ELF 2013: Texts, Writers and Readers

Time	Presenters		
8:30 – 9:00 **(All Faculty – Mandatory)**	**Welcome from the ELF Chairs** Dr. Mohammad Naemi, Foundation Program Director C07 Auditorium 175 Patrick Murphy, Head of Department		
9:00 – 10:30 **(All Faculty – Mandatory)** **Plenary Session**	Professor Ken Hyland C07 Auditorium 175 **Teaching and researching Writing: texts, writers and readers** Writing has been a central topic in applied linguistics for over half a century is a central area of teaching and research. Its complex, many-sided nature, however, seems to constantly evade adequate description and explanation, and many forms of inquiry have been summoned to help clarify both how writing works and how it should best be taught. In this presentation, I will explore the main approaches to teaching and researching writing. Making a broad distinction between theories concerned with texts, with writers and with readers, I will show what each approach offers and neglects and what each means for teachers, examining what the research tells us and what this means for classroom practice.		
10:30 – 10:45	**Coffee Break**		
10:50 – 11:35 **(Concurrent Sessions)**	Geoffrey Miller Auditorium 178 **Developing Critical Thinking Skills in the Writing Classroom** The focus of this presentation will be the ESL writing classroom; however, the principles upon which this presentation are based easily transfer to vocabulary, listening, and any other area of learning where the student is required to either create or retain information. This will let everyone who attends walk away with at least one thing to use in their practice.	Ozgur Parlak C07- 107 **Arabic Speakers' Perception of English Pronunciation** This session describes a survey study conducted with Arabic speakers of English enrolled at Qatar University. The study investigated the degree to which Arabic speakers value L2 pronunciation and how to improve their oral efficacy. The results will be discussed in light of the intelligibility construct.	Roger Barlow C07- 110 **Accreditation of the Foundation Program and at Qatar University** The foundation Program has been accredited by the Commission on English Language Teaching (CEA) since Fall 2009. However, with the change in the program to a duration of 1 year, we are conducting a self-study in order to apply for continued accreditation beyond July 2013. In addition, the session will update Faculty on the progress of the University wide accreditation by SACS.

11:40 – 12:25 (Concurrent Sessions)	Sara Martin & Stacey Wizner Auditorium 178 **Teaching Strategic Reading Skills** Attendees of this training session will deconstruct the processes used in successful L1 reading in order to identify strategies which can be deliberately transferred to the L2 to achieve fluency and comprehension in reading. Classroom-ready lesson plans and suggestions of how to incorporate a greater amount of strategic reading skills training into an existing curriculum will be outlined. Specific activities that target the fluency and comprehension challenges for developing L2 readers will also be shared.	David Pearson C07- 101 **A System for Improving Writing & Grammar in Class** Using both PowerPoint and example exercises for the attendees, I will demonstrate a system for improving writing and grammar in our classes. This system works very well even in a class of students with widely varying ability levels. I use it in all my classes and have gotten very good feedback from the students.	Ozgur Pala C07- 110 **PF E202 Course Components: Student Perceptions of "Usefulness"** Post-Foundation E202 is designed to develop students' academic writing through several components. Which components are viewed the most/least useful? How can we improve these components? Is there a correlation between perceived use and actual benefit? This presentation reports on the findings of survey and interview done with E202 students.
12:30 – 1:15 (Concurrent Sessions)	Hardy Cooper C07- 103 **Embedding logical reasoning and critical thinking into exercises.** This session will be used to demonstrate, with attendees participation, short practical exercises that are connected and designed to improve the L2 learners ability to use logic and critical thinking and apply them to the areas or reading, writing, listening, and speaking, thus improving L2 performance.	Mohammad Manasreh C07- 110 **Understanding Learning Styles** The workshop will offer methodology, practical classroom activities and some resources to take home. The aim of this workshop is to show participants how to cater to the different learning styles in their classrooms through creative activities and self-reflection.	Allyson Young WFB 328 **Learn to make your photos into teaching tools with Photoshop!** Information is retained more effectively when as many senses as possible are utilized in the delivery. One way to make learning more memorable is through the use of images. Learn to make your photos into teaching tools with Photoshop!
1:20 – 2:00	**Lunch**		

