

FP Jareeda

Welcome to FP Jareeda

James Scotland, Chair of the Foundation Program's Newsletter Committee

As the current chair of the Foundation Program's Newsletter Committee, I would like to welcome you to the latest edition of the Foundation Program's quarterly newsletter, FP Jareeda.

In April 2019, the 1st Founda-

tion Program Annual Special Needs and Disabilities Debate was held. This was a proud moment for our program. I wish to thank Dr. Enita Elecia Barrett for her dedication to inclusivity.

I hope that you enjoy reading our latest edition.



James Scotland: Photograph courtesy of Ahmad Hazratzad

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2019 Math Excellence Day

Muneer Al Wadi, Teaching Assistant of Math, Foundation Program

The inaugural 2019 Academic Excellence Day, planned by the Foundation Program Department of Math, took place at the Women's Foundation Building on May 26, 2019. The event was organized by the Academic Excellence and Professional Development Committee. This industrious team carefully selected six outstanding mathematicians to deliberate, discuss and share best-teaching practices and substantial classroom experiences. The goal was to pay particular attention to ways of facilitating a student-centered environment of teaching and learning.

The full-day event was attend-

ed by faculty members and teaching assistants from both the Foundation Program Department of Math and the Department of Math in the College of Arts and Science (CAS). Throughout the day, there were a total of six exhilarating and informative sessions. The workshops provided eager participants with a comprehensive perspective of cutting-edge learning practices and retention strategies. Themes included an analysis of trigonometric equations, sharing innovative strategies for monitoring student progress, developing statistical models to identify at-risk students, embedding technology to enrich student-

learning, and 'smart' tactics to facilitate the understanding of calculus. For example, Dr. Hamdi Abdelouahed, from CAS, emphasized the importance of simplicity when introducing complex calculus to young learners.

The 2019 Academic Excellence Day was a resounding success. The core rationale for this annual event was to empower, develop, and support all instructors. The content of the workshops was carefully selected to incorporate both theory and practice, highlighting the need for inspiration, practicality, and applicability in our specialized Qatari context.

Foundation Program Open Days

Hayat El Samad, Assistant Director for Student Affairs, Foundation Program

In an effort to enhance student success among foundation-level students, the Foundation Program Student Affairs Office organized a series of open days. Over the course of three days, almost 300 students attended. The goals were to raise students' awareness of university and program policies and inform them of the support services available to them. In addition, the event also served as a means to establish communication channels between Foundation Program students and Foundation Program management.

The event started with a welcome message from the Director of the Foundation Program, Dr. Hezam Alawah, in the presence of Dr. Nadeem Hashem, the Associate Director for Academic Affairs. Students were also introduced to the heads of



Dr. Hezam addressing male foundation-level students in regards to importance of availing themselves to FP and QU services: Photograph courtesy of External Relations Department

the departments and the Assistant Director for Student Affairs, Mrs. Hayat Samad. Foundation Program and Qatar Uni-

versity alumnus, Ms. Maria Khalid, addressed the students by talking about her experience as a foundation student and the impact it had on her performance in her college studies and career. In addition, the winners of the Foundation Program's Distinguished Student Award and Student Achievement Award were recognized.

Following the award distribution, students participated in a Kahoot quiz to answer questions about university and program policies related to Foundation suspension, absenteeism, late assignments, academic violations, and exam

rules. The last segment of the event included presentations from Math and English Success Zone team members.

The goal of the Foundation Program Student Affairs Office is to align its practices with the principles of good practice in the student affairs sector at Qatar University. Students' connectivity to their institution, as well as orientation and engagement, are some of the areas addressed through these open days.



An Outstanding Teacher

David Pearson, Lecturer of English, Foundation Program

Qatar University has selected Naima Sarfraz as the winner of the Outstanding Teaching Award AY 2018-2019.

Ms. Sarfraz is a lecturer in the Foundation Program Department of English. She has taught English since 2005, and joined Qatar University in 2013. She believes that rather than simply being a custodian of knowledge and content, a teacher should provide students with skills that enable them to become life-long learners.

“Socratic questioning and learning through discovery have been some of the most effective techniques in my class to engage my students,” says Ms. Sarfraz. “It is crucial to provide them with interesting, but meaningful activities that not only gradually increase the difficulty level, but also provide them with many opportunities to produce language and take charge of their learning.”

