

# ***READING KAFKA IN QATAR***

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# Main points

- Introduction – my story
- Reading
- Kafka
- In Qatar
- *Reading Kafka in Qatar* – reflections on the teaching experience
- Conclusions?

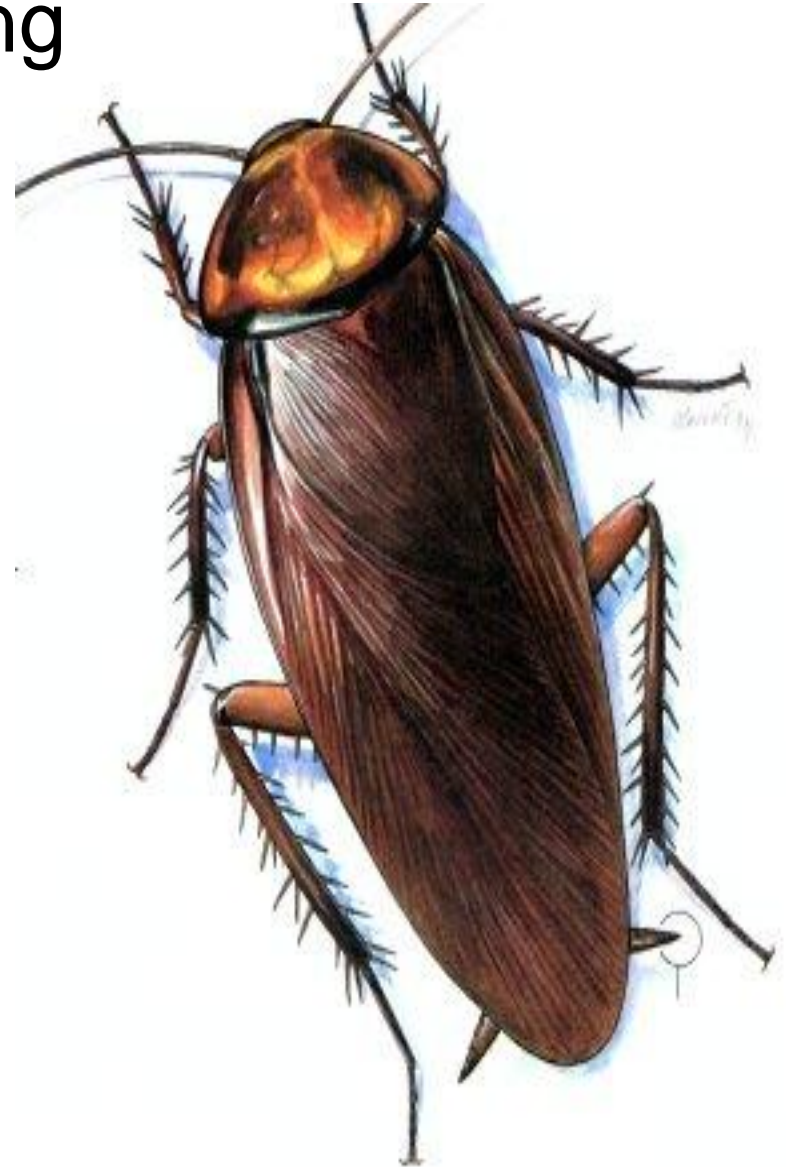
# ***Introduction***

- ***My intercultural experience as a NNES teacher of Polish national and educational background teaching English to Arab Qatari students preparing to study in American or British universities***
- ***Consequences for my teaching philosophy and methodology***

# Reading

- *Development of reading*
- *The act of reading and its position in contemporary cultural and educational discourse (“secondary orality” and academic literacy)*
- *Reading as an academic skill*

“When Gregor Samsa woke up one morning from unsettling dreams, he found himself changed in his bed into a monstrous vermin.”



# Kafka

- *Potential cultural pitfalls awaiting western teachers and academics when faced with a choice of appropriate and relevant reading materials and classroom resources*
- *Choice of reading materials - options and constraints*
- *Cultural relevance*

# ***In Qatar***

*Localising the context of teaching reading in a culture based on oral and Islamic traditions of knowledge transmission:*

- **Culture and society**
- **Educational background**
- **Language shift (Arabic => English)**
- **Student motivation**

# *Reading Kafka in Qatar*

## **Reflections on the Kafka teaching experience:**

1: Excessive expectations

2: Frustration

3: Change of approach

4: Internalisation - possible?



# *No conclusions*

New questions, problems, directions:

A work in progress...

**“Of all the diversions of life, there is none so proper to fill up its empty spaces as the reading of useful and entertaining authors.”**

*Joseph Addison*

