

TESOL Conference in Qatar Putting Research Into Practice

PROGRAM BOOK

Qatar National Convention Centre

October 1-3, 2011

Doha, Qatar



tesol

international
association

Saturday, 1 October

08:00–16:00 **Registration Open - LEVEL 1**

09:00–12:00 **Preconference Workshops**

ROOM 104 Teaching Multiple Aspects of Writing: Modeling and Assessing

Workshop Leader: Alister Cumming

This workshop proposes that writing instruction in second or foreign languages fundamentally involves two functions—modeling and assessing—about multiple aspects of writing. Participants distinguish and analyze some of the multiple aspects of writing (e.g., text genres, processes of composing, expression of personal identity, and sociocultural actions), then they examine and develop particular approaches for modeling these various aspects pedagogically (e.g., through text analysis, scaffolding, peer collaboration, and community building) and for assessing them (e.g., for purposes of establishing proficiency, to inform teaching and learning, for improving successive written drafts, and for documenting long-term achievements) for diverse student populations (i.e., children, adolescents, and adults in various cultural contexts). The workshop reviews relevant research studies and address fundamental theoretical issues but focuses on participants developing and analyzing their teaching and assessment practices.

Alister Cumming is professor and head of the Centre for Research on Languages and Literacies (CERLL, formerly the Modern Language Centre) at the Ontario Institute for Studies in Education, University of Toronto. His research and teaching focus on writing in second languages, literacy and assessment in classroom and formal testing contexts, and curriculum evaluation, particularly of programs for English as a second or foreign language. Alister has published extensively on these topics and has conducted various research and evaluation projects in Canada and internationally. He currently serves as executive director for the journal *Language Learning* and as chair of the TOEFL Committee of Examiners at Educational Testing Service. His most recent books are *Goals for Academic Writing* and *A Synthesis of Research on Second Language Writing in English* (with Ilona Leki and Tony Silva).

ROOM 105 Teaching and Learning Vocabulary

Workshop Leader: Norbert Schmitt

Second language learners need to acquire a large vocabulary in order to use English well. This workshop focuses on the types of vocabulary knowledge learners need to possess and how teachers can best facilitate that knowledge. Topics include

- the size of vocabulary which is needed to function in English
- the types of word knowledge necessary to understand and produce English
- the ways in which vocabulary learning is incremental
- consolidation and how this might be achieved
- enhancement of partial knowledge
- phrasal vocabulary and what implications this vocabulary has for pedagogy
- the role of memory in vocabulary learning (and forgetting) processes

Participants leave the workshop with an enhanced understanding of

- the nature of English vocabulary
- reasonable vocabulary learning targets for their students
- how vocabulary is acquired
- a range of vocabulary teaching techniques

Norbert Schmitt is professor of applied linguistics at the University of Nottingham. He has written extensively on second language vocabulary issues (six books and more than 50 journal articles) and frequently lectures at international conferences and seminars. He is interested in all aspects of vocabulary, particularly formulaic language, the role of vocabulary in reading and listening, explicit versus implicit vocabulary knowledge, and vocabulary pedagogy. His most recent publications include his book on vocabulary research methodology *Researching Vocabulary*, and two new student textbooks *Focus on Vocabulary 1* and *2*.

ROOM 102 **Research and Practice in the Teaching and Learning of English for Specific Purposes**

Workshop Leader: Brian Paltridge

This workshop focuses on connections between research and practice in the teaching and learning of English for specific purposes (ESP). The workshop commences with an overview of current issues in the teaching of English for specific purposes. It then presents a summary of current research directions in this area, including genre and corpus studies in ESP research and research into the use of English as a lingua franca in ESP settings. Other topics include advanced academic literacies research, ESP and identity, and the insights that ethnographic studies can provide into the teaching and learning of English for specific purposes.

Participants

- identify aspects of ESP research that are relevant to their own professional practice
- develop strategies for applying this research in their professional settings

Brian Paltridge is professor of TESOL at the University of Sydney. His recent publications include *Thesis and Dissertation Writing in a Second Language* (with Sue Starfield), with his TESOL colleagues at the University of Sydney, *Teaching Academic Writing*, and an edited volume titled *Companion to Research Methods in Applied Linguistics* (with Aek Phakiti). His forthcoming books include *New Directions in ESP Research*, edited with Diane Belcher and Ann Johns, and, with Ken Hyland, an edited volume titled *Continuum Companion to Discourse Analysis*. With Sue Starfield, he is editor of the journal *English for Specific Purposes* and the forthcoming *Handbook of English for Specific Purposes*.

ROOM 106 **Teaching Young Learners**

Workshop Leader: Annamaria Pinter

This workshop focuses on ways in which communication tasks can be used to foster independent and autonomous learning in children's L2 classrooms. The theoretical background covers cognitive, metacognitive, memory-related, and social developmental patterns in childhood to inform decisions about task design. Definitions and practical implementations of independent and autonomous learning are also discussed. Participants have opportunities to experience working with tasks and reflect on them in groups.

Participants

- revisit and reflect on their understanding of autonomous learning for younger learners in different contexts
- revisit and reflect on their understanding of patterns of development in childhood relevant to L2 learning
- gain hands-on experience practicing with communication tasks
- design their own context-appropriate tasks

Annamaria Pinter is associate professor of ELT/applied linguistics at the University of Warwick. Her research interests include all aspects of child second language acquisition and pedagogy, task-based learning, and language teacher education and development. She has published widely and given talks at international conferences on these topics. Her recent publications include the internationally well-known handbook for primary school language teachers *Teaching Young Language Learners*, and *Children Learning Second Languages*.

ROOM 103 Teaching and Learning L2 Reading

Workshop Leader: Bill Grabe

L2 reading is a complex language skill that all academically oriented students need to master. Teachers are sometimes unsure of how to draw together the various ideas and instructional resources into a more personal coherent framework for teaching reading. The purpose of this workshop is to introduce a large number of practical suggestions for teaching reading that are both effective for learning and supported by research. These suggestions cover a range of reading skills and knowledge bases that are very important for reading comprehension abilities, including vocabulary learning, main-idea comprehension, reading strategies, fluency, discourse awareness, and motivation. The suggestions are drawn from a larger curricular framework that represents a useful translation of research implications to teaching applications. Participants are asked to do several tasks to understand better how these ideas work as part of reading instruction and to experience how these tasks support students' reading skills development.

Participants

- understand the major component skills and knowledge bases that contribute to reading comprehension.
- practice and discuss at least 10 instructional activities

William Grabe is Regents Professor of Applied Linguistics in the English Department at Northern Arizona University, where he teaches in the master of arts in TESOL and doctorate in applied linguistics programs. He is interested in reading, writing, literacy, written discourse analysis, and content-based L2 instruction. His most recent book is *Teaching and Researching Reading* (with F. Stoller, 2nd edition in 2011). He has also authored *Reading in a Second Language: Moving From Theory to Practice*, co-authored *Theory and Practice of Writing* (with R..B. Kaplan), and co-edited *Directions in Applied Linguistics*. He has also served as editor of the *Annual Review of Applied Linguistics* (1990–2000) and he is a past President of the American Association for Applied Linguistics (AAAL, 2001–2002). He received the 2005 Distinguished Scholarship and Service Award from AAAL.

