



Student Trip to Sheikh Faisal Museum



*On Qatar University Campus
Tokyo University Students meet Qatar University Students*

CONTENTS

Qatari Girls' Sport Center performing amazing acrobatic feats at the FP End-of-Year Gathering



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Editor's Note ... 1

University News & Events ... 2

News & Events in the English

Department ... 3 - 5

**News & Events in the Math &
Computer Department ... 6 - 8**

Conference Reports ... 9-12

Student Clubs ... 13 - 22

Doha Debates ... 23-24

Al Jazeera Film Festival ... 25

Story Contest ... 26

Trip to Museum ... 27

End-of-Year Gathering ... 28-29

Faculty on Vacation ... 30-31

Health Care Day at

QU Foundation Program ... 32-33

**Promote
an environmentally clean
QU Campus**

**Use
the Red
Recycling Bins**



Foundation Program Newsletter

Issue No. 8 - Spring 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}

Editor's Note

The color of the shell per se does not affect the quality of the egg

Hold the clock! A change has been introduced in the Newsletter initiated by our conviction that a newsletter should be the natural habitat for news and events and that considerable space should be devoted to student activities. Previously, we used to publish two separate newsletters: the Foundation English Department Newsletter, and the Foundation e-Newsletter shared by both the English and Math & Computer Departments. From now on the picture is going to change radically. The two foundation departments are going to share one Newsletter so that we can harmonize our efforts to achieve consistency in the way we handle our news and activities and hence offer a focused service to the entire population of our readers. We are glad that our colleagues in the M & C Department willingly accepted the new arrangement – no doubt we are cut from the same cloth. Therefore, the Foundation Program e-Newsletter is now something of the past. Consequently, a new editorial board for the Fall Issue will be formed from both departments.

This 'paradigm shift' has necessitated the creation of a separate publication:

The 'Foundation English Department Journal', as a distinct academic enterprise, to exclusively accommodate teachers' academic and professional writing. Our

colleagues in the M & C Department are welcome to submit their articles for publication. In fact, we have already received a number of articles from our colleagues in the English Department for inclusion in this issue, as it were in the former Newsletter. Therefore, I suggested to Dr. Khalid, the Director of the Foundation Program, the establishing of a separate 'Journal' for teachers. Dr. Khalid welcomed the idea and so did Mr. Kennedy, the Head of the Foundation English Department, and Mr. Watson, the Admin & Facilities Coordinator. We couldn't wait to grab at the opportunity. After consultation with Mr. Watson, it became apparent to us that the idea of an in-house journal seems perfectly plausible and is perhaps the most suitable for our purposes. However, until circumstances permit and all goes well with our plans, we will be having a bee in our bonnet about a journal up and running alongside our regular newsletter. So, we hope two



publications be the order of the day. How does that grab you? We'd love to hear your opinions.

Our thanks are due to our colleagues who have contributed the texts and photos we have used in this issue. Articles we received from some of our colleagues have been kept on hold. It wasn't an oversight. We will run them in the new journal, hopefully. And my apologies to our colleague, co-editor Anna Romano, who took great pains preparing the 'Student Writing Section'. Unfortunately, we were unable to print this section due to the change introduced in the Newsletter.

Well, how divine you're back from your summer vacation and fresh to get back in the academic swim. Our high season is really on. Cheer up! It will be nice weather soon, and once we crack September, summer is practically over. For our new colleagues, we say, "Welcome, it will be red carpet for you when you get here."

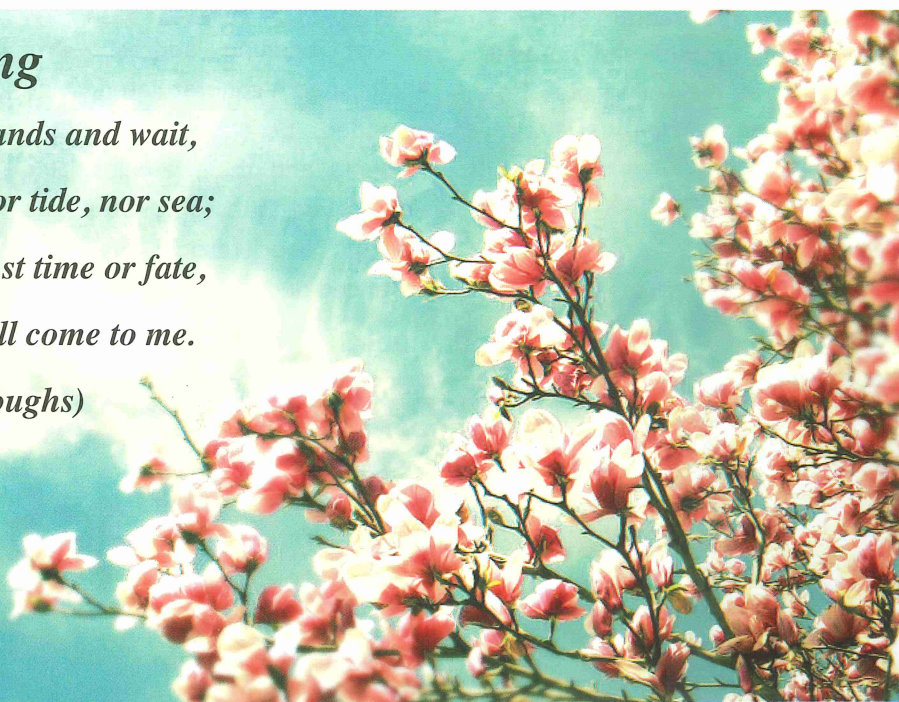
Finally, on behalf of you all we dedicate this issue in its new content and format to our beloved ones and to our sincere friends who make our world a better place to be. Hope you all a fruitful and enjoyable academic year.

Abdul Moniem

Waiting

*Serene, I fold my hands and wait,
Nor care for wind, nor tide, nor sea;
I rave no more 'gainst time or fate,
For lo! my own shall come to me.*

(John Barroughs)



University News

[From "Campus Life" - published electronically by QU External Relations Department]

Board of Regents' Latest Meeting

The Board of Regents of Qatar University held its third regular meeting for the academic year 2007 - 2008 on June 30, 2008. The meeting was held at the Amiri Diwan and was headed by H.H. Sheikh Tamim Bin Hamad Al Thani, Heir Apparent and Chairman of the Board of Regents at Qatar University. The meeting approved the following:

Highlights

- * the conversion of the existing Pharmacy Program to the College of Pharmacy.
- * The establishment of a Research Institute for Social and Economic Studies.
- * The establishment of a program leading to a Diploma in Secondary Education at the College of Education.
- * QU sponsorship Program for distinguished Qatari students. According to this program students get monthly grants and commit to working at the University after graduation as teaching assistants. And this will also lead them to pursue their post-graduate studies.



Graduation Ceremony: Class of 2008

A total of 1,182 students, including 891 females, graduated from QU at graduation ceremonies held on June 24 and 25, 2008. QU Professor Sheikha bint Abdulla Al-Misnad, guests of honor, Vice-



Presidents, Deans of Colleges, Board of Regents members, faculty, students and parents were present at the ceremonies. The guest of honor for the male graduates' ceremony was H.E. Dr Sultan bin Hassan Al Dosari, Minister of Labor and Social Affairs. For the female graduates' ceremony, the honored speaker was Skeikha Hanadi Nasser bin Khalid Al Thani, Founder and Chairperson of Amwal.

In her opening address, Prof Al Misnad congratulated and extended best wishes to the students and their families. She also urged the graduates on, saying: "Your responsibility has advanced during the years of your

study and you have now achieved a sense of belongingness and commitment to contribute to your society. We are fully confident that you have the knowledge and skills to enter the job market and to strife to achieve your personal goals."

Distinguished Students Honored

Qatar University's distinguished students were honored at a ceremony held on Tuesday, July 1, 2008 at the Sheraton Doha Hotel. In her welcoming remarks, QU President Prof Sheikha bint Abdulla Al Misnad told the students: "You have made yourselves, the University and your families proud. Your achievement is an indicator of the level of your commitment and your hard work."

Dr Omar Al-Ansari, VP for Student Affairs said: "You excelled and today we are proud and happy to honor you."

The honored students, the ten top-ranked male and female students, from different colleges, received Academic Excellence Medals in recognition of their academic performance in which they attained a minimum GPA of 3.80.



News & Events in the English Department



Qatar TESOL Conference

Qatar TESOL Conference was held on 11th and 12th April, 2008 at the North Atlantic College in Qatar.

The title of the conference was ***Towards Excellence in the Classroom.*** The conference addressed practical issues in the classroom.

Instructors in the English Department at Qatar University played a key role in the conference by giving workshops and presentations .



Khalid Ismail

Reflective Teaching: Teacher's Tool for Self-Improvement



Dr Maha Cherif

Student Interest: Familiarity and Materials Design



Stephanie Pinnacle

The Writing Process: Techniques for Successful Peer Conferencing



Dinos Demetriades

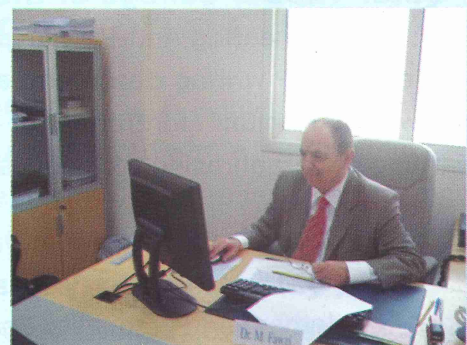
Who Needs a Textbook? Using Multimedia to Teach Writing

Post-Foundation, Humanities & Adjunct Courses

- **The SafeAssign Committee** has drafted policies and strategies for implementing SafeAssign, an anti-plagiarism program intended to protect originality of work. This will help both teachers and students in the English Department overcome the problem of plagiarism by detecting unoriginal content in student papers.

- **Six adjunct courses** for training non-academic staff at Qatar University started on 15th May and lasted for six weeks. The main purpose of the course was to improve the trainee's competence in general English and in business English.

- As part of the **Post-Foundation action plan**, Aladdin Halwani, with the support of Eileen Plumb, Videotaped a sample debate in class for one of the Post-Foundation groups. The debate will serve as a model for conducting debates in class in the English Department.



