



جامعة قطر  
QATAR UNIVERSITY

# ”التفكير الناقد في مناهج اللغة في القرن الحادي والعشرين“

مؤتمر ومعرض جامعة قطر الدولي السنوي الرابع  
لتدريس اللغة الإنجليزية

15-14 ديسمبر 2019  
البرنامج التأسيسي - جامعة قطر  
الدوحة، قطر

## “Critical Thinking in Language Curriculum for the 21<sup>st</sup> Century”

4<sup>th</sup> Annual International Conference & Exhibition  
on English Language Teaching

14 – 15 December 2019  
Qatar University Foundation Program  
Doha, Qatar







البرنامج التأسيسي  
Foundation Program  
QATAR UNIVERSITY جامعة قطر

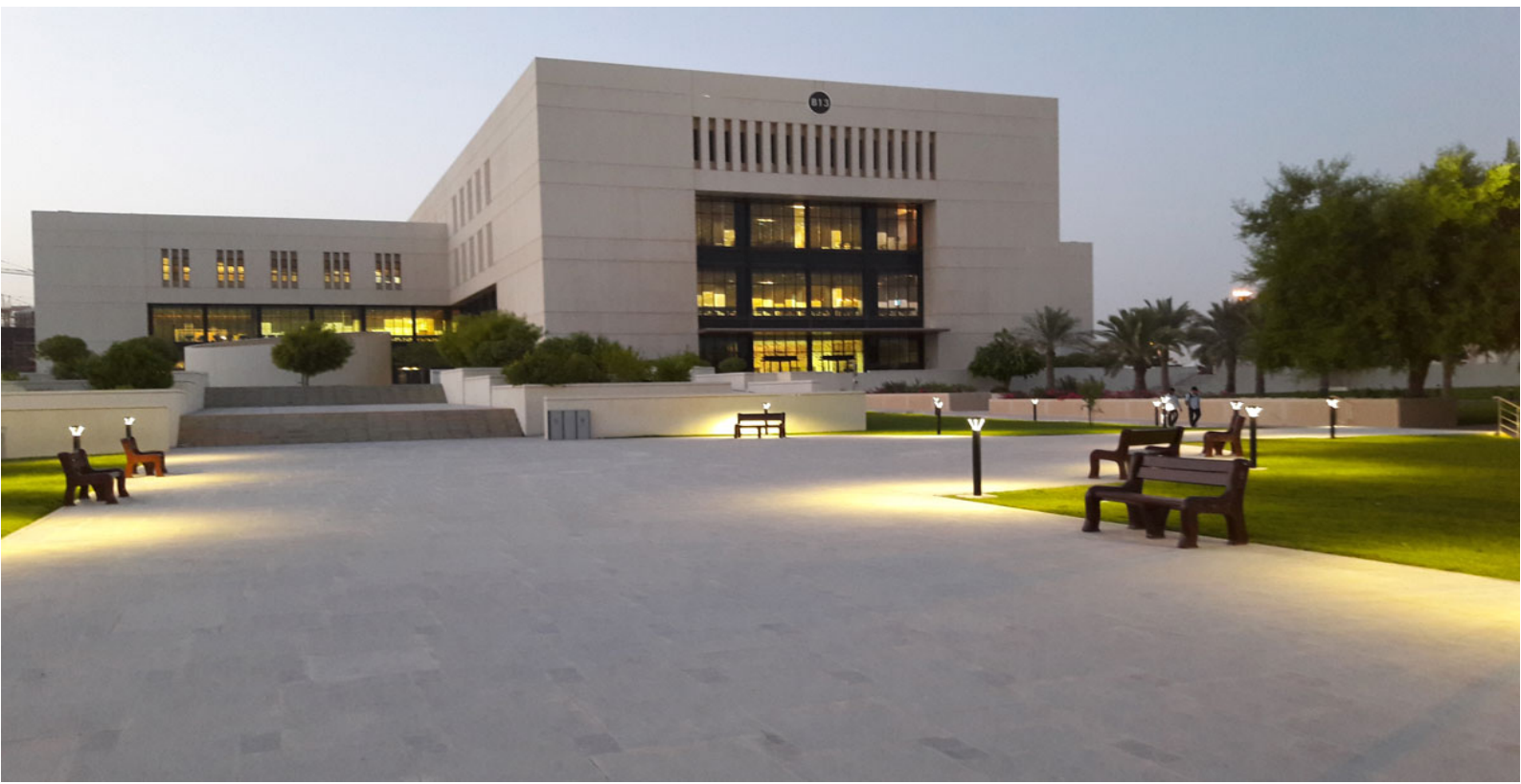
عمادة الدراسات العامة  
Deanship of General Studies

## 4<sup>th</sup> Annual International Conference & Exhibition *Critical Thinking in Language Curriculum for the 21st Century*

14 – 15 December 2019

Qatar University, Doha, Qatar

Founded in 1973, Qatar University is the national and only state-funded university of the State of Qatar. Qatar University is a model national university that offers high quality, learner-centred education to its students and the wider community. Located in Doha, the thriving, cosmopolitan capital city of Qatar, the university serves as an intellectual and scholarly community characterized by open discussion, free exchange of ideas, respectful debate, and a commitment to rigorous inquiry.



## Conference Partners



Ministry of Education and  
Higher Education



## QU FOUNDATION PROGRAM DEPARTMENT OF ENGLISH

The Foundation Program Department of English is committed to developing students' English language proficiency to a level that will allow them to succeed in the academic programs of Qatar University. Through innovative, research-based educational practices, the program aims to help students achieve academic readiness by fostering their intellectual curiosity. As they develop their knowledge through study skills and critical thinking, students will integrate independent and collaborative learning with the appropriate use of information technology.

### CURRENTLY RECRUITING

The Foundation Program Department of English at Qatar University is currently recruiting resourceful, culturally sensitive, academic professionals seeking creative input within a diverse academic environment.

REQUIRED QUALIFICATIONS:	BENEFITS:
<ul style="list-style-type: none"> <li>• A Master's degree in TESOL, Applied Linguistics or ELT from a reputedly accredited university/program (PhD is preferable)</li> <li>• At least three years' EAP/EFL/ESL teaching experience at university/tertiary level (overseas experience is desirable)</li> <li>• Experience in testing and assessment, instructional technology and curriculum/materials development</li> <li>• Experience in teaching university-level EAP/EFL/ESL academic writing and/or research skills is preferred</li> <li>• Ability to adapt to and participate in different cultures and learning environments</li> <li>• Ability to contribute to an innovative and challenging academic instructional programme is an asset</li> </ul>	<ul style="list-style-type: none"> <li>• Three-year renewable contract</li> <li>• Tax-free salary</li> <li>• Furnished accommodation in accordance with QU HR policies</li> <li>• Annual round trip air fare for faculty member and dependents in accordance with QU HR policies</li> <li>• Education allowance for children residing with faculty, in accordance with QU HR policies</li> <li>• Private health care and health insurance for faculty and dependents in accordance with QU HR policies</li> <li>• Annual leave in accordance with QU HR policies and QU Academic Calendar</li> <li>• End-of-contract bonus</li> </ul>

## Conference Organising Committee

Okon Effiong      Chair  
Mhammed Chadi      Co-chair  
Marina Antoniadou      Secretary

**Proposals**  
Karma Dolma  
Susan Saafan

**Exhibition**  
Emily Vient  
Issam Affaneh

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Anu Delcourt

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Dr. Hezam Al Awah  
Dr. Nadeem Hashem

**Conference Advisor**  
Dr. Mohammad Manasreh

## Exhibitors



مركز دعم تعلم الطلاب



عمادة الدراسات العامة  
Deanship of General Studies



## Plenary Session

### Awad Ibrahim

#### Critical thinking, curriculum studies, and generation Z in language classrooms



There are four layers to this presentation, and they move from the bottom-up or from the inside-out. In order to understand and deploy critical thinking (the first layer) in our language classrooms, I will argue, we need to understand three very important layers and categories: curriculum studies, Generation Z and liquid modernity. First, I will explore the seven levels that language learners have to walk through (so to speak) to reach the boundaries of critical thinking. Second, I will discuss the three typologies of curriculum that will make critical thinking possible. Third, I will address our students, who are part of the Generation Z, and who have several features that we as teachers need to be mindful of. Fourth and finally, I will situate all of the three above layers (critical thinking, curriculum studies, Generation Z) within this historical moment, a moment which oscillates between neoliberalism and liquid modernity. Throughout my presentation, I will give concrete examples that will help professors as well as practicing language teachers to see and visualize how critical thinking can be approached in language curriculum in the 21<sup>st</sup> century. Frank McCourt's *Teacher Man* will be used quite extensively in this presentation, so I highly recommend you reading this memoir before coming to the session.

