



**POWER TO CONNECT IN A CHANGING WORLD:  
INTERNATIONAL CONFERENCE ON LANGUAGE, LITERATURE & TRANSLATION**

**Organized By**  
**The Faculty of Foreign Languages, The University of Jordan**  
**in Collaboration with**  
**Association of Professors of English and Translation at Arab Universities (APETAU)**  
**and**  
**Voices in Asia**

**Venue: Faculty of Arts**

**PTC**

**April 22-24, 2014**

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## Preface

### Welcome to PTC

In a changing and complex world, the Arab region is witnessing unprecedented transformation on all fronts. The politics may be worrying and the economies unsettling, yet this region endured many injuries and traumas in the past and survived all forms of hardship, least of which are the climate and natural environment. However, the greatest challenge for this region is how to cope with an ever-changing world in an era of instantly accessible, synchronous communication. How can this region deal with the ever-changing discourse, the ever-changing culture, the ever-changing need for interaction with the other? In this context, the Faculty of Foreign Languages at the University of Jordan holds its conference **Power to Connect in a Changing World: International Conference on Language, Literature and Translation** between the 22nd and the 25th of April 2014. This conference explores issues of interconnectedness in a context of change in language, thought, and culture, and what they entail for the study of Linguistics, Literature and Translation. Selected refereed papers of the conference will be published in a special volume of **International Journal of Arabic-English Studies (IJAES)**, the journal of The Association of Professors of English & Translation at Arab Universities (APETAU).

PTC

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**(I) CONFERENCE DIRECTORY**

## 1. Organizers

- The Faculty of Foreign Languages, The University of Jordan
- Association of Professors of English and Translation at Arab Universities (APETAU)
- Voices in Asia

## 2. Conference Committees

### Steering Committee

Zahra Mustafa-Awad (Chair) The University of Jordan E-mail: zahramustafa@hotmail.com	Rajai Al Khanji The University of Jordan E-mail: drrajaikhanji@gmail.com
Jihad Hamdan APETAU, UNRWA-Jordan E-mail: ijaes2011@yahoo.com	Somcheon Honsa Voices of Asia, Mahidol University, Thailand, E-mail: somchuen.hon@mahidol.ac.th
Sane Yagi The University of Jordan E-mail: saneyagi@yahoo.com	Samira Khawaldeh The University of Jordan E-mail: s.khawaldeh@ju.edu.jo

### Organizing Committee

Members of the Organizing Committee whose names, contact numbers and e-mail addresses are shown below will be available on conference site and would be happy to help you and answer your queries. Colleagues wishing to enquire about any matter prior to arriving in Jordan are kindly requested to contact the Chair of the Organizing Committee Professor Mahmoud F. Al-Shetawi at 00962 777460 270, or any member of The University of Jordan Organizing Committee.

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Nahed Emaish, The University of Jordan Mobile: 0795543929 E-mail: nahedem@ju.edu.jo	Lutfi Abu Al Haija Yarmouk University E-mail: lutfi_a@yu.edu.jo

Jihad Al-Shu'aibi, The University of Jordan Mobile: 0796661668 E-mail: shuaibi@ju.edu.jo	Mohammed Al-Khawalda Mu'ta University E-mail: khawalda@mutah.edu.jo
Raya Kalaldeh, The University of Jordan Mobile: 0790163117 E-mail: kalalder@tcd.ie	Wafa Abu Hatab Zarqa University E-mail: wafatab@gmail.com
Hussein Al-Duweiri, The University of Jordan Mobile: 0772398541 E-mail: h.duweiri@ju.edu.jo	

### Scientific Committee

Zahra Mustafa-Awad, Chair The University of Jordan Mobile:0777496800 E-mail: z.awad@ju.edu.jo	Jihad Hamdan, Co-chair APETAU, UNRWA-Jordan Mobile:0777462154 E-mail: ijaes2011@yahoo.com
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Mohammed Khawaldeh Mu'tah University E-mail: khawalda@mutah.edu.jo	Mahmoud Al-Khateeb Jordan University of Sciences and Technology E-mail: mahmoud@just.edu.jo
Nidal Al- Mousa Arab Open University E-mail: n_almosa@aou.edu.jo	Tahrir Hamdi Arab Open University E-mail: t_hamdi@aou.edu.jo
Alaadeen Sadeq Zarqa University E-mail: alaeddin71@yahoo.com	

### 3. Sponsors

- Ministry of Higher Education and Scientific Research
- The University of Jordan
- Jordan Tourism Board (JTB)
- The Regional English Language Office (RELO), US Embassy, Amman
- Voices in Asia
- International Independent Schools
- PETER LANG -International Academic Publishers, Switzerland
- Lingua Translation & Language Services
- Atlas Center for Studies and Research
- RIVAGE-Al-Mawared Natural Beauty Products Corporation

### 4. PRE CONFERENCE ACTIVITIES:

The following activities/functions are scheduled for Tuesday 22 April at the Conference Sites:

1. Registration Desk: Participants can register and take their conference kit any time between 9:00 am and 4:00 pm.
2. Registered conference participants will be provided with lunch vouchers which they have to show at the university restaurants.
3. Social activities:
  - Reception dinner
  - Trip to Petra ( optional at participants' expenses)

## **5. FIRST CONFERENCE DAY/TUESDAY**

### **• Arriving at Conference Site**

Please plan to arrive at conference site at The University of Jordan/Faculty of Arts at 8:30 am. There will be signs to guide you to the conference site at the two main University gates (South Gate and North Gate).

Buses will collect participants from the Region Hotel at 8:00 am and then proceed to Al-Fanar Hotel and Le Meridian. Participants planning to arrive by car can drive into JU campus through either the South Gate or the North Gate. Names of conference participants will be at the two gates and gate keepers will be instructed to allow you to drive into the University campus. You can park your car (free of charge) in the parking lot next to Faculty of Arts.

### **REGISTRATION:**

Participants are requested to register on Tuesday morning on the ground floor of the Faculty of Arts. Conference staff will be on duty from 8:30 am - 4:00 pm in the main lobby. The conference registration fee is \$100.00 (One Hundred US Dollars) to be paid in cash. The fee is payable upon arrival and covers the cost of conference kit; transportation from designated hotels to the conference site and vice-versa; coffee breaks and lunches for three days on university campus.

### **OPENING CEREMONY:**

This will be at 10:00-10:30 am on Tuesday morning at Mohammad Budayr auditorium /University Administration Building. All lectures and seminars will be held at the Faculty of Arts Building.

## **6. CONFERENCE SITE**

### **INFORMATION DESK:**

The main information desk will be in the main lobby of the Faculty of Arts. It will be open from 8:30 am - 4:00 pm Tuesday, Wednesday and Thursday 22-24 April.

### **NOTICE BOARD**

Please have a look at the Notice Board every morning. It will be located next to the information desk in the Faculty of Arts.

### **PHOTOCOPYING FACILITIES:**

We regret that there will be no photocopying facilities on conference site. However, should you like to have a few pages photocopied, please ask conference attendants to do that for you.

### **BOOK EXHIBITION**

There will be a small book exhibition sponsored by Peter Lang Publishers and Atlas Center for Studies and Research. The exhibition will be on the ground floor/Faculty of Arts. It will be open from 9:00 am - 4:00 pm as of Tuesday 22 April until Thursday 24 April.

## 7. THE UNIVERSITY OF JORDAN CAMPUS:

### ENQUIRIES & CONTACT NUMBERS:

Should you like to enquire about something or ask for help, please see the attendants at the conference reception desk or any of the conference organizing committee members. In addition to the members of the organizing committee (shown above), the following are other contacts that you may need on JU campus:

- **The University of Jordan : 962-6-5355000**
- **Dean of the Faculty of Foreign Languages Office: Ext: 24700**
- **The Faculty of foreign languages Secretariat: Ext: 24707**
- **Head of the Department of English Office: Ext: 24777**
- **Public Relations Department: Ext: 21037**

### FACILITIES ON JU CAMPUS:

The following facilities are close to each other and are centrally located on campus.

- University Mosque and Main Library are very close to the conference site.
- University Hospital is within walking distance from the Faculty of Foreign Languages (Ext. 830)
- Post Office (Ext.25300)
- Bank (Cairo-Amman Bank) Ext.25320, 25321)

For more details kindly visit The University of Jordan Home Page: [www.ju.edu.jo](http://www.ju.edu.jo).

### INTERNATIONAL JOURNAL OF ARABIC-ENGLISH Studies (IJAES)

A selection of papers presented at the conference will be peer-refereed and published in a special issue of IJAES.

### IJAES FORMAT

The following instructions are taken from the website of IJAES

- the paper should be 7000 to 9000 words in length
- titles of journal articles in Roman with single inverted commas
- first word only has initial capitals except for names
- full point after final inverted comma
- if an entry is an article from an edited collection, put the title in Roman with single inverted commas
- journal titles are in italics; main words have initial capitals
- Please check that all details have been included: volume, issue (if available), page numbers.

Example: **Orkin, Martin.** (1987). '*Othello* and the plain face of racism'. *Shakespeare Quarterly*, 38: 166-188.

## **(II) Conference Schedule**

## (I) Literature

Venue: The Turkish Corner Hall

Day 1: TUESDAY, 22 April 2014		
Time	Activity	
9.30-4.00	Registration	
10.00-10.30	Opening Ceremony	Venue: Muhammad Budayr Auditorium
10.30-10.45	Coffee Break	
<b>Chair: Zahra Mustafa-Awad</b>		
10.45-11.30	Plenary: Ellen Broselow, Stony Brook University Misproduction or misperception? Venue: Al-Kindi Auditorium	
11.30-11.45	Coffee Break	
Time	Speaker(s)	Presentation Title
<b>Session One ( 11.45-1.15 ) Venue: The Turkish Corner Hall</b> Chair: Eid Dahiat		
11.45-12.15	Sullivan, Zohreh	Tracing the World's Ruins in Literature: Conrad, Agard, Satrapi
12.15-12.45	Abou Alam, Samia	Colonizing Cannibalism in Carter's Selected Works
12.45-1.15	Yousef, Tawfiq	Borders and Cultural Multiplicity in Naomi Nye's Habibi
1.15-2.30	Lunch	
<b>Chair: Mahmoud Al-Shetawi</b>		
2.30-3.30	Plenary: Wail Hassan, University of Illinois Trials of Translation: Arabic Literature, Comparative Literature, World Literature Venue: Al-Kindi Auditorium	
3.30-3.45	Coffee Break	
<b>Session Two (3.45-5.15) Venue: The Turkish Corner Hall</b> Chair: Muhammad Asfour		
3.45-4.15	BENDJEMIL, Khawla	Multiculturalism in Diana Abu Jaber's Crescent
4.15-4.45	Tahboub, Dima	Moving Beyond Heart and Hearth
4.45-5.15	Haddad, Rawan Hamdi	Women's Representation in Palestinian Literature

## Literature

Day 2: WEDNESDAY, 23 April 2014		
Time	Activity	
9.00-4.00	<b>Registration</b>	
<b>Chair: Samira Khawaldeh</b>		
9.30-10.30	<b>Plenary:</b> Mohammed Shaheen, The University of Jordan Edward Said's Discourse and Tayeb Saleh's Practice of Postcolonial "Writing Back" <b>Venue: Al-Kindi Auditorium</b>	
10.30-10.45	<b>Coffee Break</b>	
Time	Speaker(s)	Presentation Title
<b>Session Three ( 10.45-11.45) Venue: The Turkish Corner Hall</b>		
<b>Chair: Nidal Al-Mousa</b>		
10.45-11.15	Al-Shetawi, Mahmoud	Arabic Adaptations of Shakespeare and the Postcolonial Theory
11.15-11.45	Hamdi, Tahrir	Yeats, Said and Decolonization
11.45-12.00	<b>Coffee Break</b>	
<b>Session Four (12.00-1.00) Venue: The Turkish Corner Hall</b>		
<b>Chair: Abdul Rahman Shaheen</b>		
12.00-12.30	Khawaldeh, Samira	De-Orientalizing Narratives: Muhammad Asad's The Road to Mecca
12.30-1.00	Sarhan, Houreya	Eliot's Concept of Tradition as Reflected in Iser's Writings
1.00-2.30	<b>Lunch</b>	
<b>Chair: Somchoen Honsa, Jr.</b>		
2.30-3.30	<b>Plenary:</b> Mats Oscarson, University of Gothenburg, Sweden Making Connection in a Changing World: A European Language Education and Assessment Perspective. <b>Venue: Al-Kindi Auditorium</b>	
3.30-3.45	<b>Coffee Break</b>	
<b>Session Five (3.45-5.15) Venue: The Turkish Corner Hall</b>		
<b>Chair: Nabil Al-Shareef</b>		
3.45-4.15	Al-Khader, Mutasem	A Symbolic Reading of the Mariner's Voyage in The Rime of the Ancient Mariner
4.15-4.45	Muhaidat, Fatima	A Far Reaching Vision in a Mystery Story
4.45-5.15	Al-Dagamseh, Abdullah	Gifts as a Contradiction

