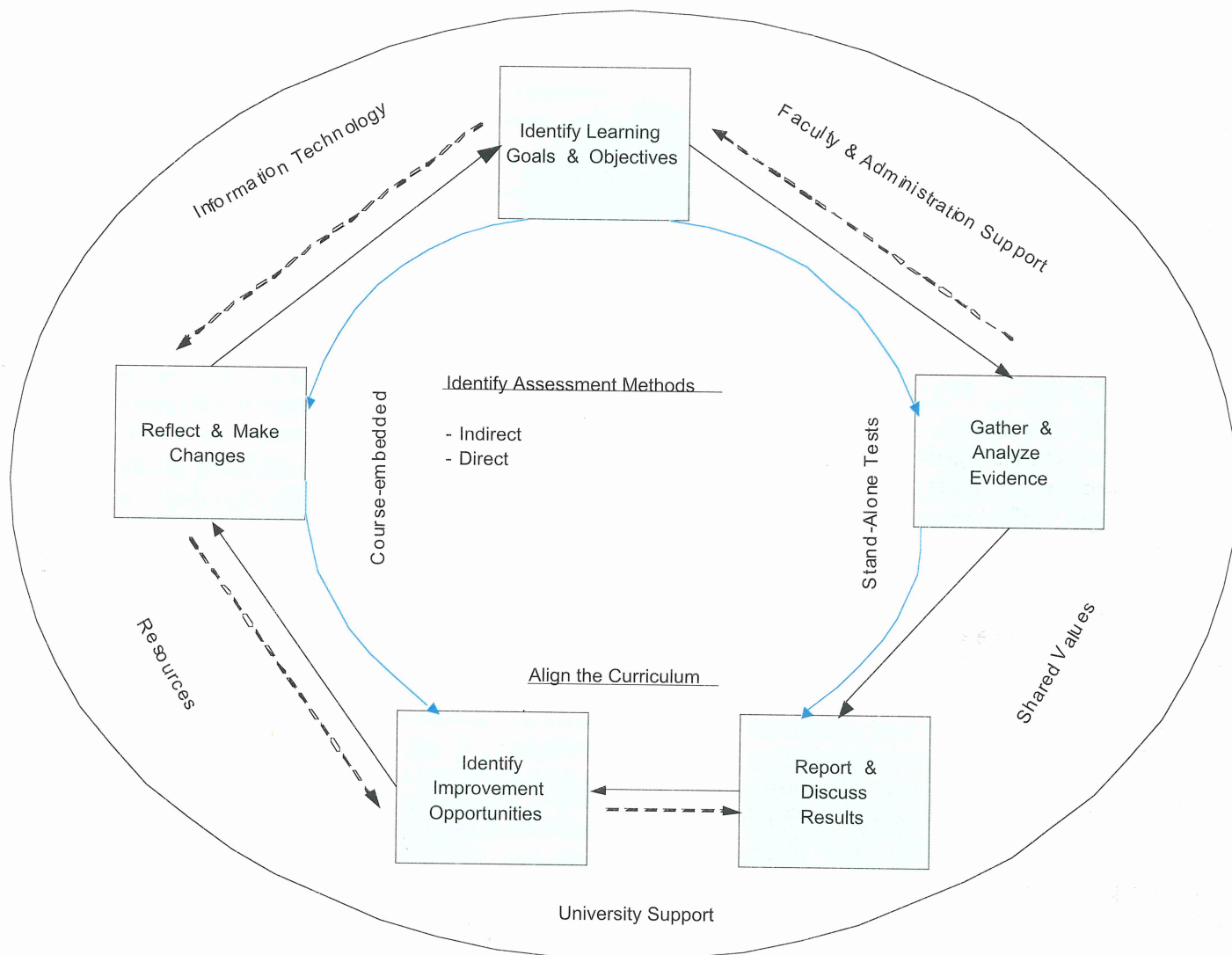
"Collect various assessment measures, tabulate results, and distribute to faculty. 'Close the loop'. Use assessment results to make decisions and improvements. Call an annual assessment forum to discuss the results of assessment and suggest

changes. Note that assessment is a process."

The following flow chart was used in his presentation to demonstrate the assessment process:

**References:**

Hindi, Nitham M. February, 2007. "Implementation of Student Learning Outcomes



(Source: AACSB International – The Association to Advance Collegiate Schools of Business (2005). *Assessment of Student Learning in Business Schools: Best Practices Each Step of the Way.*)

Implications emerging from assessment results can contribute to curriculum development and form the basis for program review and renewal. Thus, assessment results form an important link in the "loop" or chain in the curriculum evaluation process. If the analysis of these results can lead to identification of the program's current needs, so that appropriate modifications can take place, we come full circle and finally "close the loop."

**Assessment": Presentation for the SLOAS workshop, Qatar University.**

Gonzo, S., Markee, N., Romstedt, K., Storer, N., and Stevens, S. March 23, 2007. "Curriculum Development, Student Outcomes Assessment and Accreditation": Academic Session, TESOL '07, Seattle.

Romstedt, K., 2007. "Assessment and Student Learning Outcomes": Presentation, TESOL '07, Seattle.

Gonzo, S., 2007. "Background for the Session: CEA Standards for Curriculum and Student Achievement": Presentation, TESOL '07, Seattle.

Kendall-Phillips, Louis, 1994. *The Continuing Education Guide: the CEU and Other Professional Development Criteria.* Hunt Publishing Co.

{Article}

## I Have Got Redtooth

By Amr Salah

Don't worry, I haven't developed Dracula syndrome, but don't I have the right to have Redtooth if it is acceptable to hear that my next-door neighbor has got a different color tooth - not white nor yellow if that matters, if you know what I mean?



In the past few decades, many aspects of technological have affected our life tremendously. But have you ever thought how this has reflected on language? It is not totally senseless nowadays to hear someone saying, "Why did you stop IMing me since you got your last job?" IMing, for those such as me, who are not very familiar with the internet jargon such as myself means "Instant Message." Acronyms, loanwords and many other linguistic phenomena exist as long as life exists, and will do as long as there are changes in the economy, in politics and in all other aspects of life.

However, what I am discussing here is something different. I am referring to language that breaks all barriers of semantics, syntax and discourse analysis, and yet is still considered very acceptable as a means of communication. I once read an article analyzing the so-commonly-used sentence, "Give me a miss call!" Is this semantically ridiculous, or have our brains been restructured by technology? If I ask - for example, our students - what this means, I bet most of them would answer, "Give you a miss call on your cell phone or pager" - if the latter device hasn't already become obsolete. Such sentences along with others have become such a part of our everyday communication that we forget to pause for a minute and think about their implications. Semantics, syntax and many other linguistic aspects have ceased to form part of our analysis of such sentences. In order to be able to understand the effect of the example given above, let's - for arguments sake - imagine someone who lived back in the 50s has just been moved into our age in a time machine fantasy.