Ms. Sarfraz believes that in order for university students to be successful, instructors must treat

them as young adults and provide them with challenging, as well as engaging, lessons. The habits of hard work that students acquire at Qatar University will follow them into the rest of their lives.

When asked if she planned to stay in the classroom, Ms. Sarfraz stated that although she is the Writing Workshop course lead as well as the chair of the Academic Excellence and Professional Development Committee, teaching is her true calling:

“Ten minutes into the lesson I forget about all other aspects of my life and become a part of the lesson. The most fulfilling part of the day is when you receive an affirmation through students’ contributions and understanding of the lesson.”

Teaching is an art form, according to Ms. Sarfraz, and the product of that art is the learning that takes place in her students’ minds.

“The language produced by my students is my masterpiece.”



Naima Sarfraz: Photograph courtesy of Sara Salmeh

Ms. Sarfraz states that teachers play many roles in the classroom: facilitator, guide, team leader, mentor, and judge. Teaching is one of the only professions where a

person receives applause and appreciation every time a student understands a lesson and is able to master a skill.

“I truly believe,” she says, “that teaching is a work of the heart, which is most satisfying to me.”

Baleegh Abdulmajeed: Distinguished Student

Elisabeth Szewczyk-Méziane, Lecturer of English, Foundation Program

Interviewer: Thank you for coming. Can you tell me something about yourself?

Baleegh: I come from Taiz, Yemen. I arrived in Qatar in January 2019.

Interviewer: Why did you come to study at Qatar University?

Baleegh: Last autumn, I received a scholarship offer from Qatar University. I knew that the QU scholarship was a big opportunity for me to study medicine at a university with excellent teaching and learning facilities.

Interviewer: Did you have any problems in your English classes?

Baleegh: Yes, at first, I was very shy and worried about speaking. In Yemen, we did mainly grammar and reading but very little listening and speaking. My IC002 teacher, Mrs. Elisabeth, encouraged me to speak more and invited me to talk during her office hours; she also advised me to go to Success Zone for extra help. My writing teacher, Mrs. Jessica, and my reading teacher, Mr. Matthew, were also very helpful.

Interviewer: How did Foundation Program's Success Zone help you?

Baleegh: I went to Success Zone two or three times a week. Thanks to the tutors there, Mr. Ryan, Mrs. Raghda and the others, I improved. They gave me a lot of practice tests with good feedback and also recommended online websites and videos. My IC teacher also gave me grammar books to help me study in the hostel. Every day, in my free time, I worked hard to improve my English. I wanted to take the IELTS test so I could go straight to Post-Foundation.

Interviewer: Did you take the IELTS test?

Baleegh: Yes. My IC002 teacher did some practice speaking tests with me and gave me IELTS books. I did the test at the British Council and scored 5.5, so now I am in Post-Foundation 1.

Interviewer: You've recently received two awards from Success Zone, not only the FP Student Achievement Award 2019, but also the FP Distinguished Student Award 2019.

How do you feel about this?

Baleegh: I feel very proud. I am very glad that I worked so hard to improve my English. I want to say thank you to the tutors in Success Zone and my FP teachers; everyone was so helpful. I feel more confident now about speaking and writing. I hope to be accepted by the College of Medicine and start my medical studies in January.



Elisabeth Szewczyk-Méziane and Hayat El Samad presenting Baleegh Abdulmajeed with a certificate: Photograph courtesy of Mosa Aljumat

1st Foundation Program Annual Special Needs and Disabilities Debate

Sara Salmeh, Engagement and Communications Specialist, Foundation Program

Meeting the needs of all students continues to be the focus of the Foundation Program. This includes promoting inclusion and self-advocacy among the special needs students at Qatar University. In collaboration with the Inclusion and Special Needs Support Center, the Foundation Program's Student Support Committee held its First Annual Special Needs and Disabilities Student Debates. On April 22nd 2019, female students debated whether "Children should be allowed unlimited use of electronic devices." On April 24th 2019, male students debated whether "English classes should be mandatory at Qatar University." The goals of the debates were to provide experiential opportunities for the inclusion of students with special needs and disabilities in the university community by encouraging individual special needs students and students with disabilities to self-advocate and promote themselves as equally

abled members of the community, as well as help them develop communication skills such as public speaking and, finally, to promote comradery and self confidence.

The debate was held at the Inclusion and Special Needs Support Center. In the true spirit of inclusion, the participants were a combination of special needs students and the general population of students at a 60/40 ratio.

