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## Preface

English department is pleased to introduce the second issue of its annual journal. Our aim is to provide a platform for scientific discussions among the department's faculty members and students. In addition, this journal is an attempt to encourage the department's students to be part of academia and produce language-related articles together with their teachers that is readable and understandable. It should be noted though that this is not a scientific refereed journal; however, it is an annual journal that publishes language-related material. We do hope that you find this issue, which comprises eleven articles, useful and worth reading. Lastly, I would like to express my sincere thanks to the team of this issue (contributors and editors) for their hardworking and commitment to produce such a broad language-related issue.

Head of English Department

**Dr. Ali Alsaawi**



## مقابلة مع سعادة محافظ الغاط الأستاذ منصور بن سعد السديري

بسم الله الرحمن الرحيم



الملك عبدالعزيز بن  
الرحمن آل سعود  
وزارة التعليم  
إمارة منطقة الرياض  
محافظه الغاط

الرقم :  
التاريخ :  
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إجابة سعادة محافظ الغاط / منصور بن سعد السديري على مقابله مع الطالبة /مشاغل بنت صالح الراضي والتي  
كانت عن طرق الهاتف وذلك فيما يخص مجلة قسم اللغة الانجليزية في كلية العلوم الدراسات الانسانية بمحافظة  
الغاط وعن أهمية تعلم اللغة الانجليزية :

**Q. How do you think learning English these days is important?**

A. English is a very important language in the world , it's the most commonly spoken language, It is the official language of more than 50 countries in the world. Learning English as a second language is very important these days since it is the language of science, aviation, computers, diplomacy and tourism .

**Q. In what way the department of English college of science and humanities is useful for Alghat?**

A. It is very useful to have English department in alGhat, first it will allow students to learn English and speak it as a second language. Which will enable them to communicate easily to native English speakers. Second it gives the opportunity to access the world and create many job opportunities .

**Q. Do you think that the department of English has a role in developing the quality of jobs in alghat ?**

A. The ability to speak English well is one of the most important skills that is required to get a job, if you read, write and speak well is a great asset, as you can communicate faster and much more effectively. English is the first business language. Every corporate and country use English as a first business language .

**Q. Do you recommend the department of English for students in high school? And why ?**

A. English should be taught to students at early stages, it will be easier for them to pick up the language faster. The earlier you start the better off you'll be. Additionally many colleges require a certain number of years of a foreign language before you can be admitted therefore I recommend the department of English for students in high school .



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# Writers

English Department Annual Journal Second Issue

## TO WHAT EXTENT GUESSING THE MEANING, FROM THE CONTEXT, IS HELPFUL IN TEACHING VOCABULARY.

**DR. ALI ALSAAWI**

### Introduction

Languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication, between human beings, is based on words. Therefore, teaching these words is a crucial aspect in learning a language. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). However, there were no clear strategies on how to teach vocabulary. Early teaching methods, for example the Direct method and the Audio lingual method, concentrated on grammar rather than vocabulary. Recently, the Communicative Language Teaching method (CLT) was the advent to thinking about teaching vocabulary more extensively (Nation, 2001).

Due to the need to apply for careers and the communication between people around the world, people began to learn a second language besides their mother tongue. Consequently, Second Language Acquisition (SLA), which has been defined as "the way in which people learn a language other than their mother tongue" (Ellis, 1997:3), emerged as a research field that came up with many different areas. It fed the pedagogical field with valuable practical linguistic knowledge. In particular, SLA shed extensive light on learning vocabulary since it was neglected as a vital factor in learning a language. This piece of work attempts to explore whether or not guessing the meaning of words from the context is helpful in teaching vocabulary.



## Literature Review

Initially, the discussion was always how many words learners ought to acquire. Thornbury (2002) stated that in the amount of vocabulary which they could acquire there was a difference between native speakers and second language learners. He estimated that L1 speakers could acquire up to 20.000 words whilst L2 learners could acquire up to 5000 word families. For instance, Webb and Chang (2012) agreed that, in the amount and method of vocabulary which they might learn, L1 speakers were different than L2 learners. They indicated that L1 learners might acquire 1000 word families per year until the age of twenty; this meant up to 20.000 words since Thornbury (2002) estimated that, after 117-175 tutorial hours (Milton, 2006), L2 learners might learn up to 530 words per year. Moreover, for five years, Web and Chang (2012) conducted a long term study, on 222 English foreign language (EFL) learners at a high school in Taiwan. They found that the number of vocabularies, which L2 learners might gain, ranged between 237 and 430 words per year. However, they insisted that the target number of words, which might be learnt amongst L2 learners, varied

according to other factors like teaching methods and hours of tuition. In addition, there was a long debate, in this field, about the most appropriate approach to teach and learn vocabulary. It was crucial for teachers and learners to be mindful that learning a word was not only knowing its meaning but included, also, knowing its form and use (Nation, 2001). Vocabulary could be learnt and taught in different approaches; namely, incidentally (implicitly) or intentionally (explicitly). Thornbury (2002) stated that teaching vocabulary implicitly, for instance by exposure through reading, was better than teaching it explicitly. Krashen (1989) stated, also, that it was better to learn vocabulary incidentally rather than intentionally.

Others did not insist on a single method of teaching vocabulary. They indicated that learners were different in the way in which they acquired vocabulary. Hence, teachers ought to decide which method was more appropriate for students. For instance, Thornbury (2002) believed that learners were different in the method which they might find more useful; for example L1 speakers found learning vocabulary incidentally through learning more effective, whilst L2 learners found it difficult due to the low size of their vocabulary and the limited exposure to the target language. Furthermore, Nation (2001) distinguished between methods of learning vocabulary and teaching it. On the one hand, he stated that learning vocabulary might come through three main techniques: namely, noticing; retrieving; and generating. Guessing words, from the context, was one of the noticing methods. On the other hand, he explained that vocabulary could be taught, in classrooms, through massed or spaced repetition; by communicating meaning or rich instruction. Another classification stated that learning vocabulary came through two main types: namely, metacognitive; and cognitive. Guessing, from the context, was part of both of them (Gu & Johnson, 1996). Moreover, guessing, from the context, could be learnt deductively, which was more suitable for young learners, or inductively which was suitable for teaching learners how to use clues successfully (Nation, 2001).

Since this piece of work aimed to concentrate on guessing the meaning of words, from the context, it is worthwhile clarifying what is meant by a context. Carton (1971) defined the context through three types: intra-lingual which meant the knowledge of the target language; inter-lingual which meant cues available in the text; and extra-lingual which meant the knowledge of the culture and, also, of the world. Context could be verbal which referred to the grammatical and semantics context and nonverbal which referred to the situating, descriptive, subjective and global context (Engelbart & Theuerkauf, 1999). Context is the main platform which learners and teachers deal

with. It has the question and the answer at the same time. Hence, students should be taught how to infer the meaning from the context. For example, Laufer and Bensoussan (1982) suggested that guessing ought to be taught by asking students to focus on the context clues. Walters (2004) commented that this strategy might enhance the guessing's effectiveness.

