



*Language, Linguistics and Literature in a Globalized
World: Discourses of Power and Resistance*

Abstract Booklet

ICALL Organizing Committee

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ISLAMIC UNIVERSITY OF GAZA*

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PREFACE

This abstract booklet includes all the abstracts of the papers to be presented at the **1ST International Conference on Applied linguistics and Literature, 20-21 October 2012**, organized by the Department of English, at the Islamic University of Gaza. In total there were 31 papers by presenters coming from 11 countries (Palestine, Canada, the United States, Lebanon, Algeria, Oman, Iran, the United Kingdom, Malaysia, France and Taiwan). The conference was organized into 9 sessions that included areas such as linguistics, syntax and phonology, literature, TESOL, discourse analysis and translation. The papers to be presented in this conference will be considered for publication in the conference proceedings.

The conference provided a meeting place for researchers and practitioners in the areas of linguistics, TESOL and literature to showcase and share their research findings in a stimulating and interactive environment. The conference also aimed to promote collaborative and networking opportunities among scholars and practitioners and to advance new perspectives and reflect on current research and practice in the broad areas of linguistics, TESOL and literature.

We would like to take this opportunity to thank all the participants, the members of the organizing and academic committees for their hard work and dedication in achieving this milestone. Special thanks go to Professor Noam Chomsky and our international participants for their invaluable participation in the conference and for encouraging research and academics in Gaza universities.

Organizing Committee Chair
Dr. M. Mosheer Amer

Academic Committee Chair
Dr. Akram Habeeb

25 September 2012

Conference Program

FIRST DAY

20 October 2012 (Saturday)

Time	Hits	
09:00-09:10	Conference Opening	
09:10-09:20	Welcome Address: University President Dr. KamalenShaath	
09:20-09:30	Welcome Address: University Board of Trustees Chair Eng. Jamal Khudari	
09:30-09:50	Opening Address: Dr. WalidAmer, President of Conference	
09:50-09:55	Dr. Akramhabeeb, Chair of AcademicCommittee	
09:55-10:00	Dr. MosheerAmer, Chair of Organizing Committee	
10:00-11:00	Keynote Address: Prof. Noam Chomsky <i>The Arab Spring and the Future of U.S. Foreign Policy in the Region</i>	
11:00-11:30	Refreshment Break	
	Session 1.1 Linguistics (Syntax and Phonology) Session Chair: Hagit Borer Venue: IUG Main Conference Hall	Session 1.2 TESOL (Teaching Methodology) Session Chair: SadekFerwana Venue: Taiba Hall (M 220)
11:30-12:00	An argument in favour of syntactic decomposition of function words Máire Noonan	Portfolios and Presentations for University Students Who Major in English to Improve their Speaking Skills Basil Skaik
12:00-12:30	The Application of Minimalist Approach to Arabic Clauses with Reference to English Rana Abdul- Majeed	Palestinian university EFL writing Teachers ' Feedback Practices And Their Students' Reaction Toward Them Mohamed A Abdal Rahim &Jaber I. Abu Shawish
12:30-13:00	Aspiration and Deletion of /-s/ in Holguin (Cuba) Spanish: Phonological Variables and their Conditioning David Heap	Vocabulary teaching: Is it making a U-turn? Khawla M. Badwan
13:00-14:00	Lunch Break	
	Session2:1 : Literature Session Chair: Sami Breem Venue: IUG Main Conference Hall	Session2:2 : TESOL (Language Pedagogy) Session Chair: Kamal Mortaga Venue: Taiba Hall (M 220)
14:00-14:30	The Moral Space in Coetzee's Disgrace AkramHabeeb	An Intercultural Email Project for Developing Students' Intercultural Awareness and language Skills Abedrabu Abu Alyan

Time	Hits	
14:30-15:00	Narrating the Self and Others in the Travel Letters of Susan Hale, Margaret Van Horn Dwight and Emily Dickinson Ayman Hassan El-Hallaq	Intercultural Communication and Learning Nancy Njiraini
15:00-15:30	Refreshment Break	
	Session 3.1: TESOL (Bilingualism) Session Chair: Philippe Prevost Venue: IUG Main Conference Hall	Session3:2: Linguistics (Syntax) Session Chair: David Heap Venue: Taiba Hall (M 220)
15:30-16:00	Typical versus Atypical Development of Lebanese Arabic in Bilingual Children: A Pilot Study of a Sentence Repetition Task Guillemette Henry, Selma Saad, Laurie Tuller, Philippe Prévost &RashaZebib	Taking Form On the relations between the formal and the conceptual properties of language Hagit Borer
16:00-16:30	Identification of Specific Language Impairment in multilingual contexts: Preliminary validation of a short parental bilingual questionnaire in Lebanon Edith Kouba El Hreich, Camille Messarra, Nohad Abou Melhem, Philippe Prévost, Verena Stresing, Laurie Tuller, and Rasha Zebib	Glide variability in Northern French Stephanie Kelly
16:30-17:00	<i>'JE PARLE MAL, COMME MON PÈRE. '</i> : Why Linguistics Should be Taught in Schools Máire Noonan and Lisa Travis	Syntactic Analysis Of Arabic Adverb's Between Arabic And English : X Bar Theory Mohammed H. Alaqad
17:00-17:30	Refreshment Break	
17:30-18:30	Cultural Event	

**SECOND DAY
21 October 2012 (Sunday)**

Time	Hits	
09:00-09:10	Welcome Greeting	
09:10-09:30	Breakfast Break	
	Session 1:1 Linguistics (Discourse and Representation) Session Chair: WalidAmer Venue: IUG Main Conference Hall	Session 1.2: TESOL (Technology and Language Teaching) Session Chair: Basil Skaik Venue: Taiba Hall (M 220)
09:30-10:00	'Blood is boiling in Gaza': Emotion Metaphors in the New York Times' Coverage of the Second Palestinian Intifada Mosheer Amer	The Effectiveness of Using Computerized Educational Games on Developing Aspects of English Grammar for sixth Graders in Gaza Governorate Dalia Omar Abu Shaga
10:00-10:30	Semiotic Analysis of the Image of Shalit Versus the Palestinian Prisoners in ALJAZEERA and HA'ARETZ Abeer Ziad Barakat Mohd Faiz Sathi Bin Abdullah	Towards Encouraging Effective Incubation in Enhancing Language skills among New Graduates Eman Obaid
10:30-11:00	Representing Chineseness, harmony, and peace in the Beijing-Olympics campaigning discourse Vincent Tao-Hsun Chang	Investigating the Relationship between Language Learning Strategies and Autonomous Learning among EFL Learners GitiMousapourNegari
11:00-11:30	Refreshment Break	
11:30-13:00	SEMINAR Language, Power and Resistance Noam Chomsky Venue: IUG Main Conference Hall	
13:00-14:00	Lunch Break	
	Session2:1 : Literature Session Chair: AkramHabeeb Venue: IUG Main Conference Hall	Session 2.2: TESOL Session Chair: Nazmi Al-Masri Venue: Taiba Hall (M 220)
14:00-14:30	Identity Crises of the 'I' and 'the other' in Kanafani'sReturning to Haifa and Anton Shammas'sArabesque Ayman El-Hallaq & Akram Habeeb	Arabic Native Speakers' Overpassivization in English Hassan Ahmed El-Nabih