Participants were responsible for planning and implementing the debate. They organized themselves into three teams of four: one person for the affirmative, one for the opposition, and two judges. Each team included one student who was not a registered special needs student. The debaters had various disabilities, including speech, hearing, visual, physical, sensory, and cognitive.

Each team of four selected a debate topic, learned and practiced the rules of formal debate, and gave a resoundingly impressive performance on the day of the event. After the debate, the judges presented and explained their scores before announcing the winners. The affirmative team won the debate on the female side, but the best speaker trophy was won by Roqaya Khan from the opposition team. On the male side, the affirmative team won both the debate and the best

speaker trophy, which was

grateful to everyone who con-

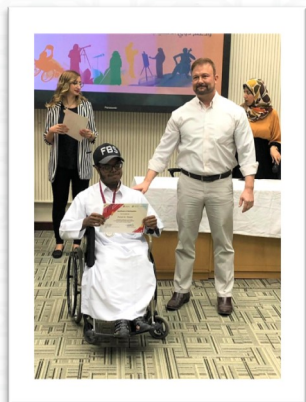


Student receiving certificate: Photograph courtesy of Rim Baroudi

awarded to Abdulla Al Aji. Certificates of participation as well as first and second place medals were awarded to all participants.

tributed to the success of the event and looks forward to conducting the next debate.

The Foundation Program Student Support Committee is



Student receiving certificate: Photograph courtesy of Rim Baroudi



Student receiving medal: Photograph courtesy of Rim Baroudi

Why Students Should Come to Math Tutorials

Raed Marabeh, Teaching Assistant of Math, Foundation Program

One of the most misguided beliefs about the tutoring services which are available to the Foundation Program math students is the notion that tutoring is only necessary when students are falling behind or failing their course. On the contrary, coming to a tutorial on a regular basis is a great way for students to improve their math skills, strengthen their weak areas, and excel in their studies.

The Foundation Program's Math Success Zone (MSZ) is a student support initiative that provides mathematics support to students in the Foundation Program. The team strongly believes that tutorials help learners to enhance not only their subject skills, but also their intellectual curiosity.

At the beginning of each semester, the MSZ informs students of the services provided in the tutorial rooms. Students are frequently reminded to attend tutorial sessions so that they can benefit from the variety of services on offer. The MSZ regularly reminds students of their services through flyers, text messages, and emails. They also advise students to seek help as soon as they realize that they are not doing well in a course; students should not wait until the last minute or just before an exam to avail themselves of the MSZ tutorial services.

Students of all levels are encouraged to attend the tutorial sessions. A tutorial is not a replacement for something learned in class or from the instructor. Rather, it is a support mechanism and a resource which enables students to improve their skills and grades; however, as tutors align sessions to what takes place in class lessons, any student may come for some additional clarification.

Tutorials are held in a comfortable, relaxed

environment where students are encouraged to ask the questions that they may be too shy to ask during class. A tutorial can be a one-to-one session or a small group session. Both of these provide students with individualized attention that they may not always get in a crowded classroom.

Students are taught problem-solving techniques which help them to improve their math skills and become critical thinkers. These study skills can be applied to all of their courses. Attending tutorials helps to improve students' interpersonal skills and learning skills. Students also learn good study habits from their tutor and peers.

All students are catered for in the tutorials. However, the largest group is at-risk students. These are students who need more specific support and advice from the tutors. Some students who attend tutorials

are those who may have missed a class and want to catch up. Others may have missed some information or did not grasp a concept during a class but were not comfortable asking their instructor for clarification, so they come to a tutorial for help. Additionally, some more advanced students come to tutorials. These students are keen to get a higher grade, so they come prepared with questions.

A variety of services is offered, including regular tutorials, intensive weekly revision sessions during the common hours, as well as boost-up services. These services help students to improve their grades and develop better study habits. The MSZ tutorials are a useful and important way to help students improve their math skills and become more competent, more organized, and more focused.



A tutorial session: Photograph courtesy of Kinan Taleb

English FPSuccessZone

Sara Salmeh, Engagement and Communications Specialist, Foundation Program

The English FPSuccessZone is a place where students from all subprograms can receive additional tutoring in English. It is part of the Foundation Program's continuing attempt to improve students' proficiency in English and to enhance their success in their courses. Success Zone faculty offer services on both the female and male campuses.