ROOM 101 A Sociocultural Approach to Teaching Languages and Literacies for Adolescents

Workshop Leader: Maggie Hawkins

A sociocultural approach to language teaching and learning situates language and literacy use in their social and cultural contexts. Language, always used by and between people for the purpose of meaning-making, is not a stable set of vocabulary and structures, but rather includes diverse repertoires of forms and features that can be put together with other things in multiple ways to make specific meanings. Literacies, likewise, are more than encoding and decoding print but include all the ways in which people engage with texts (both print and nonprint). A sociocultural approach recognizes and identifies repertoires of languages and literacies in and out of school and leverages them for classroom learning and teaching. It also, through a view of learning as scaffolded participation in joint tasks and activities, helps us envision the appropriate design of classrooms, curriculum, and pedagogy. In this workshop participants explore

- situated languages and literacies
- culturally and linguistically responsive teaching
- designs of classrooms as learning spaces
- participation patterns used in instruction
- building on students' knowledge and experiences
- connections between home and school

Margaret Hawkins is a professor in the Department of Curriculum and Instruction at the University of Wisconsin–Madison. Her primary research interest, dedicated to promoting equity for all learners, is in languages and literacies in and out of school, including classroom, home, and community-based settings. Her published work examines classroom ecologies, families and schools, and language teacher education. Current projects focus on global digital partnerships for youth, education in Uganda, and nongateway districts' responses to new immigrant and refugee populations. She has published widely and serves as the Chair of the TESOL Research Standing Committee as well as on multiple organizational and editorial boards.

13:30–15:15 **Opening Ceremony and Plenary Session Panel Discussion**

AUDITORIUM Welcome

**3
LEVEL 2**

- **Dr. Christine Coombe, TESOL International Association, President**
- **Dr. Abdelali Haoudi, Qatar Foundation Vice-President for Research**

Introduction

- **Mr. Nic Humphries, Director English, Middle East and North Africa, British Council -TESOL Conference in Qatar University Partner and Plenary Sponsor**

What Are the Issues in Putting Research Into Practice in Your Area of Research?

Featured Speakers: Alister Cumming, University of Toronto; Norbert Schmitt, University of Nottingham; and Annamaria Pinter, University of Warwick

15:30–16:15 **Concurrent Sessions**

ROOM 101 Developing Self-Regulated Distance Language Learners: A Model for Course Design

Presenter: Maureen Andrade, Utah Valley University

Success in distance language learning requires self-regulation, or the ability to control the factors that affect learning. The presenter introduces a model of self-regulated distance learning, and reports on a study that examined the degree to which the features of the model helped learners increase their self-regulation and language proficiency.

ROOM 102 The Effectiveness of a Task-Based Learning Strategy on Developing Primary Students' Reading Comprehension and Writing Skills in Light of the Multiple Intelligences Theory

Presenter: Manal Kabesh, National Center For Educational Research and Development

Reading and writing are two skills that mirror each other, and they ought to be taught in such a way as to complement each other. Literature is a powerful vehicle for integrating reading and writing through using various tasks involving the different learning styles. Multiple intelligences theory and task-based learning shows that students learn best about a domain when they experience that domain through the mirror of different intelligences. Hence, all students are smart if only they are taught more effectively in ways that involve different intelligences.

ROOM 103 Attending to the Task: What Teachers Focus on When They Critique Tasks for Classroom Use

Presenter: Virginia Samuda, Lancaster University

This session reports how 18 practitioners with varying amounts of professional experience critiqued 12 commonly used classroom tasks. Findings show differences in what participants singled out for critical comment, and in how they articulated and elaborated their comments. Implications for pedagogically grounded task research and for teacher education are discussed.

ROOM 104 Teachers' Uses of the Target (L2) and First Language (L1) in Foreign Language Classrooms: Effective Use of L1 to Teach L2

Presenter: Zohreh Eslami, Texas A&M University

Based on research findings, the premise that students' L1 should not be used when teaching L2 is challenged. Effective use of L1 for teaching L2 by a highly competent Qatari nonnative-English-speaking teacher is presented to show the facilitative effects of using L1 for teaching L2.

ROOM 105 Cooperative Development or the Art of Teacher Maintenance

Presenter: Magdalena Rostron, Qatar Foundation

The session considers the idea of teaching as learning, through teacher training, education, and development. It focuses on cooperative development as one of the most accessible, effective, and sustainable forms of professional support and improvement.

ROOM 106 Let Me Tell You a Story: The Folktales and Fables Factor

Presenter: Maggie Mieske, Qatar University Foundation Program

Since storytelling is such a strong oral tradition in Arab culture, can reading stories aloud to school children motivate Arab university students to read and achieve more academically? This presentation reports on action research that incorporates reading aloud and service learning, the methods and materials used, and the remarkable results.

16:30–18:30 **Opening Reception Sponsored by Carnegie Mellon University Qatar**
EAST FOYER
LEVEL 1

Sunday, 2 October

08:00–08:45 **Networking and Exhibits**
EAST FOYER
LEVEL 1

09:00–10:00 **Plenary Session**
AUDITORIUM
3
LEVEL 2

The Good Language Learner: What We Have Learned From Research About Attitude and Motivation
Introduction
Dudley Reynolds, Carnegie Mellon University Qatar and TESOL International Association Board of Directors

Featured Speaker: Kassim Ali Shaaban,
Second language acquisition research has shown that language learners vary considerably in the rate of success in acquiring a new language, in the frequency and type of learning strategies they use, and in their motivation for acquiring a new language. This presentation begins with a brief overview of the research and factors that contribute to successful language learning experiences. It then focuses on the role of attitude and motivation in learning English as a second language and highlights research conducted on Middle Eastern students. The presentation emphasizes two main points: First, different students have different motives for learning English: Their perceptions and beliefs about language learning differ; their expectations and efforts vary; and their engagement in their learning is not uniform. Second, learners' attitudes toward the second language are not constant; they may change depending on sociocultural and contextual educational changes.

Kassim A. Shaaban is professor of applied linguistics in the English Department at the American University of Beirut. His ESL experience includes teaching, research, teacher training, program design, curriculum development, and assessment. His research interests cover a wide range of topics: language policies in education; attitudes and motivation; assessment; and cooperative learning in ESL. He has published numerous articles in international journals and given conference presentations worldwide on these topics. His current focus in research is on the policies of foreign language education in the Arab world.

10:00–10:30 **Morning Tea, Networking, and Exhibits**
EAST FOYER
LEVEL 1

10:30–11:15 **Concurrent Sessions**
ROOM G02 **Teaching Science Through English: Where Is the Synergy?**

Presenter: Christopher Morrow, United Arab Emirates University

Teaching elementary science using English as the medium of instruction is a popular practice that can lead to weak science and weak English. The presenter analyzed videotapes of 18 science lessons and found that teachers missed many opportunities to develop English more deliberately and deepen students' understanding of scientific processes.

ROOM 102 **The Online Class as Arena of Activity: Sociocultural Principles and Course Design**

Presenter: Deryn Verity, Osaka Jogakuin College

Online instruction can seem to contradict everything responsive teaching stands for. One online MATESOL second language acquisition class, explicitly designed along sociocultural lines, provides evidence to the contrary. The study found similar levels of professional satisfaction, collaborative interaction between students and instructors, and reflective insight as compared to those experienced in traditional contexts.

