

Gulf University for Science & Technology welcomes you to its

3rd GUST English Language and Literature Conference (GELL)

Theme: Translingualism

17-20 April, 2017

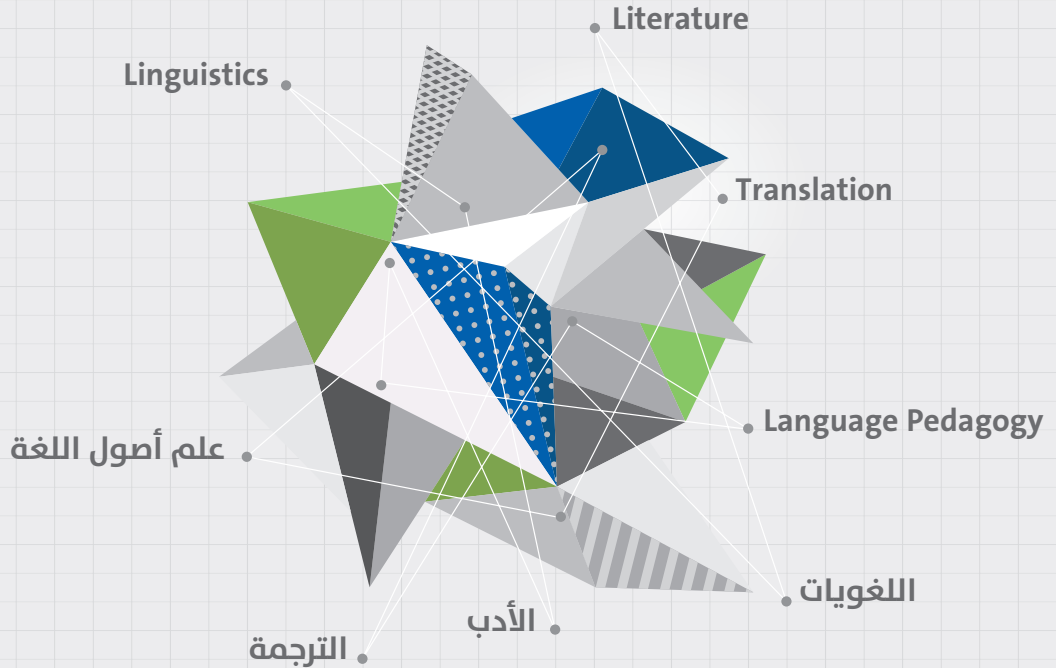


Table of Contents

| | |
|--|-----------|
| GELL Program | 3 |
| Keynotes | 6 |
| Panels & Presentations | 13 |
| Panel 1: Translingual Crossings | 13 |
| Panel 2: Trans-Shakespeare | 16 |
| Panel 3: Voices of Arab Women | 18 |
| Panel 4: Texts and Imaginary Landscapes | 21 |
| Panel 5: Creative Writing | 24 |
| Panel 6: Linguistics, Translation & Language Pedagogy | 27 |
| Panel 7: Translation and Discourse | 30 |
| Panel 8: Multilingualism in Education | 33 |
| Panel 9: Student Presentations | 36 |
| Speaker Bio | 39 |
| Map | 51 |

GELL Program

Monday, April 17 - Thursday, April 20, 2017

Day One April 17

Translingualism

| Venue | Time | Event | Presenter(s) |
|---------|-------------|---|--|
| Hotel | 8:30 | Bus pick-up at the hotel | |
| W6-Hall | 8:00-10:00 | Registration | |
| W6-200 | 10:00-10:30 | Opening Remarks | |
| W6-200 | 10:30-11:15 | Keynote: Tranlingual Imagination | Prof. Steven G. Kellman, University of Texas |
| W1-153 | 11:15-11:30 | Coffee break | |
| N4-102 | 11:30-1:30 | Panel 1: Translingual Crossings | Chair: Dr. Piers Smith |
| | | Translingual Irony in Nabokov and Beckett | Dr. Yulia Naughton, GUST |
| | | Border Crossing in Language and Literature | Dr. Inas Mahfouz and Dr. Kathy Nixon, AUK |
| | | Negotiating meanings of Muslimness, Americanness, and Border Zone in Mohja Khaf's "The Girl in the Tangerine Scarf" | Dr. Dalal Sarnou, Mostaganem University, Algeria |
| | | Transculturalism | Dr. Thorsten Botz-Bornstein, GUST |
| W6-Hall | 1:30-3:00 | Lunch | All GELL Participants |
| W6-200 | 3:00-4:00 | Keynote: Voice and Change | Joumana Haddad |
| W-153 | 4:00-4:15 | Coffee break | |
| N4-203 | 4:15-6:00 | Panel 2: Trans-Shakespeare | Chair: Dr. Hussain Al Sharoufi |
| | | The Alien Within | Dr. Piers Smith, GUST |
| | | The Reversing Arrow of Time: Chrono-psychology of Shakespeare's Hamlet and Macbeth | Prof. Gayane Hovhannisyan, HCT, Oman |
| | | 'Such a Transformation!' Shakespeare Remade, Sulayman Al Bassam's Richard III: An Arab Tragedy | Dr. Yusur Al Madani, KU |
| W4-203 | 4:15-6:00 | Panel 3: Voices of Arab Women | Chair: Dr. Gerald Naughton |
| | | Writing the Mother Tongue in a Different Language: Translingualism in Contemporary Gulf Arab Women's Short Stories | Dr. Angelica Maria De Angelis, AUK |
| | | Translating the Muslim Woman in a Cross-Cultural World | Dr. Banan Daraiseh, AOU |
| | | Strategies of Desire and Limitless Language in Kuwaiti Poet's Nejouad Al Yagout's Work | Dr. Shahd Alshammari, GUST |
| | | Female Writing and Sacrifice in Contemporary Palestine and Early Modern England's Writings | Dr. Bilal Hamamra, Al Najah National University, Palestine |
| W6 hall | 6:00-7:30 | Welcoming dinner | All GELL Participants |

Day Two April 18

Literature and Creative Writing

| Venue | Time | Event | Speaker |
|-----------|-------------|---|---|
| Hotel | 9:00 | Bus pick up at the hotel | |
| W6-200 | 10:00-11:00 | Poetry Reading | |
| W6-Hall | 11:0-11:15 | Coffee break | |
| W4-102 | 11:30-1:00 | Panel 4: Texts and Imaginary Landscapes | Chair: Dr. Piers Smith |
| | | Poetics of Universal Dialogue: Transcultural Encounters in the Poetry of Li-Young Lee | Dr. Hend Hamed, Ain Shams University |
| | | James Baldwin's Translingual Imagination | Dr. Gerald Naughton, GUST |
| | | Translingualism and Student Creative Writing in the Middle East | Dr. Rosalind Buckton-Tucker, AUK |
| | | The Translatability of a Metaphor in Literature | Dr. Anna Chita and Dr. Christos Stavrou, Technological Educational Institute of Epirus (virtual presentation) |
| On campus | 1:00-2:00 | Lunch | |
| N5-002 | 2:00-4:00 | Panel 5: Creative Writing | Chair: Dr. Shahd Al Shammari |
| | | F(r)ictions from the Critical Imaginary | Dr. Omar Sabbagh, AUD |
| | | Writing and Space: Physical and Psychological Influence | Nada Faris |
| | | The Rise of Spoken Word Poetry in the GCC | Afra Atiq, Phd Candidate, UAE |
| | | Poetry Videos: There is No Poet; This | Nejoud Al Yagout |
| W1-153 | 4:00-4:15 | Coffee break | |
| W6-200 | 4:15-5:00 | Keynote: Finding Common Cause in Fiction: Toward an Ethics of 'What Could Happen If' | Dr. Mai Al Nakib, Kuwait University |
| | 5:00-8:00 | Sightseeing; Dinner in Kuwait City | |

Day Three April 19

Linguistics, Translation and Language Pedagogy

| Venue | Time | Event | Speaker |
|--------|-------------|--|---|
| Hotel | 9:00 | Bus pick up at the hotel | |
| W6-200 | 10:00-11:00 | Keynote: How Does Linguistics Help Us Teach Language Better? | Prof. Roumyana Slabakova, University of Southampton |
| W1-153 | 11:00-11:15 | Coffee break | |
| N4-102 | 11:15-1:15 | Panel 6: Language Pedagogy | Chair: Dr. Marta Tryzna |
| | | Texts and Counter-texts: Service Learning, Literature, and Human Rights | Dr. Adrian Wurr, GUST |
| | | Improving Student Achievement and Behavior through Creating Teacher Learning Communities in Public Schools in Kuwait | Dr. Janet Testerman, GUST |
| | | Writing Centers in Kuwait: A SWAT Analysis | Dr. Deniz Erguvan, GUST |
| | | Language Essentials: What EFL Students Need to Master | Dr. Rafe Zaabalawi, GUST |

| | | | |
|-------------|-----------|---|--|
| Murouj Mall | 1:30-3:30 | Lunch (transportation provided) | |
| W6-200 | 3:30-4:30 | Keynote: The Competing Systems Hypothesis | Prof. Jason Rothman, University of Reading |
| N4-203 | 4:30-6:30 | Panel 7: Translation and Discourse | Panel Chair: Dr. Ivan Ivanov |
| | | Citizen Journalism, Translation, and Transnational Communication of Narratives | Dr. Fadi Jaber, University of Ottawa |
| | | Does Translator Training Influence the Role and the Responsibility of the Translator? | Dr. Dhyiaa Borresly, Cardiff University |
| | | Adaptation in AVT for Children: A Narrative Theory Approach | Dr. Rania Yacoub, AOU |
| | | English Focus Structures in Arabic Translation: A Case Study of Gibran's The Prophet | Ms. Bushra Kalakh, KU |
| | | Using a Novel Triad for Analysing Public Discourse: A Case Study of Kuwait Police PR | Dr. Hussain Al Sharoufi, GUST |
| W4-203 | 4:30-6:30 | Panel 8: Multilingualism in Education | Chair: Dr. Janet Testerman |
| | | Attitudes toward Multilingualism in Kuwait | Dr. Holly Pak, Dr. Marta Tryzna, and Dr. Shahd Al Shammari |
| | | Informal Translingualism and Mixing methodologies in an English Critical reading and Writing Course: Threshold Concepts and Arabic in the 'Step 5' Approach | Dr. Muhammad Sid-Ahmad Ismail, AUK |
| | | Co-teaching in the L2 Classroom | Ms. Dalal Boland and Mr. Khalifa Al Khalifa, PAAET |
| | | Definiteness in Kuwaiti Arabic and Associated L1 Transfer Effects in L2 English | Dr. Ivan Ivanov and Dr. Marta Tryzna, GUST |

Day Four April 20

Linguistics, Translation, and Language Pedagogy

| Venue | Time | Event | Speaker |
|---------|-------------|--|--|
| Hotel | 9:00 | Bus pick up at the hotel | |
| W6-200 | 10:00-11:00 | Translation Proverbs: The Instrumentalism of Conventional Wisdom | Prof. Lawrence Venuti, Temple University |
| W1-153 | 11:0-11:15 | Coffee break | |
| W4-102 | 11:30-1:30 | Panel 9: Student Presentations | Chair: Dr. Adrian Wurr |
| | | Interpretations on the Quran and Women Verses | Ethar Siddig Alnoor, Hamad Bin Khalifa University |
| | | Hold the Reins: The Horse-Human Bond. | Fajer Alsabah, GUST |
| | | Transadapting a Soviet-Russian Film for the Arab Audience: The Case Study of Burnt by the Sun. | Katsiaryna Panasiuk, Hamad Bin Khalifa University |
| | | Students Researching and Reflecting on Language in Kuwait | Naila Ghani, Zainab Al Arbash, Zainab Nabi and Holly Pak, GUST |
| | | Transculturalism in Michael Ondaatje's Work: Anil's Ghost | Sara Chamma, GUST |
| W6-Hall | 1:30-3:00 | Closing lunch | All GELL Participants |

Keynotes

Day One April 17th



The Translingual Imagination

Prof. Steven G. Kellman

Abstract

Linguistic exile - writing, out of choice or compulsion, in a language not learned at one's mother's knees - is a remarkable phenomenon. It is difficult enough to write well in one's native language; how much more extraordinary is the accomplishment of such agile linguistic chameleons as Beckett, Celan, Conrad, Danticat, Dinesen, Ha Jin, Nabokov, Ngugi, and Pessoa in excelling in a second, third, or even fourth language. Translingual literature has an ancient pedigree, stretching perhaps as far back as the 23rd century BCE, when the first poet history knows by name, Enheduanna, wrote in Sumerian, not her native Akkadian. It is useful to distinguish between monolingual translinguals, who, like Anita Desai, switched languages and wrote only in an adopted language, and ambilingual translinguals such as Prem Chand, who excelled in both Hindi and Urdu. Colonialism, migration, and an impulse toward self-invention have encouraged translingualism. By expanding the limits of their language, translingual writers test the validity of the Sapir/Whorf Thesis, the claim of linguistic determinism asserted by Wittgenstein when he proclaimed: "The limits of my language are the limits of my mind." By approaching their medium as strangers, they also demonstrate the Russian formalist principle of *ostranenie*, defamiliarization. Every translingual writer is translingual in his or her own way, but the cases of Frederick Philip Grove, Hugo Hamilton, Jhumpa Lahiri, Hideo Levy, and Louis Wolfson are of particular interest.

