



College of Humanities and Sciences in AlGhat

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English department is pleased to launch its first input where it aims to raise academic awareness about linguistics, literature and translation. In this booklet, you will find variety of topics, reflections and essays written by our departments' staff and students. It is an attempt to show our commitment towards the academic community and the public about languages and related subjects. We hope that you enjoy reading this booklet and we look forward to receive your comments and constructive feedback.

English Club

Together with the launch of our first issue, our department is also pleased to launch the 'English club' which aims to provide an environment for students in which they can develop their language skills. The English club encourages voluntary work since it allows students to help other colleagues from other departments with their English-related tasks. It is a unique platform to create opportunities for students to develop their language skills, participate in entertaining activities outside the department curriculum, organise visits, create a friendly environment among the club members and provide students with the necessary learning resources that help them in their language learning.



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Writing center

Beside the English club, moreover, the writing center is another service that aims to serve the faculty of science and humanities in AlGhat by creating a level of excellence in students' writing at all levels and in all disciplines. To achieve this goal, the writing center provides individual courses, workshops and resources for students to develop their skills as critical writers and thinkers within the academic community. Our programs designed to develop students' writing skills and collaborate with other departments and programs on campus to support students writing. We have high-level trainers who are able to deliver and convey our lessons. We are indeed interested in learning from and contributing to research in our field.

In this booklet, a collection of articles, essays and reflections are presented. Some of these articles are already published but due to their significance, we are republishing them here.



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Spelling Errors Made by Arab Learners of English

Dr. Ali Alsaawi

Writing is a method that transfers spoken language from being heard to being seen and therefore read. In order to represent spoken language in a written script, a system must be invented and therefore precisely implemented. Thus, the English writing system is the one that native speakers and L2 learners should strictly follow. However, L2 learners may suffer in their English writing more than native speakers due to the impact of their L1. In particular, it is becoming increasingly difficult to ignore the importance of spelling. There have been several studies in the literature reporting that Arab learners struggle with English spelling more than any other non-native speakers. For instance, double consonant letters, silent letters, final [e] and vowels are some of these difficulties encountered by Arab learners. Personally, I was an English learner and later an English teacher and I believe that English writing has some difficulties for Arab learners.

A writing system is a way to investigate how spoken words are transformed to a written scripts. Langer (2014) stated that spelling is a representation of language. There is a consensus among researchers that learning a new roman writing system is more difficult than learning it for the first time (Ibrahim, 1978). Learning a new writing system is not a tranquil task; however, it is vital and crucial. Bazerman (1991:3) asserts the importance of writing by indicating that “writing structures our relations with others and organises our perceptions of the world”. In particular, one of the main elements of learning any writing system is spelling.

Spelling is the way writers can express clearly their ideas (Cook, 1992). It has conclusively been shown that lack of spelling skill makes it challenging for both native speakers and L2 learners (Al-Jarf, 2010). Cook (1992:476) has compared adult L2 learners and adult and children native speakers by asking “the extent to which L2 users’ knowledge of sound/letter rules and of individual visual items reflects their different L1 systems of spelling and pronunciation”. He found that, on average, a fifteen-year-old native speaker’s spelling errors are similar in number to those of an adult L2 learner. He states that spelling is so important due to its “social overtones”. Others have argued that observing students’ spelling errors is the best way to understand the process of spelling developments (Varnhagen et al., 1997).

English as a Foreign Language learners (EFL) with a non-roman writing system would make fewer spelling errors than EFL learners with another roman writing system (Haggan, 1991). According to Cook (1992:478-479), the most common types of spelling mistakes were: “insertion of a single letter, omission of a single letter, substitution of one letter by another, transposition of two consecutive letters, grapheme substitution, i.e. multiple related changes, other mistakes, such as local

accent". In addition, Khan (2011) states that the difference in sentence patterns between a student's mother tongue and L2 leads them to commit many spelling errors such as silent letters. Also, it has been found that there is an impact of L1 phonology on English spelling for L2 learners (Allaith and Joshi, 2011).

To conclude, the English writing system is considered a problematic issue for Arab learners. Due to their native language (Arabic), Arab learners of English struggle with double consonant letters, silent letters, final [e] and vowels in general. This indicates that the spelling errors Arab learners make are consistent and that the Arabic language has a vital impact on these errors.