Other strategies, used to teach students on how to guess successfully, from the context, are through close exercises; passage containing unknown words; and context enrichment exercises. The third type was suggested by Honeyfield (1977) who described this type as some unknown words being presented to students through different sentences containing the same unknown word but with more information.

Furthermore, Honeyfield (1977) conducted a case study of a ninth grade reader. After the reader was trained through context enrichment exercises, he showed more progress in guessing skills than before the training. Walters (2004) agreed that this type of exercise might be useful in raising the students' awareness about using the context as a clue.

To sum up, L2 teachers and learners should be aware that each one of the above mentioned guessing strategies has its merits and drawbacks. They have to determine which strategy is more suitable according to the learner's needs.

## Conclusion

This piece of work aimed to explore whether or not guessing the meaning of words, from the context, was helpful in teaching vocabulary. It was argued that SLA learners differed from L1 speakers in the amount and the way in which they learnt and how they were taught vocabulary. For instance, as for any other learning method, guessing words, from the context, had its merits and drawbacks. Linguists could be divided into two parties according to their opinions about guessing. The first party agreed that learning vocabulary was more effective through incidental learning, namely, guessing from the context. The second party argued

that vocabulary ought to be learnt intentionally. In the light of the SLA research, L2 learners ought to learn how to guess the meaning from the context. There were different strategies which could be utilized to teach guessing in classrooms. It seemed that using context clues, in teaching guessing, from the context, was a helpful strategy since it gave students the hint without being forced to check the dictionary. Moreover, it seemed that guessing, from the context, was unsuitable for beginning learners who did not have a sufficient size of vocabulary to guess.

In summary, guessing, from the context, was a helpful strategy for upper intermediate and advanced L2 learners. Conducted studies indicated that students ought to be trained, through training sessions, on how to guess. Variables, discussed in this paper, have to be kept in mind since they might affect their efficiency.

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## Problem Solving Techniques and Models

### Dr. Mona Gaber Abdel Hafez

Problems are at the center of what many people do at work every day. Whether you're solving a problem for a client (internal or external), supporting those who are solving problems, or discovering new problems to solve, the problems you face can be large or small, simple or complex, and easy or difficult.

There are different kinds of techniques, models, and activities of problem solving. Problem solving involves jigsaw techniques which are a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective, and decision making techniques where the ultimate goal is for students to make a decision. There are other problem solving techniques such as giving directions on a map, solving a mystery in a story, dealing with a political or moral dilemma, and many other forms of games, activities, and puzzles.

Most problems begin – as Fisher (1987: 4-8) mentioned – as questions and one of the key notions connected with problem solving is that of questioning. The important questions are those which pose a problem and have outcomes that can be put into Practice. Interesting as word meanings and the analysis of concepts are they cannot be tested by experience. The most fruitful questions invite a problem solving approach that goes beyond words, and enters the real world of the learner's experience. Fisher added that questioning can help us clarify exactly what we are trying to achieve in any activity.

To solve a certain problem, there should be some basic steps to be followed:

**1- Identifying the problem:**

The problem posed before learners should be stated and defined clearly in order to make learners understand it.

**2- Proposing alternative solutions:**

Students can develop or generate ideas for tackling the problem.

**3- Choosing the best solution:**

Students have to choose the best method to tackle the problem.

**4- Using the method:**

Students have to use the suitable plan to solve the problem.

**5- Evaluating the outcome:**

Learners have to evaluate and test the outcomes for solving the problem. If they are not good, they can use another suitable alternative to solve the problem (Canter, 2004; QCA, 2007; and Kreidler, 2007).

Researches support the need to thoughtfully implement problem solving models at all grade levels. Fisher (1987: 9) argued that "at each stage, education should be concerned not just with competency in lower order "basic skills" important as these are but with providing a series of challenges that will stimulate and motivate learners' of high order problem – solving skills".

Most literature connects problem solving method to cooperative learning. Kagan (1994, 3:2) asserted that "Dozens of studies have demonstrated that when students are allowed to work together, they experience an increase in a variety of social skills; and become more able to solve problems which demand cooperation, more able to take the role of the other, and are generally more cooperative on a variety of measures, such as willingness to help and reward others". Therefore, a great deal of studies have found that cooperative learning is one of the best teaching methods that enhances problem solving skills.



Combs (1992) and Reeves (1995) found out a great effect of problem solving and cooperative learning on students' critical thinking skills. However they dealt with the matter from two different points of view: Combs (1992) used classics of children's literature to teach critical reading skills. Students kept literature logs while reading and engaged in classroom discussions using questing techniques designed to develop critical reading skills. Vocabulary instruction focused on using context clues in the stories to determine word meaning. Results indicated that students demonstrated higher level thinking skills and became problem solvers. Whereas, Reeves (1995) used critical thinking and cognitive processes. Cognitive processes were depicted as specific control and reasoning operators. Control operators included identifying solutions, evaluating and summarizing. Reasoning operators included providing support, identifying qualifications, and elaborating on the problem. Results indicated that cooperative effects on cognitive processing are related to solving processes which occur during problem solving.

**In order to be effective at problem solving you are likely to need some other key skills, which include:**

- **Creativity**

Problems are usually solved either intuitively or systematically. Intuition is used when no new knowledge is needed - you know enough to be able to make a quick decision and solve the problem, or you use common sense or experience to solve the problem. More complex problems or problems that you have not experienced before will likely require a more systematic and logical approach to solve, and for these you will need to use creative thinking.

- **Researching Skills**

Defining and solving problems often requires you to do some research: this may be a simple Google search or a more rigorous research project.

### • Team Working

Many problems are best defined and solved with the input of other people. Team working may sound like a 'work thing' but it is just as important at home and school as well as in the workplace.

### • Emotional Intelligence

It is worth considering the impact that a problem and/or its solution has on you and other people. Emotional intelligence, the ability to recognize the emotions of yourself and others, will help guide you to an appropriate solution.

### • Management

Solving a problem involves a certain amount of risk - this risk needs to be weighed up against not solving the problem.

### • Decision Making

Problem solving and decision making are closely related skills, and making a decision is an important part of the problem solving process as you will often be faced with various options and alternatives.

### Conclusion

Various techniques of problem solving can be effective in increasing students' performance. Results showed that cooperative learning and problem solving had a significant effect on success of students. Researchers found out that cooperative learning and problem solving helped greatly in increasing college students' achievement. Effective problem solving does take some time and attention more of the latter than the former.



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## New Criticism

### Dr. Abdelnaeim Ibrahim Awad Elaref

New Criticism is one of the critical movements which appeared and dominated the American academy during the fifties of the twentieth century. It is mainly concerned with isolating the text from its outside context. It depends on the close reading of literature; particularly poetry, considering it as a self-contained, self-referential aesthetic object.

