

FP Jareeda

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Welcome to Issue 27

Mondher Chaabane, Chair of the Foundation Program's Newsletter Committee, Lecturer of English, Foundation Program

Welcome to issue 27 of the Academic Excellence Days, Foundation Program's newsletter, and the remarkable participation of the Foundation Program Student Affairs Office in the Sixth Global Summit on Student Affairs and Services. Tiffany Dyson has written an article about the role of Qatar University (QU) and the Foundation Program in supporting and promoting the 2022 FIFA World Cup.

In addition, there are various engaging articles that focus on the Foundation Program staff and special needs students' (SNS) achievements, new faculty profiles, innovative classroom practices and academic topics. For example, you can also read about QU 7th Annual International Conference on English Language Teaching, which is marked by plenary sessions given by world-renowned professors such as Rod Ellis, Jeremy Harmer and Liz England. This issue also sheds the light on the thought-provoking and excellent sessions delivered during the Foundation Program Department of English (FPDE)



Dr. Mondher Chaabane: Photograph courtesy of Mondher Chaabane

I hope that you will enjoy reading our latest newsletter.

Qatar University and the Foundation Program Roles in the 2022 FIFA World Cup

Tiffany Dyson, Lecturer of English, Foundation Program

In preparation for the opening ceremony of the 2022 FIFA World Cup, Qatar was busier than ever, putting the final touches for the much-anticipated first night. As Qatar's national institution and one of the top Gulf Cooperation Council (GCC) universities in academics and scholarly research, it is no surprise that Qatar University (QU) has played multiple roles in ensuring the success of this year's World Cup.

According to QU President Dr. Hassan Al-Derham, QU has spent several years preparing for this global event.

The Foundation Program organized two student competitions in light of this anticipated event. Around twenty students participated in the Foundation Program FIFA World Cup Poster Competition and Foundation Program Photography Competition. In the first Competition, students had to design welcoming posters about Qatar with messages to visitors that highlight Qatari values and culture. In addition, the participants were offered the possibility of designing a poster and writing an essay about their favorite team. In the second competition, the students had to submit photographs and write an essay about their photos.

Some of the submitted photographs reflected Qatar's preparation and readiness to host the World Cup event. Students' work is currently exhibited in both female and males campuses. The winners of the competition will be announced after the fall break.




البرنامج التأسيسي
 Foundation Program
 QATAR UNIVERSITY جامعة قطر

عمادة الدراسات العامة
Deanship of General Studies

FIFA World Cup Poster Competition

The Foundation Program under the Deanship of General Studies invites you to participate in FIFA World Cup Poster Competition.

- Design a poster about life in Qatar with a message or poem to visitors (2-3 sentences or 2-3 verses)
- Design a poster about your favorite football team and write a description (200-300 words)

To join: Upload your poster using the following link

Due Date: Sunday, 16 October, 2022
Judging: Each poster will be judged based on content and design

Students can produce their poster individually or collaboratively (maximum 2 persons) using hand-drawn or digital tools by 16 October 2022. A special panel will assess the posters for content, relevance, coherence, clarity, accuracy in language, design, and originality.

For inquiries, send an email to fpstudent@qu.edu.qa



FIFA World Cup Poster Competition : Visual courtesy of Ms. Hayat El Samad

Sample students' posters : Visual courtesy of Ms. Hayat El Samad

Qatar University also played a major role in supporting the organization of the FIFA World Cup 2022 as it hosted two national football teams. After inspecting and visiting QU's stadiums, facilities and housing units, the Argentinian delegation announced its intention to utilize the campus for its accommodation ([Qatar Newsroom, 2022](#)). Shortly following the Argentinian team's selection, The Peninsula newspaper published an [article](#) stating that the Spanish national team had also secured two QU training fields as part of the team's base camp during the World Cup. Furthermore, in a statement published by Qatar Newsroom (2022), Dr. Hassan Al-Derham confirmed that “the University hosts a number of distinguished sports facilities built in accordance with international and Olympic specifications, in addition to residential units equipped with the latest systems, in accordance with health and safety requirements.”

In cooperation with the Supreme Committee for Delivery & Legacy, Qatar University hosted the FIFA World Cup 2022 Trophy Tour. In a multi-purpose effort to promote the tournament, encourage fans to support their favorite teams and create a football culture, QU played host to the orchestrators of athletic sporting events, The Auditor Qatar Company. As a result, both QU students and faculty had an exclusive opportunity to take photos and get up close and personal with the famed 2022 World Cup Trophy ([Qatar Newsroom, 2022](#)).

QU held three seminars to introduce the Volunteering Program for the 2022 World Cup. Qatar University collaborated with Mr. Nasser Al-Mughaisib, Director of the Volunteering Strategy Department at the Supreme Committee for Delivery & Legacy, to offer a three-day seminar to facilitate World Cup volunteering opportunities in more than 30 different job fields. Male and female students and interested communities involved in the program gained first-hand experience from specialists and a chance to network with people from various cultures and backgrounds. The FIFA Volunteer Program was the largest volunteer effort in Qatar's history ([Qatar Newsroom, 2022](#)).

Qatar University College of Engineering developed a crowd control system for the FIFA World Cup 2022. [Qatar Living \(2022\)](#) published an article highlighting the innovation by the College of Engineering (COE), QU, under the direction of Professor Al Maa-deed. With more than 3 million fans who attended the World Cup, the COE team created an intelligent crowd management and control system to regulate crowds. The components of their system included face recognition to detect abnormal crowd activity or events. Modern tools like Artificial Intelligence (AI), Information Communication Technology (ICT), and surveillance drones were also utilized to control massive crowds.



Famous football players from the Spanish and Argentinian teams: Photograph courtesy of Qatar Newsroom (2022)

In addition to these events and preparation measures, over 79 academic research studies, conferences, seminars and meetings pertaining to the FIFA World Cup 2022 can be found at Qatar University's [QSpace International Repository](#).



An image of the official 2022 World Cup trophy : Photograph courtesy of Qatar Newsroom (2022)

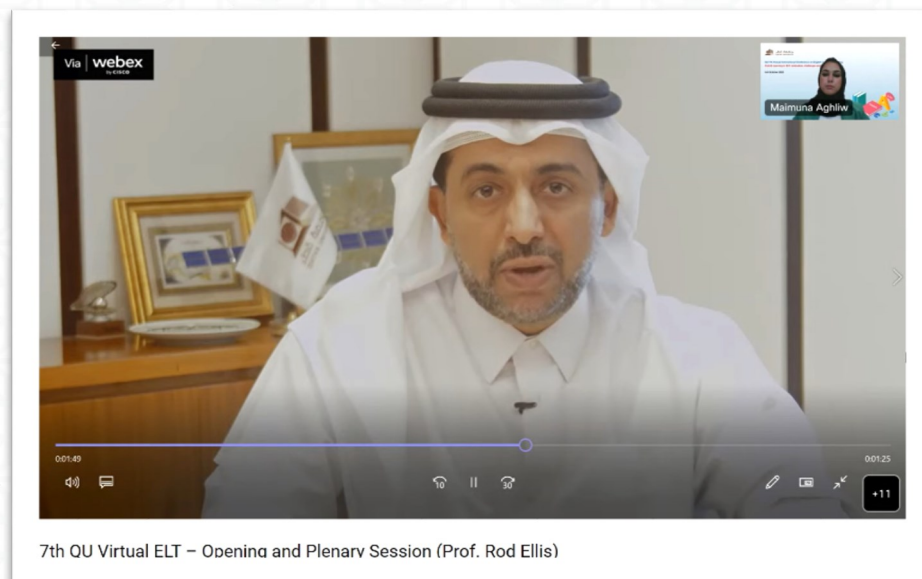
Qatar University 7th Annual International Conference on English Language Teaching

Okon Effiong, Lecturer of English, Foundation Program

The Qatar University (QU) Foundation Program, under the Deanship of General Studies and, held its 7th Annual International Language Teaching Conference, *Hybrid Learning in ELT: Motivation, Challenges and Opportunities*, from 8th to 9th October, 2022.

