



Hosted by College of the North Atlantic-Qatar



From the Conference Chair

Welcome to MENAWCA 2012! As the Coordinator of the Advanced Writing Centre at the College of the North Atlantic-Qatar (CNAQ) and this year's MENAWCA Conference Chair, I am very pleased and excited to have you here!

When the Executive Board and the conference organizing committee decided on the theme "Creating a Culture of Writing" we envisioned this weekend as a time for valuable collegial sharing and learning as well as for a celebration of writing in the region. With writing centre faculty, peer tutors, and others coming together from all over the region and beyond, this vision can certainly be realized.

A huge thanks is extended to the College of the North Atlantic-Qatar for sponsoring and hosting MENAWCA. It is very gratifying to know that the efforts of writing centres are acknowledged and appreciated as important student services. A special thank you to Jason Rolls, Dean of Language Studies and Academics whose unwavering support for CNAQ's own Advanced Writing Centre (AWC) is a source of personal and professional motivation and gratification for me as I continue to learn and grow in writing centre work.

I also want to thank the AWC faculty members who have each played an important role in organizing this weekend's events. Kevin Pittman, Ed Balsom, and Ruth Benson – you are awesome! Thanks for all you do for our centre and our students every day.

There is a full slate of presentations, discussions, and workshops over these two days. I hope you find inspiration from the work so many are doing to create a culture of writing for all our students. I look forward to sharing and learning with you.

Have a wonderful conference!

Paula

Paula Hayden

Coordinator, Advanced Writing Centre, CNAQ (Conference Chair)

A message from the MENAWCA President

Dear MENAWCA Members and Guests

It is a pleasure to be given a little space at the front of our Writing Centers Conference Booklet and Presentations Timetable to write a few words.

First and foremost, I want to thank the Canadian College of the North Atlantic-Qatar for their support in hosting this conference. Holding a regional conference and receiving guests from all around the region requires a considerable amount of planning and effort and it is only an institutional investment of such scope that can make such a conference possible.

I would also like to thank all of the speakers, whose names appear in this booklet, who we believe will enrich the discussion on ‘Creating a Culture of Writing’--the theme of this conference. Of course, as you read this and plan which presentations to attend, you deserve thanks because your presence and support further promotes the work of Writing Centers in this region.

I feel it is important to conclude by adding that we must never forget the peer tutors who deserve great praise and who will also be presenting this year. Their contributions make so many Writing Centers worldwide successful. However, we must also never forget the students who visit our various centers and who cry out so loudly for help not only in order to improve their academic writing, usually in a foreign language, but also in order to learn how to develop a ‘voice’, whose words cross so many cultural boundaries. This learning path is not easy and, as an old Chinese proverb “Cóng shàn rú dēng” advises, “Learning from the good is like climbing a mountain...”

On behalf of the Middle East-North Africa Writing Centers Alliance Executive Board, I wish you all an interesting and enriching conference.

Mark

Dr Mark Hill, President MENAWCA

Greetings from College of the North Atlantic-Qatar

On behalf of the Department of Language Studies and Academics here at the College of the North Atlantic-Qatar (CNAQ), I want to extend a warm welcome to all of you participating in this year's MENAWCA conference.

Writing is an essential skill for our students as they work towards their educational and professional goals. Helping students develop writing skills is challenging. The value of writing centres that promote writing not only as a teaching and learning tool, but also as a means of critical thinking and self-reflection cannot be overstated. Whether you currently work in a writing centre, teach writing in another capacity, or support student writing and writing centres in other ways, you are playing an important role in student development and success.

I want to take this opportunity to thank our own Advanced Writing Centre for all the faculty members there have done to promote writing across our campus and help our students succeed. I also want to congratulate them on bringing the MENAWCA conference to CNAQ and for working hard to ensure you have a meaningful experience as you share and learn about all the great things that are happening in this region to create a culture of writing.

Enjoy the conference!

Jason Rolls

Dean, Language Studies and Academics
College of the North Atlantic-Qatar

Keynote speaker: Dr. Terry Myers Zawacki

Terry Myers Zawacki directs George Mason University's highly ranked Writing Across the Curriculum (WAC) program and, until stepping down in 2010, she also directed the well regarded University Writing Center. Her publications include the co-authored *Engaged Writers* and *Dynamic Disciplines: Research on the Academic Writing Life*, the co-edited *Writing Across the Curriculum: A Critical Sourcebook*, and articles on writing centers and writing fellows, alternative discourses, writing in learning communities, feminism and composition, writing assessment, and WAC and second language writing. The latter was the subject of her keynote address at the 2010 International WAC conference and continues to be the focus of her scholarship, most recently a special issue of *Across the Disciplines*, which she co-edited and which includes collaborative articles by scholars in the WAC and ESL fields; she's currently working on a co-edited collection on the same topic with articles featuring similar collaborations and international voices.

Dr. Zawacki serves on the editorial boards of *Across the Disciplines*, *The WAC Journal*, and the *Digital Books* series on the WAC Clearinghouse, for which she is also the Writing Fellows section editor. She is a member of the Consultants Board of the International WAC Network, the College Composition and Communication (4Cs) Committee on the Globalization of Postsecondary Writing Instruction and Research, and the Scientific Committee for the International Society for the Advancement of Writing Research. She also acts as the writing-in-the-disciplines specialist for the Diana Hacker series of handbooks, among these *A Writer's Reference* and *The Bedford Handbook*. Prof. Zawacki is the recipient of a George Mason University Excellence in Teaching award; she teaches graduate courses in composition theory and pedagogy and undergraduate courses in ethnography and advanced writing in the disciplines.

Presentations, Panels, and Workshops (*in alphabetical order by title*)

The assessment of L2 writing and its impact on the development of a writing culture among Saudi PY students

Dr. Sheila Parveen Lallmamode, Ms. Ebtisam AbdulAlim AbdulHalim, Dr. Abdulaziz A. Abanomey (King Saud University, KSA)

Despite the current changes worldwide in direct writing tests and computer-based assessments, little has changed in the assessment of Preparatory Year (PY) students' writing at Intensive English Programmes (IEP) in Saudi Arabia.

This study presents the efforts being undertaken at the IEP of King Saud University, to: (1) adopt a more valid type of writing assessment, where process writing and Portfolio (or ePortfolio) will play a major role; and, (2) establish a writing centre on the female PYP campus. This paper will also present the achievements, challenges, and future plans of the project

Sheila Parveen Lallmamode recently completed her Ph.D. in the field of assessment of L2 writing. Her current research interests cover a range of topics in language testing, Multi-faceted Rasch Measurement, performance assessment and curriculum development and evaluation.

Ebtisam AbdulAlim AbdulHaleem is the vice chair of the English Language Skills Department at the Preparatory Year, King Saud University. She received her MA in applied linguistics from King Saud University. Her current research interests include areas such as: corpus linguistics, language assessment, CEFR, teaching methodology and curriculum design and evaluation.