Chronologically, New Criticism goes back to the 1920s–30s of the twentieth century, but it reached its height in the 1940s–50s. Its emergence was influenced by some critical essays written by T.S. Eliot such as "Tradition and the Individual Talent" and "Hamlet and His Problems". Not only were such critical essays of great significance for the new paradigm, but also they were influenced by some other new critics. For example, books like *Practical Criticism* and *The Meaning of Meaning* by the English scholar I. A. Richards were to represent the real beginning of the New Criticism.

As a matter of fact, New Critics focused on the text of a work of literature and ignored other factors that were the central target of other schools. They neglected the author's premises, the reader's reaction towards the texts as well as the contextual conditions which interfere in the production and reception of the text. The main and only concern of the new critics is the aesthetic features of the literary text; the things that characterize the structure of the literary work.

Therefore, believing in the idea that the structure of the text and its meaning are two intimately connected things, the new critics see that it is very important to put both of them in their consideration in analyzing the literary text. In other words, the New critics adopted the "close reading" as a strategy of reading which fulfill this kind of connection.

In the period before the publicity of the New Criticism, the close reading was regarded as the work of the non-academic writers. At this time, the main interest of the critics was the study of the ethical values of the literary text, and at it was evaluated according to the philosophical issues it discusses. Some other critics preferred to trace the historical impact on literature. Thus, the textual analysis of the text was not an essential thing to the critics. However, the emergence of the New Criticism changed this. At the very beginning it was faced with a great opposition, but later it gained a great publicity and its practice soon became one of the central methods of literary scholarship in American universities until the emergence of other competing critical theories such as post-structuralism and deconstructionist theory in the seventies of the century. After the fall of the New Criticism, the American cultural atmosphere became the open field which welcomed other theories imported from Europe.

The New Criticism did not have standard formal rules to approach the literary text. Instead, it developed from the teaching methods advocated by John Crowe Ransom who taught at Vanderbilt. Some of his students like Allen Tate, Cleanth Brooks, and Robert Penn Warren took on their shoulders the task of spreading the aesthetics that came to be known as the New Criticism. In his essay, "The New Criticism," Cleanth Brooks, for example, notes that "The New Critic, like the Snark, is a very elusive beast;" this means there was no clearly defined "New Critical" school or critical stance. Also, although the existence of many New Critical writings that express the common ideas of the new strategy of reading, there was no any formal manifesto of it.

For example, William K. Wimsatt and Monroe Beardsley's controversial critical essay "The Intentional Fallacy", published in 1946, represents a great attack on the reading strategy that considers the author's attention or "intended meaning" in the analysis of a literary work. For them, the words on the page were the only spot they are concerned with. In other words, the idea of getting the meanings of the literary text in the light of outside factors text was considered irrelevant, and potentially distracting.

In another essay, "The Affective Fallacy," Wimsatt and Beardsley also rule out the reader's personal/emotional reaction to a literary work as a means of analyzing a text. It is worth mentioning here that the reader's reaction which was underestimated by the New Critics will become later the central concern of theorists of the reader-response school of literary theory.

It is clear that the cold war has played an essential role in the raise of the New Criticism's popularity in the American high schools and universities, since it presents a direct and neutrally politicized method of reading. It is to present, to the students, an analytic method through which they can understand poetry and fictional products. Thus, this new strategy of reading continued to be the most convenient method of analyzing literature in the high schools and colleges during the 1950s, 60s, and 70s.

In the close reading of the New Critics, the critic tends to concentrate on the text and nothing outside it. The critic highlights the literary devices in the text. For example, to analyze a certain passage extracted from a work of literature, the critic scrutinizes the text itself. He traces the development of the plot in order to identify the main theme of the whole work. Other elements of the text, such as rhyme, meter, setting, and characterization are very beneficial to the study of the text.

In addition to the theme, the New Critics also are inclined to discover elements such as paradox, ambiguity, irony, and tension to reach the best and most unified interpretation of the text. However, this approach was criticized for isolating the text from the outside and contextual conditions which are sometimes very important to understand the text. Political concerns such as race, class and gender are completely avoided in such a reading of literature.

It is noteworthy here to mention that the pitfalls of such a reading did not prevent it from disseminating all over the world. Although it is not dominating any more in the American academic community, it is still practiced all over the world in the universities by the students to reach a better textual analysis of works of literature. But it is used, unintentionally, in a mixture with other modernist strategies such as post-structuralism, deconstruction theory, and reader-response theory.

Divorcing literature from its history is one of the essential pitfalls that resulted in the attacks directed to the close reading by contemporary critics; the thing that fastened its collapse. It treats the literary text as an autonomous world. It is not connected to the historical conditions surrounding it. Specifically, this was the point that critics such as Stephen Greenblatt criticized in the New Criticism. In addition, the Marxist critics attacks this close reading for the same reason; since it is illogical to neglect the class disputes in the community in which the text is used as a weapon to support the powerful class.

Furthermore, the critics adopting the reader-response theory criticized the close reading strategy for similar reasons. They see that the close reading marginalize the interaction between the text and its reader. It works on the basis that the reader and the literary text are fundamentally independent entities, rather than being interrelated things that should be equally considered so as to reach a better comprehension of the text. The New Critics were accused by some critics of neglecting the reader's ideology, although the reader is the receiver of the text's message for whom it was originally written. For the reader-response critics, the text is not complete until it is read by the reader. Writing itself is an incomplete process which reaches its climax by its reading trials.

As a response to the attack of the reader-response critics, some New Critics assume desperately that the New Criticism is not opposing the main principles of the reader-response theory. For them, both theories complete each other. They confirm that no one can underestimate the role of the reader. But it is clear from such a claim, that they mean the critic when speaking about the critic. The reader they speak about is the one who analyzes the poem or the novel. However, they show their rejection of the reader-response assumption about the essential attitude of the reader. For them, leaving the valuation of the literary text and its meaning to the hand of the reader is to result in reducing the study of literature to the level of the reader's psychology which is to vary from time to another. Thus, they refuse the interference of such a variant factor in studying the work of literature.

Another additional reason behind some critics' oppositional attitude towards the New Criticism lies in its tendency to turn the criticism into a branch of science. Some New Critics tried to delimit some rules that should be applied on the text so as to analyze it. They go further to confirm that criticism should become more scientific, precise or systematic; the thing which was met by a great rejection by some critics who believe in the inevitability of using the personal intuition in approaching literature.

Considering the pre-mentioned pitfalls, one can understand the publicity that other modernist schools of criticism enjoyed after the new criticism. All of these schools tried as much as possible the problems that the New Critics faced in applying their reading strategy.



## Transitivity: Applying Halliday's Systemic-functional Grammar to Hemingway's *The Old Man and the Sea*

**Dr. Samah Abdelkarim Ibrahim**

### Introduction

According to Halliday (1994), transitivity is a part of ideational function of the clause. Simpson (1993, p. 88) suggests that transitivity refers to "the way meaning is expressed in a clause to encode one's mental picture of reality". Clauses represent events and processes, and transitivity aims at making clear how the action is performed, by whom and on what. Transitivity is an essential tool in the analysis of representation. Its function is that of "representing processes or experiences: actions, events, processes of consciousness and relations" (Halliday, 1985, p. 53). As Hasan puts it: "transitivity is concerned with a coding of the goings-on: who does what in relation to whom / what, where, when, how and why. Thus the analysis is in terms of some process, its participants, and the circumstances pertinent to the process - participant configuration" (1988, p. 63).