Dr. Mohammed Fawzi, PF Coordinator



A debate in class

- **A new syllabus** was written for E1 Humanities . The committee was formed of three teachers under the supervision of Dr M. Fawzi: Eileen, Elizabeth Szewczyk and Dr Fatima Abu Jalalah. The syllabus focuses on the 4 language skills, incorporating cutting-edge technology to foster the use of these skills.

- **A course for a diploma in primary education** has been organized by The Post-Foundation coordinator. The aim is to prepare learners for a diploma in primary school education. The course addresses topics of primary concern in the field of

education. Digital media is harnessed to reinforce the listening and speaking skills in the course.

Lawrence Metzger's Workshop Presentations & Grant Award

This spring semester, Lawrence Metzger joined the Post-Foundation program and gave three workshop presentations in addition to being awarded a grant from the U.S. Embassy Cultural Attache's Office, based on a project proposal which he submitted.



Lawrence Metzger

* **TESOL Arabia, HCT Men's College in Dubai, UAE**

Title: "Inner Voice Recollections of Narrative Writing". This presentation compared rhetorical patterns of Japanese and Qatari narrative genre from a Vygotskyian Socio-Cultural perspective.

* **Qatar TESOL, College of the North Atlantic, Doha**

Title: "Implementing Anti-Plagiarism Software in the ESL Writing Classroom"

In the ESL/EAP writing classroom, a CALL approach implementing anti-plagiarism software, "Turnitin" (forerunner of Blackboard's "Safe Assign") facilitates student learning of paraphrasing techniques and appreciation of originality with proper APA citation.

* **QURF (Qatar University Research Forum)**

Title: "Implementing Personality Socio-metrics of Reform in Learner-Centered Pedagogy".

* **U.S. Embassy Cultural Affairs Initiative**

Approved Grant for Establishing a QU Elected Student Senate/Council infrastructure representing all the colleges and departments.

Kourosch Lachini's Research Activities & Presentations

* Kourosch Lachini conducted a workshop titled "Critical Issues in Teaching Vocabulary" at the TESOL Arabia 14th Annual International Conference in Dubai - UAE in March 2008.

* Kourosch also presented his research paper titled "Error Correction Strategies and Conversational Accuracy" at the 42nd Annual TESOL Convention & Exhibit (TESOL 2008), New York, USA in April 2008.

* In May 2008, Kourosch's research paper titled "Vocabulary learning strategies and L2 proficiency" was published in JALT2007 conference proceedings in Tokyo. An official report of this event, authored by him, will be published in the next edition of the TESOL Arabia periodical "Perspectives".

* In May 2008, Kourosch was promoted to the position of "Associate Editor" of the Asian EFL Journal. This journal is one of the world's leading refereed and indexed journals for teaching and learning English and is available

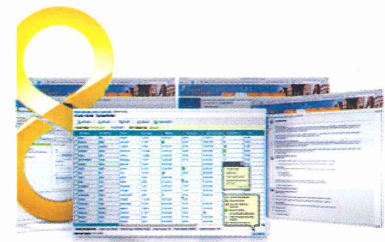
at <http://www.asian-efl-journal.com/>



Dr. Kourosch Lachini

Blackboard in-House

A series of training sessions at intermediate and advanced levels, aiming at increasing faculty adoption of technology for language teaching, were conducted by Aladdin Halwani on using Blackboard Academic Suite.



A report on IELTS speaking tutorials

Anna Sempek.

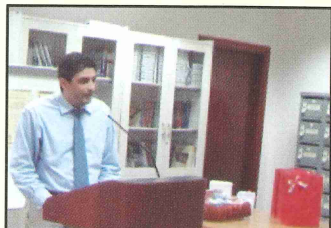
Every week for the last semester I have run Foundation students in the Men's Learning Center. I started with a low attendance, but towards the end of semester there were from 8-12 students attending. What a great learning/teaching experience! All students who came for the IELTS practice were highly motivated individuals with concrete questions and concerns. They quickly got involved with practicing timed speaking while remaining focused on a specific topic. They loved working in pairs/small groups; taking tasks of interviewers and interviewees. The IELTS role-play cards (prepared by Eileen Plumb) offer such a wonderful practice and are a springboard for expansion of ideas. Students frequently asked questions related to vocabulary as well as speaking strategies and our tutorial would end with a session exploring problems and solutions. It was a true pleasure tutoring these male students.



a one-hour IELTS speaking tutorial for Center. I started with a low attendance, were from 8-12 students attending. All students who came for the IELTS with concrete questions and concerns. timed speaking while remaining focused pairs/small groups; taking tasks of

News & Events in the Math & Computer Department

Keyboarding Competition Winners



The Math & Computer Department organized the "Keyboarding Competition" during the Spring semester. The aim of the competition was to raise awareness among Foundation students towards the importance of keyboarding skills to get ready for college challenges.

Although the competition was open to all QU students, most of the participants were from the Foundation Program. Over fifty male and female participants took part in the first round of the competition, while only eighteen of them made it to the semifinals.

In the semifinals, participants, fifteen females and three males, had a minimum speed of 27 WPM with 95% or more accuracy level. The keyboarding software used in the competition was GS Typing Tutor, which is a licensed campus-wide typing software used for teaching keyboarding skills in Foundation Computer courses.

Three participants in the semifinals round obtained the highest three places and won the competition.

First place winner: Abdallah A. Shakir with 53 WPM speed and 99% accuracy

Second place winner: Almutasim A Alsamari with 48 WPM speed and 97% accuracy.

Third place winner: Hanin N Bader with 46 WPM speed and 100% accuracy.

Achievement Ceremony

The M & C Department held a ceremony honoring students with best achievement in Math & Computer Foundation courses for the academic year 2007/2008.

Nussyba Abdelgader Hassan Eribi (99%) - Engineering

Reem Abdellatif Ali Badawi (97.75%) - Engineering

Heba Yousef Marei (97.5%) - Engineering

Fatima Ebrahim Hashim (97.5%) - Business

Alanood Hassan A F Al-Korbi (97%) - Business

The Math and computer Department offered ACT and IC_ Preparation Training Sessions during summer 2008 at the Foundation Women building.

Registration for the ACT test, can be done online through this link http://www.qu.edu.qa/qu/colleges/foundation/found_home.html.



The new ACT and (IC_®) tests: From in-house placement tests to international standardized tests

The Math and Computer Department adopted the ACT (American College Test) and the IC_ (Internet and Computing core Certification) as substitute tests for the Qatar University MPT (Mathematics Placement Test) and CPT (Computer Placement Test)

The Foundation Program at Qatar University is a certified testing center. For complete detailed Mathematics exemption criteria, go to http://www.qu.edu.qa/qu/colleges/foundation/math_placement.html

To receive information regarding test registration, test preparation, please contact:

Men:

Foundation Building (opposite to QNB-QU Branch)

Room 119 Tel: 485 6360 / 485 6361

Women:

Foundation Building / Second Floor

Rooms 339 & 340 Tel: 485 6280 / 485 6281 / 485 2837

CISCO Academic Courses

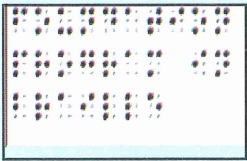


A group of computer instructors successfully passed the Information Technology Essentials CISCO courses that started June 18th 2008 and ended July 2nd 2008. The participants successfully passed the theoretical and practical exams for both courses.

The skills, knowledge, and in-depth theoretical and practical know-how acquired by the participants will eventually have great impact on both the QU students and the computer courses delivered by the Foundation Program.

All participants in the ten days courses were thrilled by the experience and they look forward to get a chance to take part in further CISCO certifications.

Students with Special needs at QU



In collaboration with the 'Office of Students with Special Needs', the M & C Department will make all Math and Computer courses available in Braille to help students with visual impairment.

The four Math level courses for the spring semester were already made available in Braille.

"Foundation Program in Braukke: written in Braille"

In-house Professional Development

The tradition of the Math & Computer Department continues with a series of seminars and workshops during and at the end of each academic semester. The Department

held the Math & Computer Professional Development Days by the end of the spring Semester (On the 29th and 30th of June, 2008), and conducted a series of seminars

during the spring semester. This year, the keynote speaker for the PD days was Dr. Omar Al Ansari, Qatar University Vice President for Students Affairs. The title of the talk was: QU policies and Procedures.



Dr Khalid Al Ali introduces Dr Al Ansari



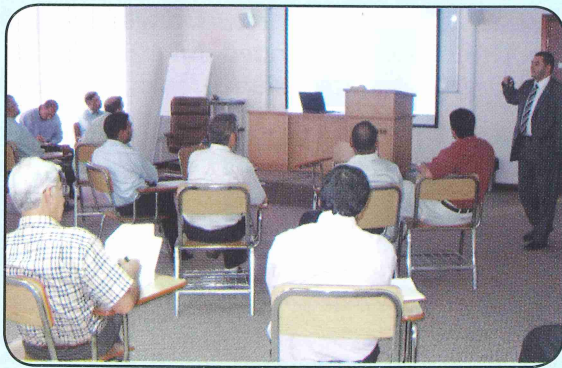
QU Policies and Procedures Seminar



Dr Al Ansari addressing the Math and Computer audience



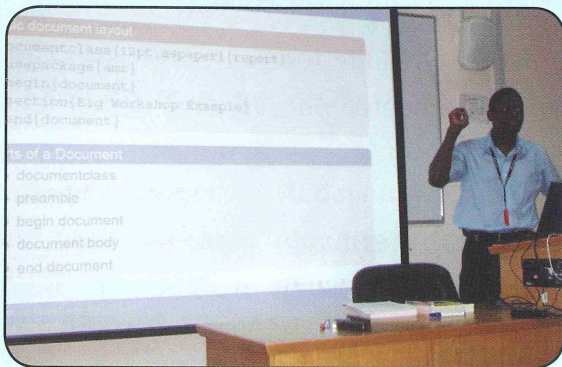
Mr. Hamid giving a workshop on "Adobe Photoshop"



Dr Semmar from QU College of Education giving a workshop at the PD day



Mr. Hamud during his workshop: Adobe Captivate



Mr. Isaac giving a workshop session on Graphics in Latex



Mrs. Judith giving a workshop on "Geometer's Sketchpad"

For more details about the series of workshops offered go to <http://faculty.qu.edu.qa/sahbi/PD08.pdf>



Dr. Maha Nabhan, the Head of the M & C Department, with Dr. Khalid Al-Ali and Faculty at the FP end-of-year gathering

Conference Reports

TESOL Arabia 2008

Rob Foell

In general, don't we attend these conferences in order to refresh our professional identities? If much of what we see is balderdash, we scan the room for empathetic squints, grimaces or sighs; if we are blessed with a truly fresh insight, we feel a sudden, startling kinship with the brave or passionate presenter. Reunited with old friends in the biz, we enjoy lunch, inter-session breaks, or even a night out, thrashing out familiar work-place issues, trying to either ground theory in, or root it out of, our realities. Socially, as well as professionally rejuvenated, we are back, solitarily facing our customers the day after the conference, reassured that we are yet 'cutting edge' in our teaching philosophy and perhaps possessed of an extra trick or two up our sweaty sleeves.