ROOM 104 **Assessing English Language Placement Tests for Use in Qatari Postsecondary Institutions**

Presenters: Virginia Christopher, University of Calgary–Qatar; Karen Brooke, University of Calgary–Qatar; Brad Johnson, University of Calgary–Qatar

Using English language placement tests that are appropriate for both Institutional and cultural contexts is essential to effective teaching and learning. This session presents a study designed to develop a rubric appropriate for the Arabian Gulf cultural context to assist the area's postsecondary institutions in selecting suitable placement tests.

ROOM 105 **Highways Through the Motivational Desert: What Drives the Saudi Learner?**

Presenters: Yusuf Torofdar, Dar Al Uloom University; Dennis Love, Dar Al Uloom University

Saudi learners have a distinct religious, cultural, and socioeconomic background. Contemporary theorists argue that success in language acquisition greatly depends on the learner's orientation toward the target culture. This session presents a comprehensive study of Saudi students who are studying English in a higher educational institute, and it explores the motivational profiles of the different learner types.

ROOM 106 **Tracking College Writing Development: Complexities, Strategies, and Accomplishments of Good Language Learners**

Presenter: Silvia Pessoa, Carnegie Mellon University in Qatar

Based on a 4-year longitudinal study of college literacy development, this presentation reports on the writing development of multilingual students identified as good language learners. The presentation highlights the linguistic elements that reveal how student writing has developed during a 2-year period and the strategies students used.

10:30–12:00

ROOM 103 **Submitting Your Research to an Academic Journal: What Are Editors Looking For?**

Presenters: Alan Weber, Weill Cornell Medical College in Qatar; David Palfreyman, Zayed University; Christopher Leonard, Editorial Director, Bloomsbury Foundation Journals

Two regional journal editors and the director of Bloomsbury Qatar Foundation Journals each give 10-minute presentations on how and what to submit to academic journals accepting TESOL-related research. The panelists also discuss framing research questions in the Gulf, preparing manuscripts, and approaching editors. The session concludes with a question period.

11:20–11:40

Concurrent Sessions

ROOM G02 **STEL: Professional Development for Teachers of English Language Learners**

Presenter: Louise Wilkinson, Syracuse University

How prepared are prospective teachers to understand and meet the needs and challenges of English learning students? The presenter shares insights from participation in an innovative multiyear national faculty development program. The goal of STEL is to improve the effectiveness of K–12 teacher education programs, preparing prospective teachers for linguistically diverse classrooms.

ROOM 102 **Preparing Students for Core Reading and Writing Competencies: An Analysis of ESL Textbooks**

Presenter: Margi Wald, University of California, Berkeley

This session highlights core reading and writing competencies expected of students entering U.S. higher education programs as well as selected lexical and grammatical features of professional academic texts. It then presents an analysis of advanced-level ESL textbooks, comparing task types and foci to the competencies and features noted in current research.

11:20–12:05

Concurrent Sessions

ROOM 104 **Not All Error Types Are Equal: Treating the Untreatable in Second Language Writing**

Presenter: Diane Schmitt, Nottingham Trent University

This session applies insights from research on error correction in second language writing to instructional practice. Previous findings have categorized vocabulary-related errors as untreatable. However, this session offers tools that enable writing teachers to provide feedback that both treats immediate vocabulary errors and offers scope for long-term lexical development.

ROOM 105 **Home Literacy and Agency: An Ethnographic Approach to Studying the Home Literacy Practices of Six Multilingual Children in Qatar**

Presenter: Misti Savage-Shepherd, Qatar Academy

Researching home literacy practices of multilingual students may lead teachers to see new insights into the range of literacy abilities their students have instead of viewing them from an English-only perspective. This session reviews the results found from six different ethnographic case studies and the patterns found across them.

ROOM 106 - Learning L2 Words With Pictures: The Role of Individual Differences in Processing Word Meanings and Forms

Presenter: Derek Theriault, College of the North Atlantic–Qatar

The presenter examines how individual differences in memory and attention influenced the effectiveness of using pictures to teach L2 vocabulary to beginners. Using pictures appears to be an efficient way to commit words to memory, and differences in memory and attention are associated with learners' success in this task.

11:45–12:05

Concurrent Sessions

ROOM G02

The Focus of Online Peer Feedback and Its Impact on Saudi Female EFL Students' Writing

Presenter: Reem Aloud, Imam Muhammad Ibn Saud Islamic University

This session reports on a study that explored the focus of online peer feedback and its impact on writing. The findings reveal that the participants' feedback focused on form rather than content and organization and that most of the incorporated feedback focuses on form. The participants eventually obtained the highest scores on form.

ROOM 102

Implementation of Vocabulary Learning Strategies from a Dynamic Systems Theory Learning perspective

Presenter: Carlos Andres Rico Castillo, Universidad de los Andes

For decades, language researchers have investigated how second language (L2) vocabulary can be effectively learned; findings have supported the use of vocabulary learning strategies. This quantitative experiment shows that training students to use vocabulary learning strategies can significantly broaden L2 vocabulary.

12:15–13:30

Networking Lunch and Exhibits

EAST FOYER

Welcome

LEVEL 1

- **Mark Wolfersberger, Houghton Mifflin Harcourt**
- Global Partner and Luncheon sponsor

13:30–14 :15

Concurrent and Poster Sessions

ROOM G02

MI Theory and its implications in Language Instruction

Presenters: Azzeddine Bencherab, Mascara University; Abdelkarim Chami, University of Mascara
Gardner's theory on multiple intelligences (MI) has helped teachers and teaching materials designers gain a deeper understanding of learners' profiles. This understanding lowers learners' anxiety as far as language learning is concerned and narrows the gap between teaching styles and learning styles. This paper discusses the implications of MI theory in teaching and ways to face classroom diversity.

ROOM 101

Poster Session

- **Teaching ESL Learners More Effective Academic Writing Skills and Knowledge**

Presenter: Cameron Richards, University of Technology Malaysia

- **Kick Starting Autonomy for Writing Proficiency Online**

Presenter: Carmen Denekamp, Qatar University, Qatar & Massey University

- **The Notions of Acceptability, Grammaticality, and Correctness in EFL**

Presenter: Mohamed Basil Al-Azzawi, University of Mosul

- **Researching Written Corrective Feedback**

Presenter: Sabina Ostrowska, Khalifa University; Claudia Kiburz, Khalifa University

- **Developing a More Effective Model of Academic English: The Design of Intensive Courses for Postgraduate Researchers and Other ESL Higher Education Students**

Presenter: Khairi Alzubaidi, Universiti Teknologi Malaysia

Concurrent Sessions

ROOM 102

Arab Medical Students Develop Their Autonomy and Agency in Learning English

Presenter: Diane Malcolm, Arabian Gulf University

In the context of reinterpreting the good language learner, this interview-based study of Gulf medical students describes how initial failure attributed to poor English proficiency motivated them to develop greater autonomy in their language learning in the process of establishing their future identity as globalized medical professionals.

ROOM 103 **Developing Effective Questionnaires for ELT Research**

Presenter: Christine Coombe, Dubai Men's College

People have responded to so many questionnaires and surveys over the course of their lives that when it comes time to develop one of their own for research purposes, they underestimate the knowledge and skills involved. In this presentation, participants learn how to develop effective questionnaires and surveys for ELT research.

ROOM 104 **Teacher Efficacy, Teacher Autonomy, and Perfectionism: Possible Relationships and Differences**

Presenters: Ramin Akbari, Tarbiat Modares University; Kobra Tavassoli, Tarbiat Modares University and Karaj Islamic Azad University

The literature on teacher education indicates that teacher efficacy, autonomy, and perfectionism are among the variables that affect teachers' classroom performance. The purpose of this study is to discover possible relationships among these variables and to document probable differences among them with respect to English teachers' gender, degree, and experience.