With regard to the six processes, material, relational and mental are the primary ones. A material process describes events and actions going on in the real world, whereas a mental process reflects our consciousness or inner experience of the mind. Material processes are sub-classified into events (i.e. happening) and action (i.e. doing) processes, whereas mental are subcategorized into perception, cognition and affection ones. A relational process is concerned with classifying and identifying. It is divided into two categories: attributive and identifying. Material, mental and relational processes represent the majority of clauses. The other three process types are subsidiary. The borderline between material and mental is the behavioral process. It represents both the inner consciousness and the physiological reaction. Between mental and relational processes lies the verbal process. It refers to the action of saying. The existential process lies between relational and material processes. It is represented by verb 'to be' or 'to exist'. (Halliday & Matthiessen, 2004, p. 170)

## Literature Review

Applying the transitivity model developed by Halliday, many studies have been conducted throughout the years. The most influential example in transitivity analysis is Halliday's (1971) article "Linguistic Function and Literary Style: An Inquiry into the Language of William Golding's *The Inheritors*". Carter and Stockwell describe it as "one of the groundbreaking analysis in stylistics" (Halliday, 1971, p. 203). In this article, Halliday analyzes only four passages focusing mainly on the choice of verbs, including processes, participants and the circumstances that occur in the clauses and sentences of the text. He manages to illustrate how these linguistic choices are used by Golding to imply "cognitive limitation, a decreased sense of causation and an incomplete recognition" (Halliday, 1971, p. 81) of how human beings, represented by the main character, can control the world. Therefore, Halliday (1971, p. 81) claims that "transitivity is the set of options whereby the speaker encodes his experience and transitivity is really the cornerstone of the semantic organization of experience".

Kennedy (1982) also applies Halliday's approach to two different texts, one is an excerpt from Joseph Conrad's novel *The Secret Agent*, and the other is James Joyce's short story *Two Gallants*. Kennedy uses transitivity analysis to show how the characters in the texts are construed as regards their involvement in both their own actions and the actions that are directed at them.

These transitivity analyses are just examples among many, but they are the most influential tools of how linguistic structures, especially transitivity communicate the meaning and ideology of a literary text. Functional-grammar analysis helps researchers understand human interactions in social context. It can be used to uncover the ideological meanings underlying in literary text to clarify that they are not narrating what actually happened or current events, but socially ideologically situated narratives.



This paper aims to investigate the transitivity patterns in Hemingway's *The Old Man and the Sea*, with a particular focus on the presentation of the protagonist's inner thoughts and his conscious practices. Transitivity "refers to the semantic processes realized by the verb type in the clause; the participants expressed by noun phrases; and the circumstances expressed by adverbial and prepositional phrases" (Eggins, 1994, p. 12). To achieve the aim of the study, the following objectives have been set: (1) to show the relative frequency of transitive verbs in the text under analysis, (2) to investigate the role of transitivity model in analyzing the main character's actions (the fight between the old man and the giant marlin) and the complex mental states of the persona.

The paper provides a detailed account of the material, mental, relational, behavioral and existential processes. Descriptive analyses of the quantitative data of each process type are conducted. First, a data analysis of the frequencies of the five process types are made, then a description of the discourse-stylistic effect of the five categories of transitivity are provided. In order to present a better understanding of each process type revealed in the novella, qualitative data were collected, analyzed, and interpreted. Frequency data of each category of transitivity model are listed in separate tables. After each frequency list, qualitative analysis and findings are provided for interpretation.

## Conclusion

The study reveals that the material process is the most dominant process type justifying the opinions of the critical world on the novel's dynamism. Most significantly, the old man's heroism is felt from his dynamic struggle with the natural world. Second to this is the relational process type. The mental process type is also significant, whereas the behavioral and the existential process types are only minor ones.

To sum up, the aim of the transitivity analysis is to find linguistic evidence for the researcher's interpretation and the critical evaluation of the novella. Facing dangers and difficulties all by himself, the old man shows great courage and heroic spirit. He is a hero and proves himself by stretching his own powers to the absolute limits regardless of his physical results. He proves in the novel that "a man is not made for defeat. He can be destroyed, but not defeated". The reader's impression of the old man's heroism has been justified by critical evaluations of the novel. What this study attempts to do is to make a transitivity analysis of the novel to see how the theme of the novel is expressed by the author's linguistic choice, and at the same time, to testify the effectiveness of transitivity analysis with a stylistic analytical method.

It can be concluded that the transitivity analysis of the novella helps the researchers have a fuller understanding and interpretation of the novel, and the linguistic evidence that is found has justified the readers' initial impression and critics' evaluation of the novel. At the same time, the analytical linguistic method - transitivity analysis - has been testified and proved to be a very effective means in literary stylistic studies.

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## A Brief Summary of Post-Colonial Feminism

### Dr. Rehab Farouk

Post-Colonial Feminism is simply a reaction to Western Feminism which most of its criticism to women of the third world is based on eurocentrism. According to Beasley, Feminism is "a range of movements and ideologies that share a common goal: to define, establish, and achieve equal political, economic, cultural, personal, and social rights for women" (4). Western feminism began in the late nineteenth and early twentieth century in Britain and the United States of America to defend women's rights including the right to vote, to hold public office, to work, to earn fair wages or pay, to own property, to learn, to enter contracts, to have equal rights within marriage, and to have maternity leave. Feminists have also worked to promote bodily autonomy and integrity, and to protect women and girls from rape, sexual harassment, and domestic violence. Some of them claimed their full understanding of the third world women and wrote in a variety of fields describing and generalizing Eastern women's status. Feminists of postcolonial origin reacted to Western Feminism refuting most of their universalities and uncritical claims. Mishra defines Postcolonial Feminism as:

A critique of the homogenizing tendencies of Western feminism. Contrary to Western feminism, 'postcolonial feminism' as a new feather wishes to bring into light the typicality of problems of women of the Third world nations. This is mainly the initiative of those activists, and academics who belong partially or fully to once colonized countries. They are working for the all-round amelioration in the lives of women of postcolonial origin. (129)

Postcolonial Feminism is also referred to as 'Third World Feminism'. Truly, the history of Western Feminism is predominantly covered by West European and North American women experiences which are mainly a white discourse. The term 'Third World Feminism' in Western discourses is used pejoratively and connotes at once social, cultural, and economic backwardness. Chandra Talpade Mohanty is one of the few post colonial feminists who refutes most of the Western feminists universalities and illogicality of the Eastern women. The theory mentioned in her book *The Third World Women and the Politics of Feminism* (1991) is an appropriate theoretical frame of reference for this dissertation because Mohanty concentrates on third world women who have a complex legacy of colonial hegemony. Mohanty criticizes Western Feminism on the ground that it is ethnocentric and does not pay attention to the unique experiences of women residing in postcolonial nations. In other words, she refutes Western Feminism regarding all women as a homogeneous group without having any sense of difference pertaining to race, class, and circumstances. She vehemently opposes and brings into light various colonial tricks applied in the production of the third world women as a singular monolithic subject. Mohanty deconstructs the politics of image giving to postcolonial women of Western feminism. She writes:

Western feminists appropriate and "colonies" the fundamental complexities and conflicts which characterize the lives of women of different classes, religions, cultures, races and castes in these countries. It is in the process of homogenization and systemization of the oppression of women in the third world that power is exercised in much of recent Western feminist discourse and this power needs to be defined and named.(55 )

Another major point in Mohanty's disapproval of the Western Feminism perspective to women of the Third World is categorizing all Eastern women as ignorant, poor, uneducated, tradition-bound, domesticated, family-oriented, and victimized. Mohanty feels that in such negative characterizations scant attention is paid to history and difference. Postcolonial feminists disapprove postcolonial tendencies to construct a single category of the colonized ignoring differences. They argue that colonial oppression undoubtedly hurt sentiments of both men and women but nature was quite different. Women suffered what Mohanty calls double colonization first as a colonized subject and second as simply being a woman by patriarchy. She argued that, just as men reduced women to the other, so the white women had constructed the Third World women as the other to her:

A homogeneous notion of oppression of women as a group is assumed, which in turn produces the image of an average third world woman who leads an essentially truncated life based on her feminine gender and her being third world (ignorant, poor, uneducated, tradition-bound, domestic, family-oriented, victimized). (62)

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## The Representation of Qur'an in the Sufi Poetry of Jalāl ad-Dīn Muhammad Rūmī Mathnawī and the Qur'an

**Enas Fawzy Abdel Aziz Mohamad**

### Introduction

Islam both as a religion and culture has always been the center of Western interest. For Western scholars, Islam represents that exotic, mystic and different culture that should be revealed upon the eyes of the West. From the interpretation of Qur'anic Verse to the understanding of Prophet Muhammad's (PBUH) Hadith to even the literary works of Muslims: such as the poetry of Rumi, Europeans and Americans felt hypnotically attracted to that different culture of the East. However this culture, most of the times, is misrepresented and misinterpreted. The misrepresentation of Islam is an expected consequence of its categorization as the "Other" of Christianity. Several examples of Islamic misrepresentations can even be traced in modern and contemporary times. Such misrepresentations and prejudiced conceptions became widely adopted and recognized especially after the events of September 11th. However, amid these misconceptions and misrepresentations there are still some honest unprejudiced voices about Islam. Such honest voices are mostly following the lead of and are inspired by the literary tradition set by the 13th century Persian poet Jalāl ad-Dīn Muhammad Rūmī.

### 1. Who is Rumi ?

According to the free encyclopedia of Wikipedia, Jalāl ad-Dīn Muhammad Balkhī is also known as Jalāl ad-Dīn Muhammad Rūmī or Mawlānā, and more popularly in the English-speaking world is simply known as Rumi. He is a Persian poet from the 13th century, born in September 1207 in the village of Wakhsh in Persia which is now called Tajikistan in present day Afghanistan. He was the son of Baha ud-Din Walad one of the highest scholars in the country at that time. After the death of his father, Rumi became his successor as one of the highest and outstanding philosophers and scholars at the age of twenty four. In 1244, Rumi met yet another defining aspect of both his character and his career who is the Sufi Shams Tabrizi. The two shared a very distinctive spiritual relationship based on the common ground of Sufism and love of God. Regardless of the different interpretations of this friendship, Shams' spiritual effect left the greatest influence on Rumi's poetry.



In 1273 AD Jalāl ad-Dīn Muhammad Rūmī died and was buried in Konya, Turkey where his shrine became a destination of pilgrimage. Till the present moment, Rumi is considered to be one of the greatest poets of Islamic culture and history. Although he is a 13th century poet, his works have been greatly appreciated in the past seven centuries. Rumi's significance exceeds national and religious borders to the extent of universality. His poems have been widely translated into many of the world's languages and according to the free encyclopedia of Wikipedia, in 2007; he was described as the "most popular poet in America". Recently, New York Times declared Rumi "the most influential poet in America since the 1960s" (Patel, 2006: 383).

## II. The Sufi Poetry of Rumi

Rumi was mainly introduced to Sufism on the hands of his Sufi friend Shams Tabrizi. Both friends shared the concept of living for God and God only. As a branch of Islam, Sufism primarily means developing the spirituality between God and man. In more specific words, Sufism is about developing the Islamic nafs or the inner character of a Muslim. Sufism is much more likely about human souls preferring God to everything else in life, in order that God would prefer these souls (anfs) to everything else. Sufism is the interpretation of Rumi's words; "I am the servant of the Qur'an as long as I have life. I am the dust on the path of Muhammad, the Chosen One" (Rumi, 2008). It is a kind of life where one completely dedicates himself/herself and all what he/she owns and has for the service of God and His Prophet. Consequently, Sufism would be the reason behind Rumi's excessive use of quotations from the Qur'an and Hadith in his poetry, since even his poems are written in the service of God and the Prophet (PBUH).

For the Islamic world, the poetry of Rumi works as an important commentary on Qur'an and a brilliant exposition of Sufi philosophy. For the Western tradition, Rumi's poems are read as love poetry. In either way, love poetry or Sufi poetry; in its secular interpretation or spiritual context, the poems of Rumi form an outstanding and permanent Islamic legacy. His Mathnawi Ma'nawi, Diwan-e Kabir or Diwan-e Shams-e Tabrizi and Fihi Ma Fihi ensure the immortality of Jalāl ad-Dīn Muhammad Rūmī.

### III. The Representation of Qur'an in Rumi's Mathnawi Ma'nawi

Mathnawi Ma'nawi or the (Spiritual Couplets) is Rumi's masterpiece and some critics go far to call it the Persian version of Qur'an. Mathnawi consists of 25,000 verses, in six books of poetry. It is regarded as an intensive explanation of some aspects of Qur'an in a Sufi context. Most of, if not all, the poems of Rumi in his Mathnawi conjoin between his own words and Qur'anic Verse. Yet his poems are smoothly flowing as if the quotations of the Qur'an are part of Rumi's words and vice versa. In this manner, Rumi succeeds in producing most artistic, easy flowing, and yet holy and Sufi poetry through either direct Qur'anic quotations or stories based on verses of Qur'an.