That said, what were we to make of TESOL Arabia 2008's general theme, 'Finding Your Voice: critical issues of ELT'? Finding a voice seems critical for survivors of abuse and political disenfranchisement, for stroke victims, actors and second string Opera soloists, but for University EL teachers? At QU, the job title remains 'English Language Lecturer', but we beg students' pardon to function instead as 'facilitators' of learner-centered/autonomous-learner approaches. Rehabilitating the old Victorian credo regarding children, today's model for exemplary education cautions the teacher to 'refrain from speaking unless spoken to':

"...but please, the answer, Teacher?!"

"Nope. These lips are sealed until you demonstrate some genuine critical thinking... in complete English sentences!"

Much as we might dream that one day Howard Gardner's multiplying research will result in class assignments customized to the particular Intelligence of the teacher (dibs on the 'Theatiko-Buffon' one), it is the student's, not the teacher's voice that is the focus of attention in ELT. Furthermore, what is 'critical' to university education as we might be advised? Getting students to write Academic English seems

to supersede any issues regarding spoken fluency. There is, in fact, an idea of finding a 'Writer's Voice'; with a growing movement to raise awareness of plagiarism in academic writing classes, perhaps helping students to find their writer's Voice is more the critical issue' at QU.



Organizers could well have omitted the "Your" – practical counsel pertinent to the unheralded theme of student voice development was abundant at this year's conference.

In presenting her study on lowering anxiety in adolescent English language learners, Tasneem Sharqawi outlined a promising application of role-play. Her student/subjects made great advances in fluency when assigned script-writing tasks central to their current life concerns. Crucial to her approach, teachers must replace role-play objectives of practicing grammar and phrases with meaningful student-generated content in which students' true identities are not at risk. On the face of it, this seems most conducive to lower level acquisition; however, Post Foundation students also need precisely this kind of reassurance about their future roles as graduates in their specialties. Perhaps early term paper drafts would benefit not only from peer review, but peer performance to improve coherence.

Myers-Briggs Personality Assessment tool uncovered the problem: primarily Humanities-based English teachers are hired to teach Academic Writing skills to EL2 students of Science and Technology specialties. Teachers interviewed by Eurof Thomas and John Langille admitted having little to no knowledge of the fields of study of which their students would be writing. It is curious that, both in the Foundation and Post Foundation textbooks, humanities-type topics predominate. One solution proposed by Thomas and Langille, that English teachers liaise with sci/tech faculties, seems a

promising first step to understanding what Foundation students are expected to do with their academic writing.

The classical structure of academic English writing is a myth, according to David Palmer. Where is the proper Process Essay, the standard Compare/Contrast, the definitive Descriptive, the authorized Opinion-type paper? Exactly who says how paragraphs should be divided, that the thesis statement has to be at the end of the Introduction, that there must be an Introduction? If authentic usage is any measure of the validity of concepts of English academic writing, Palmer was amply armed with exceptions to the textbook writers' rules. If their publishers were not too shaken by such revelations, at least there was an entertaining kind of seat-shifting and amiable grumbling among the many in attendance. It seems worthwhile to ponder how often the authentic readings our students encounter in textbooks do not obey the writing standards we set for them.

One of John McCrae's themes could be that we must take responsibility for raising students to challenge our own authority as purveyors of 'plain English'. A colleague's definition of 'tinned beans', published by a reputable company to aid English language learners, seems to reveal class-ism, an American bias, and the writer's allegiance to Heinz Co., all woven into one brief paragraph. Undetected, these threads undermine the meaning-making of any self-motivated English language learner. On the other hand, McCrae showed us how a good poetic composition (40-Love was his example) may reward both L1 and L2 readers with a multiplicity of meanings and layers of meaning valid at any level or sort of cultural experience. When poets tap their deepest sources, their audience expands and diversifies. We could be convinced that, with a resounding piece of poetry, a teacher need only nudge a student to be aware of a literary device or two to release a torrent of learner self-reflection. In turn, our students might teach us a thing or two about what a poem means.



Other members of his audience are likely to concur with me, that James Dalglish' careful collection of creative non-fiction human simply had to speak for itself. His students became interested in the mechanics of writing when the content of relevant human interest stories captured their attention. One was a newspaper article disclosed the writer's reflections on wearing the 'niqab' for the first time in her life as an adult on the streets of her West London home; another story, originating in a UAE student publication, paid tribute to the reliable presence of dates and coffee at every life-jarring moment in her family's history. In this session, hands-on method was added to McCrae's plenary musings: Dalglish' merest nudge was apparently sufficient to motivate students to apply

42nd Annual TESOL Convention in NewYork

Jane Hoelker

The 42nd Annual TESOL Convention and Exhibit was held in New York City this year. The conference was particularly busy this year and 60 sessions were scheduled at one time which made selecting what to see a daunting task! In addition to participating in the conference, I participated in my first Board of Directors meeting for several days before the conference. Those of us who were new Board members (four) and in training for this meeting were not allowed to speak and just listened to our experienced colleagues (16) discuss the issues. I was amazed at the depth and breadth of the issues with which TESOL, Inc. deals. My new portfolios assigned to me for this year include the Membership Committee, maintaining the Records of the Board of Directors meetings, and the Global Professional Issues and Concerns Committee. It will be a fascinating and challenging task to contribute to this professional group.

I presented on two panels. Although participating on a panel is very time-consuming and requires that you dedicate three to four hours to sitting on the panel at one time at the conference, it is a great way to learn about one topic from several perspectives. The first panel, entitled Moving from Academic to Job-related



the mechanics that they were made conscious of in such stories.

QU teachers were a formidable presence at TESOL 2008 on both sides of the lectern: Stephanie Pinnacle delivered on academic writing, Anita Ghajar and Ahmed Selim spread the word on student video production, and the popularity of Dr. Kourosh Lachini's Vocabulary Strategies workshop resulted in a shortage of standing room. An unassuming, yet ultimately satisfying finale to the Voice-finding theme was provided by another Post Foundation colleague, Lawrence Metzger. Representing Vygotskian theories of cultural development, he provided first-hand evidence of the value of applying cross-cultural input to scaffold budding narrative-writing

Writing discussed the essential elements of academic and work-related writing. The curriculum in two general educational settings was presented by a speaker from Germany and a second from Denmark. Then, the speakers from Kuwait, the U.S. and Qatar discussed in-house seminars offered by companies that address the gaps in skills that work trainees demonstrate. It was interesting to discover that protocol and the ability to work as a team member (and how

those two impact workplace language training) were the two most common challenges instructors dealt with in both the U.S. and overseas.

The second panel, Administrative and Curricular Challenges in EFL Environments, talked about the many challenges faced by educational institutions offering English language programs internationally. EFL instructors and program administrators from China, Egypt, the U.S. and Qatar presented examples of the difficulties that emerge when collaborating across different cultures, especially in the areas of curriculum and program administration.

I also presented two sessions solo. In the session, Coaching Educators for Professional and Personal Success, two coaches (coached the day before the session) then discussed in the session how they felt during the process of coaching. One coachee talked about a negative medical diagnosis she

abilities. To be explicit, this (American) teacher's passionate self-motivated exploration of a foreign (Japanese) culture yielded potent tools (Japanese anime-mediated archetypal narrative) to stimulate (Qatari/Gulf Arabic) students' self-reflection, discussion and, ultimately, writing of their own narratives (if we replace these parenthesized items with our own identifiers of choice, we can do it too!). This surpasses 'teacher as facilitator'; this is teacher as slightly more experienced co-explorer of culture. In this way, Metzger's developing 'Inner Voice' of the teacher, sensitively guiding the choice of material for his students, finally merged with the vocal/verbal development of his students.

received which was later reversed by a second opinion. She then explained how her compassion expanded through her time management, her approach to her classroom and her students as well as her own life. The second coachee talked about the decision that he seems to have to re-visit every ten years in his life. In his early professional career, he made the decision to teach in the U.S. on a green card where he enjoys more personal and professional freedom. Although becoming a U.S. citizen would make his professional and personal life easier, love of his home country stops him from giving up his native citizenship and becoming a U.S. citizen.

In the session, Student Writers Need Someone to Listen, we discussed how active listening by a peer during the process of writing affords great support and benefit to a student writing an essay in the L2 as well as develops confidence and autonomy. The benefits, such as increased awareness of organization, development, accuracy, and autonomy revealed through student reflections were discussed. After the conference, some participants emailed me that they found the most success in using the checklists I distributed than they have with any other writing technique. So I am very encouraged to continue researching how to apply the work of Robert Graves (2001) to the EFL writing classroom.

I want to express my appreciation to Qatar University and TESOL, Inc. for their generous support which made it possible for me to attend the conference.

International ELT Conference at Sultan Qaboos University

Ahmad Hazratzad



The 8th International ELT Conference was held at Sultan Qaboos University, Muscat, Oman, on April 23rd and 24th, 2008. It was my first trip to Oman, and, unexpectedly, I found it to be a very interesting place. Muscat is a beautiful and green city with very friendly people. The campus itself is very big with lots of colleges, all of which are surrounded by beautiful gardens.



Zain al-Moumen and I gave a presentation on 'How to Write a Good Listening Exam'. Our presentation was the last one on the first day

of the conference. It was at 4 o'clock in the afternoon, and was aimed at test writers. Despite being last and focusing on a very specific group of people, to our surprise there were more than 70 people in our big lecture hall. It was very interesting for the audience.

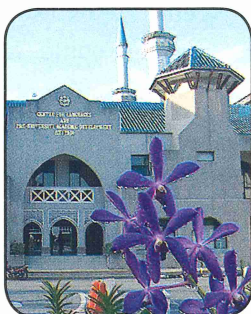


In spite of the fact that the Oman ELT Conference is not as famous as that of TESOL Arabia, I found the conference in Oman to be better organized and the quality of presentations in general to be very high. All in all, the two-day conference was a very good experience.