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Research Methodology

Dr. Mona Gaber Abdelhafez

Research methodology is taught as a supporting subject in several ways in many academic disciplines such as health, education, psychology, social work, nursing, public health, library studies and marketing research. Research is undertaken within most professions. More than a set of skills, research is a way of thinking: examining critically the various aspects of our day-to-day professional work; understanding and formulating guiding principles that govern a particular procedure; and developing and testing new theories that contribute to the advancement of our practice and profession. It is a habit of questioning what we do, and a systematic examination of clinical observations to explain and find answers for what we perceive, with a view to instituting appropriate changes for a more effective professional service.

Methodology implies more than simply the methods you intend to use to collect data. It is often necessary to include a consideration of the concepts and theories, which underlie the methods. For instance, if you intend to highlight a specific feature of a sociological theory or test an algorithm for some aspect of information retrieval, or test the validity of a particular system, you have to show that you understand the underlying concepts of the methodology. There are various definitions of methodology.

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques. (S.I. and Rose, 2005). There are different types of researches. The common of these are:

I-Fundamental or basic vs. applied research

II- Quantitative vs. Qualitative

III- Descriptive vs. Analytical:

The following order concerning various steps provides a useful procedural guideline regarding the research process:

- (1) Formulating the research problem
- (2) Extensive literature survey
- (3) Developing the hypothesis
- (4) Preparing the research design
- (5) Determining sample design
- (6) Collecting the data

- (7) Execution of the project
- (8) Analysis of data
- (9) Hypothesis testing
- (10) Generalisations and interpretation
- (11) Preparation of the report or presentation of the results, i.e.,

To conclude, Research methods are the various procedures, schemes and algorithms used in research. All the methods used by a researcher during a research study are termed as research methods. They are essentially planned, scientific and value-neutral. They include theoretical procedures, experimental studies, numerical schemes, statistical approaches, etc. Research methods help us collect samples, data and find a solution to a problem. Particularly, scientific research methods call for explanations based on collected facts, measurements and observations and not on reasoning alone. They accept only those explanations, which can be verified by experiments. Whereas, Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research.

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The Language Discourse within our lives

Dr. Muhammad Muftahu

Fundamentally, it is believed that Language is our primary source of communication . It is the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human.

Similarly, humans used a number of tools to define a discourse in life and among such tools language is the most important one being the social animal, simply because we have to communicate with people and to make relations with them. While living among groups of people, it becomes essential to communicate with them on daily basis and this communication process may change from people to people. Moreover, we communicate with different people differently depending on their social status and role in our lives.

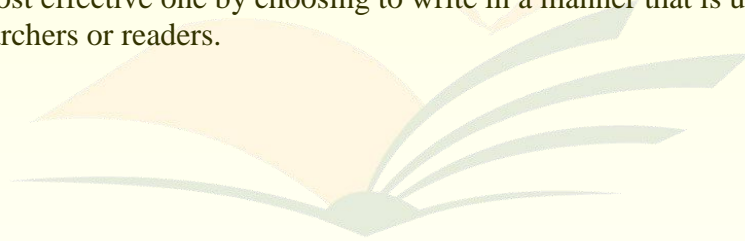
Our first communication and interaction is always with our parents. The relationship that we have with our parents cannot be developed with any other person in the world. Since we are in the habit of watching our parents taking care of us and providing us all we need, so we feel indebted to them, all through our lives. However, no matter how much friendship we have with our parents, it is obligatory to give respect to them and to use the tone that shows respect for them. In the contrary, our relationship with friends is completely different than what is with the parents. Usually, we have to pay no such attention to the selection of language. We may use slangs and the vernacular speech while talking with the friends. While on the other hand, teachers are considered as spiritual parents. We are therefore not expected to give them nicknames or to even argue with them. We used to talk to our teachers with the same courtesy with which we speak with our parents. But, since we have a professional relationship with the teachers, we have to use more formal and professional language.

In the university, the language that we use is more formal than what we have used throughout our lives. In the beginning of university life, the academic writing that we are taught to do are in accordance with the future needs i.e. the writing we should learn, in order to become a successful researcher and writer. Academic writing is more formal because most of the work that is done in academics is research related and the information that we have to present to the people, needs to be accurate and while presenting that information and the language that we use needs to be the

technical because the use of technical language reduces complications and the length of the writing, so as we don't need to add unnecessary details and informal language, in order to make it understandable for people.