**Awad Ibrahim** is an award-winning author and a Professor at the Faculty of Education, University of Ottawa. He is a Curriculum Theorist with special interest in applied linguistics, cultural studies, Hip-Hop, youth and Black popular culture, philosophy and sociology of education, social justice, diasporic and continental African identities, and ethnography. He has researched and published widely in these areas. He obtained his PhD from OISE, the University of Toronto, and has been with the Faculty of Education of the University of Ottawa since 2007. Before that, he was in the United States where he taught in Bowling Green State University in Ohio. Internationally, he has ongoing projects in Morocco, Sudan, and the United States. His current projects include an ethnography of an inner-city high school in Ottawa and another project on the daily struggle of 'becoming citizen' in Canada. He has more than a 100 publications and among his books, *Black immigrants in North America: Essays on race, immigration, identity, language, Hip-Hop, pedagogy, and the politics of becoming Black* (2020); *In This Together: Blackness, Indigeneity, and Hip-Hop*; *The Education of African Canadian Children: Critical Perspectives*; *The rhizome of Blackness: A critical ethnography of Hip-Hop culture, language, identity and the politics of becoming*; *Critical Youth studies: A reader*; *Global linguistic flows: Hip-Hop cultures, youth identities and the politics of language*.

## Featured Sessions

### Mohammad Manasreh

#### The art of team building in the workplace



The aim of this workshop is to share with participants some team building ideas and strategies that can be used in the workplace to promote teamwork and foster collaboration

**Mohammad Manasreh** has a PhD in Applied Linguistics from the University of Warwick and a Master's in TESOL from the University of Exeter in the UK. He is currently the Head of the English Language Department in the Foundation Program at Qatar University. He has worked as a teacher, teacher trainer and school supervisor prior to his current job. Manasreh has several publications and has presented at a number of international conferences.

### Mansoor Al Surmi

#### Collaborative Writing and L2 Learners' Group Work Attitudes

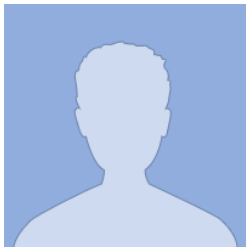


Many tasks require learners to work in groups, the dynamics of which are greatly affected by learners' attitudes towards group work. One such task is collaborative writing. This study examined learners' perceptions of group work and if learners' attitudes changed after engaging in a collaborative writing task. Results will be discussed in terms of the relationship between learners' attitudes towards group work before and after engaging in a collaborative task. With such discussion, the presentation will help participants understand the factors affecting the dynamics of group work in collaborative task-based learning. It will then discuss possible ways to minimize their effects, such as conducting short group work experience/attitude surveys at the beginning of the semester, as well as possible scaffolding techniques such as systematic grouping and detailed task planning.

**Mansoor Al-Surmi** holds a PhD in Applied Linguistics from Northern Arizona University, where he also received his MA in TESL. He has been involved in teaching English and teacher training for more than 15 years. Currently, he is an English lecturer at Qatar University. Dr. Mansoor Al-Surmi has frequently presented at several regional and international conferences and is a published author in TESOL Quarterly, System, and Asian EFL Journal Quarterly. His research interests include investigating theoretical and practical issues in the areas of corpus linguistics, academic writing, and second language acquisition.



## Featured Panelists



Shaikha Al Remeihi  
Ministry of Education & Higher Education,  
Qatar



Dudley Reynolds  
Carnegie Mellon University, Qatar



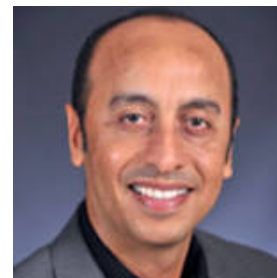
Zohreh Eslami  
Texas A&M University, Qatar



Mohammad Manasreh  
Qatar University



Aymen Elsheikh  
Texas A&M University, Qatar



Rachid Bendriss  
Weill Cornell Medical College, Qatar



Mick King  
Community College, Qatar

## DAY 1 – Saturday, 14 December 2019

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Saturday 9.00 -9.30  
Ibn Khaldoon Hall

### Welcome Address

**Dr. Hassan Rashid Al-Derham**  
President, Qatar University

### Keynote Address

**Dr. Ibrahim Al-Kaabi**  
Dean of General Studies, Qatar University

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Saturday 9.30 -10.15  
Ibn Khaldoon Hall

### PLENARY

**Critical thinking, curriculum studies, and generation Z in language classrooms**

**Awad Ibrahim**  
University of Ottawa, Canada

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Saturday 10.40 – 12.15  
New Library Auditorium 117

### FEATURED PANEL

#### **Critical thinking & language curriculum**

Critical thinking plays a role in promoting creativity, which in turn helps learners to develop new ideas. With technology, so much information is now available online to learners in the 21<sup>st</sup> century, and learners are therefore expected to develop and apply critical thinking skills to their academic studies. The panel will examine the development and teaching of critical thinking skills and its relevance to our local context.

**Aymen Elsheikh**, Texas A&M University at Qatar (moderator)  
**Shaikha Al Remaihi**, Ministry of Education & Higher Education, Qatar  
**Mohammed Manasreh**, Qatar University  
**Zohreh Eslami**, Texas A&M University, Qatar  
**Mick King**, Community College of Qatar  
**Rachid Bendriss**, Weill Cornell Medical College, Qatar

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Saturday 10.40 – 11.05  
New Library Room 110

**Improving students reading comprehension skill in non-homogeneous classes using Readwork**

Teaching in a non-homogeneous class is one of the common problems that most of the teachers face. This session is focusing on providing all individual learners of such classes with different suitable reading comprehension passages with versatile multiple choice and writing exercises.

**Ahmad Hazratzad**  
Qatar University

Teaching Tip

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Saturday 10.40 – 11.05  
New Library Room 203

**Revisiting the Wug Test**

Berko's (1958) Wug Test was the first study to demonstrate that even very young language learners are able to generalize a linguistic system to new words rather than having to memorize them. This longitudinal study finds that the ability to generalize is a bellwether of success for Arabic-speaking students.

**Nathaniel Lotze**  
Dhofar University

Research

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Saturday 10.40 – 11.05  
New Library Room 204

**Formative assessment techniques and technological tools**

This session highlights the tremendous practices and techniques together with the technological tools of formative assessment. This workshop is for teachers who would like to strengthen the student's academic achievement, decide what minor or major modifications in instruction they need to make so that all students can succeed in upcoming instruction and on subsequent assessments.

**Walaa Kshanh**  
Ministry of Education & Higher Education, Qatar

Workshop

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Saturday 10.40 – 11.05  
New Library Room 230

**Instructional strategies for developing critical thinking skills**

Critical thinking enables students to become broad and adventurous thinkers, generate innovative solutions, use their reasoning skills to analyse and evaluate, in addition to plan and think strategically, teachers have a vital role in creating a classroom atmosphere that promotes such skills through using a variety of teaching strategies.

**Raeesa Ali**  
Ministry of Education & Higher Education, Qatar

Workshop

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Saturday 10.40 – 11.05  
New Library Room 303

**Social-context mechanisms to motivate ESL students**

Shaping the way we motivate Second Language learners is the responsibility of not only teachers, but also students' themselves, their parents, educational administrators, classmates, and classroom environment. Are there certain mechanisms to foster students' receptivity of English as a Second Language? Let us explore these assumptions in the presentation.

**Sabah Sabbah**  
Community College of Qatar  
Research

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Saturday 10.40 – 11.05  
New Library Room 347

**Error correction as a learning opportunity, not a mistake**

The workshop will tackle the concept of error correction and its importance as a natural part of second language acquisition. Participants will explore the different types of errors, the convenient time and how to correct them using corrective feedback techniques in spoken language.

**Rouba Saba & Naglaa Mazeed**  
Ministry of Education & Higher Education, Qatar  
Workshop

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Saturday 11.15 – 11.40  
New Library Room 110

**Breaking the sound of silence**

In this presentation, we will focus on how a teacher can cope with communication issues in class and why systematic speaking practice should be a must-have in our syllabus, starting from the very early stages of learning a foreign language.

**Fannie Daou**  
Express Publishing, United Kingdom

Teaching Tip

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Saturday 11.15 – 11.40  
New Library Room 203

**The puzzle of indirect questions in English**

The presentation reports on an action research which investigates the reasons why indirect questions in English are very hard to master even at the advanced level of proficiency. Two hypotheses are tested and two tasks are administered to test the hypotheses. Preliminary results will be reported.

**Amer Ahmed & Iryna Lenchuk**  
Dhofar University, Oman  
Research

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Saturday 11.50 – 12.15  
New Library Room 110

**L1 as a cultural tool to facilitate L2 learning: A Theoretical and Practical Insight**

Mother tongue interference would occur naturally in all language skills with some degree of relativity and in all linguistic components; that is syntax, morphology, phonetics, pragmatics and rhetoric. Therefore, analysing the interference points of the native language would assist in developing more teaching tools and strategies that could assist faculty members and students in managing these emerging linguistic tensions.