ILC in Kuala Lumpur Dr. Fatima Zumrawi

I was at the first international language conference (ILC) organized by the CENTRE FOR LANGUAGES AND PRE-UNIVERSITY ACADEMIC DEVELOPMENT (CELPAD), INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA (IIUM) from March 3 - 5, 2008 in beautiful Kuala Lumpur's Legend Hotel.



The conference was inaugurated with a bang – a Malaysian traditional ceremony. Participants and presenters were from 26 different countries around the world who took on issues and problems that deal with teaching the L2. The most interesting presentation I attended was about mind-mapping and the importance of teaching writing in conjunction with reading. I presented on the



topic of Listening and discussed research that pointed to the significance of auditory-related strategies in language comprehension in general. We enjoyed meals and coffee break desserts and went on a city tour that included the University Campus, the 88-storey Petronas Twin Towers and the adjacent KLCC park.

Multimedia in Perspective

In April 2008, I was fortunate to be delegated to attend the Global Forum on Technology and Innovation in Education (GETEX) in Dubai, which highlighted the current developments in Information and Communication Technology (ICT) and its integration into educational curriculums. One recurring theme that came out of the many presentations and discussion panels was that **anyone under 30 years of age is classified as a digital native, while anyone over that age is a digital immigrant.**

The point that was being made is that it is usually teachers who have the most problems with technological change – the students are usually adept at figuring out how to work with computers, new programs, and of course, mobile phones.

This is why teacher training is so important, and why the members of the Multimedia (MM) Committee have put such an emphasis on workshops for staff this term. At the beginning of the semester I gave a presentation to all staff highlighting the programs available at www.englishw.com. More intensive hands-on training was delivered to smaller groups during the semester in April, and further training is planned for all staff at the beginning of the Fall 2008 semester. Aladdin Halwani, our resident Blackboard expert, also gave several workshops on how to use the more advanced features of this invaluable educational

management system. The MM Committee members were also on call for help and support via the Foundation Program IT Mini-Help Desk. We also had a presentation from Mohammed Javeed from ITS on how to use the new integrated data-show system.

In fact, **we are very fortunate at Qatar University to have a wealth of ICT available to both students and staff.** Teachers are issued with laptop computers as a matter of course, the majority of students have laptops, and we have the use of six language labs at Al Bidda and the MFB, with plans for more labs to come. The second phase of the installation of the integrated data show technology will also begin soon. Added to all this is the fact that just about every student has a mobile phone. While we all complain about the students' use of phones in class, this is, in fact, a valuable ICT resource that we can exploit in our efforts to motivate students when teaching our classes.

As well as providing training and overseeing developments of new hardware, it has been a very busy term for the Multimedia Committee. This term has seen a number of new programs and worksheets for both students and staff produced by Amer Yacoub, Kevin Rooney, Douglas Jones, Aladdin and myself all on www.englishw.com. We now have 36 worksheets based on internet videos for our students covering all 4 levels. We have a range of listening quizzes based on logic puzzles, and several mock listening exams. We now have 16



Dinos Demetriades,
Head of Multimedia

general vocabulary quiz programs which include 1,600 words based on the General Service List of the most frequently used words in English and our own syllabus vocabulary lists. We also added a number of links to sites that use Web 2.0 technology. These include the English Writing Online Wiki at www.englishw.wetpaint.com, www.xtimeline.com, www.glify.com, www.voicethread.com and a blogging site at www.blogger.com, as well as sites that have IELTS and TOEFL practice.

The English Writing Online Opinion Poll was also very popular this term with topics ranging from the American primary elections to the changes to the mid-term English Foundation examinations, the latter in particular encouraged some lively responses from our students! The Spring term also saw four newsletters delivered to all registered members at www.englishw.com. These newsletters follow an established pattern that highlights new programs, gives the results of the Opinion Polls, an illustrated Idiom of the day, and an illustrated Word Puzzle.

Student Clubs

Movie Lab Program Report

Mary H. Lanaghan, July 2008

The Movie Lab showed 10 films on the Women's campus throughout the 2007-2008 academic year and welcomed approximately 35 faculty and their classes in one or more showings.



Student Feedback

After each film, participants were surveyed for their feedback about the movie, as indicated in the survey items below.

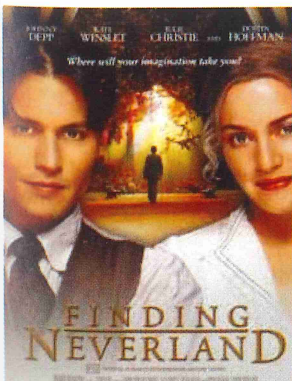
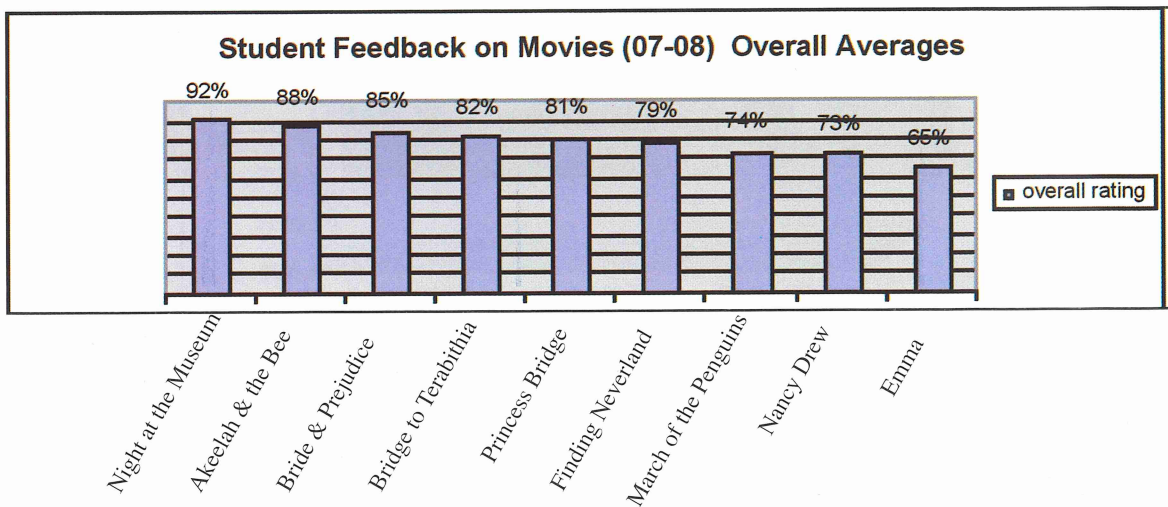
Movie Lab survey (2007-2008)

Give us your Feedback!! Please tell us what you thought about the movie.

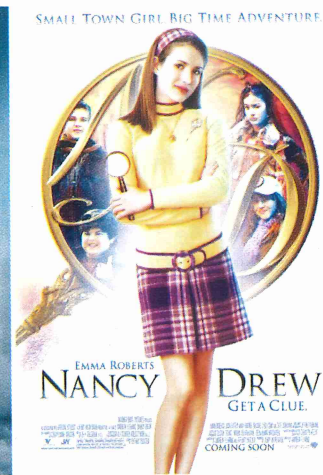
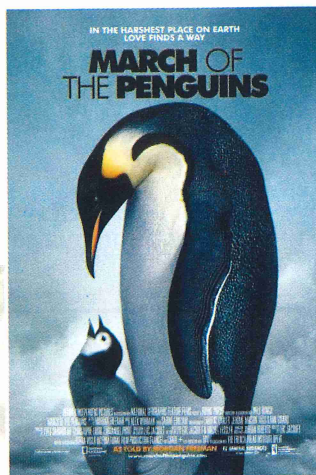
0 = don't agree at all 3 = strongly agree

<i>I enjoyed this movie</i>	0	1	2	3
<i>I could understand the language in the movie</i>	0	1	2	3
<i>I learned from this movie</i>	0	1	2	3

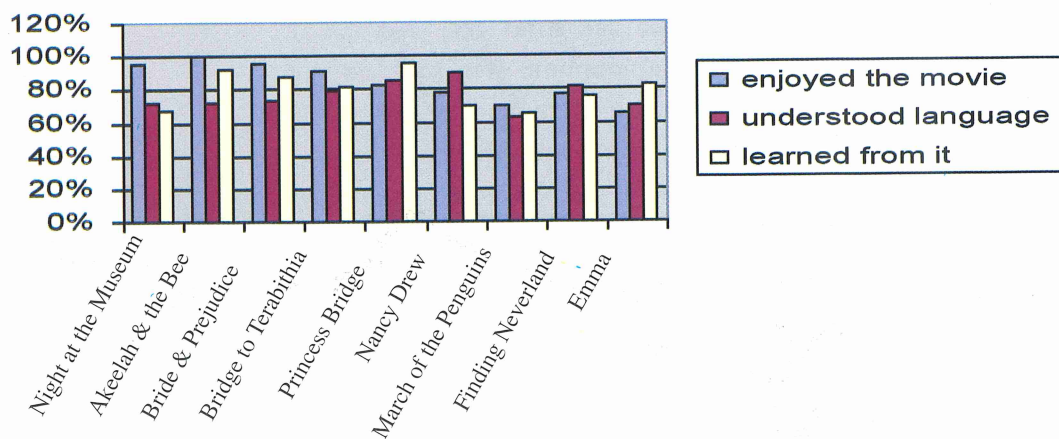
The charts below reflect results from the feedback surveys completed by students (and some teachers) after the movies shown in 2007-2008.