Bio:

Prof. Kellman, University of Texas, San Antonio, teaches comparative literature and has written extensively about translingualism. He has been a Fulbright Senior Lecturer and a Fulbright Distinguished Scholar.



Voice and Change

Joumana Haddad

Abstract

This discussion begins by a reading from *The Third Sex*, Joumana Haddad's latest book. The reading is addressed to the youth, to those who are fighting to instill justice in their private worlds, and fight for a better life, a stronger community. After this gift from Ms. Haddad herself, we move to a discussion with the author.

Ms. Haddad is a believer in the importance of dialogue between writer and audience. The works to be discuss, include, but not limited to: *I Killed Scheherazade*, *Superman is an Arab*, and *The Third Sex*.

Bio:

Ms. Haddad is a Lebanese poet, translator, journalist and women's rights activist. She has been selected as one of the world's 100 most powerful Arab women for three years in a row by *Arabian Business Magazine* (she came in position 36 in 2016), for her cultural and social activism. She is founder of *Jasad* a quarterly Arabic-language magazine. In addition, she teaches creative writing at the Lebanese American University in Beirut and has published several well-known books and poetry anthology in multiple languages.

Day Two April 18th



Finding Common Cause in Fiction: Toward an Ethics of 'What Could Happen If'"

Dr. Mai Al Nakib

Abstract

In *The Common Cause: Postcolonial Ethics and the Practice of Democracy, 1900 to 1955*, Leela Gandhi makes the case that it is in the "barely visible subcultures, occluded political forms, affective micrologoi" that common cause can be found (28). Far from international congresses, meetings mediated by third-parties, or negotiated agreements, it is the "unobserved and uneventful reconciliation [...] of quarrelsome siblings" that can provide a more viable

example for ethical practice (28). Gandhi attributes these overlooked sites of ethical practice with “seemingly unmerited global significance or world-transforming propensity” (28). Insignificant though they may appear, the small and barely visible offer up potentials for global democratic becoming elided by Western formulations of democracy and ignored by traditional narrativizations of history. The link between minor common causes and wider global concerns is never given (or even perceived) in advance. It “entails creating narrative and theoretical conditions of possibility for imagining such significance by substituting the ‘what happened’ of history proper with the ‘what might have happened’ or ‘what could happen if’ of ahimsaic [non-violent] historiography” (28). In other words, it is imagined and produced (by historians and critics) in much the same way that fiction is. On this understanding, fiction—hardly ever included in the context of political negotiations—becomes a legitimate archival source, to be read in conjunction with other sources, toward a reconsideration of future ethical life. If, as Gandhi suggests, “an ethics of imperfection requires an imperfectionist style of narration and of thought,” experimental fiction in particular might provide an exemplary site for such ethical experiments to unfold (28).

From the perspectives of the globalization of capital process (and its attendant transnational flows of labor, resources, and consumer goods), as well as the limitless scope of digital technologies, the world appears borderless. However, as the current global refugee crisis lays bare, national borders are more entrenched than ever, and the crossing of such borders has become a matter of life and death. The fervent desire to consolidate and intensify borders against the perceived threat of seemingly endless refugees, migrants, and immigrants (among other, so often desperate, mobile bodies), is on the rise globally, as Brexit, Fortress Europe, and the election of Donald Trump reveal. The political discourse surrounding current crises revolves around familiar oppositional rhetorical patterns, predictably culminating in violent impasse.

By examining a few literary cases in point—Palestinian-Israeli writer Emile Habiby’s 1974 novel, *The Secret Life of Saeed the Pessoptimist*; Nigerian-American writer Teju Cole’s 2011 novel, *Open City*; and Pakistani-British writer Mohsin Hamid’s 2017 novel, *Exit West*—this paper maps some of the inventive and unconsidered ways fiction can produce common cause between intractable antagonists. These fictional experiments with unexpected commonalities emerge not by way of lofty, idealized

resolutions but, rather, through unconventional or fabulist constructions; seemingly unremarkable observations or actions; and ambiguous outcomes; among other techniques. Such works of fiction construct bracing and imaginative engagements with oppositionality and provide a timely textual field of democratic and ethical potential—Ghandi’s “what could happen if”—overlooked for too long. In light of the “intolerable” (Deleuze 18) and “overlapping yet irreconcilable” (Said 143) conditions of the present, any archive, including fiction, should be fair game. The open and ambivalent features of experimental fiction makes it especially relevant to a historical-political context that ethically demands every “aspirational” effort, even if it must, for the moment, fail (Gandhi 165-66).

Works Cited

- Deleuze, Gilles. *Cinema 2: The Time-Image*. Trans. Hugh Tomlinson and Robert Galeta. Minneapolis: U of Minnesota P, 1997.
- Gandhi, Leela. *The Common Cause: Postcolonial Ethics and the Practice of Democracy, 1900 to 1955*. Chicago: U of Chicago P, 2014.
- Said, Edward W. *Humanism and Democratic Criticism*. New York: Columbia UP, 2004.

Bio:

Mai Al-Nakib, associate professor of English and comparative literature at Kuwait University, teaches courses in postcolonial studies, literary theory, visual and popular culture, and gender studies. She received her PhD from Brown University. Her research addresses a wide range of issues linked to cultural politics in the Middle East. She has published on Arab writers and artists (including Assia Djebar, Yasmine Zahran, Ghassan Kanafani, Ghadah Alkandari); Arab feminisms; citizenship in Kuwait; the ethical question of Palestinians in Kuwait; among other issues. Her work appears in peer-reviewed journals, including, among others, *Comparative Literature Studies*; *Deleuze Studies*; *Diaspora: A Journal of Transnational Studies*; *Interventions: International Journal of Postcolonial Studies*; *Signs: Journal of Women in Culture and Society*; *Postcolonial Studies Journal*; and *World Literature Today*. Most recently, her essay titled “Living and Writing in Kuwait: What Fiction Can Do” appeared in the collection *Shifting Sands: The Unravelling of the Old Order in the Middle East*, edited by Raja Shehadeh and Penny Johnson. Her short story collection, *The Hidden Light of Objects*, published by Bloomsbury, won the Edinburgh International Book Festival’s First Book Award in 2014. She is currently working on her first novel.



How does linguistics help us to teach language better?

Professor Roumyana Slabakova

Abstract

Although the experimental findings of Generative Second Language Acquisition (GenSLA) have always had the potential to translate into practical implications for language teaching, it is only recently that this work has been embraced in earnest (e.g. Whong, Gil, & Marsden, 2013). In fact, this untapped potential has been a source of grievance with the paradigm from researchers of other approaches (see, for example, de Bot, 2014). Additionally, in some circles there exists the belief that GenSLA has little to nothing to offer language teachers in terms of L2 pedagogical practices (see Slabakova, 2016 for discussion). In this talk, I will highlight ways in which GenSLA researchers can bridge this gap in a productive fashion for all parties involved. Although GenSLA, like many other approaches to SLA, has independent aims from pedagogy (see White, 2003), there are benefits to be reaped from researchers exploring the pedagogical implications of their own research. I will discuss three recent studies to illustrate the argument. This exploration has the potential to benefit both GenSLA researchers and language teachers.

Bio:

Professor Roumyana Slabakova, University of Southampton, is the Chair of Applied Linguistics and Director of the Center for Linguistics, Language Education and Acquisition Research (CLLEAR) in Modern Languages at the University of Southampton. Her research is grounded in generative linguistics theory and explores and second language (L2) acquisition process. Prof. Slabakova's theoretical focus is the acquisition of grammatical structure and its interaction with meaning using online and offline psycholinguistic methodologies.



The Competing Systems Hypothesis: At the Cross-Roads of Formal Linguistic Acquisition Theory and Application to Non-Native Language Teaching

Prof. Jason Rothman

Abstract

This talk endeavours to make some connections between psycholinguistic theories/data and language pedagogy, specifically as it pertains to informing teaching practice in the real world. In doing so, I will introduce the Competing Systems Hypothesis (Rothman 2008; Long and Rothman 2013), which states that L2 learners in a classroom setting develop two types of mental systems for the target L2 and that these systems interact at the level of performance. The first is an acquired system of abstract mental representation whereas the other is a system of metalinguistic knowledge and explicit rules that are taught to classroom learners. In an ideal world, the extent to which the aforementioned hypothesis of two interacting systems would not matter at all for performance if the “taught” or “learned” metalanguage knowledge were actually descriptively equivalent to the acquired system of mental representation that natives have. However, it most often is not an accurate system because it is laden with shortcuts and shortcomings of pedagogical explanations of grammar. I will discuss how better alignment might be possible and build true bridges between researchers and teachers.

Bio:

Professor Jason Rothman is a professor of Literacy and Multilingualism at the University of Reading. In addition, he is involved in neuroscience research with the Center for Integrative Neuroscience and Neurodynamics. He focuses on first, second, and third language acquisition in children and adults and the relationship between bilingualism and changes to cognitive functions and brain structure throughout lifespan.



Translation Proverbs: The Instrumentalism of Conventional Wisdom

Prof. Lawrence Venuti

Abstract

Since antiquity commentary on translation, whether it takes the form of a theoretical statement or a set of belletristic remarks, has been dominated by clichés and proverbs. The cliché may be a dichotomy indicating opposed translation strategies, such as “word-for-word” vs. “sense-for-sense,” which derives from Jerome’s pronouncement in his *Epistula LVII* (395CE): “non verbum e verbo, sed sensum exprimere de sensu.” It may develop into a fully-fledged proverb about translation, a pithy statement that is believed to encapsulate an accepted truth and therefore to be worthy of repeated application, whether in elite or in popular cultures. Here belong catchphrases like “traduttore traditore” and Robert Frost’s “poetry is what gets lost in translation.” Yet even Jacques Derrida’s paradox--“Rein n’est intraduisible en un sens, mais en un autre sens tout est intraduisible”--has now been used so many times as to risk becoming a theoretical chestnut. These discursive phenomena indicate that translation has long been the site of rote thinking.