An illustrative example is Rumi's first poem "The Reed-Flute" where he builds his poem on the story of Moses in Sinai Mountain. The lines (In trance of love, Mount Sinai shakes / At God's descent; and Moses quakes) are basically made out of the Qur'anic verse "And Moses fell down, swooning." (Redhouse, 1881: 99). Besides stories based on Verses of Qur'an, Rumi interweaves in his Mathnawi direct quotations of Qur'an. Nargis Virani analyzes some of Rumi's direct weaving of Qur'anic verses into his poetry. One of the examples she gives is in poem 261 where "Rumi quotes Qur'an (5: 27) fadhhab anta wa rabbuka faqatila inna ha huna qa'idun" (2003: 102), with some modifications to fit the meter:

idh-hab-wa-rab--bak-qa-ti-la--in-na-qu-'u--dun-ha-hu-na  
Go, you and your Lord, fight,  
we shall sit right here" (Virani, 2003: 102)

In this poem, Rumi reminds his listeners of the transience of life and the need to avail oneself of every opportunity for personal, emotional, and spiritual growth. According to him, one should not dwell on the past, no matter how glorious or painful it may have been, because nothing remains forever; everything is in constant flux.



#### IV. Rumi and Modern American Poetry

The relationship between Rumi and American poetry is already evident since his poetry is still read and admired in America after 800 years of Rumi's death. If this fact is to illustrate something, it would prove Rumi's acknowledged universality. Whether his poetry is read as love poetry or as Sufi poetry, Rumi is present in modern American literary tradition. Evidently, he was referred to in the works of Ralph Waldo Emerson and Friedrich Hegel and many others. Some critics even go far to prove a connection between Rumi and Walt Whitman. The modern American poets of the Beat Generation can be attached to the literary tradition of Rumi too. The tradition of Rumi extends even to the contemporary time. Reading the works of Daniel Abdel-Hayy Moore, Michael Wolfe, Rafey Habib, Hesham A. Hassaballah and many others in contemporary American poetry, proves how writing about God and for God can be meditative, rewarding and mostly enlightening. These contemporary works even stand as a reclaiming tool of the distorted contemporary image of Islam.

#### Conclusion

This paper examines how Qur'an affects and is represented in the poetry of Jalāl ad-Dīn Muhammad Rūmī ; one of the best-selling and influential Muslim poets in the West. Although he is a Persian poet of the 13th century, his spiritual legacy is present and greatly appreciated for the past seven centuries. His poems are widely known and are translated into many different languages all over the world. This paper generally examines his Sufi poems and how they succeed to give a commentary on the deeper meaning of Qur'an. On a most profound and general scale, the paper credits Rumi's success in representing an honorable image of Islamic culture. His poems are a direct statement for the ability of reclaiming the recent misrepresentations of Islam.

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## The Diminishing Value of Literature in Academia

### Hissa Assakran

Writers mourning the decline of English literature have existed almost as long as the study of the subject itself. Already in 1925—just over 30 years after the creation of the first English honours degree at Oxford—John Jay Chapman lamented the "the disappearance of the educated man" and of the classics from school curricula (Delbanco, 1999). Since Chapman, many have echoed his knell and worried about the longevity of a humanities-based education (Delbanco, 1999; Caines, 2018). Today, however, literature's death rattle seems more imminent than ever. From 1982 to 2015, the percentage of Americans reading any literature declined by over 13% (Ingraham, 2016). Likewise, in the UK the number of sales of literary fiction has declined by half, according to the Arts Council England (Flood, 2017). Meanwhile, the number of university students enrolling in English-literature degree programs continues to decline (Klinkenborg, 2013).

In the wake of such dismal figures, scholars and literary figures have wondered what has caused "the decline and fall" of literature, particularly among students. Many blame the Internet. One argument, proffered by Arts Council England, claims that the preponderance of smartphones limits the amount of time that people can devote to literature (Flood, 2017). This argument, though popular, belies the underlying causes behind literature's faltering popularity. People are not simply too distracted by Twitter, Facebook or any other social media websites to spend their time on more meaningful pursuits, like literature. Rather, interest has declined within and outside academia because the focus of education has shifted away from the study of literature.

One way in which this shift is most apparent is in the perceived value of a university degree. Recently, rising tuition rates have compelled students to consider their education more and more from a financial-investment viewpoint. This commodification of education has in turn led students to pursue professional degrees, in order to meet the demands of the current job market, rather than humanities degrees.

Thus, the principles of the original humanist basis of education have been gradually eroded. Education has shifted its focus from 'revelation'—cultivating students into well-developed bachelors by studying 'the canon'—to 'vocation': preparing students for the modern job market (Delbanco, 1999). Delbanco (1999) also notes that this preference for STEM-based disciplines, which aim at educating students in four specific disciplines – science, technology, engineering and mathematics, has had the unsavoury effect of making much of the study of literature attempt to emulate the approach of the 'hard' sciences, but in turn create an unnecessarily pedantic and unenjoyable educational experience. Consequently, many students question the value of a literature degree when it is perceived to be of limited financial and personal value (Klinkenborg, 2013). In turn, fewer students are studying literature, and fewer people are interested in literature in general.

That said, the shifting attitude of education-as-commodity alone cannot explain the decline in literature. After all, as Klinkenborg (2013) notes, there is no reason that studying literature should be mutually exclusive to developing relevant job-market skills like writing proficiency. Rather, cultural and pedagogical changes in education have compelled English departments to shift their attention away from literature exclusively and toward broader trends in culture and media. Where literature was once the sole domain of the English department, now it stands shoulder-to-shoulder with a retinue of other subjects, including comic books, film, visual culture, material culture, and popular culture more generally (Clark et al., 2000). According to Delbanco (1999), this change has not only increased the proportion of students studying subjects other than literature; it has also reduced the value of literature itself, relegating it in the eyes of both academics and laypeople to a facet of human culture rather than its apogee.

Ultimately, one can attribute the overall 'decline' of literature to the diminishing value of the study of literature in academia compared to other forms of knowledge. This diminishment comes in two forms. First, many consider studying literature to be of little professional value for the

demands of today's job market, with the result that fewer specialize in it. Second—and more important—English departments themselves have diminished the value of literature. By challenging literature's superiority to other media, they have reduced its importance in both academia specifically and culture more generally; in turn, have acknowledged and contributed to literature's declining relevance. While these changes may not mean "the disappearance of the educated man" prophesied by Chapman, the reduced importance of high literature in university education has certainly changed humans' relationship to reading and writing irrevocably.

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# Students' Input



## The Science of Etymology: A Search for Origins and Investigation of Words

**Ali Hamad Al-Shabanh**

Etymologists assure that their field is the logical investigation of language, they have, as a main priority, certain standards which recognize a logical and a non-logical investigation of language. To begin with, semantics is objective, that is, it views all dialects as equivalent. For an etymologist, there are no 'crude', 'unadulterated', 'excellent', 'social', or 'complex' dialects. Objectivity is hard to achieve on the grounds that language is so commonplace to us that we can scarcely separate ourselves from it. The target investigation of language is ruined by different cultural, social and past misguided judgments about specific dialects.

Semantics has revealed that any language, anyway 'crude', or 'immature' its kin might be, is as perplexing and profoundly sorted out as some other language spoken by 'cultivated' individuals. There is no naturally 'more extravagant' or 'cleaner' language, on the grounds that every language serves the capacities required by its speakers. The etymologist manages all dialects similarly with the intent to build a general hypothesis of the structure of the language.