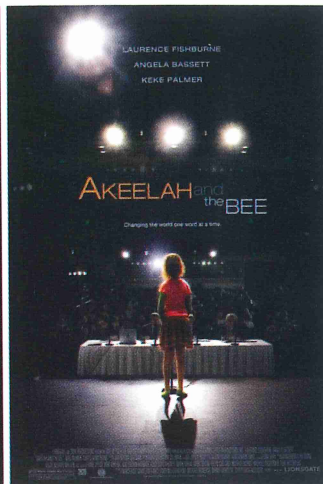
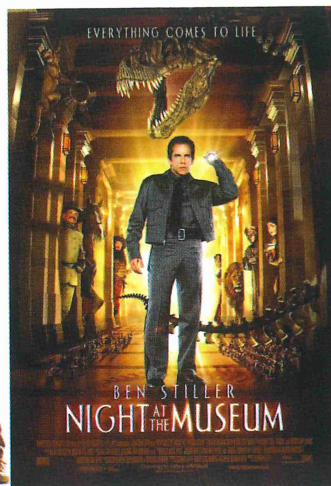
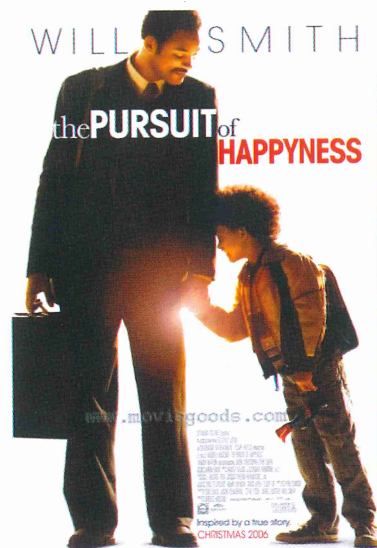


Selected Findings, Fall 2007 - Spring 2008		level of agreement
Favorite Movie Overall — Fall 07 semester	Akeelah & the Bee	88%
Favorite Movie Overall— Spring 08 semester	Night at the Museum	92%
Most Enjoyable Movie (07-08)	Akeelah & the Bee	100%
Easiest Language to Understand (07-08)	Finding Neverland	90%
Most Educational (07-08)	Night at the Museum	96%
Overall Favorite (07-08)	Night at the Museum	92%



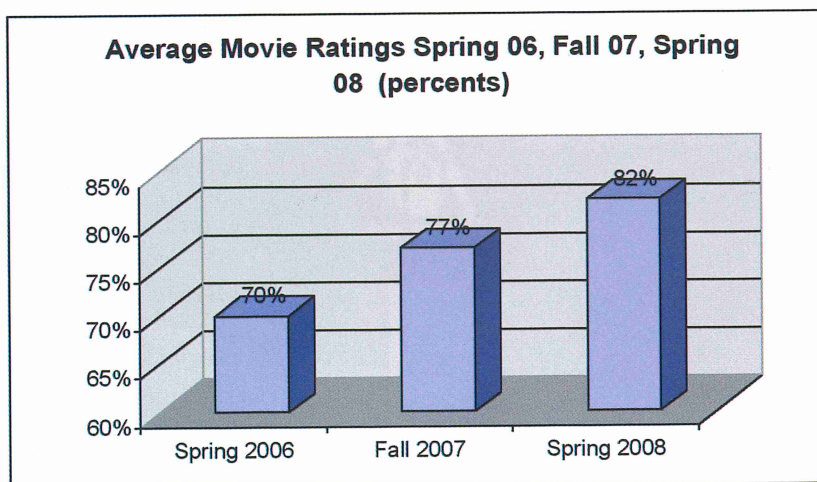
Student Feedback on Movies (07-08)





Semester-to-Semester Comparison

The chart below reflects the overall favorability ratings averaged among all the movies within each semester, as reported by semester. The data suggests that the Movie Lab programs have become more successful over time.



Teacher Feedback

Teacher feedback, useful for the purposes of program evaluation and development, was solicited using a simple survey created with the internet survey tool [surveymonkey.com](http://www.surveymonkey.com).

Future developments suggested by teachers include: Making the program accessible to a wider ranger of students and teachers, particularly to class groups meeting in both morning shifts and afternoon shifts, and making the program available to classes on the mens' campus.

Several teachers have indicated interest in participating directly in the development of the Movie Lab in the future, which indicates a promising future for all of us who enjoy the unique value of learning through film.

Complete survey results are available to any faculty via request to mary.lanaghan@qu.edu.qa.

Friends of the Environment Club

Rashid & Dana the Recyclers' Program Reintroduced

(Reported by Sylvie Raymond)

Ahmed Al-Ibrahim and Jay Trimiar promoting the red recycling bins at Qatar University Campus

Following a well attended two-day workshop in January 2008 to promote an environmentally clean QU campus by 2010, Jay Trimiar made the Gulf Times once again with his initiation of the recycling bin project on campus. What follows is an abridged version of what the Gulf Times reported on March 24, 2008.

The English Foundation Program at Qatar University reintroduced 'Rashid and Dana the Recyclers' program on campus with a vision to educate a new generation of environmentally-friendly Qatari national citizens. In association with UNESCO, The Friends of the Environment Center, Qatar, and others, the Foundation Program announced that they received the recycling bins needed for aluminum recycling. "We are delighted to be the first university in the region to conduct and promote an environmentally friendly campus," said Jay Trimiar.

"Our greater goal is to educate a new generation of environmentally-friendly Qatari nationals and citizens who are



concerned about preserving the planet and its resources," said Dr. Khalid Al-Ali, the Foundation Program Head.

Once this project has been implemented in the Foundation Program, the goal is to have it spread campus-wide so that students will be able to raise money from the cans that are sold. Phases 2, 3, and 4 will include paper, plastic and glass recycling respectively.

The idea of recycling is in its beginnings in the Arab world. According to UNESCO statistics, only 3% of the 80% potentially recyclable waste products are being recycled in Qatar and much less in other parts of the Arab world.



Japanese Club Activities

This spring semester saw many personal interactions between Foundation Program students, faculty, and Japanese visitors. The Chita City Delegation, represented approximately 16 members of the Sister City friendship group, traveled from Nagoya area prefecture to meet with Qatar University students and staff in early March to exchange symbolic gifts of peace in origami cranes made by young Japanese children.



Lawrence Metzger,
Japanese Club Rep.

* Chita City Delegation visit to Foundation Program



* **Japan Foundation Book Donation ceremony** in QU Women's Library took place in March involving the Japanese Ambassador, President of QU Dr. Sheikha Al-Misnad, Dr. Dahlia Gohary, Dr. Khalid Al-Ali, Lawrence Metzger, and Women's Japanese Club members.

Tokyo University Student representatives of Japanese Friendship Society interact with QU students. Mr. Masashi Kimura, Japanese Embassy Cultural Attache coordinated this event with two Tokyo University students who founded the Friendship GCC group which will retain contact with both the men's and women's Japanese Clubs at QU. The Tokyo students were very impressed with all the QU students and all enjoyed a very interesting dialogue.



Twilight of the Samurai Film

showing was played for men's and women's campuses as a gift from the Japanese Embassy Cultural Attache's office. This film was borrowed from the Egyptian Japanese Embassy and portrayed a realistic view of samurai life in mid-19th century Edo-Meiji period Japan.

Japanese Film Show
 たそがれ情兵衛
The Twilight Samurai

Voiced in Japanese, Subtitled in Arabic
 April 5 (Sat) 3:00 p.m. ~ 5:30 p.m.
 At Al-Kindy Hall, Qatar University
 Organized by the Embassy of Japan and Japanese Club at Qatar University.

Tea Ceremony & Doll Festival at Japanese Embassy for QU female students

Over 55 QU female students crammed into two university buses to witness and participate in the Japanese Ambassador's wife authentic Tea ceremony to celebrate Girl's Doll Festival (O-Hina Matsuri) and enjoy the beauty of a tea master demonstrating this most revered of Japanese cultural expressions.



Japanese Scholarship Program

Application Process Presentation by Mr. Masashi Kimura, Japanese Embassy Cultural Attache was offered in both the Men's and Women's Foundation buildings as a service to interested students. The interesting aspect of the scholarships is that only English language proficiency was a prerequisite for qualifying applicants.

Japanese Clubs at Qatar University

Formation of autonomous Women's and Men's Japanese Clubs at Qatar University in conjunction with the Office of Student Affairs and Japanese

Embassy has been a goal of this semester. Student officers have submitted the proper QU club application forms. In Fall semester, each group will function as an autonomous student club with Lawrence Metzger as faculty advisor.

Japanese language courses

A survey was conducted among QU male and female students to determine interest level of students in taking Japanese language courses from the Department of Foreign Languages with request for full-time faculty position to offer credit courses in Japanese language for Fall semester. Over 48 male and female

students responded, signing their names as committed enrollees in the courses, should they be offered. The Japanese Ambassador's wife is foreign language specialist licensed and interested in conducting these courses at QU.

cultural & business studies

A summer cultural & business studies program in Japan for QU students is in the initial planning phase for next year. The tentative duration of the program would be for a 4-6 week visit to Chita, Nagoya, and Toyota Cities, building upon the already established Sister City project.

Photography Club

(Run by David Pearson)

The photography club was a lot of fun this year. In our on-campus meetings we had workshops on taking better pictures. We encouraged the students to think about what "story" they wanted to tell with each photo. In order to tell these stories better, we worked with concepts such as the rule of nines, perspective, cropping, angle of view, etc. We also introduced practical

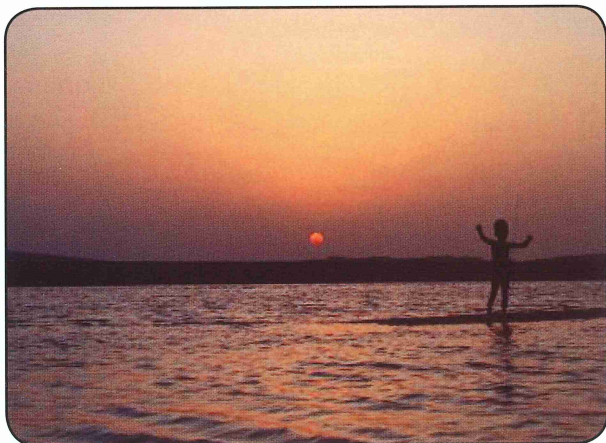


ways to take better travel photos and portraits. For example, we suggested to the students that a portrait need not just be a face and torso. In fact, a portrait need not even contain a person at all. A portrait of a person might only contain the things closely associated with the person. A person's messy desk, for example, might tell more about a person than simply a close-up of his face.

In addition, the photography club took several trips into Doha to take pictures. We went to the Zoo, the Corniche, Souq Waqif and Villaggio. The students shared their photos on our club's Flickr account. We also had a photo contest for "Tourism Pictures of Qatar." We received numerous wonderful photos and choose three winners and three honorable mentions.