## Literature

Day 3: THURSDAY, 24 April 2014		
Time	Activity	
9.00-4.00	<b>Registration</b>	
<b>Chair: Jihad Hamdan</b>		
9.30-10.30	<b>Plenary:</b> Shehdeh Fareh, University of Sharjah Towards a Discourse Grammar in Language Teaching <b>Venue: Al-Kindi Auditorium</b>	
10.30-10.45	<b>Coffee Break</b>	
Time	Speaker(s)	Presentation Title
<b>Session Six (10.45-11.45 ) Venue: The Turkish Corner Hall</b>		
<b>Chair: Yousef Awad</b>		
10.45-11.15	Al Qaisi, Zainab	The Relation Between the Personal Formation and Evolution of Thought in Hisham Sharabi's Embers and Ashes
11.15-11.45	Moqattash, Rima	A Comparative Study of the Function of Multiple Narrators
11.45-12.00	<b>Coffee Break</b>	
<b>Session Seven ( 12.00-1.00 ) Venue: The Turkish Corner Hall</b>		
<b>Chair: Nayef Jolan</b>		
12.00-12.30	Raslan, Iman	Rethinking History and Human Rights in Lisa See's Shanghai Girls
12.30-1.00	Moustafa, Maha	"Animal Turn" in Fiction
1.00-2.30	<b>Lunch</b>	
<b>Session Eight (2.30-3.30) Venue: The Turkish Corner Hall</b>		
<b>Chair: Sura Khreis</b>		
2.30-3.00	Al Jabbari, Ekbal	The Portrait as an Alive Character in <i>The Picture of Dorian Gray</i>
3.00-3.30	Alhaj Mohammad, Sumaya	The Particularity of Identity in Amin Maalouf's Ports of Call
3.30-3.45	<b>Coffee Break</b>	
<b>Session Nine (3.45-5.15) Venue: The Turkish Corner Hall</b>		
<b>Chair: Jihad Al-Shu'aibi</b>		
3.45-4.15	Wakkad, Ayah	Political Jail in the Novel
4.15-4.45	Prakobkaew, Canate Honsa, Somchoen	Psychoanalysis of Sons and Lovers
4.45-5.15	Jaturatamrong, Thanyaruthai Khamkhanti, Pattanan	Influence of Greek Methodology in Thai Literature
<b>Closing Session (5.15-6.00)</b>		

## (II) Translation / Linguistics

Venue: Al-Kindi Auditorium

Day 1: TUESDAY, 22 April 2014		
Time	Activity	
9.30-4.00	Registration	
10.00-10.30	Opening Ceremony	Venue: Muhammad Budayr Auditorium
10.30-10.45	Coffee Break	
<b>Chair: Zahra Mustafa-Awad</b>		
10.45-11.30	<b>Plenary:</b> Ellen Broselow, Stony Brook University Misproduction or misperception? <b>Venue: Al-Kindi Auditorium</b>	
11.30-11.45	Coffee Break	
Time	Speaker(s)	Presentation Title
<b>Session One (11.45-1.15) Venue: Al-Kindi Auditorium</b>		
<b>Chair: Abdullah Shunnaq</b>		
11.45-12.15	Ali, Abdul Sahib Mehdi	Translating Pastoral Poetry: Recreating the Unity of Content and Form
12.15-12.45	Hammad, Lamia	Cultural Colonialism in the Translation of Season of Migration to the North
12.45-1.15	Gouhar, Saddik	Mapping the Intersection between Language and Culture in the English Translation of Contemporary Arabic Novels
1.15-2.30	Lunch	
<b>Chair: Mahmoud Al-Shetawi</b>		
2.30-3.30	<b>Plenary:</b> Wail Hassan, University of Illinois Trials of Translation: Arabic Literature, Comparative Literature, World Literature <b>Venue: Al-Kindi Auditorium</b>	
3.30-3.45	Coffee Break	
<b>Session Two (3.45-4.45) Venue: Al-Kindi Auditorium</b>		
<b>Chair: Omar Atari</b>		
3.45-4.15	Stähli, Adrian	Academic Publishing – Language and Linguistics with the Peter Lang Publishing Group

## Translation / Linguistics

Day 2: WEDNESDAY, 23 April 2014		
Time	Activity	
9.00-4.00	<b>Registration</b>	
<b>Chair: Samira Al-Khawaldeh</b>		
9.30-10.30	<b>Plenary:</b> Mohammed Shaheen, The University of Jordan Edward Said's Discourse and Tayeb Saleh's Practice of Postcolonial "Writing Back" <b>Venue: Al-Kindi Auditorium</b>	
10.30-10.45	<b>Coffee Break</b>	
Time	Speaker(s)	Presentation Title
<b>Session Three (10.45-11.45) Venue: Al-Kindi Auditorium</b> <b>Chair: Rajai Al-Khanji</b>		
10.45-11.15	Atari, Omar	Translating the Stance and Engagement Features of "Voice" into Arabic
11.15-11.45	Abu-Ssaydeh, Abdul-Fattah	Translation Theory and the Bilingual Dictionary: Re-establishing the Connection
11.45-12.00	<b>Coffee Break</b>	
<b>Session Four (12.00-1.00) Venue: Al-Kindi Auditorium</b> <b>Chair: Abdul Sahib Mehdi Ali</b>		
12.00-12.30	Casey, Anna Maria, Al-Khanji, Rajai	Deceptive Cognates: The Need for Explicit Training Awareness Strategies in Translation and Foreign Language Learning
12.30-1.00	Elmgrab, Ramadan Ahmed	Possible Criteria for Evaluating Students' Translation Errors
1.00-2.30	<b>Lunch</b>	
<b>Chair: Somchoen Honsa, Jr.</b>		
2.30-3.30	<b>Plenary:</b> Mats Oscarson, University of Gothenburg, Sweden Making Connection in a Changing World: A European Language Education and Assessment Perspective. <b>Venue: Al-Kindi Auditorium</b>	
3.30-3.45	<b>Coffee Break</b>	
<b>Session Five (3.45-4.45) Venue: Al-Kindi Auditorium</b> <b>Chair: Hashim Noor</b>		
3.45-4.15	Gasimova, Gunel	Translation of Institutions Existing in Azerbaijan at the Beginning of the XX Century
4.15-4.45	AmirDabbaghian, Amin	Translation and Tourism: A Cross Cultural Communication and the Art of Translating Menus

## Translation / Linguistics

Day 3: THURSDAY, 24 April 2014		
Time	Activity	
9.00-4.00	<b>Registration</b>	
<b>Chair: Jihad Hamdan</b>		
9.30-10.30	<b>Plenary:</b> Shehdeh Fareh, University of Sharjah Towards a Discourse Grammar in Language Teaching <b>Venue: Al-Kindi Auditorium</b>	
10.30-10.45	<b>Coffee Break</b>	
Time	Speaker(s)	Presentation Title
<b>Session Six (10.45-11.45) Venue: Al-Kindi Auditorium</b> <b>Chair: Turki Bani-Khaled</b>		
10.45-11.15	Dweikat, Khaled	Effects of Using Blended Learning in Teaching ELT Methodology (2) on Learners' Attitudes toward Blended Learning
11.15-11.45	Zidane, Samiya	Students' Attitudes Towards Learning English for Specific Purposes at Chlef University
11.45-12.00	<b>Coffee Break</b>	
<b>Session Seven (12.00-1.00) Venue: Al-Kindi Auditorium</b> <b>Chair: Mohammad Khawaldeh</b>		
12.00-12.30	Bakir, Murtadha	The Grammar of Gulf Pidgin Arabic: Substratal Influence and/or Universal Tendencies
12.30-1.00	Alaqaarbeh, Rania	The Syntax of Complex Tense Constructions
1.00-2.30	<b>Lunch</b>	
<b>Session Eight (2.30-3.30) Venue: Al-Kindi Auditorium</b> <b>Chair: Fawwaz Al Abd Al-Haq</b>		
2.30-3.00	Al-Masri, Hanada	A Pragmalinguistic Study of Editorial Cartoons: A Jordanian Case
3.00-3.30	Benyoucef, Radia	The Semantic Features of the Arabic Verbal Morphological Patterns فاعل ، أفعل ، فعل
3.30-3.45	<b>Coffee Break</b>	
<b>Session Nine (3.45-4.15) Venue: Al-Kindi Auditorium</b> <b>Chair: Ahmad Al-Omouch</b>		
3.45-4.15	Wong, Jenny	To Perform or not to Perform - Issues of Untranslatability in Chinese Shakespeare
4.15-4.45	Aisawi, Sabah	Domestication and Foreignization in Translating Children's Literature into Arabic
<b>Closing Session (5.15-6.00)</b>		

### (III) Language / TEFL

Venue: Ibn Khaldoun Auditorium

Day 1: TUESDAY, 22 April 2014		
Time	Activity	
9.30-4.00	Registration	
10.00-10.30	Opening Ceremony	Venue: Muhammad Budayr Auditorium
10.30-10.45	Coffee Break	
<b>Chair: Zahra Mustafa-Awad</b>		
10.45-11.30	Plenary: Ellen Broselow, Stony Brook University Misproduction or misperception? Venue: Al-Kindi Auditorium	
11.30-11.45	Coffee Break	
Time	Speaker(s)	Presentation Title
<b>Session One (11.45-1.15) Venue: Ibn Khaldoun Auditorium</b>		
<b>Chair: Ghaleb Rababah</b>		
11.45-12.15	Kilgarriff, Adam	Using Corpora for Language Research With The Sketch Engine
12.15-12.45	Ismail, Omaima, Yagi, Sane, Hammo, Bassam	Corpus Linguistic Tools for Historical Semantics in Arabic
12.45-1.15	Jum'a, Khader	A Study of Learning Styles of First Year Students at Bethlehem University
1.15-2.30	Lunch	
<b>Chair: Mahmoud Al-Shetawi</b>		
2.30-3.30	Plenary: Wail Hassan, University of Illinois Trials of Translation: Arabic Literature, Comparative Literature, World Literature Venue: Al-Kindi Auditorium	
3.30-3.45	Coffee Break	
<b>Session Two (3.45-4.45) Venue: Ibn Khaldoun Auditorium</b>		
<b>Chair: Wafa abu Hatab</b>		
3.45-4.15	Saif, Saleh Ahmed	A Study of English and Arabic Sounds and their Pedagogical Significance English and Arabic Consonants
4.15-4.45	Zuraiq, Wael	International Speakers and Local Perceivers

## Language / TEFL

Day 2: WEDNESDAY, 23 April 2014		
Time	Activity	
9.00-4.00	<b>Registration</b>	
<b>Chair: Samira Al-Khawaldeh</b>		
9.30-10.30	<b>Plenary:</b> Mohammed Shaheen, The University of Jordan Edward Said's Discourse and Tayeb Saleh's Practice of Postcolonial "Writing Back" <b>Venue: Al-Kindi Auditorium</b>	
10.30-10.45	<b>Coffee Break</b>	
Time	Speaker(s)	Presentation Title
<b>Session Three (10.45-11.45)</b>		
<b>Chair: Narjes El-Nasser</b>		
10.45-11.15	Hoffiz, Benjamin	Meta-expectations for Students of Arabic in the Western World
11.15-11.45	OUAHMICHE, Ghania	Innovative Perspectives in French Pronunciation Teaching to Non-Native Speakers of French
11.45-12.00	<b>Coffee Break</b>	
<b>Session Four (12.00-1.00) Venue: Ibn Khaldoun Auditorium</b>		
<b>Chair: Nahed Emaish</b>		
12.00-12.30	BENCHAREF, Amel	Teaching Language and Culture
12.30-1.00	Benchennane, Djamila, Sebda, Nesrine	Implementing Culture in Language Teaching
1.00-2.30	<b>Lunch</b>	
<b>Chair: Somchoen Honsa, Jr.</b>		
2.30-3.30	<b>Plenary:</b> Mats Oscarson, University of Gothenburg, Sweden Making Connection in a Changing World: A European Language Education and Assessment Perspective. <b>Venue: Al-Kindi Auditorium</b>	
3.30-3.45	<b>Coffee Break</b>	
<b>Session Five (3.45-5.15) Venue: Ibn Khaldoun Auditorium</b>		
<b>Chair: Riyadh Hussein</b>		
3.45-4.15	Bani-Khaled, Turki Ahmad	Attitudes Towards Standard Arabic among Jordanian Undergraduate Students of English
4.15-4.45	Ghazzoul, Nahed	The Role of Culturally-Bound Rhetorical Choices in Teaching and Assessing Coherence in Writing
4.45-5.15	Darwiche, Frank	The Experience of the Foreign and the Founding Return to the Ownmost Language through the Mood of Mourning

## Language / TEFL

Day 3: THURSDAY, 24 April 2014		
Time	Activity	
9.00-4.00	Registration	
<b>Chair: Jihad Hamdan</b>		
9.30-10.30	<b>Plenary:</b> Shehdeh Fareh, University of Sharjah Towards a Discourse Grammar in Language Teaching <b>Venue: Al-Kindi Auditorium</b>	
10.30-10.45	Coffee Break	
Time	Speaker(s)	Presentation Title
<b>Session Six (10.45-11.45) Venue: Ibn Khaldoun Auditorium</b>		
<b>Chair: Abdul-Fattah Abu-Ssaydeh</b>		
10.45-11.15	Dragemark, Anne	How Do Swedish Student Teachers Assess Their Own Writing Skills in English as a Foreign Language?
11.15-11.45	Mussa, Bagdagul, Abu Ammar, Rinad	Turkish Elements in Arabic Dialects (Colloquial Arabic)
11.45-12.00	Coffee Break	
<b>Session Seven (12.00-1.00) Venue: Ibn Khaldoun Auditorium</b>		
<b>Chair: Zakaria Abu Hamdia</b>		
12.00-12.30	Al Abd Al-Haq, Fawwaz, Qura'an, Alaa Ibraheem	Prophet Mohammad's Letters from a Critical Discourse Perspective
12.30-1.00	Zaghloul, Maha	Political Criticism in 'The Citizen's Manual for Understanding Politics & Constitution': A Cognitive Approach
1.00-2.30	Lunch	
<b>Session Eight (2.30-3.30) Venue: Ibn Khaldoun Auditorium</b>		
<b>Chair: Rayah Kalaldehy</b>		
2.30-3.00	Al Qaisiya, Fatima, Bani-Khalid, Turki	Medical Collocations in Dictionaries: An Analytical and Evaluative Study
3.00-3.30	Nofal, Khalil Hasan	The Role of Syntax in Developing the Higher Order Thinking Skills of EFL/ESL Students
3.30-3.45	Coffee Break	
<b>Session Nine (3.45-5.15) Venue: Ibn Khaldoun Auditorium</b>		
<b>Chair: Nayel Al-Shara'h</b>		
3.45-4.15	Hamlaoui, Naima	From Reflection to Writing
4.15-4.45	Jabr, Abdul-Fattah	Coherence in Arab University Students' Writing in English: A Problem in Communication
4.45-5.15	El Omari, Laila	Teaching Composition to Help ss. Become Authors
<b>Closing Session ( 5.15-6)</b>		

### **(III) Abstracts**

## **Keynote Speakers' Abstracts:**

### **Broselow, Ellen: Misproduction or misperception?**

When faced with structures in a foreign language that do not occur in their native language, language learners and loanword adapters frequently transform these structures to conform to native language restrictions. For example, speakers of Cairene Arabic will often produce English 'plastic' as [bilastik], no doubt because Cairene words cannot contain initial consonant clusters or initial [p]. The source of this misproduction is not clear, however: Does the speaker who says [bilastik] simply fail to perceive the difference between his/her production and that of the English model? Or does the speaker accurately perceive the foreign form but fail to accurately produce it? This talk will present evidence that both misperception and misproduction play a role in the insertion of vowels in foreign forms, and will propose criteria that allow us to distinguish production errors from perception errors in loanword adaptation and second language acquisition.