QU annual conference was held virtually, via the online platform WebEx. Attendees joined from all over the world to listen to world-renowned plenary speakers as well as to participate in various research-oriented sessions and workshops. Attendees were able to listen to English language experts, share and discuss ideas, and participate in workshops with fellow English language instructors, educators, and linguists.

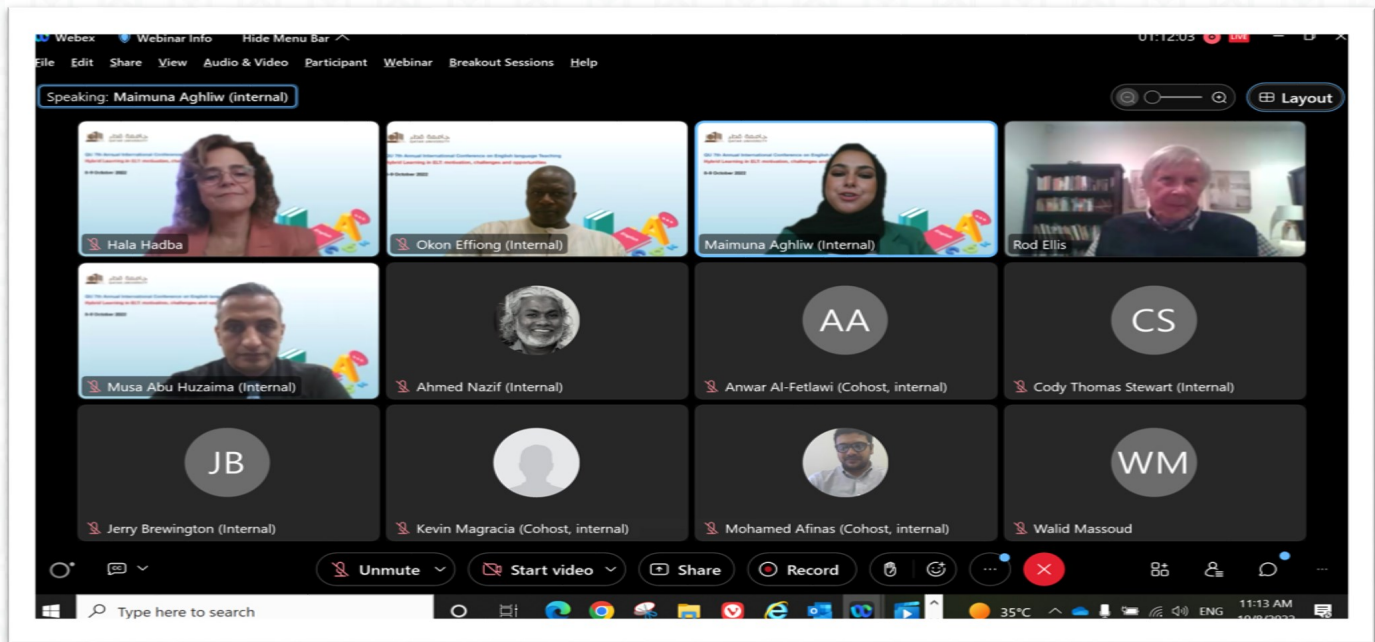
QU President, Dr. Hassan Al Derham, inaugurated the conference. Dr. Al Derham underlined the importance of the conference for both academic and professional development of English language teachers because it aimed at sustaining meaningful dialogue for members of the ELT community. In line with the President's speech, Dr. Hezam Al Awah, the Director of QU Foundation Program and the Conference Chair, confirmed that the Foundation Program will continue to provide support to its faculty members to deliver excellent instruction in the classroom. Dr. Al Awah would also like to remind teachers of the importance of reflecting on the real benefits of this event and the subsequent implementation of the ideas obtained in their different classrooms.



QU President, Dr. Hassan Al Derham opening speech: Visual courtesy of Sarah Aw

In the same vein, Dr. Hala Hadba, the Acting Associate Director for Academic Affairs stated that “As learning never stops, educators are constantly seeking ways to improve their skills and become more proficient. This became more urgent during the pandemic when learning mode changes prompted teachers to quickly adapt to remote learning. During those uncertain times, they had to deal with technical issues while trying to keep students engaged and motivated. This year's conference was a wonderful opportunity to harness the power of having like-minded individuals, discuss and reflect on the latest innovations and findings in the field of language learning. It offered faculty a platform to share previous experiences and reflect on future applications. The efforts of the organizing committee and volunteers provided an outreach to the educational community with quality topics and speakers and demonstrated the important role of professional development in addressing learning challenges.”

Musa Mohd Abu Huzaima, the FPDE Head of Department, noted, “This year’s conference was a huge success! I am proud of the conference leadership, but preparing and executing a conference is a true team effort. There were many hardworking members of the committee, the session moderators, and IT support who put so much effort into executing this year’s event. In addition, several of our esteemed colleagues presented highly informative sessions. The annual conference is an occasion when all facets of our department can shine—and they did.”



Opening day 1 plenary, Dr. Hala Hadba, The Acting Associate Director for Academic Affairs, Dr. Okon Effiong, Lecturer of English, Foundation Program, Maimuna Aghliw, Teaching Assistant of English, Rod Ellis, Professor Emeritus, Mr. Musa Abu Huzaima, the FPDE Head of Department, Ahmed Nazif, Lecturer of English, Foundation Program, Anwar Al-Fetlawi, Lecturer of English, Foundation Program, Cody Stewart, Lecturer of English, Foundation Program, Jerry Brewington, Lecturer of English, Foundation Program, Mohamed Afinas, Language Lab Specialist, Dr. Walid Massoud, Manager of QU Testing Center: Visual courtesy of Sarah Aw

For the seventh successive year since the inception of the conference, the number of attendees has grown. Prior to commencement, 5,837 individuals registered from around the world to participate in the two-day conference including hundreds of government and private school teachers in the State of Qatar. This year, over 2,000 people from more than 50 countries attended the event via Webex and YouTube.

In total, there were 62 sessions. This included three plenary sessions and six featured sessions. The presenters originated from the 54 countries from which the conference committee received 214 proposals. These include Algeria, Argentina, Canada, Denmark, Honduras, KSA, Kuwait, Philippines, China, Pakistan, India, Iran, Turkey, Morocco, New Zealand, Pakistan, Poland, Qatar, Oman, Russia, Turkey, Ukraine, United Kingdom, Uruguay, and the USA.

Emeritus Professor Rod Ellis, a well-published author in ELT gave the plenary session titled “Catering for individual learner differences in actual and virtual learning environments: An SLA perspective” on the first day. Day two plenary sessions were by Jeremy Harmer, an internationally known ELT expert, who discussed the choices teachers now have by teaching online. The last plenary by Professor Liz England reviewed how teachers have changed and moved forward in these challenging times. Her session was an opportunity for teachers to re-focus, intentionalize, and re-boot for their professional futures. The plenaries were streamed live on YouTube, and at the time of writing, QU YouTube data shows Professor Rod Ellis has 2022 views, Jeremy Harmer, 1085 views and Prof Liz England, 739 views.

The conference offered a wide range of sessions that addressed the current reality of teaching English in a post Covid-19 era where HyFlex mode is commonplace. Among the many high quality academic sessions offered were featured sessions by Dr. Joyce Kling, TESOL President; Dr. Gabriel Maggioli, IATEFL President; Professor Lawrence Zhang, Dr. Ahmed Al Rahbi, Dr. Mehmet Canbay Orkun from FPDE, and Ms. Rana Khan.

Feedback from our colleagues and attendees suggests that the two-day international event was a success. The FPDE Conference Committee, under the Chair and Co-chair Okon Effiong and Mohammed Chadi respectively have been planning the event and working relentlessly behind the scenes for months. Notably, behind the success is Musa Abu Huzaima, Head of English Department, who worked both official and unsocial hours with the committee chairs to ensure a flawless event. Our FPDE colleagues who moderated the sessions led by Anwar Al Fetlawi, the website editor Sarah Aw, the invisible backend IT team led by Mustafa Keleci were excellent. We will continue to build on this goodwill and the spirit of collegiality for our future events.