**Dhafir Kasassbeh**  
Qatar University  
Research

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Saturday 11.50 – 12.40  
New Library Room 203

**Developmental supervision for professional growth of teachers**

The aim of developmental supervision, centers on promoting the professional growth of teachers to become more effective in their craft, focuses on their reflective inquiry and improves student learning. Besides, to shed lights on prerequisite dimensions for a supervisor like interpersonal and technical skills for teacher growth and school success.

**Nimeh Zaytoun**  
Ministry of Education & Higher Education

Workshop

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Saturday 11.50 – 12.40  
New Library Room 204

**M-Learning: An effective tool in language learning**

Mobile learning combines both computing and e-learning. Since M-learning is an emerging concept in the domain of education, this workshop aims to show language teachers how to explore mobile technologies and practical classroom activities in order to improve their instructional practices.

**Abderrahim AitBara**  
Dusk, Kuwait

Workshop

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Saturday 11.50 – 12.40  
New Library Room 230

**Facilitating and cultivating learner motivation in the classroom**

This workshop will examine all aspects of learner motivation - what it means, why it is an essential element of effective learning, how teachers can facilitate and cultivate learner motivation in the classroom and strategies to use when learner motivation is lacking or waning.

**Rachel Finnie**  
Express Publishing, United Kingdom

Workshop

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Saturday 11.50 – 12.15  
New Library Room 303

**Students' reflections of process-based writing: Strengths and weaknesses**

Process based approach has been an indispensable part of writing practices in language teaching. This presentation covers a qualitative study conducted at Qatar University on process-based writing. The presentation displays the findings of the study, which reveal the strengths and weaknesses of process-based writing from the students' point of view.

**Orkun Canbay**  
Qatar University  
Research

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Saturday 11.50 – 12.40  
New Library Room 347

**Phonics : Road to the code**

Some research has shown that systematic phonics instruction leads to better word-level skills than does whole language instruction. Phonics is an essential building block to learning how to read, write and speak. The approach illustrates the qualities of teaching phonics using different strategies.

**Mouza Almannaei**  
Ministry of Education & Higher Education, Qatar

Workshop

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Saturday 12.25 – 12.50  
New Library Auditorium 117

**Resilience as part of TESOL professional development**

This session highlights Qatar-based research findings from an EFL secondary and tertiary foundation teacher sample on how they come to terms with negative perceptions of the status of TESOL as a profession, and mitigate this by actions to change these perceptions and enhance their own self-worth and job satisfaction.

**Mick King**

Community College of Qatar

**Mohammed Aladawy**

Ministry of Education & Higher Education, Qatar

Research

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Saturday 12.25 – 12.50  
New Library Room 110

**Artificial Intelligence in Education**

Scientists are developing highly programmed machines guided by Artificial Intelligence (AI) software. While we may not see humanoid robots acting as teachers within the next decade, there are many projects already in the works that use AI in education. An important concern regarding the application of AI is about ethics and moral values.

**Nara Avtandilyan**

Community College of Qatar

Research

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Saturday 12.25 – 12.50  
New Library Room 303

**Developing learner writing autonomy through strategy training**

Developing autonomy among EFL university learners has become one of the major challenging goals in higher education instruction in Algeria, particularly in academic writing. This paper highlights the results of an experimental study conducted on the effect (s) of strategy training (instruction) on enhancing writing autonomy among EFL undergraduate learners.

**Samira Moussaoui**

Ferhat Abbas University, Algeria

Research

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**13.00 -14.00**

**LUNCH**

New Library Exhibition Hall 134

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Saturday 14.10 – 15.45  
New Library Auditorium 117

PANEL

### **Disabilities and Special Needs in the Foundation Program**

The Objective of this discussion is to raise awareness and sensitize audience on the presence of students with special needs and disabilities among our student population and to encourage more faculty participation in adding their perspectives to the discussion as we collaborate for improved services.

**Enita Barrett** (moderator)

**Sarah Campion**

**Ben Kohler**

**Fatma Jalalah**

**Jessica Westbrook**

**Orkun Canbay**

Qatar University

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Saturday 14.10 – 14.35  
New Library Room 203

### **Student-Teacher responsibilities in English studies: An empirical analysis of Arab student and English faculty perceptions**

Do you and your Arab students hold different expectations on responsibility? Do you wonder how you can cross the usual boundaries? This mixed-method research identifies the differences in Arab student and teacher expectations, and discusses ways to go beyond traditional borders to help students succeed in their academic life.

**Kashif Raza**

Qatar University

Research

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Saturday 14.10 – 14.35  
New Library Room 204

### **Processing instruction and pedagogical implications for L2 grammar**

Is every morphological form interpreted and produced equally well? Why do EFL students have default processing problem for some morphological forms while not for others? This presentation will introduce an experimental study including input-based tasks to show how teachers can help tertiary level students interpret and produce morphologically difficult forms.

**Adem Soruc**

University of Bath, UK

Research

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Saturday 14.10 – 14.35  
New Library Room 230

**Learning beyond worksheets: Helping young children**

In the United States, young children are being pushed into an academic setting at an early age and they are expected to be an emergent reader by the time they reach the end of kindergarten. Research has shown that children need opportunities to direct their own learning. How can children achieve this?

**Patti Tatum**

English Modern School, Al Wakra, Qatar

Teaching Tip

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Saturday 14.10 – 14.35  
New Library Room 303

**Developing critical thinking skills and peer feedback through practical brainstorming techniques**

Extensive research has shown that the use of the brainstorming technique in class helps promote student autonomy and raise critical thinking skills. In fact, it encourages learners to share ideas and expand their existing knowledge without criticism or judgement. This presentation aims at sharing some practical brainstorming techniques used in class, which have positively promoted student engagement, peer /class feedback and critical thinking skills.

**Karima Ben Abbas**

Qatar University

Teaching Tip

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Saturday 14.10 – 14.35  
New Library Room 347

**Improving 21st century skills by infusing critical thinking into writing**

In my presentation, I would review some literature regarding teaching the twenty-first century skills. I would focus particularly on the writing skill to help learners improve their critical thinking.

**Tareq Boudjadar**

Teacher- Training College of Sétif, Algeria  
Research

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Saturday 14.45 – 15.10  
New Library Room 110

**Gender issues and ESL materials: A continuing struggle?**

Based on the presenter's experiential insights as a curriculum developer rather than empirical data, this presentation will facilitate a reflection on gender bias and conscious or unconscious sexism that continue to exist in different forms in the TESOL world, particularly in ESL teaching materials.

**Kirankumar Ramachandran**  
Police Training Institute, Qatar  
Research

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Saturday 14.45 – 15.35  
New Library Room 203

**Practical classroom ideas**

Teaching today is very different from the past. This interactive session will highlight the new role that teachers must play in the classroom. The workshop will introduce practical classroom ideas to help teachers become more effective, including ways to improve classroom instruction, ask more effective questions, and increase student motivation.

**Sanjeev Kumar**  
Rajagiri Public School, Qatar

Workshop

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Saturday 14.45 – 15.35  
New Library Room 204

**Write On – writing activities for all levels**

This practical workshop will explore the reasons some students are 'put off' by writing tasks and lack motivation towards this skill. Participants of the session will be taken through activities to evaluate and discuss. They will be encouraged to share thoughts and ideas on how they might be adapted for different levels and/or teaching and learning contexts. The aim is for those attending to come away with some fresh ideas to liven up and engage students with writing tasks.

**Justin Kernot**  
Community College, Qatar

Workshop

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Saturday 14.45 – 15.10  
New Library Room 230

**Multimodality and EAP: A case study of aligning assessment to digital curriculum**

I present an explanatory multiple case study that investigates the affordances of new media in creating assessments that more effectively test the outcomes of the learning process and how a constructive alignment can be reached between assessment and Multimodal digital curriculum in ESL/EAP programs in Post-secondary education.

**Ahlem Tabib**  
Qatar University

Research

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Saturday 14.45 – 15.35  
New Library Room 303

**Teaching college students to think critically about themselves**

The presentation will focus on a SEL (Social Emotional Learning) manual that teaches students to think critically about themselves and guides them to deal better with their everyday challenges. We often only concentrate on academic aspects of our classes, at the expense of neglecting the emotional states students are usually facing.

**Giovanni Espinal**  
Qatar University

Workshop

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Saturday 14.45 – 15.35  
New Library Room 347

**Applied behavior analysis in the classroom**

Applied Behavior Analysis is the science of why we do what we do and how to change behaviors. As a growing discipline that includes Data Based Decision Making and Direct Instruction, this session will review ABA, and explain how educators can use it in the classroom.