Time	Hits	
14:30-15:00	The Different Translations of IbnTufayl's Hayy Bin Yaqzan and Their Transfer to Europe Mahmoud Baroud	A Blended Learning Model For Teaching English Language At The Islamic University Samia Ismael Skaik
15:00-15:30	Nawal Al Saadawi's <i>Woman at Point Zero</i> : A Replication of Western Stereotypes Ahlam Anbar	
15:30-16:00	Refreshment Break	
	Session3:1 : Translation Session Chair: Ayman El-Hallaq Venue: IUG Main Conference Hall	Session3:2 : Stylistics Session Chair: Khader Khader Venue: Taiba Hall (M 220)
16:00-16:30	A New Approach of Teaching Translation to ESOL Students at University level Basil Skaik	The Use of Simile in Charles Dickens' Hard Times Halima Benzoukh
16:30-17:00	Understanding and Redefining Different Capacities Required of Professional Interpreters in the Gaza Strip, Palestine Mohammed El Haj Ahmed	Investigating Speech and Thought Presentation in R. M. Ballantyne's "The Coral Island" Sami Breem
17:00-17:30	'Al-ilm' the medium of al-haqq in the Message Shaban Alomary	
17:30-19:00	Closing Ceremony	

Palestinian University EFL Writing Teachers ' Feedback Practices and their Students' Reaction Towards Them

Mohamed A.Abdal Rahim (Al-Aqsa University) &Jaber I. Abu shawish (Al-Quds Open University)

Students' writing, feedback, and assessment are three terms that appear together in writing literature. In fact, they are closely related and interdependent. Professional writing teachers are expected to have solid knowledge of how these, particularly feedback, can be undertaken. This study aims to achieve the following objectives.

1. identifying the principles of good feedback in education in general and writing in particular.
2. identifying the writing teachers' feedback practices as perceived by them.
3. identifying the educationally sound feedback practices as perceived by them.
4. identifying the educationally unsound feedback practices as perceived by them.
5. investigating how far do these sound and unsound writing feedback practices conform to those found in writing literature and educational psychology
6. identifying the writing teachers' feedback practices as perceived by the Palestinian university English majors.
7. identifying the feedback practices they like most.
8. identifying the feedback practices they dislike most .

The research, hopefully, will succeed in designing a useful tool for measuring the feedback practices; besides, it will provide useful suggestions and recommendations for writing teachers concerning how to provide feedback on their students' Writings

The study tools is a questionnaire on feedback practices of writing teachers to be distributed to Palestinian university EFL writing teachers. Another questionnaire will be distributed to Palestinian university EFL students to assess the students' attitudes toward these practices and the extent to which EFL teachers actually implement these feedback practices.

KEY WORDS: feedback practices – attitudes –writing teachers – Palestinian universities- writing assessment

**The Application of Minimalist Approach to Arabic Clauses with
Reference to English**

*Rana Abdul-Majeed Saieed
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The minimalist approach is a binary one in which clauses are considered to be endocentric in the sense that they are organized around a central unit which is the head. The features of the head percolate to its projection which is the phrase. Thus, a head (V), for instance, heads the projection (VP) and a head (N) heads the projection of (NP) and so on. Every head enters into two local conditions: First the head is locally related to its complement and second the head is locally related to its specifier.

Accordingly, clauses, within the minimalist approach, are organized in terms of binary branches (i.e., two branches only and never more). The aim of this study, thus, is to apply this binary branches analysis to different types of Arabic clauses with reference to English when it is necessary. That is references are made to English only to show the points of similarities and differences between the two languages under analysis.

**An Intercultural Email Project for Developing Students'
Intercultural Awareness and language Skills**

Abedrabu Abu Alyan

Department of English, Islamic University of Gaza

This Study explores the overall outcomes of an intercultural communication email project between Palestinian English major students and American native speakers. Using qualitative content analysis, the study investigates how email exchange with native speakers may develop students' cultural awareness, Intercultural communicative competence (ICC), and language skills. Analyzing data from participants' email discussions over a whole spring semester and final reflective papers, the study revealed that both groups gained knowledge about a foreign/target culture and reflected on native culture. The email exchange project was regarded as a positive experience. The study also unveiled that both groups involved in the intercultural email exchange project reported development in their attitudes towards the "Other" and destabilizing stereotypes, biases, and prejudices. Palestinian participants described their American email partners as being friendly, supportive, and helpful. The Palestinian learners showed some progress in language and intercultural communication skills. However, students in both groups illuminated that their intercultural telecommunication experience was never easy.

KEY WORDS: email, cultural awareness, intercultural communicative competence, language skills, teaching English as foreign language, native speakers

The Effectiveness of Using Computerized Educational Games on Developing Aspects of English Grammar for sixth Graders in Gaza Governorate

Dalia Omar Abu Shaga

Teachers often ask about the effective method in teaching English grammar. Traditionally, many teachers teach English grammar seriously, make the lesson difficult, dull, and uninteresting

In the same time, many previous studies such as (Abu Oda, 2010), (El-Dosoqi , 2003), and (Abu Rayya , 1993) confirmed that using computer in teaching and learning process enhances the academic level of the students, and increases their motivation to learn more.

The researcher of the current research, as a teacher of English at Al-Zahra Exemplary School in Gaza governorate, noticed the low academic level in learning English, and particular grammar. So, she in this research attempted to investigate the effectiveness of using computerized educational games on developing aspects of English grammar for sixth graders in Gaza Governorate. To achieve this aim, the researcher adopted a quasi experimental approach. The sample of the study consisted of (24) students;(19) males and (5) females from Al-Zahra Exemplary School in Gaza governorate. The computerized educational games were used in teaching aspect of English grammar for the experimental group in the second term of the school year (2011-2012).

To achieve the aim of the current research, the researcher tried to answer the following main question:

What is the effectiveness of using computerized educational games on developing aspects of English grammar for the sixth graders in Gaza governorate?

From the above major question, the following sub-questions were derived:

1. What are the suitable computerized educational games for developing aspects of English grammar for the sixth graders?

2. Are there statistically significant differences at ($\alpha \leq 0.05$) between the sixth graders mean scores of the experimental group in the pre and post grammar test due to the use of computerized educational games?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) between the sixth graders mean scores of experimental group in the pre and post grammar test due to gender factor?