Beyond just writing: Creating a culture of learning in higher education

Bronwyn Bethel, Anne Nebel and student peer tutors from GU-SFSQ

University writing centers are often the hub of much intellectual activity, from one-on-one tutoring to writing workshops, seminars and book clubs. In some contexts, the work of the writing center extends beyond academic writing to include outreach activities, creative writing endeavors and other academic and non-academic pursuits. In the context of one American university in Qatar, the writing center is part of a larger academic support and achievement unit which provides support and guidance for learning across the university on a variety of levels and through different forms and methods. The combined operations of a writing center and academic support in one unit allows for greater scope in response to learning needs and becomes a nexus between students and the writing and learning culture they need to develop and experience in order to succeed academically. In this presentation, the presenters will outline how the writing center fits into a larger vision of excellence and relevance in programming in response to student learning needs. The presenters, both writing center professional staff and student peer tutors, will discuss their experience with, perspectives on and methods for creating a culture of learning in higher education, through writing and beyond.

Bronwyn Bethel is the Writing Specialist and Library Liaison at Georgetown University School of Foreign Service in Qatar where she works full time with individual students and entire classes to build their writing and learning skills. Bronwyn also teaches academic writing and collaborates with the library staff on integrating research and writing skills.

Anne Nebel is Assistant Dean and Director of the Office of Academic Services/Writing Center at Georgetown University School of Foreign Service in Qatar where she teaches first year writing. She also works with faculty on developing innovations in teaching and learning with a focus on writing pedagogies and assessments.

Beyond the Writing Centre

Kevin Pittman and Paula Hayden (College of the North Atlantic-Qatar)

We all know that creating a culture of writing can't be done in six days, with or without a seventh day of rest. The panel will explore what is possible when Writing Centers extend their mission beyond a Sunday to Thursday student-focus into the larger community. It will first examine the experience over the past five years of the CNA-Q Advanced Writing Centre's Community Outreach writing workshops. The testimonies of workshop participants are moving proof of the cultural scope of the AWC's affect beyond the campus gates. It will invite persons in the audience to share both their challenges and successes in trying to make a difference in their respective institutional and cultural contexts. Kevin Pittman and Paula Hayden, AWC mentors, will be joined by past workshop participants to lead the discussion with the audience.

Kevin Pittman is a Writing Mentor and current MENAWCA Vice-President. He is in his 6th year at CNA-Q, his 3rd at the AWC. Besides teaching, Kevin's professional background includes publishing and film production.

Paula Hayden is the Coordinator of the AWC. She spearheaded the community outreach program and continues to be inspired and humbled by new writers who share their work so openly.

Blogging: Reintroducing a Culture of Writing (POSTER)

Nikhil Lakhanpal, Amina Ebrahim (Georgetown University, School of Foreign Service Qatar)

Blogging has proven to be the most widespread and effective medium to convey ideas, thoughts, and feelings. This innovative concept can also be a forum for developing a new culture of writing. Writing has become utilitarian, not the art that it once was. Now more than ever, it is critical that schools and universities provide inventive ways to facilitate writing cultures. Blogging is the most original forum for this. Whether it is for narrative or persuasive writing, encouraging students to maintain blogs will reinvigorate a writing culture to a powerful extent.

Nikhil Lakhanpal is a current second year student at Georgetown University School of Foreign Service-Qatar. Born and raised in the south eastern United States, Nikhil brings his passion for writing from Atlanta, Georgia. He started at the Office of Academic Services during his freshman year, and has been a proud Writing Tutor since.

Amina Ebrahim is a graduate from Rhodes University in South Africa with majors in Economics and Statistics. She worked as a research assistant at Georgetown School of Foreign Service in Qatar before joining the Office of Academic Services as an Economic Specialist. Amina is passionate about economics and teaching.

But I Wrote This in My Own Words

Leona Wellington (University of Nizwa, Oman)

This paper explores plagiarism encountered at the UoN Writing Center and its reasons, from a cultural perspective, as well as students' proficiency and self-confidence during the production phase. Plagiarism's impact on students, community, and post-graduation careers will be addressed and suggestions for ameliorating it during all phases of production will be offered. Finally creating awareness of the problem and how to solve it in a constructive, culturally sensitive manner will be highlighted to benefit of all and with the aim of assisting students to produce authentic, properly referenced papers.

Leona Wellington had been teaching at UoN since 2008. She has an extensive EFL/ESL background, both in public and private sectors. Ms Wellington is also an artist and writer. She is currently writing EFL books based on right brain input for acquisition of basic language constraints.

Can We Leverage Students' "Hearts' Desires" to Promote a Culture of Writing?

Trish Seapy and Michelle Telfici (Northwestern University-Qatar)

The authors seek to explore and learn about students' self-reported intrinsic motivational factors. A qualitative survey was carried out by a writing specialist and an academic adviser between March 2012 and September 2012 involving non-native English speaking undergraduate students attending university at an American branch campus in the Arabian Gulf. At the end of one-on-one meetings, the authors solicited students' responses to questions about their personal motivation. From these, the authors explored opportunities to harness and leverage students' reported motivational factors to promote a "culture of writing." Practical strategies for implementation will be suggested.

Trish Seapy, MA, manages the NU-Q Writing Center as an ESL Writing Specialist. Seapy has a BA in Liberal Arts, an MA in Multicultural Education, ESL certification, and 31 years of pre-school and University teaching experience. She is now interested in effective writing in

English and exploring the affective domain of one-on-one tutoring.

Michelle Telafici is an academic adviser and academic success lecturer at NU-Q. She holds a bachelor's degree in Speech Communication and a Master of Education degree in Teaching English as a Second Language. She also holds a professional coaching credential and is a certified MBTI practitioner.

Contextualization as an Instructional Practice

Carlos L. Castillo (Prince Sultan University, KSA)

Ever been in a situation where you realize the bulk of students in a particular course either have weak abilities or simply don't yet have the skill to accomplish a writing task or assignment important to the course you are teaching? Whether a disciplined centered course in which you have had to integrate basic writing skills or a basic writing skills course where you have had to integrate reading to write skills, workshop participants will have an opportunity to reflect, dialog, mind-map and share common practices. In small groups we will explore practitioner efforts to "Create a Culture of Writing" and the relevance of Contextualization as an instructional approach to these efforts.

Carlos L. Castillo holds a Masters in Organizational Management and is presently beginning his dissertation in Adult Learning and Acculturation. He has college level teaching experience in the area of developmental reading and writing. Presently, he holds a Lecturer position in the First Year Orientation Program at Prince Sultan University.

Creating a Writing Culture – A Case Study of Economics

Amina Ebrahim, Eilin Liz Francis, Touhami Abi and Samreen M Khan (Georgetown University – School of Foreign Service in Qatar)

Creating a writing culture in MENA region's higher level education remains challenging. The difficulties stem from various reasons. In some disciplines such as economics, creating a writing culture is not necessarily warranted as they are deemed to be too theoretical and quantitative. The task of moving from a discussion to writing proves daunting. The proposal seeks to identify the challenges and ways in which writing cultures can be create and will present the case study of economics. It will report on the ways employed in the Office of Academic Services in Georgetown University – SFSQ in promoting writing on economic events.