**Shariffah Azzaam**  
Qatar Foundation Schools

Workshop

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Saturday 15.20 – 15.45  
New Library Room 110

**Teachers become teacher-researchers: Developing through exploratory research**

This study aims to support teachers to become empowered to do classroom-based research. Nine lecturers in the School of Languages have become teacher-researchers. This study presents the theoretical framework of classroom-based research and teachers' reflections about their research will be evaluated through data obtained from formal interviews.

**Nafiye Aktekin**

Acibadem University, Turkey

Research

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Saturday 15.20 – 15.45  
New Library Room 230

**Framing first-year university students' writing strategies**

This study contributes learner autonomy by investigating the writing strategies first-year students report they employ when they complete their academic assignments. The study aims at answering the general research question of "What writing strategies do first-year university students report they use at the pre-writing, writing, and post-writing stages of writing their academic assignments?"

**Mehdi Riazi**

Macquarie University, Australia

Research

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15.45 – 16.00

**Coffee break**

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Saturday 16.05 – 17.30  
New Library Auditorium 117

**FEATURED PANEL**

**Incorporating translingual pedagogy into EMI programs in the Gulf**

In our panel, we first problematize monolingual biases in English as a medium of instruction (EMI) education. We then highlight various examples from our own classrooms of ways that EMI programs in the Gulf can incorporate translingual pedagogy through strategic policy and pedagogical decisions. Translingual pedagogy has the potential to create more inclusive and equitable learning environments.

**Sara Hillman** (moderator) Texas A&M University, Qatar

**Zohreh Elslami**, Texas A&M University, Qatar

**Aymen Elsheikh**, Texas A&M University, Qatar

**Dudley Reynolds**, Carnegie Mellon University, Qatar

**Peter De Costa**, Michigan State University, USA

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Saturday 16.05 – 16.55  
New Library Room 203

**Practical strategies and ICT tools in the classroom**

This workshop will be equipped with a repertoire of practical strategies and ICT tools that trigger the different learning competencies to help improve the student's self-learning skills. The participants will be exposed to practical application of the strategies and ICT tools using the book by the Ministry of Education: Top Stars

**Dalia Sakr**

Ministry of Education & Higher Education, Qatar

Workshop

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Saturday 16.05 – 16.55  
New Library Room 204

**Corpora in the classroom: Research-based language learning**

This hands-on presentation will introduce corpus linguistics and a list of available corpora for ESL teachers. Second, it will discuss why ESL teachers should use corpus-based activities. Next, the presenter will shed light on how to use corpus-based activities in the ESL classroom, and how to design corpus-based authentic activities.

**Mastoor Al Kaboody**

Qatar Community College

Workshop

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Saturday 16.05 – 16.55  
New Library Room 230

**Variety or calamity? Lesson designs that work**

In order to make the most of their students' learning potential in the classroom, teachers need to take their students' psychological readiness and willingness for learning into consideration in their lesson design processes. Any lesson design that miscalculates these two factors will actually plan its own inescapable failure.

**Ersoy Ucar**

Polyglot Institute, Oman

Workshop

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Saturday 16.05 – 16.55  
New Library Room 303

**It is time for Pecha Kucha: Do it in style!**

In this practical workshop, the presenter takes the participants through one of the lesser-known presentation types – Pecha Kucha (PK). The presenter will introduce some activities that have the potential to alter the quality of teaching and students' learning. By the end of the workshop, participants will be better equipped to make their English lessons more interactive and engaging.

**Oksana Kharlay**  
Community College of Qatar

Workshop

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Saturday 16.05 – 16.55  
New Library Room 347

**Using virtual reality in the language learning classroom**

Incorporating virtual reality into the language learning classroom sounds complicated. This workshop aims to help language instructors consider adopting some VR learning activities into their instructional practice. This workshop will introduce and demonstrate participants to five, free tools. These tools work with technology that is already in your classroom and allow for constructive use of student mobile devices.

**John Allan**  
College of the North Atlantic, Qatar  
Workshop

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Saturday 17.05 – 17.30  
New Library Room 203

**Concept-based instruction in the Omani ESP classroom**

This presentation discusses the results of the action research that investigates the effectiveness of concept-based instruction (CBI) in the ESP classroom. CBI is based on the ideas of Vygotsky and Gal'perin who emphasized the importance of instruction in the development of concept formation, creativity and abstract thinking.

**Iryna Lenchuk & Amer Ahmed**  
Dhofar University, Oman  
Research

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Saturday 17.05 – 17.30  
New Library Room 204

This quantitative study aims to evaluate university (male and female) students' deduction making ability. A critical thinking inventory and Watson-Glaser's Critical Thinking Appraisal was used to collect data. This study finds that university students' deduction making ability does not match their attitude towards making deductions.

**Mohammad Din**  
Islamia University Bahawalpur, Pakistan

Research

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Saturday 17.05 – 17.30  
New Library Room 230

**10 student activities for the first 10 minutes of class**

In many classrooms, student tardiness sometimes presents a problem. Given this issue, what is the best way for EL instructors to deal with the problem? During this session, the presenter will show 10 different activities that require minimum prepping, are adaptable, and can be added to an instructor's emergency kit.

**Conan Kmiecik**  
Qatar University

Teaching Tip

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## DAY 2 – Sunday, 15 December 2019

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Sunday 8.00 – 9.25  
**PANEL**  
New Library Auditorium 117

**How to improve process-based writing in L2 classes**

This panel discussion is on process-based writing approach from the language instructors' perspective. The panel covers practices followed in process-based writing and discussions on the strengths and drawbacks of having process-based writing in language class. The panellists share their experiences on major components of the process such as topic selection, feedback, and plagiarism.

**Orkun Canbay** (moderator)

**Aaron Monroe**  
**Abir Ahmed**  
**Easton Phidd**  
**Muhammed Syed**  
**Randy Briones**  
**Naima Sarfraz**  
Qatar University

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Sunday 8.00 – 8.50  
New Library Room 110

**Adding 21st century skills to your classroom**

Many teachers and students still save files to flash disks or as email attachments when using MS Office in their courses. This workshop will provide an overview of using Remind, and OneDrive with Office Online to improve workflow, and increase student engagement along with buy-in for course-work.

**Ryan Brendzy & Glenn Tucker**  
Qatar University  
Workshop

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Sunday 8.00 – 8.50  
New Library Room 203

**Using TBL to move from story reading to story writing**

This interactive workshop will suggest ways through which writing can be autonomously learned in fun and interactive ways, through exploring a Task-Based Learning (TBL) activity called “Linguistic Erasure,” which is in direct correlation with Second Language Acquisition. In short, this workshop will focus on utilizing linguistic erasure to learn writing.

**Fajer Al-Rashed**  
Australian College of Kuwait

Workshop

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Sunday 8.00 – 8.50  
New Library Room 204

**Teacher motivation = Learner motivation**

When we are preparing for a test for our driver’s license, what do we do? We drive! We prepare by driving as often as we can. We ACTIVELY LEARN. This session shares ideas and strategies for active learning and productive language skills for when students are preparing for assessments.

Elizabeth Zeidan  
English Modern Schools, Qatar

Workshop

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Sunday 8.00 – 8.50  
New Library Room 230

**Researching language teacher and emotions**

The growing interest in language teacher emotion and identity in second language teacher education has resulted in a rich body of work that has informed language learning, teaching, and research. In this workshop, I propose a series of research tasks. I first present a theoretical toolkit that will help teachers negotiate this fast evolving area of research. Next, I describe several research tasks that can be adopted for classroom-based research. By framing the suggested research tasks in relation to current theoretical and methodological developments, I provide a contemporary guide to research on emotion and identity in language learning and teaching.

**Peter De Costa**

Michigan State University, USA

Workshop

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Sunday 9.00 – 9.50  
New Library Room 203

**Leveraging force multipliers in the classroom**

This presentation is all about enhancing teachers' productivity and improving their efficiency in the classroom by accessing a host of virtual teaching assistants. Teachers will learn how to get help with all the things that matter to them: grading, teaching, interacting with students, conducting research and kindling students' interest in learning.

**Alaeddin Halwani, Fatma Jalalah & Fatma Alyan**

Qatar University

Workshop

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Sunday 9:00-9:50  
New Library 204

**Using “Lesson Study” to develop students’ learning**

A Lesson Study is a professional development opportunity for teams of teachers to collaboratively discuss and plan with one another to target an identified area for development in their students’ learning. Using existing evidence, plan, teach and observe a series of lessons, using ongoing discussion, reflection and expert input to track, refine and enhance teachers’ instructions; thus, improve students’ achievement.

**Fatima Salem & Bochra Medeni**

Ministry of Education & Higher Education, Qatar  
Workshop

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Sunday 9.00 – 9.50  
New Library Room 230

**Barriers to adult learning**

This presentation focuses on barriers that adult learners face, ways to remove or minimize these barriers, and tips on motivating adults.