Semantics is essentially an observational, not a theoretical or natural, discipline as in it looks at explicit information and continues by undeniable and reasonable tasks. It depends on perception and investigation, and utilization of formalized standards and a hypothesis equipped for analysis. It expects to examine the information and make speculations about the regularities experienced in the etymological marvels under investigation.

Semantics complies with the accompanying groups of science: comprehensiveness, consistency and economy. Etymology manages every single pertinent datum, i.e., it demonstrates the actualities of language that fall inside its extension, and concentrates deliberately on every semantic component from all points. It permits no opposing articulations and presupposes that all pieces of examination be steady with the entirety. Reiteration isn't permitted either, and increasingly monetary articulations containing less ideas or images are needed to formulate the idea and execute it. Taking into account, semantics is a science that cultivates similar techniques for comparable logical fields to think about dialects and everything relating to them.

## Language Acquisition Theories

### Talal Al-Madi

The human language is a system that consists of the development, acquisition, maintenance and use of complex communication. Human language is generative; since it can communicate an infinite number of ideas from a finite number of parts. Acquisition depends on children receiving linguistic input during the critical period. The critical period is defined as a specific window of time, up to about the age of twelve or puberty, during which humans can acquire their first language. The aim of this paper is to determine Chomsky's hypothesis, and Theories. Noam Chomsky's work in linguistic theory has had a revolutionary impact on the study of language. Probably the most controversial of Chomsky's claims is that human beings are genetically endowed with a highly structured language learning mechanism. According to Chomsky, every child has LAD (language acquisition device) in his/her brain. This device is called Universal Grammar which means all languages have a common rules of grammar; once a child listens to a particular language he connects his language acquisition device knowledge with that language. The child manages to acquire the complex system of language very quickly. B.F. Skinner has been challenged by Chomsky on his theory. According to B.F. Skinner in 1956, language is a set of habits which can be developed with the help of the behavior of the people around the child. Chomsky criticized Skinner's theory and mentioned that language acquisition doesn't seem to follow the principle of operant condition. According to Piaget, the child language acquisition process happens by logical thinking, and doesn't agree with the child ability to be constrained by a universal grammar. Chomsky disagrees and argues that there is no relevant experience that leads to the construction of linguistic knowledge.



Nothing is more important to a child's development than the acquisition of language. Most children acquire language quickly and effortlessly, giving the impression that the entire process is simple and straightforward. However, the true extent of children's achievement becomes evident when we compare their success with the difficulties encountered by adults who try to learn a second language. Understanding how children, all over the world, are able to master the complexities of human language in the space of a few short years has become one of the major goals of contemporary linguistic research. The stages of the first language acquisition start with cooing and babbling stage which is between one month to eleven months of a child life. One-word stage, is the between eleven to eighteen months which the baby can say mommy or daddy by the help of his parents.

In conclusion, the researcher has changed his position on only one issue.

At the end of principles and practice, He suggests the use of a form of deception-students may think they are acquiring vocabulary or learning subject matter, but unknown to them, they are acquiring because they are getting comprehensible input at the same time. He now thinks it is very important to make a strong effort to inform students about the process of language acquisition, so they can continue to improve on their own.

From the perspective of this study, Noam Chomsky is the greatest intellectual in linguistics, because of his persuasive words and his successful theories. At the end Piaget and Skinner are also great conspiracy theories

## A Brief Juxtaposition between the Theme of Colonialism in Well's *The Country of The Blind* and Swift's *Gulliver's Travels*

**Manar Al-Babakri**

**Supervised by Hissa Assakran**

The term 'colonialism' can be defined as the practice of subjugating one people to another (Kohn & Reddy 2017). This term is often confused with another one; 'imperialism'. Although many believe that they are synonyms, there is a slight difference that can separate the two terms apart. Though both terms refer to subjugating other lands, the term 'colonialism' refers to the practice of assuming power over a certain country through leaving permanent settlers in it to rule while maintaining a complete allegiance to their original country the colonizers' rules and exploiting the wealth of that colonized nation to the colonizers' own benefits. Whereas 'imperialism' refers to the way of dominating over a certain country using economic and political powers (Kohn & Reddy 2017). Thus, the term 'colonialism' refers to the practice of dominating while 'imperialism' to the ideology behind it in order to build an empire (Kohn & Reddy 2017). Moreover, the term 'colonialism' is often linked with the concept of 'The White Man's Burden', which is a term introduced first by the British writer Rudyard Kipling in the twentieth century although the underlying meaning of the term existed a long time before. The term refers to the idea implanted in the Europeans' mind thinking that they are the superior race thus they have the responsibility to colonize the other races (Falloon 2017).

Jonathan Swift is one of the greatest satirists in the 18th century. He satirizes all of the English social aspects including the monarchy, the English court and religions. He proves to be ahead of his time; giving himself the chance to criticize what's been among the taboo topics for anyone to write about. He believes that it is people's right to criticize these taboo parties as long as it is a positive criticism. His *Gulliver's Travels*, which is anticolonial satire is ahead of its time and the reason of that lays in Swift's personal experience with English colonialism. England in Swift's time was at the beginning of building itself as an imperial empire. Moreover, Swift was Irish, and his homeland, Ireland, was Britain's first colony, thus, he himself took part on Irish political independence movement. Because of his involvement with politics, religion and social changes in his time, he was able to observe the effects of colonialization upon the Irish citizens and "at the root of Irish poverty. Swift saw English tyranny" (Oakleaf 160).

In his travels, Lemuel Gulliver, the protagonist, encounters different cultures and exotic societies. Every time Gulliver speaks or describes the countries he visits; it is actually Swift criticizing England at his time. Swift, as the greatest satirist in English literature, conveys his satire by comparing those societies to various aspects of English society. Swift attacks on the colonial mentality by showing that even the most uncivilized societies are more civilized than the English society. This is clear in Gulliver's travel to the *houyhnhnms'* land; where the horses are the masters and the Human beings, known as *Yahoos*, are animal-like creatures. Throughout Gulliver's conversations with his master trying to show off with the achievements of the English Empire and the number of wars it won, the horse master criticizes Gulliver and his England saying that the *Yahoos* in the *houyhnhnms'* land are much better than those in Gulliver's England; since the English *Yahoos* abused their mental abilities in destructing other nations believing that they are better than the other nations. Therefore, Swift criticizes English imperialism directly and radically at the end of Part IV when he states:

"they go on shore to rob and plunder, they see a harmless people, are entertained with kindness; they give the country a new name; they take formal possession of it for their king; they set up a rotten plank, or a stone, for a memorial; they murder two or three dozen of the natives, bring away a couple more, by force, for a sample; return home, and get their pardon. Here commences a new dominion acquired with a title by divine right. Ships are sent with the first opportunity; the natives driven out or destroyed; their princes tortured to discover their gold; a free license given to all acts of inhumanity and lust, the earth reeking with the blood of its inhabitants: and this execrable crew of butchers, employed in so pious an expedition, is a modern colony, sent to convert and civilize an idolatrous and barbarous people." (Swift 222)