Samreen M Khan, a Writing and Economics Specialist and *Amina Ebrahim*, an Economics Specialist, both work in the Office of Academic Services at Georgetown University.

Eilin Liz Francis – a senior year student and *Touhami Abi* – a junior year student of Georgetown University - are majoring in International Economics.

Creating a Culture of Reading and Writing in the Writing Centre (POSTER)

Sara Abdullah Alotaibi (Princess Nora bint Abdulrahman University for Women, KSA)

Should a writing center provide reading as well as writing support? What criteria should be used in determining an answer? My presentation focuses on theoretical, pedagogical and administrative perspectives. My findings indicate that we writing consultants maximize our effectiveness by tending to both skills. Reading is related to writing and disconnecting them poses risks. To quote Roland Barthes, "Any text is a new issue of past citations." Thus, reading serves as a first generator for ideas and imaginations; that gives writers motivation to write freely.

Sara Alotaibi--level 7 student, College of Language and Translation, Princess Nora bint Abdulrahman University; writing consultant in PNU Writing Studio; student editor of Scheherazade's Sisters: Writing Studio Magazine; President of PNU English Language Club; member of "Youth Leadership-Self Leadership" (a Riyadh-based program for training undergraduate students).

Creating and Supporting a Writing Culture at a Western University in the UAE

Jessica Russell (American University of Dubai)

Developing and supporting a writing culture at university is challenging especially when students represent 93 nationalities and graduate from high schools where writing in English was not emphasized. This session considers strategies to improve writing, increase awareness of audience, improve understanding of how to avoid plagiarism, and increase transference to other writing intensive courses. In addition to examining the likelihood of skill transference, this session examines how improved student attitudes towards writing encourage transference of writing skills to assignments in other classes. Both research on best practices and practical applications for the writing instructor will be discussed.

Jessica Russell has taught in the Middle East for 21 years - the last seven at AUD. She successfully defended her dissertation on the impact of remedial writing on students attending western universities in the UAE, has been involved in curriculum development, accreditation, and member of the QEP development team.

Decentering the (Writing) Center: Informal Peer Networks and Writing Center Practice

Adam Larson (Weill Cornell Medical College – Qatar)

Informal peer networks are a basic form of social interaction in colleges and universities. Participating in study groups, discussing course material with peers after class, and helping friends on homework assignments are all common features of student life that have the

potential to activate learning, model effective practice, and develop key skills. This presentation explores the benefits – and potential pitfalls – of informal peer networks and how writing centers can tap into their energy and spontaneity to foster an institutional writing culture.

Adam Larson is Visiting Lecturer in English as Second Language and Writing Center Coordinator at Weill Cornell Medical College in Qatar. His research interests include issues of language and education, with an emphasis on the Gulf.

De-Centering Writing at the University

Dr. Mary Queen - with Ms. Hanouf Al-Juhail, Ms. Dilara Hafiz (American University of Kuwait)

To de-center writing and to create a writing culture that emphasizes the multiplicity of purposes, audiences, mediums, and contexts for writing at the university, the American University of Kuwait's Writing Center is initiating a project comprised of three central strategies: proposing a stand-alone University Program in Writing and Rhetoric grounded in contemporary WAC and WID theories and pedagogies; expanding the role of the Writing Center to include workshops and activities for faculty, staff, and community members; and forging new relationships among promoting and English language instruction to integrate students' multilingual literacy development. Participants will discuss implementation of these strategies.

Mary Queen is Writing Center Director, Writing Program Coordinator, and Assistant Professor of English at the American University of Kuwait.

Hanouf Al-Juhail is a Writing Center Senior Staff Consultant.

Dilara Hafiz is a Writing Consultant at The American University of Kuwait, with many years of experience as a writer, editor, and author.

Designing a Writing Culture Inside and Outside the Classroom

Susan Hamade (Australian College of Kuwait)

With an ever growing demand for high level writing in the workplace, institutions of higher education are working on various means to help students achieve writing competence. Academic writing is seen as the fundamental skill that needs to be developed and effectively communicated in professional contexts. The strive to meet this demand has led to the emergence of a 'writing culture' that helps facilitate the development of ideas and enhancement in writing skills. The objective is to provide a framework that outlines five main key areas to consider when introducing a writing culture to help students attain both academic and professional success.

Susan Hamade is a Deputy Department Head of Curriculum and Assessment in the Foundation Department at the Australian College of Kuwait. She has a master's degree in Education with emphasis in TESOL and Learning Difficulties. Susan has extensive experience in the field and has presented at a number of conferences in the region.

Digital Narratives as Bridges between Oral and Written Cultures

Mysti Rudd (Texas A& M-Qatar)

This presentation explores the ways in which digital narratives can enhance the relationship between oral and written cultures. By relying on archives such as the Digital Archive of Literacy Narratives University (DALN) and Storycorps.org to introduce first year college composition students to digital storytelling and interviewing, students are then assigned to write and record their own literacy narratives and to interview friends or family regarding their respective literacy journeys. Student work will be featured in this presentation in both digital and written form including student reflections on the differences in production and rhetorical messages between their written and visual compositions.

Mysti Rudd is Visiting Assistant Professor of English at Texas A&M in Qatar. She has recently completed her dissertation on the retention of first year composition (FYC) students and advocates adopting a “pedagogy for persistence” in FYC where teachers learn to teach in the ways that their students best learn.

The Effects of Guided Extensive Reading on the Development of Students' Literacies: A Nigerian Experience

Dr. Anthonia N. Maduekwe and Dr. Nonye Ikonta (University of Lagos, Nigeria)

The study sought to determine the effects of guided extensive reading on the improvement of students' literacy at the basic schools. A pre-test –post-test experimental design was applied on forty-five basic students of varied linguistic abilities. The instruments comprised tests of proficiency in reading and writing and thirty novels. Data collection involved the administration of pre-tests and post-tests between which the intervention was applied for eight weeks. Analysis of data utilized descriptive and inferential statistics. Results showed a significant effect on students' proficiency in reading and writing. Extensive reading was recommended in improving students' writing culture on long term basis.

Dr. Anthonia N. Maduekwe holds a PhD degree of University of Lagos, Nigeria. She is an Associate Professor in the Department of Arts & Social Sciences Education, University of Lagos, Akoka, Nigeria. Her research interests cover literacy development, teacher education, integration of ICT in language education, peace and gender issues.

Dr. Nonye Ikonta holds a PhD degree of Ahmadu Bello University, Zaria, Nigeria. She is an Associate Professor in the Department of Arts & Social Sciences Education, University of

Lagos, Nigeria. She belongs to national and international professional bodies. Her research interests cover reading, literacy development, teacher education, peace and gender issues.