### **Fareh, Shehdeh: Towards a Discourse Grammar in Language Teaching**

Language is often simply defined as a means of communication. However, communication is a highly complex and intricate phenomenon. It is a multifaceted process that involves an adequate mastery of a number of linguistic and non-linguistic components. Knowing a language that can effectively be used for successful communication includes, among other things, attaining a functional knowledge of the various language systems including the syntactic system, or the grammar of the language in the narrow sense of the term. The scope of traditional grammar has been confined to sentence structure. That is probably why this approach to grammar has been referred to as sentence-based grammar. However, teaching this form of grammar contributes to the development of learners' grammatical competence rather than to their communicative ability. This paper argues for integrating discourse grammar in language teaching, and provides evidence to support the role that discourse grammar plays in developing foreign language learners' communicative competence. Specifically, this paper attempts to answer the following questions: (1) what does it mean to know a language? (2) What are the differences between sentence-based grammar and discourse grammar? (3) Why do foreign language teachers, curriculum designers and textbook writers accord more prominence to sentence-based grammar than to discourse grammar in teaching foreign languages? (4) What extra linguistic aspects does discourse grammar offer to language teaching that sentence-based grammar does not? In other words, what are the justifications for incorporating discourse grammar in foreign language teaching?

### **Hassan, Wail: Trials of Translation: Arabic Literature, Comparative Literature, World Literature**

As it had been in earlier periods of Arab civilization, translation has been central to the project of Arab modernity since the middle of the nineteenth century. Yet while the activity of

translation seems to have had minimal impact Arabic literature during the ages of Arab cultural ascendancy, in the modern period it has indelibly marked the development of Arabic literature. What does translation mean today for the study of Arabic literature? What is the place of Arabic literature in comparative literature studies and in the international circuits of world literature? This lecture will suggest some ways of thinking about the role that translation could play in reconfiguring the study of Arabic, comparative, and world literature in the twenty-first century.

### **Oscarson, Mats: Making Connections in a Changing World: A European Language Education and Assessment Perspective**

The need for improved conditions for learning and better intercultural communication is recognised worldwide. The concept of language, in all its ramifications, is at the very heart of this universal realisation. A major educational ambition espoused by the Council of Europe is therefore to promote linguistic diversity and language learning in member states (Council of Europe, 2007).

Extensive development work has been conducted in pursuit of this goal and considerable advances have been made in many areas of language policy, language education and language assessment. Examples are the formulation of principles for the description of goals for language learning (van Ek & Trim, 1991), the elaboration of a comprehensive Common European Framework of Reference for Languages, CEFR (Council of Europe, 2011a) and the production of a model for a European Language Portfolio (Council of Europe, 2011b). Steering documents in the educational sector, such as school curricula and syllabuses, as well as evaluation principles and practices in language programs and language examinations, have been greatly influenced by ideas coming out of the Council of Europe and the European Union. Another token of this concerted European effort to promote interest in languages and their assessment is the development of Dialang, a free online test instrument to be used for self-diagnosis of language abilities (Lancaster University, 2014).

In this talk I will illustrate some of the work undertaken and relate it to the general theme of the Conference, i.e. that of "Power to Connect in a Changing World". My thesis is that the results achieved are likely to have facilitated communication between citizens, thereby increasing their opportunities to connect across cultural and national boundaries, much in keeping with the declared aims of both the Council of Europe and the European Union. I will also exemplify, and comment on, some other research and development activities that reflect a European language education perspective and point to further useful sources of information of this nature.

### **Shaheen, Mohammed: Edward Said's Discourse and Tayeb Saleh's Practice of Postcolonial "Writing Back"**

Said "looks back in anger" at current Arab politics in terms of their encounter with the west, simply because Arabs lack the will to see their predicament and act accordingly before it is too late to mend. Said further remarks that Arabs should "write back" with the perspective of

language being both narrative and action so that their practice becomes in his idiom "special discourse" of action.

Said calls for the emergence of a new historical consciousness which can help Arabs abandon the futile practice of writing to themselves and embrace, instead, a more effective manner of articulation. For this reason, Said celebrates Tayeb Saleh's enterprise as an example of this postcolonial strategy adopted by Said.

Had Said been with us nowadays would he have needed to add much to what he actually said few decades ago?

Neither would have Tayeb Saleh.

## **Abstracts:**

### **Abou Alam, Samia: Colonizing Cannibalism in Carter's Selected Works: A Psychoanalytic Approach**

Angela Carter (1940 - 1992) a prolific writer of fiction also wrote a number of dramatic works that were published in a collection entitled *The Curious Room*. Her creativity led her to become one of the most original writers of the post-World War II period. Carter, in a number of her works, tackled the colonizing cannibalism. The connotations of 'cannibalism' imply a cultural archetype, and in this it remains as Margaret Atwood puts it 'the taboo of taboos'. Yet cannibalism is close to being a primary image. The simple need to consume is an unknown starting point from which we develop to a condition of more or less discrimination in our appetite. One definition for the term is 'savage and inhuman cruelty'. In addition, rather than a recurrence of a regular hunger, this appetite is characterized by its mere insatiability. It is this insatiability which suggests a psychological aspect. This is especially true of Angela Carter's writings, for the idea of a monstrous appetite to gain absolute POWER is something Carter returns to several times. This paper aims to examine two of Carter's plays: *Vampirella* (Radio Play) and *The Magic Toyshop* (Screen Play), to focus on cannibalism as a 'way of life'. Through a psychoanalytic approach, the two plays will be discussed.

### **Abu-Ssaydeh, Abdul-Fattah: Translation Theory and the Bilingual Dictionary: Re-establishing the Connection**

The relationship between translation theory and the bilingual dictionary has been one of misunderstanding, mistrust and even outright hostility. To start with, translation theory has not only undermined the role the bilingual dictionary plays in the process of translation but it has clouded the issue of equivalence by, intentionally or unintentionally, confusing equivalence as found in a translated text with that we encounter in the bilingual dictionary which forms the *raison d'etre* of the bilingual dictionary. As any experienced translator knows, the sense in which the bilingual lexicographer uses "equivalence" and the sense to which this term is given in translation theory are different; the first is static, context-free, based on the notion of *tertium comparationis*, limited and highly codified. The second, on the other hand, is dynamic, context-sensitive, almost infinite in its scope and subject to a host of influences that the bilingual dictionary cannot account for. This difference, however, does not in itself constitute sufficient grounds for the elimination of the bilingual dictionary from the translation process or the belittlement of its contribution to that process; in fact, this author believes that it is the bilingual dictionary which constitutes the fundamental platform requisite for the translation process.

But the nature of the link between the two disciplines goes beyond distrust; translation theory, whether its advocates like it or not, has contributed fairly significantly to the development of the bilingual dictionary; it was theoretical work in the field of translation that gave the lexicographer a clearer picture of the nature of equivalence, debatable as that might be. It was

translation theory that also examined types of equivalence and, with the help of bilingual meta-lexicography, forced the bilingual lexicographer to question and modify well-established beliefs and assumptions related to target users, the directionality of the bilingual dictionary, the macro- and micro-structure of the dictionary, active and passive dictionaries and the content of the lexical entry.

The relationship between translation theory and the bilingual dictionary can also be beneficial to both; the problems arising during the process of dictionary compilation can instigate further theoretical research. At the same time, translation theory continues to provide the bilingual lexicographer with invaluable insights as well as solutions and alternatives to handle some of the more complex practical issues in the bilingual dictionary; amongst these are pragmatics, the centrality of the idiom principle (including collocations), translation procedures for idioms, metaphors, lexical gaps (*lacunae*), taboo words and culture-specific words, to name only a few.

### **Aisawi, Sabah: Domestication and Foreignization in Translating Children's Literature into Arabic**

Decoding cultural signs in a text goes beyond dealing with linguistic issues to the context of the text to be translated. The translator's decision whether to retain the context of the source culture or adapt it to the culture of the target readers is crucial to the effect of the translated works of literature. It is, therefore, important to study how this issue is dealt with when translating English children's literature into Arabic. The paper aims at studying the theoretical framework of the problem of translating culture-specific elements in children's literature in order to examine how translators approach cultural differences when translating children's books into Arabic. Aziz Diya' (1914- 1997), a well-known Saudi translator and writer for both children and adults, has experimented with domestication of the source culture when translating a collection of story books written for young children (6-8 years). In his other works addressed for older children and young adults, Aziz has adopted foreignization through maintaining the source language culture and presenting it faithfully to his young Arab readers. Both approaches will be analyzed to examine how the translator dealt with culture-specific elements within each approach. Another goal of the study is to evaluate the importance of each approach in building bridges between cultures on the one hand, and fostering multiculturalism among Arab children through literature in translation on the other.

### **Al Abd Al-Haq, Fawwaz & Qura'an, Alaa Ibraheem: Prophet Mohammad's Letters from a Critical Discourse Perspective**

The aim of the present study was to determine how Critical Discourse Analysis could be a viable approach to investigate the main persuasive strategies adopted by the Messenger, Mohammed, Prophet Mohammed peace be upon him, (henceforth, PBUH), to get the rulers and governors to believe in Islam. In order to do just so, the researcher selected seven letters as the study sample. As for methodology, the main parts of all selected letters were investigated

through analyzing their content in light of the main principle of Critical Discourse Analysis as introduced by Fairclough (1989), which are description stage, interpretation stage, and explanation stage. As for the findings, the study found out that the letters are very rich of persuasive strategies which vary according to the recipient himself. The study concludes that these letters are ideology-bound. The main ideology is depicted in Islamic power and superiority. In addition, consider the ruler's status and influence. The letters address rulers differently due to their status quo.

**Al Qaisi, Zainab: The Relation Between The Personal Formation and Evolution of Thought in Hisham Sharabi's Embers and Ashes: Memoirs of an Arab Intellectual (1978) And Sherman Alexie's The Absolutely True Diary of a Part- Time Indian ( 2007)**

The radical consequence of making distinctions between conventional notions of culture and society and between culturally distinct ways of speaking and acting is referred to as Multiculturalism. Multicultural societies consist of diverse religious and moral outlooks which highlight the social and political history of the specific people. It yields an opportunity to verify the beliefs, values, and traditions identified in diverse communities. This study aims at highlighting multiculturalism which explores the varieties of experience, resulted from breaking down borders and changing views of one's self, stemming from racial, ethnic, gender and sexual differences. By comparing Hisham Sharbi's autobiography: Embers and Ashes: Memoirs of an Arab Intellectual and Sherman Alexie's young-adult fictional novel The Absolutely True Diary of a Part- Time Indian, the study will show how the two main characters, as a minority group, adapt with social and political changes, and consequently, how they enhance the self-concept of their values and beliefs among Historical happenings that influenced culture regardless of authenticity of historical information.

**Al Qaisiya, Fatima & Bani-Khalid, Turki: Medical Collocations in Dictionaries: An Analytical and Evaluative Study**

This study is an investigation of the treatment of medical collocations in a number of general monolingual dictionaries. The approach adopted in this piece of research is both quantitative and qualitative. Collocational patterns in relation to (25) common medical words were looked up in three advanced learner monolingual dictionaries. The frequency of occurrence of these words was checked against general collocational corpus, i.e. Just the Word, which is based on the British National Corpus.

The words themselves were selected according to their frequency of occurrence and collocational (grammatical and lexical) patterns. In addition to their presence/ absence in the dictionaries examined. The entries of the selected words were scrutinized in attempt to explore the way such collocations were treated. Comparisons were also made between dictionaries involved.

The findings of this study revealed that the examined dictionaries did address the issue of collocations in various forms. However, only Longman Dictionary of Contemporary English covered more and varied types of collocations in comparison with the other two dictionaries, i.e. Oxford Advanced Learner's Dictionaries and Cambridge Advanced Learner's Dictionaries. This research concludes with recommendations for lexicographers and researchers to improve the status quo of LSP medical lexicography.