In H.G. Wells' short story, *The Country of the Blind*, a mountaineer by the name of Nuñez drops from the mountain down into an isolated valley, cut-off by an earthquake from the outside world and inhabited by blind people for generations. The character of Nuñez represents the 19th century arrogant white colonizer, who thinks that his values and opinions are superior to those of the colonized nations, just like what the *WhiteMan's Burden* concept implies. When Nuñez realizes that he is the only sighted man, he repeats to himself the very old proverb of the fifteenth century Renaissance humanist, Desiderius Erasmus: "In the country of the blind, the one-eyed man is king". Eventually, his arrogance

turns back on him and instead of being a king he becomes a slave; the once to be colonizer becomes the colonized. The villagers rename him as "Bogotá", which means the center of the Muisca civilization before being colonized by the Spanish conquerors ("Bogotá"). Furthermore, they try to remove his eyes in order to cure his illness. This story is described as "subtle parable about the utter futility of European imperialism; all of Nuñez's grandiose dreams of a submissive Andean empire with himself as absolute ruler prove artless and incompetent, foolish and short-sighted" (Terry 72).

At Wells' time, Britain was still considered one of the powerful imperial powers on the planet, therefore, he wrote many novels criticizing the British colonialization such as *The War of the Worlds*; trying to show the English reader what it would be like to be colonized by other nations.

The imperial romance is exemplified in the two works, where a male (colonial explorer) goes to a journey and encounters an exotic civilization that differs from the European way of living. Both protagonists try on some points to present the idea of colonialism positively but their attempts have been shattered shortly after though in different ways. However, they both have got to the same conclusion; colonization is an extremely dangerous way in building a so-called civilized nation.

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## TOEFL versus IELTS

### Safiah Ghulam

The TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) are two of the most widely -accepted tests to certify your English proficiency. The decision to take the TOEFL vs IELTS will ultimately depend on a number of factors. At this point, you may even be asking, "What is the TOEFL test?" or "What is the IELTS?" Read on to discover which test is best for you. If you need to take an exam to prove your English language skills, the TOEFL and IELTS are two of the most popular options out there.

### The Nature of TOEFL

The TOEFL (Test of English as a Foreign Language) is an English language proficiency exam produced by the ETS, the same organization that develops the GRE (an exam for grad school admissions) and several other tests. There are several versions of the TOEFL, either paper-based or computer-based. This guide will focus on the TOEFL iBT which is administered over the internet. It is the most commonly taken and accepted version of the TOEFL.

### TOEFL Format

The TOEFL lasts a total of 3.5 hours and includes four sections. There is a ten-minute break between the Listening and Speaking sections. For each section, you'll receive a score of 0-30. These scores are then added together, meaning your total TOEFL score will be from 0-120.

### TOEFL Content

The TOEFL contains four sections which each test a different area of your English skills. Below is a brief overview of what to expect on each section.

### TOEFL Reading

For Reading, there will be three or four passages from academic texts that students must read and answer questions about. The passages are from university-level textbooks that introduce a topic or discipline. There are three types of questions: standard multiple-choice, questions where students must insert a sentence into the proper spot in a paragraph, and questions where students must properly sort information into a chart or summary table.



## TOEFL Listening

The Listening section has four to six recordings, each followed by a set of questions. The recordings are similar to conversations students encounter in daily academic life, such as a classroom lecture or a discussion between two students or a student and teacher. Questions will be multiple choice, require you to order steps in an event or process, or require you to match objects or text to categories in a chart.

## TOEFL Speaking

The first two tasks are independent speaking tasks that draw on the student's own ideas, opinions, and experiences when responding. The remaining four tasks are integrated tasks. Students must use more than one skill when responding to these types of questions. Two integrated tasks require students to read, listen, then speak. The other two tasks require students to listen then speak.

## TOEFL Writing

The Writing section has two tasks: Integrated Writing and Independent Writing. For Integrated Writing, students hear a short recording and read a short passage. They'll then have 20 minutes to summarize and compare the information they got from these two sources. The suggested response length is 150-225 words. For Independent Writing, students are given a topic and must give their opinion on that topic. The writing must be clear and supported by examples. Students are given 30 minutes and typically write a minimum of 300 words.

## Introduction to the IELTS

The IELTS (International English Language Testing System) is another English language proficiency exam jointly owned by the British Council and IDP: IELTS Australia and Cambridge English Language Assessment. There are two versions of the IELTS: the IELTS Academic and the IELTS General Training. IELTS Academic is for people applying for higher education or a profession. IELTS General Training is for people traveling to English-speaking countries for secondary education or work experience. This guide will focus on IELTS Academic since it is the version for students applying to undergraduate and postgraduate institutions.



## IELTS Format

The total time of the IELTS is 2 hours and 45 minutes. The IELTS has the same four sections as the TOEFL. On the IELTS, for each section you'll receive a score from 0-9. Your overall score is an average of those four scores and will also be from 0-9. Unlike the TOEFL, which you must take all at once, for the IELTS, you are able to take the Speaking section up to a week before or after the other sections if you prefer (you schedule your Speaking time when you register for the exam).

## IELTS Content

Below, the four sections of the IELTS are discussed in more depth.

### IELTS Listening

You'll hear four recordings (two sets in an everyday social context, one set in an educational context, and one that is a university lecture). After each recording, there are 10 questions for you to answer. There are several types of questions including multiple choice, matching, diagram labeling, sentence completion, and short answer.

### IELTS Reading

For Reading, there are three passages, each followed by about 10-15 questions. The passages are taken from different sources. They may have a variety of styles, such as narrative, descriptive, and/or argumentative. Like the Listening section, Reading questions will have a variety of formats including multiple choice, matching, diagram labeling, sentence completion, and short answer.

### IELTS Writing

There are two Writing tasks. For Task 1, students must describe a piece of visual information (such as a graph, table, chart, or diagram) in their own words. They will need to write at least 150 words. It is recommended that students spend 20 minutes on this task. For Task 2, students are presented with a topic. They must write at least 250 words on this topic, in an academic-writing style. It is recommended they spend 40 minutes on this question. For both tasks, students are tested on how well they respond to the question, the clarity of their writing, range of vocabulary, spelling, and grammar.

## The English Department Seminars for the Academic Year 1439/1440 H

No	Topic	Presenter
1	Translanguaging Theories from the Perspective of Ofelia Garcia	Dr. Ali Alsaawi
2	Illocutionary Speech Acts Used by Faculty Staff Members in EFL Classrooms: A Discourse Study Based on Halliday's SFL Mood and Austin's Speech Acts Theory	Dr. Samah Ibrahim
3	The Effect of Social Context on the Formation of Cultural Identity and its Fashioning According to Stephen Greenblatt	Dr. Abdelnaeim Ibrahim
4	Role of the Teacher in EFL Classroom	Dr. Rehab Farouk
5	EFL Classroom Management	Dr. Khaled Hussain
6	Effective Use of Cooperative Learning: Heterogeneous vs. Homogeneous Groups	Dr. Mona Gaber