In academic writing, it is expected that the person should use formal language, technical details professional style and the accurate information. This information and style is necessary in academic writing because, the information that is present by one researcher serves as the source of information and detail, for the other, so the information that is presented, should be accurate and presented in a manner that it is easily readable and understandable. Therefore, in order to become a good academic writer, it is essential to have the attributes of a good writer, but, in addition, it is mended to have the knowledge of the particular field, in which you are working so that your academic writing can become the actual source of knowledge for the others. It is expected for you to present new ideas related to your field and to present them in most accurate and professional manner.

Use of language, in a proper way, is important and it is also essential to use language in accordance with the environment and the surrounding in which we are in. In the university, research work and academic writing become an essential part of our daily lives. It is essential to learn to become a successful academic writer and also to become the most effective one by choosing to write in a manner that is understandable for other researchers or readers.



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Sarcasm in Arms and the Man

Dr. Abdalatif Mamoun Hassan

In his literary work, George Bernard Shaw covered various topics addressing the social and political aspects of the British community. He shed considerable light on many issues about human social life. George Bernard Shaw is widely recognized for his dramatic views and stances against the government; as he spent his entire life seeking people's rights whether verbally or written.

George Bernard Shaw enriched English literature with his masterpiece writings. Moreover, his works, particularly plays, entertain his audience greatly due to the symbolic messages embedded into the plots. For example, *Arms and the Man* is one of his state-of-art comedy plays in which various social themes are portrayed sarcastically. He also intended to deliver a special message to the soldiers of that time represented by the play male characters. Furthermore, he expressed his views of fighting societal traditions and customs that do not fit today's norms. For example, the engagement of Sergius (master) to Louka (the servant) represents typical sarcasm and irony of Bernard Shaw.

The playwright was very creative in writing an interestingly sarcastic and ironic play. One of the scenes that often attracts readers' attentions is when Petkoff despises his wife because pieces of underwear spread out all over the bushes among visitors. Then, she scorns him when he shouts at the servant telling him that civilized people never shout at their servants.

The servants then scorn each other as Nicola tells Louka that she should have known how to trim her nails. Then, Louka replies to him: you sell your manhood for money.

Raina calls the fugitive a chocolate-cream soldier, because he takes chocolate in his pockets in the battle field instead of ammunition. This term has since been used as a pejorative military term for describing a coward soldier.

Literature is perceived as a reflection of real-life situations, regardless of the genre used in any literary work. Among key literary genres is drama, which has been and is still considered as real-life situations performed in a theatre by different role-players who represent real human characters. In other words, the audience are likely to watch real-scenarios and incidents that they have experienced before.

Anthony Burgess said that "Drama is the most natural of the arts, being based on one of the most fundamental of the human and animals' faculties, the faculty of imitation it is through imitation that animals learn to fight, climb, hunt. It is through imitation that children learn to talk to perform great number complicated human functions .This imitative faculty, or as we call it memetic faculty, makes us all actors almost from the cradle" (English Literature, p. 44).

George Bernard Shaw was born on July 26th, 1856, in Dublin, Ireland. In 1876, he moved to London, where he wrote regularly yet struggled financially. In 1895, he became a theater critic for the Saturday Review and began writing plays of his own. His play Pygmalion was later made into a film twice, and the screenplay he wrote for the first version of it won an Oscar. During his lifetime, he wrote more than sixty plays and won many other awards, among of them is the Nobel Prize.

Among these plays was his masterpiece Arms and the Man, which describes the life of the Bulgarian and Serbian societies in an interesting presentation of incidents. He mirrors this life against his Elizabethan audience during the 18th century. Bernard Shaw possesses a passion that creates a scope of creativity and innovation in selecting his characters, specifically Petkoff and his wife Catharine.

Bernard Shaw is widely known for using a sarcastic humorous language in his plays. These sarcasms are played by characters typically available in any society. For example, Sergius represents the foolishness of a soldier, Catharine represents an old English woman of that time, and Petkoff represents an individual who is not suitable for dealing with military affairs.



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Translation between Reality and Hope

Dr. Samah Abdelkarim Ibrahim

Translation has been defined as the most important link between different cultures and languages. Recently, translation has faced several challenges, most notably the lack of clear policy for the state, which defines what to be translated, for whom and in any field, as well as a decrease in interest in scientific translation and translation from Arabic into other languages. In addition, translators have concentrated on transferring from certain languages such as English, French, German and Spanish as representatives of civilization and leading countries until they become prisoners of transfer from a few cultures.