Would he still think of this sentence as making sense as it does for us now? The idea here is that the semantic properties of the word "miss" are such that it is a call which you do not mean to get, so when you ask for it to "miss" there comes about a mysterious effect. In fact, a "miss call" becomes an economic necessity for being a far cheaper option than an SMS, cheaper in this sense meaning free. It also substitutes for a bleeper or a pager.

The idea behind all this is that if we are not technologically savvy, or at least, familiar with the basics of technology, many language structures and sentences will not make sense. The matter can be mind-boggling when we think that we condemn sentences to be grammatically incorrect based on subject-verb-agreement or wrong choice of a preposition whereas you may bend the rules to accommodate technology.

Just think of what the following sentences can mean nowadays, if the technological context is provided - and what they meant a few years ago when there was only one non-technological context:

- \* "I don't have enough memory."
- \* "She needs some chips."
- \* "I have got Bluetooth"
- \* "This is a fancy mouse you have here under your hand."
- \* "Send it to me soft copy."
- \* "He is an expert in the hardware stuff",

Or, simply:

- \* "Virtual reality"

It is amazing that sports, politics, and many other fields have not seeped as much into the English language as technology has. In other words, technology has not only infiltrated its jargon into the language but it has become the language.

Yet, we see in many academic curricula and many school and university textbooks structures that are taught and that are considered the only correct ones by teachers and educators. The fact is that these structures are not the only acceptable ones. I do not mean to get into Descriptive and Prescriptive Grammar because that needs another article. I just wanna show that the argument in this article points out the fact that language is flexible, so why shouldn't language educators be as such? Just a question to ponder!

{Article}

## CHALK OUT

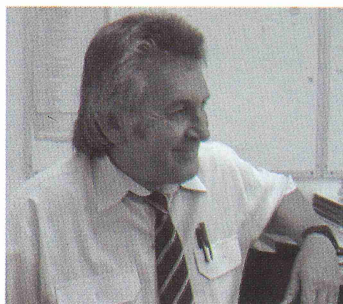
By J. Savery

I'd ordered it two days ago. I took the Technology Request Application Form from the carousel. Hidden behind the Expenses Claim Forms on the second shelf from the floor, it took some finding. However – stooping like an entomologist searching for a secluded beetle - I tracked it down, removed it, filled it in, signed it, photocopied it, submitted the original via the relevant pigeon-hole. That was that. Wasn't it?

There was the OHP; there was the socket; there was the switch. But where was the extension cable I'd ordered the day before yesterday? The class restlessly waited, mildly entertained by my perplexed hunt for that vital length of flex. Not here. Not there. An inanimate OHP perched lifelessly on the table-top; an untapped power supply fixed in the wall 4 meters away; and nothing to bring them creatively together. Several phone calls. Another wait. A soft knock on the door and a technician sheepishly pads in bearing, like a rare offering, the vital wiring. One end into the wall socket and the two pin OHP fitting thrust into a three pin multipoint adaptor. The technique here is to push a key or similar implement into the "earth" slot, thus opening the live and neutral apertures so a two pin plug may be connected. Not recommended if the adaptor is "live" though; but pricelessly amusing for the Class to see the Teacher doing an electrically powered jive-bunny, wrapped in writhing, blue lightning ribbons. Best to switch off and disconnect first. Less diverting, but you live that bit longer.

In go the pins; in goes the plug; down goes the switch; transparency onto the glass; depress the red, "on" panel and back away from the reflected, sudden glare as the lamp brightens and the screen lights up. Which it does not. No working bulb.

This is a familiar situation, isn't it? Haven't we come to expect almost any class equipment to fail? To break down? For the technology to crash? For the laptop to power out? Succumb to a fatal virus? The uncooperative wi-fi; the tantalising snatches of an audio recording interestingly distorted by poor speakers and worse acoustics; the blown bulb; the OHP screen that will neither roll down when rolled up, nor roll up when down. It all happens. And we're alone – except for a fractious class - with the consequences.



Technology – as our rising stress levels testify to – needs such organisation and maintenance as is seldom there. And the more sophisticated the kit or the more complex its combinations, the greater that requirement and the higher our pulse rates and the more agitated our demeanours when that increased need is disappointed. A Teacher's trademark fraught expression has much to do with this. Which brings me to the more sedative topic of chalk. Chalk is the most elementary of classroom aids. With chalk, a large black-board (or "chalk-board"; these are more often dark green, which gives a better surface) and a simple, hand-held eraser, much can be done – and undone.

Chalk consists mainly of calcium carbonate (CaCO<sub>3</sub>) derived from the fossil remains of billions of microscopic sea animals (prehistoric planktons) whose calcareous remnants settled in layers, were compressed and stacked up into deep limestone beds which, today, are quarried for commercial purposes.

Chunks of this natural and quite plentiful material are pulverised and ground into fine dust, and the impurities removed. Mixed with water to form a slurry, the paste is extruded into sticks that are sliced, cured in high temperatures for several days (the longer the baking period the harder and more dustless the result) and then cut into classroom-suitable lengths. Pigments may be added early on to form a range of colours, or the chalk may be left in its natural white. Current manufacturing processes are rigorous and controlled for health and safety so the final product, which will have been thoroughly tested, poses no health hazard. Moreover, classroom chalk is cheap and easily carried. We have at hand therefore, a writing or drawing medium that is safe, inexpensive and readily portable. Basic in the extreme and requiring no external power supply, lamps, wires, plugs, instruction manuals (often missing), updates, costly repairs, mirrors, lenses or experts to attend on it, it is nonetheless versatile and of great practical application.

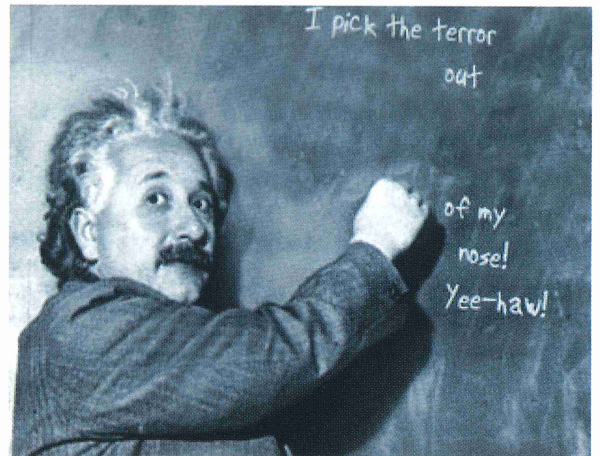
Even in the fingers of the artistically reticent, chalk can produce stunning effects: instantly rendering the written word, the diagram, the symbol and the illustration. Used flat to make broad strokes or on an edge or tip to inscribe finer lines or textures, chalk can fluently express

the thought of a moment, or eloquently fix the lingering image. It's amenable to highly wrought representations and to the utterly elementary. Consider the examples of chalk-work below.