**Wedad Maatouk**  
Qatar University  
Workshop

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Sunday 9.00 – 9.25  
New Library Room 303

**Effect of pre-reading on upper intermediate male ESL students' comprehension**

This study aimed at investigating the impact of pre-reading activities on male ESL upper-intermediate students' comprehension in a post-basic education school in Oman. To this end, two reading comprehension tests and two questionnaires were administered to two groups of participants, control and experimental. The findings have revealed that experimental participants outperformed control participants. It has also been drawn empirically how effective the schema-based pre-reading activities were in maximizing ESL learners' comprehension ability.

**Jamel Al Akremi**  
Salalah College, Oman

Research

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Sunday 9.35 – 10.00  
New Library Auditorium 117

**FEATURED**

**Collaborative writing and L2 learners' group work attitudes**

Many tasks require learners to work in groups, the dynamics of which are greatly affected by learners' attitudes towards group work. One such task is collaborative writing. This study examined learners' perceptions of group work and whether learners' attitudes changed after engaging in a collaborative writing task.

**Mansoor Al-Surmi**  
Qatar University

Research

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Sunday 9.35 – 10.00  
New Library Room 303

**Stir and settle activities**

Creating an engaging atmosphere in the classroom could be considered as a way to enhance the extrinsic motivation with our learners. This session shows how teachers can adopt some stir and settle activities that could involve them in their learning.

**Shamsa Rushaidi**  
Qatar University

Teaching Tip

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Sunday 10.10 – 11.00  
New Library Auditorium

**Using evaluation rubrics to enhance students critical thinking skills**

Helping students understand more about how their work will be evaluated can provide them with a deeper understanding of both the course expectations and the process by which their grades are determined. When used effectively, rubrics serve as an excellent teaching tool that supports student learning and the development of sophisticated critical thinking and self-evaluation skills. This workshop will examine the different uses of rubrics as instructional as well as evaluation tools.

**Chris Stryker & Naima Sarfraz**  
Qatar University  
Workshop

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Sunday 10.10 – 11.00  
New Library Room 110

**Thinking does matter- teaching inferencing strategies in reading**

This workshop will suggest ways in which ESL instructors can enhance their students reading comprehension, specifically the drawing of inferences. It will focus on effective reading approaches related to inference such as thinkalouds and reading instruction, which support learner differences in the ESL classroom

**Tasneem Hasan**  
Australian College of Kuwait  
Workshop

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Sunday 10.10 – 11.00  
New Library Room 203

**Critical thinking about critical thinking**

This session will look at critical thinking both as a classroom topic for students and as a life skill, but also as a tool for teachers to use as part of their reflective practice to increase their empathy with their students, and see things from the perspective of these students.

**Christopher Graham**  
Garnet Education, UK  
Workshop

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Sunday 10.10 – 11.00  
New Library Room 204

**Classroom management styles and strategies**

An effective teacher requires the implementation of creative and innovative teaching strategies in order to meet student's individual needs. There is no one size fits all solution, so through this workshop the investigator would be explaining a range of effective teaching strategies that can be used to inspire the classroom practice.

**Jency George**

M.E.S. Indian School, Qatar

Workshop

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Sunday 10.10 – 11.00  
New Library Room 230

**Student motivation and critical thinking: Insights from professional coaching**

Students often struggle in language acquisition because they have never explored key principles of self-awareness, motivation, and goal setting. This workshop will apply professional coaching principles to the classroom context to unlock students' potential to become the autonomous learner they need to be to achieve their goals.

**David Finrock**

Qatar University

Workshop

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Sunday 10.10 – 11.00  
New Library Room 303

**Paraphrasing Circles**

Students are often challenged a great deal when they must paraphrase academic text, especially in an L2 context. "Paraphrasing Circles" is a workshop designed to have multi-level students work together to learn, practice and produce a correct paraphrase that can be used in their academic essays and research papers.

**Jerry Brewington & Andrew Imrie**

Qatar University

Workshop

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Sunday 11:10-12.00  
New Library Auditorium 117

**FEATURED**

**The art of team building in the workplace**

The aim of this workshop is to share with participants some team building ideas and strategies that can be used in the workplace to promote teamwork and foster collaboration.

**Mohammad Manasreh**

Qatar University

Leadership

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Sunday 11:10-12.00  
New Library Room 110

**Providing digital corrective feedback**

This session will focus on how to make use of some of the available tools to provide digital feedback to students.

**Anwar Alfetlawi**  
Qatar University

Workshop

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Sunday 11:10-12.00  
New Library Room 203

**Intentional instructional app selection**

This session introduces educators to the Pedagogy Wheel and demonstrates a practical experience of applying a digital application selection framework. Many educators select software solutions through word of mouth, legacy, observation, or at random. Without an intentional approach to digital tool selection, instructors will reduce frustration and wasted time when dealing with education technology.

**John Allan & Marla Becking**  
College of North Atlantic, Qatar

Workshop

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Sunday 11:10-12.00  
New Library Room 204

**Challenges and recommended approaches to teaching Mathematics to ELL students**

There are always challenges of teaching mathematics to native English speakers, but more of these challenges are encountered of teaching mathematics to English language learners (ELL). We present some of these challenges and present some recommended approaches in order to overcome them.

Sammani Abdullahi  
Qatar University

Workshop

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Sunday 11:10-12.00  
New Library Room 230

**Approaches to SLA through self-awareness of personality traits**

The presenters will guide the audience through several self-assessment surveys in order to help audience members identify various approaches to learning styles. The audience will become familiar with the unique identities and perspectives that make up our students. This recognition will in turn, help students to learn strategies that will help them to succeed in the classroom.

**Karla Krause & Tammy Brians**  
Winona State University, USA

Workshop

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**END**

## THINGS TO SEE AND DO IN DOHA



From top left to right:  
Souq Waqif, Mshreib Museums, Qatar National  
Museum, Katara Cultural Village, Dhow  
Harbor/Corniche, Museum of Islamic Art, Villaggio Mall,  
Qatar National Library, Mall of Qatar



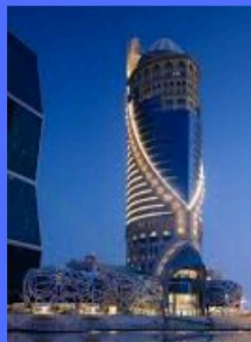
JOIN US FOR THE FOLLOWING GET-TOGETHERS

### Saturday: Tour of Souq Waqif



We will leave QU campus at 5:30pm and take an informal walking tour of Souq Waqif. We will also have dinner there and we can venture around the souq as well.

### Sunday: Lunch at the Hudson Tavern



We will leave QU campus at 3:00pm and have a late lunch at the Hudson Tavern at the 5-star Mondrian Hotel.

## Presenters

### **Aaron Monroe**

Aaron Monroe is the current Co-lead for Post Foundation I, and has taught in Post Foundation writing courses at Qatar University for 4 ½ years. He also has worked as a composition instructor and writing tutor at Northern Arizona and Mississippi State University.

### **Abderrahim AitBara**

Mr. Abderrahim is a poet, certified Teacher Trainer and a qualified ESL, EFL and ESP teacher in MENA. He holds Masters in Didactics. He is an International ELT conference speaker. Mr. Abderrahim is Head of the English Department at DUSK, Kuwait.

### **Abir Ahmed**

Dr Abir G. Ahmed holds a Doctor of Education degree from the University of Exeter. For the past four years, she has been teaching academic writing courses and research skills.

### **Adem Soruc**

Dr Adem Soruc is teaching at MATESOL cluster, the University of Bath, United Kingdom. He investigates the effectiveness of processing instruction on teaching morphosyntactically difficult forms, as well as authentic use of English such as ELF and EMI.

### **Ahlem Tabib**

Ahlem Tabib is an instructor in the English Department in the Foundation Program at QU. She has a CTESL and a Masters in Applied Linguistics from Carleton University. She has worked as EFL/ESL/EAP teacher in Tunisia, UAE, Qatar and Canada. She is winner of an international award for distinguished academic performance.

### **Ahmad Hazratzad**

Ahmad Hazratzad is a lecturer in TEFL at foundation unit Qatar University. He holds an MA in TEFL, working on his PhD in E-learning in Multimedia University. His fields of interest are Testing, Curriculum Development, E-Learning, and psycholinguistics.

### **Alaeddin Halwani**

Alaeddin Halwani is a lecturer in the Foundation Program, at Qatar University. He has a Master's degree in Linguistics and ELT from Leeds University, UK. He has given numerous workshops locally, regionally and internationally on language teaching and technology.

### **Amer Ahmed**

Dr Amer Ahmed is an Assistant professor at Dhofar University, Oman. He holds a Ph.D. in Linguistics and Applied Linguistics from York University, Canada. His research interests are in theoretical linguistics, second and foreign language learning.

### **Andrew Imrie**

Andrew Imrie is a lecturer of English on the Foundation at Qatar University. He has an MA in TESOL from the University of London and a PGCE from Keele University. Before moving to Qatar, he taught for 15 years in Japan, most recently at Rikkyo University in Tokyo. His research interests include autonomy and extensive reading.