The most important problem is the absence of translation programs, whether public or private, which entails the recurrence of some translations of the same book in the Arab world, as well as the copyright and translation issues from foreign authorities and the severe lack of scientific translation. The ideal solution for that problem would be a translation plan undertaken by a specific corporation such as the National Centre for translation and publishing so that the plan will announce the needs of the Arab library in different academic disciplines and determine the books to be translated, not to be done randomly. This of course will increase the chance of selling large amounts of books and avoid serious books that have its own readers. So the state should play a supporting role in the development and support of this policy by training young researchers in various fields in which they specialize, as well as the languages from/into which they translate.

As for the problems of scientific translation, the translation from Arabic into other languages is related to the scientific production and creativity of the original culture, and the Arab contributions to translation is very small and does not meet the level required to be translated, in addition to the need for comprehensive linguistic reform through which the language is purified from all that is not used or unsuitable for the target reader and inherited from the past in favor of keeping the popular, familiar and correct terms.

In this respect, the problems encountered by translators can be classified into lexical, grammatical and structural, cultural and textual problems. Translation requires a deep understanding of both grammar and culture. Translators and interpreters need to comprehend the rules of a language as well as the habits of the people who use it. In

this situation, one can realize that the most important challenges of translation can lie in the following points:

- Every language has its own defined structure with its grammar and vocabulary, which differs from other languages. This unique structural framework leads to difficulty of translation. In many cases, the overall meaning of the compound words may not correspond to the individual meanings of its components. For example, the meaning of 'skydive' has nothing to do with the meaning of 'sky' and 'dive'.
- Idiomatic expressions remain a highly problematic even for linguistic professionals to fully solve. Idiom is a type of informal English that has a meaning different from the meaning of the words in the expression. They cannot be translated literally as they are metaphorical expressions.
- Phrasal verbs can sometimes be a major problem to the translator. A phrasal verb consists of a verb plus a preposition or appears as a verb-adverbial composite. The major reason behind this is its semantic variations and the accompanying propositions and adverbs. Furthermore, some phrasal verbs do not have equivalents in the target language or substituted with a different part of speech from the original.
- In some cases, the same word may carry multiple meanings, depending on the context in which it is used. Such words are called homonyms or polysemous as 'bank' and 'right' in English, or 'عين' in Arabic

Consequently, it will remain a herculean task for any professional translator who is currently faced by the problem of finding the correct equivalents which carry the original meaning/context in the source language.

To sum up, scientific language is specialized and requires a language policy pursued by the state that pays attention to developing specialised dictionaries and defining terminology in the various scientific fields and that despite the attempts to develop this policy, but it always fails due to the absence of strong Arab political will and the Arab councils, which are the most important language academies need support.

To overcome translation difficulties, the radical solution begins from the classroom. In this respect, Davies (2004) argues that there should be an alternative approach to the traditional 'read and translate' because translation is a complex linguistic process

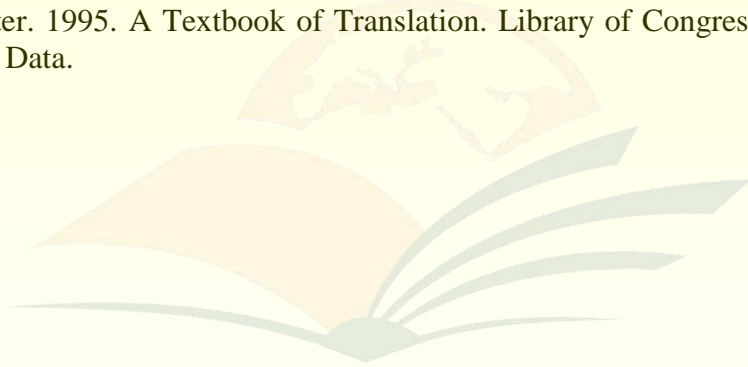
in itself. According to him, students should be trained to acquire necessary linguistic skills which enable them to deal with the language. Davies points out that translation training is closely related to language learning and it is logical to select, integrate and adapt approaches and ideas from the language learning to be adapted in a translation classroom.

To a great extent, the quality of translation depends mainly on the quality of the translator, i.e. on his/her knowledge, skills, training, cultural background and expertise. Newmark (1995) distinguishes some fundamental characteristics that any good translator should have: reading comprehension ability in a foreign language, knowledge of the subject, sensitivity to language (both mother tongue and foreign language) and ability to write the target language skillfully.