**Artist:**  
**Francis**  
**Boucher**  
**(1703 - 1770)**

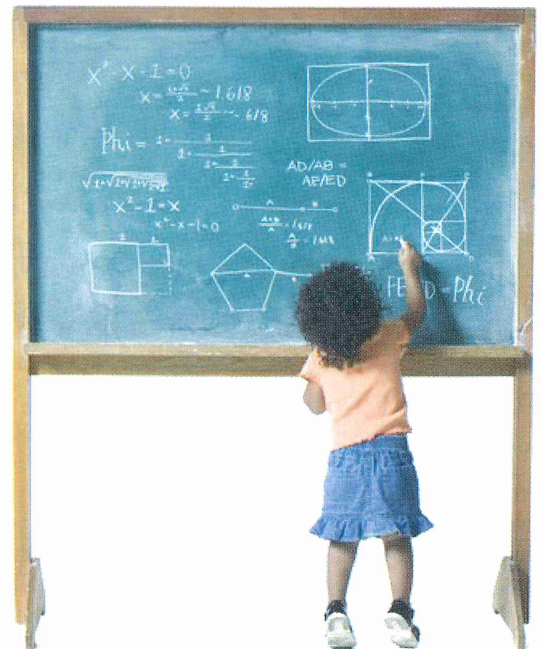
## And as for script:



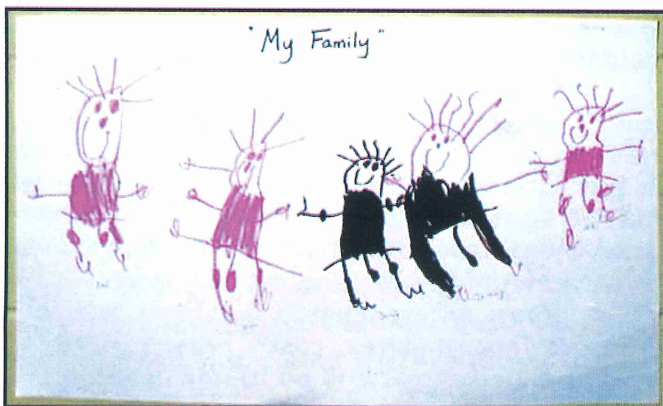
*Doesn't get much more sophisticated – and basic – than this.*



*Expert rendering, but artist's details unknown.*



*Einstein would have approved.*



*Speaks for itself, really*

In general therefore, chalk, which has been around since our ancient ancestors first made marks with it on cave walls, has proven itself to be a serviceable and expressive natural substance as the above instances depict quite conclusively. Ideal for the classroom, don't you agree? It may break but it won't break down. It might squeak and make the sensitive shiver and wince, but it never electrocutes. You can drop it or step on it with impunity. Lose it and more may readily be bought. Buy it and it's cheap enough to lose. Inert, but dynamic. And fidgeted with, bounced in the cupped hand, it calms the nerves.

Chalk has had such a lustrous past and is so radiantly capable as a creative substance today, that it must surely have a luminous future too.

Which is more than can be said of my OHP bulb.



{Article}

## Trends in Educational Technology: Introducing Digital Storytelling

By: Alicia Cundell

As a Reading and Writing teacher, I am constantly looking for ways to bring interactivity into the classroom to engage and motivate students. I find the more freedom I give them to create, the more they surprise me with their imagination, creativity and – most importantly – their language. One of the level 2 writing assignments was to write a story with a moral. I used this occasion to have groups create Digital Stories, one of the more popular trends in educational technology.

What is digital storytelling? In essence, a digital story tells a story using a variety of multimedia tools, such as audio (voice and/or music), video, photos (moving or still), graphics and text. While I used a digital story for students to create fictional stories, this kind of project has the potential to have a variety of applications in EFL, and more specifically, in the Foundation Program. For example, Students could create projects using photos of target vocabulary or 'scenes' that lend themselves to target grammar. This kind of project may also be suitable for other kinds of writing in the syllabus, like compare/contrast.

In order to create a digital story you will need a story/text and a set of digital photos that will serve as the illustrations for that text. Before beginning the digitalization process, the text should be clearly marked to reflect which texts accompany each of the photos. There are a few different software programs you can use to create these projects. For example, PowerPoint, which is already installed on university-issued laptops and desktops, and Photo Story 3, which you can download free from the Microsoft Web site.

PowerPoint is easy enough to use for this project. First, paste your photos onto slides and write any text you want to include in text boxes. Once the visual aspect is complete, you are ready to add the narration to the visual. To record audio, click on the 'Slide Show' menu at the top, and select 'Record Narration.' Make sure your microphone is plugged in and is not set to 'mute' on the volume controls. It's essentially a presentation with narration. Whether you ask students to write the text or not is up to teachers.

Photostory 3 is also an easy, user-friendly four-step process, much like the Windows wizards for other tasks within the Windows environment<sup>1</sup>. As soon as you open the program and choose to start a new project, you are instructed to upload your photos for the story (hold down the control key to select multiple photos at once). Once uploaded, they appear on what looks like a film strip. You can click and drag these into position as they should appear in the story. At this point, you can edit the photos and apply a range of effects to each.



2. After this, you may choose to put text on the slides. (You also have the chance to apply effects to individual or all photos). I advise keeping text to important things like the title and authors.

3. In step three, you record the narration for each slide individually; all you need is a microphone. There is also a fantastic function in this step that customizes motion by clicking the 'Customize Motion' button. For example, you can choose to zoom in on a section of a photo and have it gradually zoom out to give it the illusion of a moving picture. Producers can set the beginning and ending positions of all pictures, or apply a global setting that would apply to all pictures. Producers can also choose the transition

style from a fade to a variety of patterns.

4. The last step allows for the adding of background music. In addition to being able to upload your favourite music in a variety of media formats, you can actually 'create' your own soundtrack by customizing the variables.

That's all there is to it. It took me about ten minutes of playing around with it to learn how to use it. There are enough functions to be able to customize your projects and do a lot of cool things, but not so many as to overwhelm you. The final product is saved in a movie format (which means all the embedded files are converted and there is only a single file), and due to the constant motion even with still pictures, it feels more like a movie than a page-by-page story.