The English FPSuccessZone team currently consists of six teaching assistants. All six teachers work full time, are enthusiastic, and highly qualified. The team members provide individual customized learning materials and support. They constantly update their skills by attending professional development workshops and keeping themselves informed about the different QU courses, class curricula, course objectives, and syllabi.

The English FPSuccessZone offers numerous services to students. Faculty members assess the needs of students and provide them with customized instruction, supplementary materials, formative assessments, and feedback. The Success Zone also offers guidance on essay writing and taking exams as well as further explanations regarding homework and assignments.

Additionally, the English FPSuccessZone team meets each semester with students who are at risk of failing due to low grades, low attendance, or past failure. Every semester, at-risk students are identified according to three categories: (1) repeaters, (2) students with low placement test scores, and (3) students at risk of foundation suspension. Instructors also refer additional at-risk students to the Success Zone throughout the semester. After at-risk students are assigned to English FPSuccessZone members, periodical status

updates are entered into a data collection table for careful monitoring of such students.

Each year the English FPSuccessZone team visits hundreds of FP English classes to promote its services. Workshops and other events are advertised via posters and fliers, as well as by Facebook, Remind, LinkedIn, email, SMS, and Snapchat. English faculty members also play a key role in promoting the English FPSuccessZone services. The English FPSuccessZone has been highly effective and has proved to be extremely popu-

lar with students registered in all subprograms. In the Spring Semester of 2019, over 2,400 students visited the center, a 200% increase from the previous semester.

Going forward, the English FPSuccessZone is planning to launch an online tutoring initiative in collaboration with the QU Legal department. In addition, there will be further workshops which will contain both supplementary materials and a databank of bilingual grammar videos.



The FPSuccessZone team: Photograph courtesy of Hayat El Samad

Developing and Implementing Cognitive Closure Activities

Naima Sarfraz, Lecturer of English, Foundation Program

Teachers' efforts to cover pedagogical topics within limited class time sometimes result in the abrupt ending of a lesson. Despite teachers' intention to continue next time, learners' cognitive closures often remain unaddressed.

Developing and integrating effective cognitive closures serves several purposes, including raising students' awareness of their accomplishments in the lesson, gauging students' understanding and feelings about the lesson, providing a review of the lesson's critical elements, and, most importantly, signposting the lesson's end (Siedentop & Tannehill, 2000).

This article briefly describes some techniques for achieving cognitive closures that I have found to be effective with my students and outlines their practical application for educators.

One-Minute-Plan for Success

In this activity, at the end of the lesson, students list one item they learned from the class and also one thing they could do to improve their work next time. This activity has been effective in creating a sense of value for students as they realize that learning is taking place in every class and that it is connected to their overall success in the course.

3-2-1

3-2-1 effectively engages students in a critical-thinking process whereby they actively evaluate and analyze the different aspects of the lesson before they respond to the questions. For this activity, students write three points of learning that they learned from the lesson, two ways they could use the learning in the future, and one question they still have.

Predict an Exam Question

Asking students to predict an exam question is another interesting way to get them to think about what they learned and how this may help them achieve the learning objectives of the lesson. This effectively

encourages students to identify and focus on the important points of the lesson and helps to develop higher order cognitive skills (analysis, synthesis, etc.)

Mid-Lesson Mini-Closures

For lessons involving discrete steps, procedures, or rules, mini-closures are a great way to scaffold learning. These closures also help avoid situations where teachers discover (generally at the end of the lesson) that students are confused about something taught earlier in the class. During-lesson reflective pausing effectively can create a smooth transition from one activity to the next. Mid-lesson closure can be achieved

by asking students simple questions, such as: What have you learned so far? What is the next step? How are the two activities related? Do you think you would be able to successfully complete the next activity? Give one reason why.

A closure activity should not be viewed as an optional addition to the lesson. A lesson plan is incomplete without developing clear 'cognitive closures' to the different activities of a lesson.

References

Siedentop, D., & Tannehill, D. (2000). *Developing teaching skills in physical education* (4th ed.). Mountain View, CA: Mayfield.



Avoiding the Unreliable Question: ‘Do you understand?’

Yasaman Aghdam, Lecturer of English, Foundation Program

Clarification of a piece of language (i.e. grammar or lexis) is very important and can be one of the trickiest parts of a language lesson when wanting to achieve our lesson aims and objectives, one of which is students’ understanding of the target language. Although the target language is very often clarified via a text (listening/reading), visuals, timelines or scenarios, which may appear to be very clear, there is still the need to check whether students have correctly understood the target language before moving on to its practice and production.

