

# FP Jareeda

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## Welcome to Issue 26

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

Welcome to issue 26 of the Foundation Program's newsletter, FP Jareeda. In this issue, Paul Ames has interviewed Mr. Musa Abu Huzaima about the current and future projects of the Foundation Program Department of English (FPDE). A special focus has been placed on the incredible efforts of faculty, teaching assistants (TAs) and administrative staff in coping with the Omicron variant while teaching on campus.

This issue also contains several articles about the activities and events that were organized

by the Foundation Program Student Affairs Office namely the Foundation Program (FP) World Storytelling Day and Al Qabas Program 2022.

For tech and food lovers, James Scotland and Kenneth Downes have respectively written two interesting and fun-to-read articles about the Cybercrime Prevention Training Program and the growing number of food stands on campus.

I hope that you will enjoy reading our latest newsletter.



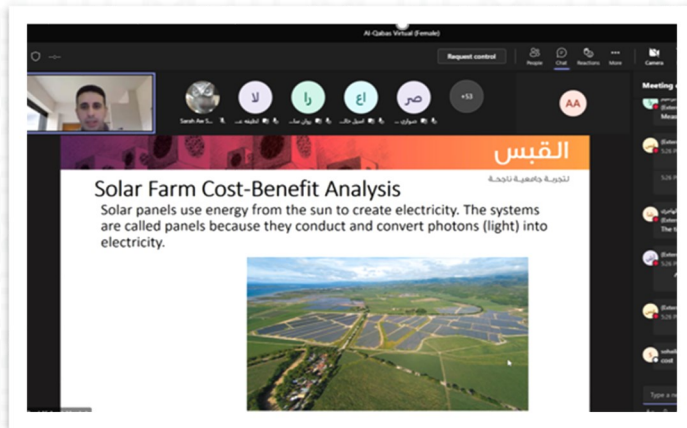
Dr. Mondher Chaabane: Photograph courtesy of Mr. Ahmad Hazratzad

## 330 High School Students Participate in Foundation Program's Al-Qabas Program 2022

Hayat El Samad, Head of Student Affairs, Foundation Program

Under the theme "For a Successful University Experience", Qatar University's Foundation Program (FP), under the Deanship of General Studies and in collaboration with the Ministry of Education and Higher Education (MOEHE), launched Al-Qabas Program 2022 from March 20 to March 30, 2022, for the fourth year for grade 10 and 11 high school students. 330 female and male high school students participated in the program. This program educates students about university life and the skills required to succeed in their university studies, and improve their English and math skills to successfully enroll in Science, Technology, Engineering and Mathematics (STEM) and health majors at Qatar University (QU). It also aims to educate students about different majors offered by STEM and Health Colleges.





Raed Marabeh leading a math virtual session: Visuals courtesy of Ms. Hayat El Samad

To promote successful enrollment at university, QU Enrollment Outreach and Engagement Department presented a session about the admission requirements, dates and policies adopted at QU and its various colleges. Dr. Walid Massoud, Head of Qatar University Testing Center, talked about different international exams and placement tests required for successful enrollment in STEM colleges. Representatives from the Department of Mathematics, Statistics and Physics from the College of Arts and Science provided information about the different majors offered and their relevance to the Qatari labor market. All sessions included a Q&A segment to answer students' queries.

Following the online sessions, 11 schools participated in QU campus visits where 145 male and female students visited labs and facilities in the Colleges of Engineering and Pharmacy. Students participated in activities that simulate the work environment.



Students building a hanging bridge: Photograph courtesy of Ms. Hayat El Samad

For example, they observed how to manufacture pills. Representatives from different departments in the College of Engineering informed students about different majors and offered students the opportunity to do hands-on activities, such as building a hanging bridge.

Al-Qabas Program 2022 presenters were able to create an engaging environment for students, which resulted in a high number of participants, comments and answers per session. Student surveys showed a high satisfaction rate regarding how much they benefited from the sessions and college visits, and how Al-Qabas contributed to their knowledge about different skills development.

A participating student wrote, "It was a great experience and I benefitted greatly from the sessions relating to majors offered by the College of Engineering (CENG), especially that I did not have sufficient information about the major. I enjoyed the hands-on activities offered by CENG, and I learned that QU has a research center."

Another student wrote, "I enjoyed participating in the program and it was very useful because it addressed many of our inquiries regarding international tests and entry requirements for Qatar University."



Al-Qabas Virtual Program 2022 announcement: Visual courtesy of Ms. Hayat El Samad

# Current and Future Projects of the Foundation Program Department of English

Paul Ames, Lecturer of English, Foundation Program

Mr. Musa Abu Huzaima, Head of Department of English at the Foundation Program, spoke with FP Jareeda in February 2022 to discuss the recent, current and future projects of the FPDE.

A major undertaking was the redesign of the syllabi of Embedded and Post-Foundation courses in order to align them with Qatar University's (QU) 'Excellence Themes'. In addition, the digital element of all Embedded courses was enhanced in an effort to foster students' autonomy by providing more opportunities to practice English outside the classroom.

In terms of professional development (PD) for faculty, more opportunities were created for PD based on the department's research-informed approach. PD was also enhanced by the Foundation Program's (FP) successful annual conference, which hosted 90 PD sessions.