### **Alaqarbeh, Rania: The Syntax of Complex Tense Constructions**

This paper attempts to account for the clause structure of complex tense constructions in Standard Arabic (SA) wherein an auxiliary is used with a lexical verb. Some accounts in the literature consider them biclausal with two Tense Phrases (TPs) (Fassi Fehri 2003, Ouali and Fortin 2007). This paper advances the proposal that these constructions are biclausal with two Verb Phrases along with functional projections above each because both are fully and identically inflected, but the more adequate candidate for the embedded clause is minimally an Aspect Phrase (AspP). It is argued that SA verbal forms encode Aspect rather than Tense due to their insensitivity to Tense. For example, the perfective is licensed in past as well as future tense contexts. Therefore, Tense in SA is proposed to be a null abstract morpheme. Auxiliaries in SA contribute distinctive stative lexical meanings, e.g. 'SbaHa means 'become' or 'have a certain state in the morning', and the lexical verb encodes a distinct eventuality. This is consistent with the biclausal semantic account evident in the logical forms of these constructions adopting the Neo-Davidsonian framework. Furthermore, two non-coreferential subjects are acceptable with two distinct thematic roles, e.g. an experiencer and agent in a sentence like *kaan ?aliun tusa?iduh hindun* 'Ali was in the state that Hind helps him'. Both subjects are in Nominative Case that can be assigned by phi-features on a Functional head not necessarily the TP because further evidence unravels the presence of only one TP. First, only one expletive non-thematic subject is legitimate. Second, even though two positions for negation are allowed, tensed negative particles in SA such as *lam* are only allowed in the matrix clause. Only one absolute tense interpretation is possible, the perfect and progressive interpretations are aspectual and do not introduce distinct tense interpretation to propose another TP.

### **Al-Dagamseh, Abdullah: Gifts As a Contradiction: The Janus-Faced Nature of International Aid in Nuruddin Farah's Gifts**

In my paper, I will argue that Nuruddin Farah's novel, *Gifts*, published in 1992, serves to expose the contradiction and violence inherent in the process of gift-giving on both a personal level and international level. *Gifts* exposes the complex set of relationships between personal gift-giving in traditional Somali culture and the emergence of international aid as a supposed gift-giving practice. As part of a global economic practice, international aid is attached to certain conditions and restrictions (such as Structural Adjustment Programs), which not only prop up dictators and impoverish the majority, but also exacerbate Somalia's dependence on wealthier

nations. I will argue that the kind of false and manipulative gift giving that takes place at the personal level through the patriarchal ideology of the traditional Somali culture becomes mirrored, magnified, and played out in a similar kind of false and manipulative gift giving on the part of the international aid donorships through their development package, which is attached to various draconian Structural Adjustment Programs (SAPs) and policies that basically guarantee that the donors get their “gifts” or aid back. In other words, the novel demonstrates that there is a haunting parallel between the horribleness of the pre-modern patriarchal system of false gift-giving and the horrifying manipulative, cruel, exploitive gift-giving of the late capitalist International Financial Institutions (IFIs). Such a critical reading of the novel exposes the disguised and concealed act of gift-giving as an act of violence rather than an act of sharing and generosity as it is promoted in hegemonic discourses.

### **Alhaj Mohammad, Sumaya: The Particularity of Identity in Amin Maalouf's Ports of Call**

This study explores the intricate situation of the coexistence of different identities in Amin Maalouf's *Ports of Call* (1996). It contends that identity is complex, flux and not limited to what is inherited; it is rather a psychological, political and social amalgamation. Identity, then, is not a person's past, but his/her present and future. Consequently, each individual has a unique and particular identity, which is completely different from the others'. This difference, however, could lead to the rejection of the 'Other.'

This study is a theoretical and analytical survey of Maalouf's *Ports of Call*. It aims at proving that this novel is an example that Maalouf provides to show the challenges that characters of different identities face, and the obstacles that hinder them from assimilation. The argument is mainly based on Edward Said's theories that have opened up discussions about Otherness and multi-culturalism, and other postcolonial critics such as Homi Bhabha's and Mary Louise Pratt. Maalouf's book *In the Name of Identity: Violence and the Need to Belong* (2000) is also integral to this study.

*Ports of call* presents characters who face serious dilemmas due to their different belongings and religions. Although they are 'hybrid' individuals, Maalouf's protagonists attempt to overcome the differences to live in peace and tolerance. The study reveals how the novel condemns all the practices that contribute to discriminating people depending on their identities.

The study concludes that it is possible for people in the world, in parallel with the characters of the novel, to challenge the identity predicament that the world is witnessing nowadays, and accept diversities as a way of life, rather than a reason for waging wars. This ultimate goal will be achieved only if the world stops the clashes over identity, which are the main reason behind violence in the world.

## **Ali, Abdul Sahib Mehdi: Translating Pastoral Poetry: Recreating the Unity of Content and Form**

This paper presents an in-depth look at poetry translation as an act of recreation whereby the unity of content and form of a source language poem is recreated in the target language with a view to producing a poem in its own right in the latter. This strategy is illustrated through the analysis and translation of two famous pastoral poems: "The Passionate Shepherd to His Love" by Christopher Marlowe and "The Nymph's Reply to the Shepherd" by Sir Walter Raleigh. The two poems are first analyzed in terms of their form and content, and then translated into metrical and rhyming Arabic poetry, following which a detailed discussion is provided to illustrate the methods and procedures adopted to recreate the unity of form and content of the original poems in the TL. The resulting target language versions are also explained, evaluated and compared with the original poems in terms of their content, formal features, fidelity, imagery and creativity. Findings of this study shed new light on a number of facts relating to poetic translation as an act of re-creation, the linguistic and literary resources available to the literary translator and the translatability of poetic texts from one language to another. The author, a poet himself, believes that poetry is translatable if translation is looked at as a creative purposeful act rather than a matter of reduplicating the original or reproducing an exact copy of it; a source language poem is not a 'matchless' renaissance painting. He also maintains that translating poetry into rhyming and metrical poetry, though quite challenging, is a highly rewarding experience; it gives the translator a real sense of self-satisfaction, creative accomplishment and pride.

## **Al-Jabbari, Ekbal: The Portrait as an Alive Character in The Picture of Dorian Gray by Oscar Wilde**

The paper studies Oscar Wilde 's only novel The Picture of Dorian Gray, first published in 1890. The novel is about a young man named Dorian Gray who falls in love with his own painted portrait by the artist Basil Hallward . The plot revolves around his corruption and eventual assassination at the hands of his portrait which, in due course, metamorphoses into an alive being to revenge for the distortion of its aesthetic value and beauty. The paper aims to prove that Wilde has intended for the portrait of his hero to take a leading role in the narrative discourse . The title of the novel itself , reveals that its main focus is the portrait of Dorian Gray rather than the protagonist himself .

The study shows that the chain of events and relationships are unfolded mainly through a direct reference to Dorian 's portrait . It is also a central part of the ongoing arguments between the painter Basil Hallward and his hedonistic counterpart Lord Henry Wotton about art , life and beauty in the novel : It endorses our understanding of the true nature of their contrasting opinions on the marvel painted by Hallward . Wilde employs the craft of the painted portrait of the hero to express his ideologies concerning the Aesthetic Movement which appeared in the 19th century period and emphasized the cult of beauty in art and literature. The evaluation of this modern concept of art is always seen in a parallel

connection with the painted portrait of the hero, Dorian Gray. Ultimately, Wilde's portrait of himself, which undoubtedly is that of Dorian's, precipitate in providing a deep understanding of his personality and his artistic vision in his experimental masterpiece *The Portrait of Dorian Gray*. Indeed, it is through Dorian's image and not Dorian's character that the author resolves his conflicts with his prejudiced and skeptic Victorian readers.

### **Al-Khader, Mutasem Tawfiq: A Symbolic Reading of the Mariner's Voyage in *The Rime of the Ancient Mariner***

*The Ancient Mariner* is unlike other conventional ballads because its focus is not on an event but on the symbolism that derives from an event. It describes a voyage into the interior spaces of a poetic self with its limitless potentialities. The poetic self comes to take over after the Mariner goes through a transformational process. The tension in the poem is between the familiar self and the imaginative creative self. Coleridge uses various images to suit the purpose of the voyage. The poet suffers from a deep spiritual crisis that necessitates the use of a symbolic language. This, in turn, requires a symbolic reading of the poem to capture the significance of many events. Without such a reading, important events would appear to be merely strange and would have neither consistency nor reasonable connections among them. The symbols that are used in the poem are both traditional and personal, in the sense of being purely Coleridgean. Despite the range of images and symbols that are used in the poem, they are merged into a consistent whole.

### **Al-Masri, Hanada: A Pragmalinguistic Study of Editorial Cartoons: A Jordanian Case**

Recently, editorial cartoons are becoming a growing part of a mass culture, and researchers are becoming increasingly interested in their pragmatic and ideological dimensions (Douglas & Douglas 1994, Dougherty 2002, El Refaie 2009). An editorial cartoon is generally a direct commentary on current events, people, and social issues in which verbal and visual elements combine, mostly through the attachment of a speech balloon to the picture of the character. Editorial cartoons are worth studying for a variety of reasons: they reflect the interplay of verbal (linguistic) and visual (semiotic) languages, which makes them ideal location for the examination of implicature and hidden messages. They represent a wide range of political, cultural, social and ideological perspectives, and they have enormous readership due to being commonly available in daily news, magazines and the Internet. In sum, they are a rich source of social entertainment and of social criticism.

This paper investigates editorial cartoons from two stands: first, exploring the semantic components characterizing them and the pragmatic considerations involved in decoding their messages- following Grice's theory of maxims. Second, discussing the linguistic and cultural challenges they may pose from a translational perspective. The data is based on 300 editorial cartoons occurring in Jordanian daily newspaper. The cartoons—with Abu Mahjoob being the main popular character—deal with a variety of topics related to aspects of daily life and so provide an insider's view on various cultural, political and social levels. The study supports the

claim that a decomposition of the pragmatic and semantic components of editorial cartoons will give insights into how language and culture are intertwined and are represented in two languages (verbal and visual) simultaneously. From an applied perspective, the results are hoped to shape better translation decision when translating editorial cartoons into English.

### **Al-Shetawi, Mahmoud: Arabic Adaptations of Shakespeare and the Postcolonial Theory**

This study attempts to examine Arabic appropriations of Shakespeare in the context of the postcolonial theory. The study will be of a comparative nature. Building on what has already been documented in related scholarship concerning this topic, the study will look into facets of the postcolonial theory vis-à-vis appropriations and adaptations of the plays of Shakespeare in Arabic. In doing so, the study will compare between known postcolonial ‘Shakespeares’ and Arabic appropriations of his plays. The study will comment on the postcolonial aspects of these plays and show whether Arab dramatists have been ‘writing back’, so to speak, in response to the colonial experience in the manner that postcolonial playwrights have done so. The study addresses the following questions: first, do Arab playwrights deal with postcolonial issues in their appropriations of Shakespeare? Second, to what extent have Arab playwrights used Shakespeare to ‘strike’ at colonialism? Third, are Arab playwrights well aware of the postcolonial theory and discourse? And fourth, what is the nature of Arabic contribution to postcolonial discourse? Though the treatment of Shakespeare in Arabic literature, especially drama and poetry has been considered elsewhere, the approach to the Bard from this line of thinking is considerably relatively new. Therefore, Arabic appropriations of Shakespeare’s plays will be identified and examined from the viewpoint of the postcolonial theory. In sum, the study contends that there are postcolonial appropriations of Shakespeare in Arabic—these need to be properly investigated and commented upon with reference to the postcolonial literary theory.

### **AmirDabbaghian, Amin: Translation and Tourism: A Cross Cultural Communication and the Art of Translating Menus**

Economic globalization has brought Iran into closer contact with the rest of the world. Iranian food, as an important part of Iranian culture, attracts foreigners who come to Iran. But in a lot of cases, when they look at to the menus, they feel stunned and baffled. For the English translations of Iranian menus are often incomprehensible and misleading. However, such awareness has not led to an in-depth study on menu translation. This paper draws on theories of foreignization and domestication, and recommends foreignization as a main strategy and domestication as a supplementary choice. Domestication strategy offers a technique that the readers of target language feel as the same as source language readers but instead, the Foreignization strategy suggests a technique that keeps source language culture inside the translated text and in another words, we can say that Foreignization strategy introduces the source language culture to the target readers. Each of the mentioned strategies has advantages

and disadvantages that discussed through the present study. Through this paper, the author suggests a set of techniques for menu translation. Samples in the present study have been chosen from dish names which are translated to English. It is hoped that this will contribute to the preservation and development of Iranian cuisine culture as a whole.

### **Atari, Omar: Translating the Stance and Engagement Features of “Voice” into Arabic**

This paper seeks to examine the translation performance of both trainee translators at the UAE University Translation Department and of professional translators in Al-Ain, UAE. The subjects will be called upon to translate two types of texts: the first segment of Obama’s speech (first ten lines) and a “Letter to the Editor” published in Time Magazine. The choice of these two texts is motivated by the fact that they presumably exhibit features of Stance and Engagement in order to establish the speaker-audience/writer-reader interaction.

The two texts involve the use of “hedges” (devices which withhold complete commitment to a proposition), attitude markers (the writer’s/speaker’s affective attitude to propositions), reader pronouns (the most explicit ways of bringing readers/listeners into a discourse, and counter expectancy indicators (the use of discourse markers such as however, modal particles as only, surely, really, etc.) among several others (Hyland, 2009; Munday, 2012 based on Marten & White 2005).