Establishing the Writing Centers at King Abdulaziz University from Conception to Conceptualization

Dr. Khalid M. Abalhassan (King Abdulaziz University- Department of Academic Affairs, KSA)

The creation of a culture of collaboration, cooperation, and obtaining help through proper avenues to overcome some common problems facing academics is both a challenge and hurdle as well. King Abdulaziz University (KAU) realized the need for a writing center considering the quality of student submissions, term papers, and presence in academic activities. To take research and academic outcomes to better levels, KAU formed a team to establish four writing centers to cater to KAU students in two languages and two targeted groups; English and Arabic for males and females. Results of a study on developing the writing centre revealed that the role of a writing center on campus was either absent or misunderstood. Forthcoming challenges facing conceptualization include the beliefs regarding roles, responsibilities, and anticipated gains for stakeholders. The survey also identified the revision points in the implementation plan.

Dr. Khalid M. Abalhassan earned a Ph.D. in Computer Assisted Language Learning (IUP, 2002), an MSc. in Computer Multimedia Technology (Duquesne University, 2000), an MA in TESOL (MSU, 1996), and a BA in Translation (Imam University, 1993). Since graduation from the US, Khalid served in different professional and academic posts. He serves now in the Organization of Islamic Conference (OIC) Board of Experts on Higher Education Rankings as well as an advisor to the Vice-Minister of Higher Education.

Fostering a “writing culture” at the Lebanese American University

Dr. Rula Diab (Lebanese American University, Lebanon)

The relatively new Writing Center at the Lebanese American University (LAU) has already made some impact in fostering a “writing culture” at LAU in several ways: firstly, by offering services such as individualized tutorials and group workshops on specific writing topics; secondly, by planning to establish a formal Writing across the Curriculum (WAC) initiative at LAU; and finally, by preparing to offer community outreach projects, such as conducting workshops in other universities and high schools in Lebanon to help them establish their own writing centers. Barriers to the above initiatives and suggested ways to deal with them will also be discussed.

Dr. Rula Diab is Associate Professor of English and Director of the Writing Center at the Lebanese American University. Her research interests include language learners’ beliefs, attitudes, and preferences, particularly regarding second language writing. Her recent research has appeared in TESOL Journal, International Journal of English Linguistics, Academic Exchange Quarterly, The Linguistics Journal, TESL Canada Journal, and TESL-EJ.

Foundations for a Culture of Writing

Muhammad Shalabi and Randy Fouse (Taibah University English Language Center, KSA)

In this workshop, the presenters will share a four-step program for teaching writing with their audience. Each of the four steps will be presented in detail, with practical exercises and tasks that the audience can take away to their classrooms. At the word level, the techniques of elicitation and contextualization will be elaborated on. At the sentence level, the audience will see how viewing the sentence as three, basic parts will help students write better sentences. At the paragraph level, the presenters will provide a simple organization that will help students generate ideas for writing. Finally, at the essay level, the organization of introduction-body-conclusion will be presented along with techniques for generating ideas for each paragraph.

Mr. Muhammad Shalabi has over 10 years of teaching experience. He is a teacher and teacher trainer at Taibah University. He holds a B.A. in English and a CELTA. He is currently completing his master's at University of Leicester, UK.

Mr. Randy L. Fouse is also a teacher mentor and a site team coordinator. He has over ten years of teaching experience and has also conducted many teacher training sessions at Taibah University. Mr. Fouse has a MEd in TESOL.

How a writing center can influence the setting up of a speaking center

George Murdoch (UAE University)

This presentation will demonstrate how key administrative and organizational features adopted by UAEU's Speaking Center were modeled on its Writing Center's established practices. It will be shown, for example, how the process of determining the role and duties of peer tutors and teacher tutors was influenced by established writing center procedures and practices. The presentation will also consider areas where a speaking center needs to evolve its own approach, goals and methodology. The steps taken to develop appropriate materials and arrange special events are explained. Feedback from peer tutors about their roles and experiences will be included.

George Murdoch is on the faculty of the English Program at UAE University, where he supervises the Women's Campus Speaking Center. He also teaches foundation English courses. His ELT career has included posts working on British Council projects in Sri Lanka and Oman. He has also worked in UK language schools. George has presented at numerous TESOL Arabia and other international conferences. His articles have appeared in *ELT Journal*, *English Teaching Forum* and other publications. He has also served on the editorial panels of leading journals.

How is the dearth of reading related to writing?

Anthony Solloway (UAE University)

Few teachers, lecturers, or other educators in the Gulf would be likely to complain that their students read too much. The relative lack – and, in some cases, total absence – of reading in the region on the part of its indigenous inhabitants has attracted attention and engendered comment far outside of specialist educational circles. How is this dearth of reading, of both Arabic and English, related to writing, and to what extent does writing, especially in a foreign language such as English, depend on the regular reading of English texts of various genre? This presentation will examine such questions, and will discuss ways of promoting writing through the simultaneous promotion of reading.

Anthony Solloway holds a BA in language studies and linguistics, an MA in language acquisition, and a CELTA. He has previously taught in England, China, Hong Kong, Oman, and latterly in the UAE University in Al Ain, Abu Dhabi, where he teaches academic writing. He is currently writing a book examining the global ESL industry, and is completing an EdD at the University of Exeter.

How undergraduate students' perceptions of group work change over the duration of a course

James Scotland (Qatar University)

Do students' attitudes towards group work change as they experience writing a term paper as part of a group? What are students' thoughts on how the group work experience can be improved? This 45 minute presentation explores these two important questions for undergraduate students at a Qatari university. 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.

James Scotland currently teaches English in the Post Foundation Program at Qatar University, having previously taught in England, Australia, Canada, Turkey and South Korea. He has a Cambridge DELTA, a Master's in Education and is currently a doctoral candidate with the University of Exeter. His professional interests include social constructivism and second language acquisition.

How writing sessions can create a sustainable culture of writing (POSTER)

Abeer Alosan, Ghadeer Alshahwan, Loujean Alghamdi, Nuha Alhamad, Afnan Felemban (Princess Nora bint Abdulrahman University for Women, KSA)

Based on our experience, we identify various “events” that occur during a writing session for both writer and writing consultant. Just as writers move through certain “events,” consultants

also move through them both becoming renewed in their turn. Thus, writer and consultant activate each other resulting in a sustainable process of “writer helping writer” that carry writer and reader forward into a promising future. Inspired by Elizabeth H. Boquet’s idea of “making a joyful noise,” we also posit that a devotion to joy of both writer and consultant is important for sustainability.

Abeer Aloshan, a level seven student in the College of English Language and Translation at Princess Nora University, is a writing consultant in PNU's Writing Studio, a Transawiki participant, and translator for the social network Twitter--in brief, a hard worker chasing after her dreams.

Ghadeer Alshahwan is a level seven translation student in the College of English Language and Translation at Princess Nora University. She is also writing consultant at PNU's Writing Studio and a Transawiki participant.

Loujean Alghamdi is a level seven English translation student at Princess Nora University and PNU's Writing Studio consultant. Her dream is to improve Saudi's way of writing.

Nuha Alhamad is a 20-year-old translation student studying at Princess Nora University in Riyadh. Nuha is a writing consultant and an e-consultant in the Writing Studio.