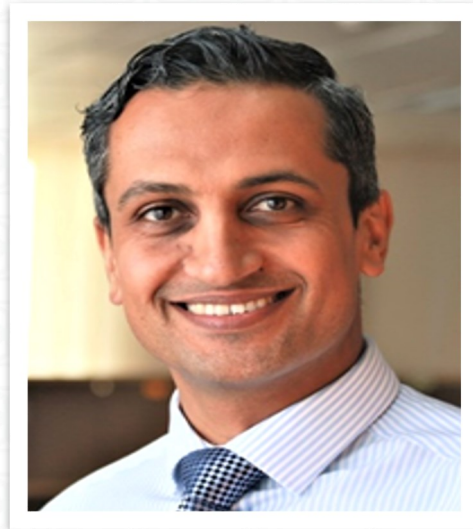
The plenary session had over 11,400 attendees across all platforms and the benefits of the conference were shared with all QU institutions and other stakeholders.

In respect of academic achievements, Testing and Assessment was revamped in order to conduct more standardized procedures and protocols to assist the department to inform instruction. As for teaching, more attention was focused on students' needs during the pandemic through online support and other initiatives. As a result, fewer classes were canceled.

The operational element of the department was also revamped by updating its policies and guidelines and aligning them more with QU policies. Moreover, the Faculty Handbook was updated and now includes an appendix with information specifically aimed at helping new faculty fulfill their duties. The department also enhanced its commitment to international practices to meet the criteria of accrediting bodies and international standards. The hiring of highly qualified faculty and their mentoring during their first semester continues to be a department goal as well.

Regarding current projects, the department is piloting the English Exemption Test, which will allow students to bypass English 1 and 2 and fast-track them into other courses.

Future projects include the piloting of a hybrid-teaching model to meet QU's Strategic Plan 2018-2022 for Digital Enhancement and Transformation. The model will be piloted in Post-Foundation 1 and, if successful, will be rolled out across all courses. Finally, the QU FP 7th Annual Conference will have 'Hybrid Learning in ELT: Motivation, Challenges and Opportunities' as its theme, which is in line with QU's strategic planning and which will explore new avenues of teaching after the pandemic.



Mr. Musa Abu Huzaima, Head of Department of English, The Foundation Program: Photograph courtesy of Mr. Ahmad Hazratzad



## The Foundation Program: Coping with Omicron in Spring 2022

Tiffany Dyson, Lecturer of English, Foundation Program

The first few weeks of the spring semester got off to a somewhat shaky start, with several faculty members infected with Covid-19 and cases turning up in classrooms almost daily. According to a Doha News report, the Omicron variant of the Covid-19 virus transmits twice as fast as Delta. While research shows that few cases require hospitalization, full vaccination and booster shots were not enough to contain the rapidly transmissible strain this past semester.

However, thanks to Qatar University's safety policy and the collective cooperation of Foundation Program (FP) faculty and staff, strict protocols for classroom infection cases were implemented. This in

turn enabled faculty to safely and successfully complete the semester.

Throughout the semester, classrooms alternated between learning remotely and on campus until a negative test result was issued for all students. As a result, some students were taught online while in quarantine while others attended their classes on campus. It was a testament to the department's dedication to excellence and the strict application of the safety protocols that the number of cases eventually declined. To ensure equal access to education regardless of circumstances, many faculty continued to provide online sessions from the classroom for students who were fully and partially exempted

from attending classes on campus. By mid-semester, most students and faculty had recovered and returned back to campus. So, aside from the need to still wear masks and provide Etheraz status, we can say that things are nearly back to normal.



Visual courtesy of www.dreamstime.com

## Cybercrime Prevention Training for the Foundation Program

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

In December 2021, the Ministry of Interior, in collaboration with the Qatar Finance and Business Academy, launched the Cybercrime Prevention Training Program. Cybercrime is the use of an electronic device to carry out an illegal activity. Examples of cybercrime include: committing fraud, stealing identities, and violating privacy. Anyone using an electronic device can be targeted by cyber-criminals.

This nationwide initiative was targeted towards knowledge workers in all governmental and semi-governmental entities in the State of Qatar with the aim of strengthening the cybersecurity competencies of these employees.

In the Foundation Program (FP), around 200 staff and faculty members completed the training program. Being aware of cybercrime is important for the staff and faculty of the FP as they are knowledge workers who have access to sensitive and confidential data. Once notified, staff and faculty had 30 days to complete an online training program. It was expected that the training would take four hours to complete.

The training involved watching a series of informative videos. The videos covered a wide range of cybercrime topics, includ-

ing the importance of cyber security, data privacy, cloud computing, encryption of data, and identity theft. After watching each video, participants were required to complete and pass an online assessment. Upon successful completion of the training, FP staff and faculty members received a certificate, which was sent to their emails. Due to the training, FP staff and faculty members are now better prepared to protect themselves, their families, and Qatar University (QU) from the threat of cyber-crime.