### **Anwar Alfetlawi**

Anwar is an experienced lecturer with a demonstrated history of working in the education management industry. Skilled in English as a Second Language (ESL), Intercultural Communication, Linguistics, and Secondary Education. He is also interested in translation and technology. Anwar has a Master's degree in Applied Linguistics from York University. He is currently a lecturer of English in Foundation Program, Qatar University

### **Awad Ibrahim**

Dr Awad Ibrahim is an award-winning author and a Professor at the Faculty of Education, University of Ottawa. He is a Curriculum Theorist with special interest in applied linguistics, cultural studies, Hip-Hop, youth and Black popular culture, philosophy and sociology of education, social justice, diasporic and continental African identities, and ethnography. He has researched and published widely in these areas. He obtained his PhD from OISE, the University of Toronto, and has been with the Faculty of Education of the University of Ottawa since 2007. Before that, he was in the United States where he taught in Bowling Green State University in Ohio. Internationally, he has ongoing projects in Morocco, Sudan, and the United States. His current projects include an ethnography of an inner-city high school in Ottawa and another project on the daily struggle of 'becoming citizen' in Canada. He has more than a 100 publications

### **Aymen Elsheikh**

Dr Aymen Elsheikh, an Adjunct Associate Professor at New York Institute of Technology – Abu Dhabi Campus, has a PhD in Literacy, Culture, and Language Education from Indiana University. Before immigrating to the US from Sudan, he was an EFL teacher in Sudan and Oman. While in the US, Aymen served many roles. He worked for an agency that resettled refugees and immigrants to the US while completing his MS in TEFL from Southern New Hampshire University. He also worked as an ESL instructor at a community resource center teaching survival English to refugees and immigrants. He was involved in the community and developed and successfully taught curricular for teaching Arabic as a foreign language to children and adults at Southern New Hampshire University as well as Indiana University. He also taught EFL in Qatar and currently teaches different on-site and Online undergraduate and graduate courses in the UAE and the US.

### **Ben Kohler**

Benjamin Kohler is from Minnesota in the United States and has been teaching ESL and EFL since he graduated in 2006 with a Bachelor's in English Philology and a Bachelor's in Spanish Philology. He taught English in Spain for four years and in the United States for another two while completing his Master's in Teaching English as a Second Language. He has worked at Qatar University in the Foundation Program Department of English since 2014, where he has spent the last two years as Course Lead of the program's English for Business Communications course.

### **Bochra Medeni**

Bushra Khalifa is currently working as an English language Specialist at Ministry of Education & Higher Education with over than 20 years of experience in the field of education.

### **Chris Stryker**

Dr Chris Stryker is a master teacher and an expert in educational technologies and methodologies. A veteran of 30-years in education, he has spent the last decade teaching, administrating and mentoring faculty and students in GCC universities. He is a graduate of Teachers College, Columbia University.

### **Christopher Graham**

Christopher Graham is Director - Academic and Training at Garnet Education in the UK. He has worked in ELT for 35 years as a teacher, teacher educator and author. He has a specific interest in ELT in the Arab world.

### **Conan Kmiecik**

Conan Kmiecik is an English Lecturer at Qatar University. He worked in International Education in the US for more than a decade—having served as an ESL instructor, an IEP coordinator, a short-term program developer, and a SEVIS advisor.

### **Dalia Sakr**

Dalia Sakr has a total of 12 years experience in teaching. Dalia delivered a series of workshops under the umbrella of the ministry of education. Dalia Sakr was assigned by the ministry to join the initiative of the filmed lessons.

### **David Finfrock**

David works in the Foundation Program at QU and has worked in the Gulf universities for nearly 10 years. In addition to teaching, he is an internationally accredited professional coach and serves as an in-house coach for FP faculty.

### **Dhafir Kasassbeh**

Dhafir has over 15 years of experience in language education in the UK. He worked from 2007 - 2017 in the Middle Eastern Studies Department, the University of Manchester. Before that, he had worked at different institutions in the UK and Jordan. His academic interests include language for academic and specific purposes (LAP/LSP), social learning theories - particularly the application of Cultural Historical Activity Theory (CHAT) to Second Language Acquisition and Learning (SLA/SLL) and multimodal discourse analysis and comparative rhetoric.

### **Dudley Reynolds**

Dr Dudley Reynolds is a past President of the TESOL International Association and a Teaching Professor of English at Carnegie Mellon University in Qatar where he teaches first-year writing. He is a frequent speaker at language teacher association conferences around the world. His primary research focuses on the development, assessment, and teaching of second language reading and writing.

### **Easton Phidd**

Easton Phidd is Team Lead for Post Foundation I, at QU FPDE. A Canadian with over 10 years experience in Asia and the Middle East, he has an MA TESOL from UCL London, England, with a specialization in English for Academic Purposes (EAP).

### **Elizabeth Zeidan**

Elizabeth Zeidan is the Head of Teaching and Learning for the English Modern Schools network. She has lived and worked in the Middle East for the past 10 years and feels like this is her home. Education and specifically education of bilingual learners is her passion.



### **Enita Barrett**

Dr Enita Elecia Barrett is a lecturer at QU FPDE and the Special Needs Committee Lead at the QU Foundation Program. She holds a Doctorate in Education- Education Leadership –TESOL/Special Education. She also holds two Master Degrees, - one (M. Ed) in Instructional leadership, and the other, Master of Education (M. Ed) in Secondary Education Advanced Studies in Teaching English to Speakers of Other Languages – TESOL , all from the University of North Florida, Jacksonville, Fl. USA. Her current research interest is special education in academic environments, especially in tertiary institution.

### **Ersoy Ucar**

Ersoy Ucar is currently an English teacher at the Polyglot Institute Oman. He has a BA in 'English Language and Teaching', and holds three MA degrees in 'English Language and Teaching', 'Applied/Clinical Psychology', and 'Educational Management and Supervision'.

### **Fajer Al-Rashed**

Al-Rashed is a published researcher and senior English language instructor in the English Department at the Australian College of Kuwait. She has a Bachelor's degree in English Language and Literature, and a Master's degree in Comparative Literature and Cultural Studies.

### **Fannie Daou**

Fannie Daou is an experienced teacher with a strong interest in digital education. Since 2007, she has been working as an academic consultant and teacher trainer for Express Publishing, delivering seminars and workshops at various events and conferences worldwide.

### **Fatima Salem**

Fatima Salem is currently working as an English language Specialist at Ministry of Education & Higher Education with 15 years of experience in the field of education.

### **Fatma Alyan**

Fatma Alyan graduated from Ain-Shams University in Egypt and earned her MA in TEFL from the American University in Cairo in 1992. She is currently teaching English at Qatar University.

### **Fatma Jalalah**

Dr. Fatma Abu Jalalah has a PhD in ELT from Durham University, UK. She has taught various courses in EFL, ESL and ESP in the Foundation Program -Qatar University, Qatar Petroleum and other educational sectors and given workshops locally.

### **Giovanni Espinal**

Giovanni Espinal has been an ESL/EFL instructor for over 20 years. He obtained his MATESOL from the University of Central Florida. In the last five years, he has been part of the Foundation Program at Qatar University where he has taught in all levels within the program.

### **Glenn Tucker**

Glenn Tucker is an EFL instructor at Qatar University in the Foundation Program in Doha, Qatar. He is a M.A. TESOL graduate and research interests include technology and gender textbook analysis.

### **Hala Ismail**

Hala Emam –A graduate of "The Simultaneous Interpretation of English", Al Azhar University, Egypt. Acquired an experience of 8 years in teaching, both primary and secondary grades both in Qatar and Egypt. Microsoft Innovator Educator Expert (2019-2020).

### **Iryna Lenchuk**

Dr Iryna Lenchuk is an Assistant Professor at Dhofar University, Oman. She holds a PhD degree in Linguistics and Applied Linguistics, York University, Canada. Her research interests are in the areas of pedagogy and methodology of second and foreign language learning.

### **Jamel Eddine Al Akremi**

Jamel Eddine Al Akremi is an English language lecturer with more than 23 years of experience in the field of English language teaching and training. He is currently working as a lecturer at Salalah College of Technology, Sultanate of Oman. Jamel holds a master degree in TESOL from Sunderland University, United Kingdom, and a CELTA certificate. His fields of interest encompass research methods in teaching, assessment and curriculum design.

### **Jency George**

Mr. Jency George is a teacher cum teacher trainer, psychologist, parent counsellor and an educationist. He is at present working in M.E.S.Indian School. He has completed his M.A (English); M.Phil (English); M.Ed; M.Phil (Education); M.B.A (Education Management); M.Sc (Psychology) and P.G. in Parent Counselling.