**Procedure & Reflection on Creating Digital Stories in a Foundation Reading/Writing Class**

Before doing the project, the girls voted on the idea and agreed to bring laptops on the given day. I volunteered to lend my laptop out to anyone who needed one. One laptop was needed for every 3 or 4 students. I emailed the setup file I downloaded from Microsoft to the entire class (using the email function in Blackboard) along with some links where they could legally download clipart or photos to use for their stories. I also provided the link where they could download the software themselves. Their homework was to come prepared with 4-6 pictures they would use to illustrate their story. I also told students that I would bring a selection of photos for them to choose from to create their story. I preferred to let them choose their photos so as not to stifle their creativity. I notice that when left to their own devices, students produce pieces that showcase their talents as well as their language skills.

In the future, I will insist on 'storyboards' where students draw sketches and make an outline with the main events of the story before beginning the writing

process. This would be a suitable task to do the lesson before and send students home to find suitable photos that match their story outlines, so that when they come to class the following day, they are ready to write the story.

From time to time throughout the lesson, it was necessary to remind students that I was most interested in their writing, and the 'digital' was just an aid to illustrate their work. I set clear timelines during the class so they knew when to begin each step.

What I noticed in particular about this project was this: all students were engaged throughout the entire process. During the entire lesson, I was walking around helping students, answering questions. Not once during the lesson did I notice girls going off task, fixing their make up or talking on their mobile phones. They were 100% invested in the project, and this was reflected in their final products. The magnitude of their investment became clearer to me after they worked on their projects at home to make them better despite having finished in class. As we didn't have time for proper 'screening' on the day of the lesson due to time constraints, and to my surprise, many of them worked on them over the weekend and brought me the new and revised files for screening.

I also noticed that the girls utilized their laptops productively during class to help them with the assignment by using various online tools, such as the Google dictionary and a thesaurus, further evidence that laptops could play an effective role in the reading/writing classroom. Another important point to note is that our students know how to use a lot of programs and can create highly creative products without our guidance. I allowed the girls to use whatever software and tools they wanted (for example, Moviemaker) to create their stories if they felt more comfortable. However, when one group saw how easy and functional Photo Story 3 was, they decided to try it out.

Those teachers who are interested in seeing example of the stories done in my class can email me. For the sake of the students' privacy, I will not post them online, but they have authorized me to show them to other teachers.

#### Links to Additional Resources

1. Overview: University of Huston's Educational Uses of Storytelling:

<http://www.coe.uh.edu/digital-storytelling/>

2. How to Create a PowerPoint Digital Story:

[http://blogs.writingproject.org/blogwrite64/stories/storyReader\\$226](http://blogs.writingproject.org/blogwrite64/stories/storyReader$226)

3. Tutorial guide for Photo Story 3:

<http://www.coe.uh.edu/digital-storytelling/PhotoStory3-Tutorials/PhotoStoryTutorial.pdf>

4. The getting Started page of the UH's Web site links to information and tutorials on how to use this software:

<http://www.coe.uh.edu/digital-storytelling/gettingstarted.htm>

5. Find legal digital photos at these sites:

<http://www.freephotobank.com/>

<http://www.freefoto.com/index.jsp>

<http://office.microsoft.com/en-us/clipart/default.aspx>

<http://www.pics4learning.com/>

<http://www.freeimages.co.uk/>

<http://www.freephotobank.org/>

<http://www.freewebphoto.com/>

Find sounds for your digital stories at:

<http://www.findsounds.com/>

## Star-Like Words



Words are the almighty weapon of highly eloquent and experienced people who express their vivid pictures and opinions of the world we live in, regardless of the time they were said or voiced in. They proved to be an ever changing powerful machine that is capable of reshaping man's experience at anytime and anywhere. The more condensed these words are, the more effective they become in

expressing humanity at its most unreachable summit. It is that critical moment in life that generates short but hugely expressive words to be said by people who are in real love with life and language.

A wise man once said, "Sit in the needle's eye, and stay still. If you see the thread coming in don't touch it, and if you see it coming out don't catch it. And be happy as life gives its juice of happiness only to those who are happy."

Emotions and feelings that are hidden and repressed end in illness like lumbar pain, ulcer, and gastritis. With time, the repression of the feelings degenerates to cancer. Then, we go to a confidant to share our intimacy, secrets, and errors. The dialogue, the speech, the word, is a powerful remedy and an excellent therapy.

If you don't want to be ill, make decisions. The undecided person remains in doubt, anxiety, and anguish. Indecision accumulates problems, worries, and aggressions. Human history is made of decisions.

Good humor, laughter, rest, and happiness replenish our health and bring long life. The happy people have the gift of improving the environment wherever they live.

Khalid M. Ismail

{Article}

## Error Tolerance at the Sentence Level

Errors were used to be viewed as bad signs that should be prohibited in learning a second language (Fries, Skinner, and Lado). Then came another view (school) that tolerates them and considers them a healthy

aspect of learning (Corder, Nemser, and James). Now. As the objective to learn a second language is to be able to communicate a written or spoken message, errors are looked at as natural, necessary, and valuable signs since we are all human beings and are liable to make mistakes. Still, this does not mean that all errors are acceptable and tolerable. However, linguists suggest that teachers of a second language should be more tolerant overall in evaluating errors. They give higher priority to multiple, lexical, and spelling errors and lower priority to morphological and local syntactic errors since the former ones generate handicap to effective communication but the latter do not.

Error tolerance and intelligibility could be of value to ESL teachers, learners, textbook writers and syllabus designers. For the ESL teachers, they may help them indicate areas which should be given priority in teaching, grading, and testing a second language. Teacher correction should concentrate on errors which are likely to impede communication. As for the learners, error evaluation makes them aware of the importance of communication in language learning, and thus be aware of the serious types of these errors and, consequently, try to avoid them as we all learn from such errors. Also, textbook and syllabus designers can make use of this research due to the importance of utilizing its results in sequencing and revising curricula according to the types of errors committed and how much tolerance is allowed for each language learning skill and to emphasize the role of comprehensibility as a language teaching objective.

It is important to distinguish between errors and mistakes (Chomsky, Corder), as they make use of the dichotomy of competence and performance. According to them, errors show a deviation from the norms and that the learner has not yet fully commanded the second language system. Where as mistakes are unsystematic (errors of performance) and have no effect on language learning since the learner is aware of them and can easily correct them if he/she is given a chance for revision. What makes such a deviation be seen as error and not a mistake is that of regularity (it happens regularly in writing).