Cybersecurity website: Visual courtesy of Mr. James Scotland

## Teaching Assistants' Support in Covering Classes for Infected Faculty

Maimuna Aghliw, Teaching Assistant, Foundation Program

Without a doubt, the spring 2022 semester started off unlike any other - many people rang in the New Year with their Ehteraz application turning yellow or red. During the first week back on campus, some teachers unfortunately caught the Omicron variant of the COVID-19 virus and were unable to teach. Fortunately, the teaching assistants (TAs) from the English Foundation Program's Success Zone (SZ) stepped up and covered many classes to continue teaching students both on campus and online. The experience provided the TAs with a chance to support faculty and students throughout the semester. One teaching assistant, Raghda Abu Salah remarked, "It was nice to be back on campus and to build a face-to-face connection with students after about 2 years of working behind the screens and not having interactions with students and teachers." Another teaching assistant, Ryan Brendzy, mentioned, "All the students and I were prepared with lots of hand sanitizer and N95 masks. In the

end, the classroom was safe and the eagerness to learn was evident by the learners' interest and absorption of the curriculum".

A streamlined process was implemented whereby infected lecturers were informed by the HOD to contact the SZ lead who liaised with the SZ about the class coverage that was needed. The SZ lead communicated with the course leads and lecturers regarding the class details and a TA was assigned to cover the specific class or classes. Lecturers further communicated with the TA and provided them with lesson plans, instructions and Blackboard access. Through this collaboration, TAs were able to help cover both Foundation and Embedded classes, as well as continue to offer Success Zone services. Ultimately, all of these measures allowed students to continue their studies despite the Omicron outbreak.

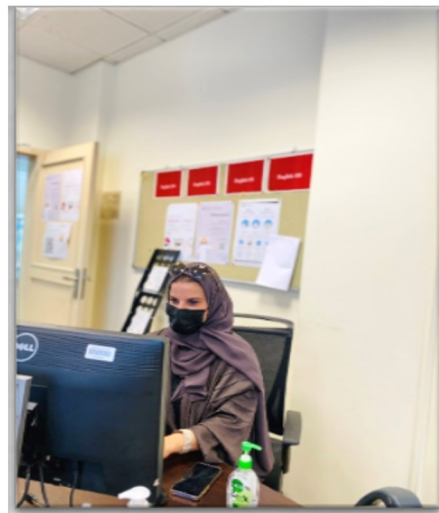
Although the overall experience had its share of challenges for all involved, it

yielded many positive results, as Yaser Al-Shatnawi commented, "Covering classes was a good opportunity for TAs to further familiarize themselves with various course syllabi and be a part of the classroom environment." Additionally, Maimuna Aghliw, another TA in the SZ added, "Being able to join forces with faculty in order to ensure that classes resumed regardless of the situation helped to strengthen the connection between the TAs and lecturers, as well as TAs and students who used the SZ services."

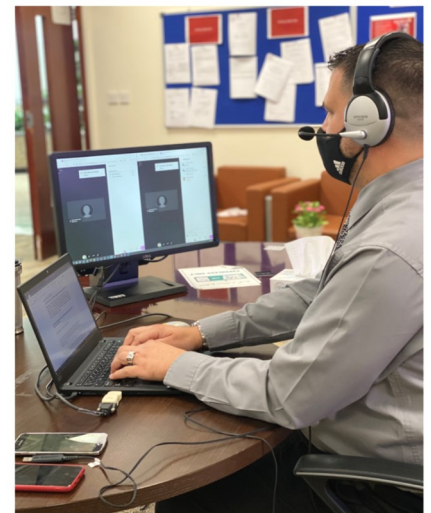
Looking back on the beginning of the spring 2022 semester, it was unique in many ways and provided both faculty and students with ample new learning experiences. Regardless of the obstacles the Omicron variant brought forth, the SZ managed to support the Foundation Program in covering classes for infected faculty to make sure students were able to continue with their classes.



Maimuna Aghliw conducting a tutoring session with a student: Photograph courtesy of Ms. Maimuna Aghliw



Raghda Abu Salah conducting online tutoring services: Photograph courtesy of Ms. Maimuna Aghliw



Ryan Brendzy conducting online tutoring services: Photograph courtesy of Ms. Maimuna Aghliw

# Foundation Program World Storytelling Day Event at Qatar -Finland International School

Holly Crewe, Librarian, Q.F.I. , and Jeffrey Maggard, Lecturer of English, Foundation Program

On March 20 – World Storytelling Day – 16 male Foundation Program (FP) students enrolled in four sections of English for Communication courses visited Qatar-Finland International School (Q.F.I.) to share Qatari folktales through the English language. The organizer of the event, Q.F.I. librarian Holly Crewe, arranged for FP students to present stories to 450 children in 20 classes from kindergarten to grade 5.

The young students who volunteered were from Yemen, Palestine, Egypt, Tunisia, Iran, and Qatar. They told stories that focused on Qatari culture and Islamic values from a collection of folktales that were written by Foundation Program Department of English (FPDE) students and faculty (Tales of Qatari Heritage).

The FP students from Jeff Maggard’s classes, a lecturer from FPDE, prepared for two weeks prior to the event and benefited in a number of ways. Not only did it improve their English pronunciation, intonation, and reading skills, but it also helped them become more confident in using English for authentic communication.