In my lecture, I want to initiate a rigorous interrogation of translation proverbs. I will start with an examination of the proverb as a genre that is metaphorical, using Derrida’s essay, “The Retrait of Metaphor,” and then return a particular translation proverb--“traduttore traditore”—to various contexts where it has been used, both originary and subsequent. The first published use of this proverb seems to have been a sixteenth-century Italian satire, whereafter it was used and developed in French by sixteenth-century authors, such as the poet Joachim du Bellay. Modern uses include Roman Jakobson’s citation in his 1959 essay, “On Linguistic Aspects of Translation.” A methodological conclusion examines Michel Foucault’s concept of the “episteme” as an explanatory tool comparable to a “model.” Translation proverbs, I argue, advance notions of untranslatability that assume an instrumental model of translation as the reproduction or transfer of an invariant contained in the source text. The aim is to defamiliarize notions that have come to be all too familiar as

truths of translation, to show how they actually limit thinking about what translation is and does, and to indicate other, more productive directions that thinking can take.

Bio:

Prof. Venuti (Temple University) is an American translation theorist, translation historian, and a translator from Italian, French, and Catalan. Currently, he is a professor of English at Temple University. He has also taught as a visiting professor at the University of Pennsylvania, Princeton University, Columbia University, University of Trento, University of Mainz, Barnard College, and Queen's University Belfast.

Panels & Presentations

Day One April 17th

Panel 1: Translingual Crossings

Location: **N4-102**

Time: **11:30-1:30**

Chair: **Dr. Piers Smith**

Translingual Irony in Nabokov and Beckett

Dr. Yulia Naughton Gulf University for Science and Technology

George Steiner once famously described an 'unhousedness', an 'extraterritoriality' of writers who dwell in different languages and cultures: Vladimir Nabokov, Jorge Luis Borges, Samuel Beckett. For Steiner, translingualism was an essential factor in shaping Modernism as we came to know it. Likewise, recent studies of translingualism in literature all point to the significance of translingual and transnational imagination in twentieth- and twentieth-first century literature (Gilsenan Nordin et al., 2013; Kellman, 2000). Rather than reaffirming this further, this paper will focus on a particular aspect of translingual consciousness, which is irony, specifically irony in two translingual modernist writers, Vladimir Nabokov and Samuel Beckett.

Nabokov, who became a celebrated stylist in English, his adopted language of writing, is a writer whose textual ironies rely, to a great extent, on his capacity to embed Russian words into the English text, thus bringing in multilayered meanings and ironies into his narratives. The frustration with Nabokov is that such ironies and meanings can be appreciated mostly by readers who are, like Nabokov himself, translingual; part of the textual irony in Nabokov, therefore, is the very obscurity of the joke. Similarly, Beckett's 'English' texts draw from the multiple meanings afforded to French words/phrases and from the specifically Irish understanding of certain English words/phrases to channel multiple interpretations of his work. Like in Nabokov, irony in Beckett relies to a great extent on the capacity of his readership and audience to engage with the translingual meanings of his texts, as well as on the difficulty ensuing from his translingual imagination. Examples of translingual irony will come from a range of texts by Nabokov (*The Real Life of Sebastian Knight*, *Invitation of a Bequest*, *Invitation of a Bequest*, *Laughter in the Dark*) and Beckett (*Waiting for Godot*, *Murphy*, *Molloy*). By bringing these two writers together (again), the paper attempts to pinpoint a specific type of translingual irony as a comparative approach that can become potentially applicable to other translingual modernist writers.

Border Crossing In Language and Literature

Dr. Inas Mahfouz and Dr. Kathy Nixon American University of Kuwait

Presenters Drs. Inas Mahfouz and Kathy Nixon will explore translingualism at the American University of Kuwait by discussing our university's annual focus on African-American literature as part of the American celebration of Black History Month each February. For the past two years, Dr. Mahfouz has worked with an on-line program of the Black Caucus of the National Council of Teachers of English (NCTE) to introduce works of African-American literature written in English to our primarily Arabic-speaking student body. Through Dr. Mahfouz's events and Dr. Nixon's teaching of these authors in her American literature courses, we have discovered the profound resonance this work has for young people struggling for maturity in a globalized and borderless society. Learning that authors whose lives spanned other centuries, geographical areas, and cultures experience emotions and events similar to their own is a powerful discovery for these students who are often not prolific readers. And yet, the work of Drs. Mahfouz and Nixon have ushered their students

into the “common communicative arena” of African-American literature. In addition to speaking of their experiences at AUK the presenters will discuss how others may guide their students through similar discoveries using such literature. (193 words)

Negotiating Meanings of Muslimness, Americanness and Border Zone in Mohja Kahf’s *The Girl in the Tangerine Scarf* (2006)

Dr. Dalal Sarnou Mostaganem University

Writing from the border has become one of the most appealing literary genres that postmodern scholars have been theorizing on and about. In fact, questioning the idea of writing without borders recalls immediately a re-thinking of border and borderland as two concepts widely used in the humanities. The two terms refer to words like boundaries, frontiers, barriers, margins and liminal spaces. Theorized by many academics and scholars –Deleuze, Guattari, Derrida and others –it is owed to the American Mexican theorist Gloria Anzaldúa that the concepts of Borderland, border and in-between-ness have been re-conceptualized and re-contextualized into various areas specifically to minority groups. In the context of Arab Anglophone women narratives, the border is social, intellectual and even linguistic particularly for female writers who have travelled abroad and have become women of two worlds. For Anglophone Arab women writers, the border is also cultural since these women often develop a vision from a margin position standing in-between two cultures that have long been opposing entities. Crossing the border of the Arab culture to integrate into a host Western culture is one of the fundamental transnational and cross-cultural characteristics of narratives produced by Anglophone Arab women, and is an essential aspect of a different perception of both the Arab world and the West that these women reveal in their literary productions. On borderland zone (s), recent theorizations were put forward to comprehend journeys of de-territorialization and re-territorialization border subjects go through. In this regard, the present paper offers a new reading of the Arab American Mohja Kahf’s novel *The Girl in the Tangerine Scarf* (2006) where the main query is to identify the borderland zone the protagonist of the novel, Khadra, inhabits. In the course of our deconstruction of the novel, meanings of veil, Arabness, Americanness, Islam and hyphenation will be negotiated.

Transculturalism

Dr. Thorsten Botz-Bornstein Gulf University for Science and Technology

I analyze the concept of Transculturalism from the point of view of philosophy and architectural theory. Transculturalism is more than the arbitrary combination of several cultures. Transculturalism transcends all particular cultures and invents a new common culture that is not meant to be a new universalism. Though Transculturalism can also function without any critical input, in most cases a critical stance is important because central and peripheral elements need to be weighed against each other in a “reasonable” way. In many cases, a critical philosophy can establish the right equilibrium. However, contrary to what often happens in Critical Regionalism (in architecture), in transcultural architecture, the “critique” is able to adapt itself to local circumstances.

Panel 2: Trans-Shakespeare

Location: **N4-203**

Time: **4:15-6:00**

Chair: **Dr. Hussain Al Sharoufi**

The Alien Within

Dr. Piers Michael Smith Gulf University for Science and Technology

Keats said it best when he said that Shakespeare had ‘Negative Capability’. By this he meant that Shakespeare had a positive kind of passivity, a willingness to let uncertainties, mysteries and doubts alone, without any (irritable) reaching after fact, reason or explanation. Shakespeare’s negative capability also allows him to value bad characters as much as good ones; he finds as much delight in Iago as he does in Imogen. For Keats, a great poet or dramatist does not impede the growth of his characters, or allow his own opinions to affect their development. This means he ‘has no identity – he is continually informing and filling some other body’. We can take this argument a little further. Shakespeare enters into his characters, rather as the alien parasite of countless sci-fi movies and conspiracy theories enters into the bodies of human beings, effortlessly, painlessly, often unnoticed – but not necessarily with the same horrifying results. This is Shakespeare informing and filling other bodies. This is

also Shakespeare re-inventing himself, losing a fixed identity becoming fluid. This paper will trace these entries and fillings, these passages and passings, or shapeshiftings and metamorphoses, in the poetry, plays and biographies as they have been read, performed and written since the 16th century.

The Reversing Arrow of Time: Chrono-Psychology of Shakespeare's "Hamlet" and "Macbeth"

Prof. Gayane Hovhannisyan Higher College of Technology

A mysterious part of human physical and psychological motion in the world of objects and objectives is Time. The category of time is a study subject in different paradigms - Science, Biology, Psychology, Culture Studies, Linguistics and Literature. The utmost fact is that the chrono-psychological dimension shapes overall human consciousness, and the circulating fact is that logical rationalization is the ultimate form of cognition and that time is relative. What Einstein did with his theory of relativity was a confession of a physicist that the world is subjective. Involving subjectivity into the science of physics, perhaps was the most valuable advance, as currently no description of the physical universe goes without the terms "observable" or "perceptible". The study of physical categories in Literature shows that the dimensions of events and actions of the observable world are more than physical ones. Literary and Poetic Discourse analysis allows to observe more dimensions of reality, one of them being the "man of action" with his evolutionary and involutory understanding of time. Nobody knows what the physical image of the world would be today, had Shakespeare decided to express his genius in scientific opuses instead of writing tragedies and comedies for common human beings attending theater. The paper presents a multidisciplinary comparative study of two Shakespearean tragedies – "Hamlet" and "Macbeth" - from the perspective of active time perception. The psychological, literary and linguistic analysis of characters, settings and images will depict the mirroring symmetry of these two tragedies on the background of universal perception of time, temporality and the human part in its construction and order.

“Such a Transformation!” Shakespeare Remade, Sulayman Al-Bassam’s Richard III: An Arab Tragedy

Dr. Yusur Al Madani Kuwait University

Working from the premise expounded by theorists and critics that the meaning of a text is not bound to its authorial intent and unique historical contexts but rather depends on the context of its reception, this paper case-study Sulayman Al-Bassam’s adaptation of Shakespeare’s Richard III in order to argue that adaptation is an interpretive, hermeneutical process. This process entails dialectic interplay between “estrangement and belonging” producing an autonomous, creative work that maintains a polar relation with its parent text. The study of adaptation, therefore, has to involve the study of choices and methods adapters employ when adapting a text.

Panel 3: Voices of Arab Women

Location: **W4-203**

Time: **4:15-6:00**

Chair: **Dr. Gerald Naughton**

Writing the Mother Tongue in a Different Language: Translingualism in Contemporary Gulf Arab Women’s Short Stories

Dr. Angelica Maria De Angelis American University of Kuwait

When asked at a book reading event held in 2015 at the American University of Kuwait why she chose to write in English, a language not her mother tongue, Kuwaiti author and scholar Mai Al-Nakib replied, “but English is my mother tongue.” Or perhaps it would be more accurate to say, one of her mother tongues. According to Emirati author, artist and editor, “Women have the same problems everywhere, actually [bit] they’re just spoken about in a different language.” But what is the “language” in which Gulf Arab women are communicating in the 21st century? The purpose of this talk is to consider two recent collections of short stories written in English by two Gulf Arab women, Kuwaiti Mai Al-Nakib’s *The Silence of Objects* and Emirati Sheikha Hend Al Qassemi’s *The Black Book of Arabia*, through the lenses of postcolonialism, cosmopolitanism and finally, translingualism to explore different ways of reading these

stories. Postcolonial scholars have proposed theories to understand the 20th century colonized subject and subjectivity (such as Homi Bhabha's third space hybridity or Hamid Naficy's accented cinema or Edward Said's traveling theory), but these may have limited usefulness for contemporary Gulf literature which is not strictly postcolonial.