It is very tempting in class to ask, ‘Do you understand?’ This is what Thornbury (2005) terms “[t]he unreliable question” (p.44). I wonder how many times I have caught myself asking this unreliable question before I became familiar with Concept Checking Questions (CCQs) which are a very effective way of checking students’ correct understanding of the

target language by using a few simple questions. These questions are sometimes deemed to be silly questions by some teachers but, when used effectively, can reassure both teachers and students that understanding has taken place and consequently should make students feel more confident.

Asking students ‘Do you understand?’ can be risky because some students either think that they have understood when in reality they have not, or they are too shy or reluctant to admit that they have not understood because they do not want to lose face in front of their peers. Consequently, it might not be good teaching practice to simply ask students if they have understood.

CCQs are a series of short and simple questions where each question unfolds one aspect of the meaning/function of the target language in a logical order to enable



Yasaman Aghdam: Photograph courtesy of Ahmad Hazratzad

understanding to take place. Take this example for understanding the meaning of ‘pre-occupied’ in the context of ‘She has been very pre-occupied recently because her mother has been very ill’.

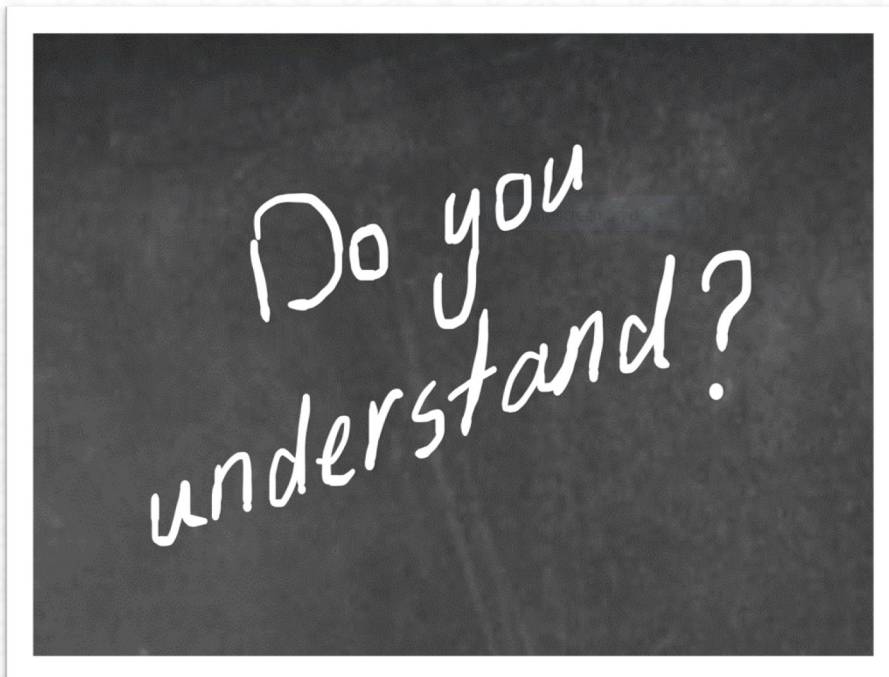
- Does she seem happy? (No)
- Does she seem worried? (Yes)
- Is she thinking about a problem? (Yes)
- Occasionally or a lot of time? (a lot of time)

Making CCQs on the spot in the classroom can be difficult. They are often easier to prepare in advance when planning a lesson and anticipating problems and solutions so that we no longer have to ask the unreliable question ‘Do you understand?’

Do you understand?

References

Thornbury, S. (2005). *An A-Z of ELT*. Oxford: Macmillan Education



Introducing the New Faculty

Dr. Diana Reyos Malabanan has previously taught in Saudi Arabia and the Philippines. She earned her Doctor of Philosophy in Mathematics from University of the Philippines, Diliman, Quezon City. Her specialization is graph theory. She is deeply interested in e-learning, data science, and how student performance develops over time.