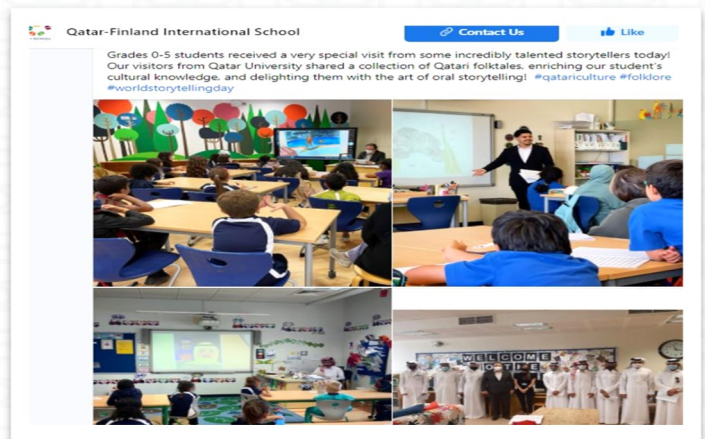
Mohammad Kadkhododaei, a student from the College of Business and Economics, said, “This was the first time in my life to tell a story to kids. It was amazing and most of them liked the story. I learned how to tell a story without making the listener feel bored. Now I feel confident about telling stories to any group. I want to go back and do this again.”

Yousef Al-Naggar reported, “As a student from the College of Education, it helped me gain confidence to teach students in the future. In addition, I was able to overcome my fear of talking with a group of people. Watching kids enjoy hearing our stories also encouraged me to read more and do events like this to enlighten kids about local culture and do something good for the next generation.”

The children of Q.F.I. School, representing 62 nationalities, were thrilled to receive their special guests. Sammy Cox, age 10, exclaimed, “Qatari culture is very interesting!” His classmate, Bilal Hassen added, “The Shaikh in the story was so clever!” Both students, from class 5A, listened to the story *The Donkey’s Tail*.

“Hearing stories from Qatar’s rich tradition of oral storytelling was a very special experience for our students.” said Mr. Nikke Keskinen, General Manager and Head of Q.F.I. School. “It gave our Qatari students a chance to feel pride in their cultural heritage, and our non-Qatari students a better understanding of the traditions and values of their friends and classmates.”

In addition to providing a mutually enriching experience for both groups of students involved, events like these have the added benefit of preserving and transmitting the unique folklore of Qatar, ensuring these tales will live on for generations to come.



Storytellers from Qatar University Foundation Program share Qatari Folktales with Qatar Finland International School students: Photograph courtesy of Qatar-Finland International School



Mr. Jeff Maggard with storytellers from Qatar University Foundation Program: Photograph courtesy of Ms. Csilla Szabo

# Foundation Program 4<sup>th</sup> TED Talks Workshop and Competition “Aspiring to Excellence”

Susan Saafan, Lecturer of English, Foundation Program

The Extracurricular Activities Committee, under Foundation Program Student Affairs Office, planned and ran both the online TED Talks 4<sup>th</sup> Edition preparatory workshop and competition, under the theme of “Aspiring to Excellence”. The overarching aim was to raise students’ levels of confidence when participating in public speaking. The competition was held on February 28 for female students and March 2 for male students. The committee is chaired by Mrs. Shamsa Alrushaidi, a lecturer of English in the Foundation Program Department of English (FPDE).

The workshop preceding the competition was conducted by Mr. David Pearson, a lecturer of English in FPDE, in order to define the concept of TED Talks and present the structure of the talk. Mr. Pearson explained and discussed with students different ways they could give their individual TED talk, and modelled an example presentation to reinforce the concept and methodology.

The competition provided an opportunity for participating students to share their real-life stories. They talked about a wide range of pivotal and defining moments in their lives, which spurred them to achieve their personal best. Examples of these moments included the positive impact of friends, the concept of failure as a road to success, a personal sense of achievement, life under wartime conditions, and developing a new perspective on life. Once the talks had been given, a panel of judges evaluated these talks using an assessment rubric based on content and organization, pronunciation, fluency and delivery, vocabulary, grammar and visual elements. The panel awarded first place to Jelan Widatalla Mohamed Ali, and joint second place to Aya Jumaa and Fajer Alsoofi, with Aisha Malakzai and Rufus Kurian in third and fourth places respectively. Ms. Jelan summed up her thoughts, “It was a great and unique experience that I have learned much from, and it was an outstanding opportunity to speak about an issue that I have seen constantly, especially among youth.”

Ms. Rushaidi commented, “Both the TED Talks’ workshop and competition proved to be very informative and engaging for all.” It is hoped that this event will continue to gain traction in the future.



TED Talks announcement : Visual courtesy of Ms. Shamsa Al Rushaidi



List of TED Talks competition winners: Visual courtesy of the Extra-Curricular Activities Committee



## Debate...When Curious Minds Communicate

Anu Delcourt, Lecturer of English, Foundation Program, and Mohammad Hosam Al-Nahas, Lecturer of English, Foundation Program

This year, Qatar University's (QU) Foundation Program (FP) held its second student debate, which took place on April 6<sup>th</sup> for male students and April 13<sup>th</sup> for female students. The event was organized by the FP Special Needs Support Committee and coordinated by Dr. Enita E. Barrett, the committee co-chair.