Time	Presenters		
9:00 – 10:00 (All Faculty – Mandatory)	Dr. Joan Wink C07- Auditorium 175 **The Value of Reflective Teaching and Learning** The purpose of this session is to share specific ways in which teachers can infuse their classrooms with reflective teaching so that students are more actively engaged with making meaning in multiple ways. My focus is to provide a lively, fun, and affirming session which stretches the educators' learning, while simultaneously providing activities which can be replicated the very next day in the participants' own classrooms.		
10:00 – 10:20	Coffee Break		
10:20 – 11:05 (All Faculty – Mandatory)	Professor Ken Hyland C07- Auditorium 178 **Feedback on student writing: What, how and why bother?** This workshop will explore key issues of teacher feedback on students' writing. Drawing on research undertaken into research on second language writing over the past 20 years, I will discuss the potential effectiveness of different approaches to feedback, looking at different kinds of error correction methods, what areas of feedback we should prioritize and what errors most respond to feedback. In addition, we will look at the importance of considering the interpersonal aspects of teacher comments, student preferences and uses of feedback, and preparing for oral conferences as a follow-up to written comments. Participants will be invited to share their ideas and experiences and to raise questions and issues of concern.	Dr. Joan Wink C07- Auditorium 175 **Interactive presentation with the participants**	
11:10 – 11:55 (Concurrent Sessions)	Chadia Mansour Auditorium 178 **Examining Cultural Perspectives in the Language Classroom and Assessing Intercultural Competence** Culture is an integrated component of language. Despite the fact that language is a reflection of a particular culture, English language teachers and curricular developers tend to focus on the four language skills. Culture and its assessment seem to be neglected. This presentation utilizes Byram (1997) model of intercultural competence to provide some suggestions on how to implement a few curricular goals for culture teaching.	Ayman ElSheikh, PH.D. C07 – 101 **Doing Teacher Education: Implications for the Classroom** Preparing effective EFL teachers is a perennial and hotly debated issue in language teacher education. The debates have focused on the importance of theory and/or practice and were theoretical in nature. This presentation reports on an empirical study that takes the debate beyond the conventional discussions over theory and practice.	Heshmi Hamadi C07- 107 **Implicature: Extracting the Underlying Meaning of an Ambiguous Utterance or Discourse** Although syntax and semantics help a learner to derive meaning from an utterance, they are oftentimes unable to account for the underlying meaning in some particular contexts or speech acts. Discourse analysts, therefore, suggest that implicature can help the pragmatic interpretation of the sentences in a text or other contexts in general.

12:00 – 12:45 (Concurrent Sessions)	John Rogers C07- 103 **Interpreting quantitative data for absolute beginners: a very basic introduction to statistical significance** English teachers are often confused and/or intimidate by the results section of many papers in academic journals. This workshop aims to help remove some of this confusion. Participants will have an opportunity to examine, interpret, and discuss the results from selected empirical studies from the field of SLA.	Stephanie Pinnacle Auditorium 178 **The impact of culture on professional and private behavior** The aim of this workshop is to promote cultural awareness both in and out of the classroom for faculty teaching in the Foundation Program. The presenter will cover issues including male/female student-teacher dynamics, student expectations of teacher behavior, appropriate discussions and topics for the classroom, and social networking. This workshop may benefit new faculty, but can also serve as a refresher for returning faculty.	James Scotland C07 – 110 **How undergraduate students' perceptions of group work can change over the duration of a course** Do students' attitudes towards group work change as they experience writing a term paper as part of a group? This study shows how students' attitudes towards group writing can change over the duration of a semester. Additionally, practical suggestions are given on how teachers can better employ group writing.
12:50 – 1:50	**Lunch**		