Cosmopolitanism, which draws on the concept of a "globalized and borderless society," has been another way to consider recent global or diasporic literature. The contemporary cosmopolitan is not (or not only) the 19th century flaneur, but rather someone who builds communities beyond or across national borders (see Pheng Cheah's *Cosmopolitics* or Robert Spencer's *Cosmopolitan Criticism and Postcolonial Literature*).

While these Gulf authors are neither exilic nor diasporic, they are engaged in creating a linguistic, cultural and discursive space through writing that it at once individual but also part of a "common communicative arena" – or translingual – the final concept to be explored.

Translating the Muslim Woman in a Cross-Cultural World

Dr. Banan Daraiseh Arab Open University

In her two novels, *The Translator* (1999) and *Minaret* (2006), Leila Aboulela uses the trope of journey, both spiritual and physical, to trace the process of identity transformation her Sudanese female protagonists, Sammar and Najwa, go through while (dis)placed in the West, Britain and Scotland, respectively. These female characters are both represented in a way that their Islamic religious and spiritual identity is (re)constructed upon experiencing cross-cultural encounters and conflicts, where the host lands become the sites of their individual and Islamic spiritual awakening. Constructing Britain and Scotland as contact zones in which an Islamic identity becomes more grounded for these female protagonists is significant because it allows them to personally and independently negotiate their own ways of experiencing the West, their Islamic faith, and their gendered identities. Through close analytical reading of the two novels.

This presentation focuses on how the journeys (back and forth between Sudan and Europe) undertaken by the female protagonists allow identity

negotiation, cultural translation, and spiritual (re)construction upon geographies that are originally considered diasporic sites of displacement for the protagonists. Analyzing the novels according to cooke's concept of the "Muslimwoman"—the idea in the post-9/11 era, especially in the West, that faith and gender are the most salient features of the Muslim woman's identity—I argue that Aboulela's female protagonists challenge any essentialist and reductionist labeling of their characters, even when they finally assume a gendered, Islamic faith-based identity. Both Sammar and Najwa represent and refute the concept of the Muslimwoman: they derive agency from their journeys and their experiences—which are cross-cultural and diverse, yet individual and nuanced—without having to totally assimilate to and be consumed by either Western culture, through adopting a secular worldview, nor by Sudanese Islamic traditional culture.

Strategies of Desire and Limitless Language in Kuwaiti Poet's Nejjoud Al-Yagout's Work

Dr. Shahd Alshammari Gulf University for Science and Technology

This paper considers the ways by which language is used within the context of poetic expression. Kuwaiti author Nejjoud Al-Yagout experiments with the usage of English and Italian in her poetry collections *This is An Imprint* (2015) and *Ounces of Oneness* (2016). The work, I argue, is essentially a desire for an ultimate dissolving of boundaries. Western thought relies heavily on binaries and dichotomies that are set in hierarchies. Reading Al-Yagout's work as a translingual writer enables us to shift between borders of language and culture. Throughout a close textual analysis of her poetry, we arrive at the premise that Al-Yagout's work is not only undefined by language and culture, but it is also limitless in its expansive call for a dissolution of boundaries. The speaker is almost always androgynous, to use Virginia Woolf's term, and searches for a deeper understanding of herself within the borders of society. I argue that Al-Yagout's multiplicity of voice arrives instead within the semiotic chora, and yet, the chora in Al-Yagout's work is not the maternal, but rather, the Divine.

Female Writing and Sacrifice in Contemporary Palestine and Early Modern England's Writings

Dr. Bilal Hamamra Al Najah National University

In addition to and as an alternative to the methodology of new historicism, this article deploys Fadwa Tuqan's *A Mountainous Journey* and the publicity surrounding the discourse of Palestinian female martyrs as presentist intertexts to analyse female silence, speech and authorial identity in Mary Sidney's *Antonie*. I argue that Sidney constructs a narrative of mourning for her brother Philip Sidney, just as Tuqan mourns her brother Ibrahim. It was Mary Sidney's and Tuqan's close relationships with their brothers that led to their active participation in literary work and construction of authorial identities. I contend that Mary Sidney's memorialisation of her brother's memory by using words to persuade Elizabeth to continue to support Protestant military intervention in the Netherlands resonates with Tuqan's honouring of her brother Ibrahim by continuing his journey of writing nationalist poetry and in her double critique of the Palestinian traditions and Israeli occupation that reinforce each other's dynamics. I consider women's writing as a silent form of speech and the female authors' and Palestinian female martyrs' elimination of their sexual bodies so as to liberate their textual bodies.

Day Two April 17th

Panel 4: Texts and Imaginary Landscapes

Location: **W4-102**

Time: **11:30-1:00**

Chair: **Dr. Piers Smith**

Poetics of Universal Dialogue: Transcultural Encounters in the Poetry of Li-Young Lee

Dr. Hend Hamed Ain Shams University

In a world characterized by a loss of direction, an absence of hope, and a disbelief in spirituality, a world that disrespects differences, obliterates human relations, and undermines emotions; man tends

to lose faith in humanity. Amidst this debris of human fragmentation and disconnectedness, Li-Young Lee ventures to reach the whole world by transcending time and space, appealing to the metaphysical, and excluding the cultural. This research paper aims to highlight Li-Young Lee's endeavors at creating tight bonds between himself and the rest of the world by unifying the dichotomies of the self and the other; interlacing a web of mutuality to embrace the entire universe. Lee calls into question the separation between beginning and end, birth and death, past and future, man and woman, and body and mind in an attempt to create a universal dialogue reflecting transcultural hybridity. To attain his goal, Lee depends on his memories to write poetry that is deeply personal but is universal in its appeal. Borders dissolve and language opens up to become the go-between the self and the other, giving meaning to what is invisible and evanescent.

James Baldwin's Translingual Imagination

Dr. Gerald Naughton Gulf University for Science and Technology

This paper discusses James Baldwin's 1979 essay "If Black English Isn't a Language, Then Tell Me, What Is?" in light of recent discussions of translingualism. In his essay, Baldwin famously makes the case that Black English should be considered a language rather than a "dialect." The essay defines language as "a political instrument, means, and proof of power" and "the most vivid and crucial key to identify." Language "reveals the private identity", while also connecting to "the larger, public, or communal identity." Thus, language is conceptualized as an index of power and identity. In recent years, linguists have largely turned away from considering whether Black English, or African American Vernacular English (AAVE), could be considered as a language rather than a variety. However, this paper will argue that Baldwin's absolute insistence on categorizing black English as a language quite separate from standard English could be better understood through the rubric of translingualism. Steven Kellman in *The Translingual Imagination* (2000) highlights the "code switching" involved when African American writers move fluidly between standard and black English. This, he argues, is already evidence what he refers to as the "translingual imagination." This paper will apply this concept to Baldwin's writing, tracing the linguistic and extralinguistic influences that help to create his distinctive literary voice.

Translingualism and Student Creative Writing in the GCC

Dr. Rosalind Buckton-Tucker American University of Kuwait

This paper will examine the concept in literature of translingualism, where authors write in more than one language or a language other than their native one, and its significance in today's global environment, before considering the phenomenon as illustrated by the creative writings in English of Arab students. While there may appear to be few points of comparison between student writing and that of some of the major literary figures who have chosen the translingual path, analysis of the students' choices of topic, use of language and indeed their comments on their own writing will attempt to show that there is a recognizable pattern of motivation and purpose among writers who switch languages, whether by necessity or choice.

Arab students at Gulf universities are often interested in attempting creative writing in English. While some, naturally, write in Arabic, many produce poetry, short stories or drama in the English language. This could be for several reasons. They may be taking a creative writing course during their studies or seeking the opportunity to publish their work in a university magazine. For some, it serves as a way to expand their knowledge of English and experiment with the language, anticipating a flexibility and freedom of expression, both cultural and linguistic, which formal academic writing may not allow for.

The above discussion will be illustrated from the writings of students in Gulf universities, some studying creative writing and others writing purely out of interest. The works examined cover a variety of topics, for example the social issues of their culture, family relationships and the problems of facing adulthood or being a student. All illustrate a willingness to experiment with subject matter and language and imply the wish to communicate to an audience beyond their immediate society and culture, which the use of the English language helps to achieve.

The Translatability of Metaphor in Literature

Dr. Anna Chita and Dr. Christos Stavrou

Technological Education Institute of Epirus

This paper focuses on the translation of metaphor as a cultural concept. Based on the theory of Newmark (1982) Oscar Wilde's *The portrait of Dorian Gray* will be the corpus for the metaphor analysis. Through contrastive analysis we aim to discover and highlight the outcomes of the Greek and German translation referring to metaphor. As Dagut (1976: 32) pointed out, the particular cultural experiences and semantic associations exploited by translation and the extent to which these can, or cannot, be produced non-anomalously into the target language, depending on the degree of overlap in each particular case, constitute the basis for the translatability of a metaphor. Snell-Hornby (1995:41) stated that the extent to which a text is translatable varies with the degree to which it is embedded in its own specific culture.

Panel 5: Creative Writing

Location: **N5-002**

Time: **2:00-4:00**

Chair: **Dr. Shahd Al Shammari**

F(r)ictions From The Critical Imaginary

Dr. Omar Sabbagh Americam Universiity of Dubai

As a practicing creative writer in prose and verse, this paper will reflect, directly or indirectly, the dynamic relationship between the critical imaginary I possess, utilize, and the more staple creative one. Questions to be addressed and explored in my paper have to do with the boundaries where critical intelligence meets or marries (a more nominally-phrased) imaginative intelligence. Questions such as: what, if any, does critical exposure, discipline, do for a creative writer? In what ways is criticism itself an extension of imaginative work? How does the mixture of an analytical mentality and/or a synthetic mentality play itself out in fiction, verse, written by critics? Is there a difference between the critical/creative relationship, invoked thus far – whether we are dealing, separately, with fiction and/or poetry? Or, why is it, or might it be, the case that sometimes the most learned literary or critical minds don't do more (nominally)

creative writing? I plan, then, to move to a concrete, interpretative discussion, addressing some or all of these questions, implicitly if not explicitly – making use of the trans-genre oeuvres of two eminent doyens of literature from the late twentieth century, namely: George Steiner and Gabriel Josipovici. Both excel and have excelled in creative and critical fields. The main gambit in this concrete part of the paper will be to make in-forming connections between some of their extant creative works with some of their extant critical ones; and this endeavor will entail both, biographical and contextual connections, but more dominantly, speculative judgments about how the two different modes of creativity are related. The paper will address some of the seams and knots between published works, and, more reflectively, make possible conclusions of a generic nature about the divide between, or indeed, the bridge across (what will be seen, in the end, to be, both) modes of (creative, or better, imaginative) writing.

Writing and Space: Physical and Psychological Influences

Nada Faris

In this paper, two poems from my book *Fountain of Youth* are juxtaposed to illustrate the way in which neoliberal culture has played a role in shaping thought and speech in the Middle East. The first part of this study deals with the individual psyche. In “What Makes You Necessary, or Why I Can’t Live Without Katrina Kaif,” the depressed speaker recognizes in Bollywood a “churning machine / manufacturing my caprice / [. . .] in spectacles and fetish” (32-35). Low-self esteem is stimulated by the very features of feel-good movies, and yet the speaker explains that they also generate hope. In “The Death and Rebirth of Saddam Hussein” neoliberal culture transcends the artifact and shapes thought and speech on a socio-political level. The paper shows how the 1980s Hollywood blockbuster *Red Dawn* influences actual history. Charlie Sheen, who acts in the 1984-movie as a member of the high school team of guerrilla fighters, the Wolverines, then becomes the face of the “truther” movement in our historical timeline, questioning the US role in 9/11 – an event perpetuated by extremists denying US imperialism on their homelands. Finally, the 2003 operation that led to the capture of Iraqi president Saddam Hussein (first blamed for 9/11) was named *Red Dawn*, an homage to the movie.