Afnan Felemban, a level four student studying in college of English Language and Translation, is a writing consultant in the Writing Studio, VP of Education in Toastmasters, VP of English Language Club. Her biggest dream is to be a motivational speaker and help others face their obstacles and live happily.

“I can’t say it any better”: Critical Reading as a Threshold Concept in helping postgraduate Arab Students become Critical and Original Writers

Radhika Iyer-O’Sullivan (British University in Dubai, UAE)

Many studies done on academic writing issues at tertiary level across the globe have arrived at the consensus that education, via academic support classes, as the way forward in teaching students to develop academic literacy and writing skills. This paper seeks to demonstrate how using critical reading as a threshold concept helped develop writing skills among postgraduate students at the British University in Dubai. It will discuss how pedagogy was developed to include academic backgrounds and educational values of Arab students so that they are able to read critically and produce coherent and thoughtful critical writing while retaining academic integrity.

Radhika Iyer-O’Sullivan is currently Learning & Teaching Advisor at the British University in Dubai. Her professional experiences include teaching ESL, EFL, EAP, teacher training and mentoring at tertiary level in Malaysia and Dubai. Her current research interests are in teaching and learning in higher education and academic support for post-graduate students.

Institutional Support for Initiatives Creating a Reading and Writing Culture for Students in Qatar

Krystyna Golkowska, Rachid Bendriss, Ismail Fayed, Dudley Reynolds, Magdalena Rostron, Joseph Williams (Carnegie Mellon University - Qatar, Texas A&M – Qatar, Academic Bridge Program, Qatar University, and Weill Cornell Medical College in Qatar)

This panel offers a critical discussion of the attempts to create a reading and writing culture at four institutions of higher education: Carnegie Mellon University - Qatar, Texas A&M – Qatar, Academic Bridge Program, Qatar University, and Weill Cornell Medical College in Qatar. The participants describe effective initiatives and forms of support at their schools with focus on developing learner autonomy, meta-knowledge of reading and writing processes, an experiential approach to teaching writing, and using technology in the classroom. At the end of the session the panelists also identify the areas where improvement is needed and explore possibilities for future cooperation.

Krystyna Golkowska came to Weill Cornell Medical College in Qatar from Cornell University in Ithaca, NY. She teaches writing and serves as ESL Director and First-Year Writing Seminars Coordinator. Dr. Golkowska's publications and presentations mirror her interest in sociolinguistics, ESL/EFL, composition, and cognitive literary studies.

Rachid Bendriss teaches EAP at Weill Cornell Medical College in Qatar. Before coming to Qatar, he taught ESL at the University of Central Florida and EAP at Valencia College in Florida. Dr. Bendriss' areas of interest focus on EAP reading and writing, teaching with technology, and college academic readiness.

Ismail Fayed is a Lecturer in the FPDE at Qatar University. He holds an MA in Educational Technology & TESOL from the University of Manchester. His professional interests include educational technology and e-learning. He is currently involved in several e-learning research projects and committees.

Dudley Reynolds is Teaching Professor of English at Carnegie Mellon University Qatar. He is the author of *One on One with Second Language Writers: A Guide for Writing Tutors, Teachers, and Consultants* (University of Michigan Press, 2009) and *Assessing Writing, Assessing Learning* (University of Michigan Press, 2010).

Magdalena Rostron is a PhD Candidate at the School of Education, The University of Manchester, Manchester, UK, researching intercultural aspects of English language education. She is working in the Academic Bridge Program, Qatar Foundation, Doha, Qatar, teaching literature and academic writing.

Joseph Williams is a PhD student in Technical Communication & Rhetoric at Texas Tech University and holds a Masters degree in Applied Linguistics from Georgia State University. He teaches Freshman Composition, Technical Writing, & Language of Film at Texas A&M University at Qatar. Field interests include Cyborgs, Visual Rhetoric, and Intercultural Technical Communication.

Lateral Brainstorming

Kirsten Gear (Al Musanna College of Technology, Oman)

The role of lateral thinking in EFL writing is to build learners' confidence towards idiolect, to scaffold intertextual identity in English and to encourage the use of writing as an exciting means of creative problem solving. In this workshop, lateral brainstorming will be introduced as a practical classroom activity by presenting specific tasks for learners. Participants will be exposed to unconventional language exercises through the promotion of resourceful thinking techniques and will learn how to support cognitive counteractions for student tendencies towards the enigmatic continuum that ranges from language difficulties, to vacuous minds, to plagiarism as a form of decolonization.

Kirsten Gear has been teacher training and teaching EFL internationally for over 10 years and has worked in Canada, the UK, Palestine, Jordan, India, Vietnam, Cambodia, Laos, Thailand, Korea and, currently, Oman. She has a 2-year MA TESOL degree, CELTA and a Post Graduate Certificate in Tertiary Teaching and Learning.

Merging the forces of asynchronous tutoring and synchronous conferencing: A qualitative study of Arab ESL academic writers using e-tutoring

Omar Alqadoumi (University of Bahrain)

This qualitative research study reports the experiences of nine Arab ESL tutees with both asynchronous tutoring and synchronous conferencing. It also reports the experiences of three tutors who provided the e-tutoring services using Moodle. The study reveals that the use of asynchronous tutoring and synchronous conferencing together yields positive outcomes to tutees. It also reveals that training and coaching tutors are important factors to the success of such a service. Also, providing adequate technical support to users is deemed important. For the service to be successful in Arab conservative societies, it should be well established and closely monitored.

Omar Alqadoumi is an Assistant Professor in the Department of English Language and Literature at the University of Bahrain. He received his Ph.D. in Composition and TESOL from Indiana University of Pennsylvania in 2012. His research interests include computer assisted language learning, corpus linguistics, and second language writing.

The Plague of Plagiarism: Prevalence, pitfalls and prevention

Sherry Ward and Kelly Wilson (Texas A&M-Qatar)

Plagiarism is rampant. The challenges of writing can be paralyzing, forcing individuals to compromise their work. Is it desperation, laziness, bad time management or just not knowing?

When confronting plagiarism, how should tutors respond? Join us in a round table exchange of experiences and ideas. Our ultimate goal is to create a checklist for identifying and combating plagiarism.

Sherry Ward holds a Master's degree in International Administration from The School for International Training in Brattleboro, Vermont. After years of teaching EFL and Writing across the globe, she is currently a lecturer at Texas A&M University at Qatar. Her field interests include Creative Writing, Narrative and Cross-Cultural Communication.

Kelly Wilson holds a BA degree in English from the University of Southern Mississippi. Currently, she is an English language tutor at Texas A&M University at Qatar. Her previous work experience includes teaching Spanish and working as a staffing specialist in Human Resources with public Schools in Bryan, Texas.

The Power of Me/The Power of We: Harnessing Narratives of Personal and Cultural Identity in English Writing Instruction (POSTER)

Elena Athwal and Teresa MacGregor (Virginia Commonwealth University-Qatar)

In the experience of writing tutors from Virginia Commonwealth University in Qatar, course assignments that incorporate personal narratives and cultural traditions (both oral and written) promote and encourage successful writing habits, especially for Arab and Qatari students. Specifically, such assignments take advantage of the complex interaction among language, culture and communication at play within the context of a multi-cultural institution of higher learning located in the Gulf. The presenters will discuss four example assignments that embody this personal-cultural dialogue. They will also highlight some of the challenges faced by students and professors as they work to create and assess these assignments.