The data will be gathered from ten trainee translators in their final year of the B.A. Translation Program and from ten professional translators working in a translating agency in Al-Ain or Abu Dhabi. The translation tasks to be performed by the subjects of this study will reveal their awareness or lack of awareness of the linguistic realizations of the two rhetorical features of stance and engagement in persuasive discourse.

The results of the analysis will be used to compare the subjects’ translation performance with others’ performance from different linguistic and cultural backgrounds namely, Spanish speaking translators who have translated the Obama speech into Spanish. Second, the results will be used to highlight the role of discourse-based approaches to translator training.

### **Bakir, Murtadha: The Grammar of Gulf Pidgin Arabic: Substratal Influence and/or Universal Tendencies**

This paper deals principally with the emergence of grammar in GPA, the contact language that has appeared in the area of the Arabian Gulf and Saudi Arabia as a communication system between the Arabic-speaking natives and the expatriate labor force from South Asia, and South-east Asia, or between members of the latter group when they don’t share a linguistic background. The paper discusses a number of grammatical features of GPA and attempts to find out whether their existence is due to some mechanism (transfer) that represents substratal influence on this system or the result of internally induced universal principles and tendencies that are found cross-linguistically in such systems. The discussion will hopefully contribute to the debate about the extent of substratal influence in pidgin systems, and shed light on its nature, to the conclusion that it is guided by universal principles that govern language change.

## **Bani-Khaled, Turki: Attitudes Towards Standard Arabic among Jordanian Undergraduate Students of English**

This qualitative study explored the attitudes of Jordanian learners of English towards Standard Arabic as a mother tongue. It sought to categorize the attitudes held among these students in terms of ranked themes. The sample participants of this study were selected from two major state universities in Jordan. All students were taking English major courses during the first semester of 2013-2014. The total number was (366) students from all year levels. The students were both female (n=275, %=75.1) and male (n=91, %=24.8) students and between (19-22) years old. Data was collected over a period of four weeks. The students' responses came through short-essay composition tasks, i.e. answering the question: How do you personally feel about Standard Arabic? The results showed that it was possible to identify at least ten themes under which students' attitudes could be categorized in ranking order. These categories were: (1) status and future of SA; (2) the lexical gap; (3) affective feelings; (4) intra-linguistic aspects of SA; (5) inter-cultural impact; (6) the religious dimension; (7) perceived imperialism; (8) identity 'crisis'; (9) losing faith in SA; and (10) literacy and education. These themes are discussed with particular reference to the context of Arab / Jordanian EFL learning

## **BENCHAREF, Amel: Teaching Language and Culture**

Foreign Language teaching has caught increasing attention of FL teachers in recent years, since it is argued that language goes beyond its boundaries and does not exist merely as a code, however, it also comprises social practices through the rich complexities of communication and interaction about the world in specific environments. In effect, our extensive discussion topic in foreign language teaching methods for any level of schooling in all languages is the rapport between language and culture. It is broadly concurred that teaching languages does not occur in vacuum. Accordingly, within any language, culture is identified. What interests us in the present paper is not accomplishing only a particular defined ideal equivalence relation between language and its culture, but, among other things, the inquiry of how teaching a foreign language may lead to an intercultural communication for the sake of interaction among identities. Rooted in the assumption that instructors and educators ought to be conscious of the prospective impact languages can have in shaping cultures, forming national identities, changing attitudes and chronicling ideological shifts.

## **Benchennane, Djamila, Sebda, Nesrine : Implementing Culture in language Teaching**

Language and culture are interrelated; in contemporary language classrooms, teachers are expected to integrate cultural components; therefore, it would be a great idea to teach culture. Dealing with diversity is one of the central challenges of 21st century education. It is likely to succeed with all students if teachers explore how students' learning experiences are influenced by their home languages, cultures and contexts.

Various changes have affected language teaching theory and method in recent years, the greatest may be the transformation in the role of culture. One main reason for studying a language is to be able to understand and appreciate the high culture of the people who speak that language. In this view, language learning comes first, and culture learning second. Students need to learn the language in order to truly appreciate the culture, but they do not need to learn about the culture in order to truly comprehend the language. Some language teachers avoid teaching culture for several reasons, for example they think that students at lower proficiency levels are not ready for it, or that they do not have time to teach as it is additional material or that they do not know enough about it themselves to teach it properly.

This paper will seek to improve approaches to the learning/teaching of culture using new technologies. It will also suggest some tips that can make of the classroom an enjoyable place to learn such as: group work, pair work, role play, teacher's role.....etc. Next, some activities will be suggested in order to make students reach better cultural understanding ; thus, to make of the student a learner centered by negotiations, sharing the choice of materials and activities, being interested in them, knowing them and even learning from them. By doing so, motivation will arise and results will improve. To better explore the situation, a questionnaire was conducted to first year LMD System students in order to know their opinion concerning the learning of culture.

### **BENDJEMIL, Khawla: Multiculturalism in Diana Abu Jaber's Crescent and Laila Halaby's Once in a Promised Land**

Immigration and integration are currently crucial preoccupations for scholars, writers, politicians, and the media in especially the Western world that is increasingly made of a mosaic of cultures. Multiculturalism' is, thus, taken as a policy to assist the co-existence of the immigrant culture with that of the host one. Arab-Americans living in the U.S.A are facing the same challenges in an ethnically, nationally and religiously diversity that surrounds them in everyday life. A number of the writers who belong to this minority are, hence, advocating the idea of 'multiculturalism' as a way to allow different lifestyles, traditions and cultures to co-exist with one another as legitimate. Thus, the focal point of this article is to shed light on the way the hyphenated Diana Abu Jaber and Laila Halaby deal with 'multiculturalism' in their Crescent (2003) and Once in a Promised Land (2007), respectively. The interaction between the immigrant and host culture causes many inconveniences to both parts particularly the immigrant one. Racism, identity crisis, in-betweenness are just examples of their sufferings. So, is 'multiculturalism' the solution for all? This paper is to answer such a question according to the concerned novels.

### **Benyoucef, Radia: The Semantic Features of the Arabic Verbal Morphological Patterns فاعل and أفعال ، فاعل**

The present study aims at identifying the semantic features that distinguish between the Arabic morphological patterns فاعل and فاعل، أفعال. In order to achieve this aim, a questionnaire was

directed to twenty Jordanian students at The University of Jordan. The findings of the questionnaire revealed the existence of a series of semantic features for each morphological pattern. For the pattern of أفعل، the questionnaire identified the semantic features of causation, no volition and animacy. whereas the features of excessiveness and gradability were identified for فاعل and continuity was identified for فاعل .

**Casey, Anna Maria & Al-Khanji, Rajai: Deceptive Cognates :The Need for Explicit Training Awareness Strategies in Translation and Foreign Language Learning.**

Since language changes over time, lexical items that were formerly real cognates with similar meanings sometimes shift ,producing major or partial changes different from the original. These words may adapt themselves semantically and pragmatically though they resemble each other in shape, spelling and sound. In Romance Languages and others, cognates can sometimes present difficulties for learners and even for translators, because of the shifts in meaning that may have occurred, changing the meaning in the target language or in the T1, and distancing it from the other. Our presentation suggests the type of difficulty which might occur in translation and when learners of foreign languages encounter words which are similar to words familiar to them in another language. Researchers such as (Nagy et al,1999; Burgo,2004; Louguit2008; Kohnert,2012, among others)suggest that cognate recognition strategies may aid in various language skills including translation. Moreover, various studies have called both translators and foreign language learners to be consciously on the lookout for cognates. To test the hypothesis that it is risky to associate words which look similar, we will ask participants to discuss a series of isolated deceptive words in one language, trying to guess their meaning in English. A disclosure of the meaning and a further discussion of the possibility of finding like words with unlike meanings within different varieties of Arabic, may stimulate suggestions from the participants on how to deal with such false friends, and result in some recommendations which call for employing explicit instruction strategies in translation training and foreign language learning.

**Darwiche, Frank: The Experience of the Foreign and the Founding Return to the Ownmost Language through the Mood of Mourning**

Living abroad for years on end is not simply an alienation, nor a mere 'rewarding' experience, but rather a fulfilling one that determines the return to one's own as a free re-appropriation of the origin in language. It is this origin that we must look at as what Heidegger calls a Grundstimmung, an attunement, a founding-mood. Such a mood takes on several forms, of which a major one, Mourning, is of special interest to us. This Mourning is not a despondence over what is lost but a call to take on oneself the strife between sorrow and joy that are within that very Grundstimmung. When one finds and stands on/in this locus, he/she is in a relation to place and time that precedes feelings and passions and opens the possibilities of home, as we see it in the importance Fouad Al-Boustani lays on the concept of earth. The strife between

mourning and joy will then be accompanied by one between heaven and earth, allowing the coming to being of a holy place that is the very meeting of the local and universal as own's ownmost. The experience of the foreign, by making the return possible is what brings about distance for the "between" to operate. It brings about a relation to the other that opens difference and différance, whereby the care for the ownmost emerges from this Spiel between joy and sorrow, preceding textuality as a mere written logos and means of communication, and expressing and thinking the universal, philosophical thought, in words that speak and bespeak the origin. Citizens from the Lebanese diaspora often come back home without effecting such a return, in that the foreign is used as a simple means to an end – acquiring wealth – and not as the bringing about of ontological, linguistic and intellectual distance. This explains their detachment from the polis, the spiritual as the home's innermost – its hearth – and the sway of the ground-mood that opens the earth as a call for respectful founding. It is at the heart of their being alienated in all languages and incapable of feeling at home in any. An urgent call is made here to foster this return through institutions and education, so that the experience of the foreign become the distance that makes local language become the ontological place for thought and a shared living/existence.

### **Dragemark, Anne: How do Swedish student teachers assess their own writing skills in English as a Foreign Language?**

This paper describes how a group of student teachers assess their own language skills in English as a Foreign Language (EFL). There are few, if any, studies focusing future language teachers' self-assessment of their language skills and this paper presents some new data on self-assessment of written production within teacher education at the university level using one of the many Common European Framework of Reference for Languages (CEFR) scales. The CEFR concept is used in various educational settings and to various degrees throughout Europe to help language students develop an increased awareness of their own language skills by filling in and reflecting on several different check-lists and can-do statements. There is substantial evidence that supports the belief that self-assessment of language learning also helps to develop higher order learning skills such as metacognitive skills develop and that it promotes lifelong learning. An important group of language students to be considered in this case are our future language teachers. They both need to become proficient in e.g. English as a Foreign Language (EFL) themselves and be familiar with the usefulness of self-assessment tools and goals for learning such as the CEFR in a school context.

The data, which is part of a pilot study investigating how different types of feedback are experienced by university students, illustrates how a group of students studying to become lower- and upper secondary school teachers of English within the Swedish school system assessed their own writing skills in English as a foreign language (EFL). How reliable their assessments may be considered to be is discussed in relation to final outcomes. The students answered a questionnaire where they assessed themselves according to both general and specific criteria from the CEFR. Their teacher of written proficiency then used the same

scale to define each student's written proficiency level. The preliminary results show that the student teachers as a group had a tendency to assess themselves at a higher achievement level in relation to the university teachers assessments (at C1 rather than B1). The majority of students also expected their language skills to have progressed a whole level (from B2 to C1) in the course of a few months, which is a rather unrealistic expectation. This finding is important for teacher education in general, and language education in particular, as it shows that students do not have the skills in self-assessment that the Swedish upper secondary school expects them to have when they leave school. Teacher educators in EFL need to help future teachers to develop an awareness of their own strengths and weaknesses in written proficiency before they can successfully teach their own students this skill.

### **Dweikat, Khaled: Effects of Using Blended Learning in Teaching ELT Methodology (2) on Learners' Attitudes toward Blended Learning**

This study aims to explain how traditional teaching and learning methods and face-to-face with online environment are blended in an English major course entitled " English Language Teaching Methodology (2) (ELT 2) " that is being taught at Al-Quds Open University (QOU) in Palestine since 1992. ELT (2) is considered a practical course that is based on EL (1) and following it. Thus, while ELT (1) emphasizes the notion of competence, ELT (2) emphasizes the notion of performance and; therefore, it is given to English major students in their fourth year as a prerequisite to their practicum course. In this course the students learn how to share experiences, teach each other, evaluate each other, and criticize each other. They also learn how to be competent observers, how to use technological equipments including different types of visual aids, software, hardware , LCD, PowerPoint presentations, music, games and role playing. Additionally, the learners are given the opportunity to practice lesson planning, prepare exams, prepare worksheets, design visual aids, observe recorded classroom lessons and carry out actual classroom lessons. Moreover, the learners of this course are given the chance to teach micro-lessons to their peers in a simulated environment, while they receive prompt feedback from their teacher and their peer-students, and they have the opportunity to watch their teaching performance which furnishes pre-service teachers meaningful content for reflection on their microteaching. The study, consequently, aims to answer the following questions:

1- What are the attitudes of ELT Methodology learners towards blended learning? 2-Are there any significant differences between the attitudes of learners of ELT Methodology2 due to age and place of residence? 3-What are most important obstacles that face learners of ELT Methodology in using blended learning? 4- What are the available materials and innovative resources that can be used to have a blended ELT Methodology course?

To investigate the students' attitudes towards the blended learning practices, the researcher used a 50-item questionnaire in addition to using a number of technological advancements in face -to- face classrooms and via the electronic mail on the academic portal of QOU. Two sections of 44 students were taught using the blended learning approach in the second

semester of the academic year 2012/2013. The collected data will be analyzed using SPSS to achieve the objectives of the study.