The overall purpose of this event is to promote inclusion by providing an opportunity for mainstream and special needs students (SNS) to compete alongside each other as fellow team members. The objectives of the competition are to enhance students' ability to speak publicly and defend their stance, thereby increasing their self-confidence and critical thinking skills.

This year, the teams debated over whether the Covid-19 vaccination should be mandatory or not. Both male and female debates were vibrant, multi-faceted, and intense, with the opposing view prevailing in both cases. One member of the audience, Saleh AlFrzan, commented: "Amazing atmosphere... full of enthusiasm; I loved the idea of having students host the event." Meanwhile, Leanne, our colleague from Foundation Program Department of English, attended the female event and remarked, "Strong arguments from both sides and a fantastic opportunity for special needs students to build valuable skills and confidence in public speaking."

The team members were assigned mentors and coaches who supported them through one-to-one and team preparation sessions. These sessions began four weeks before the actual competition, with the students taking on the various roles of debater, judge, or presenter. Ahmad Zahra, a member of the male

winning team, commented, "The debate was a very fun experience that really boosted my public speaking skills." Meanwhile, reflecting on her experience of hosting the event, Roqyaa Khan remarked, "Being a Master of Ceremonies (MC) was lovely and enjoyable. I want to do it again." Ultimately, as observed by Dr. Enita Barrett who had expended considerable effort in its planning and preparation, the event was successfully aligned with the mandate of the FP Special Needs Support Committee.

The debates were attended by students and members of the QU community. Hana AlKhalili, representing the Special Needs and Inclusion Center, described them as a great success, in that they helped our SNS students feel like active members of the collegiate community. In fact, they were strongly engaged and highly productive. Our colleague, Georgina, also commented, "The debate showed how exuberant and dynamic our special needs learners and special needs community can be. The event had a very inclusive and participatory spirit."

It is especially delightful to note that during the tutoring stage, a promising talent emerged. Hissa Almana, a student who participated in the debate with one of the teams, possesses excellent language skills. She is currently helping to record audio-materials for one of our courses. In addition, she has started delivering late afternoon English tutoring sessions, becoming an active member of our valued team and supporting our students who need tutoring during that period. Indeed, some of our students have significant potential, and all it takes is to help them explore it and then set the stage for them to shine.

The next debate will be held in Spring 2023.



Male debate ceremony: Photograph courtesy of Mr. Mohammad Hosam Al-Nahas

# Flipped Classroom Approach in Mathematics Class

Raed Marabeh, Teaching Assistant of Math, Foundation Program

In traditional teaching, the course content is presented in class through teaching with little interactive engagement. Students are expected to reflect on and apply the content they have learned in their homework assignments. However, the course content could be delivered in a reverse way through a flipped classroom approach. A flipped classroom is a type of blended learning where the focus is on students rather than instructors. Students are introduced to content when they are at home and before class time, then, they practice working on the materials during class.

Nowadays, students live in an environment where internet, social media, videos, and mobile applications are essential elements. Therefore, teachers strive to create new approaches to integrate online techniques into their curricula. Technology, such as Echo360, is extremely helpful in implementing an efficient flipped classroom model. In the Echo360 platform, teachers can embed questions in videos so students are required to answer them before continuing to watch the video. These questions help teachers in monitoring learners' performance before they come to class.

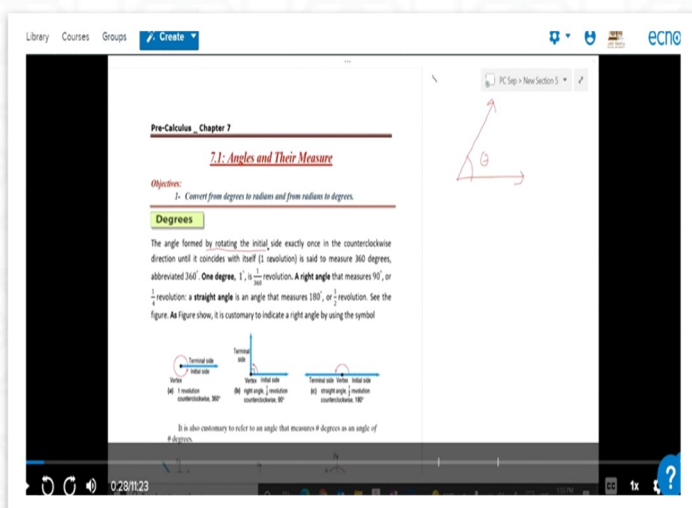
Last term, I applied the flipped classroom in teaching Pre-calculus courses. I simply started by introducing the course content through Echo360-recorded math videos and asked my students to watch them. The next day, students came to class energized and willing to discuss certain points that were not

clear to them. They were well-prepared and had sticky notes next to some common errors which occurred in that specific topic. In fact, watching the videos familiarized them with the content as they gained a head start on working out problems and engaging in discussion.