The Rise of Spoken Word Poetry in the GCC

Afra Atiq PhD Candidate. UAE

Examining the current cultural and artistic endeavors of the GCC, this paper discusses the rise of spoken word poetry and the niche it has carved for itself outside of the traditional definition of spoken word. It draws on the rapid development of the spoken word scene while citing specific examples that show growth juxtaposed against a backdrop of a wider artistic and cultural movement. Although the art of spoken word is relatively new to the GCC, both written and recited poetry have been a deep part of the culture of the region. There are limited resources that address spoken word, within its typical context, in terms of the GCC and even in the Middle East as a whole. As such, I attempt to shed light on the value spoken word is creating in the society and what kind of changes it is bringing about.

In addition, this paper analyzes the difficulties of legitimizing spoken word in the eyes of cultural institutions, public opinion, and education integration in relation to growing the art of spoken word and spoken word poets. I assert that the GCC is experiencing a contemporary cultural and artistic boom, which is placing the region at the forefront of the global arts scene. I argue that creative writing and poetry, specifically spoken word, are not only a natural transition for the region but they are existentially necessary.

There is No Poet, and ‘This’

Nejoud Al Yagout

I will be presenting two videos at the creative writing panel at the GELL Conference. The first one will include a poetry video, titled This, based upon a poem taken from my latest book, Ounces of Oneness. The director - Aziz Mutawa - included a voice-over recitation of my words and used visual imagery to bring the poem to life. The poem uses different elements to create the artistic expression of poetry. The second video will be a presentation in the form of a Q&A - in which I share with the audience why I chose poetry as a forum of expression, the relevance of poetry in the world today, whether it makes a difference and other points related to verse and its significance. These videos are an exploration of poetry in less conventional methods.

Day Three April 19th

Panel 6: Linguistics, Translation & Language Pedagogy

Location: **N4-102**

Time: **11:15-1:15**

Chair: **Dr. Marta Tryzna**

“Texts & Counter texts: Service-learning, Literature, and Human Rights”

Dr. Adrian Wurr Gulf University for Science and Technology

Although increasingly common in numerous disciplines, service-learning occurs less frequently in literature courses. This article will provide a review the available literature to suggest that the integration of service-learning, literature, and human rights may indeed be replete with pedagogical potential.

Service-learning is a new branch of experiential education that combines traditional classroom learning with voluntary community service. While experiential education only necessitates hands-on learning and active reflection, service-learning extends this to include social action in the form of participatory action-based research. Brock Haussamen (1997), a service-learning coordinator at Raritan Community College, echoes John Dewey in describing the process as follows: “In a cycle of experience and reflection, students apply their skills and knowledge to help people, and in the classroom, they reflect on the people, social agencies, and communities they have encountered and on the nature of service” (p. 192). In literary studies, service-learning can provide a critical understanding of the underlying historical, social, political, and economic structures at play in a given text and context. By simultaneously exploring printed and living texts, service learning can create a tension between what students read and what they observe. Students must resolve the dissonance created by the counter-texts of the secondary and primary sources of information. As Spivak (1990) notes, “We must know the limits of the narratives, rather than establish the narratives as solutions for the future, for the arrival of social justice, so that to an extent they are working with an understanding of what they cannot do...” (pp. 18-19). Beverly Tatum notes in her book, *Why are all the Black Kids Sitting Together in the Cafeteria?* that core aspects of human rights related to racism, sexism, classism, and linguistic profiling all result from those in power, the dominant society, defining

others as different, with the implication that they are also deficient. The relationship of the dominants to the subordinates is often one in which the targeted group is labeled as defective or substandard in significant ways. To the extent that the targeted group internalizes the images that the dominant group reflects back to them, they may find it difficult to believe in their own ability (p. 23).

While reviewing the available literature on service-learning in literary studies, I will argue that we can interrupt the systems of oppression in society by offering students “counter-texts” (Pietrykowski, 1996; Author, 2009) to the stereotypes created by the dominant discourse. By addressing human rights through engaged scholarship, I believe we can and must move toward an egalitarian, inclusive society in which material and intellectual resources are available to all.

Improving Student Achievement and Behavior through Creating Teacher Learning Communities in a Public School in Kuwait

Dr. Janet Testerman Gulf University for Science and Technology

Ratings by Ministry of Education (MOE) officers of the quality of Kuwait’s teacher preparation programs and the quality of teachers graduating from these programs indicate a need for improved teacher performance. The majority of the MOE officers (66.7%) gave low ratings for the programs and 75.5% of them rate the quality of teachers from these programs as low (NIE, 2012). The National Institute of Education (NIE), Singapore report placed strong emphasis on professional development of teachers and school leaders. It was strongly recommended that the MOE develop a scheme to reward consistent participation in professional upgrading. The purpose of this study was to implement a professional development series in a public high school English program with the intended outcomes to create a community of teachers who consistently collaborate to improve student learning, discipline and school climate. Teachers’ opinions on PD topics were solicited and training was provided in weekly staff meetings. Gradually trainers provided teachers with the expertise to create their own learning communities to continue the school improvement process. The effects of this staff development model were documented in measures of student English achievement and teacher interviews. The effects of the year-long professional development process on school climate was assessed through pre- and

post-administrations of the School Attitude Assessment Survey-Revised (2002). Qualitative data in the forms of teacher, supervisor and student interviews and focus group sessions was gathered and analyzed in order to facilitate future implementation of successful practices in more of Kuwait's public schools. Preliminary results of this two-year study will be presented.

Writing Centers in Kuwait: A SWOT Analysis

Dr. Inan Deniz Erguvan Gulf University for Science and Technology

This paper will briefly look at the history of Writing Centers (WC) across Kuwait and will carry out a SWOT analysis of the Writing Lab at Gulf University for Science and Technology (GUST) in particular. The writing lab at GUST was established as part of GUST's commitment to a holistic learning environment and it is geared towards developing students' academic capabilities and enhancing writing skills with the help of the English department's teaching assistants. Since its inception it has helped hundreds of students in their academic writing endeavors, but has not been able to gain recognition among students. Therefore an action plan seems necessary to promote the center's mission, function and activities throughout the university. SWOT analysis is an acronym for strengths, weaknesses, opportunities, and threats, and is a structured planning method that evaluates those four elements of a project or business venture. A SWOT analysis involves synthesis of the internal data to list the weaknesses and the strengths of the firm and collecting the external data to identify the possible threats and opportunities. Although it was originally developed for business and industry, it is also useful in education, and even for personal growth. A SWOT analysis of the Writing Lab is expected to help identify the issues or problems that need to be handled, set goals and create an action plan to this end.

Language Essentials: What EFL Learners Need to Master

Dr. Rafe Zaabalawi Gulf University for Science and Technology

EFL learners attending English courses often boast about learning several new English words encountered in a given reading text. However, when these learners are put to the test, they often demonstrate inadequate knowledge of using such words in appropriate contexts. To many of

them, learning a word involves learning solely the meaning of such a word regardless of any possible contextual considerations attached to it. They rarely realize that along with the meaning of the word they have to learn certain linguistic rules that govern the use of this word. Failure to conform to such rules often causes lexical inaccuracies. This paper presents categories of lexical knowledge which a good learner's dictionary incorporates to assist EFL learners in attaining a high level of language proficiency. EFL teachers will find this material directly related to their profession especially those concerned with syllabus design.

Panel 7: Translation and Discourse

Location: **N4-203**

Time: **4:30-6:30**

Chair: **Dr. Ivan Ivanov**

Citizen Journalism, Translation, and Transnational Communication of Narratives

Dr. Fadi Jaber University of Ottawa

News translation is an influential representation tool that can be used by global media in the construction of reality and representations of the Other during the news coverage of international events such as the “Arab Spring” in the Middle East and North Africa. However, translation is often unacknowledged for its role in the construction of transnational narratives across different linguistic territories. Yet, news reports about events from the Middle East have been marked, traditionally, by international rather than local news sources which limit Arabic as a potential source language. Focusing on the Syrian humanitarian disaster (SHD), this paper scrutinizes how translated narratives told by Syrian citizen journalists (residents, refugees, protesters, eyewitnesses, and activists) as embedded in news texts of both The Guardian and The New York Times can be transnationally communicated to global audiences. Accordingly, the corpus consists of 326 news texts distributed as follows: 177 news texts from The Guardian and 149 news texts from The New York Times. The sample represents three-year time frame of the SHD events, from March 2011 to February 2014. This paper draws on Mona Baker's narrative theory and narrative framing, Stuart Hall and Edward Said's theory of representation, and Teun van Dijk and Norman Fairclough's approach to critical and media discourse analysis.

The findings provide further understanding of translation practices in the text in terms of representing the Other and its events beyond national linguistic borders, and uncover how citizen journalists can add more local voices to the global news coverage and representations of the Other.

Does Translator Training Influence the Role and the Responsibility of the Translator?

Dr. Dhyiaa Borresly Cardiff University

A key aspect of my PhD thesis titled “Natural Translators and Skilled Translators in the context of Societal Bilingualism” is to examine the perceptions of translation. More specifically, do bilinguals perceive themselves as translators? and if they do, how do they then perceive themselves in this role? And what do they consider it to entail? The concept of natural translation is borrowed from Harris (1977) and Harris and Sherwood (1978), who use the term to mean translation performed by a bilingual child or an adult who has had no formal training in translation. The paper will attempt to answer the previously mentioned questions by presenting the findings of my research that compared the process of translation of ten MA Translation Studies participants and ten bilingual participants. To elicit data that would answer these questions, the participants answered these questions during retrospective interviews that followed a think-aloud translation task. My hypothesis was that the conditions of being bilingual and bicultural might influence participants’ perceptions about translation and the role of the translator. In order to understand and contextualize these perceptions, it was worth comparing bilingual “natural” translators’ views with those expressed by MA students and to read them against the background of the relevant literature. To this end, the paper will survey briefly some of the main perceptions of translation and the metaphors used in describing translation and translators drawing mainly from Tymoczko (2014) and Chesterman (1997). The paper will also discuss these perceptions in light of the data from the interviews where all participants were explicitly asked about their perceptions of translation and translators’ role, and where relevant, from think-aloud data. Finally, the paper will tentatively discuss possible correlations between participants’ views on translation, or the translator, and their translation choices and strategies, as was observed in the research.

Adaptation in AVT for Children: A Narrative Theory Approach

Dr. Rania Yacoub Arab Open University

“Faithfulness” and “equivalence” are two notions hardly discussed in children literature translation. Translators take a vital decisions in deciding which narratives are available to children. This decision, resulting from asymmetric balance of power between adults and children, is expressed through choosing the text to be translated or/and the extent of significant changes to the source text. This manipulation might be more explicable when audiovisual material targeting children is involved due to its convenience and openness.

This research draws on a narrative theory approach to investigate the presence of the translator and his/her ideology in translated audiovisual cartoon materials (as part of read-a-loud literature) for children into Arabic. It presents an analytical approach of the same AVT texts into Arabic translated for children at different time periods and broadcasted through different means i.e., Television, CDs and internet. This might be one of the first studies that employs a narrative theory approach to examine AVT targeting children in Arabic, as most of the previous studies concentrated on written literature analysis.