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Using Extracurricular Activities to Enhance Students' Interest in Learning

Wuroud AL-Mutairi

Extracurricular activities constitute a very important part of any school environment. These activities create an atmosphere where students can expand their knowledge and have fun. Based on different researches, these activities have the potential of lowering absence and dropout rates among school students. Problem statement: High range of dropouts and discipline problems are seen in schools across the kingdom. This is due to the fact that students come to school with varying interests and talents that cannot be fully developed through curricula. Therefore, students should be offered extracurricular activities where they can practice their interests, develop their talents and increase their motivation to learn.

In correlation with the study design, a questionnaire measuring the outcomes of extracurricular activities and the factors influencing students' participation was employed to collect data. The data was quantitatively analysed (using graphs) by calculating the results of participants' responses.

The findings prove the effectiveness of extracurricular activities in improving students' attitude towards learning. They also indicate that the lack of a definite timetable and the absence of a clear correlation between extracurricular activities and school subjects are the main reasons behind students' reluctance to take part in these activities.

The study recommends that students should be given a definite timetable in which they know when and what activities are going to be held in the school. These activities should be correlated with the school subjects by supporting students' progress, and providing assistance where needed.

Muslims' Voices in Ali's The Domestic Crusaders

Hissa A. Assakran

Whenever Wajahat Ali is mentioned, *The Domestic Crusaders* comes to mind. *The Domestic Crusaders* began as a creative writing assignment while Ali was an undergraduate at the University of California-Berkeley, therefore, it is his first full-length play, which grew out of events after September 11, 2001 (Ali, *The Domestic Crusaders* 107). In the years that followed the Black September in America, many Islam haters sought to put America's Muslims under a microscope for examination and analysis. Most Muslims tried to allay negative views towards Islam.

The Domestic Crusaders, which is one of the first major Muslim American plays, presents complicated Muslim American characters on stage, characters that are a far cry from the simplistic caricatures painted by Hollywood and easily distinguished from the caricatures of Muslims as terrorists, which emerge from political propaganda in the media (Ali, "The Domestic Crusaders: A Muslim Journey").

While there have been a few stage plays on both sides of the Atlantic exploring 9/11, there have been very few from a distinctively Pakistani-American or British-Asian perspective. Ali's play has received a wonderfully positive public reaction in America as it reflects the changes in a Muslim family's life after the shock caused by 9/11 events. It is a uniquely powerful, urgent, and particular view of race, identity, and culture at a time the world continued to be shaped by the events of 9/11. Moreover, the play has received tremendous praise from great English writers among these is Toni Morrison saying: "This play is brilliant. Moving. Shapely. Clever. Funny" (Everything Theatre). Harriett Gilbert admires the play for being more than a story of a certain Pakistani-Muslim family, and Ali succeeds in engaging his readers with that family's life and by that he succeeds in a brilliant way to dissolve "the easy assumptions and prejudices of the post 9/11 West" (Everything Theatre).

The Domestic Crusaders is more than just an entertaining familial play rather it states Ali's response to the status of Muslims in the West after the terrorist attacks of 9/11. He uses his characters to voice his ideas and observations regarding the Black September throughout the play arguing that the West's view towards Muslims is completely wrong because the West overgeneralises Taliban's attacks on all Muslims, who have nothing to do with these terrorist events. He succeeded in portraying the achievements, conflicts, and struggles of a Muslim-Pakistani family's members, who transact and deal with faith and identity in the era of globalisation and continued change (Ali, *The Domestic Crusaders* 9-11).

Violence: an Analysis Approach

Dr. Rehab Farouk

Violence has always been part of the human experience. Its impact can be seen, in various forms, in all parts of the world. The first murder in the universe was the fratricide of Cain to Abel. Since then, violence with all its forms did not stop. The word violence covers a broad spectrum. It can vary from a mere physical altercation between two beings where a slight injury may be the outcome to war and genocide where millions may die as a result. Violence causes serious destructive consequences: death of people, destruction of material values, dehumanization of social relation and hatred among society members. Each year, more than a million people lose their lives, and many more suffer non-fatal injuries, as a result of self-inflicted, interpersonal or collective violence. The holy religions jointly reject violence. The main doctrines of the holy religions depend on the eradication of violence. In Islam violence is inadmissible in all its forms. The motto of Islam is peace, and the main salutation in Islam is "peace be upon you". The Holy Quran calls for peace, patience and forgiveness.