Elena Athwal received her MA in History of Art and Architecture at the University of California, Santa Barbara. Elena has taught History of Art and Architecture as an adjunct professor at Virginia Commonwealth University in Qatar since 2011, where she also works in The Writing Center.

Teresa MacGregor received her MS in Library Science at the University of Kentucky, after which she worked for online aggregator LexisNexis for 17 years. In 2011-2012, Teresa worked in The Writing Center at Virginia Commonwealth University in Qatar. She is now Interim Library Director at Carnegie Mellon University in Qatar.

Practical Ways to Improve your Students' Writing

Richard Harrison (German University of Technology, Oman)

This talk and workshop seeks to answer two basic questions: 'Why are our students such poor writers?' and 'What can teachers do about it?' There seems to be a central paradox related to the

teaching of writing. On the one hand, writing is generally considered to be the weakest skill for most Arab learners. On the other, the teaching of writing seems to occupy a relatively small amount of classroom time compared to other skills. Clearly more time needs to be given to writing, but what kind of practice is most effective? The presenter introduces a number of simple and effective ways of improving students' writing based on his experience as a teacher in Oman and an author of textbooks on writing.

Richard Harrison, MA, Dip TEO, BSc, is currently based in Oman. He is the Head of the Pre-University Programme and at the German University of Technology in Oman. He is also an ELT consultant, teacher trainer, materials writer and presenter. He is the author (or co-author) of a number of ELT courses for use in secondary schools - in Libya, Jordan, Egypt and Turkey. He has worked mainly at universities in the Middle East. He also worked for the British Council in Moscow for three years as the ESP Consultant for Russia.

Profile of an Active Writing Centre

Dr. Ed Balsom (College of the North Atlantic-Qatar)

Writing Centres are not simply places where people go to write! Each writing centre has its own dynamics created in response to the particular needs of their students and the resources an institution can provide to meet these needs. The presentation will take place in the Advanced Writing Centre, where participants can better understand its strategic location, view its online scheduler, examine its publications, and discuss its dynamics in relation to those of other writing centres represented at the conference. It's also a great opportunity for participants to understand the process of establishing a new writing centre in their own institutions.

Dr. Ed Balsom has taught college and university courses in Newfoundland and Labrador, the Canadian Arctic, and Qatar. He is currently a mentor at the College of the North Atlantic-Qatar's Advanced Writing Center and is interested in writing as an institution and the ways it manifests itself in various classrooms. He is also interested in students' accounts of their writing experiences and the socio-cultural elements that influence writing competence.

Psychological benefits for students in Writing Centers

Mark Hill (United Arab Emirates University)

The psychological role that writing centers play in student learning is understated. One-on-one and small group personal feedback and encouragement help reduce learner anxiety and relieve students of emotional barriers to learning. This presentation considers the psychological factors in particular types of student-teacher interactions that best promote learning. It presents an Analytical Psychological model as an aid to recognizing both emotive and unconscious inhibitors to learning. Writing Center tutors can apply the model to identify and resolve learner resistance.

Mark Hill is Director of Writing Centers at United Arab Emirates University. He is serving his second term as President of MENAWCA.

Reading and Writing: Inextricably Intertwined

Melissa Bodola (Modern College of Business and Science, Oman)

This will be an experiential workshop designed to weave together literacy learning theory and practical writing activities to demonstrate that writing culture is inextricable with developing a reading culture. Participants will examine a study from Oman that looked at the selection criteria for reading materials, and will consider literature as it relates to career and academic aims. The presenter will then share examples of student-produced publications of print and electronic varieties. Participants will engage in responsive writing activities, followed by a discussion on the relative effectiveness of the writing activities based upon fulfillment of language learning objectives.

Melissa Bodola is an English Instructor and English Language Fellow (US Department of State) at Modern College of Business and Science, Oman.

Reading cultures, media cultures, writing cultures: What is the relationship?

Wendy Griswold, Geoff Harkness, Joe Khalil (Northwestern University – Qatar)

Common thinking is that today's young people do not read, they spend their time looking at screens and texting, and therefore they do not or will not write. Too little reading and writing and too much media use reinforce one another in a vicious cycle that defies the goals of educators and policy makers who seek to create a knowledge society. Sounds plausible, but is it correct? The three panelists, co-investigators in a project on "The Reading and Internet Cultures of Youth in Qatar: Reading and Education in the New Media Landscape," will discuss what the research suggests about the relationship among the three cultures—reading, media, writing—and how each impacts the others. We will consider (1) cross-national studies of young people's reading and media use and how gender and social status impacts both, and (2) studies specific to the Arab world. We will take up issues such as Arab media, the role of oral tradition, the impact of managing formal versus colloquial Arabic, the social and gender context of education in Arab countries, and the particular challenges of teaching reading and writing to students from divergent backgrounds.

Wendy Griswold, Professor of Sociology and Bergen Evans Professor in the Humanities, Northwestern University (USA). Wendy works on the sociology of culture and on reading practices among youth.

Geoff Harkness, Assistant Professor in Residence, Northwestern University Qatar and CMU Qatar. Geoff works on youth cultures, women athletes in Islamic countries, and popular culture.

Joe Khalil, Associate Professor, Northwestern University Qatar. Joe has written a book on Arab television, and his current work involves alternative media and global youth culture.

Risk-taking Female Arab Writers

Carmen Denekamp (Qatar University)

Surprise! We're willing to risk it! Females from an Arab university jumped at the idea of exploring 'Risk-taking' as a research writing theme for seven weeks. This paper shares the creation of this writing culture with the support, benefits and barriers of the journey. Group work was an added dimension to cushion, shelter and magnify the bumps and bruises on the way. Multi-methods are used for data collection. The final destination was research papers with embedded students' voices that reflected the power and worth of the journey for the theme, writing and writers.

Carmen Denekamp has many years of experience teaching and lecturing in New Zealand, China, South East Asia and finally the Middle East. Her research interests include second language composition, autonomy and educational technology with 'Experiments in OWLS for Arabs' as her doctoral topic. Currently she is a post foundational English lecturer at Qatar University.

The Role of Academic Integrity in the American University in Cairo's Writing Culture

George Marquis and Timothy Warren (American University of Cairo)

The development of a writing culture in a MENA university setting is best encouraged if faculty feel that their students have a solid understanding of academic integrity as it pertains to writing and research. The presenters will share their experiences with students at the American University of Cairo, many of whom have little or no background in international standards for academic writing or the proper paraphrasing and citation of sources. The focus will be on AUC's pedagogical and institutional attempts to inform students about academic integrity, detect and discipline violators, and adapt the university's policies and practices to new challenges.