The most critical factor behind these errors is the negative transfer of the learner's native language (the exclusion of any new rules that do not match with the already fixed well-established rules - deep structure - in the mind of the learner i.e. competence). What is worth mentioning is that error analysis is of vital importance for the teachers because these errors are indications of what should be taught thoroughly. This was heavily stressed later by error analysis (EA) and contrastive analysis (CA) researchers and specialists.

Errors are evaluated at the sentence level that ranges from larger to smaller units according to relation of inclusion i.e. morpheme - word - phrase - clause - sentence. Depending on such a scale, we shall be able to demarcate a given grammar error more precisely (Halliday 1961).

Tolerance and intelligibility of learners' errors are dealt with, for some teachers, in terms of comprehensibility in the sense that they cause the

reader to misunderstand the message

or to consider the sentence incomprehensible. As such, errors whether tolerated or not will depend on the factor of seriousness (comprehensibility) and its effects on intelligibility (do not hinder communication).

Khalid M. Ismail

{A Report}

## **SPELT: Society of Pakistan English Language Teachers The 23rd "Caravan" Conference**

*Opening New Vistas*

*By Jane Hoelker*

**English Foundation Program, Qatar University**

The 23rd SPELT Conference was held in November, 2007. Although a state of national emergency was called on the morning of November 3rd, the conference

continued through the dedicated efforts of the "SPELTers", as the members of the SPELT organizing committee call themselves.



I was invited to give the keynote address, entitled *Books Cross Borders: Multicultural Literature*, at the Karachi conference on November 2nd to a most receptive

audience of 1,000 educators. I first spoke about this topic on an InterSection Panel at TESOL International Conference in Tampa and later expanded it into a presentation for the TESOL Arabia conference in 2006. This topic is dear to my heart as an EFL educator and an example of how a passionate interest can motivate a classroom teacher to explore a topic over a stretch of time and of how that research can benefit herself and her students.

In the keynote address I discussed the origin of multicultural literature during the Civil Rights Movement in the United States in the 1960's. A discussion that arose early in the movement was: must the author be a member of a particular ethnic group to author a book about that group, or can someone who lived within an ethnic group author an authentic book

about that particular group, several impressive examples of which are cited. The purpose of multicultural literature and the evaluation criteria were surveyed as well as an examination of award books like the Newbery Medal winners and the Caldecott winners to see if they measure up to the criteria; unfortunately, most do not.

How to use folktales, of which there are six varieties, as a way to start using multicultural literature in the classroom was discussed. Often multicultural literature is used to connect students with the worlds outside their experience or to introduce the global perspective into the ESL setting. However, as a result of several discussions with colleagues in various teaching situations which often concluded with regrets that students in this region shared their culture less than students from other regions such as Asia, I have used multicultural literature to encourage my students to share their culture with me in class. A technique that was particularly successful was using an element common to two cultures to provide scaffolding during the experience of moving from the familiar culture to the less familiar culture.

Finally, I extended an invitation to all SPELT members to write and publish multicultural stories about Pakistan. While researching this topic, I discovered only one title about Pakistan (Shanabu: Daughter of the Wind) readily available to international customers on the Internet. (Many teachers approached me during the social following the keynote address about plans to follow up on my suggestion, and were going to order Childrens' Writers' and Illustrators' Market through the mail order system of amazon.com with its extensive notations on publisher preferences and tips on writing.)

I added that I had researched the keynote address on the Internet to demonstrate that the Internet now makes it possible to conduct research in areas of the world where printed resources are often limited. (Several of the overseas presenters also announced that they had independently made the same decision when preparing their work.) Finally, I concluded with a quote by Hazel Rochman (1993) in which she explains how a good book can help break down barriers, dispel prejudice and build communities through enthralling stories that enable us to, ". . . see someone as a person—flawed, complex, striving . . ." and in this way the reader reaches beyond stereotype.

The initial phase of the "caravan conference" was held in Karachi from November 2-4th (Friday through Sunday). After the weekend conference in Karachi, one cohort of speakers (including myself) traveled to Abbottabad for the conference scheduled from November 6-7th (Tuesday to Wednesday) and then to the conference held in Islamabad and then Lahore from November 9-11th (Friday through Sunday). The second cohort traveled to Multan for that conference scheduled from November 6-7th and then to the conference held in Islamabad and then Lahore from November 9-11th. The international conference program included 10 speakers from eight countries.

As I traveled on the Karakorum Highway at the foothills of the Himalayas along the old Silk Road, I felt

privileged to have been invited to join the caravan for the 2007 conference. SPELT plans a grand conference in 2009 to celebrate 25 years of SPELT. I look forward to hearing what memorable and exciting activities take shape in 2009!

The author expresses appreciation to the Qatar University English Foundation Program for its support which enabled her to attend this conference.

{Article}

## Exploiting Student-generated Essays into a Writing Lesson: The Intermediate Level

By Jane Hoelker, [jhoelker@qu.edu.qa](mailto:jhoelker@qu.edu.qa)

English Foundation Program

(This article is the first in a series of two, discussing how to exploit student-generated writings into a lesson.)

Be a practitioner of responsive teaching. Use student-generated work as samples in the classroom, and exploit that learner-generated work into a lesson. These two directives were repeatedly discussed in the MAT program at SIT (The School for International Training) in Vermont in which I was enrolled from 1998-2000. I would like to share some successful writing activities I have developed while practicing these guidelines.

### Reasons for Success

What comes out of a particular classroom comes out of the student context and, therefore, accurately reflects their level in the language. When the learners have written two to three drafts of the process writing assignment, the teacher can safely assume that it is truly their best, based on their background and motivation. Hence, the best essay produced in a class is a model that others can understand and imitate easily, often much more easily than a textbook model. Indeed, the best student-generated essay from a class provides scaffolding between the essay of the average learner and the textbook essay (Vygotsky, 1997). Or as Prose (2006), a published writer, explains,

After I've written an essay in which I've quoted at length from great writers, so that I've had to copy out long passages of their work, I've noticed that my own work becomes, however briefly, just a little more fluent. (p. 3).

Feedback from my classes supports the above statements. In addition, to read such an essay is inspiring because if a peer has produced an exemplary piece, the others can, too. Furthermore, the class is excited about guessing who the author is of the anonymous essay is. In addition, the highly motivated individual who produced the sample essay seems to appreciate the feedback on how to improve his or her writing.

Some Ways to Exploit Successful Student-generated Essays

I've taken the two best assignments (an autobiographical narrative at the intermediate level by a first semester female student and a descriptive essay at the advanced level by a second semester male student) and exploited them into two writing lessons. The samples are used in the class that produced the essays and not in other classes because each class context is unique. Each essay is followed by questions that encourage reflection and discussion. The first question for each sample asks what the writer did well or what do you like about the essay. In this way the criteria that were successfully employed are highlighted before the group begins discussing the criteria that were not met.