ROOM 105 **The Power of Literature within EFL Contexts**

Presenter: Suhair Al Alami, Al Ghurair University

This session offers thought-provoking suggestions on how literary texts can be utilized to promote students' communicative competence and enhance their critical thinking skills. The session is based on empirical research undertaken in the United Arab Emirates. The presenter makes recommendations in light of the study's findings.

ROOM 106 **Online Peer Collaboration: Teachers Supporting Each Other's Instructional Use of CBM Data**

Presenter: Rebecca Pierce, Qatar Academy

This session shares findings that explain how teachers provide support in a virtual environment. Online dyadic conversations, which focused on students' instructional needs, were analyzed for types of support. The study suggests that teachers offer both constructive support and solidarity, and that a lack of response reduces support.

14:20–14:40 **Concurrent Sessions**

ROOM 104 **Perceptions of the Good Language Teacher by University Students in Qatar**

Presenter: Robert Rogers, Qatar University

What are the qualities of an effective language teacher? Do the beliefs of university students in Qatar correspond to these qualities? This session examines the findings of a qualitative–quantitative study into the perceptions of the good language teacher by students enrolled in first-year writing courses at Qatar University.

ROOM 105 **Addressing Academic Access in Higher Education**

Presenter: Arlys van Wyk, University of the Free State

The failure of South African language in education policy to provide English language learners with the opportunity to gain cognitive academic language proficiency has posed a challenge for tertiary institutions. This session describes the problem and the response of one institution to these learners' needs.

14:20–15:05 **Concurrent Sessions**

ROOM G02 **Iranian EFL Students' Writing Strategies for Error Correction**

Presenter: Akbar Azizifar, Islamic Azad University

This study investigates Iranian EFL students' writing strategies at the revision stage of the process of writing in relation to students' interpersonal or intrapersonal intelligences. The results showed a significant relationship between the participants' writing revision strategies and their dominant MI profiles.

ROOM 102 Performance Assessment: Oral Presentations Versus Poster Sessions

Presenters: Amira Salama, Al-Azhar University; Yasmine Abdallah, Al-Azhar University

You can inspire optimum performance in speaking projects in your class: by turning speaking projects and critical thinking activities into learning celebrations where students enjoy learning while being assessed. This session presents the poster session approach applied in EFL classes. Let's authentically assess our students and celebrate learning.

ROOM 103 Life Coaching as Professional Development Influences Competencies

Presenter: Jane Hoelker, Qatar University English Foundation

Life coaching is increasingly employed as an approach to professional development in educational leadership programs in the United States and Qatar. This trend has arisen in response to the unfulfilled promise of training seminars to sustain changes. This strengths-based approach to performance improvement evolved out of adult learning theory and growth-fostering psychologies.

ROOM 106 Professional Development of Trainers through Reflective ePortfolios

Presenter: Salima AL-Sinani, Ministry of Education, Sultanate of Oman

This session explores how reflective ePortfolios have enhanced the professional development of Omani trainers. Trainers' perceptions of the reflective ePortfolio's role and usefulness in supporting their continuing professional development is explored. Examples of ePortfolios are analysed and practical issues related to their effective implementation are discussed.

14:45–15:05 Concurrent Sessions

ROOM 104 College Readiness and Qatari Students

Presenters: Rachid Bendriss, Weill Cornell Medical College in Qatar; Krystyna Golkowska, Weill Cornell Medical College in Qatar

Qatari students do not always graduate from high school with adequate college success skills. This weakness is particularly visible in the areas of reading comprehension, critical thinking and working with sources. The presenters discuss a number of practical solutions for use in ESL/EAP classrooms to help students become confident readers and writers ready to handle American style college curriculum.

ROOM 105 Moving from Deficits to Strengths: Using an Appreciative Inquiry Approach to Enhance English as a Second or Other Language (ESOL) Teaching and Learning

Presenter: Paul MacLeod, College of the North Atlantic Qatar

Student engagement is a crucial factor in learning, particularly in the English language classrooms. The presenter explores a case study illustrating how appreciative inquiry, a strengths-based approach, can be used to build a cohesive classroom culture to facilitate language learner engagement and success.

15:05–15:30 Afternoon Tea, Networking, and Exhibits

**EAST FOYER
LEVEL 1**

15:30–15:50

ROOM 102

Concurrent Sessions

A Place for Needs Analysis in ESP/EAP Instruction in the Arab World

Presenter: Holi Ibrahim Holi, Higher College of Technology

This presentation underscores the importance of needs analysis and learner involvement in producing materials for English for specific or academic purposes in an engineering context, notably in the Arab world. Participants discuss the research questions, methodology, research significance, objectives, and challenges in ESP instruction.

15:30–16:15

ROOM 101

Concurrent and Poster Sessions

Poster Sessions

- **Learner Autonomy in SCT Framework**

Presenter: Andisheh Saniei, Islamic Azad University

- **Issues in Mixed Methods Research in Applied Linguistics**

Presenter: Mohammad Mehdi Etedali, University of Jyväskylä

- **The Role of Brain-Based Gender Differences on the Vocabulary Learning Strategies**

Presenter: Sema Uster, Middle East Technical University

- **Reflecting about Moral Dilemmas in English Language Teaching**

Presenter: Leila Tajik, Tarbiat Modarres University; Ramin Akbari, Tarbiat Modarres University

- **Barriers of Internet Use by Women and How These Barriers Serve to Hinder Second Language Learning and Acquisition**

Presenter: Lucas Kohnke, American University of Afghanistan

Concurrent Sessions

ROOM GO2

The Effectiveness of Utilizing the Writing Process Approach for EFL Children in the UAE

Presenter: Najwa Alhosani, United Arab Emirates University

The presenter discusses a study exploring the effectiveness of using the writing process approach in developing the second language writing ability of Cycle Two (Grades 4–6) EFL students in Al-Ain city in the United Arab Emirates. The researcher documented data from classroom observations, student interviews, and student writing samples, and used a qualitative approach to analyze the data. The results provide deeper understanding of a new approach to improve students' second language writing ability.

ROOM 103

Learning in the “Gap”: Evidence from a First-Semester Writing Course

Presenter: Dudley Reynolds, Carnegie Mellon University Qatar

This study examines cross-sectional and longitudinal variation in what students say they are learning from a first-semester university writing course at an American university in the Middle East. Students completed surveys at the end of 20 instructional units addressing argument formation, text structure, academic writing conventions, and language conventions.

ROOM 104

Prioritizing Practitioner Research Through Exploratory Practice

Presenter: Cindy Gunn, The American University of Sharjah

Exploratory practice is a principled practitioner research perspective that busy teachers can adopt in ordinary teaching situations to enhance the teaching and learning process. The presenter discusses exploratory practice and outlines a recent practitioner research project conducted with MATESOL students studying in the United Arab Emirates.

ROOM 105

Arabic, English, or 3arabizi? Projecting Identity through Online Language Choice

Presenter: Robert Bianchi, Virginia Commonwealth University Qatar

This session explores how bilingual discussion forum posters strategically select between English, Arabic, and Latin-scripted Arabic (3arabizi) in order to project different identities that reflect and bolster their different ideological positions in an online debate regarding religious freedom and moral authority in Saudi Arabia.