George Marquis is the chair and *Timothy Warren* is a senior instructor in the Rhetoric and Composition Department of the American University of Cairo, from which both received an M.A. in TEFL. They have each worked for 25 years as EFL and Specialized Writing and Communication instructors and administrators at the post-secondary level in institutions in the Middle East.

A Roundtable Discussion for Writing Center Directors

Jodi Lefort (Sultan Qaboos University, Oman)

Directors in the region are concerned with both the managerial responsibilities they have in the day-to-day operation of their writing centers and the responsibility they have to lead their institution to supporting this still new approach for helping student writers. The purpose of the proposed roundtable discussion is to provide directors with an opportunity to share their experiences and to gain insight into new ways of shaping their roles and running their respective centers.

Jodi Lefort is the Student Support Unit Head at SQU, the Past President of the Middle East North Africa Writing Centres Alliance and the regional representative for the International Writing Centres Alliance. To date, she has started three writing centers in the MENA region.

A Self-Directed Writing Culture

Adrian James (Texas A&M University-Qatar)

Post-secondary faculty and staff should foster student independence in learning and problem solving. The presenter will discuss how students may be guided through Grow's four stages of dependency: dependent, interested, involved and self-directed. She will include Knowles' six principles of andragogy or adult learning, relating each to the development of the self-directed learner. She will conclude the presentation by comparing and contrasting andragogy and pedagogy cultures.

Ms. Adrian James, MBA, came to Texas A & M - Qatar after seven years at its U.S. campus, TAMU. At the Qatar campus she is Program Coordinator of Tutorial Services She is a doctoral candidate in Leadership Education and Communications.

Starting a Writing Center at IMSIU: beyond the conventional wisdom

Prof. Mohammad Alalam & Dr. Zeid Aldakkan (Imam Mohammad bin Saud Islamic University)

A new trend has emerged in many Saudi universities to change the medium of instruction from Arabic into English especially, in the newly established applied sciences colleges and departments; this has forced the universities to resort to creative and professional tools to meet such transformation. This presentation will provide a careful analytical study of writing problems that graduate and undergraduate students face at IMSIU, the viewpoints of university staff as well as the optimal position of the WC. The vision and findings may help raise awareness and understanding of the WC notion in the Middle East.

Prof. Mohammad Alalam is the Vice-Rector for International Cooperation and Academic Exchange at Imam Mohammad bin Saud Islamic University (IMSIU) and Project Supervisor; *Dr. Zeid Aldakkan* is the Project Manager.

Student Led Creative Writing Workshop Model

Asma Ismail Al-Ismaili, Fatma Sulaiyman Al-Alwi, Rihab Harub Al-Maqrashi, Asma Hamed Al-Khamisi (Sultan Qaboos University, Oman)

The purpose of this session is to identify the role a weekly Creative Writing Workshop (CWW) plays to encourage students to write. These are facilitated by English-major students and host students from different colleges as well as some instructors. Sometimes, guests and scholarly writers are invited to discuss their work. Writers' pieces are distributed to the audience who discuss and give feedback. Thus, the writers benefit as they see how their work is interpreted by others and how the style of writing can be improved. The audience also learns how to analyze and criticize a literary work. The workshop aims to create a culture of writing that helps and encourages Arab students to write in English.

The presenters are writing centre peer tutors who major in English at Sultan Qaboos University College of Education.

Toward a Writing Culture: Writing Fellows in Introductory Courses

Dr. Lynne Ronesi (American University of Sharjah, UAE)

This presentation will illuminate the perspectives of the different writing fellow program stakeholders, and explore why and how a re-negotiation of the traditional US-based writing fellows model toward first- and second-year courses can better serve MENA students and contribute to writing cultures that meet the needs of MENA colleges and universities.

Dr. Lynne Ronesi is faculty of the Department of Writing Studies at the American University of Sharjah. She has run peer tutoring programs at the University of Rhode Island in the USA, Al Akhawayn University in Morocco, and at the American University of Sharjah in the United Arab Emirates.

Transfer errors of Arab writers of English and a remedy

Matasim Rashid Al-Raisi & Is'haq Salim Al-Naibi (Sultan Qaboos University, Oman)

When teaching English to students whose first language is Arabic, the most predominant problem that teachers confront in writing is how to get students to write in English properly, not in a translated version from Arabic into English. The presenters will explain why Arab writers of English make specific mistakes and then present a five-step approach as a remedy to help students become better writers.

Matasim Rashid Al-Raisi is an EFL teacher at the Language Centre in Sultan Qaboos University as well as a tutor in the Writing Centre. He is interested in contrastive linguistics and applied linguistics. He received his bachelor degree from Sultan Qaboos University in 2011.

Is'haq Salim Al-Naibi is an EFL Lecturer at Majan University College. He worked as a tutor in the Writing Centre in the Language Centre at Sultan Qaboos University in 2011. He is interested in applied linguistics and the current issue of native teachers vs. non-native teachers. Ishaq got his bachelor degree from Sultan Qaboos University in 2011.

Unpacking the Translation-Writing Process: EFL Writing Consultants Work with EFL Writers

Feda Al-Eid, AlJohar ALSamri, Anfal, Al-Tamim (Princess Nora bint Abdulrahman University for Women, KSA)

L2 student writers often think in their first language; then they translate their thoughts into their second language. We hypothesize that since EFL writers must negotiate the additional element of translation at various points in the L2 student writing processes so too must writing consultants be aware of this negotiation. Does the process of writing goes from L1 to L2 or from L2 to L2? How does this process affect L2 student writing? How do L2 consultants help other L2 students? Methods will consist of reviewing relevant literature, observing our work with writers in the Writing Studio, and gathering survey evidence.

Feda Al-Eid is an MA holder (linguistics), consultant educator and writing consultant in PNU's Writing Studio and member of the administrative staff in the College of Languages and Translation. Feda is interested in both writing and translation having done oral and written translations in academic settings.

AlJoharh AlSmari is a writing consultant at Princess Nora University Writing Studio. AlJoharh is a level 6 student in the College of English Language and Translation who translates for Twitter and *Wahat Alhasib* magazine.

Anfal Al-Tamimi is a writing consultant at Princess Nora University Writing Studio. She is a level 6 student in the College of English Language and Translation and teaches at primary school in Riyadh. Her dream is to be a professional translator.

Using Asynchronous Communication to Build Professionalism in Classroom Assistants

Sharon Hiebert (Higher Colleges of Technology, UAE)

Using asynchronous communication to promote student professional writing enables problem solving, higher order thinking, collaboration and language growth. During a four week classroom

assistant work experience in schools, the BBVista discussion tool was used to build a professional learning community. Success depended on leading questions and careful administrative monitoring. Students acknowledged language growth in fluency and vocabulary use.

Sharon Hiebert has an M.Ed. in ICT in Education and has taught ESL and EFL in Canada, Japan, Egypt and the U.A.E for over 20 years. She has trained teachers in ICT in Education and written ESL textbooks and ICT integration modules. She currently works at the Higher Colleges of Technology in the U.A.E.