O ye who believe! Enter into Islam whole-heartedly; and follow not the footsteps of the evil one; for he is to you an avowed enemy. (Surah 2:44, The Noble Quran)

(يَا أَيُّهَا الَّذِينَ آمَنُوا ادْخُلُوا فِي السِّلْمِ كَافَّةً) (البقرة ٢٠٨)

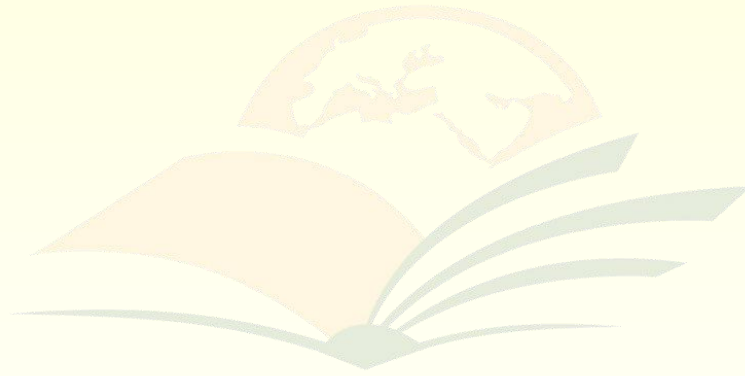
Nor can goodness and evil be equal. Repel (Evil) with what is better: Then will he between whom and thee was hatred become as it were thy friend and intimate!

وَلَا تَسْتَوِي الْحَسَنَةُ وَلَا السَّيِّئَةُ ادْفَعْ بِالَّتِي هِيَ أَحْسَنُ فَإِذَا الَّذِي بَيْنَكَ وَبَيْنَهُ عَدَاوَةٌ كَأَنَّهُ وَلِيٌّ حَمِيمٌ فَصَلَتْ (٣٤)

Prophet Mohammad (PBUH) during his life prompted Muslims to spread peace and reject violence. He also advised Muslims to avoid anger because it leads directly to violence. Abu Huraira narrates that Prophet Mohammad (PBUH) said " You are not allowed to enter paradise until you believe and you will not believe until you love one another, Shall I guide you to something you do to love one another, Spread peace among you" (Surah 41:647, The Noble Quran)

عن أبي هريرة رضي الله عنه قال قال رسول الله صلى الله عليه وسلم لا تدخلون الجنة حتى تؤمنوا ولا تؤمنوا حتى تحابوا أولا أدلكم على شيء إذا فعلتموه تحاببتم أفشوا السلام بينكم. (صحيح مسلم ٢٨٨)

Every human being on the planet has the right to live in peace. In pursuit of this basic human right, the whole world has to reject violence and adopt the wisdom and practice of active nonviolence. Nonviolence is our only way toward a future of peace with justice. Nonviolence therefore is the first and most essential ingredient if every human being alive is to possess all their human rights"(Richards 42). All religions reject violence and call for peace, nevertheless, the human cost in grief and pain resulting from violence cannot be calculated. In fact, much of it is almost invisible. While satellite technology and the internet have made certain types of violence – terrorism, wars, riots and civil unrest – visible to audiences on a daily basis, much more violence occurs out of sight in homes, workplaces and even in the medical and social institutions set up to care for people. Many of the victims are too young, weak or ill to protect themselves. Others are forced by social conventions or pressures to keep silent about their experiences.



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Students' Input

Linguistics versus Applied Linguistics

Ibtisam Awad Al Mutairy

Linguistics is a comparatively new science, or new, at least, in the form it has taken in recent years. It is a scientific study of language. Its goal is to describe the varieties of languages and explain the unconscious knowledge all speakers have of their language.

Linguistics – the study of language in general or of some particular language or languages It is the science of language, including phonetics, phonology, morphology, syntax, and semantics It is the study of the structure, development, changes, etc. of a particular language and its relationship to other languages.

Linguistics is subdivided into theoretical, applied, comparative and historical. The field of applied Linguistics identifies, investigates, and offers solutions to language related problems Applied Linguistics describes the language and teaches how it is learned and used. It can be applied to all language, and aspects .It deals with mother, foreign, learned and used second language acquisition.

Difference between Linguistics and Applied Linguistics is a science that studies languages and has some subfields: PHONETICS - it deals with the sounds of language, how they are produced. PHONOLOGY – it deals with how the sounds are organized. MORPHOLOGY – it deals with how sounds are put together to form words, and everything related to word formation. SYNTAX – it deals with how sentences are formed. SEMANTICS – it deals with the meaning of words, sentences, and texts. PRAGMATICS –studies how people comprehend and produce a communicative act or speech act in a concrete speech situation.