A grammar test of six questions with (30) items was designed and validated to be used as a pre and post test to measure any possible differences between the mean scores of the students in the pre and the post test.

The collected data were analyzed and treated statistically using T. test and the Modified Gain Ratio equation was used to measure the effectiveness of using computerized games on developing aspects of grammar for the sixth students.

The study results indicated that there were statistically significant differences at ($\alpha \leq 0.05$) between the sixth graders mean scores in the pre test and the post test due to the use of the computerized educational games. Also, there were no statistically significant differences at ($\alpha \leq 0.05$) between the students of the experimental group in the mean scores in the pre test and post test due to the gender factor.

KEY WORDS: Computerized Educational Games (CEG), English as a second language, grammar, advantages & disadvantages of(CEG), and Elements of designing (CEG).

**Syntactic Analysis Of Arabic Adverb's Between Arabic And English :
X Bar Theory**

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University of Malaya, Malaysia*

This paper will highlight some of the linguistic devices in terms of structural and syntactic analysis of multi-position Arabic adverbs, the study will offer a syntactic comparison between Arabic and English, the researcher selected six sentences of Arabic and English adverbs, 3 in Arabic and 3 in English in order to serve the task of analysis and show off some indiscernible of Arabic adverb comparing with one key position in English. The main purpose of this study is to investigate whether the locus of adverbial sentence in Arabic is matchable to locus of English sentence. The subject of this study is the flexible position of Arabic adverbs, which can come in the initial, or middle or end of Arabic sentence. Towards that end, a comparative methodology of the Arabic and English adverbs will explicate some declarative and interrogative sentences from Arabic and its correspondence in English by adopted Chomeskian syntactic theory (Chomsky, 1995. Minimalist Program) and paying attention to the syntactic differences and similarities of the locus of adverbs in both systems and how the flexible position in Arabic could change the sentential meaning and the grammatical structure by adopting Chomsky X" theory (1995).

KEY WORDS: syntactic analysis, Arabic adverbs, Minimalist Program, linguistic devices, flexible position.

'Al-cilm' the medium of al-haqq in the Message

Shaban Alomary

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'Al-Haqq' refers to the First Principle in the Divine Message. Al-Haqq is the Creator, Sustainer and Sender of al-haqq, 'the truth', transmitting information on the position of man. 'Al-^cilm' represents the medium leading to al-haqq. Created for a determined mission, the receiver is bound by this position depending on his sense faculties and minded heart. 'Al-^cilm' refers in one sense to sending information. The receiver cannot encompass the truth on his existence and mission without this process of transcendent information. Al-ma^crifa, based on sense perception is an attribute of the minded receiver. This paper elaborates on the distinction between the receiver-specific attribute, al-ma^crifa, and the common Sender-receiver attribute, al-^cilm. Translating knowledge as al-^cilm attributes to the Transcendent Sender what befits the minded receiver. Al-^cilm as referring to the Sender refers to encompassment of all creation. Translating science, a form of organized knowledge, as al-^cilm is a further confusion. What refers to the receiver should be restricted to him. What is common in linguistic usage to the Sender and receiver should appreciate the relativities binding man. Translation is meant to facilitate interlingual communication not to foster confusion and bury distinctions between terms. The translator of the referents of the Qur'an needs to be very sensitive to its imports.

'Blood is boiling in Gaza': Emotion Metaphors in the New York Times' Coverage of the Second Palestinian Intifada

M. MosheerAmer

Department of English, Islamic University of Gaza

This paper investigates the most prevalent metaphors used by the *New York Times* in constructing the emotions of news actors during the second Palestinian *Intifada*. Drawing on a systematic sampling of news texts published during the newspaper's coverage of the *Intifada*, I first show that Lakoff's (1987) ANGER IS HEAT metaphor is primarily used in characterizing emotionally-driven responses of Palestinian and Arab peoples. On the other hand, an examination of the themes, metaphors and images associated with Israeli society shows a rather favourable representation which evokes scripts of familial and social cohesion. At the centre of this treatment is the metaphorical construction of Israel as an in-group entity which is being encroached upon by an amplified outside threat primarily associated with the Palestinians. The selective use of metaphors and their evoked conceptual and emotional associations highlight the role metaphors serve as potent linguistic devices used to legitimate or delegitimize particular social actions and ultimately contribute to the construction of an ideological version of social reality.

KEY WORDS: emotion metaphors, anger, Palestinian, Israel, NYT, (de)legitimation, society, political action, threat

Nawal Al Saadawi's Replication of Western Stereotypes in Woman at Point Zero

Ahlam Anbar

Department of English, Islamic University of Gaza

The view that the liberty of women in Muslim societies is made almost impossible by religious oppression originates in the West; it is the survival of the Orientalist view of Islam. Orientalism posits Islam and Muslims as an essential "Other," an "Other" that has stagnated in backwardness, and shown itself unable to progress in tune with "modern" notions of liberty, equality and democracy.

"The Muslim woman" as a cultural product of Orientalism has become the site of meaning on which the Orientalist discourse (passive and oppressed) can be produced. Accordingly, early feminist Orientalism plays a large part in how Muslim women are portrayed. Western women were given access to Muslim women but the writings of these women continued the Orientalizing gaze, focusing on the veil, Harem, and the treatment of the female body as a sign of oppression both by Islam and by Muslim men.

Nawal Al Saadawi, the Muslim Egyptian feminist, through her writings, believes, as the Western Feminists do, that Islam has degraded the social status of women. She enforces the image of Muslim women as an oppressed, silent, victim of her religion. In doing so, she collaborates with the West and its image of the inferior status of Muslim/Arab women and the violence of patriarchal Muslim societies.

Throughout her novel, *Woman at Point Zero*, Al Saadawi tries to target a Western audience, asking them to view women in Arab/Muslim societies in a certain light so as to see them in a manner that makes them appear victims to their religion and their patriarchal societies, and therefore pitted against what is seen as an implicitly ruthless religion. She offers representations of the Muslim women as commodities, objectified and stereotyped; she provides a Westernized image about the "Otherness" of Muslim women as well as their oppression at the hands of Muslim men. The image of the

Orient as represented by Al Saadawi is derived from the vocabulary of the colonizer, engaging in similar tropes to describe the Orient and the Oriental.

So, by continuing the discourse about the oppression of Muslim women and the violence of Muslim men in *Woman at Point Zero*, Al Saadawi strengthens the colonial, orientalist discourse and thus ends up being perceived in the Muslim and Arab societies as an agent of Westernization.

Vocabulary teaching: Is it making a U-turn?