Okon reiterated the impact of the conference, stating that the number of proposals that we received and the geographical spread confirmed that our conference has gained wider global recognition in the past two years. We will continue to advance excellence in English language teaching by leveraging on our collective expertise to produce better conferences in the future and consequently expand the global impact of our event. Cambridge Scholars Publishing has graciously agreed to publish the proceedings as an edited volume. The committee is setting up an editorial team to pursue this new initiative.

Since its inception seven years ago, the Foundation Program, through its conferences, has consistently provided professional development opportunities for English teachers. The global impact of this conference will only increase in the forthcoming years.

The Foundation Program Department of English (FPDE) Academic Excellence Days Spring 2022

David Pearson, Lecturer of English, Foundation Program

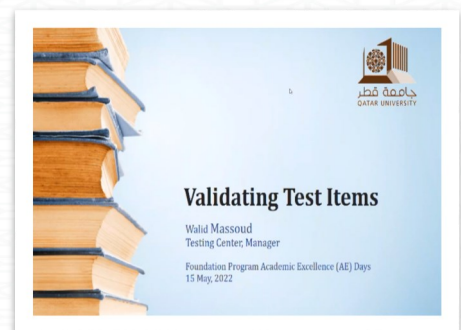
The Foundation Program Department of English at Qatar University hosted its annual FPDE Academic Excellence Days on Sunday, May 15th and Monday, May 16th, 2022. The Academic Excellence and Professional Development Committee organized a wide range of professional development opportunities for FPDE faculty, focusing on topics such as the use of technology in the classroom, effective classroom instruction, and the creation of valid assessments. There were 13 one-hour sessions over the course of two days. Presenters included a number of guest speakers, as well as several current faculty members from the Foundation Program Department of English.

The FPDE Academic Excellence Days began with a welcome note by Mr. Musa Abu Huzaima, the Foundation Program Department of English Acting Head. That

was followed by a mandatory session to introduce a new project to create exam item banks for each class and indicate how that would benefit the FPDE. This session was led by Smail Bezzazi and William Thorn. Following this initial presentation, faculty had numerous excellent sessions to choose from, including presentations by guest speakers from Florida Atlantic University, Cambridge University Press, Pearson Education, McGraw Hill Education, and Qatar University Testing Center.

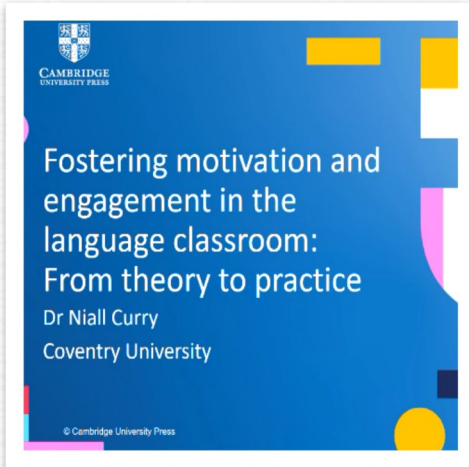
Dr. Justin White of Florida Atlantic University presented on the implications of student language acquisition research on input, interaction, and feedback for classroom instruction. Pamela Johnson of Pearson Education gave an interactive presentation on creating exam items for reading and listening tests, and marking them fairly and accurately.

Dr. Sabina Ostrowska of Cambridge University Press presented research on critical thinking and its role in successful second language acquisition. Dr. Walid Ahmed Massoud of QU Testing Center explored pre- and post-test item validations, including the commonly-used post-test statistical analysis.



Validating Test Items, Presentation by Dr. Walid Massoud. Visual courtesy of David Pearson

Dr. Niall Curry of Cambridge University Press gave a workshop on fostering motivation and engagement in the language classroom.



Fostering motivation and engagement in the language classroom, Presentation by Dr. Niall Curry: Visual courtesy of David Pearson

Lastly, Rachel Finnie, Mohamed Ali, and Sean Glynn of McGraw Hill Education presented a session on the case for and against blended learning. They began by clarifying what is meant by blended learning, then examined some different models for delivery in terms of “human vs. technology.”

In addition to guest speakers, there were several excellent sessions presented by FPDE faculty. David Finfrock led a discussion on how to build critical thinking and rapport in the classroom. Leanne Wischeropp and Maria Kogos conducted a workshop on the importance and different purposes of pre and post-listening tasks. Alaeddin Salah Halwani discussed blended learning strategies and tools. Abeer Faisal Alamin Mohammed presented on ActivInspire, a collaborative lesson delivery software for interactive displays.

Lastly, Leanne Wischeropp and Maria Kogos presented a second workshop on different approaches to teach grammar, focusing on out-of-the-box thinking to help the teacher bring some of their own creativity and personality into the learning environment.

The FPDE Academic Excellence Days were a great success, with 100-125 people attending each day.



Teaching Grammar- Collaborative Workshop Presentation by Leanne Wischeropp and Marcella Kogos: Visual courtesy of David Pearson

The Sixth Global Summit on Student Affairs and Services

Raed Marabeh, Teaching Assistant of Math, Foundation Program

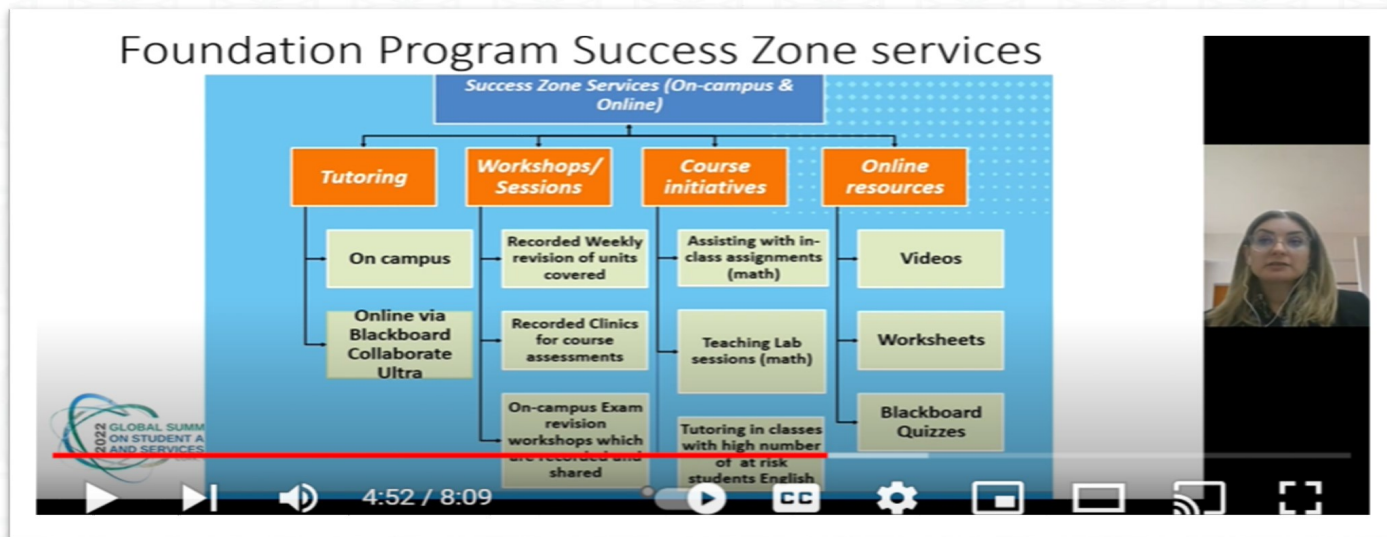
The Sixth Global Summit on Student Affairs and Services was held from June 15th to June 19th, 2022. The conference was co-organized by The International Association for Student Affairs & Services (IASAS), Student Affairs Ireland (SAI) and the European Council for Student Affairs (ECSTA). The summit was a hybrid event with actual and virtual participants joining from over 20 different countries. It brought together leaders in Student Affairs and Services from across the globe to engage in dialogue on key topics regarding work in Higher Education. Topics discussed during the summit included enhancing collaboration between higher education and learning cities, implementing sustainable campuses, sustainable development goals, and various educational and teaching strategies.