### **Jerry Brewington**

Jerry Brewington is a Lecturer in the Foundation Program of Qatar University. He received his MA in TESOL from California State University.

### **Jessica Westbrook**

Jessica Westbrook is currently the Lead of Program Administration for the Foundation Program Department of English. She has been working at Qatar University for the last 4.5 years, which is an inclusive university. Her role as leadership within the department and as an instructor of a variety of special needs in the classroom context has made her a passionate advocate for inclusive education. Her interests include educational technology, curriculum development, and differentiated learning techniques.

### **John Allan**

John Allan is a teacher, teacher trainer, author, blogger and an instructional developer with experience in the U.S., Canada, the U.A.E and Qatar. His focus on applications of education technologies has resulted a wide variety of training materials and in class learning opportunities. He is a frequent presenter at educational conferences, webinars and workshops.

### **Justin Kernot**

Justin has been involved in English Language Teaching management and teacher training throughout his career. He founded TEFL Qatar in 2017 and is currently working at the Community College of Qatar as a lecturer for the English Language Centre.

### **Karima Ben Abbes**

Dr Karima Ben Abbes has a PhD in Applied Linguistics (University of Essex, UK) and is currently a lecturer of English at the FPDE. In the past, she worked as a Graduate Teaching Assistant (GTA) of Linguistics at the University of Essex (2010-2012) and worked as a Lecturer of English and Linguistics at the Faculty of Arts, Sousse, Tunisia (2012-2017).

### **Karla Krause**

Karla Krause is ESL Specialist in English Language Programs at Winona State University in Winona, Minnesota, United States. Karla earned her M.A. in TESOL from Saint Cloud State University in Minnesota. She has experience teaching in intensive English programs, teacher-training, and teaching English as a Foreign Language abroad in Ukraine, China, and Kazakhstan. Her interests include vocabulary acquisition, writing across the curriculum, and learning strategies.

### **Kashif Raza**

Mr. Kashif Raza is a lecturer in English in the Foundation Program, Qatar University. His research interests include language policy and planning, expectations and perceptions, SLW and teacher corrective feedback. Mr. Kashif has presented at various international and regional conferences including International TESOL, TESOL Arabia, Oklahoma TESOL and Qatar TESOL.

### **Kirankumar Ramachandran**

Kirankumar studied English and Comparative Education at the Universities of Madras and Oxford. He has been involved in course development, teaching and educational research in India, the UK, Oman and Qatar. He is currently with the Police Training Institute Qatar.

### **Mansoor Al-Surmi**

Dr Mansoor Al-Surmi is an English lecturer at Qatar University and is a published author in TESOL Quarterly and System. His research interests include investigating theoretical and practical issues in the areas of corpus linguistics, academic writing, and second language acquisition.

### **Marla Becking**

Marla Becking has been an instructor at the College of the North Atlantic-Qatar since 2006. She is DELTA-qualified, and holds an MA in English Literature from the University of New Brunswick, in Fredericton, Canada, and an MA TESOL from SIT Graduate Institute in Vermont, U.S.A.

### **Mastoor Al Kaboody**

Mastoor Al Kaboody is a Professor of TESOL at the Community College of Qatar. He is interested in instructed second language acquisition, corpus linguistics, second language writing, assessment, learning engagement, and research methods.

### **Mehdi Riazi**

Mehdi Riazi is professor of Applied Linguistics in the Department of Linguistics, Macquarie University in Australia. He convenes and lectures on two postgraduate courses: Research Methods and Language Assessment. He also supervises masters and doctoral theses. His areas of interest include second language writing, test validation, and research methodology.

### **Mick King**

Dr Mick King is Chair of the English Language Center at the Community College of Qatar. His regional research dissemination has been thematically eclectic and his current interest is in stoicism and resilience in TESOL.

### **Mohammad Manasreh**

Dr Mohammad Manasreh has a PhD in Applied Linguistics from the University of Warwick and a Master's in TESOL from the University of Exeter in the UK. He is currently the Head of the English Language Department in the Foundation Program at Qatar University. He has worked as a teacher, teacher trainer and school supervisor prior to his current job. Manasreh has several publications and has presented at a number of international conferences.

### **Mohammed Aladawy**

Mr Mohammed Aladawy is a Qatar Ministry of Education high school EFL teacher with 29 years' experience in the Arabian Gulf and Egypt, where he has delivered numerous conference sessions and training workshops.

### **Mouza Almannaï**

An English Supervisor who is currently working at the Educational Supervision Office of the Ministry of Education & Higher Education. Mouza has 11 years of practical experience in training, development and mentoring and holds a Certified Trainer Certificate from the Qatar Academy of Finance and Business.

### **Muhammad Din**

I am PhD Scholar at Islamia University Bahawalpur, Pakistan and have been in Birmingham University, UK in 2017 & 2018 for my Doctoral Research in Critical Thinking. I have participated in international conferences held in Dubai, Japan and UK.

### **Muhammed Syed**

Muhammad Syed has been at Qatar University for 10 years completing 9.5 years of teaching PF writing courses. He served as a Post Foundation Facilitator for 3 years and is currently a Course Lead for Post 2

### **Nafiye Aktekin**

Dr Nafiye Cigdem Aktekin is a graduate of Hacettepe University, Translation and Interpretation Department. She obtained her MA in TEFL from Bilkent University with a Fulbright Scholarship. She holds a PhD degree in the field of English Language Teaching, and she is currently the director of the Foreign Languages Department, Academic English Program at Acibadem University.

### **Naglaa Mazeed**

English supervisor at the Ministry of Education & Higher Education, and has a long experience of teaching English as a second language.

### **Naima Sarfraz**

Naima has been involved in English language teaching for over 10 years. She is currently a Course Lead for Writing Workshop and an English lecturer in QU's Foundation Program. She is interested in how students learn and the cognitive processes involved in second-language acquisition



### **Nara Avtandilyan**

Nara Avtandilyan is a Lecturer at the Community College of Qatar. She is a seasoned educator with over 20 years' experience at tertiary-level education. Nara has presented various research papers and practical workshops in local and international conferences. She served as TESOL Kuwait Program Chair.

### **Nathaniel Lotze**

Nathaniel Lotze is a lecturer of English at Dhofar University in Salalah, Oman. On the side, he is also researching the poetic traditions of Mahri, an indigenous language of Dhofar.

### **Nimeh Zaytoun**

Nimeh has 14 years of experience in the field of education, and is an instructional leader and an English supervisor who is currently working at the Educational Supervision Office, Ministry of Education & Higher Education.

### **Oksana Kharlay**

Dr Oksana Kharlay is an Assistant professor in the Community College of Qatar. She has PhD in General Linguistics, TESOL and Delta qualifications. Oksana worked in the universities in Macao, China and Ukraine.

### **Orkun Canbay**

Dr Mehmet Orkun Canbay has been working in the field of ELT since 1995. He completed his PhD on Psycholinguistic Aspects of Writing. His dissertation was supported by Lumosity and EU Cost Action Program. He is currently working at Qatar University as a Lecturer of English.

### **Patti Tatum**

Samira MOUSSAOUI, PhD. in educational psychology and English language teaching, is a university lecturer, in Algeria, with more than ten years of teaching experience. Her research interests cover English language teaching, educational psychology, introspective research, and academic writing and reading.

### **Peter De Costa**

Dr Peter De Costa is an associate professor in the Department of Linguistics, Germanic, Slavic, Asian and African Languages at Michigan State University (MSU). He is part of the core faculty within the Second Language Studies Ph.D. Program and the Master of Arts in TESOL Program. Peter's primary area of research is the role of identity and ideology in second language acquisition (SLA). He researches other issues in educational linguistics, including English as a lingua franca, critical classroom discourse analysis, and culturally relevant pedagogy. Much of his current work focuses on conducting ethical applied linguistic research as well as language teacher and learner emotions.

### **Rachel Finnie**

Over 25 years' experience in the world of ELT, as an author, an editor, a project manager and a publisher. Extensive experience of creating and developing both print and digital content and presenting training and Professional Development seminars.

### **Raeesa Ali**

Raeesa has 18 years of experience in the field of Education as a teacher, coordinator, accredited trainer, and supervisor. She is an Educational Supervisor in the Ministry of Education & Higher Education.

### **Randy Briones**

Roy Randy Briones is a Lecturer at the Foundation Program Department of English. He currently serves as the Course Co-Lead of the Writing Workshops. He has taught extensively in Saudi Arabia and the Philippines.

### **Rouba Saba**

Rouba has 16 years of experience in the field of education, and is a trainer and an English supervisor who is currently working at the Educational Supervision Office, Ministry of Education & Higher Education.

### **Ryan Brendzy**

Ryan Brendzy is an EFL faculty member at Qatar University in the Foundation Program. He is a M.Ed. graduate from the University of British Columbia and M.A. TESOL graduate from Trinity Western University, British Columbia, Canada.