Khawla M. Badwan

Department of English, Islamic University of Gaza

Eliciting vocabulary, arranging vocabulary lists, using pictures, and categorizing words based on certain themes seem to be modern procedures in the language teacher's lesson plan. It can be assumed that such activities and many others mark the language teachers' emancipation from the legacy of the old trends in the history of language teaching. However, the reality is far away from this assumption! Vocabulary has always been dominant in the teaching vista throughout the years. Many modern techniques are examples of “re-inventing the wheel” and many others emerge after a thorough re-evaluation of an old technique. This paper seeks to investigate and navigate vocabulary teaching from methodological and cognitive perspectives in an endeavour to assess the current “fads” in the language teaching “market”. The current paper dwells upon several areas of discussion: the place of vocabulary in the history of language teaching outside and inside the linguistics' cycle, the place of vocabulary teaching in the different teaching methods, the findings of some cognitive theories on vocabulary acquisition, the dichotomous relation between research-evidence and market-demand, and finally it closes with brief conclusions and suggestions for further research.

Representation of 'Palestinian Prisoners'-Shalit Swap' in Selected Arab and Israeli News Articles

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FaizSathi Abdullah, Universiti Putra Malaysia

“The Palestinian Prisoners-Shalit Swap”, or as some media sources refer to it as the “Shalit-Prisoners Exchange”, was a major issue in the media coverage in the Middle East for almost five years. This issue refers to an agreement between Israel and Hamas, the dominant political party governing the Gaza Strip, to release the Israeli soldier GiladShalit in exchange for 1,027 prisoners. The agreement came five years and four months after Palestinian militants captured ‘Shalit’ in southern Israel along the Gaza border, which was led by imposing a siege on the Gaza Strip and waging a 28-day war in 2008, in an attempt to impose pressure on Hamas. Both the Arab and Israeli media played a role in portraying the image of the released Palestinian Prisoners and the Israeli soldier to the readers worldwide. The study aimed to identify the online media coverage of the “Palestinian Prisoners-Shalit Swap” in terms of the manipulation of language and semiotics of the pictures accompanying the news covered. The researcher used Critical Discourse Analysis (CDA); as well as, the transitivity analysis developed by M.A.K. Halliday. The study analyzed news reports appeared in both the website of the Israeli news agency “*HA’ARETZ*” and the website of the Arab news agency “*ALJAZEERA*”, to identify the discursive strategies and the linguistic means of self-justification of both news agencies towards this issue. It was discovered that the macro strategies of “us” versus “them” was evident in the discourse. It was concluded that many strategies were used by the Israeli news agency to justify their position as oppressors and to justify their past, present and future political actions in the region. On the other hand, although the Arab news agency was trying to prove that it was objective in its coverage, but the analysis showed that *ALJAZEERA* was portraying the “Palestinian Prisoners” as righteous and heroes by highlighting the success of the swap as a victory against the oppressor.

**The Different Translations of IbnTufayl'sHayy Bin Yaqzan and
Their Transfer to Europe**

Mahmoud Baroud

Department of English, Islamic University of Gaza

The motif of the castaway living and philosophising for years on a desert island is one which has captured the imagination of various writers in many cultures and literatures and over a very long period of time. Literary historians and critics in the West are most familiar with the famous example of Daniel Defoe's *Robinson Crusoe* and the many versions and variations it spawned over the following three centuries, including in recent years works by Michel Tournier, J. M. Coetzee, William Golding and Derek Walcott. However, little attention has been paid to some of the antecedents of Defoe's great novel, especially those from other cultures like the remarkable *Hayy Ibn Yaqzan* (*Alive, Son of Awake*) by the 12th –century Arab Muslim philosopher and physician Muhammad IbnTufayl who was living in Spain. This text is IbnTufayl's only surviving work apart from a few writings on medicine and astronomy. It summarises his own ideas and also encapsulates much of the philosophical and scientific thinking of his age in a direct, plain style. Due to its profound influence on European thought and philosophy, IbnTufayl's *Hayy Bin Yaqzan* was translated into no less than eight languages (Hebrew, Latin, Dutch, English, French, Russian, German, and Spanish), as well as into Persian and the other major languages of the Islamic world. This paper is an attempt to provide a critical account of some of the aforementioned translations, especially the English and Latin versions and their transfer to Europe. Accordingly, this study seeks to prove that English readers of the eighteenth century had access to four English translations of the *Hayy Bin Yaqzan*, the fact which lends credence to the view of some critics that the Medieval story of *Hayy Bin Yaqzan* was a model and a possible source for Defoe's *Robinson Crusoe* (1719), just as the real-life castaway Alexander Selkirk was.

The Use of Simile in Charles Dickens' *Hard Times*

Halima Benzoukh

KasdiMerbah University, Ouargla, Algeria

As a literary work, Dickens' *Hard Times* is full of different themes expressed by various linguistic devices. The novel embraces several facts related to the author's Victorian society. In *Hard Times*, the writer varies his style using different linguistic features.

The most frequently used linguistic device in *Hard Times* is *simile*. The author has an objective behind the overuse of this figure of speech: Dickens wants to transmit his impressions and views towards the Victorians. This paper tries to examine two main issues. First, it attempts to clarify the status of *simile* in the novel. Second, it tries to elucidate the concept of *simile* by formulating an operational definition and assessing those different theories put forward.

Our study attempts to investigate the use of simile in Charles Dickens' *Hard Times*. It sets to cast light on the author's motives behind the use of such a figure of speech (simile). This investigation aims at laying a finger on Dickens' overuse of simile in the novel, focussing on its structure and meaning. The adopted simile model is descriptive and it consists of particular structural and semantic components such as the tenor (T), the vehicle (V), the ground (G), the marker (SM) and the topic (Tp).

Dickens overuses simile in the novel to describe his fictional places, his people, their actions and feelings. All in all, this inquiry reveals that this linguistic device operates in an active manner and that the decoration's view needs more reconsideration. Finally, some suggestions are presented for further research on the subject.

KEY WORDS: simile, tenor, vehicle, ground, simile marker

Taking Form On the relations between the formal and the conceptual properties of language

Hagit Borer

Department of Linguistics, SLLF, Queen Mary University of London

Debates on the division of labor between the lexicon and grammar have always played a crucial role within linguistic theories. At one extreme, we find a view of the human linguistic capacity which is fundamentally anchored in our demonstrable ability to acquire an intricate lexicon, based, at least in part, on a complex conceptual system. Within such a view, many formal properties of language are determined by the properties of a listed word with its fully articulated semantics, syntactic and morphological properties. At the other extreme, we find a view anchored in our equally demonstrable rule-governed behavior. Such an approach assumes an essentially computational linguistic ability, with as small as possible repository of idiosyncratic lexical information appended to it, beyond the sound-meaning pairing. Within this system, it is the structure which determines, to a large extent, the properties of the particular words embedded with it.