15:55–16:15

ROOM 106

Concurrent Sessions

Study Buddy: Autonomy Through Collaboration

Presenter: Manal Bassyony, King Abdul Aziz University

The presenter reports on an instructional technique used to enhance the quality and quantity of classroom input, student motivation, and peer interaction. The technique adopted emphasizes feedback as a necessary tool for individualizing language learning, promoting learner autonomy, and addressing differentiation. *Study Buddy* is a selection of sequenced techniques separately validated by previous language research.

ROOM 102

Cultural Literacy Across the Disciplines: Observations, Practices, Goals, and Questions

Presenter: Carol Hansen, Virginia Commonwealth University, Qatar; Debra Hanson, Virginia Commonwealth University, Qatar

This session investigates the connections between English language learning, Art History and cultural literacy in the university curriculum, with particular focus on the development and implementation of practices designed to bridge the gap between stated goals and actual results in these areas. It proposes, in accord with the speaker's initial research, that the combined teaching of cultural and visual literacy skills reinforces students' command of the English language and their development of critical thinking skills. This session will suggest several methods for interweaving the concerns noted above, and solicit audience feedback with regard to these questions and related pedagogical practices.

16:30–17:45

AUDITORIUM

3

LEVEL 2

Plenary Session

Bridging the Gap Between Tasks and Learning: Patterns in the Language People Use on Communication Tasks and Why It Might Matter

Introduction

Anne Nebel, Assistant Dean for Academic Affairs, Georgetown University School of Foreign Service in Qatar - TESOL Conference in Qatar University Partner and Plenary Sponsor

Featured Speaker: Martin Bygate

The perceived gap between communication tasks and language learning arises partly from our lack of knowledge about the language that learners use on tasks. This session considers how we might chart and interpret learners' task-based language. Most current analyses of task-based language use global measures, but this approach omits much of learners' on-task use of language, and so ignores potentially important aspects of their work and of their learning. I turn instead to dynamic systems theory and suggest that students' task-based language can be thought of as a trajectory. This approach helps identify potentially interesting on-task processes, reveals the relationship between task and language, and shows how different students might handle tasks and how teachers and students might use communication tasks.

Martin Bygate is professor of applied linguistics and language education at University of Lancaster. His research interests include task-based language learning, second language speaking, and pedagogical grammar. He is especially interested in the connections between tasks, language, the teacher, and learning. Publications include *Speaking, Grammar and the Language Classroom* (co-edited with Alan Tonkyn and Eddie Williams), *Researching Pedagogic Tasks* (co-edited with Peter Skehan and Merrill Swain), and *Tasks in Second Language Learning* (co-authored with Virginia Samuda). He also co-edited the journal *Applied Linguistics* from 1998–2004 and serves as the current president of the International Association of Applied Linguistics.

18:00–19:00 **Networking Reception**

**EAST FOYER
LEVEL 1**

19:30 **Evening Cultural Program**

TESOL Conference in Qatar University Partner -The College of the North Atlantic-Qatar

will host a Qatari Cultural Village event. Experience the Bedouin culture of Qatar, watch demonstrations of traditional crafts and experience the desert life style in our outdoor courtyard. Transportation to the college from the convention center and back to the hotels will be provided. Pick up flyer at registration desk for more information. Buses will depart the Qatar National Conference Center at 19:00 from the Ground level main entrance.

Monday, 3 October

08:00–08:45 **Networking and Exhibits**

09:00–10:00 **Plenary Session**

**AUDITORIUM 3
LEVEL 2 Professional Development Matters: Bridging Research and Practice Introduction**

Introduction

Rosa Aronson, TESOL International Association Executive Director

Featured Speaker: Deena Boraie

Over the years, a steady stream of research and commentary has shown that professional development of teachers does matter. Teachers have a direct impact on students and thus, teachers are the backbone of any country's human capital development strategy. A change in thinking about professional development is necessary to foster a culture of constantly upgrading skills, knowledge, and competencies. A highly developed strategy for the professional development of teachers means that a lifelong learning framework is in place and that the society as a whole values the importance of continuous learning. This presentation reflects on the current gap between research and practice in professional development of teachers and analyzes some of the factors that have led to this gap. The presenter proposes ways forward to bridge the gap between research and practice.

Deena Boraie is the associate dean for instructional affairs at the School of Continuing Education (SCE) at the American University in Cairo. She leads the development and supervision of SCE's instructional activities and continuing education and training programs in the areas of English language, information technology studies, business and management studies, Arabic language, translation, and teacher training. She is also a language testing expert and an assessment and evaluation consultant and trainer. She is a visiting assistant professor in the master of arts in applied linguistics program at the Faculty of Arts, English Department of Cairo University, where she teaches research.

10:00–10:30 **Morning Tea, Networking, and Exhibits**

**EAST FOYER
LEVEL 1**

10:30–11:15 Concurrent and Poster Sessions

ROOM 101 Poster Session

- ***The Hidden Side of the Work: Uncovering English Language Teachers' Moral Knowledge Base***

Presenter: Leila Tajik, Tarbiat Modarres University; Ramin Akbari, Tarbiat Modarres University

- ***The Efficiency of a Training Program for Improving Students' Skills in English as A Second Language With 11th Grade Students***

Presenter: Mohamed Salaheldein Abdelaziz Ahmed, Hamad Bin Abdalla Bin Jassim Independent School for Boys

- ***Learning Style Differences of EFL Middle Eastern Students and Western Faculty in Qatar***

Presenter: Tracey Lemke-Westcott, University of Calgary Qatar; Brad Johnson, University of Calgary Qatar

- ***The Delight of Challenging Students through Project Work***

Presenter: Azzeddine Bencherab, University of Mascara; Abdelkarim Chami, University of Mascara

- ***Teaching Pronunciation in Canada and the Middle East***

Presenter: Amy Holtby, College of the North Atlantic - Qatar; Jennifer Foote, University of Alberta

- ***Lower Level Gulf Learners' Preference for Cultural Content in Texts***

Presenter: Meredith Bishop, College of the North Atlantic - Qatar; Fozia Jamal, "College of North Atlantic-Qatar

Concurrent Sessions

ROOM G02 M-learning: Using Mobile Phones in a Language Class Effectively

Presenter: Pir Suhail Ahmed, King Abdul Aziz University; Majid Hussain, King Abdul Aziz University

Mobile devices are ubiquitous, especially mobile phones, which are widely used in many developed and developing countries. This session describes the importance, use, meme, and implementation of *M-learning* (mobile learning), with emphasis on mobile phones that encourages and supports teaching and learning.

ROOM 102 The Research Publication Process

Presenter: Alan Weber, Weill Cornell Medical College in Qatar

An international journal editor offers insight into the process of research publication, including manuscript preparation, submission, and review; how editors and reviewers make decisions; and how to respond to reviewer reports. Also covered are research agendas, funding opportunities, publication outlets, and career strategies.

ROOM 103 Bridging the Gap Between General Academic Writing and Discipline-Specific Writing

Presenter: Fredricka Stoller, Northern Arizona University

This session reports the results of an interdisciplinary (applied linguistics and chemistry) project supported by the National Science Foundation. Emphasis is placed on a read-analyze-write approach to discipline-specific writing instruction at the tertiary level. A discussion of each stage of the process is discussed. Implications for other disciplines are explored.