Virtual panel discussion, Ms. Vianna Renaud, Mr. Raed Marabeh, Ms. Karen Fisher, Mr. Jon Lingatong, Ms. Hayat El Samad: Visual courtesy of Raed Marabeh

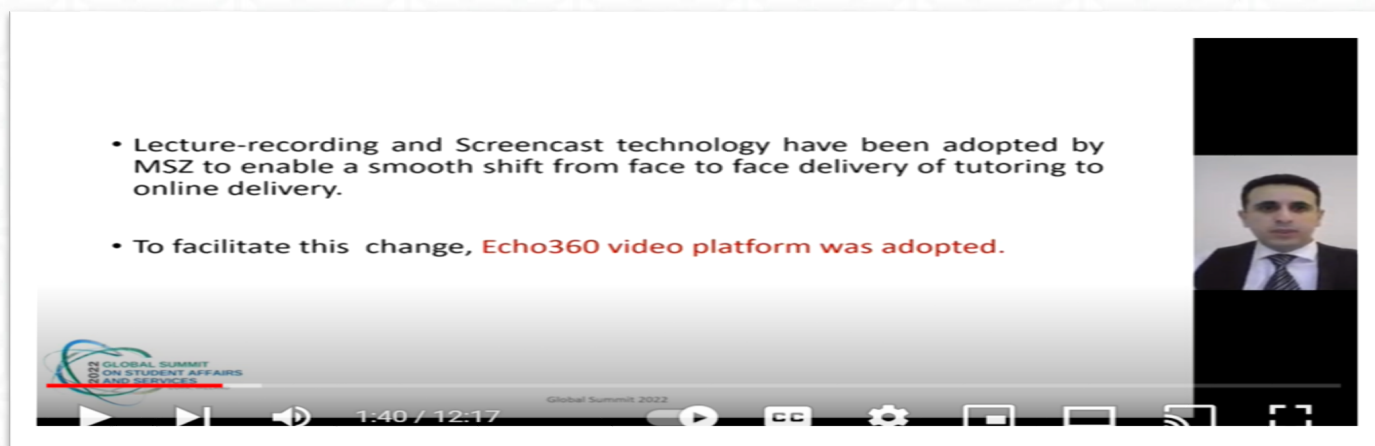
Ms. Hayat El Samad, Assistant Director for Student Affairs at the Foundation Program and Lecturer of English, and Raed Marabeh, Math Success Zone lead and Teaching Assistant in the Foundation Program Department of Math (FPDM), took part in the summit and shared their experiences through well-designed educational videos.

Ms. Hayat El Samad recorded a video entitled "The Paradigm shift for supporting students following COVID-19 pandemic in the Foundation Program Success Zone". In her video, she discussed the impact of these shifting trends on the number of student visits and the types of services offered by the Math and English Success Zones. In addition, she focused on the shift to online learning due to the pandemic and presented different digital models adopted by the Success Zone during the Covid-19 outbreak.



Presentation by Ms. Hayat El Samad, Assistant Director for Student Affairs: Visual courtesy of Raed Marabeh

Mr. Raed Marabeh recorded a video titled "Echo360 lecture capturing system video: A new opportunity to enhance digital learning content". During this contribution, the experience of using the echo 350 platform features (i.e. lecture recording, screen-casting, and flipped classroom) showed and proved the effects of using Echo360 on teaching. The benefits and challenges of using Echo360 were discussed as well. The advantages and disadvantages of the Echo 350 platform and its future application were the main issues that interested and involved most participants.



Presentation by Raed Marabeh, Teaching Assistant of Math: Visual courtesy of Raed Marabeh

Utilizing a Student-Centered Approach in Math

Raed Marabeh, Teaching Assistant of Math, Foundation Program

A learner-centric approach is a model of teaching and learning that focuses on developing and implementing active roles for students by allowing them to have more control during the learning process.

A learner-centric environment encourages students' interaction with each other and with the instructor. This method promotes student engagement, collaboration, and critical thinking.

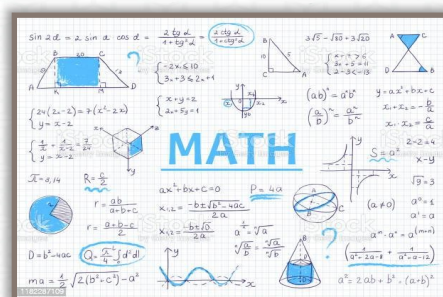
There are numerous approaches for implementing student-centered education in math tutorials. One of the most popular approaches adopted in math education is problem-based learning. This approach starts with students learning about a problem and discussing it to facilitate understanding. The instructor acts as a facilitator to guide students to find the correct answer on their own. Then, stu-

dents are encouraged to solve the same math problem with various methods; all proposed strategies are discussed in groups before choosing the optimal one.

There are many benefits to this student-centered learning approach; education becomes a more shared experience between the instructor and the students, and among students. Students build both collaboration and communication skills. They also learn to work independently and to interact with others as part of the learning process. Student-centered learning improves brainstorming and critical thinking skills, which creates a positive and well-balanced learning environment

The student-centered model may involve evaluating and providing feedback, e.g., formative assessment, peer and self-

assessment. During math tutorials, all tutors are encouraged to place every student on the right track. Tutors in Math Success Zone (MSZ) work hard to identify each student's areas of weakness and strength so that a proper teaching method can be used to maximize learning during each visit.



Math operations: Visual courtesy of Istockphoto

When Opportunity Meets Ability

Hessa Al-Mana, a special needs student writes about her successful experience serving the QU community

My name is Hessa. I am a Qatar University (QU) student pursuing my degree in Biomedical Science. I love volunteering and I greatly enjoy serving the community at QU. I have recently taken different roles while collaborating with the Foundation Program Special Needs Committee under Foundation Program Student Affairs Office.

It all started when I was invited to participate in the Foundation Program Debate Competition that took place on April 13th, 2022. I took on the role of the leader of the affirmative team. My role was helping students write the supporting points for the debate "Should Covid-19 vaccinations be mandatory". I also mentored my teammates, ensuring their readiness for

the debate. We all practiced extensively to ensure that we were confident enough to present our points, using the right body language and the correct intonation to assert our points to the opposing team. My teammates, who are fellow students, claimed to be shy and hesitant with public speaking. During this process, they shone and did a superb job with the debate. They were thrilled with their performance after the event, and it gave them the confidence boost they required to continue taking part in such public speaking events in their future pursuits. My experience has encouraged me to reach out and support the Special Needs Committee by tutoring students who are struggling with the English language. Being able to assist them and watch them put forth their best effort

to attain gratifying results that are reflected in their course marks makes me feel proud and honored.



Seedling growing in soil: Visual courtesy of Pixabay

During the last two semesters, I have given English tutorials to QU students. I helped many students taking English 110, 111 and 250 with their grammar, paragraph writing and PowerPoint presentations. We worked on sentence structure, and how to write a topic sentence and a concluding sentence along with supporting details. As far as the presentation is concerned, I demonstrated to students how to summarize the main points on their slides and articulate what they will say for each slide. I also assisted them in improving their intonation and showed them how to use body language to get their points effectively to the audience. I also tutored a few ENGL 252 students during my last summer course, working with them on their business projects. This fall semester, I have delivered 35 tutorial sessions so far to students from different courses.

Most interestingly, I had the pleasure of working with my mentor Mr. Mohammed

Al-Nahas, Chair of Special Needs Committee and lecturer in the Department of English, who graciously offered me the opportunity of recording audio materials for listening practice for one of the courses. Although the first few attempts were not up to standard, we kept practicing until we got it right. It was fun and I really enjoyed it. We tweaked the scripts as we went and tried to use the right tone and emotions. The recordings were successful, and I am so proud of my work. I am planning to do more recordings in the future.

Now I am preparing to take part in our next event: "Our Voices", which is a speaking competition. I was offered to the role of Master of Ceremony (MC) with another student. I am really excited because it is going to be my first time as an MC.

I like the quote by Walt Disney, "The way to get started is to quit talking and begin

doing." I would like to keep working with students in the near future, and share their success stories, which reflect my success as a tutor. This reflects the image of QU as a community and not just as an educational institution.