I will explore the properties of both systems, supporting, eventually, that syntactic and morphological properties which appear to be associated with words are, in fact, properties of the syntactic and morphological structures they are embedded within, rather than inherent properties of the words themselves. 'Words' within such a view are essentially labels of concepts which function as modifiers of grammatical structures rather than their determinants. Evidence to support this view will be brought forth from the study of grammatical fragments of English as well as from the acquisition of transitivity and intransitivity alternation in children.

KEY WORDS: Lexicon, Syntax, Language Acquisition, Conceptual Structure

Investigating Speech and Thought Presentation in R. M. Ballantyne's "The Coral Island"

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This paper aims to examine speech and thought presentation in R. M. Ballantyne's "*The Coral Island*". The Victorian novel belongs to the Robinsonade, island, adventure and children's literature tradition. Three children, shipwrecked to the coral islands of the South Seas, have enjoyed the beauty of the coral islands and have amazing experiences. On the other hand, they have encountered rise of antagonism/complications which are due to: nature, pirates and the natives who are cannibals and bloodthirsty. United against all sources of antagonism, they return home to set a victorious/adventurous example/model to the young. The analysis, here, adopts an integrated approach of language and literature. A modified stylistic speech and thought presentation model (Short 1996: 286-311) is used for the purposes of linguistic analysis. The check-list of linguistic indicators of point of view, for the purposes of this paper, is essentially derived, with some modification from Short (1996). It includes: given vs. new information, definite and indefinite articles, deixis, value-laden expressions and endophoric vs. exophoric references. The discussion and results in this research show how speech and thought presentation is utilized in away to reveal how "*The Coral Island*" represents colonial values which are characteristic of the Victorian age.

KEY WORDS: Stylistics, Speech and Thought Presentation, Coral Island, Colonialism.

Understanding and Redefining Different Capacities Required of Professional Interpreters in the Gaza Strip, Palestine

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Palestinian interpreters are facing big challenges as they are dealing with two languages that are different not only linguistically but also culturally. Things are exacerbated by the fact that the present situation in the Gaza Strip shows that existing interpreters are lacking the theoretical and practical experience as well as the interpreting skills to provide proper interpreting services. The lack of training coupled with a severe shortage in training facilities and equipment and the absence of translation specialization and interpretation in Palestinian universities have led to erroneous interpretations and distorted communications. This paper investigates the current interpreting situation in the Gaza Strip and redefines the skills and capacities required by professional interpreters in the Gaza Strip, Palestine.

Specifically, the present study seeks to provide answers to the following three questions provided by thirty professional interpreters, making the target population of the study.

1. What skills and capacities should a Palestinian professional interpreter have?

Rate the following interpreting skills in order of importance, with 1 being the most important and 7 the least important:

- mastery of the mother tongue
- cultural awareness
- note-taking skills
- familiarity with information technology
- research skills
- communication management skills
- tact and diplomacy

2. Add any skills an interpreter should have at their disposal?

3. What are the main challenges facing Palestinian interpreters?

By analyzing the interpreters' answers to the three mentioned questions and discussing the current situation of interpreting in the Gaza Strip, this paper will provide important implications and make significant contributions to interpreter education and training in the Gaza Strip.

**Narrating the Self and Others in the Travel Letters of Susan Hale,
Margaret Van Horn Dwight and Emily Dickinson**

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Letter writing was a dominant practice through which men and women of the eighteenth and nineteenth centuries came to know themselves as individuals and developed personal attitudes towards others. The letter became an everyday activity, which was more than a medium of exchanging news; it was a necessary means for self-awareness, social awareness and self-expression. Through letter writing, individuals unfolded their subjectivity and portrayed others through their subjective epistolary. The subjectivity that women developed through the practice of letter writing sheds light on the image of others as part of their understanding of their subjectivity. This paper examines the notion of the “self” as contrasted to the “others” in a number of travel letters of three famous women writers in the nineteenth century. The study looks deeply in the representation of women in the epistolary of women and juxtaposes the feminist and postcolonial paradigms of representation. The objective of this paper is to trace the representation of women as shown by the self-referential traveling voices of Susan Hale, Margaret Dwight and Emily Dickinson. The analysis of characters aims at discovering women as objects (other women in the travel letters) and as subjects (characters of writers themselves).

Identity Crises of the 'I' and 'the other' in Kanafani's *Returning to Haifa* and Anton Shammas's *Arabesque*

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This paper which falls into two parts focuses on the identity issue in the novels of both Gassan Kanafani's *Returning to Haifa* and Anton Shammas's *Arabesque*. The first part investigates Kanafani's technique in handling the identity of the colonizer both collectively and individually through the construction of characters. The collective image of the Israeli occupation is traditionally shown as an aggressive force of destruction while he was very adept in using the postcolonial discourse to reflect a human enemy in his portrayal of individual Jewish characters. He presented the crisis by using a postmodern technique which is based on juxtaposition and parallelism whereby he was able to delineate the boundaries of individual /collective or national/ personal identities.

The second part also deals with the issue of identity crisis in Shammas's *Arabesque*. Again Shammas in this novel uses the dialectics of the postcolonial discourse to bring to the foreground the issue of the Palestinian identity in the wake of 1948 Nakba. Shammas was very creative in mixing the fictional with the non-fictional, the autobiographical with the baffling historical. In addition, Shammas's use of Hebrew as a medium of writing was point of departure in the ongoing inter-group dialogue over the issue of identity.

Identification of Specific Language Impairment in multilingual contexts: Preliminary validation of a short parental bilingual questionnaire in Lebanon

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Assessing children with Specific language Impairment (SLI) in multilingual contexts is challenging for speech language therapists given that language patterns in bilinguals and in children with SLI are often reported to be remarkably similar (Grüter 2005; Håkansson 2001; Paradis&Crago, 2000, 2004; Hamann&Belletti, 2006) and that screening language tests are not standardized on bilingual populations. This may lead to cases of over- and under- of SLI in bilingual children. Recent studies have documented the validity of parental questionnaires aimed at collecting information about early language acquisition, the languages spoken by the child, the use of languages in his/her environment, and information on linguistic difficulties within the family for the assessment of children's language in multilingual contexts (Paradis 2010). Following a pilot study showing that such a questionnaire can be used in the multilingual context of Lebanon (AbouMelhem, 2011), the present study aims to validate a revised and shorter version of that questionnaire on an expanded population of 52 bilingual Lebanese/French and Lebanese/English children, including 36 typically-developing (TD) children aged 5;7-6;6 ($M=6;3$) and 16 children, aged 5;7-7;10 ($M=6;6$), diagnosed with SLI via informal assessments and non-standardized tools commonly used in Lebanon. Data analysis showed that the answers of the parents to the questionnaire were coherent throughout and that some variables of the questionnaire strongly discriminated between the TD and SLI groups, in particular the age of the first words and first sentences, and were also significantly correlated with language test scores. Answers to the questionnaires also allowed us to refine the interpretation of the scores to the standardized tests obtained by some participants and to question their initial labeling as TD or SLI children, thus demonstrating the value of the parental questionnaire as a complementary tool to clinical evaluation.