In this article, I offer an example of the autobiographical narrative for an intermediate writing level.

Example One: An Autobiographical Narrative

### Making Friends

By Miss Z

[para 1]

Twelve years ago a little girl sat alone in a room, playing with toys. And that little girl was me.

[para 2]

When I was seven years old, I had a communication problem, but I always felt that all the other kids were devils and bad. They always cried to have what they wanted. My Mom felt bad for me. She tried to talk to me all the time about my problem. But I didn't listen to her. My Mom didn't give up and she started to make a plan that would change my life forever and for good.

[para 3]

The first thing my mother did is to invite all our family friends and their children for my birthday. I didn't know that until the day of my birthday. When I saw all the children, I felt very angry and started to cry. My mother came to me and explained that the children came to my party because they loved me. They wanted to talk with me. I stayed in my room for two hours. Then, I went downstairs and saw all the children. They came to me and wished me a happy birthday. I was surprised. I started to talk with them and that was the first time I talked to the other kids. I had a good time at the party even though I didn't spend a lot of time with the other kids.

[para 4]

A few days later, my mother decided to have a picnic at the beach. When I went there, I saw the kids that I met at my party. I felt very happy. I ran to them and started to play with them. We really enjoyed our time in the camp. We made two teams and had a football match. We had a delicious dinner on the beach. Next, I invited my new friends to a tea party and had fun. We played with toys and wrote secret letters to each other. Also, we had a secret room and we shared everything in that room.

[para 5]

Now after twelve years, I have a lot of friends that are like my sisters. If my mother hadn't solved my problem,

I would have been alone and without any friends. I thank my mother for that.

### Questions

1. What did the writer do well? What do you like about the essay?
2. What is the message in the introduction? In other words, how does the student author make you feel when you read the introduction?
3. Does the writer pick up the key words and key concepts from the introduction and include them in the conclusion? If so, what are those key words or key concepts?
4. What pair of synonyms is found in paragraph two? What pair of synonyms is found in paragraph four? 5. Review from our class discussion with your partner and explain how the use of synonyms supports coherence or unity in writing.

### Conclusion

To sum up, the student-generated texts motivated the class. While preparing such texts requires an investment of teacher time, it is rewarding to see student writers produce increasingly complex and successful essays. Some might argue that lessons based on learner-generated work takes time away from completing exercises in the textbook and, therefore, from meeting the objectives of the curriculum. There is indeed a fine line between responsibly following the program curriculum and allowing lessons to be dictated by a textbook. However, I am encouraged by these experiences and will continue my efforts to be a practitioner of responsive teaching that innovates to meet learner needs, always open to exploring where that fine line is drawn.

### Bibliography

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## {Article} Exploiting Student-generated Essays into a Writing Lesson: The Advanced Level

By Jane Hoelker, [jhoelker@qu.edu.qa](mailto:jhoelker@qu.edu.qa)

English Foundation Program, Qatar University

This article is the second in a series of two, discussing how to exploit student-generated writing into a lesson. The first article explored how the best essay produced within a class helps the learners understand more easily the criteria for successful writing. Thus, the model essay serves as scaffolding (Vygotsky, 1997) between the essay written by the average student in the class and the textbook examples. Even published writers report this phenomenon as explained in the first

article in this series (Prose, 2006). The first point about each example discussed by the class is what the writer did well. In this way, the criteria that were successfully employed are highlighted before the class delves into areas that need improvement. The first article treated an intermediate level, autobiographical narrative by a female student. This article explores an advanced sample of a descriptive essay by a male student.

**Example Two: A Descriptive Essay**  
**Sketching the Way to be President**

**By Mr. W**

[para 1]

"Set your goals high and don't stop until you get there," (Bo Jackson). Most studies show that a person with a specific goal is more successful than anyone without one. As great as your goal is, you will arrive at success only if you manage the situation in the right way. I have chosen my goal, to be the president of our nation. To achieve that goal, there are some short-term goals that I have to meet. First, I must gather people around me, second I must collect a lot of money, and third I must win the campaign, which is the most important step. I can overcome all these problems with my diplomacy, industriousness and persuasiveness.

[para 2]

Applying these qualities in the steps in my timetable will help me reach my goal more easily. My first short-term goal is to gather as many people as possible around me. In fact, this success will help me with the next two steps. I have started gathering supporters to me already and I think the perfect number will be 2,015. To reach this number of supporters is not easy. Difficulties surround me. The hardest one is how can I convince people to only one point of view when they have many different thoughts on how to govern our country. In this case, I'll use my persuasive powers to convince them that what I am leading them to is the best for our great nation.

[para 3]

The second short-term goal. It is important to collect a lot of money which will help me in campaigning.

\_\_\_\_\_ . I will take advantage of my good relationships with people. I will use trade because that is the fastest way to collect money legally. But the difficulty which I face is how to start without a good budget. I will deal with this situation by using my industrious thinking.

[para 4]

The third short-term goal is winning the campaign to be the president of our beautiful nation. This will be reached in 2,025. But something really worries me and that is how will I convince the people who I gathered and even others to vote for me. I will consider my diplomacy in solving this problem to achieve what the people demand. I will try to balance what they need and what the country needs and then try to meet the

needs of both.

[para 5]

The people's demands are also mine when they help the place where we live to be the best place that has ever existed on earth. I can become president through the people's support, with financial support, and the supportive votes of the people, but only after solving the differences of opinion on issues, finding sources of financial support, and inspiring the citizens to vote for me. Vote for me if you want your demands to be made real!

**Questions**

1. What did the writer do well? What do you like about the essay?
2. What does the second sentence in paragraph one do?
3. What is the writer's first short term goal? How will the first short term goal help the writer?
4. Write two examples of vocabulary words and their synonyms in paragraph two. Remember that the use of synonyms supports coherence or unity and is important in writing.
5. What example does the writer give as a way of making money?
6. What synonym in paragraph two is repeated in paragraph four?
7. Find the sentence fragment in paragraph three and edit it into a complete sentence.
8. What example in paragraph four demonstrates the diplomacy of the writer?
9. A transition sentence at the beginning of a paragraph builds coherence or unity and helps the reader move forward. What information does the writer take from the end of paragraph four and use in the first sentence of paragraph five?

**Conclusion**

To sum up, student-generated samples motivate learners and increase understanding of the criteria of good writing, thus building confidence. These benefits far outweigh the extra time demanded by such preparation on the part of the teacher. Lessons do not have to be dictated by the textbook. Indeed, educators can fulfill curriculum requirements by using creative approaches responsibly in order to motivate students and support their success.