English Focus Structures in Arabic Translation: A Case Study of Gibran's The Prophet

Bushra Kalakh Kuwait University

The present paper aims to examine the translation of English focus structures into Arabic. The textual data is extracted from Gibran Khalil Gibran's The Prophet, being a good example of creative writing that may instantiate sufficient data of such structures. The extracted data (88 examples) feature four categories of focus structures: fronting (27), fronting plus subject-verb inversion (23), fronting plus subject-auxiliary inversion (28) and It-clefts (10). The findings show that English focus structures constitute a problematic area which requires a high degree of expertise on the translator's part. In addition to accounting for fronting as a major syntactic device for focusing a certain sentence constituent, which is successfully achieved in about two thirds of the examples, inversion and clefting as second-layer emphatic elements are largely missed in Arabic translation. The critical discussion of sample examples shows that such

second-layer emphasis can be catered for by the use of both grammatical, e.g. pronouns or lexical, e.g. adverbs Arabic emphatic markers, which can effectively support fronting and achieve a comparable degree of focus.

Using a Novel Triad for Analysing Public Discourse: A Case Study of Kuwait
Dr. Hussain Al Sharoufi, Talal AL Mutair, and Ali Dashti
Gulf University for Science and Technology

This study is an attempt to apply a new model for analysing public relations discourse, the case of Kuwaiti Public Relations police discourse. This paper hypothesizes that applying this novel method of analysis will provide a more in-depth insight into the way public relation discourse uses language in the public sphere, carry out messages of superior social agents, and implement the policies stipulated by higher authorities. The study also emphasizes the importance and efficacy of three elements of this novel triad: cultural schemata, naturalisation and legitimisation in public relations discourse, and pragmemic selections, situated action-invoking verbs. A key officer in the Kuwaiti Ministry of Interior was interviewed and asked questions about the role he plays in conveying particular political messages to the Kuwaiti public, the efficacy of the Public Relations Administration at the Kuwaiti Ministry of Interior, and the methods used to fulfil ordinances of the Kuwaiti higher authorities. The authors observed that public relation discourse of the Kuwaiti Ministry of Interior is stipulated and guided by the Kuwaiti higher authorities to preserve security, and safeguard the country in the midst of one of the most volatile areas of the world.

Panel 8: Multilingualism in Education

Location: **W4-203**

Time: **4:30-6:30**

Chair: **Dr. Janet Testerman**

Attitudes Toward Multilingualism in Kuwait
Dr. Holly Pak, Dr. Marta Tryzna, and Dr. Shahd Alshammari
Gulf University for Science and Technology

It is a common assumption in GCC countries in general, and in Kuwait in particular, that English-medium and western-curriculum schools provide quality education, creating opportunities for students to advance both their language skills and their subject matter knowledge. However, little is currently known about the impact of English-medium education on Kuwait students' actual language practices, language attitudes, and identity. This presentation focuses on the findings of a pilot study survey on the relationships between type of education and attitudes toward multilingualism in Kuwait. The audience will be able to participate in and give feedback on the survey.

Informal Translingualism or Mixing Methodologies in an English Critical Reading and Writing Course: Threshold Concepts and Arabic in the 'Step 5' Process Approach

Dr. Muhammad Sid-Ahmad Ismail American University of Kuwait

The development of students' critical thinking skills in first-year reading and writing university courses becomes more effective when (a) critical thinking is founded on disciplinarity; (b) group work is 'free' and 'non-punitive' to allow students to acquire challenging concepts; and (c) a process approach is used to facilitate the development of claims. The foundation of the methodology is what is known as the threshold concepts model; Linda Andler-Kassner has recently situated the model in the context of general education/liberal arts in "Liberal Learning, Professional Training, and Disciplinarity in the Age of Educational 'Reform'" (2014). In this paper, I illustrate how I implement the model in my classroom through 'non-punitive' group work, which is essential to the acquisition of challenging discipline-specific concepts. Students maintained the use of discipline-specific English terms even when Arabic is informally used to understand the terms. This form of translingualism seems to be essential in the development of ESL students' critical thinking competency. The result of the competency culminates and is reinforced (and assessed) at the fifth step of the process: the development of claims. This step manifests students' critical thinking: synthesis and analysis of the discipline-specific concepts, which students acquire in part through the use of English terms when Arabic is used informally and occasionally in in-class, group discussions.

Co-Teaching in the L2 Classroom

Khalifa Alkhalifa and Dalal Boland

Public Authority for Applied Education and Training, Language Center, Kuwait

This research was conducted in Gulf University for Science and Technology, GUST, Kuwait, as a part of a master's degree requirement for the Foreign Language Education program, in Florida International University located in Florida, USA. The aim of the research was to experiment if co-teaching in the L2 classroom can lead to positive effects on students' learning outcomes and their overall academic performance, including the advancement of the four language skills. The experiment for the study was conducted throughout a summer session held in six weeks, in which classes were held every day for one hour and twenty minutes. A simultaneous comparison between two classrooms was conducted in which one class was taught by a single instructor, and the other class was based on co-teaching. After the summer semester came to an end and when the class average of both classes was compared, the results proved that the students who were in a co-taught classroom showed a significant improvement in their academic performance while students who were taught solely by one instructor showed less improvement in their overall academic skills. This came to the conclusion that well-planned, co-taught lessons contribute in providing better student-support within classroom settings that can lead to meaningful learning due to several factors, like students being exposed to more academic support and to multiple variations of appropriate teaching methodologies. Finally, this research has proved that co-teaching has the benefit in providing immediate assistance to students who learn at different rates granting each and every student the assistance that he/she needs, making sure that the student reaches the ultimate success. Moreover, co-teaching can enable teachers to discuss same topics in the lesson yet presenting them from different angles making sure that the students understand the same topic from diverse perspectives and viewpoints.

Definiteness in Kuwaiti Arabic and Associated L1 Transfer Effects in L2 English

Dr. Ivan Ivanov and Dr. Marta Tryzna Gulf University for Science and Technology

The current study presents the results of an experiment on the L2 acquisition of the English article system by KA speakers (N=102) at three

proficiency levels. The test consisted of forty-eight items in six conditions targeting definiteness, specificity, and partitivity with singular and plural NPs. The results show near native use of the definite article in [+d] and of the indefinite article in [-d, -s] conditions by the advanced group overuse of the in indefinite contexts (specific, non-specific, and partitive) even by advanced learners (within groups and across conditions effects are statistically significant). Despite the availability of the zero article in Arabic, speakers erroneously supply the definite article, especially with plural NPs. Thus, the mapping of the L1 Arabic two-way contrast onto the L2 English three-way contrast is problematic even for advanced learners, with the three semantic features only partially accountable for the observed patterns in the interlanguage grammar.

Day Four April 20th

Panel 9: Student Presentations

Location: **W4-102**

Time: **11:30-1:30**

Chair: **Dr. Adrian Wurr**

Transadapting a Soviet Russia Film for the Arab Audience: The Case study of *Burnt by the Sun* (Солнцем Утомленные)

Katsiaryna Panasiuk Hamad bin Khalifa University

Preparing a dubbing script for a foreign movie requires not only a good command of the source and target languages on the translator's part, but also close familiarization with the source text culture, and the ability to render it to the foreign audiences. It is clear that what is considered to be common and understandable within one culture or between several cognate peoples, can be totally incomprehensible and obscure to representatives of different cultures. Finding the ways to transfer the cultural concepts, known also as cultural realia, within a film is a challenge that the audiovisual translator has to overcome.

Russian cinema takes a prominent place in the world cultural heritage due to the uniqueness of its topics and the figurative style. Although there were some Russian films dubbed into the Arabic language in the 1950-

60's, during the strengthening friendship bonds between Arabic leaders with the Soviet Union, no academic research has been carried with the focus on Russian-Arabic dubbing or subtitling. Taking the Oscar-winning film *Burnt by the Sun* by the famous Russian producer Nikita Mikhalkov as a case study, I am going to showcase the strategies the translator refers to while rendering Russian cultural phenomena to the Arab viewers.

The translator's choices in the dubbing script can be influenced by different factors, among which are the time synchronization, as well as kinetic and lip synchronization that may considerably affect the recorded version. Taking into consideration the additional difficulties that culturally-bound elements themselves may present, it becomes obvious that the task of transferring cultural realia is challenging, and it is upon the translator to choose the best possible strategies to recognize the aforementioned constraints and find apt solutions not only to preserve the original meaning but also to make it legible to the audience in the Arab world.

Students Researching and Reflecting on Language in Kuwait

Naila Ghani, Zainab Alarbash, Zainab Nabi and Dr. Holly Pak

Gulf University for Science and Technology

What are Kuwaitis' attitudes toward Arabic as opposed to English? What are the benefits of dual language learning? What are the obstacles in learning a second language? These are three of the research topics chosen and explored by students for their research papers required in a college-level English composition class in Kuwait. In an era of globalization, when English is used as the medium of education regardless of the students' first language, students are often seen as receivers of knowledge. In an effort to value the linguistic and cultural resources that students bring to an English writing class, students were asked to develop research projects on the topic of language in Kuwait. This presentation reports on this project from the students' perspective and shares both the difficulties and the rewards of the process. After a brief overview of the context, students will reflect on the story of their projects that incorporated their own literacy narratives, data from their surveys, and information from journal articles to create original academic research papers on a topic on which they are the experts.

Hold the Reins: The Horse-Human Bond

Fajer B. Al-Sabah Gulf University for Science and Technology

This paper seeks to delve into the critical importance of respecting horses, as well as recognizing and acknowledging their accomplishments as human partners. It explains the basic rules of horsemanship, and the significance of dressage as taught by the classical school of manege; which emphasizes on ennobling rather than enslaving the horse.

Horses have been the greatest comrades to man since the beginning. Even before their domestication, six thousand years ago, they have contributed magnanimously to human civilization. They appeared in Paleolithic cave art around 30,000 BC, and were hunted for their meat and hide. Later, they were used as a means of transportation, pulling chariots across long, tedious paths. They assisted with agricultural work, and were cherished for their diversity. The Macedonian King Alexander attributed much of his empire's success to his horse, Bucephalus, who had once been an untamable creature. Throughout the years, horses and humans have recognized their strength in their partnership and unity, and have thus come to a similar understanding of the weight and value of respect. No horse ever forcefully tamed had willingly carried a rider. Likewise, men who rode on unmanageable horses could attain nothing more than broken bones. Only through the extensive, tedious training and practice of dressage was it possible to attain victory.

Transculturalism in Michael Ondaatje's Work: Anil's Ghost

Sara Chamma Gulf University for Science and Technology

Despite the demarcation demanded by geography and politics, Michael Ondaatje weaves a narrative in which borders must become transparent and disposable in the ugly face of an ongoing civil conflict. In his acclaimed novel, *Anil's Ghost*, Ondaatje reflects on cultural difference, the erasure of history, war and violence, and the untold stories of people lost. This paper will look at cross-continental perception, how the familiar can become unfamiliar, and how an Americanized woman will come to embrace her identity as she is thrust into the remains of a dark history, and as she begins to re-learn the topography of her friends, family, and people.

Speaker Biography

Atiq, Afra

Afra Atiq is an Emirati award-winning poet, having recently won the ADMAF Creativity Award. She is the first spoken word poet to win the award, since its inception in 1996. In early 2016, Afra left the corporate world, with nothing but faith in her heart, to pursue poetry. She has been featured in 13 cities across 4 countries and proudly gives back to her community through mentoring and workshops with Untitled Chapters (a thriving hub for Emirati female writers). Technically, she holds a master's degree in International Relations and Diplomacy and is pursuing a PhD —however, performing takes center stage in her life.

Al-Madani, Yusur

Yusur Al Madani is an associate professor of American and comparative literary studies at the Department of English Language and Literature at Kuwait University. Al Madani obtained a PhD from University of Colorado at Boulder in 1982/1983. Her teaching interests include among others, American literature, literature and the arts and the novel. She has published numerous studies in these fields, mainly comparative in nature. Her interest in adaptation and intermediality studies started when Al Madani chose to teach a graduate course in film and literature in 2012. Currently, Al Madani's research interests center on conducting studies in the field of drama and other cultural productions in Kuwait and the Gulf region.