Dr. Diana Reyos Malabanan: Photograph courtesy of the Foundation Program



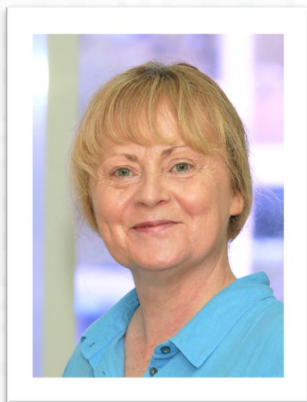
Christina Rivera: Photograph courtesy of Ahmad Hazratzad

Christina Rivera is from the great state of Texas in the USA. She has previously taught in the US, Mexico, China, Oman and Qatar. She has a Master's in Teaching English as a Second Language from the University of Texas at San Antonio. Her interests in ESL include sociolinguistics and mobile learning.

Evrim Vural has previously taught in Turkey. She has a Master's degree in TESOL from SUNY Albany, New York. Her thesis was on Task-Based Teaching. She is interested in languages. She has studied Italian and Japanese, as well as some German and Greek. Her native language is Turkish.



Evrim Vural: Photograph courtesy of Ahmad Hazratzad



Zelig Mc Donnell: Photograph courtesy of Ahmad Hazratzad

Zelig Mc Donnell has previously taught in Spain, Hungary, Ireland, the United Kingdom and the United Arab Emirates. She has a Postgraduate Teaching Diploma in TESOL and a Master's in TESOL. Her area of specialization is Applied Linguistics with emphasis on phonological output for intelligibility in second language acquisition.

Anu Delcourt has a Master's in TESOL from Florida Atlantic University, Florida, in the United States. She has taught ESL/EFL in Florida, Finland and Saudi Arabia. Her professional interests are second language acquisition and bilingual education.



Anu Delcourt : Photograph courtesy of the Foundation Program

Academic Excellence Days

David Pearson, Lecturer of English, Foundation Program

The Foundation Program Department of English at Qatar University hosted two Academic Excellence Day events this calendar year. The Academic Excellence Days are held during non-teaching weeks. They are dedicated to the professional development of the faculty, particularly those who are part of the Foundation Program management team or who have teaching schedules which make it difficult to attend PD sessions during the semester. The aim of the Academic Excellence Days is to promote innovative teaching strategies and successful pedagogical practices in the department and to expose faculty to the latest developments in the teaching of English as a second language.

These events featured workshops, seminars, and demo lessons by experienced educators from QUVCAA office, FP,



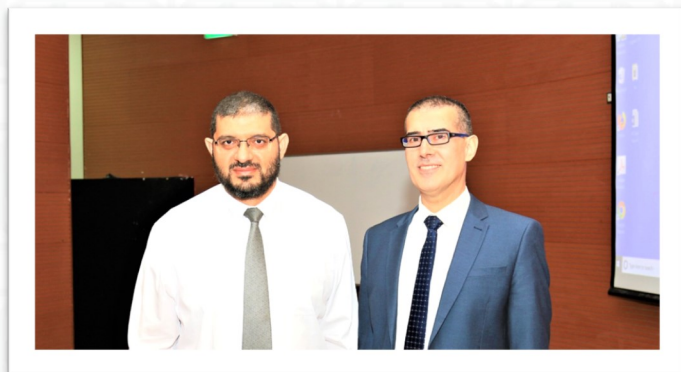
Dr. Michael King from CCQ, Dr. Chris Stryker from the Vice President's Office, Saad Ferzam from the CNAQ, and David Finrock from the Foundation Department of English: Photograph courtesy of Ahmad Hazratzad

CCP, QUTC and QU-CETL. Guest presenters from various educational institutions in Qatar also presented.

Some of the sessions held this year include *Starting the Semester Strongly* by Dr. Chris Stryker from the VPAA office, *The Art of Teambuilding* by Dr. Mohammad Manasreh, *Avoiding Cross Cultural Faux Pas* by Stephanie Pinnacle and Naima Sarfraz, *Let's Blog: Collaborative Learning and Critical Thinking for L2 Writing* by Quinn Riebock Cruz, *An Overview of ASIST Services (ASIST, Mentoring, Coaching)* by David Finrock, and *OneNote Class Notebooks for ESL* by David Bartsch

Guest speakers included, Dr.

Nima Nazari, Director of the Language Center at Hamad Bin Khalifa University, who spoke on techniques for improving language tests, Dr. Michael King, the Chair of the English Language Center at the Community College of Qatar, who discussed his own doctoral research into integrating academic independent learning skills into college preparatory ESL programs and, Saad Ferzam, an English Language Instructor from the College of the North Atlantic Qatar, who presented on *What Non-Arabic Speaking Teachers Should Know*.