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- Prose, F. (2006). Reading like a writer. New York: HarperCollins Publishers.
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{A Story}

## Pilou's Adventures of Pilou: A Series of Adventures

By James FitzGibbon

(Adventure 'The First' appeared in the previous issue.)

### Adventure the Second

And, there, suddenly it was! A bright new, light-reflecting, sign, bordered in green, bearing the name of the town. How that name had cropped up in so many conversations! Like: "You can get better ones in Town! And for much cheaper!" It was known simply as 'Town'. Everyone knew what 'Town' referred to. As his family used to pass onto 'Town', they would see the unmistakable, enduring, logical hands of progress roughly grip hold of the land: the combined harvesters, busy toiling in the early morning fields, ripping the Goodness from the Land, the men building the new railroad, laying down the sleepers and their hammers going 'Tong .....Tong' as metal touched metal.



As they passed through the neon-lit streets – the man driving and him, Pilou felt suddenly sad. He could imagine drawn, white, haggard faces peeping from behind lace-curtains, cats scratching at the hard, cold concrete to bury their faeces, tight, angular, precise corners sneering at the old-fashioned shapes of 'roundness'. For this was the brave new world! Why, if imagination and simple pleasures are forgotten, just think of the new efficiency in its place!

Pilou thanked the man for the lift when he alighted at the train station. He followed with his eye the slowly-disappearing tail-lights and turned to take on the next stage in his journey. It was ten past eight in the evening. The train station extended fingers of welcome as it sat in the harshly-lit shadows.

"Come in and please leave a little of the happiness you bring", Pilou could hear it saying in metallic tones. 'Ba! It's just a train station', he said to himself 'and far better than the old coach', which used to wend its way, spluttering and back-firing loudly, picking up so many people from out-of-the-way districts that, by the time it got to its destination, it would be packed to the gills and longing to disgorge its contents. Now, that's another strange expression: 'packed to the gills'. Do 'gills' refer to the lungs of fish, or 'gils', the units of measurement of liquids? Pilou decided on the latter, noting that the expression must be spelled with a single 'l' as in 'packed to the gils', meaning, probably, that every measurement of space was occupied. Yes, that

was it, he thought as he mounted the pavement to the train-station.

Once on the train, Pilou began to think of his mother. She was ill, the letter had said, and his father wanted him home as soon as possible. Pilou thought of her, in her bed, her lovely sleeping face on pillows by the window. She had three pictures on her bedside table: one of her father, around the time they had first met, one of Pilou and his sister, a photograph taken long ago on the holiday they took that time to the sea-side and one of his brother as a baby, who died of some illness when he was two. Or at least they had been there when Pilou was last at home. He had not seen his parents for over four years. His sister, Lara, who was a year older than him, had married and moved to a city up north some six years ago. The husband was a policeman. Pilou's father had said in his letter that she was unable to come home as she now had children of her own. There was Rebecca, aged six (it was rumoured at the time that the child was why they married) and Peter, aged three. There was only going to be his parents and Rupert, a distant relative, at home to meet him. Rupert was a little older than Pilou, the last son of one of his mother's aunts, who had been staying with them to look after them and tend to the animals on the farm. Pilou didn't like Rupert. He was always on about the Elders of the nearest village and how it was important to retain the 'old ways'. He had great faith in these old people and saw them as pillars that held up the diocese. Pilou's father had wanted Pilou, as his only son, to take on the small farm and deal with its day-to-day running. Pilou, at the time, couldn't imagine anything more boring and had left to work in the city. In a letter his father had written to him there, he said that he hoped he would return; if not, Rupert would take over the farm. No: he didn't like Rupert. He was a loud youth, forever looking into the minutest details and spouting forth at the monthly meetings with the Elders, who held him up as a model of what young people should be – respectful, traditional and responsible. What they didn't know was that Rupert had cheated his brothers and sisters out of their inheritance, saying he was the only one prepared to forsake the capricious pleasures of the city to tend to his community. The Elders, or, by then, the Council, had supported him in this. Pilou felt sure that he was trying to do the same to his family. Pilou remembered a game of marbles they had as small children: Pilou had won, fair and square, the famous 'Red Ruby' marble from Rupert, but Rupert never gave it to him, saying that Pilou had been too close. That was a strange expression – 'fair and square', 'square' referring, thought Pilou, to the symmetricalism of 'fair'. Anyway, nor did the Elders know that Rupert had beaten a boy's head with a brick for winning in the three-legged race at the school. Nearly killed him, had not one of the teachers stopped him. And then – one of many – there was that time with Lara. Rupert began writing strange letters to her. And suddenly, after his father died, he was always round Pilou's house – gobbling up breakfast (he always ate with his mouth open) and helping with odd chores, although no-one had ever asked him to. And he was still around now that he mother was ill! Pilou, on the one hand, was glad his parents had someone to look after them as they grew older but, on the other, resented Rupert for (he thought) being everything that his parents and the community had wanted.

It was now half past nine and completely dark outside. All Pilou could see from his seat by the window on the train was his own reflection, grimacing, when he thought of Rupert. He wanted to watch the fields and pastures fall away from the speeding train, so he went to where you could open the windows and put his head out. All he could see were the dark shapes of trees, preventing anyone to see what was behind. Pilou remembered a debate before he had left from the city about the new rail-road making so much noise and people were saying that trees should be planted to prevent 'us all from going deaf'. They said it scared the animals.

It was only that morning. Pilou had got up early in his little room in the city, had a hurried slice of bread and rushed out to go in a friend's car that was going in the direction he had wanted to go in. Before-hand, Pilou had arranged with the manager of the bank, in which he worked - had been for nearly three years - that he could use one week of his holiday entitlement 'for family reasons', the form had said. His friend dropped him at some shops, where Pilou bought a loaf of bread and some cucumber and took a lift shortly afterwards to the road down which he had to travel to his family's place. Once there, he had had to wait for some time before he got another lift, with a milk tanker, who dropped him off at the hilly, forested road shortly before darkness had fallen.