Winners of the Photography Contest: Tourism in Qatar

First Prize

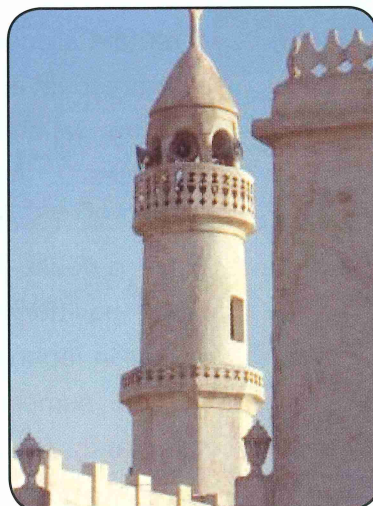


By Eman Al-Mahmoud

Second Prize



By Alreem Abdullah AlGhanim



Third Prize

By Hannin Bader

HONNORABLE MENTIONS



By Mirina Ammar



By Fatma Al-Nuaimi



By Fatma Alsaeed Shamoog

Student Spelling Contest



Hardie Cooper & David Hess

A Spelling Contest took place between Hardie Cooper's Level 2 Group and David Hesse's group. "The Students were motivated and enthusiastic about the competition, and their awareness and performance level were amazing," said Hardie.

"The Competition gave the Students a break from the normal classroom stress and at the same time allowed them the opportunity to learn in a drives fashion. They really enjoyed it."



Photos courtesy of Hardie Cooper

Congratulations!

To

**Patrick Murphy and
Theresa Mattingly on their election
as Faculty Representatives**



**David Coupland on his
appointment as Level 1
Supervisor**



**Jane Hoelker on her
election as member of
TESOL, Inc., Board of
Directors**



Doha Debates: Students' Reports

Ahmed al-Menshawey

PF, English 1

The famous television program "The Doha Debates" has become in the current time one of peoples' interests, especially high school students and university students. "The Doha Debates" is sponsored by Qatar Foundation and produced by the BBC World Channel.

This program first started in Qatar on October 13th, 2004 and continues until now. However, I had never heard of this television program until I started studying in Qatar University and was invited to go with the university members to attend this program. It was in April 1st, 2008, and the motion was: This House believes the Palestinians risk becoming their own worst enemy, and again on April 29th, 2008, with a more interesting motion: This House believes the Sunni-Shia conflict is damaging Islam's reputation as a religion of peace.

That was really a great pleasure for me, and also I really got a lot of benefit from attending "The Doha Debates" in many ways. Some of the benefits I got from attending are: knowing new information about world these days and what is actually happening, also knowing new words which are used by different speakers to express something (this actually adds to my vocabulary a lot). Moreover, I benefited by watching how people argue in a polite way, without shouting or swearing at each other, and that is really a good thing that captured my attention.

Hind Al-Monjed

PF, English 1

I have often watched the Doha Debates on TV and have always been interested in attending this TV show. The day I had the opportunity to go to the Doha Debates was very exciting to me. I really enjoyed watching the debate; specifically, the motion (This House believes the Palestinians risk becoming their own worst enemy) really captured my attention. It was a great experience to be inside this TV show broadcast on BBC and see how things work. Being there in person is a lot different than watching it on TV. I had a strong feeling of enthusiasm when I saw the audience, particularly the Palestinians, and how they were reacting to what the panel members were trying to convince them of through justification of their position (whether by supporting or opposing the motion). I learned that the Doha Debates is not merely a show that you watch; rather, it is a show that teaches you how to improve your debating and public-speaking skills. You can learn how and when to rebut or support a certain claim. Besides, it improves your listening skills. Watching The Doha Debates requires you to have careful and deep listening ears in order to evaluate each of the sides' justifications (opposition and proposition) so you can take your position eventually at the end of the debate by voting. I felt strongly that my presence at the Doha



Debates that day was very beneficial and an unforgettable experience for me, especially that for a short moment I appeared on tape during the show. I recommend those who are interested and haven't been at the Doha Debates yet to take some time out and attend this great TV show someday; believe me, it's worth it !!

Nabila Adam

PF, English 1

I attended the debate with the motion: This House believes that the Palestinians risk becoming their own worst enemy. This experience gave me the opportunity to learn many things that happen in the world. It also gave me the chance to know what the important issues in our society are, and the issues that make people argue about. It was also a chance to meet and learn from the speakers about how to say my opinion and persuade the others. Attending the Doha Debates was a great experience for me, and opened my eyes to the world around me.

Joumana al-Malek

PF English 1

The motion of the debate I attended was: This House believes that the Palestinians risk becoming their own worst enemy. I think that attending Doha debate is a good experience to the student because we maybe heard about it and watch it on the television, but to be there is different. Actually it was very organized and interesting. I learned how to speak and how each side should give the answer to support their point. Also, I learned how present questions as an audience member. At the end, I feel that all these points that I learned will benefit me in my studies at the university because we are doing debates in our English classes.

Reem Fahad Khair

PF, English 1

For the first debate which tackles the hottest issues in the Middle East, The Doha Debates are one of the most effective ways

to provide you with the chance to express your opinions without restraint. The Doha Debates organizes a motion each month of the academic year through Qatar Foundation, its sponsor. These motions generally relate to Arab and Islamic world.

Qatar University gave me the chance to attend one of these debates. I have attended the debate with the motion: This House believes the Sunni-Shia conflict is damaging Islam's reputation as a religion of peace. It was a really strong issue, as there was a strong tenacity of opinions from both sides. The proposition was represented by Juan Cole and General Ali Shukri and the opposition by Imam Hassan Qazwini and Dr. Hisham Hellyer. It was a really good debate, moderated as usual by the amazing Tim Sebastian. While a lot of people from the audience were willing to ask questions and share opinions, not all of them had the chance to. Besides that, most of them were addressing questions to both sides; it was very interesting to have two perspectives at the same point. The outcome of the debate was the the motion was defeated by 61% to 39% (opposition to proposition respectively).

Attending such a debate refers in good ways both on my personality and on my academic background. It has a lot of benefits which should really be enough to encourage you to attend one. You are free to express your opinions and your feeling using appropriate words. It is a great opportunity both for Qatar citizens and visitors. And as a student, it helps me a lot in building up the right strategy in discussing a point or debating a topic. It is really useful in my academic studies. We cannot forget that Qatar University gives the opportunity to every student to attend. For me it was really a great activity and a new experience at the same time. I am looking forward to attending another one soon - so come, and do not hesitate to sign up. It is really an exceptional experience!

Du'a & Ru'a al-Saadi
PF, English 2

Being able to attend The Doha Debates (the motion was: This House believes that the Sunna - Shi'a conflict is damaging Islam's reputation as a religion of peace) was a great thing for us. It was a unique experience. We learned that a person should be confident, and it increased our critical thinking: you should always ask yourself 'why' before you say anything and learn to think more deeply about things.

I also gained knowledge of many things that I wasn't aware of, especially political issues in depth; in addition, meeting many people there from different cultures and diverse backgrounds was a great chance to share thoughts and experiences, so I was able to know many things about them, and see their perspectives on the issue. Finally, I really recommend that everyone participate in the Doha Debates experience; and not only students! I am sure that you will find out something interesting that you would never have known about otherwise.

Lama al-Balushi
Level 3

I appreciated to attend the Doha Debates this course. On April 29th, the fourth series of Doha Debates the topic was, "This House believes the Sunni-Shia conflict is damaging Islam's reputation as a religion of peace."

I was excited to share in the debates as an audience member and to say my opinion freely without restrictions, through an international forum and media web. I felt that I came to this place to express the feelings of suffering Arabic nations and to defend my beliefs and dignity. It was the first time for me to attend this debate. I consider it the first step in the field of international affairs. I was thrilled to meet face to face Tim Sebastian the Chairman of the Doha Debates and the former presenter of the BBC's international flagship interview program. I also was thrilled to meet other outstanding political characters like Imam Hassam Qazwini and other personalities that I had heard and seen in the media. All of this was due to my honored university, especially my English teachers in the Foundation Program.

Doha Debates Special Appearance

*Reported by Salman Atassi
Foundation English Lecturer*

On the evening of May 27th, I (along with a group of 30 Qatar University students) attended a Doha Debates Special Appearance with Dr. Mahmoud al-Zahar wrapping up the 4th season of the show. Dr. al-Zahar is a senior Hamas leader. Born in Gaza, he has been involved in both medicine and politics. As a part of Hamas, Dr. al-Zahar has often worked to oppose Israel and Israeli policies in the occupied territories, often clashing with Palestinian authorities as well. He has lost two sons and a son-in-law to Israeli attacks.

This episode of Doha Debates differed from others in that there was no motion being put forth,

nor a panel present to discuss it. The spotlight was on Dr. al-Zahar, and it was up to the host, Tim Sebastian, and the audience to challenge him. The exchange tended to focus on the conflict between Hamas and Fatah, and the use of violence by Hamas against Israel.

Regardless of where one may stand on the Israeli-Palestinian conflict, Dr. al-Zahar left too much unsaid during the show. When asked several times about what leaders and people are to do from now on to solve the conflict, he changed the subject. When asked and pressed by Tim Sebastian for one thing that he regrets Hamas having done or one decision he regrets having made, he proclaimed that no mistakes have been made. For the sake of all

involved, we can only hope that Palestinian leaders can, in the future, more effectively represent their side of the conflict to the world.

The 5th series of the Doha Debates will begin in September. I look forward to the next season, and to encouraging more students to take part by attending and asking questions (and appearing on TV!). We have plans to support several teams of Qatar University students to compete in next year's Qatar Debate League, and the upcoming season of Doha Debates will serve well for recruitment purposes. If interested in learning more and/or getting involved, faculty can contact me at salman.atassi@qu.edu.qa, or Allyson Young at fepstudents@qu.edu.qa





THE 4th ALJAZEERA INTERNATIONAL
DOCUMENTARY FILM FESTIVAL

April 21 - 24, 2008

Reported and published by
Sylvie Raymond

4th ALJAZEERA INTERNATIONAL DOCUMENTARY FILM FESTIVAL



On Wednesday morning, April 23, 2008, Carmel Underwood with the assistance of Mary Lanaghan and Maha Al Masri organized a trip to the Al Jazeera International Film Festival at the Sheraton Hotel in Doha. Fifteen Foundation Program students from levels 2, 3 and 4 attended the Film Festival.