KEY WORDS: Evaluation - Specific Language impairment - Multilingualism - Parental Questionnaire - Diagnosis

Arabic Native Speakers' Overpassivization in English

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This study investigates overpassivization in English by Arabic native speakers (ANSs). Emphasis is placed on the relationship between English proficiency and language transfer. An acceptability judgment and correction task was administered to 119 ANSs from the Gaza Strip, Palestine. The results obtained from data analyses revealed two types of overpassivization: ungrammatical and unnatural. Ungrammatical overpassivization is the use of unpassivizable verbs in a BE-V-en pattern (for example, accepting the erroneous structure *several accidents were happened*). On the other hand, unnatural overpassivization is the use of the passive pattern with verbs that allow this pattern, where English native speakers, within the context given, would use an intransitive structure (for example, rejecting the well-formed structure *the vase broke* and incorrectly using the passive *the vase was broken*). It is argued that these overpassivization errors can largely be attributed to L1 transfer. The results also showed that while interlanguage development towards target-like behavior was observed across proficiency groups, certain test conditions revealed a strong influence of L1 transfer on even the high proficiency participants.

The Moral Space in Coetzee's Disgrace

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This paper attempts to resolve the ongoing dispute among critics about the main purpose of reading literature. In this sense, the paper tries to reconcile two extreme views about the value of reading literature: reading for pleasure of exploring the aesthetics in the work of art or reading for the ethical values this work of art might inculcate in the potential reader. This paper, therefore, suggests that the aesthetics in a given work of art helps the reader to negotiate with the text in order to delineate the moral lessons in accordance with the ethical standards of the potential reader in a postcolonial context. To exemplify and demonstrate the validity of this thesis, a meticulous reading was conducted on James Coetzee's *Disgrace*. The outcome was conspicuous when the moral lessons were reached the moments the reader delved deep in the text and tried to expose how moral values are developed according to the ethical standards of the colonized reader.

**Aspiration and Deletion of /-s/ in Holguin (Cuba) Spanish:
Phonological Variables and their Conditioning**

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The Spanish voiceless sibilant fricative /s/ can appear in two different syllable positions: onset and coda (Hualde 2005:74). In coda position, the /s/ can be word-internal or medial, or word-final (*frescos* “fresh(pl)”) and often undergoes aspiration ([s] -> [h]/__\$) or deletion ([s] -> [Ø]/__\$) (Lipski 1999:198).

As Hualde (2005:28) observes, all Caribbean Spanish speakers “aspirate preconsonantal and word-final /s/ to a certain extent [...], [therefore] this is a highly variable process.” This pilot study focuses on -s aspiration and deletion in the Fernández-Heap-Tennant corpus of Holguín Cuban Spanish in a Labovianvariationist framework (Labov 1972). We focus specifically on the phonological variables that condition these two phenomena, namely position, pause, stress, word length and phonological features of the following segment such as ± vocalic, ± continuant and ± voice.

Our analysis is based on samples of reading passage speech for 4 speakers. The passages were orthographically transcribed in Praat to facilitate the coding and acoustic analysis of (s) realization with the software.

The importance of this study resides in the nature of the corpus. Other studies on -s aspiration and deletion in Cuban Spanish (e.g. Terrel 1977, 1979; Lynch 2009) focus on the speech of Cuban immigrants in Miami. Our corpus, however, includes only Cuban, specifically Holguín, speakers who have lived all their lives in the country and, therefore, represent more accurately the speech of the island.

Our analysis shows that dependent variable (s) is conditioned by its position within the word, word length and stress. More significantly, it shows that the feature ±voice of the following consonant plays an important role; i.e. voiced consonants disfavour -s retention.

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Typical versus Atypical Development of Lebanese Arabic in Bilingual Children: A Pilot Study of a Sentence Repetition Task

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This paper reports on a pilot study of a sentence repetition task for Lebanese Arabic designed to distinguish typically-developing (TD) children from children with Specific Language Impairment (SLI). Language in children with SLI develops late and remains impaired well into childhood (and beyond), despite the fact that these children, by definition, display no other obvious impairments (hearing, cognitive, neurological, communicative, etc.) and have not been subjected to neglect of any kind. Children growing up bilingually, especially where one language is less dominant, experience language learning difficulties which have been found to be strikingly similar to those experienced by children with SLI. This similarity means that detecting genuine language impairment (as opposed to difficulties linked to bilingual/second language development) in this context poses a problem whose scope encompasses linguistic theory, acquisition theory, and public health. This problem has been referred to in recent international work as the Bi-SLI (*Bilingual SLI*) question: How can a Bi-SLI child be distinguished from a Bi-TD (*Bilingual typically developing*) child?

Lebanese society, and, in particular, the educational choices made in Lebanon, entail that most children grow up bilingually. Identifying language impairment in Lebanese children is thus closely linked to the Bi-SLI question, and speech-language pathologists in Lebanon face this question on a daily basis. We sought to contribute to better understanding of the Bi-SLI question in Lebanon via creation of a Sentence Repetition (SRep) Task targeting a variety of syntactic structures in Lebanese Arabic. 35 Bi-TD children (Arabic-French and Arabic-English) and 16 Bi-SLI (according to available diagnosis) children were tested. SRep correctly distinguished the two groups. Moreover, those items whose syntax involves syntactic embedding showed the least over-lap in scores between the two groups, suggesting that while morphosyntactic errors are normal in Bi-TD development, difficulty with syntactic embedding is not.

KEY WORDS: psycholinguistics, Lebanese Arabic, SLI, bilingualism, syntax

Glide variability in Northern French

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This study examines variability of output between hiatus [HV.V], glide epenthesis [HV.GV] and glide formation [GV] in HV+V glide contexts as well as all n in continental French. Not only is this variability rarely described in the literature but it also remains very poorly understood. Too often theoretical accounts of glide phenomena in French (including glide formation, glide epenthesis, and presence of historical glides) must resort to ad-hoc stipulations to deal with

Contradictory behaviour of different surface forms involving syneresis (one syllable) or dieresis (two syllables). With the goal of contributing to a better understanding of the variability of glide phenomena, we study acoustic cues (duration, intensity and formant shape) in gliding contexts (HV+V) in order to determine which cues are significant in syneresis versus dieresis. The data for this study come from the *Phonologie du français contemporain* (PFC) corpus which surveys the diversity of French as spoken today in France as well as in the global Francophonie. Since descriptions are based largely on a so-called 'standard' variety of French, we examine data from three distinct Northern France dialect areas in order to determine how, based on these cues, the outputs reflect, or diverge from, the 'norm' that is described for glides and glide formation.