Al Shammari, Shahd

Shahd Alshammari is Assistant Professor of English literature at GUST. Her research interests are women's studies, disability theory, and self narratives. She has published multiple poetry and prose in various academic and creative writing journals. Her latest is a collection of short stories entitled 'Notes on the Flesh' (2017, Faraxa Publishing).

Al-Sharoufi, Hussain

Dr. Hussain Al Sharoufi, Associate Professor of Applied Linguistics in the English Department at GUST, presented papers at over twenty international conferences on TESOL, Pragmatics, and Discourse Analysis. He published academic articles in several international scholarly journals. He is an active member of TESOL International and the President-elect of TESOL Kuwait. He also reviewed academic articles for several international journals, including *Journalism: Theory, Practice & Criticism* (Published by SAGE, UK), *Journal of Pragmatics* (Elsevier-UK), and the *International Journal of Language and Communication* (Denmark). Dr. Al Sharoufi is known for his creation of the Academic Writing Wizard, AWW, which is a new web-based application for teaching academic writing.

Al-Yagout, Nejoud

Nejoud Al-Yagout- a Kuwaiti poet, essayist and blogger - is the author of three anthologies of poetry: *This is an imprint*, *Awake in the Game of Pretending* and *Ounces of Oneness*. Her articles and poems have been featured in *Tikkun*, *Best Self Magazine*, *Women's Spiritual Poetry*, *Thought Catalog*, *The Master Shift*, *Kuwait Times*, *Arab Times*, *Al Rai*, *The Divan* and *Global Chatter Magazine*.

Erguvan, Deniz

Inan Deniz Erguvan received her PhD in Educational Administration in Marmara University, Istanbul, in 2010. After teaching at various universities in Istanbul for 12 years, she joined Gulf University for Science Technology, Kuwait in 2010 where she teaches academic writing skills. Dr Erguvan's research interests mainly lay within ELT and educational administration. She has published articles in peer-reviewed journals on privatisation and internationalization of higher education institutions, and the use of internet communication technologies in improving the reading and writing skills of second language learners.

Boland, Dalal

Dalal Boland: Graduate student from Florida State University and currently working in the Language Center of PAAET.

Borresly, Dhyiaa

Dr. Dhyiaa Borresly has a Ph.D. in Translation Studies at Cardiff University. Her dissertation entitled “Natural Translation and Skilled Translation in the Context of Societal Bilingualism” looks at bilingual translators and MA Translation Studies students. Her research compares the translation strategies used by the aforementioned groups. She conducted empirical research, using think-aloud protocols and retrospective interviews, to understand the process of translation, i.e. translation strategies, units of translation. Her research also explored the bicultural dimension and its role in the perception of translation and the role of the translator. She is interested in translation process and strategies, bilingualism, biculturalism, translator’s identity and the perceptions of translation as well as the role of the translator during the translation task.

Buckton-Tucker, Rosalind

Rosalind Buckton-Tucker has held the post of Assistant Professor of English at the American University of Kuwait since 2013. She studied at King’s College, London, and the University of Leicester, UK, from where she holds a PhD in American Literature. Among other subjects, she enjoys teaching 20th century literature, writing and creative writing. Her main research interests are 20th century British and American Literature, travel literature and the teaching of literature to non-native speakers of English, and she has published a variety of articles and book chapters in these fields as well as presenting numerous papers at international conferences. She has previously taught in Iran, Kuwait, the United Arab Emirates, Cyprus and Oman, and has also worked as a freelance journalist and editor in the UAE and Oman. She enjoys creative writing, particularly travel writing, and has published several travel and cultural articles. Other interests include classical music and mountaineering.

Botz-Bornstein, Thorsten

Thorsten Botz-Bornstein was born in Germany, studied philosophy in Paris, and received his Ph.D. from Oxford University. He has published 11 authored books, 5 edited books, and 120 articles in peer reviewed journals. He has been researching and teaching in Finland and in Japan, and worked for the Center of Cognition of Hangzhou University (China) as well as at Tuskegee University in Alabama. He is now Associate Professor of philosophy at Gulf University for Science and Technology in Kuwait.

Chita, Anna

Anna Chita's specialist field concerns the German as Foreign Language/ German as Second Language, contrastive Linguistic, Intercultural communication and Test development. She studied "German Philology: German as Foreign Language/ German as Second Language" as well as "Psychology" and "School Pedagogy". Her Master dissertation was "German-Greek Code-Switching on the example of young people in Augsburg and the Consequences for the German as Foreign Language Teaching". Her dissertation subject was "Evaluation's criteria in writing skills B2 and C1 and their validity" at the University of Augsburg (2009). She worked for many years in several courses and integration courses for foreign young people and adults in Germany. Since 2003 she is scientific co-operator of the approved Testing for foreign languages of the Greek Ministry of Cultural Affairs for the Further Education of the examiners. Since 2010 she is adjunct lecturer of the Higher Technical Institute "Business Administration" of Igoumenitsa/Greece at the course of studies "Applied foreign languages in Trade and Management". The field studies and research programs on which she worked under the coordination of Prof Vlachopoulos were "legal and community interpreting".

Daraiseh, Banan

Banan Daraiseh is currently an assistant professor of English Literature at the Arab Open University, Kuwait Branch. She previously taught at the American University of the Middle East. She holds a doctorate in Comparative Literature and Cultural Studies from The University of Arkansas. Her Varied research interests include Feminism, Postcolonial Feminism, Journey literature, Contemporary Middle Eastern women writers, hyphenated Identities, American and Middle Eastern Popular Culture.

DeAngelis, Angelica

Dr. Angelica Maria De Angelis earned her PhD in Comparative Literature from the University of California, Santa Barbara. She currently teaches literature, cinema and composition in the English Department at the American University of Kuwait. Her research interests include global literature, popular culture, and identity and gender issues. Her forthcoming article publication is entitled, "Philosophically Crossing the "New Berlin

Wall”: Harragas and l’immigration clandestine in French and Francophone Cinema” (Journal of North African Studies 2017). She is currently working on a book chapter on Post universal education in the Gulf region.

Faris, Nada

Nada Faris is a Kuwaiti writer and performance poet known as “Kuwait’s Finest.” She is an Honorary Fellow in Writing at Iowa University’s International Writing Program (IWP), USA. In 2015, she became a member of the board of trustees for Kuwait’s Cultural Circle Prize for the Arabic Short Story (Almultaqa), the Arab world’s first international award for short story collections in Arabic. She received a MENA Salam fellowship from World Peace Initiative Foundation’s Peace Revolution to meditate with Buddhist monks in Turkey in 2016. Her article “Every Child Deserves a Home: Zeina Al-Sultan Unveils the Truths Behind Adoption in Kuwait” won en.v’s Voice of Success program in 2012. Her fiction, nonfiction and poetry have been published in The Norton Anthology of Hint Fiction, Economic and Political Weekly, Fanack Chronicle of the Middle East & North Africa, The Operating System, Sukoon, The Indianola Review, and more. She has performed at Busboys and Poets, Washington DC, USA, The Feminist Union, Iowa, USA, The Mosaic Rooms, London, UK, and all over Kuwait. Her book Fountain of Youth is the 2016 Vine Leaves Vignette Collection Award Semi-Finalist and is available from Vine Leaves Press.

Hamamra, Bilal

Dr. Bilal Hamamra teaches literature at An-Najah National University, Department of English language and Literature, Nablus, Palestinian Territory.

Hamed, Hend

Dr. Hend Hamed Ezzeldin is an assistant professor of English Language and Literature at the Faculty of Al-Asun (Modern Languages), Ain Shams University, Egypt. She obtained her M.A and PhD degrees in 2010 and 2014 respectively. She also worked as an assistant professor at Arab Open University (Kuwait Branch), Arab Open University (Egypt Branch), and Arab Academy for Science, Technology,

Hovhannisyan, Gayane

Born in Armenia, Professor G. Hovhannisyan got her education and academic qualifications in Yerevan, Moscow, Cambridge, UK and the US. She has around a hundred published works in Applied Linguistics, among them a monograph on the Psycholinguistic Concept of Time, manuals of Psycholinguistics, Constructivist Philosophy in Education, Language Description and Documentation, ESP graded volumes for students of Psychology and a handbook of English-Armenian polite language. Fourteen PhD students successfully defended their dissertations under her supervision. Her interests involve such problems of language and mind as early language acquisition and learning, transceptual states of mind, translanguaging, psychology of speech and communication. Her professional practice involves teaching of various English language courses, general and special courses of Linguistics, forensic linguistic expertise, higher education management.

Ismail, Muhammad

Dr. Muhammad I. Sid-Ahmad Ismail is an Assistant Professor of English at the American University of Kuwait (AUK). He earned his MA and PhD in English from the University of Toronto in 2003 and 2014, respectively. He has an interdisciplinary MA in philosophy, theology, Victorian Studies and Islamic Studies from the University of Wales Trinity St. David's (1997) and a BA & Ed (ELT) from the University of Qatar (1990). Interested in cross-cultural relations, Muhammad's current project is titled, "Spirituality and the Poetics of Exclusion: Intimations of 'Friendship' and Nascent Nationalism in Daniel Defoe's Engagement of Hayy bin Yaqzan." His "Ibn Tufayl's Hayy and Milton's Adam" appears in *Milton and Questions of History*, edited by Mary Nyquist and Feisal Mohamed (University of Toronto Press, 2012), winner of the 2013 Irene Samuel Prize awarded by the Milton Society of America. Muhammad's paper on language policy, "English as a Marker of Southern Sudanese Nationalism: Social History, Politics and Language in the Sudan" (2007) appears on the University of Toronto's Humanities and Social Sciences website. He is currently editor for the peer-reviewed journal, *Peace and Development*. From 2001 to 2015, Muhammad taught rhetoric, composition and literature at Humber College, Toronto, Canada. He joined AUK in January 2016.

Ivanov, Ivan

Dr. Ivan Ivanov has been an Assistant Professor of Linguistics at Gulf University for Science & Technology (GUST) since 2011. His primary area of research includes Second Language Acquisition within the generative (Chomskyan) framework and theoretical syntax. He has done extensive research on the L2 acquisition of clitics, which represent a suitable testing ground for providing insights into the second language acquisition of linguistic interfaces and uninterpretable morpho-syntactic features. Currently, Dr. Ivanov is working on the acquisition of English object pronouns in relative clauses by native speakers of Arabic who resort to an L1-triggered resumptive strategy which is not available in English.

Jaber, Fadi

Fadi Jaber is a part-time instructor in the Department of Modern Languages and Literatures, University of Ottawa, and a part-time Professor in the School of Social Communication at Saint Paul University, Ottawa, Canada. Mr. Jaber teaches courses of Arabic language, culture, and translation. As well, he teaches courses of communication and organizations, organizations and leadership, social marketing, media framing and representation theory, and theoretical and practical aspects of news writing and editing. Mr. Jaber expects to complete the Ph.D. in Translation Studies by Spring 2017, and he also holds Master's (2011) in Communication and Media Studies both from the University of Ottawa, Canada. As well as, BA (2004) in Audiovisual Communication and BA (2002) in Journalism, both from the Lebanese University, Lebanon; hence, he is fluently bilingual (Arabic and English) and translates pragmatic texts between the two languages. His research interests focus on media translation, translation theories, communication and media studies, and discourse analysis. Mr. Jaber's ongoing research aims at examining the ways Anglo-American media outlets employ translation during their representation and framing of international events when local citizen journalists play a role of primary news sources. Moreover, Mr. Jaber has published articles in a number of peer-reviewed international academic journals, and has participated in many international conferences.