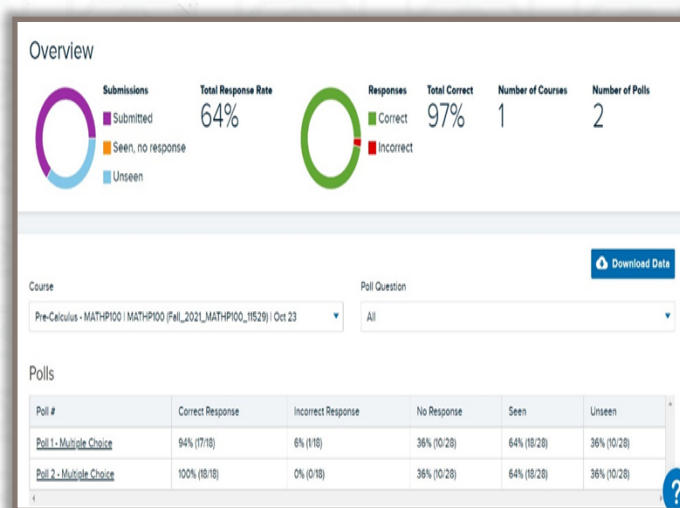
In Elementary Algebra, the first two sections "Basic and Fundamental Algebra R1/R2" were summarized and explained in video format by the Math Success Zone and were later shared with students. This means that instructors can start their class by doing some practice tasks with students without providing detailed explanation.

There are many advantages to using the flipped classroom model. For instance, it allows students to learn at their own pace. Furthermore, a flipped lecture video can be used as a revision session for students. Flipping the classroom also increases student engagement during class discussion, and promotes collaboration with peers.

In summary, a flipped class format provides a unique experience for both teachers and students as it enhances the teaching and learning processes. In addition, it also combines Digital Education and Learner-Centric Education very well. Finally, it creates a constructive and differentiated learning environment where all students engage in discussion and problem-solving tasks.



Video record for Pre-calculus flipped classroom model: Visual courtesy of Mr. Raed Marabeh

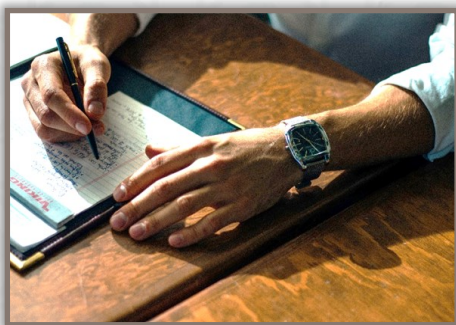


Statistical analysis for the questions embedded in Echo360 videos: Visual courtesy of Mr. Raed Marabeh

## The Professional Profile Project: The Unsung Innovation of ENGL 252

Conan Kmiecik, Lecturer of English, Foundation Program

In ENGL 252: English for Business Communication, the course is divided into two units: Unit 1 – the Professional Profile Project, and Unit 2 - The Entrepreneurship Project. Prior to the COVID pandemic, the course was largely known for its Entrepreneurship Project that culminated every semester in a showcase event, which filled the atrium of H08 with numerous displays of student business ideas, and a presentation competition in which three teams presented their business ideas to a panel of judges. Over the years, however, the ENGL 252 team has quietly developed the Professional Profile Project into a sequence of assessments every bit as inspiring and important as the more dramatic Entrepreneurship Project.



Photograph courtesy of Mr. Adolfo Félix

At the beginning of the semester, students start ENGL 252 with the Professional Profile Project. Depending on the semester, they apply for either a fictional job, professional development workshop, or internship. Each opportunity has three different openings that broadly cater to the different business majors that make up the student demographic: management, marketing, or accounting. Once students are familiar with the story of the

project, they then can go about completing the steps.

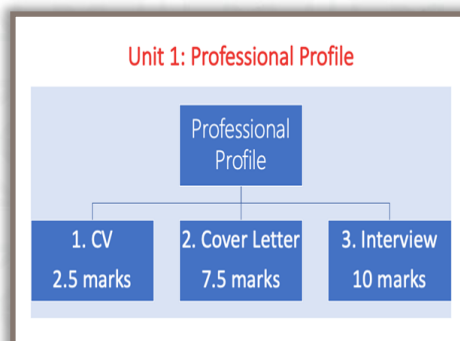
The first step is to create a Curriculum Vitae (CV). This is done in the second week of the semester as the dust is beginning to settle after the first tumultuous week with all students adding, dropping, and returning from vacation. While students employ a CV template that roughly approximates most of the conventions of standard CVs, the assessment offers a better chance for students to reflect on their experiences, skills, and interests and compile this information into one document. Many sophomore or junior students in the course have not had the opportunity to think critically about their professional qualifications up to this point.

After students create their CV, they begin working on a cover letter in two drafts. In the cover letter, students apply for the job, workshop, or internship opening that most suits their qualifications and interests. The cover letter requires the students to articulate their three strengths and one weakness in the opening. Normally, one does not indicate a personal weakness in a cover letter; however, the purpose of this requirement is to provide students with the chance to craft a counterargument. For example, “Even though I am lacking in work experience, I am still qualified for this internship because....” The counterargument is a chance for students to practice critical thinking and complex sentence construction.

Finally, after students create their CV and a cover letter, they participate in a mock interview for the job, workshop, or internship opening that they want. The interview is a one-on-one speaking assess-

ment that lasts for 5-6 minutes and is divided into three parts: personal questions (strengths, weaknesses, and future goals), CV questions, and situational questions related to the job, workshop, or internship. While the one-on-one nature of the interview makes it linguistically challenging for students, if they have completed their CV and cover letter adequately, they should have most of the background schema to answer the interview questions. Although the interview is meant to mirror a job interview, it is often an opportunity for ENGL 252 instructors to learn more about the experiences, talents, and interests of the students. After all, no one is actually being screened for any position.