Using reflective writing to create a writing culture in EFL context

Dr. Naïma Hamlaoui (Badji Mokhtar University of Annaba-Algeria)

Writing in English is always experienced as a burden by EFL Algerian students at the University of Annaba in Algeria, and successful writing is a significant threat to them. Our observation has led to the belief that for these students, reflection makes a difference. Our presentation offers some reflective writing ideas to create a culture of writing. It describes a project which has introduced a teaching strategy for reflective writing to develop within students the belief that successful writing is a matter of reflection. ‘Reflective writing’ is the beginning of efforts to create a writing environment in which students reflect on and learn to write from their writing.

Dr. Naima Hamlaoui is an Associate Professor in Applied Linguistics, University Badji Mokhtar of Annaba, Algeria. Research interests include applied linguistics, second/foreign language learning and teaching, learning and teaching writing with an emphasis on writing processes and strategies.

Using Technology to Support Language across the Curriculum

Kenneth Zuercher, Jo Bennett, Annie Greenhoe, Amina Fathi (Zayed University, UAE)

The faculty and student use technology in different ways to support writing development outside the classroom as well as inside. Each panelist will share a short synopsis of how he or she is using technology and also share a personal anecdote. Some of the topics to be presented and discussed include the following: using electronic feedback for writing, using electronic tutoring, services, using technology for collaboration, using innovative projects (enhanced with technology), responding to ideas before looking at grammar, using video games for language learning.

Kenneth Zuercher is an assistant professor of Advising and Academic Development at Zayed University where he teaches first-year courses focused on student development and success. With an MA and PhD in Linguistics, Dr. Zuercher’s research centers on how code-switching and code-mixing are used to linguistically construct identities.

Jo Bennett is an assistant professor in the Department of Languages at Zayed University. Her MA is in English Education and her PhD is in Policy and Planning, both from the University of Texas at Austin. Her research interest is the student experience and language policy.

Annie Greenhoe has taught in the U.S. and the UAE. Research interests include writing across the disciplines and cognitive load theory. She is an Instructor and the Chair of the Dept. of Languages at Zayed University.

Amina Fathi is a student in University College at Zayed University. She offers the student perspective to issues discussed by the panel. Amina has a passion for video games and as result, is fluent and poised in English. Her major is media and communication.

Ways to Overcome Fear of Writing: Strategies and Stories

Adeem Alhassan, Hind Alsaif, Maha Alfalh, Muneera AlAmer (Princess Nora bint Abdulrahman University for Women, KSA)

Sometimes students who fear writing wonder how writing is done, thinking that there are magical techniques that writers stick to in order to create a magnificent and flawless piece of writing. Other students fear writing because they are that what they write is not good enough. But most importantly, they fear the professors' reaction. Our presentation is based on research into writing apprehension including "Confidence and Competence in Writing: The Role of Self-efficacy, Outcome Expectancy, and Apprehension" (Pajares & Johnson 1994) as well as our experiences as consultants. Face your fear, work with a writing consultant—and attend our presentation.

Hind Alsaif--Level 6 student in the College of Languages and Translation of Princess Nora bint Abdulrahman University for women; a writing consultant in the Writing Studio as well as a member of TransaWiki "Translating Wikipedia's articles into Arabic". I plan to be a translator for the United Nations.

Adeem Alhassan--Level 6 student in the College of Languages and Translation of Princess Nora bint Abdulrahman University for women; a writing consultant in the Writing Studio as well as a member of TransaWiki "Translating Wikipedia's articles into Arabic". A future translator.

Muneera AlAmer--Level 6 student in the College of Languages and Translation of Princess Nora bint Abdulrahman University for women; a writing consultant in the Writing Studio as well as a member of TransaWiki "Translating Wikipedia's articles into Arabic". A future translator.

Maha Alfaleh--Level 6 student in the College of Languages and Translation of Princess Nora bint Abdulrahman University for women; a writing consultant/Writing Studio; member of College Activity Press Team; head of College Activity Twitter account; member of TransaWiki.

Writing: Cross Perspectives

Wanoun Yaqoob, Dania Jalees, Emelina Soares, Haseeb Rahman (Virginia Commonwealth University – Qatar)

Showcasing the various aspects of peer tutoring, this presentation aims to inspire by bringing out the opinions of professors, professional tutors, and student tutors. A fun skit will demonstrate the challenges and benefits regularly experienced by peer tutors on the job. Throughout the course of the presentation, the audience is encouraged to connect with us via twitter using the tag #MENAWCA2012

Wanoun Yaqoob is a sophomore in Graphic Design studying in Virginia Commonwealth University in Qatar. She is currently working in the Writing Center. She likes to help students in writing assignments. She likes to read. Exploring her hidden talent is her everyday challenge.

Dania Jalees, a sophomore at Virginia Commonwealth University in Qatar, can always be found burying her nose in all kinds of weird books. She likes typography, watching football and taking endless walks in quiet places. Dania enjoys writing, art and design, and finding new ways to combine the three.

Emelina Soares studies at Virginia Commonwealth University Qatar, and is currently a sophomore in Painting and Printmaking. She is the secretary of the Qatar Peer Educational Network in Writing and is one of the peer tutors in her University. She enjoys doing various other community service projects.

Haseeb Rahman is a student in Qatar University and is the public relations officer in the Qatar Peer Educational Network in Writing. He helps the members build a stronger social network with the Universities in Education City and across Doha. He has helped several other communities broadcast events.

Writing Is Dead! Long Live Writing!

Dr Zahida Chebchoub

The culture of writing, which has always protected our collective memory and recorded our daily lives, our aspirations and our goals, is indelibly changing. Writing has become a digital art. Whether we accept this or not our youth have embarked on a technological wave. As teachers, we need to find ways to attract students to writing through “technology”. Conciseness rules our era; Twitter allows 140 characters long tweets. The Internet is about words and visuals. This presentation proposes practical ways to help learners develop the culture of writing by incorporating the art of writing with the demands and features of the digital era.

Writing Their Way “Home”: Methods for Using Writing to Help Vulnerable Populations and All Students Succeed in Higher Education

Dr. Kathryn Janene Adams (Moorpark College, USA)

They enter the University hoping this will bring a better life—a life without fear. “They” are the survivors of war, or disasters, or famine, or rape, or persecution. For them, the less “academic” genres of poetry, fiction, journaling, and journalism offer the space they need to find the “voices” they must use to succeed in academics. Thus, by creating writing situations that make it safe to express, we can help these and all students to find their way “home”.

This session (1) will present findings from writing projects in Haiti and an overview of how traumatic experience affects learning, (2) will provide an introduction to narrative-therapy inspired techniques developed for IDP camps and those with PTSD, and (3) will demonstrate how these methods help any student improve concentration, and critical thinking.

Dr. Kathryn Janene Adams is a tenured professor/coordinator of the Writing Center at Moorpark College (California), and teaches educational psychology in a counseling graduate program. She also facilitates writing-therapy groups for veterans and for survivors of trauma, co-founded “Lidè”, a non-profit providing programs for girls in Haiti, and trains teachers and mental-health providers in Haiti.