ROOM 104 The Effect of Focused and Unfocused Direct Corrective Feedback on New Pieces of Writing

Presenter: David Frear, Qatar University

This session presents a study that investigated the efficacy of focused and unfocused direct corrective feedback (CF) on the accuracy of new pieces of writing. The research found that a focused direct CF group outperformed both an unfocused direct CF group and a control group (no CF) in the long term.

ROOM 105 Impact of Locus of Control on Students' Learning Styles

Presenter: Edith Flahive, Abu Dhabi Men's College

The presenter investigates the learning styles of male Emirati students within the context of locus of control. The internality/externality of a group of students is established and precursors attributable to this orientation are identified. Implications for learning and teaching are examined and discussed.

10:30–12:00 **Concurrent Session**

ROOM 106 Transnational Attorneys Learning Advanced U.S. Legal Discourse and Writing

Presenters: Craig Hoffman, Georgetown Law; Michelle Ueland, Georgetown Law School; Michelle Ueland, Georgetown Law; Alexis Paddock, Georgetown Law

This session combines the field of law with advanced writing in English for professional purposes. Presenters describe their use of research, including metatext and discourse analysis (Hoffman), classroom-based research (Paddock), and qualitative case study research (Ueland), to inform instructional design and delivery of a legal writing program for transnational attorneys.

11:20–11:40 **Concurrent Sessions**

ROOM 102 Connecting Content and Language: Cross-Disciplinary Faculty Learning Communities in Higher Education EAP

Presenters: Andrew Meyerhoff, Saga University; Kenzi Watanabe, Saga University

Faculties within universities form distinct and, ideally, interdependent cultures. Unfortunately, they often become insular and isolated. This is especially true in university EAP programs. To overcome this problem, the presenters propose using video to build cross-disciplinary faculty learning communities to share knowledge and skills. The presenters share their model and developments to date.

ROOM 105 Academic Literacy Skills and Student Achievement

Presenter: Mary Hatakka, The Petroleum Institute

The first year at a higher education institute can be challenging for students studying in their own language, let alone for students studying in a language other than their mother tongue. The presenter discusses the complex relationship between writing in higher education and the acquisition and development of subject-based knowledge. She shows how acquiring academic literacy skills at the early stages of higher education can ease the students' transition into academia.

11:20–12:05 **Concurrent Sessions**

ROOM 103 Developing Disciplinary Expertise in the Basic Writing Classroom

Presenters: Andreas Karatsolis, Carnegie Mellon University Qatar; Silvia Pessoa, Carnegie Mellon University Qatar; Krishnapuram Karthikeyan, Carnegie Mellon University Qatar; Dudley Reynolds, Carnegie Mellon University Qatar

The presenters explore the ways that a rhetorical understanding of the arguments surrounding sustainability can be enacted within the freshman writing classroom. The presenters then discuss the implications of these findings for both in introductory writing classrooms and in professional communication programs, especially in professionalizing nonnative English speakers in a global context.

ROOM 104 Students' and Teachers' Perceptions of Critical Reading

Presenter: Najat Al Kalbani, Sultan Qaboos University

Teachers believe that students need to become critical readers. In a context where time is spent encouraging students to "just" read, can we expect them to read critically? The presenter discusses students' and teachers' perceptions of the scope and teachability of critical reading and the implications of these perceptions.

11:45–12:05 **Concurrent Sessions**

ROOM 102 I'm an Engineer, Not an English Teacher: Issues Arising When Content Specialists Teach EFL Students in University-Level English-Medium Classes

Presenter: Marilyn Plumlee, Hankuk University of Foreign Studies

English-medium instruction (EMI) content courses are widespread in universities in EFL countries, but the mastery of content frequently falls short of expectations. This study investigated faculty attitudes in Korea regarding the feasibility of providing support in EMI classes. The presenter suggests ways that language teachers can address the content specialists' concerns. The presenter then proposes ways that English language teaching specialists can address the concerns raised by the content specialists and opens the floor for discussion.

ROOM 105 Qatari Students' Reading Habits

Presenters: Rachid Bendriss, Weill Cornell Medical College in Qatar; ; Krystyna Golkowska, Weill Cornell Medical College in Qatar

Arab learners frequently face challenges in the area of critical reading. The presenters discuss some preliminary findings of their study on Qatari students' reading habits to emphasize the importance of early literacy and extensive reading.

12:15–13:30 **Networking Lunch and Exhibits**

EAST FOYER LEVEL

13:30–14:15 **Concurrent Sessions**

ROOM 103 Deconstructing Bottlenecks in the University Research-to-Writing Process

Presenters: Anne Nebel, Georgetown University Qatar; Bronwyn Bethel, Georgetown University Qatar; Susan Fahy, Georgetown University Qatar

For many first-year university students the research-to-writing process is unfamiliar and difficult to navigate. The presenters report on a collaborative study by library and writing center staff to examine conceptual bottlenecks in the academic research-to-writing process. The presenters propose a framework for making threshold knowledge more available to students.

ROOM 104 Engaging Students in Practical Authentic Learning Situations Using Social Networks in ESL Context

Presenters: Ismail Fayed, Qatar University; Amer Yacoub, Qatar University

The presenters describe practical models for using social networks in teaching ESL. Hands-on activities in using some social networks are introduced. The presenters then discuss how such technologies can facilitate language teaching and learning in ESL contexts.

ROOM 105 Developing the Lesson Discussion Skills of Senior English Teachers

Presenters: Donald Sargeant, Ministry of Education Oman; Mohammed Al Ghafri, Ministry of Education Oman

This interactive talk demonstrates how an Omani in-service teacher training programme helped to develop Omani senior English teachers' pre-and postlesson discussion skills with their English teachers. Research evidence based on the action research project shows the effectiveness of these training procedures and their impact on future senior English teacher training courses are examined.

ROOM 106 Arabic for L2 Writing Feedback

Presenter: Rami Mustafa, Exeter University

The presenter discusses a study that investigated whether Saudi students and teachers use Arabic to give, receive, and negotiate feedback on L2 writing in an ESL context and how Arabic can be exploited to augment the feedback process. The study showed that Saudi teachers and students use Arabic judiciously in the L2 writing feedback process, and that the numerous errors in writing necessitate the use of Arabic. The study also showed that Arabic scaffolded teachers' and students' performances in L2 writing feedback. Moreover, the study revealed that Arabic had a wide array of other applications during the feedback sessions.

14:20–15:05 **Concurrent Sessions**

ROOM 103 An EAP Performance Gap: Developing Arab Students' Critical Thinking Skills

Presenters: Ozgur Pala, Qatar University; David Bartsch, Qatar University, Foundation Program

Successful academic English performance requires effective critical thinking skills. However, Gulf students' substandard higher-order thinking skills inhibit their performance in EAP programs. The presenters examine the findings of a study investigating the handling of critical thinking in EAP programs. Suggestions are then made for introducing and developing critical thinking skills.

ROOM 104 Toward an Improved Continuous Learning Process

Presenters: Jason Rolls, College of the North Atlantic-Qatar; Eleanor Kenny, College of the North Atlantic-Qatar; Mark MacIsaac, College of the North Atlantic-Qatar

The College of the North Atlantic-Qatar recently re-engineered its continuous learning process. This presentation reviews the project, including the considerations that led to the change, desired outcomes, the re-engineering process, the "as is" and "to be" process models as well as an implementation and communication strategy.

ROOM G02 Teachers Never Stop Developing

Presenter: Phil Dexter, British Council

Teachers have to respond to new challenges every day. But teachers do not always have the support they deserve to develop in the most effective way. This presentation will focus on the development needs of teachers of English and the principles of professional development for teachers of English which aid successful development. I will encourage discussion by participants about their perception of their needs. I will also present specific resources and information available to help teachers develop individually and collectively.