Dr. Mohammad Manasreh, Department Head of English of the Foundation Program and Dr. Nima Nazari, Director of the Language Center of Hamad Bin Khalifa University: Photograph courtesy of Ahmad Hazratzad

Faculty Focus: Dr. Fatma Jalalah

Elisabeth Szewczyk-Méziane, Lecturer of English, Foundation Program

Interviewer: Please tell me about yourself.

Dr. Fatma: I was born in Gaza, but because of the '67-War, my family moved to Qatar. I attended Qatar Secondary School for Girls.

Interviewer: Let's move on to your teaching career.

Dr. Fatma: My first teaching job was in an Arabic-language private school. In the 1970s, I moved to Libya with my husband. In 1977, I graduated from the University of El Fatah with a B.Ed. (Honours) degree in TEFL. I then taught at a girls' preparatory school in Tripoli.

Interviewer: When did you return to Qatar?

Dr. Fatma: In 1980, I taught English at a government school in Al-Shamal. During this time, I also completed my RSA (Royal Society of Arts) TEFL diploma.

Interviewer: Tell me about your graduate studies.

Dr. Fatma: I did my M.Ed. (TEFL) at the University of Manchester and graduated in 1989.

Interviewer: When did you start teaching at Qatar University?

Dr. Fatma: In 1987, I briefly taught in the English Language Teaching Unit. I then left to continue my studies. I returned to the ELTU in 1990 but continued to work on my dissertation. I received my Ph.D. from the University of Durham in 1993.

Interviewer: You also worked at Qatar Petroleum?

Dr. Fatma: Yes, in 1995, I was invited to be Head Teacher at the newly-established QP Female Training Centre in Ras Abu-Aboud.

Interviewer: When did you return to Qatar University?

Dr. Fatma: I rejoined ELTU in 2002 and taught Humanities English once again. After the establishment of the Foundation Program, these courses continued to accommodate students who were exempted from Foundation courses. I also taught Post-foundation courses for one year. After the FP restructuring, I began teaching in the Embedded program where I still teach.

Interviewer: You've also been very active in other things.

Dr. Fatma: Yes, I have been a sub-coordinator, a test-writer and a reviewer as well as a volunteer for the FPDE international lan-

guage conferences where I ran the conference registration team. I have also been a conference-presenter at QU and other institutions.

Interviewer: When did you first consider becoming a teacher?

Dr. Fatma: I feel I was born to be a teacher; for me, it is a calling. My role

model was an extraordinary English language teacher when I was in year seven in Gaza. This wonderful teacher was so innovative that I determined to emulate her and become a teacher myself.

Interviewer: What have been some of your best moments as a teacher?

Dr. Fatma: There have been hundreds, but on a personal level, what truly delights me is when I meet old students who remember me and tell me how much they loved being a student in my class.

Interviewer: And what about your best professional moments?

Dr. Fatma: Well, there have been many of those. Most recently, I have received several letters of appreciation. Another thing that I truly value is working with the admirable staff and colleagues in the FPDE helmed by our exceptional and supportive HoD, Dr. Mohammad Al Manasreh.

Interviewer: Do you have any advice for your colleagues?

Dr. Fatma: I would advise them to work faithfully, respect everyone they work with, and respect their students. Those who show respect will receive respect.

Interviewer: It's been a pleasure to talk to you, Dr. Fatma Abu Jalalah. Thank you for sharing your memories and your advice.



Dr. Fatma Jalalah: Photograph courtesy of Dr. Fatma Jalalah

The History of the Foundation Program – Part 2: The Establishment of the English Language Teaching Unit (ELTU): Years 1986-1990

Elisabeth Szewczyk-Méziane, Lecturer of English, Foundation Program

In early 1986, The British Council collaborated with Qatar University to recruit language instructors to set up the English Language Teaching Unit (ELTU). The ELTU would offer English for Specific Purposes (ESP) classes for students studying in the medium of English as well as general English courses for students in the Colleges of Humanities and Social Sciences, Education, and Sharia and Islamic Studies whose courses were taught in Arabic. The ELTU opened its doors in autumn 1986 with Dr. Mohammed Baghdady as Director, heading a department of about fifteen instructors.