Khalifa Al Khalifa

Khalifa Al Khalifa is a graduate student at Florida International University and currently works in the Language Center of PAAET, Kuwait.

Kalakh, Bushra

Bushra Kalakh is an MA student in the Translation Program at Kuwait University since September 2015. She is expected to graduate by fall 2017 and is currently working on her thesis. She is highly interested in academic research in the field of translation studies. She holds a Higher Diploma in education from the Arab Open University and a BA in English Language and Literature from Kuwait University. She has eleven years of professional experience in teaching English as a second language for young learners. She currently works as a teaching assistant at Gulf University for Science and Technology.

Mahfouz, Inas

Inas Mahfouz is an Assistant Professor of English. She earned her Ph.D. in Computational Linguistics in 2008. She has published papers on automatic discourse analysis, corpus linguistics, and systemic functional grammar. She contributed chapters to *Choice in language: applications in text analysis* and *Race/Gender/Media: Considering diversity across audiences, content, and producers*. The outcomes of these publications include: a Process Type Database for Transitivity analysis, a database for sentiment analysis, an Arabic Ontology of State Terrorism, an Ontology on Food terms in the Holy Quran and the Arab Learner English Corpus (ALEC). Her teaching interests include: corpus linguistics, critical reading and writing, technology enhanced language learning, rhetorical studies, translation, linguistics and, most recently, African-American literature.

Naughton, Gerald

Gerald David Naughton is Associate Professor of American Literature at Gulf University for Science & Technology (GUST), Kuwait. He received his Ph.D. from University College Dublin, where he specialized in 19th- and 20th-century African American literature and culture. His other research interests include comparative American literature, post-war American fiction, and transnational literatures. His essays have appeared

in such journals as *African American Review*, *Symplokē*, *ARIEL: A Review of International English Literature*, and *CEA Critic*. He currently holds a research position at the University College Dublin Humanities Institute.

Naughton, Yulia

Dr. Yulia Naughton is an Associate Professor of English & Comparative Literature at GUST and an Associate Researcher at the Humanities Institute of Ireland (UCD). She received her PhD in English & Comparative Literature from University College Dublin (UCD), Ireland. Her research interests are broadly in Comparative Literature, contemporary Irish Literature, and cross-cultural pedagogy. Her published work has appeared in journals such as *Comparative Literature Studies*, *Symploke*, *Canadian Review of Comparative Literature*, and *CEA Critic*.

Nixon, Kathy

Kathy Nixon is an Assistant Professor of English at the American University of Kuwait (AUK). She earned her Ph.D. from the University of Virginia in 2008. She has published articles and delivered numerous conference papers on Victorian literature and teaching in the Middle East. She is faculty advisor for Sigma Tau Delta International English Honor Society at AUK. Her teaching interests include Victorian literature, 19th Century British Literature, 19th Century American Literature, the novel, critical reading and writing, and African-American Literature.

Pak, Holly

Holly Pak has lectured at English-medium universities and conducted research on language and education issues in the Gulf region for over ten years. Her research includes studies on English language teaching in Abu Dhabi government schools, English language learning in the context of service learning, and language ideologies and identity expressed in student narratives. She teaches English composition courses at GUST.

Sabbagh, Omar

Omar Sabbagh is a widely published poet and critic. Two of his extant collections are: *My Only Ever Oedipal Complaint* and *The Square Root of Beirut* (Cinnamon Press, 2010/12); *To The Middle of Love*, his fourth

collection, is forthcoming with Cinnamon Press in January 2017. His Beirut novella, *Via Negativa: A Parable of Exile* was published by Liquorice Fish Books in March 2016. A Dubai sequel to the latter is forthcoming in 2017 with Eyewear. He has published or will have published scholarly essays on George Eliot, Ford Madox Ford, G.K. Chesterton, Robert Browning, Henry Miller, Lawrence Durrell, Joseph Conrad, T.S. Eliot, Basil Bunting, Hilaire Belloc, and others; as well as on many contemporary poets. He's a BA from Oxford in PPE; 3 MA's, all from the University of London, in English Literature, Creative Writing and Philosophy; and a PhD in English Literature from KCL. He was Visiting Assistant Professor of English and Creative Writing at the American University of Beirut (AUB), from 2011-2013. He now teaches at the American University in Dubai (AUD).

Sarnou, Dalal

Dr. Dallal Sarnou is an assistant professor at the English department, Mostaganem university, a poetess and a young academic researcher interested in postcolonial studies, cultural studies, transnational literatures, border studies, Orientalism, Feminism, Islamic feminism, CDA and DA, and Arab women writings in particular. She has already published a important number of academic papers on contemporary Arab women writers, a paper on Youth vs. Arab revolutions, and has published a series of poems on electronic websites. Now, she is working on a variety of topics including posthumanism, transhumanism, zombification of Arab youth, and others.

Smith, Piers

Dr. Piers Michael Smith divides his time between Kuwait, where he is an Associate Professor of English Literature at Gulf University for Science and Technology, and Thailand where he grows trees. He has published chiefly in the fields of travel literature and travel writing, with excursions into the other worlds of Shakespearean drama, the cultural commentary of Pierre Bourdieu and Roland Barthes, Joseph Conrad's East Asian novels and sci-fi films.

Stavrou, Christos

Dr. Christos Stavrou is Adjunct Lecturer at the Department of Business Administration in the TEI of Epirus and he is Editor of The International Journal of Translation, Language and Intercultural Communication of the

TEI of Epirus . He holds a BA in English Language and Literature from the National and Kapodistrian University of Athens and a second BA in French Language and Literature from the same University. Furthermore, he holds a Master of Arts (Master 2) in Anglophone Literature from Université Paris Ouest Nanterre la Défense, France and a second Master of Arts in Didactics of Translation and Interpretation from Ionian University, Greece. He was an Erasmus student at the Institut National des Langues et Civilisations Orientales (INALCO) Paris and he holds a PhD in Audiovisual Translation from Ionian University. From 2015 till 2017 he has worked as a Post Doc Researcher in the School of Fine Arts at the University of Ioannina and his research focused on film language and cinematherapy. He has taught at the Hellenic Police Academy in Greece and since 2014 he is adjunct lecturer at the Department of Business Administration- TEI of Epirus. His research interests comprise the fields of linguistics, AVT translation (Subtitling- Audiodescription), film adaptations, cinematherapy and pop Americana. He has participated in international conferences and he has published articles on translation, film adaptations and literature.

Testerman, Janet

Dr. Janet Testerman has a Ph.D in Education from the University of Miami in Coral Gables, Florida. Currently an Assistant Professor in the English and Education Departments at Gulf University for Science and Technology in Kuwait, she is working on the second year of a two-year research study in which she establishes and studies a professional learning community in a government high school in Kuwait.

Tryzna, Marta

Dr. Marta Tryzna is an assistant professor of linguistics at GUST and a writing program coordinator. She teaches introduction to linguistics, descriptive grammar, syntax, history of the English language, phonetics, and sociolinguistics. Her research interests are language acquisition, learning, and pedagogy.

Wurr, Adrian

Adrian Wurr is an assistant professor of English at Gulf University of Science and Technology in Kuwait. He has published extensively in the United States and Asia on the intersections of applied linguistics, literacy studies, and service-learning.

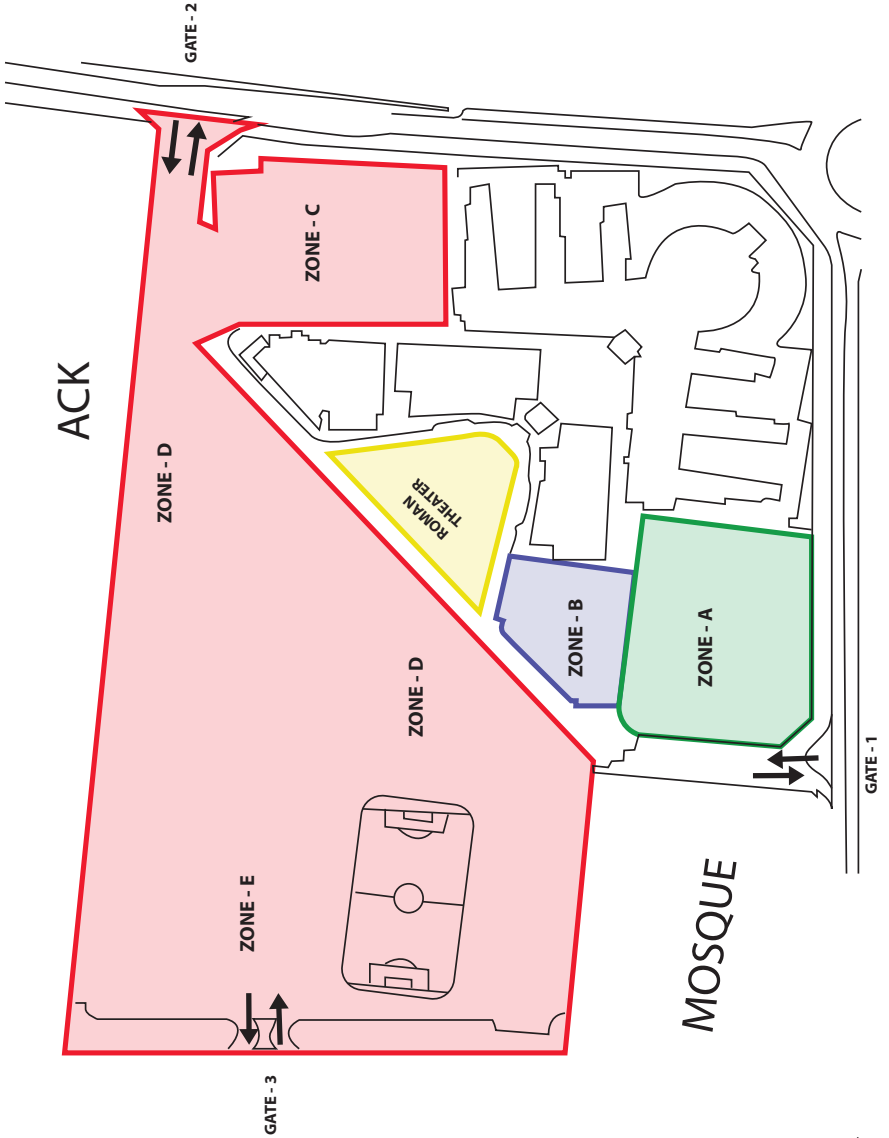
Yacoub, Rania

Dr. Rania Yacoub is an Assistant Professor, Department of Foreign Languages, Arab Open University (AOU), Kuwait. She holds a PhD from the University of Salford, entitled Ideological Aspects of Dubbing into Arabic for Children – with Special Reference to Language Variety. Dr. Yacoub's main teaching area is translation, translation studies and linguistics. Her areas of interest include audiovisual translation, ideology, translation for children and translator training. She is also a freelance Interpreter and translator.

Zaabalawi, Rafe

Dr. Rafe Zaabalawi earned his PhD (1992) and Master's degree (1988) in the field of applied linguistics from the University of East Anglia in Britain. As a Fulbright Visiting Scholar, he also had the opportunity, on two occasions, to conduct some EFL post-doctoral research in the United States of America at University of Illinois at Urbana-Champaign and Georgetown University in 1997 and 1999 respectively. He has lectured on several linguistic subjects including general linguistics, phonetics, sociolinguistics, psycholinguistics, research writing and translation at various universities in Syria and Kuwait including Damascus University, Kuwait University, American University of Kuwait, Arab Open University and Gulf University for Science and Technology, where he presently lectures mainly on research writing. His latest publication was an EFL research study entitled "English Collocations: A Novel Approach to Teaching the Language's Last Bastion".

GUST MAP



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