14:40–15:00 **Concurrent Sessions**

ROOM 106 Addressing the Changing Needs of English Language Learners in the Arab World Through the Adoption of Academic English Language Standards

Presenter: Jumana Salem, WIDA–University of Wisconsin

Transforming the regional economy from traditional sectors like extractive industries and construction to knowledge and service-based 21st century endeavors like research and development requires a realignment of English language teaching. ESL teaching, like technology, evolves with need and changing demands. Academic English is addressing these emerging educational and economic needs. This presentation discusses WIDA's model for the teaching and learning of academic English.

15:05–15:30 **Afternoon Tea, Networking, and Exhibits**
EAST FOYER
LEVEL 1

15:30–16:45 **Closing Plenary Panel Discussion**
AUDITORIUM 3 **What Do Current Issues in Practice Suggest About Future Needs for Research in Your Area?**
LEVEL 2 **Introduction**
Dudley Reynolds, Carnegie Mellon University Qatar and TESOL International Association Board of Directors

Closing Plenary Sponsored by TESOL Global Partner, Heinle Cengage Learning

Featured Speakers: Brian Paltridge, University of Sydney; Bill Grabe, Northern Arizona University; Maggie Hawkins, University of Wisconsin-Madison

For More Information:

TESOL contact for this program: **edprograms@tesol.org**

Georgetown
UNIVERSITY

SCHOOL OF FOREIGN SERVICE IN QATAR



BACHELOR OF SCIENCE
IN FOREIGN SERVICE (BSFS)

Culture and Politics
International Economics
International Politics

CERTIFICATE PROGRAMS
WITH BSFS

Certificate in American Studies
Certificate in Arab and Regional Studies

جامعة جورج تاون

<http://qatar.sfs.georgetown.edu/>
SFSQadmissions@georgetown.edu
Tel: +974 4457 8100



I love what I do
I'm a **nurse**



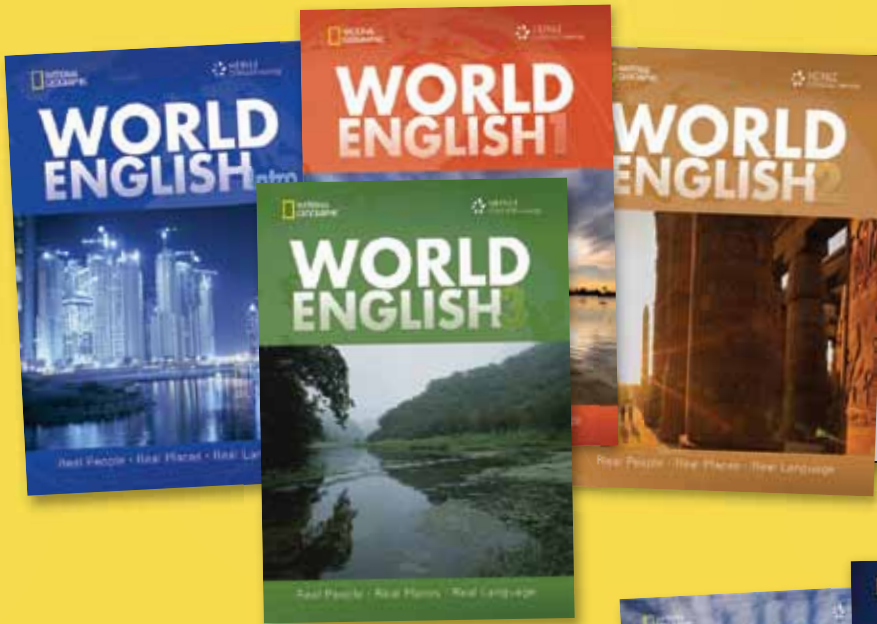
UNIVERSITY OF
CALGARY
QATAR

جامعة
كالغاري
قطر

English is the International Language of Healthcare

Nurses are highly trained healthcare professionals who require creativity and specialized skills to do their jobs. UCQ has a team of language teachers and support staff who work together with students to help them improve their English skills and reach success.

A Bachelor Degree in Nursing opens the door to a dynamic and diverse profession.
www.qatar.ucalgary.ca



General English

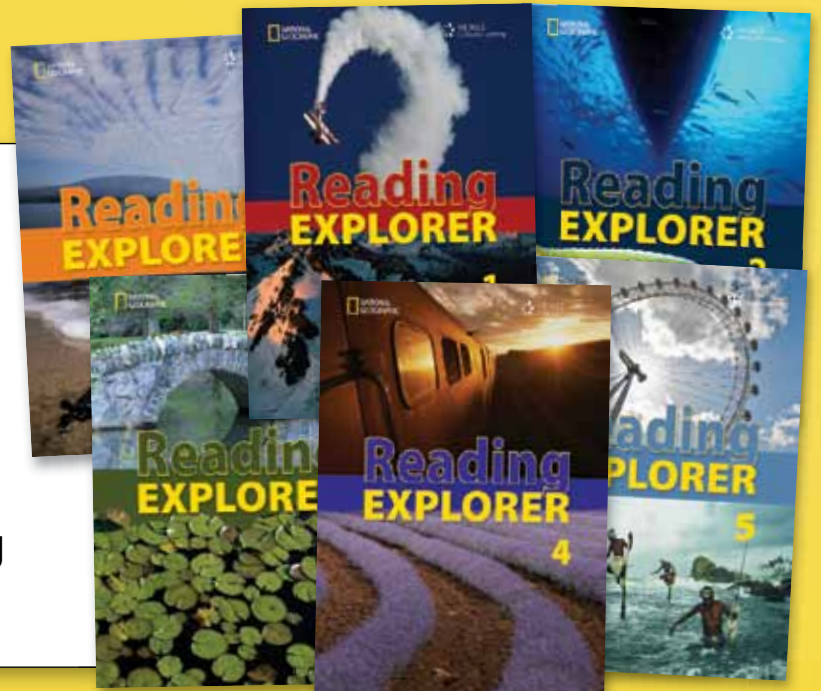
World English

Real People,
Real Places,
Real Languages

Reading Skills

Reading Explorer

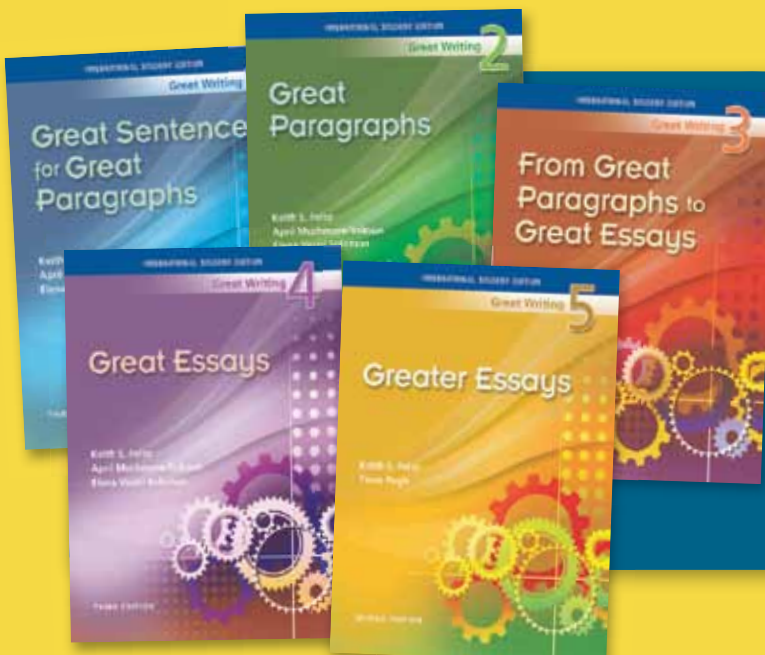
Explore your world through National Geographic text, images and video to develop reading and vocabulary skills.