Investigating the Relationship between Language Learning Strategies and Autonomous Learning among EFL Learners

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A large repertoire of research has focused on the factors which are involved in language learning strategy preferences while learning a second or a foreign language. The roles of the factors such as motivation, gender, learning styles, and personality types have been investigated by scholars such as Cohen (1990), Ehrman and Oxford (1995), MacIntyre and Gardner (1989) and Reid (1987). The purpose of the present study is to investigate the relationship between EFL learners' autonomy level (high or low) and their choice of language learning strategies. To this end 120 Iranian EFL learners who studied English Literature or English Translation in the university were randomly selected. The instruments which were used to collect the data were a) Oxford's (1999) Strategy Inventory for Language Learning to assess the learners' use of language learning strategy and b) Macaskill and Taylor's (2010) questionnaire to measure the students' autonomous learning level. The results of the Pearson product-moment correlation revealed that there is a significant relationship between the learners' autonomous learning and their use of language learning strategies. The study has some pedagogical implications. It can be useful for both language teachers and language learners. Furthermore, it has some implications for syllabus design and material development which will be presented in the paper.

KEY WORDS: language learning strategies, autonomous learning, EFL learners, language learning, autonomy level

Intercultural Communication and Learning

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Communicating in an intercultural setting has various challenges, particularly in a learning environment. Cultures have their own characteristics that form thoughts, behaviours and actions, some of which may be evident in the way that individuals demonstrate a learning style. This can be associated with a learners' culture as Kolb and Joy (2009) found, that cultural differences among learners have significant impact on the learning process. When we engage in a learning activity within a culture and language that is different from our own, the manner in which we acts, reacts or responds to challenges within that environment is affected and it exposes the differences in communication and learning in the different cultures.

This study explores the experiences of adult learners of African origin studying in the West of Scotland. Using in-depth interviews, learners discuss their learning experiences describing the difficulties they encountered due to their different cultural backgrounds. The study found that learners adopt particular ways of communicating and learning which can be attributed to their cultural background. In this study, the findings show how learners were not prepared for the nature of communication, and this created difficulties in listening, understanding and interacting. Learners' response to questions and assignments, in oral and written work embodied different expectations for example of style and understanding of critical analysis, which was attributable to the learners' background. This was observed by Irvine and York (1995) who noted how cultural differences in values, beliefs, and ways of perceiving can hinder effective intercultural communication and learning. Recognising these variations and acting upon them can benefit those involved.

KEY WORDS: intercultural learning, communication, cultures, learning style

Darkness in Conrad's Heart of Darkness: A Linguistic and Stylistic Analysis

Khalil Nofal

This paper is intended to discuss the concept of "darkness" in Joseph Conrad's *Heart of Darkness*. It incorporates a fairly detailed linguistic and stylistic analysis of the novel in terms of setting, lexical choices and grammatical choices which all indicate mystery, obscurity, murkiness and then darkness.

A linguistic and stylistic analysis of the novel is used to illustrate the literary value of the book. Most specifically all linguistic and stylistic devices used can not only provide a more detailed descriptive basis for widely accepted interpretation of the novel, but also identify the significant linguistic features which may not be noticed by critics.

KEYWORDS: Lexical, grammatical choices, collocation, clefting, short passive, fronting, parenthesis, front-weight, end-weight, complex NP, and complex sentences.

An argument in favour of syntactic decomposition of function words

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A long standing question is whether words are formed by a morphological component in the lexicon, or whether they are combined in the same computational space as phrases. While some work within the minimalist program assumes the former option, namely that words enter the syntactic derivation fully formed and that operation Merge is restricted to computation in sentence formation (see e.g. Chomsky 1995), work within the framework of Distributed Morphology (DM; Halle & Marantz 1993 and subsequent work) assume the latter option. In this paper I will demonstrate that a comparative investigation of locative pronouns in Germanic favours the latter option, that is a unified approach to word and sentence formation. The focus of the argument centers on the what I propose to be a morpheme “r” in pronouns such as English *there/where*, Dutch *er/daar/waar*, and German forms such as *darauf* ‘thereon’. A comparison of Dutch and German in preposition stranding contexts reveals a curious difference with respect to which word the “r” is part of. In Dutch ‘r’ appears to belong to the pronoun, while in German it shows up as part of the stranded adposition (see (1)). Consequently, when locative pronouns are used in the absence of a pronounced adposition, the “r” is not realised in German: compare Dutch *daar* ‘there’/*waar* ‘where’ to German *da/wo*, respectively.

- (1) a. *Daar/Waarspronghij op.* Dutch
 b. *Da/Wo sprang er rauf.* (Colloquial) German
 ‘That he jumped on./What did he jump on?’

The details of this asymmetry lead me to the following proposal:

- i) ‘r’ constitutes a syntactic head related to the genitive FEM. “r” (see Leu 2011), its phonological realisation subject to allomorphy.
- ii) Colloquial German provides supports an analysis of *d-* and *w-* having morphemic status in pronouns (see Kayne 2005 for English).

- iii) P-stranding in Dutch and German is really stranding of the “pronoun” by an extended projection of P, the size of which differs in Dutch and German.

KEY WORDS: *r*-pronouns, preposition stranding, decomposition of pronouns, Dutch, German

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“Je parle mal, commemonpère.” Why Linguistics Should be Taught in Schools

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Over the past decades many societies have engaged in the continuous endeavour towards more tolerance and inclusiveness of different cultures and ethnic backgrounds. In this spirit, education has sought to teach children that cultural and racial prejudice has no scientific basis. While this process of enlightenment is far from accomplished, there is one area where it markedly lags behind. This area concerns language: prejudice based on non-standard, stigmatized language varieties is rampant. This creates a huge burden of linguistic and intellectual insecurity in speakers of non-standard dialects. The title quote, for example, strikingly comes from a 5-year old speaker of Quebec French. As the “Ebonics debate” in the US has taught us, linguistic prejudice can have harmful and sometimes disastrous consequences in primary and secondary education (see Perry & Delpit 1998).

In our presentation we first provide an illustration of existing language prejudice and ensuing linguistic insecurity within Canadian society, focusing on Quebec French. We then present a synopsis of arguments showing that non-standard language varieties are legitimate linguistic systems from a scientific point of view. Finally, we present a model of incorporating linguistic inquiry into the school curriculum with benefits on a number of levels, most notably the following: (i) it combats language prejudice at the source (instead of creating and/or reinforcing it, as education traditionally does), (ii) as shown through a number of pilot projects in the U.S. (Honda and O’Neil 1993), linguistic inquiry can from an early age on foster children’s science forming capacity.

While it is vital to teach children the standard variety to provide them with the necessary tools to succeed in society, we believe this should be done without denigrating or seeking to eradicate non-standard varieties. Standard

language should be taught in an additive way, akin to the teaching of a second language.