Applied linguistics can be applied to all aspects of language use .It deals with mother, foreign, second language acquisition .It examined the relationship between language and such areas as law, communication, media, social and educational psychology and education in general. Domain of applied linguistics – approaches to text, language, literacy, research, language teaching & learning and translation.

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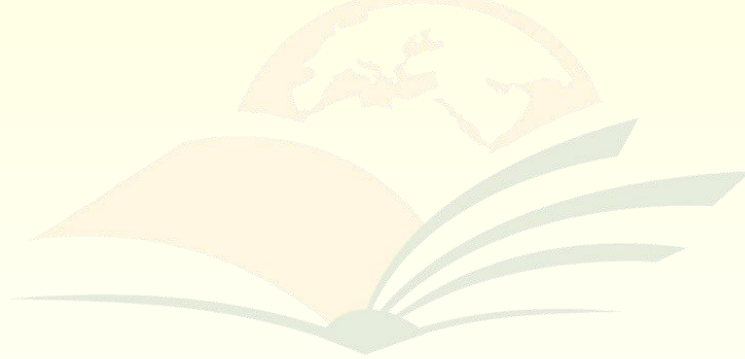
The Effects of English in the Middle East

Ali Hamad Al shabanah

English has spread all across the Arab realms from the far West to the far East. It has seeped into every home and every industry, for it is the universal language of earth. Due to this, Arabs have established a relationship with English that extends far beyond their native language. Most academies now incorporate English in subjects that shouldn't depend on it to relay the knowledge to its disciples.

The Chinese have more people studying English than in the U.S.A But they don't rely on it, as they were able to strike a balance between their native language and the English language. Their highest and most difficult majors are taught in Chinese even though these majors have English books that teach the same idea and hold within them the same knowledge as the Chinese ones.

We as a people should also try to strike this balance and only use the English language when it is crucial, not to use it to avoid translating the books to our language or to appear clever or sophisticated. English is very important but we should still have our native language 'Arabic' in its right position.



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Teaching English as a Second or Foreign Language

Reem Rajeh

Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. TEFL can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work, or permanently). TEFL teachers may be native or non-native speakers of English. Other acronyms for TEFL are TESL (Teaching English as a Second Language), TESOL (Teaching English to Speakers of Other Languages), and ESL (English as a second language), a term typically used in English-speaking countries, and more often referring to the learning than the teaching.

Teaching English as a Foreign Language (EFL) typically takes place in a foreign country, usually with students from the same country. In contrast, English as a Second Language (ESL) classes take place in an English-speaking country, with students from all different backgrounds.

English as a Second Language (ESL) and English as a Foreign Language (EFL) require two different strategies for teaching for a number of reasons. Most people do not know the difference between the two and do not consider the difference when they set out to teach English. It is important to know what each one is so that the different needs of the students can be met.

EFL is where the teacher teaches English to students in a country where English is not the native language. For example, here in Saudi Arabia, students learn English under this category as EFL.

On the other hand, ESL is where English is taught to students in a country where English is the primary language. An example of this, is where a Chinese student is learning English in Australia. Also in Malta schools, English is taught as a second language after Maltese language.

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Reading as a Medium of Learning

Abdullah Almutairi

Reading a book in another language may seem like a waste of time. It may be too academic, when you only wanted to speak like a modern day native speaker. You just want to speak, so you focus only on speaking. Unfortunately, this is only one step in the process. Language acquisition requires some important steps. "Listening" is just one of the steps. "Getting the context correct" is one of the steps. "Imitating the native speakers" is one of the steps. "Reading," sure enough, is also one of the steps. Here are some important reasons why reading books is the best way for you:

You need to learn the rules first. You can't master a language until you know the rules of grammar and style. The brain can remember more when it sees things. Reading helps the brain remember by showing it the words and the pictures that the word represents. Books contain a richer language. Many speakers don't spend as much time thinking of choosing their words as writers do. So there is little difference in the spoken language. Also there are four major strategies for reading. You'd save a lot of time and effort doing so. The sincere motivation makes reading not only worthwhile but also very effective.

1. Start Reading Children's Books: Start with these books that have a short content, easy vocabulary and use simple sentence structures.
2. Read a lot of Books: The purpose of this type of reading is to be exposed to as much material as possible. Don't worry about understanding the meaning. It is all about quantity.
3. Read carefully: This type is opposite to the earlier type and each one has its own advantages. Try your best to absorb the meaning and have a dictionary close by. It is all about quality.
4. Read about your interests: Read about what interests you. For example, are you into history novels or science? This for sure will help you get on board with reading a book with a different language.