Please leave nothing but your footsteps:
Visual courtesy of Pixabay

Staff Focus: Ms. Maha Aboudaoud

James Scotland, Lecturer of English and co-chair of Newsletter Committee, Foundation Program

Interviewer: Thank you for agreeing to this interview. I am sure that many people in the Foundation Program (FP) would like to learn a little more about you. Please can you tell me about your professional background?

Ms. Aboudaoud: I was born in Qatar and have spent my entire professional life here. In 2006, I graduated with a bachelor's degree in English Literature from Qatar University. More recently, I completed my Master of Business Administration (MBA) at the University of Aberdeen in Qatar. In total, I have over 15 years of work experience. This includes working: in the human resources department of

Aspetar Orthopaedic and Sports Medicine Hospital in Aspire, as a teacher in an elementary school, and as an Administrative Coordinator in the Foundation Program Department of English (FPDE).

Interviewer: Please can you tell me a little more about your experience as an elementary school teacher?

Ms Aboudaoud: My family convinced me to try teaching. All of my family are teachers. My family explained that because the working hours are short, I would have more time to spend at home with my children. However, there is more to being a teacher than being in the classroom.



Administrative coordinator: Visual courtesy of eightonesix on www.freepik.com

The teaching hours may have been short, but I needed time to plan lessons, create activities, and grade students' work. Being a teacher was very time-consuming; there was always something to do. I worked as a teacher for two years before joining the FPDE.

Interviewer: Please tell me a little about working for the FPDE?

Ms. Aboudaoud: I joined Qatar University in 2013. For the last nine years, I have held the position of administrative coordinator. When I first started, I was one of two administrative coordinators in the FPDE. The other was Hiba Kamarji, who now works for the Foundation Program Department of Math (FPDM). In my first few months of work, I remember asking many questions. Since then, I have developed many skills, including time management, multi-tasking, and working under pressure. As a result, I am now much more efficient; I can accomplish more in less time.

Interviewer: How do you support faculty and students in your current role within the FPDE?

Ms. Aboudaoud: I try to make the lives of both faculty and students easier. Every day, somebody needs assistance with something. This may include changing classrooms, organizing mailbox and office keys, scheduling and confirming appointments, booking rooms for meetings, checking final grades, and helping to process summer payment forms. In addition, I support students by assisting in the override process, facilitating equivalency requests, and preparing letters to students' workplace testifying exam attendance.

Interviewer: What do you think has been your main accomplishment during your time with the FPDE?

Ms. Aboudaoud: My biggest accomplishment is consistently supporting faculty and students to the best of my ability. On a more personal note, I am also proud to have completed my MBA. I definitely would not have pursued my dream of completing my master's degree without the support of the department. On this occasion, I would like to express my gratitude to Mr. Musa Abu Huzaima (Foundation Program Department of Eng-

lish Acting Head), my colleagues in administration, and all faculty members who have encouraged me to pursue my studies.

Interviewer: What do you enjoy most about your job?

Ms. Aboudaoud: It is inspiring to work with faculty who originate from all over the world. In the FPDE, there are faculty who have diverse professional backgrounds. Although there are many personalities in the FPDE, all faculty members act with a high level of professionalism. For me, the FPDE is a place where I meet my family and friends.

Interviewer: Do you have any advice for your colleagues?

Ms. Aboudaoud: It is important to have sincerity and commitment in everything that you do. Always be open to learning new things in your personal or professional life. Every day is a learning opportunity.

Interviewer: Thank you for your time Maha and congratulations on obtaining your MBA.

New Faculty

Marcin Wawrzyniak

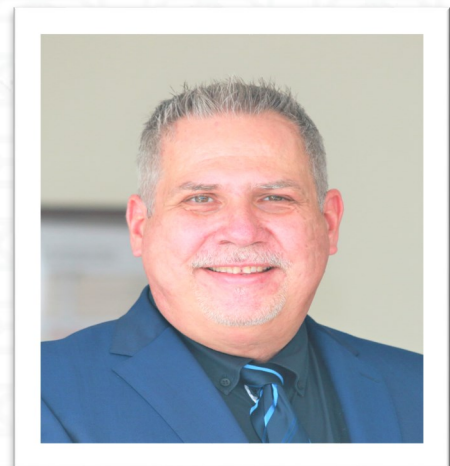
Hello everyone! My name is Marcin Wawrzyniak and I am a Polish Canadian.

This is my 21st year in the Gulf and 16th in Qatar, of which three and a half years were spent at Qatar University (QU) until 2020. I am back as I have missed my lovely colleagues and students, and this is from my heart!

I believe in a humanistic approach to teaching and pay a lot of attention to cultural sensitivity towards my students and colleagues.

In my free time, I am usually in the desert dune bashing, looking for interesting cars, or expanding my watch collection. Feel free to drop me a line if you share any of my passions.

I wish the best of luck to the other new staff. I remember the first months were a challenge my first time around, but that will pass, and hopefully, you will have a very enjoyable experience in FPDE.



Marcin Wawrzyniak: Photograph courtesy of Ahmad Hazratzad

Zulfiqar Ahmad

I am Zulfiqar Ahmad, a new faculty member at Qatar University (QU). I am currently teaching English 110 and 111. I hold a master's degree in applied linguistics from the University of Sussex, Brighton, United Kingdom (UK).

I believe that teachers' influence stretches beyond the classroom, well into the future. That's why I chose teaching as a profession 15 years ago; since then I have been teaching ESP/ESL/EAP/EFL¹, Neurolinguistics programming and Forensic linguistics courses in different cultural settings. My most recent position was in Saudi Arabia where I taught English to the foundation year students at King Abdul-Aziz University in Jeddah for five years. In Saudi Arabia, my interest in artificial intelligence (AI), robotics and drone integration led me to work on a couple of government-funded projects for the line Neom- Saudi smart city for the Vision 2030.

Prior to that, convinced by the fact that success is the result of preparation, hard work and learning from failure, I founded Applied Lingua Solutions Ltd in 2013 where I developed and delivered custom-tailored business language and cross-cultural programs for professionals. I was also involved with forensic investigation and the development of protocols for the handling and use of evidential material involving language data for the Ministries of Justice and Defense in the UK. Apart from that, I also taught and managed the English department at Grenville College London, UK.

It's my pleasure to be here at QU and I look forward to working with you all.

¹ESP: English for Specific Purposes; ESL: English as a Second Language; EAP: English for Academic Purposes; EFL: English as a Foreign Language



Zulfiqar Ahmad: Photograph courtesy of Ahmad Hazratzad

Hamza Abbasi



Hamza Abbasi : Photograph courtesy of Ahmad Hazratzad

I started my Teaching English to Speakers of Other Languages (TESOL) career in Saudi Arabia as an instructor at a language center in 2003. This initial experience grew my passion for teaching and as such, I pursued the Cambridge Certificate in English Teaching English and Assessment (CELTA) in 2010. I received my master's degree in TESOL from the University of Nottingham, United Kingdom in 2016. I have spent over a decade teaching young adults in the foundation department at various universities in Saudi Arabia, Turkey, and Pakistan.

I have had the privilege of working in various roles in the TESOL industry, which has enhanced my understanding of program administration, accreditation, quality assurance, and curriculum design.

I believe that an English as a Foreign Language (EFL) lecturer at the foundation level is not only responsible for developing English language skills, but also for developing study skills, academic integrity, and promoting global citizenship among his students.

In my spare time, I enjoy running, swimming, and reading non-fiction books. I am an avid traveler who likes exploring different cultures and cuisines.

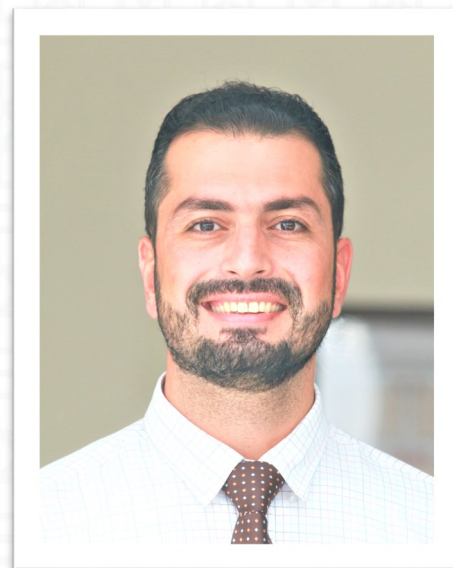
Adnan Al-Hammody

I am a native of Mosul, Iraq. I hold a Bachelor's Degree in Translation and Interpretation (English-Arabic-English) from the University of Mosul, Iraq in 2009.