The findings of this study is hoped to be useful for the decision-makers at QOU who can benefit from the results to improve the quality of delivering the instructional materials and their methods of teaching especially when teaching English as a foreign language. Moreover, the findings can help in bridging the gap that might exist between theory and practice in terms of teaching methodologies and it can add some useful information to the growing body of literature in this area. The findings of this study might be of great benefits for people who are interested in using advanced technologies for teacher training programs, syllabus design, teaching methods and materials.

### **El Omari, Laila: Teaching Composition to Help ss. Become Authors**

In this paper, a writing class run by combining two major schools of teaching composition (the expressivist and the socio-cultural critical theories) is described. After providing a quick and condensed review of both schools, the paper delves into an actual class realization. It provides an account of one semester when this class was taught to a group of thirty students at one Jordanian university. The class was a mixture of hard work, complaint, excitement, and actual texts produced. The outcomes were amazing in scope and effect. Tired because of having done work they never thought they could do, students finished the class believing that they have high potentials and that they could actually understand and affect what goes on in their own lives as individuals and in the society as members of their community. Above all, for me as their writing teacher, students finished the class believing that they could produce texts of good quality, texts with purpose, just like real writers. In other words, students finished the class believing they could write—they could be authors. Key words: Composition Studies, Advanced Writing, student-author binary, expressivist and the socio-cultural critical theories

### **Elmgrab, Ramadan Ahmed: Possible Criteria for Evaluating Students' Translation Errors**

Although different criteria have been proposed in applied translation literature in order to eliminate the subjectivity of the evaluator, these attempts remain tentative and, consequently, evaluation is still an area of controversy. Evaluation is not an easy task especially because the requirement or ideal aim is to produce the objective out of the subjective. A sound evaluation should go beyond intuition to achieve objectivity and accuracy. In translation practice, however, the operation inevitably involves the making of personal judgments and cannot be a pure mechanical process. Most translation instructors would, however, opt for a quality assessment as translation involves a transfer of meaning which can be affected by the quality of the error rather than its quantity. Yet, a high distribution of an error can always alarm teachers and arouse their suspicion, especially when it is widespread among various students. The criteria will contribute to the construction of systematic assessment processes. Instructors are required to seek a basis for informed judgment built upon both theoretical consideration and

experimental criteria. In this respect, this paper attempts to discuss the main criteria of translation quality assessment to see how far they serve this purpose.

### **Gasimova, Gunel: Translation of Institutions Existing in Azerbaijan at the Beginning of the XX Century**

This paper will deal with one of the main points of translation which causes difficulties during the transformation process. Two terms institutional and cultural terms which are closely related with the cultural factors express the notions which are considered the foundation of any human society; that's why their translation or transformation into any target language must be done so carefully that they cause no damage to the national colour. From this point of view these terms, notions may be seen identical, and I am going not to discuss them without separating from each other. The aim of this paper is to discuss the similarities and differences between these terms, the difficulties of their translation or transformation, their effects to the translation and the translated text with the examples taken from the Azerbaijan history at the beginning of the XX century. In this period, Azerbaijan was under the pressure of Iran and Russia, and then it declared its independence, after two years began the Soviet regime; so in this short period of time the Azerbaijan society experienced a number of institutions and cultural notions belonging to different cultures and tried to create its own national ones which were going to reflect Azerbaijan society. While translating the historical facts, realities representing that time translators mainly confront difficulties. From different points of view these problems will be investigated in this paper and appropriate ways of overcoming them will be shown comprehensively.

### **Ghazzoul, Nahed: The Role of Culturally-Bound Rhetorical Choices in Teaching and Assessing Coherence in Writing**

Teaching writing at EFL tertiary level is a laborious process which requires a constant investigation to address the problems students face when they compose in English. In the academic contexts, EFL students are expected to be able to present coherent and well written texts?, but quite often they fail to achieve that. This is related mainly to their inability to compose coherent texts that meet the requirements of the academic writing task. Hence, incoherence in the English writing of Arabic-speaking students seems to be a major problem that few studies have tackled thoroughly.

In this paper, the presenter will focus on the role of culturally-bound rhetorical choices (CBRCHs) in rendering texts incoherent. Particularly, CBRCHs will be introduced as part of a framework she developed for teaching and assessing coherence in EFL writing. It shows how the uses of dysfunctional repetition, ineffective parallelism, and overuse of run-on sentences reduce the chances of coherence and increase the conceptual gap between the reader's expectations and text realization. At the end of the presentation, suggestions for teaching coherence will be presented, and the participants will be invited to share their experiences and reactions to the proposed framework.

### **Gheith, Abdullah: Lost in Translation**

This is an analysis of three prominent translation enterprises in the Arab world in the last decade, namely, the Arab Translation Organization, Kalima, and Dar Al Ma'rifah. It is argued that in so many cases, the quality of translation is in many cases either wrong, or leaves a lot to be desired. The translations show a distinct deficiency on the part of the translator with regard to the cultural background of the work, or even failure to understand the meaning in the source language. Numerous examples will be given. Some suggestions are made as to how to address the problem.

### **Gouhar, Saddik: Mapping the Intersection between Language and Culture in the English Translation of Contemporary Arabic Novels**

Due to the intricate relationship between language and culture, translation is not only a dynamic for transferring textual/semantic knowledge but also a means of trans-cultural communication. Nevertheless, culture is an integral part of the texture of language and since different languages use different linguistic systems, no language can adequately express the meaning of another. The attempt to impose the value system of SL culture into TL culture is dangerous ground. (Bassnett 1996: 23) Therefore, an understanding of the significance of cultural differences compared to linguistic variations with regard to the theory and practice of translation is important because "different languages segment experience in different ways" (Nida 1964: 88). The existence of different semantic segmentation between languages acquires significance when a translator is confronted with the dilemma of translating cultural realia unknown to the speakers of the target language. In literary translation, texts are often loaded with culture specific aspects, analogies and allegories which cannot be adequately rendered into TL without a considerable level of cultural knowledge on the part of the translator. During translation, it is crucial for the translator to consider not only the lexical impact on the TL reader but also the manner in which cross-cultural aspects are perceived and processed in the TL text. In this context the paper will negotiate the intersection between language and culture in literary translation in order to explore the difficulties confronting translators in rendering Arabic texts into English with focus on the translation of the vernacular and the slang in selected Arabic novels.

### **Haddad, Rawan Hamdi: Women's Representation in Palestinian Literature: A Vivid Image of the Palestinian Woman**

This research explores the writing of those new generation of women writers from Palestine. People have always understood that history which is written by the victorious and have tried to challenge that. Palestinian are no exception; they have been trying to make their voices heard despite Israel's efforts to mute them. They are striving to make the world listen to the story of Palestinian Literature which is emerged from resistance against Israel's attempts to eliminate Palestinian identity and heritage.

Many Palestinians are deprived from living in Palestine, Palestine instead comes to live with them. Palestinian literature had two main centers of gravity: Israel and the diaspora. This period was distinguished by what Elaine Showalter calls "feminine" writing. We come to develop a clearer image of the Palestinian women in Susan abulhawa " Morning in Jenin" and some short stories that are written by Naomi Shihab Nye.

### **Hamdi, Tahrir: Yeats, Said and Decolonization**

Edward Said's *Culture and Imperialism* (1993) has spawned a great deal of critical debate in the two decades which followed its publication. This paper will take up the subject of Said's categorization of William Butler Yeats as a decolonizing poet along with other great poets such as Mahmoud Darwish and Pablo Neruda in his essay entitled "Yeats and Decolonization." Was Said wrong about Yeats, and how can Yeats's cultural nationalism be understood within the context of the constantly evolving field of postcolonial, or perhaps the more accurately labeled, anti-colonial studies? Yeats's Anglo-Irish Protestant situation in the Ireland of his day can perhaps be thrown into greater relief when compared to similar contexts in other colonized nations. Some critics, however, have argued that Said's claims are exaggerated and misconceived, especially as Said overlooked Yeats's Protestant ascendancy roots and elitism, traits which would actually land him in the anti-revolutionary and perhaps colonizing camp than the decolonizing, liberationist one claimed for him by Said. These critics have also maintained that Yeats's cultural nationalism was actually motivated by Yeats's Protestant ascendancy class allegiances rather than by his genuine revolutionary beliefs. However, such arguments ignore the key role of culture in paving the way for either colonization or (as in Yeats's case) decolonization, as eloquently argued by Said, not only in his above mentioned essay, but in his whole theoretical oeuvre. In fact, to separate the cultural from the political in order to contradict the thesis proposed by Said goes against the grain of the cultural studies project which has been making significant critical and theoretical strides in recent years. Yeats's leading role in the Irish literary revival, his desire to unite the Irish behind an Irish national consciousness and construct anew a distinctively Irish character and identity would firmly establish him as one of the earliest decolonizing poets of the twentieth century.

### **Hamlaoui, Naima: From Reflection to Writing**

Writing in English has become a headache for EFL students. To ease this pain, the Reflective Writing Model (RWM) was introduced. Our presentation goes over the RWM to show how it guides students first in the understanding of self-reflection and second in the organisation of reflective strategies required to reflect on and learn to write from their own writing.

## **Hammad, Lamia: Cultural Colonialism in the Translation of Season of Migration to the North**

Non-western works of translation introduce other cultures to the western world. Translation is understood to be an act of rewriting/creation, which plays a role in promoting the source language and culture. Season of Migration to the North is an Arab-African novel translated into English. The act of reading the novel in translation does not convey the qualities of the original work to the western reader: the translation is rather a reconstitution of the text mediated by the differences in the culture of the target language and this determines the relationship between dominant and subordinate cultures through 'transculturation'. This paper also addresses the question of whether the translation of literature conveys a true cultural presentation of the other, or whether the translator, in postcolonial discourse, acts as a colonizer of the text, a region open to colonisation.

## **Hoffiz, Benjamin: Meta-expectations for Students of Arabic in the Western World**

1. Title: "Meta-expectations for Students of Arabic in the Western World"

2. Introduction: Since the dawn of the Internet Age, communication has undergone drastic, even radical changes in terms of the types and means of discourse. The new social milieu of students undergoing higher education is one important aspect of this transformation. Specifically, students' access to sources of domestic and international news has been supplemented by near-universal, constant use of social media (Facebook, Twitter, etc.). The result is that meta-expectations on their part directly affect how they learn the Arabic language outside the Middle East and North Africa in a manner that has not yet been sufficiently explored.

This research paper shall attempt to provide an initial examination of this vital issue.

Although it is still premature to give a final analysis of the effect of the social media, at least initial conclusions and proposals will be proposed in this paper.

3. Analytical Discussion: My analysis will concentrate on the following areas of importance:

The written Arabic used in the social media will be one important portion to be treated. In texting, as in conversations between students, most of the Arabic we see is quite informal and colloquial. Significantly, American students of Arabic can now text in Arabic during their first semester of Arabic study

Another aspect to be examined is projected changes to the Arabic of the communications media (which of course has been relatively stable for the past 150 years or so). Specifically, what changes have the new generation of Arab writers (and "Tweeters), already effected on this genre?

Thirdly, what kind of computerized search engine can be used for dictionaries/ lexicons of News Media Arabic? I am presently working on this very project for material I have developed for dictionary items we presently use in my Arabic 322 class. Therefore, I would like to treat and demonstrate what I have developed in my paper and in my presentation.

Knowing that students use these global communication devices in all areas of life outside the classroom, how can the professor prevent the following prohibited activities?:

A. Student collaboration on and during examinations,

B. Illegitimate downloading of information, texts, and articles from readily-available sources,

C. Accessing photos of actual previously-given examinations, professor's notes, and answer sheets provided through a multitude of sources, including "correct" answers from comparable exams/ assignments available for a monetary sum.

4. Sources of Data: Current Arabic language classes will provide the data to be presented for treatment in this paper.

5. Summary and Concluding Remarks. This stage is currently in-process.

6. Questions and Comments from the Audience. (To be conducted at the end of conclusion of the presentation at the Conference in Jordan).

### **Ismail, Omaima, Yagi, Sane & Hammo, Bassam: Corpus Linguistic Tools for Historical Semantics in Arabic**

Arabic has one of the longest traditions in lexicography, with the first full-fledged dictionary dating back to 786C.E. It also has one of the richest works of lexicography with dictionaries that are onomasiological, semasiological, alphabetical, retrogradic, encyclopaedic, terminological, etc. What it does not have is a dictionary that traces the semantic development of words; i.e. an etymological dictionary (a dictionary on historical principles).

Towards the ultimate end of initiating systematic work in the direction of such a dictionary, we have leveraged information technology. This paper aims to describe, preview, and demonstrate a set of computational tools that would facilitate research in historical semantics and etymological lexicography.

There are (seven) basic tools that have been developed: (1) A corpus built on historical principles that consists of 6,111 books that span more than 1600 years of Arabic usage. It includes primary texts such as the Quran, hadith, poetry, and prose as well as secondary sources that include commentaries on primary sources. (2) An indexer that keeps track of all words in the corpus and associates them with their contexts in the very files that make up the corpus. (3) A stemmer that extracts the root, morphological pattern, and stem for each word in the corpus. (4) A part of speech tagger that labels each word in the corpus in terms of its syntactic category. (5) A search engine that can search for a word or a phrase, a root, or morphological pattern and that is capable of retrieving words and their contexts from specific eras. (6) A concordancing tool that can organize retrieved stretches of text in the form of an alphabetical list of the key words with a number of words before it and after it. (7) A dictionary processor that can (a) display the root of a word, its morphological pattern, and part of speech; (b) plug selected examples in their appropriate places under an entry, and (3) offer the lexicographer facility for editing and adding dictionary entries.