In summary, while the Entrepreneurship Project garners more attention for ENGL 252 by requiring students to create business ideas and develop their entrepreneurial aptitude, the Professional Profile Project performs a quieter but equally important purpose- requiring students to apply for a mock professional opening and creating possibly their first CV and cover letter.



Unit 1 assessment sequence: Visual courtesy of Mr. Conan Kmiecik

# The Growing Number of Food Stands on Campus

Kenneth Downes, Lecturer of English, Foundation Program

Looking for some sustenance or a beverage boost? Here are some options that are largely open from 7 a.m. to 6 p.m. In the Women's College of Science Building (C01), there is 'Sabah W Masa', which offers a full range of Lebanese food, such as wraps, grills, appetizers and salads. An Egyptian food stand called 'Koshary Wow' serves food, such as koshary (a mix of pasta, rice and brown lentils, topped with sauce), stuffed grape leaves, fries and appetizers. Fans of 'Starbuck's Cafe' can find a wide range of coffees and refreshments, plus a full line-up of sandwiches, salads, pastries and cakes.

Outside the C01 building near the covered walkway bridge is 'Pi' that offers a full range of hot and cold lattes, cappuccinos, flat whites, special coffees, ocean lemonade, salads, toasted sandwiches, cakes and cheesecakes with thick biscuit crusts. Another of their stands is near the Admission and Registration Building (C12) in the vicinity of H08 and the library. Next to 'Pi' is 'The Chemist Cafe', which in addition to granola, croissants, sandwiches, brownies and puddings, has twelve specialty hot coffees, five iced coffees, hot chocolate and mojitos. Head over the pedestrian bridge towards the Women's Engineering Building (C07) and go through the gardens full of bird song to find a roadside stand called 'Plus'. Here they serve black rice chicken salad, couscous salad, fluffy egg sandwiches, chicken sandwiches, beef sandwiches, halloumi eggplant sandwiches, donuts, brownies, honey puddings and frozen yoghurts. There are also thirteen coffee styles available, both hot and cold. Additionally, there is iced lemonade, sunrise lemonade and dark ocean lemonade. Their prices are re-

duced by 20% for Qatar University (QU) staff, faculty and students.



Pi Coffee: Photograph courtesy of Mr. Kenneth Downes

Across the road in the Women's Food Court Building (DO4), you can find nine stands open and a central 'Pick n Save' supermarket with everything from toiletries to electronic accessories. Stands include: 'Cafe Como Lavazza', which features Italian food, such as pastas, ciabattas and focaccia, as well as croissants, wraps, a huge range of tasty salads, fine pastries and, of course, their own 'Lavazza' coffee. Nearby is the 'Sandwich 3 Al Fahem' stand, which has fatayers (cheese or zaatar), pizza bread, béchamel pasta, mixed grill, falafel and schwarma, vine leaves, hummus, molokhia, salads and cakes. Next-door is the 'Medium Cafe' that has oats, granola, sandwiches, croissants, bagels, egg buns, salads, brownies, tiramisu, coffees and frappes. Nearby is the 'Karak Maqanees' stand with its yellow falcon logo and name in Arabic. They serve cornflakes, cheese, egg or kemma jabati (chapatti), shakshuka (scrambled egg with tomato sauce), hot pasta, large filled rolls, salads, honey or saffron cakes, jassiya (cheesecake) and use 'Empire' beans for their many styles of

coffee. Adjacent is the 'Teatime' stand, which is very popular for its huge food and drink menu and low cost. Items include many varieties of pastas, club sandwiches, burgers, wraps, chapatti, sauce topped signature fries, mojitos, fresh fruit juices and hot drinks. Beside this is 'Papa Johns' with their pizza varieties. Near the entrance to the building are 'Sabah W Masa' and the 'Tandoor' stand for Indian specialties, such as biryani, curries, naan, roti, paratha and raita.

On the other side of campus in the Ibn Al Bitar Building (I06-Male) is the 'AMP cafe'. They serve both chicken pesto and turkey brie baguettes, banana loaf, brownies, cookies, chocolate rocky road, and chocolate bomb balls filled with peanut butter or salted caramel. Beverages include coffee made from 'Nude' El Salvadorian beans or 'Keen' Ethiopian beans, iced tea in passionfruit or mixed berry flavors and lemonade with cranberry. Elsewhere on campus, keep your eyes open for more stands, such as 'The Coffee Bean & Tea Leaf cafe' (10 outlets) with their wraps, cakes and pastries plus herbal teas and coffee. You can also find 'Tim Hortons' (D06) which sells donuts, cakes, muffins, bagels, paninis, ciabatta, croissant, wraps and drinks including hot chocolate, coffees, iced teas and other cold drinks. Other stand options include 'Subway' (B02- Male), 'Street Feast' (H08 -Female), 'Integral Food Services' (I06), and the '1582 Cafe' (D06-Female).