In 2010, I was among the elite of undergraduates chosen to pursue higher graduate degrees in the United States or the United Kingdom. Therefore, I decided to join the master's program in Teaching English to Speakers of Other Languages (TESOL) at the Middlebury Institute of International Studies in Monterey, California, USA, formerly known as the Monterey Institute. I spent almost three wonderful years in Monterey, California from 2010 to 2013. I earned my master's degree in TESOL from the Middlebury Institute in May 2013. I was lucky to be taught by the most renowned professors in the world, who can make a change in education and influence others to bring about a positive change too. I then returned to Iraq and started teaching English to college students at a public university in Mosul.

As a teacher, I have a great passion for teaching English, and adopting modern methods of teaching to make a difference wherever I teach. I feel elated when I see my students learn and thrive using English successfully.

In my free time, I like walking, biking, and reading. I also like swimming and playing soccer.



Adnan Al-Hammody: Photograph courtesy of Ahmad Hazratzad

Bill Batziakas



Bill Batziakas: Photograph courtesy of Bill Batziakas

I recently joined Qatar University as a Lecturer of English teaching English I (ENG110) at the Foundation Program Department of English.

Prior to that, I worked for four years in China, first, as a Lecturer in English Studies and as the Head of the Committee of English for Academic Purposes at Wenzhou-Kean University (a Chinese-American university). Then later, as an Assistant Professor in English for Academic English Studies and the Associate Director for Academic Development at Surrey International Institute (a joint partnership between the University of Surrey, UK and Dongbei University of Finance and Economics, China). Before that, I was an Associate Lecturer at Queen Mary University of London for three years, teaching in the postgraduate master's program in Applied Linguistics for English Language Teaching.

My research interests revolve around English for Academic Purposes, English as a Lingua Franca, translanguaging, and multimodality, and I publish in these areas as well being on the editorial team of various related journals.

I hold a Doctor of Philosophy (PhD) in Language, Discourse and Communication (King's College London, University of London), a Master's Degree in TESOL (University College London, University of London), and a Bachelor's degree in English Language and Philology (University of Athens).

Foods to Beat Stress

Kenneth Downes, Lecturer of English, Foundation Program

Many people are aware that exercise, sleep, and life balance can help to reduce stress. Can food choices also make a difference? They certainly can. Certain foods can not only support the body and mind, but they can also repair stress damage.

Stress causes the body to release cortisol to fight its effects. This while at first effective, after build-up may raise blood pressure and inflammation, which intensifies stress. Fortunately, the following foods can counter its effects. Greek yoghurt balances blood sugar levels, lowers cholesterol and improves gut health. Seeds such as flax and chia are full of omega-3 oils that promote hormones responsible for regulating inflammation. When sprinkled on a breakfast cereal with some Greek yoghurt, you get two benefits at once.



Chia seeds: Visual courtesy of Hippopx

Fruits full of vitamin C such as oranges, kiwifruit, mango and papaya keep the body in balance during stress.

Legumes such as beans and lentils provide antioxidant properties that counter disease with their high polyphenol levels. Additionally, their high fiber helps manage blood sugar levels and support a healthy gut. Eat avocados for a whole host of minerals and vitamins C, K, E and B6.



Avocado: Visual courtesy of kjokkenutstyr.net

Nut consumption works to rebalance a stressed body system by replacing lost magnesium, vitamin B6 and healthy fatty acids, so snack on your favorite nuts to achieve benefits. Artichokes too will bolster magnesium levels in addition to delivering vitamins K and C to aid stress reduction.



Mixed nuts: Visual courtesy of publicdomainpictures.net

Moreover, some foods increase brain chemicals to create a feeling of happiness. Dark chocolate, with 75- 85 percent cacao is rich in flavonoids that not only lower cortisol effects but also deliver a feeling of wellbeing. Green leafy vegetables - spinach, kale and Swiss chard have folate that increases dopamine and serotonin, which boosts mood. Consume complex carbohydrates such as sweet potatoes, quinoa, wheat, oatmeal and barley, which all raise mood- regulating serotonin.

In sum, maintain a balanced diet with some of these suggestions and control intakes of foods high in fats, salts and processing to reap the benefits of stress-beating foods.



Green leafy vegetables: Visual courtesy of Pixabay

Dictogloss: A Multi-faceted Language Learning Tool

Paul Ames, Lecturer of English, Foundation Program

Dictogloss was introduced in the 1990s by Ruth Wajnryb as an alternative method for teaching grammar. The original process involved a classroom dictation activity where second language learners listened to a short text and noted its key words. Then, they *worked together* using their notes to reconstruct the original text (Wajnryb, 1990). Thus, dictogloss goes beyond traditional dictation tasks that simply require individual students to write down what they hear.

There is a plethora of literature espousing the beneficial effects conferred by dictogloss. Swain and Lapkin (1995) aver that it motivates learners to communicate for a worthwhile purpose. Vasilijevic (2010) notes students are engaged in the learning process with numerous opportunities for peer learning/teaching. Kurtaj's (2021) study showed that dictogloss boosted the development of L2 learners' listening, writing

and speaking skills. Jacobs and Small (2003) posit that dictogloss accords well with current teaching trends such as student-student collaboration. Nagy and Townsend (2012) suggest dictogloss provides opportunities to model academic language required by English as an Additional Language (EAL) learners to achieve their potential. The National Association for Language Development in the Curriculum (1999) argue that dictogloss focuses learners' awareness on key aspects of English, which is a major component of EAL good practice. Through its text reconstruction phase, dictogloss increases student cognizance of rhetorical forms in the target language (Kaplan, 1996). Vasilijevic (2010) asserts that if used correctly as a classroom activity, its outcome is active student participation in a stimulating and enriching learning experience.

Some disadvantages of the method are noted. Anderson and Lynch (1996) say its proper application in the teaching-learning process is time-consuming and may not be as effective with lower-level learners. Uday (2019) suggests learners not familiar with the technique may want to write down every word dictated, and there may be resistance from some learners in discussing/correcting their texts in the collaboration process.

It is tempting to say that dictogloss appears to have slipped beneath the radar of many mainstream language-learning providers, especially when considering its wealth of benefits. However, in an age of crammed teaching schedules where time and results are of the essence, it is not surprising that dictogloss, with its time-intensive nature, has perhaps been sidelined in favor of more time-efficient methods.

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Innovative Prewriting Activities in ENGL 252

Conan Kmiecik, Lecturer of English, Foundation Program, Issam Affaneh, Lecturer of English, Foundation Program, Mhammed Chadi, Lecturer of English, Foundation Program, James Scotland, Lecturer of English, Foundation Program, Christina Riveria, Lecturer of English, Foundation Program and Easton Phidd, Lecturer of English, Foundation Program.

Conan Kmiecik

In English for Business Communication (ENGL 252), entrepreneurial education is the keystone of the course, and an important value within entrepreneurial education is innovation. ENGL 252 endeavors to teach such innovation to its students, but to do so instructors must employ creative approaches in classroom teaching so that the course itself can be innovative. One example of how ENGL 252 exemplifies innovation is in the differing ways course instructors conduct pre-writing activities during Unit 1: The Professional Profile project.

For the Professional Profile project, students must complete a curriculum vitae (CV) and a cover letter before participating in a mock interview. To help ensure that students generate these two writing documents in a correct and credible fashion, instructors spend class time having students prewrite their CVs and cover letters. Although all instructors in the course conduct prewriting, they facilitate the activity differently and demonstrate their innovative approaches to a common task. The following testimonies explain how each course instructor manages prewriting activities using a different digital resource.