### **Sabah Sabbah**

Dr Sabah Sabbah holds a PhD in English Language Curriculum and Instruction. She published research and books. She presented at educational and TESOL conferences: Qatar, Dubai, Anaheim, Las Vegas, Lisbon, Colombo, Kuala Lumpur and TESOL International 2019.

### **Samira Moussaoui**

Dr Samira Moussaoui has a PhD in Educational Psychology and English language teaching, and is a university lecturer, in Algeria, with more than ten years of teaching experience. Her research interests cover English language teaching, educational psychology, introspective research, and academic writing and reading.

### **Sammani Abdullahi**

Dr Sammani earned first (1st Class honors) and second degree in Mathematics from Bayero University Kano in 1990 and 1996 respectively. He obtained a PhD in Computing from the University of Leeds (UK) in 2003. He has approximately 28 years' experience of teaching mathematics in various continents, which include Africa, Europe, Australasia and Middle East at university levels.

### **Sanjeev Kumar**

Working in Educational sector for 25 years as Researcher/Lecturer of Economics and Education. At present Principal, Rajagiri Public School, Doha Published articles on Education and Culture in Deccan Chronicle, Gulf Today, Tourism India.

### **Sara Hillman**

Dr Sara Hillman is an Assistant Professor of English in the Liberal Arts Program at Texas A&M University at Qatar. Her research interests include language learner identities; language policies and practices; transnational education; translingual practices; heritage language learners; and World Englishes.

### **Sarah Campion**

Sarah Campion has been teaching at Qatar University for six years, three of which she was Course Lead for one of the largest courses in the Embedded Program, which meant overseeing a significant number of student cases which required specialized accommodations in the classroom or during exams. Through her position, as well as her own classroom experiences, Sarah gained first-hand knowledge of the challenges faced by students with special needs and the teachers meant to teach them. This topic is of a particular interest to Sarah as her son was diagnosed with a "hidden special need" in 2017.

### **Shaikha Al Remailhi**

Ms Shaikha Saif Al-remainhi is the Head of English Department / Educational supervision office at the Ministry of Education & Higher Education, Qatar. She has been the Head of the English Language Resources Review Team for the last 2 years. Ms Shaikha leads a team of supervisors to provide supports for all public schools teachers and coordinators. She also coordinates with other partners to provide professional development opportunities for teachers and students.

### **Shamsa Rushaidi**

Shamsa has been teaching English for 25 years. She has worked as an English teacher in Omani schools and moved to be a teacher trainer for 5 years. She joined the higher education in 2009 and worked as the Head of English Department in College of Applied Sciences for two years. Her work experience was entirely in the Omani context. She holds an MA in TESOL from University of Leeds in UK.

### **Shariffah Azzaam**

Shariffah Azzaam is a Board Certified Behavior Analyst for Qatar Foundation Schools. Originally from Philadelphia PA, USA where she studied Educational Psychology and Neuroscience at Temple University. She received her Masters of Education in Special Education from Arcadia University and completed her studies in Applied Behavioral Analysis at Florida Institute of Technology. She has 19 years of experience working with students with Special needs.

### **Tammy Brians**

Tammy Brians is ESL Specialist in English Language Programs at Winona State University, in Winona, Minnesota, United States. Tammy earned her M.A. in TESOL from Winona State University. She has experience teaching in intensive English programs, teacher training, and teaching in the English as a Foreign Language setting in China. Her interests include materials development and the role of personalities in language learning.

### **Tareq Boudjadar**

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### **Tasneem Hasan**

Tasneem Hasan is currently an English language instructor at the Australian College of Kuwait. She previously taught in Kuwait University and the Arab Open University. She holds a bachelor's degree in English Language and Literature, and a master's degree in Comparative Literature and Cultural Studies.

### **Walaa Kshanh**

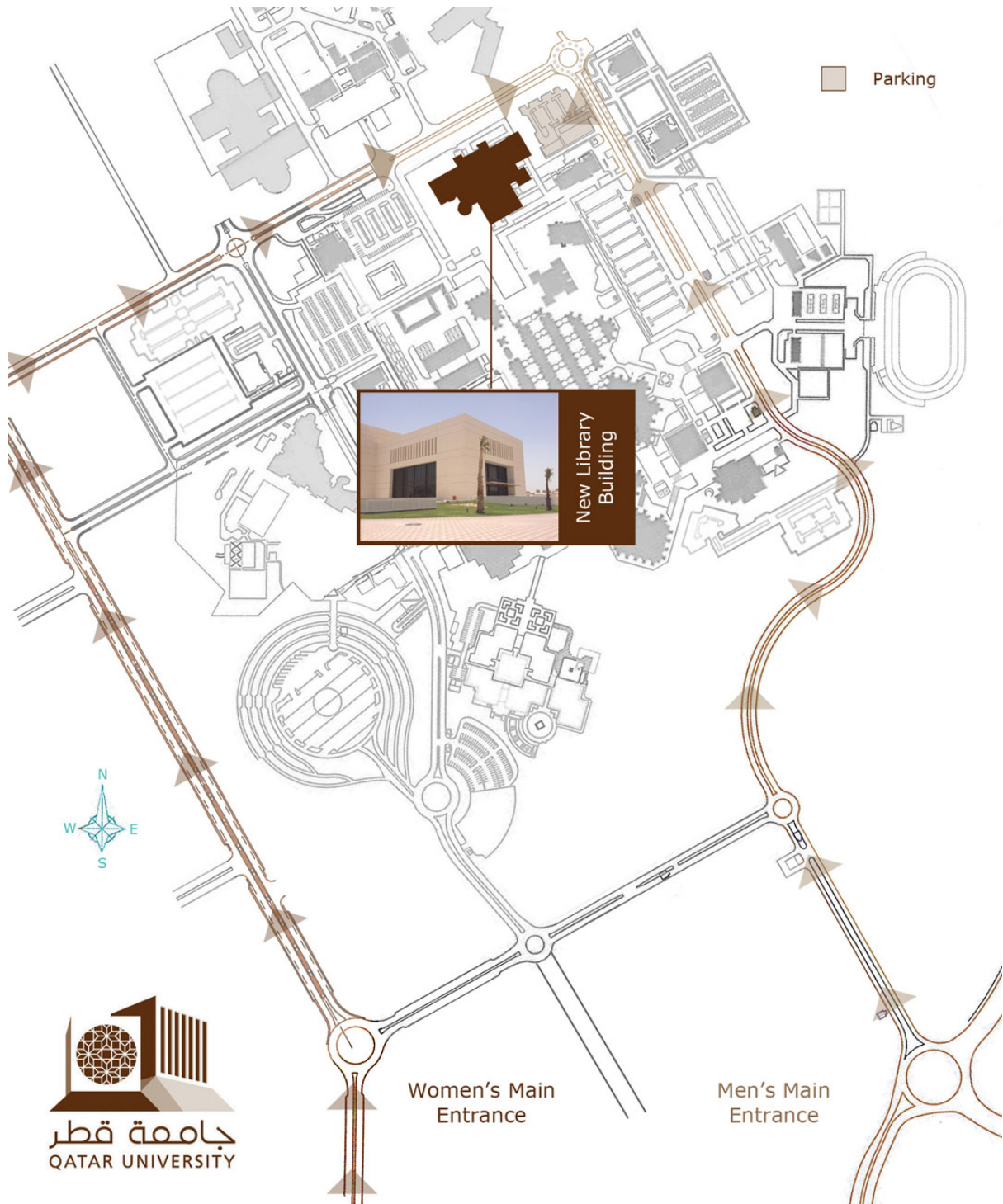
Walaa is a Certified Cambridge and Oxford Trainer, Debate Coach and Judge, MIE Microsoft Expert. TEFL member. Highly capable professional English Teacher and Trainer with a focus on student learning and engagement. Experienced Teacher and Trainer with 16 years in both governmental and international schools. Exceptional knowledge of delivering instruction with technology and empowering students to use valuable resources.

### **Wedad Maatouk**

Wedad Khaled Maatouk is an English Teaching Assistant in the Foundation Department at Qatar University. She earned her Master's in TESOL from Madonna University and her Bachelor in Science from Spring Arbor University USA. She has 13 years at Dearborn Public Schools and 2 years lecturer at Henry Ford College.

### **Zohreh Eslami**

Dr Zohreh R. Eslami is a Professor at Texas A&M University and currently serves as the Program Chair for the Liberal Arts at Texas A&M University at Qatar. She has published more than 100 journal articles in journals such as *Intercultural pragmatics*, *ELT Journal*, *Modern Language Journal*, *System*, *Journal of Pragmatics*, *Journal of Asian Pacific Communication*, and *Bilingual Education Journal*. Her research interests include discourse analysis, instructional and intercultural pragmatics, cyber-pragmatics, linguistic politeness, L2 literacy development, L2 literacy in content areas, and task-based language teaching and technology.





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