KEY WORDS: linguistic prejudice, non-standard dialects, Quebec French, standard language (teaching of), language education.

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Towards Encouraging Effective Incubation in Enhancing Language skills among New Graduates

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Global trends are going now a day's towards buildings adapting English language efficiency as a result of the urgent needs to Effective employment and communication skills especially in the present competitive environment.

In the meantime, because of the large number of local graduates who are from English departments in different universities lacking the efficiency and main essential in the language skills , those weak graduates are increasing by the huge numbers who are waiting for proper jobs which require high proficiency in English language .

This study aims to clarify the reality of the presence situation in the local universities, it will identify the weakness aspects that are the main cause of having such poor graduates without any development in their language skills .The study will focus on how to improve the English language to be a essential aspects at all levels and to make it as an important steps to be taken to promote the professional development in of graduates in Gaza Strip.

The research methodology implemented a strategy of inquiry that consisted of sequential mixed methods procedures which the researcher seeks to elaborate on the findings of one method to the other.It will involve beginning with quantitative survey method in which the concept will be tested with sample of graduates and stakeholders, followed by a qualitative methods involving detailed exploration with a few cases in the Gaza strip. About 70 questionnaires will be collected from the Survey Monkey webpage, the quantitative data will be analyze to drive the main findings of the survey, in addition to 15 key-informant interviews with graduates to conduct data triangulation. The most significant findings will be stated to track the potentials in which it will describe the weakness and strength that will enable driving the recommendations and lesson learnt .Conclusions and recommendations concluded that the having English incubation is with great importance in the Palestinian society because it will lead to reduce the number of weak English speakers in the field of Education, the main recommendation are to develop a systematic network of English mother tongue language speakers and communicate them with the new English Graduates at Gaza City.

KEY WORDS: English Graduates, universities, incubation, proficiency

**A New Approach of Teaching Translation to ESOL Students at
University level**

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Teaching translation seems to be a real challenge for both teachers and students at university level. In an attempt to investigate a possible approach for teaching translation at university level a long-term process consists of four stages: Scaffolding, Worksheets, Old Papers, Rubrics (SWOR) has been experimented. This approach was implemented within the last semester (2011-2012) at Al-Azhar University – Gaza with the third level ESOL education students who specialize in English. A questionnaire and semi-structured interviews have been conducted. The results indicated that the new approached has helped them to be better aware and more confident in their translation.

KEY WORDS: Teaching Translation, Scaffolding, Worksheets, Old Papers, Rubrics

Portfolios and Presentations for University Students Who Major in English to Improve their Speaking Skills

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In an EFL environment of Gaza, University students who specialize in English usually lack the opportunity to interact or to expose themselves to English speaking community. This has created a real problem for many of them. In an attempt to help these students improve their speaking skills, the researcher as a teacher used two techniques to investigate possible improvement of their speaking performance: portfolios and presentations. Students have been asked to keep an individual digital file of some video and audio clips which they download from internet. These clips together with a paper file with their reflection logs, comments and questions comprise their portfolios. At a regular stages, learners are asked to present some topics from their files in front of their peers. They have to use video and audio clips in their presentations. A questionnaire and semi-interviews have been conducted to collect data. The experimental group showed a great interest in such a process and their performance in speaking has improved to a good extent.

KEY WORDS: Video and Audio clips, Portfolios, Reflection Logs, Presentations, Speaking Skills

A Blended Learning Model For Teaching English Language At The Islamic University

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The advancements in technology and developments in teaching and learning methodologies have presented new circumstances for more efficient and effective implementation of learning programmes, which “make it simple for students and teachers to communicate in non-traditional methods” (Hickman, 2007: 37) and which “are characterized by the introduction of flexible and innovative teaching and learning technology into teaching (Vogel & Klassen, 2001: 105). What is more, along with the information technologies, particularly, Internet becomes “one of the most important economic and democratic mediums of learning and teaching” (Khan, 1997: 5) in the world of education. The wide spread of Internet technology and advances in computer and information technologies as well as networked learning made it possible to design and utilize new generation learning environments that are realistic, authentic, and engaging. As it is stated, “the availability of computer technologies, such as the Internet, has greatly expanded the educational options available to learners and instructors alike” (Osguthorpe & Graham, 2003: 227).

The purpose of this study is two folded. First of all, it intends to provide an alternative dimension to the learning environment for teaching English language and secondly, it concentrates on evaluating and appraising the educational effectiveness of a blended learning environment for teaching English language, concerning the teachers` opinions and their satisfaction with blended teaching practice course. Thus, through introducing blended learning environment, it is aimed at providing a blended learning model for teaching English language at the Islamic university and give impetus for the researchers or instructors who would like to implement blended learning in their own teaching environments.

KEY WORDS: Blended learning - technology - learning environment – networked learning.

Representing Chineseness, harmony, and peace in the Beijing-Olympics campaigning discourse

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This paper aims to explore the dialogic relations between form and function in multimodal discourse by looking into six print advertisements for the Olympics 2008 released by Mainland China. Data for analysis are chosen on the grounds that, first, the wordings in Mandarin Chinese are simple, slogan-type, e.g. *Aoyun re, re bianjingcheng!* (*The Olympic Fever Heats the Whole Beijing*); but creatively interweaving the Games' logo with attractive pictures and colour symbolism concerning Beijing City through which the messages could be plenty. Secondly, they encourage the (active/imaginative/creative) audience to integrate the semiotic elements (linguistic slogans and visual images) to trigger cognitive contextual effects, namely pun, irony, metaphor and humour, and will perform various pragmatic/communicative functions thereafter. Thirdly, they are ideologically significant for conveying the frames of the Olympic humanistic spirits – harmony and peace, promoting and enhancing traditional/wide-ranging Chinese culture, inviting and persuading the audience to recognise the prominent values in a fresh and friendly style with appeals to market orientation, modernisation and globalisation.

The audience's mental processing/inferential processes of perception, comprehension and interpretation in multimodal communication are approached within Relevance framework (Sperber & Wilson, 1986/1995; Forceville, 2005; Noveck & Sperber, 2004). She searches for optimal relevance in the interpretation process, during which a wide array of implicatures involving feelings, attitudes, emotions and impressions would be inferred and derived from non-/verbal communication together with the contexts, depending on different degrees of involvement and shared cognitive environment. The sociocultural aspect of visual communication and language use is further explored to see the inseparable relationship between sign systems/language and social meaning. Lending itself as a symbolic arena for embracing competing ideologies, multimodal discourse

displays the gist of, and adds interest to, social semiotic interpretability, reflecting the social cohesion/interaction and cognitive dynamics of communicator and audience, thus maintaining the dialectical relationship between sociocultural structures and social practice/discourse (Fairclough, 1995).

KEY WORDS: advertising discourse, Chinese civilisation, implicature, multimodality, relevance, social cognition, visual art/rhetoric