Blackboard Discussion Board: *Issam Affaneh*

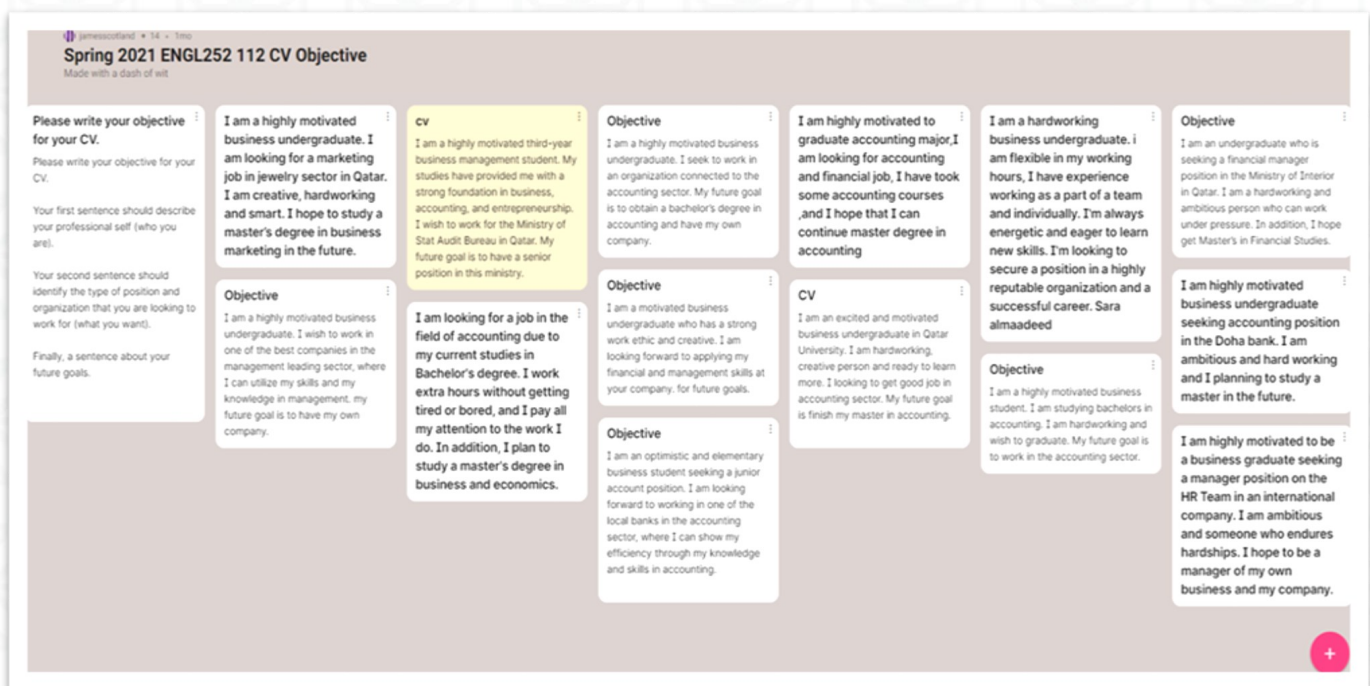
Finding a way to engage students with course content through meaningful interactions with the instructor and other students led me to this easy-to-use, student-friendly online tool: Discussion Board. I used Discussion Board to increase student participation and stimulate deeper thinking about the course content. In a thread, I would post questions or prompts related to the course content and ask students to participate in an asynchronous or synchronous online discussion. For example, I posted a prompt in a discussion thread for students to write an introduction paragraph to a cover letter. Then, I reinforced their answers with a synchronous discussion or I simply replied to students individually. I had students read through the postings and rate the best paragraph on a five-star rating scale to encourage student-student interaction. As a result, students were able to improve the overall quality of their writing. I believe Discussion Board is an excellent instructional tool. Whether it is used for brainstorming, answering questions, engaging students in collaborative work, and/or providing meaningful feedback, I highly recommend it.

OneDrive: *Mhammed Chadi*

I use OneDrive to enhance my ENGL 252 students' writing skills for the following reasons. Firstly, OneDrive is a Microsoft product, and it is a Qatar University (QU) supported platform. Therefore, students do not have to create a new account. By entering QU login details, they can benefit from all its features, including cloud storage. Secondly, the pre-writing activities I administer in OneDrive help me identify my students' needs and promote a feedback culture. My comments draw students' attention to their mistakes and instruct them on how to improve their work to develop a better understanding of how they should carry out the task. In addition, I encourage peer feedback by asking them to share their work with their classmates. This practice enables students to internalize the evaluation criteria the teacher uses to grade their writing tasks and encourage student-student interaction. Thirdly, OneDrive is a great platform to create a collaborative learning environment. Dividing students into groups and asking them to complete a cover letter together allows them to dispel misunderstanding, better comprehend the nature of the writing task, lower anxiety, and develop collaborative skills in an enriched digital environment.

Padlet: *James Scotland*

I use Padlet for individual writing tasks. Padlet is a cloud-based writing platform in which users can write on virtual bulletin boards called “Padlets”. When utilizing Padlet, I create a Padlet before class and then share the secure link during class with the students. The students can then complete the assigned writing task. As each Padlet is a virtual bulletin board, students can see the contributions of other class members and even provide feedback. Within ENGL 252, I tend to use Padlet for focused writing tasks of less than 200 words that take less than 15 minutes to complete. For example, one assignment in ENGL252 is for students to create their CV. As part of this assignment, students are required to write an objective. I first introduce the concept of a CV objective, provide examples, and explore the appropriate vocabulary and grammatical structures. I then ask students to write their draft objective into a Padlet. After providing feedback on common errors, I ask the students to read their classmates' objectives and identify three things that they like about them. Overall, I find Padlet to be useful for focused individual writing tasks.

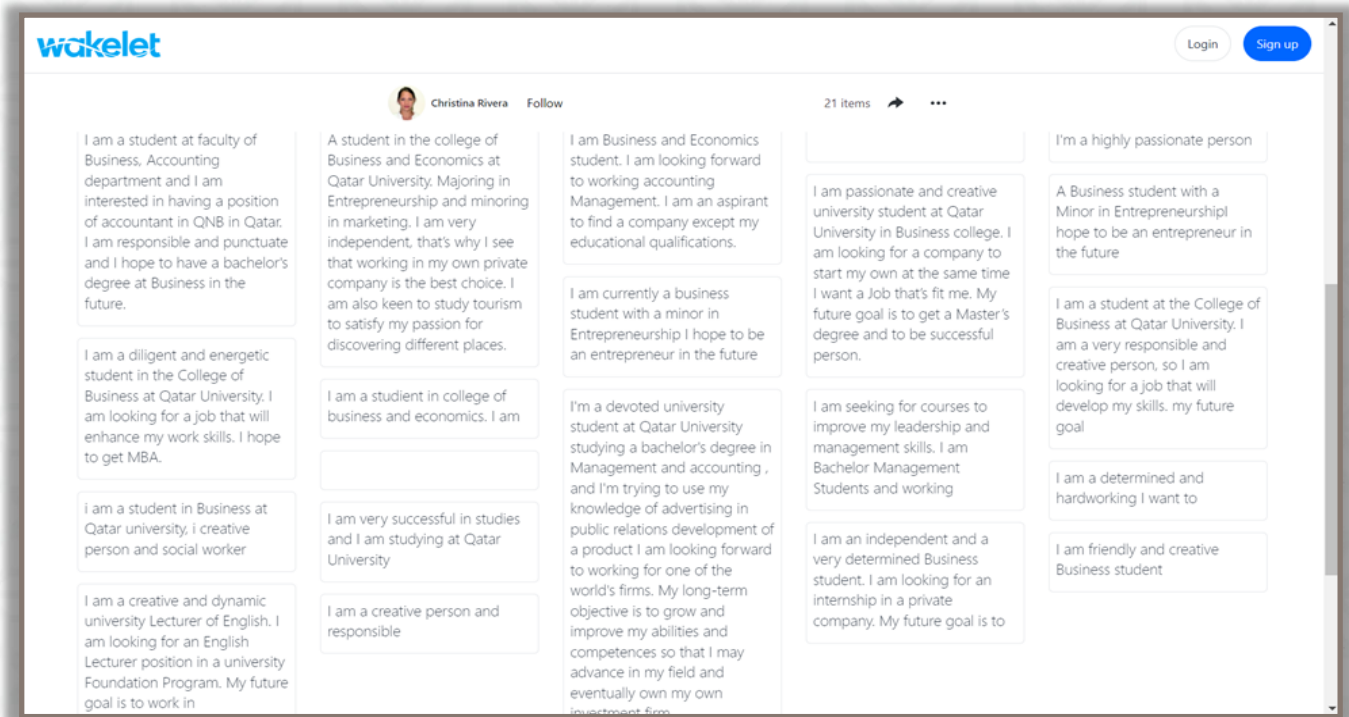


An Example of Padlet: Visual courtesy of James Scotland

Wakelet: *Christina Riveria*

Wakelet is a digital curation platform that allows the instructor to create and share a mix of content online. I use it to create collections of content called “wakes.” They are easy to organize and allow a mix of content such as links, social media posts, videos, images and written posts. I prefer Wakelet to Padlet for several reasons. First, there is no limit to how many collections one can create. Second, I create a collection for each of my sections and I never have to worry about semesters in which I teach four sections. Additionally, it is visually more appealing and resembles a media feed. This makes the platform recognizable to students and provides ease in sharing content.