Carmel Underwood said that the highlights of their trip were as follows: "We were able to watch a live interview about the Festival that was being taped for the Al Jazeera Arabic station, and we saw several very moving documentaries all

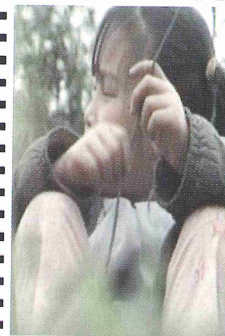
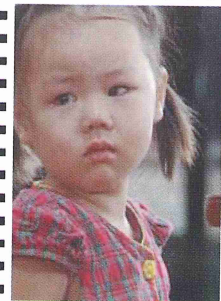
based on the theme of children by directors from China, Egypt and Lebanon."

Carmel would gladly organize this trip again next year as she was quite impressed with some of the students' comments such as, "I didn't know about this before today."

According to Carmel, it is clear that our students would benefit by this Film Festival which provides them a window to a world that is far from their more privileged experiences.

Finally, Carmel would also recommend for next year that we try to schedule the trip so we can see some of our Qatar University student documentaries that are featured at the festival.

Photos courtesy of Carmel Underwood and <http://www1.aljazeera.net>



Qatar University Student Wins First Prize in the Extremely Short Story Contest

Sponsored by the British Council and Zayed University

By Jane Hoelker

Alya Al Naemi, a student in level two taught by Jane Hoelker in the English Foundation Program at Qatar University, won first prize in the 2008 Arabian Peninsula Extremely Short Story Competition. The ESSC is sponsored jointly by Zayed University in the U.A.E. and the British Council. More than 1,000 entries were submitted this year by students from Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, the UAE and Yemen. Twenty-five awards were presented at a ceremony held at Zayed University on the Dubai campus on June 12th. This is the first year that the competition was open to students outside of the UAE.



Students write stories or poems of exactly 50 words and submit them to the "Extremely Short Story Competition" (ESSC) on the website at <http://50words.org>. All submissions must be written in English, but can incorporate non-English words when necessary. Peter Hassall, Instructor of the College of Arts & Science, initiated the project four years ago. Each year the stories have been published in a book which documents the entire project and helps capture the voices of the

young people of this country at a specific point in time. Hassall came up with the idea of the competition while travelling through New Zealand and the UK, countries which run similar competitions, often featuring the writing of famous authors and celebrities. When he suggested the idea to the Student Literature Club at Zayed University, they adopted it readily and currently assist with the coordination and promotion of this opportunity for creative expression. The ESSC is

the first such contest in the UAE to focus on the writing of non-native English speakers.

"Collecting these stories, editing them, and comparing them against the unedited versions will help us to build a corpus, or body, of second language creative writing, which will kick-start the development of an English literature by Emiratis," said Hassall, adding: "I am working with international research groups such as the International Association for World English (IAWE), the Asian Association of Teachers of English as a Foreign Language (Asia TEFL), as well as Tesol Arabia, to analyse the linguistic implications and meaning for second language learners who are writing creatively."

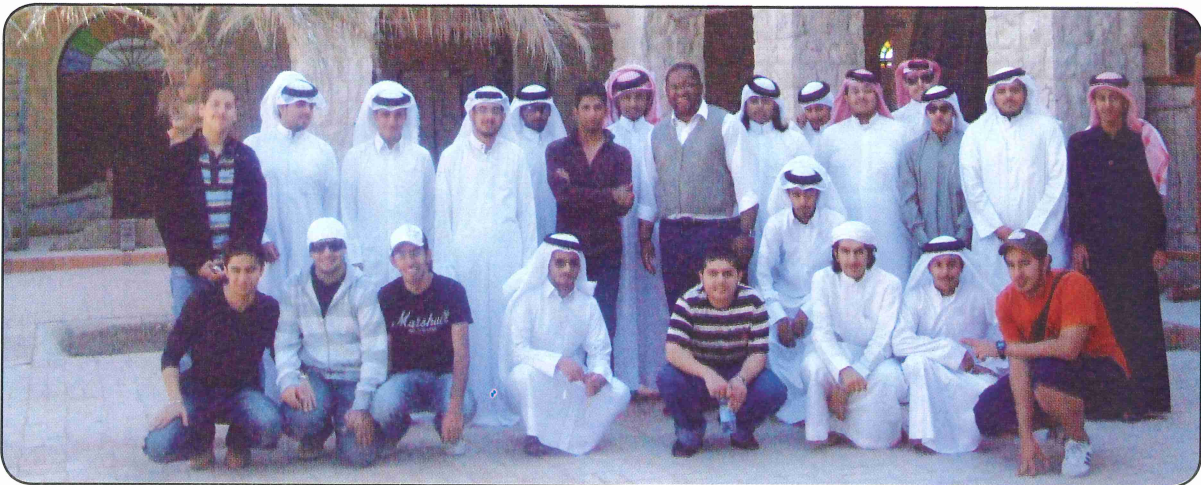
Teachers may not help students with corrections because the contest organizers want to judge and publish the work of each individual student and use their stories for research into how to help all students improve their writing in English. After Hassall spoke at Asia TEFL about the project two years ago, a group of Japanese English instructors started an ESSC in Japan and have published their first collection of student stories.



Student Trip to Sheikh Faisal Museum

Hardie Cooper Jr., Lecturer in the Foundation English Department, took his Level 2 Men Groups to Sheikh Faisal Museum in Shahaniya. Hardie said, "The students were amazed when they saw that such great history existed in Qatar."

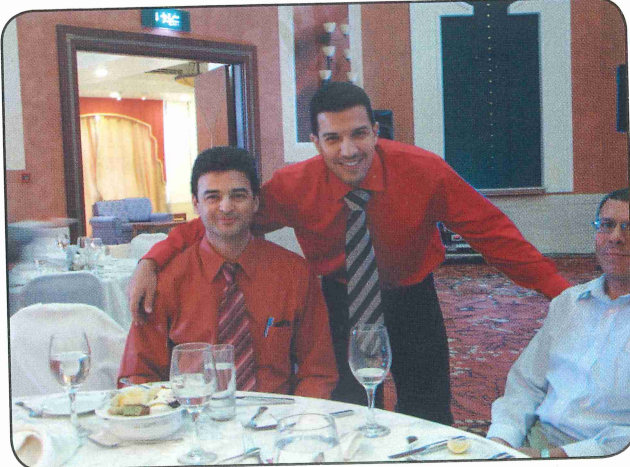
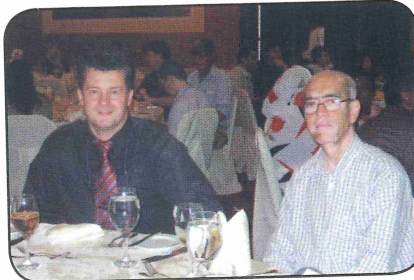
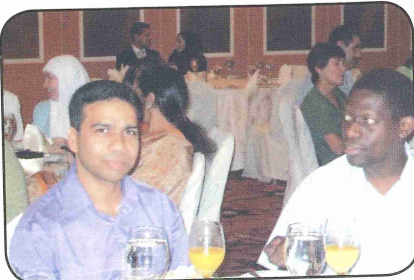
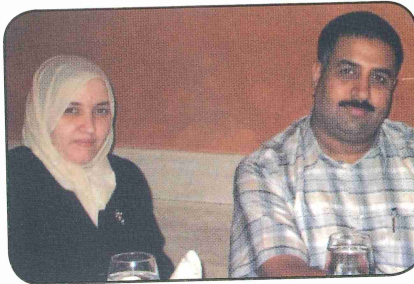
"It was really an educational experience for them, and I have even had them compose a Descriptive Writing Essay Assignment based on their experience at the Museum. The students were motivated to write because of their appreciation of the history and knowledge that is stored at the Museum."



Photos courtesy of Hardie Cooper

Foundation Program Faculty, Staff & Spouses at the

Math & Computer Department Photos (Courtesy of Dr. Sahbi Ayari)

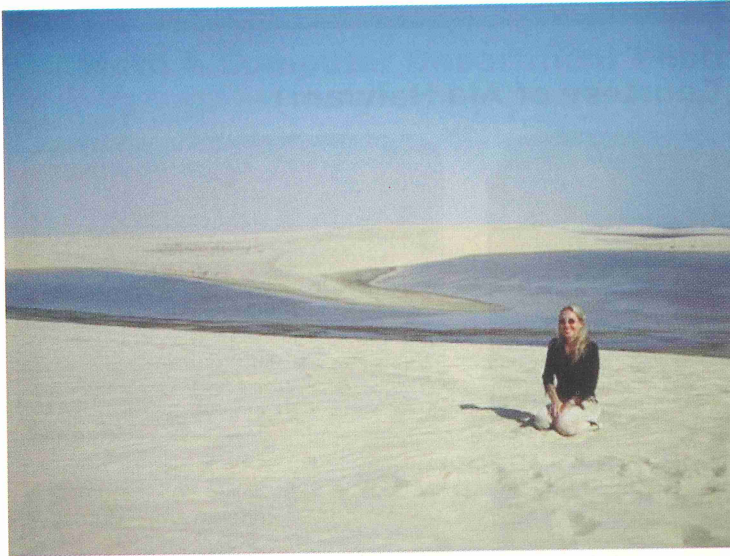


End-of-Year Party at the Doha Intercontinental Hotel

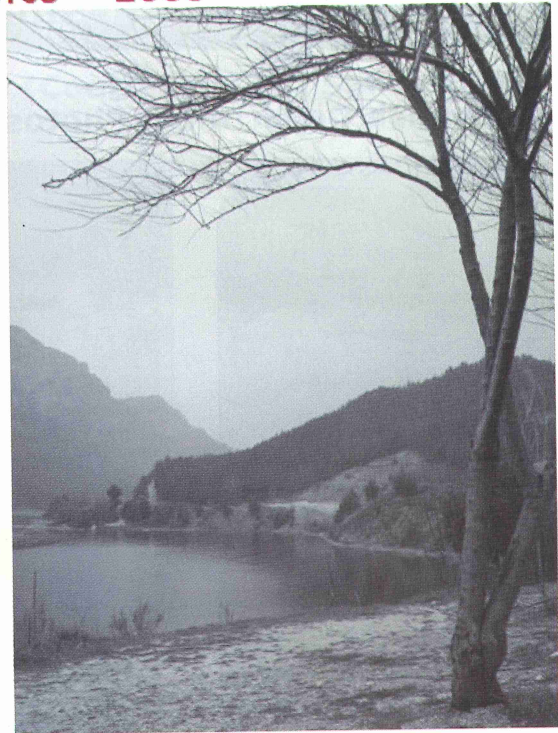
English Department Photos (Courtesy of Ala Halwani)