On a technical level, this research annotated the texts in the corpus with roots, patterns, stems, and part of speech tags. Furthermore, it added meta-tags to each text that marked text title, author, genre, historical era that the text represents, and whether it is a primary or secondary

resource. It then compiled this annotated corpus of texts into an XML schema that is novel in structure and easy to follow. The search engine canvases the corpus of XML files to find a match of the search term or phrase, and when it does, it retrieves it with its co-text as well as the root of each word in the search term, its pattern, part of speech tag, title of source text, text author, its genre, and its historical era. The search engine can not only search for words but also roots and morphological patterns. The concordancer operates on the search results and compiles retrieved sentences into an index aligned by the search term, such that it would appear in the middle of the page with equal amount of co-text before it and after it. The dictionary processor is an interface that the lexicographer interacts with. It fetches sentences from the concordance and plugs them into the example slot in the dictionary entry, extracts from the annotations and meta-tags such information as root, morphological pattern, part of speech, text author, and historical era, and plugs them into slots in the Dictionary Entry Form. These tools combined facilitate the lexicographer's work greatly and free them to focus on semantic analysis and editing.

### **Jabr, Abdul-Fattah: Coherence in Arab University Students' Writing in English: A Problem in Communication**

This paper sets out to investigate coherence in the writing of a number of English major students at Bahrain University. Coherence here refers to both use of cohesive devices as well as the logical order of the writer's ideas in a way that renders communicating the writer's message (meaning) easy to access and interpret by their reader(s). To achieve his objective, the author analyzed an essay produced by some English major students with an eye to scrutinizing the cohesive devices they used to connect their ideas and the logical order of these ideas, both significant to communicating meaning lucidly and efficiently. The results point out to the students' lack of awareness of the notions of cohesion and coherence since those students use only personal pronouns in their essay, let alone the faulty use of some of those pronouns.

### **Jaturatamrong, Thanyaruthai, Khamkhanti, Pattanan & Honsa, Somchoen: Influence of Greek Mythology on Thai Literature: Why did King Rama VI Write *Wiwaphrasamot*?**

Many researchers have investigated the influence of Greek mythology on Western literature. However, there was much less research conducted about that influence on Eastern literature and none on Thai literature. This study, therefore, explored the influence of Greek mythology on Thai literature and chose *Wiwaphrasamot*, a well-known play written by King Rama VI, for detailed discussion using Promtadtawatee's (2010) mythological framework. Her framework was used to analyse *Wiwaphrasamot* in relation to theme, characters and motifs. *Wiwaphrasamot* was adapted from Perseus's story. The power of God, one of the themes in Perseus, could be compared to the theme of the authority in *Wiwaphrasamot*. Some characters from Greek Mythology were used in *Wiwaphrasamot* such as Andromeda and King Midas. In addition, two motifs of Greek Mythology were found: hero and sacrifice. King Rama VI adapted

these Greek elements into Thai contexts to reflect and teach Thai people. This study attempted to find out why and how King Rama VI exploited Greek mythology to write a Thai play. Is it in order to understand and survive the changing world of that era? And King Rama VI's quest still resonates and generates analytical power and greater understanding, thus, hopefully enabling Thais to connect with the constantly evolving world of the early 21<sup>st</sup> century.

Key words: Greek mythology; King Rama VI's play, *Wiwaprasamot*; Greek characters, theme and motifs; Perseus story

### **Jum'a, Khader: A Study of Learning Styles of First Year Students at Bethlehem University**

Investigating learners' learning styles is one of the crucial factors that contributes to learners' learning achievement. The objectives of this study are twofold: to identify the Palestinian learners' language learning style preferences and to determine the impact of two learner variables: gender and field of study on preferred learning styles. A sample of first year students enrolled at Bethlehem University will be randomly selected to participate in this study. Reid's (1987) Perceptual Learning-Style Preference Questionnaire will be administered to elicit information for the study. The results will hopefully show the Bethlehem University first year learners' learning style preferences in terms of auditory, visual, kinesthetic, tactile, and group and individual learning. Pedagogically, the results of the study will hopefully help in catering for the best teaching methods that are relevant to language teaching. Materials and classroom activities should also be taken into consideration to help learners improve their learning outcomes.

### **Khawaldeh, Samira: De-Orientalizing Narratives: Muhammad Asad's *The Road to Mecca***

"Religious bridge-builder" and mediator between Europe and Islam are just two ways of recognizing the role Muhammad Asad (formerly Leopold Weiss) chose for himself. His *Road to Mecca* (1954) is an epic of "spiritual transformation", a world classic of this genre, along parallel works by Castaneda, Hesse and Ghandi. *The Road to Mecca* is also an autobiographical travelogue, written in fine poetical English, which justifies comparing and contrasting it with Twain's *The Innocents Abroad* and Lawrence's *The Seven Pillars of Wisdom*, though antithetical to both in spirit. Asad's approach is essentially humanistic, with an unusual amount of open-mindedness, not to be commonly found in the heyday of colonialism. He could see the great possibilities of building powerful bridges between cultures, and of perceiving the soul beyond the form. Denominational, racial, and nationalist rigidities give way to insightful understanding and the fluidity of crossing boundaries and connecting with other entirely alien modes of existence. This paper attempts an exposition of these distinctive features of Asad's spiritual epic, with emphasis on its de-orientalizing aspects, and the humanistic manifestations of its approach to the East in general and to Islam, Arabs, and Muslims in particular.

### **Kilgarriff, Adam: Using corpora for language research with the Sketch Engine**

Corpora are large databases of text used for language research. They allow us to answer all sorts of old questions, and to ask all sorts of new ones. With the arrival of computers, the web, and advanced corpus tools, they are getting bigger, faster, and easier to use. In this talk I will focus on one leading corpus tool - the Sketch Engine, as used at Oxford University Press, Cambridge University Press and elsewhere for writing dictionaries, and in language institutes worldwide for language research and teaching. I shall show how - for a range of languages, including Arabic and English - we can quickly find out about words, phrases, grammatical constructions, translations and more, and can take language description to levels of objectivity that were not previously possible.

### **Moqattash, Rima: A Comparative Study of the Function of Multiple Narrators in Three Novels**

This study compares how two Arab novels, Jabra Ibrahim Jabra's *In Search for Walid Masoud* (1978) and Jamal Naji's *When the Wolves Grow Old* (2008), follow the narrative style of multiple narration as employed by William Faulkner in *The Sound and the Fury* (1929). Jabra's and Naji's novels frame the narration through the first-person monologues of several characters who become narrators of their own experiences and their memories. In the three novels, the importance of memory emerges from the first sentence. This paper will highlight how both Arab novels focus, through the multiple narrators, on the predicament of the Arab intellectual at a particular point in Middle Eastern history. The style and structure of these two novels is similar to the style and structure in the four parts of the *Sound and the Fury* that relate many of the same episodes, each from a different point of view and therefore with emphasis on different themes and events. The interweaving and nonlinear structure employed by the three novelists makes any true synopsis of the novels difficult, especially since the narrators are all unreliable in their own way, making their accounts not necessarily trustworthy at all times. The three novels have achieved great critical success. The novels' appreciation has in large part been due to the technique of their construction, and their ability to recreate the thought patterns of the human mind.

### **Moustafa, Maha: "Animal Turn" in Fiction: A Reading of *Anthill* and *A Dog's Purpose***

Animals have held an important place in written literature for thousands of years. Literature from the simplest of children's stories to the greatest classics is filled with animals. However, just as our relationship with animals in real life is complex, the roles animals play in literature are likewise varied. The proposed research introduces the growing interdisciplinary field of human-animal studies that explores human-animals relations in theory, culture and society. The research investigates what kind of societal structures, ideas, values and ethical frameworks guide our relations to other species, and what are the relations between theory and practice?

How are animals represented in literature and specifically in fiction, and what implications do these representations have for our understanding of other animals, the world and ourselves?

These queries are investigated through analyzing two novels. The first is *A Dog's Purpose* (2010) by American novelist W. Bruce Cameron. The novel stayed a New York Times bestseller on the charts for forty-nine weeks. The book chronicles a dog's journey through several lives via reincarnation and how it looks for its purpose through each of its lives. The second is *The Anthill* by Edward Owen that focuses on the story of boy who grows up determined to save the world from its most savage ecological predator: Man himself. And in doing so, he witnesses the remarkable creation and destruction of four separate ant colonies, becoming a young naturalist in the process.

The analysis will focus on two levels. First how animal studies study 'the animal.' On this level the relation between animal studies and post humanism as a critical movement will be tackled in an attempt to foreground the framework of the analysis. On the second level the themes of animal studies will be elaborated on as they are rendered in the two selected novels.

### **Muhaidat, Fatima: A Far Reaching Vision in a Mystery Story**

Jorge Luis Borges is an influential figure in the Boom, a literary movement that helped Latin American literature go beyond its local, social and regional spheres. This trend has gained it a significant place in world literature. Rather than making claims to possess accurate straightforward accounts of reality, Latin American literature adopts universal ideas and messages indicating the complexity of life. This paper discusses Borges's achievement in "The Garden of Forking Paths," a mystery story speaking of the author's skill in utilizing this genre to incorporate a complex web of human, historical, cultural and literary implications. Various elements of the story provide an illuminating account of human nature, language, and creativity. The researcher highlights Borges' mechanism of portraying conflicts, uncertainties, fluctuations, and complexities of life as well as human behavior. People are driven by motivations that differ from those appearing on the surface. Human beings are likely to have access to fragments of reality as absolute truth is beyond their reach. Borges shows human struggle and longing for power to deal with challenges and limitations like time. In the world of Borges, life becomes a maze where people lose their way. From this perspective, literature and writing reflect human desperate attempts to make sense of life and its sophistications.

### **Mussa, Bagdagul, Abu Ammar, Rinad : Turkish Elements in Arabic Dialects (Colloquial Arabic)**

The Turkish-Arab relations have over one thousand years of history. This relationship, which continued for centuries, has found its reflection in the languages of these two nations as a result of intercultural communication. Thus interaction of languages is a manifestation of cultural relations. It is well known that Arabic has had a great influence on Turkish. However, this effect was not unidirectional. It is also possible to talk about the influence of Turkish on Arabic dialects and accents, though it is not as much as the influence of Arabic on Turkish. This

effect can be clearly seen in some words in Arabic dialects, borrowed from Turkish. All languages borrow words from other languages. However, if influence of one language affects the structure of another language, it means that there is a deep interaction between these languages.

The emphasis in this paper will be on some specific morphological changes that have occurred as a result of Turkish influence on some morphological processes that have affected large groups of Arabic words in some Arabic dialects, rather than words borrowed from Turkish. The paper will focus on the use of the Turkish question tag (mou) in some Arabic dialects.

Keywords: Arabic dialects and accents (Colloquial Arabic), Turkish, cultural communication and interaction, morphological changes, morphological processes, Turkish question tag.

### **Nofal, Khalil Hasan: The Role of Syntax in Developing the Higher Order Thinking Skills of EFL/ESL Students**

This paper is intended to answer the question: Does Syntax help the English Major Students in Philadelphia University - Jordan develop their Higher Order Thinking Skills (HOTS): application, analysis, synthesis, evaluation and judgment as stated in Bloom's Taxonomy? The answer is, of course, "yes" as syntax is the study of the internal structure of sentences. The word "structure" indicates all HOTS as it studies the relations between the sentence elements, and the students have to analyse this structure of different levels (phrase, clause, and sentence) in terms of categories and functions, in terms of bracketing, in terms of tree diagram and in terms of structural ambiguity as they all involve analysis skills and solving problem. That is to say, syntax includes all levels of thinking: basic / lower levels and complex / higher levels.

Keywords: higher order thinking skills, intended learning outcomes, syntax, sentence structure, ambiguity, word order, rank scale, rank shift.

### **Ouahmiche, Ghania: Innovative perspectives in French pronunciation teaching to non-native speakers of French**

Although pronunciation pedagogy has been disregarded in most Foreign Languages Teaching programs and curricula, there is a growing tendency to integrate pronunciation instruction in pedagogical issues through the appeal to other disciplines and technologies.

This paper presents an overview of some innovative trends in teaching foreign languages pronunciation (directive and non-directive approaches) with a particular emphasis on the French language and tries to shed light on the way to foster the Algerian students' awareness about their pronunciation difficulties to end up with suggestions and directions to keep pace with the changing environments in the whole globe.

### **Prakobkaew, Canate & Honsa, Somchoen: Psychoanalysis of Sons and lovers: Does Paul Really have an Oedipus Complex?**

Psychoanalytic theory, begun by Sigmund Freud, is used for an interpretation of literature. It is one form of literary criticism that can explore the experience, attitude, and feeling of the author through literature. In this study, the famous Freudian theories such as concept of mind and the Oedipus complex are applied to *Sons and Lovers* written by D.H. Lawrence to explain thoughts and behaviors of the fictional characters. The protagonist, Paul Morel, of *Sons and Lovers*, will be viewed as a psychological case study and will be elucidated to discover whether this fictional character's struggle is caused by an Oedipus complex or not. This study also attempts to explore the experience of D.H. Lawrence by analyzing Paul Morel to find a connection between the author and his character. This study is divided into 3 parts, including an introduction, psychoanalysis of *Sons and Lovers*, and a discussion. In the introduction, background information is provided to enhance understanding of the interpretation. Finally, the Thai cultural context is used to analyse Paul's case as part of the conclusion.