In ENGL 252, I have used Wakelet as a prewriting activity for their CVs and created a wake for different sections of the CV. The students access the wake through a code; no sign up is required. Instructions and a model are provided. The students then add their contributions to the collection. They can see how other students completed the writing task, comment on each other's work and I use them to provide feedback. Once completed, these wakes are accessible to the class to use as a reference as they complete their own CVs for a grade. These collections are unlisted, so they can only be accessed through a link given to participants.

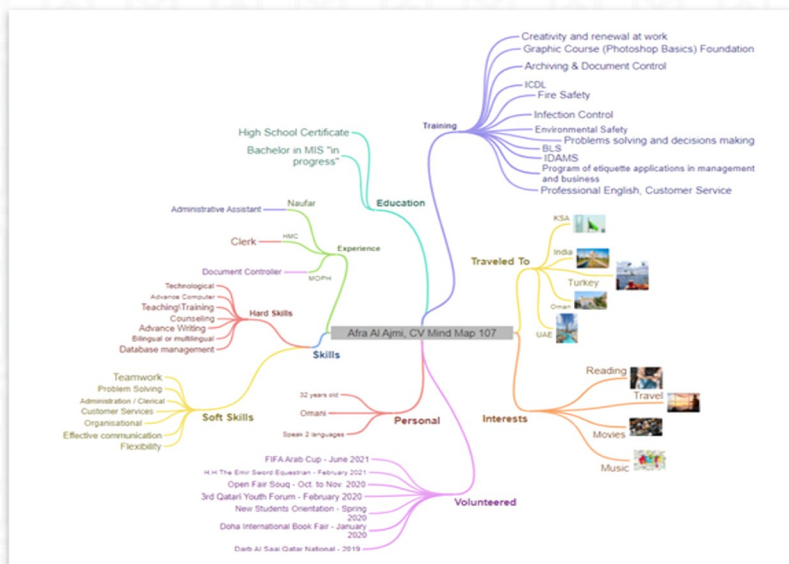


An Example of Wakelet: Visual courtesy of Christina Rivera

Coggle: *Easton Phidd*

As per QU Digitally Enhanced Education Excellence theme, in the Foundation Program Department of English, instructors should endeavor to develop digital media production skills, in particular blending text and imagery to convey meaning in English, in addition to the more common media usage activities. The site www.Coggle.it is a free online digital mind mapping and brainstorming application. I incorporate this application at the individual and group collaborative stages of writing tasks and group project planning. In week 1 of ENGL 252 course, students create a personal mind map and then introduce themselves to the class in person or online using their "Coggle". In Week 3, students create a CV/Resume. As a pre-writing task, students must create a CV Mind Map (see sample below), building on their earlier personal mind map, as well as adding content specific to a CV/Resume. Coggle allows students to visually organize and present their ideas in an incredibly effective and easy to understand way. A more intriguing capability is Coggle's collaborative features. This semester, I am experimenting with teams of four students using the collaborate/share feature; whereby all team members can synchronously or asynchronously create, share, and edit text. They can also include images, URL links and videos as they collaboratively plan and brainstorm their five-week business entrepreneurial project.

The “team Coggle” is later presented in a website all teams must produce. Coggle takes minutes to learn, and students often extol the digital, creative and functional idea development practicalities of the application through completing post-course feedback surveys.



CV mind map samples: Visual courtesy of Easton Phidd

The History of English Language Teaching at Qatar University Part 6: Curriculum Changes: The Advent of the Embedded Program

Elisabeth Szewczyk-Méziane, Former Lecturer of English, Foundation Program

Spring 2011 heralded a turbulent term. That year many students made a public demand to have Qatar University change the Foundation English Department (FED¹) language requirements from two years to one year. The university administration agreed to this request, and it was thus decreed that FED courses would be reduced from two years to one year in fall 2011. This decision caused a flurry of meetings, discussions, decisions and curricula revisions. Importantly, the modification in courses and the program had to match the Commission on English Language Program Accreditation (CEA) accreditation standards, a difficult task for all.

After much debate, it was decided to introduce a modular program consisting of four terms of eight weeks each for fall 2011 and spring 2012. This meant that the four existing Foundation courses Reading/Writing 1, 2, 3, and 4 as well as Listening/Speaking 1, 2, 3 and 4; each had to be compacted from a two-year program of one course per semester to a one-year program of four eight-week modules, a momentous task indeed! The extant Post-foundation courses were to continue and be modified accordingly when the time came. In order to assist with the FED course transition, Dr. May Malouf of the American University of Beirut (AUB) was invited to give workshops and training to all FED instructors.

Ms. Hala Hadba was asked to help her oversee the changes. Curriculum Coordinator Dinos Demetriades and his able team made every effort to accommodate and comply with the new curriculum requirements.

In an amazingly short time, the four new modular courses were ready for the Fall 2011 semester. Teachers, understandably, were nervous about the new program but tackled it, as usual, with aplomb, dedication and fortitude. It was also a difficult adjustment for students as so much had to be condensed into very truncated courses. Although teachers gave the new modular system their best shot, a number of issues arose, particularly for intake students. Students who had completed Listening/ Speaking 2 and Reading/Writing 2 had fewer problems and were able to adapt. As it transpired, intake students were not happy with the modular system. Steps were taken to deal with complaints and issues; these included frequent testing, and insufficient time to consolidate language skills and grammar structures, and fulfill syllabus objectives, etc. It was soon apparent that the modular system did not best suit the needs of FED students and changes had to be made.

The decision was then taken to split the Foundation English Language Program into two sections – one called Foundation for students who would be doing their major with English as the Language of Instruction such as Science and Engineering , and one called Embedded for students who would be doing their courses in Arabic such as Humanities, Education, Business and Economics, Law, and Sharia. Project-based learning had been presented to the Department in the Spring of 2010 in a series of workshops conducted by Dr. Frederica Stoller and Dr. William Grabe from the University of Arizona. At the time, many instructors expressed interest in this type of instruction, so it was mooted that this could be the best approach to resolve the FED issues. Proponents felt that task-based instruction would garner more student interest and better address students' academic needs, so it was decided to incorporate it as part of the new Embedded program for students doing their studies in Arabic as the language of instruction.

Dr. Deena Boraie from the American University of Cairo was once again invited to give workshops on task-based syllabi. The versatile and affable David Coupland was appointed the first course facilitator for the new program that started in spring 2012. Students welcomed the changes and the program got off to a positive start.

Dr. Khalid Al Ali, Foundation Program Director, and Robert Kennedy as Head of Department (HoD) gave their full support to the changes that were about to make major alterations to English language instruction at QU. The Embedded Program underwent numerous initiatives, adjustments, and developments in the years that followed, but despite its rocky start and numerous difficulties, it has grown stronger and more successful with each passing year thanks to the tenacity and dedication of committed faculty, supportive administration and astute advisors.

¹ The Foundation Program Department of English (FPDE) was known as the Foundation English Department (FED) from 2004 to 2012.

Acknowledgments:

Thanks to David Ingels and Fatma Alyan for sharing their memories.



Men's Foundation: Photograph courtesy of James Scotland

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