Pilou had been lured away from the family farm by a job in the City. It was in a bank. Although not particularly rewarding, professionally nor personally, it did afford him an independent life. Sometimes, in some months, it was more than that: Pilou was able to save a little money, which he would always send back to his family on the farm. 'not particularly rewarding', in fact, was an under-statement. Pilou was bottom of the office hierarchy. Everyday, he would go in and earnestly watch the clock until it was time to 'knock off'. That's a strange expression, he thought. Knock what off? Maybe, before buzzers and bells, someone came to knock on the work premise's door, giving the sign that it was time to finish work for that day, and be 'off'. That person, thought Pilou idly, has joined those proud ranks of lamp-lighters and road-menders in the queue of un-employment of 'jobs now defunct'. 'A watched kettle never boils', Pilou knew to be true, as the minute-hand slowly, SLOWLY, clanked between numbers. Why, sometimes he thought it must be broken, for - and he would swear to this - having counted what must have been minutes (sometimes, as many as fifteen) in his head, he would jerk his head up to the clock, only to discover that only three or four (sometimes only two) minutes had passed. Everything was grey in that office; even the sunlight that chinked through gaps in the concrete walls seemed grey. His work-world was over-cast, true, but it did allow him to pay monthly for his nice, gleamingly wonderful motorbike. Pilou delighted in that motorbike! How he delighted! He used to like driving fast. Sometimes, all he could remember was the feel of the wind on his face and through his hair. In the forest nearby, he would race along the forest road at night and turn his head-lamp off. He was flying through - and into - oblivion. He loved doing that! It sure beat following minute-hands round dusty faces! But, as Pilou knew, one went hand-in-hand with the other.

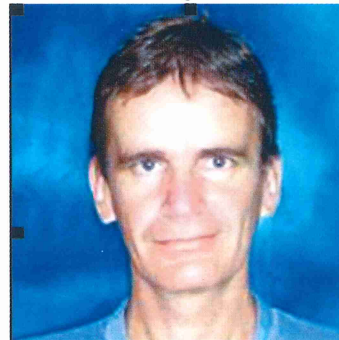
## English Department (Head & Co-ordinators) (Fall 2007)



*Robert Kennedy*  
Head of English Department



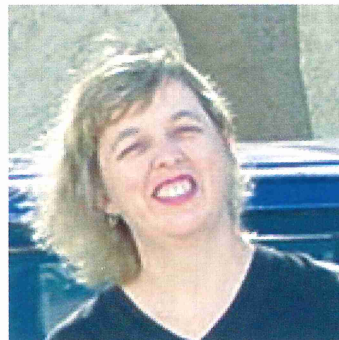
*Ahmed Selim*  
Faculty Support Coordinator



*Mark Watson*  
Administration Coordinator



*Mu Mu Winn*  
Curriculum Coordinator



*Allyson Young*  
Student Services Coordinator



*Amr Saleh*  
Testing Coordinator



*Dr. Mohammed Fawzi*  
Post-Foundation Coordinator



*Justin Richards*  
Accreditation Project Coordinator



## FPED New Arrivals

We've seen our faculty expand considerably and become even more diverse this semester, with new faculty arriving from all corners of the globe to join the Foundation Program English Department. For quite a few families, there have been joyful new arrivals of a different sort - we wish them worlds of happiness with their new bundles of love.



**Ahmed Selim & Anita Ghajar-Selim**  
welcomed

**Fared Ahmed Selim**

on August 31, 2007 at 8:43 pm - 2.8 kg, 20  
inches

at REX Hospital in Raleigh, North Carolina

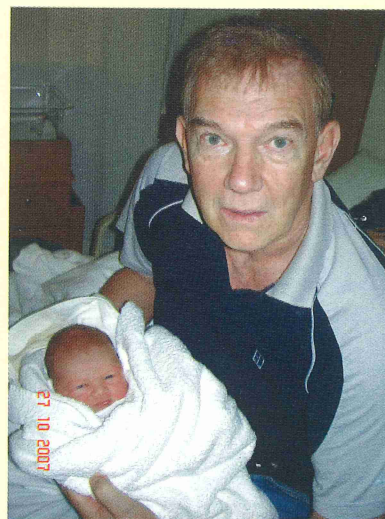
**Zaid Ra'ed Gh. Jaber**

arrived to

**Ra'ed Jaber and Lina Abderrahmin**

on October 25, 2007 - 3.6 kg, 53 cm

at Hamad Hospital in Doha, Qatar



**Joe and Doma Harrison**

became the proud parents of

**Alistair Tenzing Leo Harrison**

on 27th of October 2007, 6:10 pm - 3.7 kg,  
22 inches

at Hamad Hospital in Doha, Qatar



**Justin & You Jeong Richards**  
welcomed

**Ewan (left) & Kian (right) Richards**

on December 3, 9:17 and 9:18 a.m., 3.2 &  
2.65 kgs respectively

at al-Ahly Hospital in Doha, Qatar



**Leili & Armand Foell**

(pictured here with brother Nima)

ushered in the New Year for

**Robert Foell & Maryam Hodjati**

on January 1, 2 a.m.

at Hamad Hospital in Doha, Qatar

*Congratulations!*



## Laugh !!!

An American tourist was visiting a small resort in Yorkshire. Chatting to a local in the village club, he asked:

'Any big men born in this place?'

'No,' said the local. 'Only babies.'

*(from the World's Best Holiday Jokes)*

## Laugh !!!

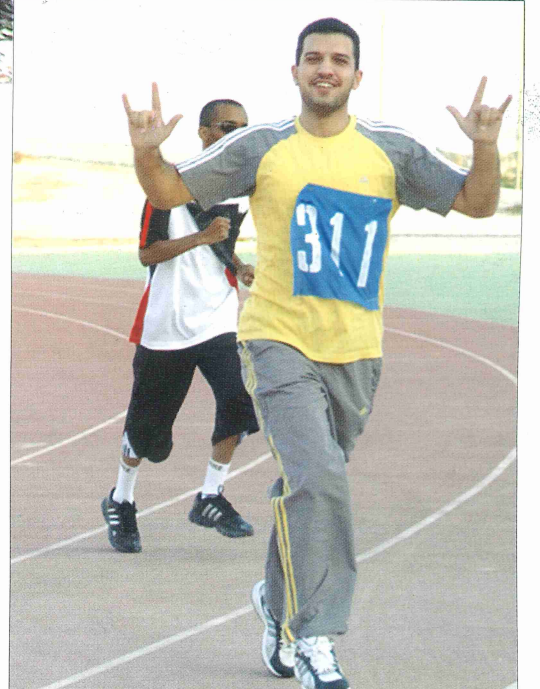
The proud father of a new-born daughter went into his bank to open an account for the new arrival, but he was stumped when he came to the part of the application which asked: 'Occupation.'

After thinking for a long moment, he wrote: 'Alarm clock.'

*(from the World's Best Business Jokes)*

# Foundation Program Sports Activities

( Photos provided by Ridha bin Rejeb & Anita Ghajar Selim)



# Splendour in the Grass & Glory in the Flower

( Images from Ahmed Hazratzad's Doha Home Garden)

(Ahmed is a lecturer in the Foundation English Department)