### **Raslan, Iman: Rethinking History and Human Rights in Lisa See's *Shanghai Girls***

Contemporary American literature has become increasingly concerned with giving voice to the suppressed and marginalized to rewrite their historical past in order to envision ways to cope with the future. Many writers of fiction have chosen to re-examine and rewrite the stories of their country's past in order to establish a new inclusive identity in the present. Among these novelists is the Chinese American Lisa See. The aim of this research paper is to explore the concept of historiographic metafiction in Lisa See's *Shanghai Girls* (2009) with a special reference to the violation of human rights. Within the frame of historiographic metafiction, the paper pursues a close reading of the novel which deals with the complex relationship between two sisters, Pearl and May Chin, as they face great pain and suffering in leaving Shanghai during the Second Sino-Japanese war. It also sheds light on the mistreatment of Chinese immigrants in America, their internment at Angel Island, Los Angeles Chinatown and the Chinese Exclusion Act. Through *Shanghai Girls*, Lisa See succeeds in delving into forgotten history. It is a story of immigration, identity, war and love.

### **Saif, Saleh Ahmed: A study of English and Arabic Sounds and Their Pedagogical Significance English and Arabic Consonants**

This study tries to contrast the sounds systems of the two languages for pedagogical purpose. It begins by short introductory remarks about the aims and objectives of the research, the reason for embarking on this study is the significance of the study for the concerned foreign language syllabus designers, teachers and learners. It presents a brief advocacy for the soundness of the contrastive analysis. Then, the research is furnished with a terse contrastive analysis of the two systems under investigations. The author of the research, at the outset, contrasts the consonantal systems of the two languages and on the basis of the emerged similarities and

differences the predicted difficulties encountered by the learners are specified and investigated. Consequently, pedagogical inferences and commentary there upon are stated. The same method is also followed for the vowels systems which are completely different from each other in the two languages. The real challenges for the Arab learners lie in the mastery of the English vowels. Though there are no correspondence between the two systems at the level of vowels, the researcher of this study attempts to create a new method for teaching the sound system in the two languages. The Arabic allophonic system is used as a means of teaching technique to teach the vowel system of English, that is, the researcher attempts to find Arabic allophones as counter parts to the English vowels in order to make it easy for the Arabic learners to imprint or master English sound in his/her mind and properly articulate them. This bridges the gap of the differences in the two systems of two languages. Of course, where there is no a counterpart vowel phoneme in Arabic, the researcher tries to find an allophonic environment in Arabic to make the English vowels familiar to the learners. In teaching both the consonants and vowels, the researcher introduces a practical experiment for the subjects of the study in the Department of Arabic and Translation ,Faculty of Languages, Sana'a University Republic of Yemen, and Women's College, Department of English, College of Education, Salman bin Abdul-Aziz University, Wadi Ad-Dawasir KSA. Then, the research paper ends with general inferences and pedagogical recommendations and future possible researches that may be carried out in the related field.

Key Words: Contrastive, sounds ,consonants ,vowels, pedagogical Inferences , foreign language learners, analysis, research, experiment, subjects of the study, manner of articulation, plosive, fricative, oral, dental, phoneme, allophones, difficulties, diphthong ,methodology, data collection context of the study, origin of speech.

### **Sarhan, Houreya: Eliot's Concept of Tradition as reflected in Iser's writings**

In his essay "Tradition and the Individual Talent" Eliot says that tradition cannot be inherited; it is obtained by hard labour. Tradition involves the historical sense which involves a perception, not only of the pastness of the past, but of its presence; the historical sense compels a man to write not merely with his own generation in his bones, but with a feeling that the whole of the literature of Europe from Homer and within it the whole of the literature of his country has a simultaneous existence and composes a simultaneous order." Eliot believes that "the past should be altered by the present as much as the present is directed by the past." This argument leads to the recent concept of the text, the author and the reader as reflected in Wolfgang Iser's writings. The text can be endlessly interpreted. It is impossible to have one meaning or one author for the literary text. In "The Reading Process: a phenomenological approach" he says that the dynamic nature of the work offers the reader various perspectives to read this work and to put it in motion. Iser says that reading causes the literally work to unfold its inherently dynamic character. Reading varies from one individual to another. He says "In the same way two people gazing at the night sky maybe looking at the same collection of the stars, but one will see the image of a plough the other will make out a dipper." This theory of the text which conforms with Eliot's concept of tradition and the interaction between the past and the

present. Iser thinks that the convergence of text and reader brings the literary work into existence. This convergence is virtual which makes the work dynamic.

### **Sullivan, Zohreh: Tracing the World's Ruins in Literature: Conrad, Agard, Satrapi**

In a conference on “the power to connect in a changing world,” I start with the premise that all literature commits an act of translation by connecting the fragments, the ruins of history into meaning and art. My talk reflects, first, on my own story of learning to connect literature with the world, then on the theorists who helped me towards other ways of reading and seeing, and finally on the cultural work of fragmentation and connection in three genres and texts: Joseph Conrad’s *Heart of Darkness* (1898), Caribbean & Black British poet /s John Agard or Marlene Nourbese Philip, and Iranian graphic novelist Marjane Satrapi’s *Persepolis* (2002). In tracking the change in my efforts to “connect” with literature -- from postcolonial Pakistan to the U.S. from the 1960s on, I ask, along with my students, questions about the relevance of literature, the function of art, and the relation between the world, the text, and the critic. The effects of such questions on pedagogy can be traced through the changes in my teaching of Conrad from the 1960s to the present. All three clusters of artists create art that is fragmentary and weighted by the ruins of history out of which they recover meaning.

### **Tahboub, Dima: Moving beyond Heart & Hearth: Finding Women in Irish Literature**

This paper argues that the first involvement of Irish women in war came as an extension to their roles in the private sphere. Ireland depended on women in the ‘typical’ role of 'keeping the home fires burning' when men were absent at the front. The paper discusses how the stereotypical image of femininity, deemed less dangerous, was exploited to enable women to take on more substantial roles in the public war sphere.

The paper presents the opinions of two disputing parties regarding the place of Irish women in war history and literature. The first claims that although women were present and active at all fronts, men managed to write them out of the war story assigning them with traditional or peripheral roles at best.

The second opinion believes that Ireland has always been mirrored in relation to women, female sacredness, and female agency. The paper aims to show that the position of Irish women was never minor or superficial and that Irish women were never absent from the scene, but their presence oscillated between reality and myth, static and dynamic roles, self immolation and self emulation.

### **Wakkad, Ayah: Political Jail in the Novels of Orwell's Nineteen Eighty-Four, al-Ghitani's Zayni Barakat, Munif’s East of the Mediterranean, and Coetzee's Waiting for the Barbarians: A Comparative Study**

The theme of political jail reverberates in world literature blurring the boundaries of time and place and opening up new avenues for drawing parallels among various literatures. Hence, the main objective of this study is to delve into four celebrated twentieth-century English and

Arabic novels, namely, Orwell's *Nineteen Eighty-Four* (1949), al-Ghitani's *Zayni Barakat* (1971), Munif's *East of the Mediterranean* (1975) and Coetzee's *Waiting for the Barbarians* (1980) investigating the analogies in the pre-, in, and post-jail experience of political detainees stressing that any obstructions in the face of freedom will trigger similar feelings, thoughts and attitudes. The significance of this study emanates from the fact that particularly political jail novels scholarship on comparative jail fiction has not, to the best of my knowledge, set comparison among these novels. To achieve its purpose, the study relies on the concept of analogy as elucidated by two comparatists of the American school: René Wellek and François Jost as the basis for drawing parallels among the aforementioned novels. And for a thorough analysis, it draws on Michel Foucault's theory of the birth of the prison as its theoretical framework.

### **Wong, Jenny: To Perform or not to Perform - Issues of Untranslatability in Chinese Shakespeare**

Theatre translation is one of the least studied areas in the discipline of translation. Yet it is also one of the most complex and dynamic that deserves more scholarly attention. Political and religious issues within a drama are often the subject of manipulation and re-writing in order to conform to the predominant ideology and socio-cultural conditions. In China, from late Qing period to contemporary Communist era, Christian references in Shakespearean works are often marginalised, if not lost, at the receiving end. When religious material in an English play embedded in a Christian culture is translated on stage in an atheist culture, how is religiosity marginalized through a cultural filter weaved by directors and/or translators? This paper presents a case study of the treatment of religious discourse in *The Merchant of Venice* staged in Beijing in 1980. Using an interdisciplinary approach, I explore the socio-cultural conditions, cognitive conditions and situational conditions that give rise to the present treatment and performativity of religiosity in the theatre translation. Interview with director show that religiosity that contrasts their theology is suppressed in the translation. In addition, the study shows that scholars and practitioners have vastly different views towards the concept of translation. What scholars view as unfaithful renditions can be seen as a faithful interpretation of Shakespeare's plays for dramatists.

### **Yousef, Tawfiq: Borders and Cultural Multiplicity in Naomi Nye's *Habibi***

**Borders and multiculturalism in Naomi Nye's *Habibi* Abstract** This paper investigates how the Arab-American Naomi Nye's novel *Habibi* 1997 addresses the theme of borders and cultural multiplicity in a way that deconstructs the traditional view of borders meant to maintain exclusion and hegemony and instead considers them as flimsy and changeable In her novel Nye endeavors to build bridges across political national cultural and ethnic boundaries by trying to bring about a sense of harmony and understanding between the separated Jews and Palestinians But whether this cherished dream can be achieved or not remains to be seen when considering the novel and its subtle implications Borders and multiculturalism in Naomi Nye's

Habibi Abstract This paper investigates how the Arab-American Naomi Nye's novel Habibi 1997 addresses the theme of borders and cultural multiplicity in a way that deconstructs the traditional view of borders meant to maintain exclusion and hegemony and instead considers them as flimsy and changeable In her novel Nye endeavors to build bridges across political national cultural and ethnic boundaries by trying to bring about a sense of harmony and understanding between the separated Jews and Palestinians But whether this cherished dream can be achieved or not remains to be seen when considering the novel and its subtle implications Borders and multiculturalism in Naomi Nye's Habibi Abstract This paper investigates how the Arab-American Naomi Nye's novel Habibi 1997 addresses the theme of borders and cultural multiplicity in a way that deconstructs the traditional view of borders meant to maintain exclusion and hegemony and instead considers them as flimsy and changeable In her novel Nye endeavors to build bridges across political national cultural and ethnic boundaries by trying to bring about a sense of harmony and understanding between the separated Jews and Palestinians But whether this cherished dream can be.

### **Zaghloul, Maha: Political Criticism in 'The Citizen's Manual for Understanding Politics & Constitution': A Cognitive Approach**

Before the 'Lotus Revolution' 2011 in Egypt, politics was one of the Egyptian taboos. However, after the revolution, politics has become the everyday topic of laymen. 'The Citizen's Manual for Understanding Politics' & 'The Citizen's Manual for Understanding Constitution' campaigns on You Tube & on TV are attempts to simplify political terms to make them accessible to almost everyone. In the present study, I aim at showing how political states in the Arab World are criticized. I will follow an eclectic approach to show how 'Blending' is used in animated video clips on You Tube to criticize regimes in the Arab World in general and in Egypt in particular. Conceptual Blending, also called conceptual integration, is a general theory of cognition. The development of this theory began in 1993 by Gilles Fauconnier and Mark Turner. 'Blends' will be shown to be employed to serve several functions. The basic surface function is to simplify politics as the production team of the clips clearly states. However, at a deeper level, 'blends' are used to criticize political states in a humorous manner both linguistically and visually.

### **Zidane, Samiya: Students' Attitudes Towards Learning English for Specific Purposes at Chlef University**

This study is an attempt to identify Biology and Computing students' attitudes towards learning English for specific purposes. The aim of this paper is to determine the students' attitudes towards the importance of English in their field, their attitudes towards the ESP course and the factors affecting their motivation and the teaching/learning process as well. The instrument used was two (2) questionnaires administered to a sample of three (3) English language teachers and ninety (90) first year students at the Department of Biology. The obtained data was interpreted using Microsoft Office Excel Software and presented in tables, figures and graphs. The results indicated that the students have positive attitudes towards the importance

of English in their field and unfavorable perceptions towards the content of ESP courses since it seemed very general and did not satisfy their specific needs. The results of the open-ended questions have shown that the students considered the teacher and the syllabus as the main demotivators, while English aspects are second in frequency, in addition to other strategies and evaluating systems. All these factors will have a great impact on the students' motivation and therefore reducing the chance of success therefore ESP teachers should create and provide a supportive environment including designing specific courses with the help of different strategies, techniques and procedures in which the students' motivation is sustained. Encouraging students to become more active participants and cooperate in the process of teaching and learning can help them learn the language better.

### **Zuraiq, Wael: International Speakers and Local Perceivers**

The current study examines the subjective role of the native listener in dealing with nonnative speakers particularly in comprehending L2 phonemic vowel timing in Arabic. The conducted perception experiment examines Arabic minimal pairs where a difference in vowel timing is linked to a change in meaning or/and syntactic category. In the first part of the experiment, native listeners were told that they will hear speakers from different regions, and stimuli included production from native and nonnative speakers. In a second part of the experiment, the same native listeners were told that they will hear native and nonnative speakers. In general, the findings indicate that nonnative productions require more process in when native listeners presuppose that nonnative speakers are not perfect producers of phonemic vowel length. Native listeners of Arabic can enhance perception and hence respond to nonnative speakers by being more perceptive to the foreign productions – being motivated by the fact that this foreign production is merely a production of another variety of Arabic. Accordingly, course designers, class teachers, and learners should increase pronunciation drills that deal with phonemic vowel length to improve production on the speakers' part and hence reducing the intolerance of the native perceiver to guarantee comfortable and successful communication. Native listeners are recommended to alter their presumptions about L2 speakers.

### **(III) Participants**

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