For more food stand information consult the full list of food stands on the Qatar University campus: <https://www.qu.edu.qa/offices/FacilitiesGeneralServices/General-Services/Food-Services>

## The History of English Language Teaching at QU

### The Kennedy Years Part 5: FED Initiatives, Achievements and Activities

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

The Foundation English Department (FED) was always keen to promote in-house professional development (PD) for teachers by inviting guest speakers and holding annual PD days organised by Alaeddin Halwani and his team. The department also sponsored FED teachers to present papers at various international symposia, conferences, and workshops. One very special presentation was given at Harvard University's International Conference for Academic Disciplines in spring 2010 by Ahmad Hazratzad, who gave a well-attended talk on 'The Impact of EFL Teachers' Theoretical Knowledge about Post-Method in Their Classroom Practice'.

Since 2004, English teaching faculty at Qatar University have been encouraged to present papers at Teaching English to Speakers of Other Languages (TESOL) Arabia's International Conference held annually in Dubai, United Arab Emirates. These opportunities were much sought after and competition was fierce to get sponsorship. On occasion, the department also sponsored teachers as attendees, particularly for TESOL Arabia events. Unfortunately, due to budget constraints, attendee sponsorship was later canceled. However, teachers could also apply for paid academic leave to attend conferences as participants.

The department was an active supporter of the annual TESOL convention held in the United States. A number of instructors were sponsored by Qatar University (QU) in spring 2010 (Boston), 2011 (New Orleans) and 2012 (Philadelphia) to present papers and workshops. For these events, the English Department would set up a QU information kiosk; many conference attendees would stop by the kiosk to chat with instructors and look at the brochures and photos or take away QU logo trinkets. The FED would always send a recruitment team with Dr. Khalid Al Ali, the Director, to interview prospective candidates. Hence, every autumn, several new instructors who had been interviewed at the TESOL conference would arrive to join the FED team.

Many FED initiatives to support students had a major impact on QU student services during this time under the leadership of QU and FP Management. For example one important initiative caught the attention of Qatar University Student Services. John Tribuna, a Special Needs (SN) advocate, began a campaign to provide more inclusive opportunities for students with Special Needs. He noted that more Special Needs students were join-

ing the Foundation Program, and that better and more appropriate services were needed to more adequately provide for these students' mobility, learning environment, and academic success. John's diligence and determination to provide additional support and assistance for Special Needs students paid off, and the Student Services Special Needs Unit adopted and adapted many of his suggestions. The centre was later renamed 'The Inclusion and Special Needs Support Center'. John's pioneering work is carried on today in the Foundation Program Department of English (FPDE) with great dedication by Mohammed Hosam Alnahas and the admirable support of Dr. Enita Barrett who has also initiated many SNS activities and events.

Another success story was the FED writing tutorials initiative, run by Anita Ghajar-Selim, which contributed to the development of the QU Writing Center. The Foundation Program's introduction of international standardized tests, such as the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) and Accuplacer English as a Second Language (ESL) resulted in the establishment of the Qatar University Testing Centre. The inestimable Mrs. Bino Sarah Paul, who had administered these tests for years for FED along with Mr. Ramesh Khawani, the ever-helpful Computer Support Technician, was sent to assist in launching the QU Testing Centre. Bino was later joined by Berta Huszar and Hala Hadba.

Throughout Bob Kennedy's tenure as head of department and with his full support and endorsement, the FED made student language acquisition outside of the classroom a priority. Dr. Olga Campbell-Thomson and Elisabeth Szewczyk-Méziane, at the request of Mumu Winn, the Curriculum Coordinator, were asked to compile a report on the importance of extensive reading in the language syllabus. Following the report, the FED decided to promote extensive reading initiatives. In order to encourage students to read more, Reading and Writing teachers took their students to the two Student Learning Centers (SLC) to select a book, which they would then read in the center itself and sign out to take home should they wish to do so. Many students had never read a complete book of fiction in English before, so these visits gave them an opportunity to actually read a book from cover to cover.

Most were quite enthusiastic about this scheme, which later led to including graded readers in course syllabi.

To support this endeavor, the FP Reading and Writing courses introduced an assessed book report component to the syllabus. Students had to select a graded reader, do a book report, and give a short presentation on their book to the class. In February 2010, two guest presenters, Dr. Frederica Stoller and Dr. William Grabe, came from the University of Arizona in the United States of America (USA), to give workshops on L2 Reading and Reading Instruction, and Project-based Learning. They discussed the rationale for incorporating project-based learning into English language classes and the benefits that resulted from task-based learning. Teachers were asked to reflect on the potential role of project-based learning in the Foundation Program, a sign of things to come. Stoller and Grabe outlined new ways of conceptualizing project work in the classroom and how this could better prepare students for the demands of their specializations.

Since its inauguration in 2004, the FED has always set high standards to enable instructors to improve teaching quality and to excel in department initiatives and personal research. It also provided staunch support for appropriate student-centred learning opportunities, both inside and beyond the classroom, a legacy that is carried on to this day. All in all, the latter part of the Kennedy years was a very proactive, innovative, and exciting period. Instructors were strongly encouraged to do research, try new methodologies, apply diverse learning strategies, promote student-centred activities, and participate in a wide variety of professional development opportunities.

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Women's Foundation Building D05: Photograph courtesy of [www.qu.edu.qa](http://www.qu.edu.qa)



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