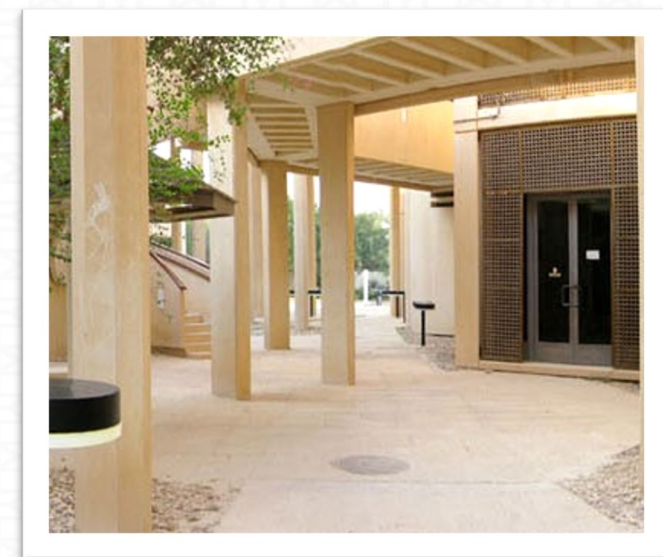
The first language instructors were diverse, most of whom had been seconded from the Ministry of Education. All faculty had six working days: Saturday to Thursday; Thursday, however, was a half day dedicated to meetings, PD, seminars, or coffee mornings.

A special highlight in March 1987 was the first local English language symposium, 'Problems in Reading for Arabic-speaking Students' sponsored by the ELTU. In 1988, Mrs. Tassula Healy became the new Director and more teachers were recruited. Teachers were required to teach 15-16

hours a week with four office hours. The ELTU administration was assigned two rooms on the ground floor of the Women's Building.

Teachers on the women's campus shared a large communal office in the Women's Building on the first floor, near Staircase 1. One communal office, Room 238, in the Men's Building, was allocated to male teachers; there was also a designated office for Engineering English instructors. Most teachers were assigned to teach the two requisite general English language courses for students in the Colleges of Humanities and Social Sciences, Education, and Sharia and Islamic Law. The second largest section was the English for Science programme for physics, chemistry, and biology students.

Instructors who were assigned to teach Business, Engineering or Science students devised their own ESP courses; they also used some published ESP textbooks. All English language programmes had two, three, or four compulsory credit-courses as per departmental requirements. Parallel courses in Business English, English for Science, and English for Humanities were taught on both cam-



ELTU College of Engineering Office: Photograph courtesy of Mike Richards

pus.

Most of the ELTU teaching materials were written and produced by teachers who spent hours typing worksheets on electric typewriters. These would be sent to the printing office in the Men's Activity Building to be printed on a temperamental ditto copy-machine. Teachers had to prepare their worksheets well in advance, make a copy-order, leave their worksheets at the printing-office and collect them or have them delivered to the ELTU office a few days later. Accordingly, teachers had to budget time for trips back and

forth to the printing-office if they wanted to speed things up. Very few classes were taught in the afternoon, so most instructors were home by 1.00 p.m. In spring 1990, Mrs. Healy was replaced by Dr. Mohammed Baghdady as the director of the ELTU. More changes were to come.

Acknowledgements: Many thanks to Shaikha Amna Al-Thani, Dr. Huda Bouslama, Mrs. Amina Al Jenahi, Dr. Fatma Abu Jalalah, and Ms. Kathleen Burke for sharing their memories.

Driving Safely in the Rain

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As the rainy weather approaches Qatar, it is essential to be prepared. Driving in the rain can be dangerous if you are not ready. Your main goal is to ensure that you are able to safely drive in the rain.

You will need to check your headlights, brake lights, turn signals, tail lights, and running lights to see if they are all working properly. In addition, make sure that you check your tires' air pressure to prevent

your car from skidding and sliding. Also, check the windshield wipers to make sure you have clear visibility.

When driving in the rain, it is important to use your lights and indicators to help guide drivers around you; remember not to use your hazard lights. Furthermore, stay focused and pay attention to drivers ahead of you and always ignore your cell phone. Avoid slamming the brakes and

turn slowly to avoid collisions. If you feel that there is too much water on the road or you do not feel comfortable driving in the rain, pull over to the side of the road. If you come across a flooded road, safely turn around and use an alternate route.

Following these instructions and tips will help guide you while driving in the rain. It is important to remember that your safety is paramount.



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