Writing Skills

The Great Writing Series

Great writing bridges the gap from ESL writers to mainstream writers!



Excellence. At Carnegie Mellon.



For more than a century, Carnegie Mellon University has been inspiring innovations that change the world. Consistently top ranked, Carnegie Mellon has more than 11,000 students, 87,000 alumni and 5,000 faculty and staff globally.

In 2004, Qatar Foundation invited Carnegie Mellon to join Education City, a groundbreaking center for scholarship and research. Students from Qatar and over 40 different countries enroll at our world-class facilities in Education City.

Carnegie Mellon University in Qatar offers undergraduate programs in biological sciences, business administration, computational biology, computer science and information systems.

Learn more at www.qatar.cmu.edu.



Academic Bridge Program

The Premiere English Language Co-educational Foundation Program in Qatar

The mission of the ABP is to provide high school graduates of Qatari high schools (and other similar schools) who meet the admission requirements with the academic and personal skills for success in reputable English language universities around the world, with special emphasis on preparing students for the universities in Qatar Foundation's Education City.



www.abp.edu.qa

+974 4454 2120

Use your phone to scan above QR code to connect with ABP
To download QR code reader go to: <http://reader.kaywa.com/>

10 YEARS OF ABP
الذكري العاشرة
لبرنامج الجسر الأكاديمي
2001-2011



Starship English

A new comprehensive English course
for young learners of English

Starship English is a new seven-level language program for primary and elementary school children learning American English as a second language.



Contacts for Houghton Mifflin Harcourt:

Bassam Baghdadi

Sales Representative

Tel (Lebanon): 961.3.701.718

Tel (Qatar): 9.743.324.8290

bassam.baghdadi@hmhpub.com

starship-english.com



HOUGHTON MIFFLIN HARCOURT

hmheducation.com

NORTHWESTERN UNIVERSITY IN QATAR IS A PROUD SPONSOR OF THE TESOL CONFERENCE.



NORTHWESTERN UNIVERSITY is one of America's elite universities. In Qatar, Northwestern educates students who will manage and lead the region's growing communications, news media, and entertainment industries including social media, satellite television and public relations. Northwestern offers Bachelors of Science degrees in Communication or Journalism.

www.qatar.northwestern.edu



NORTHWESTERN
UNIVERSITY
IN QATAR



الجامعة قطر
Qatar Foundation



Excel in Business and Economics

To excel is to stand out even in the most accomplished crowd

The College of Business & Economics at Qatar University is a premier educational institution that prepares students to become outstanding leaders and global citizens. Fully accredited by the prestigious Association to Advance Collegiate Schools of Business (AACSB), the College offers undergraduate degrees in Accounting, Finance, Economics, Management Information Systems, Management, and Marketing. It also has a very selective MBA program, and an executive CPA program. The College actively seeks and creates invaluable learning opportunities for students through active partnership with local industry such as the opening of a new on-campus investment center, where CBE students can be trained in the practice of capital investment, portfolio development and fund management. Through these excellent learning resources, and a new state-of-the-art building, the CBE offers its students an exceptional business transformational learning experience. For more information, please visit: www.qu.edu.qa/business



جامعة قطر
QATAR UNIVERSITY

Access to English for learners and teachers everywhere



TeachingEnglish

Join our growing community of over 200,000 teachers.

www.teachingenglish.org.uk



LearnEnglish

LearnEnglish is an interactive learning website for teenagers, adults and professionals.

<http://learnenglishkids.britishcouncil.org/ar/>



LearnEnglish Kids

LearnEnglish Kids has lots of fun activities children can do on their own, with friends, parents or teachers.

<http://learnenglish.britishcouncil.org/ar/>



Teachers can follow us on facebook : www.facebook.com/TeachingEnglish.BritishCouncil

Learners can follow us on facebook : www.facebook.com/go4english

A Triple Mission Of Excellence

With its triple mission of excellence in education, research and clinical care, WCMC-Q is graduating doctors who will help shape advances in medicine, conducting biomedical research to address Qatar's health care challenges, ensuring the latest medical care to the people of Qatar and to the region.

To learn more about WCMC-Q, visit our website: www.qatar-weill.cornell.edu



كلية طب وايل كورنيل في قطر
Weill Cornell Medical College in Qatar



HEALTH SCIENCES



BUSINESS STUDIES



INFORMATION TECHNOLOGY



ENGINEERING TECHNOLOGY

At College of the North Atlantic – Qatar we can tailor a program to your learning needs. As the State of Qatar’s premier technical institution, we offer a wide range of courses that will prepare you for an exciting career as soon as you graduate!

With programs in:

- Health Sciences
- Information Technology
- Business Studies
- Engineering Technology

The career possibilities are almost endless!

We also offer a range of courses through our Continuing Education department. These part-time courses are often offered at night or on weekends so you can tailor them around your busy schedule.

T. +974 4495-2222 F. +974 4495-2200
Email: info@cna-qatar.edu.qa

CNA-QATAR.COM



IT'S TIME to IMAGINE BETTER BROADBAND.

Engineers at Texas A&M at Qatar constantly question how well technology works. And we are trained to test how we can make it better. For undergraduates and graduate students alike, engineering isn't just a discipline. It's a duty.

IT'S TIME TO ENGINEER A WORLD OF DIFFERENCE.

IT'S TIME FOR



To learn more, visit
www.qatar.tamu.edu

TEXAS A&M
UNIVERSITY at QATAR

Art Design Community You.

Fashion Design

Interior Design

Design Studies

Graphic Design

Painting & Printmaking



VCUQatar

Virginia Commonwealth University in Qatar

A DECLARATION OF EXCELLENCE



TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO
28-31 MARCH 2012 • PHILADELPHIA, PENNSYLVANIA, USA



THE Meeting for English Language Teaching Professionals

PHILADELPHIA 2012

www.tesolconvention.org



TESOL Conference in Qatar

Putting Research Into Practice

Gratefully Acknowledges the Generous Support

Of Their Global Partners



HOUGHTON
MIFFLIN
HARCOURT



HEINLE
CENGAGE Learning™

And University Partners

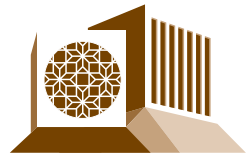
جامعة كارنيغي ميلون في قطر
Carnegie Mellon Qatar



Georgetown
UNIVERSITY
SCHOOL OF FOREIGN SERVICE IN QATAR



NORTHWESTERN
UNIVERSITY
IN QATAR



جامعة قطر
QATAR UNIVERSITY



TEXAS A&M
UNIVERSITY at QATAR



UNIVERSITY OF
CALGARY
QATAR
جامعة
كالغاري
قطر

VCU Qatar

Virginia Commonwealth University



كلية طب وايل كورنيل في قطر
Weill Cornell Medical College in Qatar

Official Carrier



tesol
international
association