These four strategies are here to make you read effectively and help you in the larger role of acquiring the language. So if you want to get the very basics of a language, you better start reading!

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Stylistic Analysis of William Golding's Three Novels 'Pincher Martin' 'Free Fall' and 'The Spire'

Safiah Ghulam Akbar

This article aims at critically assessing the use of stylistic devices that are employed by William Golding in these three novels. The question this article wants to answer is how these techniques are used in his writings and for what purpose. In this way, this article will prove whether Golding's work is simply an exhibition of stylistic effects or these techniques are of artistic and semantic value to his narratives. The choice of Golding is not random, but based on logical and convincing reasons. William Golding (1911-1993) is a widely read and seriously discussed Author. Golding's language is aimed to make verbal communication wealthy, so the use of literary resources is marked in his works. Golding's style is different from other writers because he has exceptional skills in writing such as resourcefulness, power of imagination and his experiments in life. Golding mixes imagination with reality because his novels are his reactive experiments

In all of his works, Golding treats the conflict between the forces of light and dark which are inherent in each individual. Golding's works have been called fables or 'myths'. They are laden with symbols (usually of spiritual or religious nature). His literary career began with 'Lord of the Flies' (1954); an examination of the duality of savagery and civilization in humanity. Golding uses a pristine tropical island as a protected environment in which a group of marooned British school boys act out their worst impulses. The novel illustrates the failure of rationalism espoused by Golding's father. This novel is followed by 'The Inheritors' (1955); a depiction of how the violent, deceitful Homo sapiens achieved victory over the gentler Neanderthals. 'Pincher Martin' (1956), like 'Lord of the Flies', concerns survival after shipwreck. Navy lieutenant Christopher Martin is thrown from his ship during combat in The Second World War. He finds a rock to cling to, and the rest of the story is related from this vantage point, detailing his struggle for survival and recounting the details of his life. Golding uses the flashback technique of 'Pincher Martin' more extensively

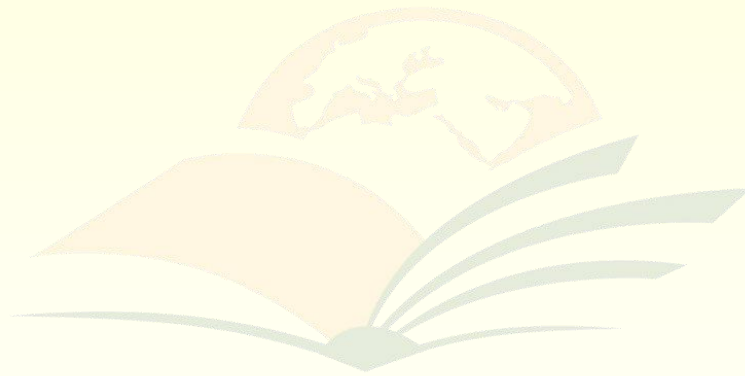
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in his next novel 'Free Fall' (1959). Unlike his first three novels, 'Free Fall' is told with a first person narrator, an artist named Samuel Mountjoy whom Golding uses to comment on the conflict between rationalism and faith. Issues of faith are addressed in 'The Spire' (1964); the narrative which tells the story of the human costs of the spire's construction and the lessons that the Dean of the cathedral learns too late.

References

Mirjana Danicic, 2005. Biblical Symbolism of the Plot and Characters in William Golding's 'Lord of the Flies', Unpublished MA Thesis. Univ. of Belgrade: Faculty of Philology.

Sahar Sobhi Abdel-Hakim, 1996. 'William Golding and His Egypt', Cairo: American University, Dept. of English



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Schedule of weekly Seminars 1438/1439 H

	Topic	Presenter	Venue
1	Language and religion from a sociolinguistics perspective	Dr. Ali Alsaawi	English club room
2	Language Classroom Management	Dr. Muhammad Muftahu	English club room
3	Things Fall Apart by Chinua Achebe (African Literature)	Dr. Abdullatif Maamoon	English club room
4	Introduction to Legal Translation	Yasser AlAmeen	English club room
5	The Relationship among the Past, the Present and the Future Scenario: A Critical Study of George Orwell's 1984	Dr. Muhanned Sabha	English club room
6	Strategies to Teach Writing (Functional Techniques)	Asif Ali	English club room
7	Linguistic and communicative competence: Differences, applicability, and priority to Second language learners	Dr. Muhammad Muftahu	English club room

*All seminars are to be held on Wdnesdays at 12pm.

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