Fabulous February Photos — 2008



Khor al Adaid, Qatar — Sylvie Raymond



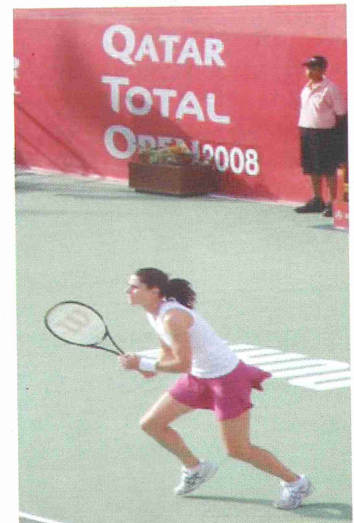
Karacaorek Lake, Turkey — David Bartsch



The Blue Mosque, Istanbul—Jennifer & David Bartsch



Beach view, Mauritius
Joan Birrell



WTA Open , Doha
James FitzGibbon



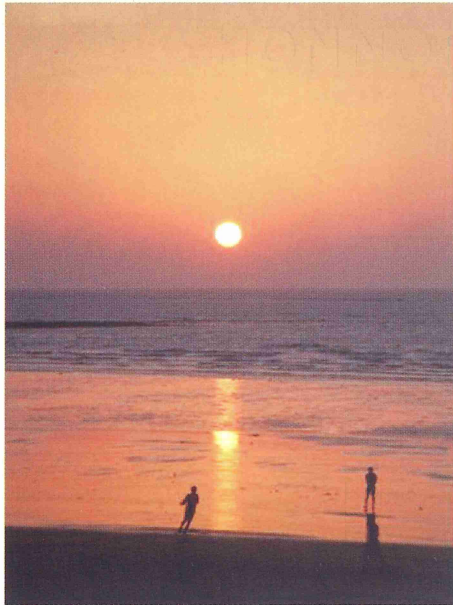
Amish buggies in wintery Iowa (USA) countryside
Mary Lanaghan



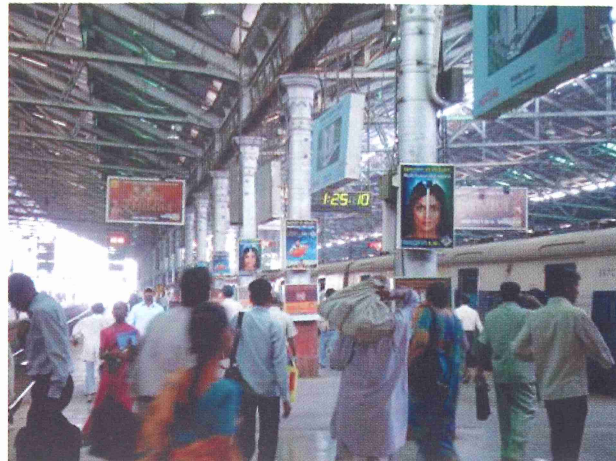
Rock formations, near Dukhan, Qatar — Sylvie Raymond

Faculty on Vacation

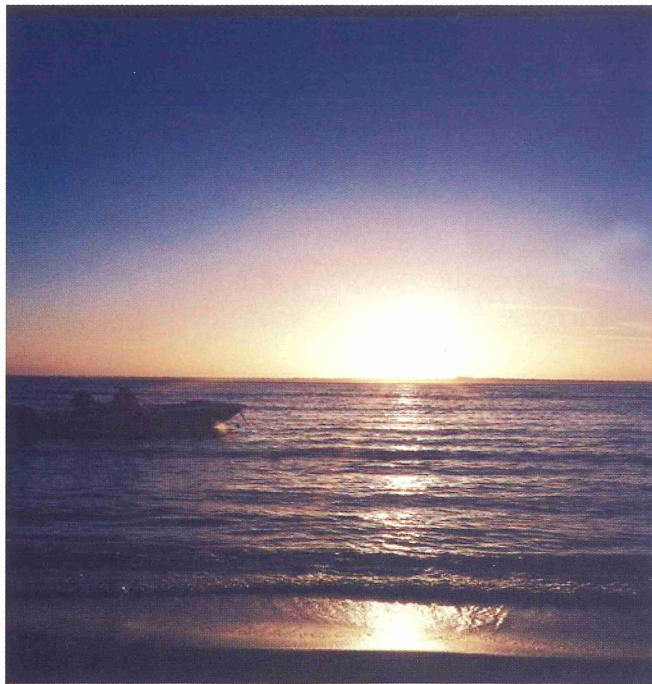
Fabulous February Photos — 2008



Beach cricket, Bombay — Tracy Hudson
(Patrick Murphy's wife)



Victoria Train Station, Bombay — Patrick Murphy



Mauritius sunset — Joan Birrell



Ice cream girl, Goraigoan, Bombay — Tracy Hudson



Seven color sands, Mauritius — Joan Birrell



Baby camel nose-kiss, Doha, Qatar
Sylvie Raymond's husband, Douglas



HMC

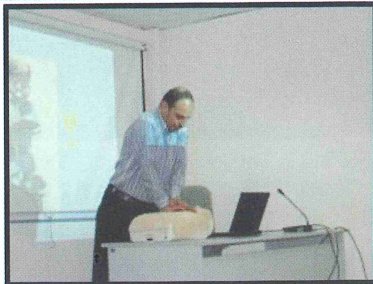
HAMAD MEDICAL CORPORATION

Health Care of the State of Qatar

Would you know how to cope in a medical emergency?

Written & published by Sylvie Raymond

On May 20th, 2008, twenty- three participants from the Foundation Program took part in a 1 ½ hour training session led by Adel Muhairat,



senior supervisor from Hamad Medical Corporation. Adel was assisted by two paramedics - Abdelnaser Aldajani and Rashedah Belhoushat.

The emphasis of the session was on life-saving techniques such as how to administer CPR (cardiopulmonary resuscitation) to an unconscious person while waiting for the ambulance to arrive.



We discovered that although the basic principles of emergency first aid are similar for any casualty, babies and young

children require special and different treatment as explained by Adel Muhairat, our trainer. We learned some useful mnemonics to help us remember the steps needed to deal with an unresponsive patient. ABC is an easy way to remember that A stands for airway, B for breathing, and C for circulation. For a detailed account on how to perform CPR, visit www.hmc.org.qa.

If you are unsure on how to do CPR or if you

think you may feel too overwhelmed in a crisis to properly apply your newly acquired first aid skills, just remember that help is always available 24 hours a day , 7 days a week in Qatar by calling **999**. Ask for the ambulance service when the operator answers and most importantly, remember this second mnemonic -- **WWW**.

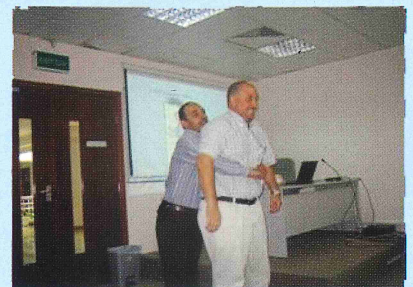
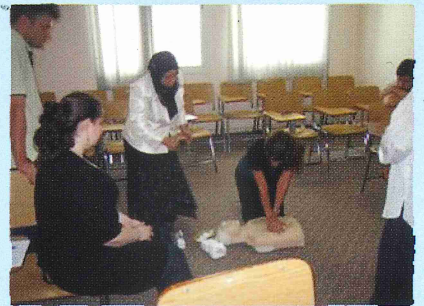
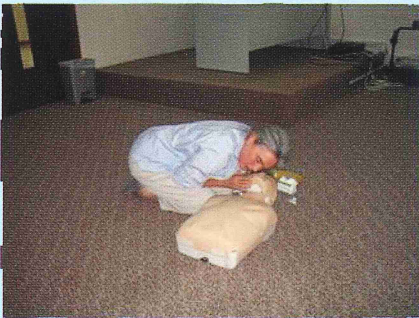
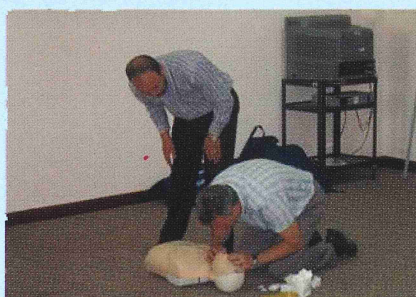
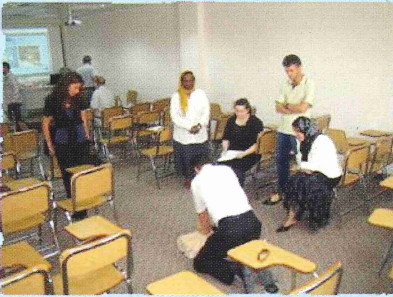
- The first W is for WHERE. Be as precise as possible about your location.
- The second W is for WHAT. Give a brief account of what happened to the victim(s).
- The last W is for WHO. Tell the paramedic who the victim is – male, female, child, age, older person?

Last, don't hang up the phone until you are told to do so. Adel Muhairat, our trainer, reported that too frequently, the ambulance doesn't reach the victim on time. This is usually due to a lack of proper directions or from callers not staying on the line long enough for the assistant to take the necessary information.



Photos courtesy of Sylvie Raymond and Ahmad Hazratzad

Potential life-savers in action



The CPR sessions were attended by:

Abir Jaafar
 Ahmad Hazratzad
 Ameen Al Hemyari
 Amr Salah
 Anna Sempek
 Clint Mitchell
 Cory McKenna

David Bartsch
 Fatima Zumrawi
 Gigi Cocoli
 James FitzGibbon
 Joan Birrell - Bertrand
 Justin Richard
 Mark Maby
 Mark Watson

Mira Baz
 Mohamed K. Al-Jubouri
 Nawar Hago
 Patrick Murphy
 Rula Momani
 Shireen Maghrabi
 Sylvie Raymond
 Zain Al-Moumen



QU Foundation Student Wins Frist Prize in Story Contest



*Dr. Khalid Al Ali Introduces Dr. Omar Al Ansari
at a Math & Computer Seminar*

*Tea Ceremony & Doll Festival at Japan Embassy
for QU Female Students*

