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جامعــة فــاروس
بالإسكنـــدرية
12 كلية متخصصة و معتمدة

P.U.A
Pharos University in Alexandria

FULBRIGHT Egypt
فولبرايـت مصر

2ⁿᵈ International Conference

Brave New Humanities: Empowerment through Literature, Translation, & FLT

AIMS & OBJECTIVES

The purpose of this conference is to re-examine the validity of humanities in general and Departments of English in particular, as the avenues that can put the human aspect of our lives again into perspective. The conference will look at ways in which how training students at Departments of English can empower them, as Gen 3 or even 4, to compete successfully in diverse areas and achieve excellence as well.

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2nd International Conference

Brave New Humanities: Empowerment through Literature, Translation, and FLT

3-4 March, 2023

Program

Friday March 3rd 2023

Venue: Mohamed Ragab Hall, Pharos University

09:00- 09:45: Registration

9:45-10:10 Welcome Speeches

9:45 - 9:55 **Prof. Sahar Hamouda**, Dean of the Faculty of Languages and Translation, Pharos University in Alexandria

9:55 – 10:00 Prof. Lorna Carson, Head of the School of Linguistic, Speech and Communication Sciences and Professor of Applied Linguistics, Trinity College Dublin

10:00-10:05 Dr. Maggie N. Nassif, Executive Director of the Binational Fulbright Commission in Egypt

10:10 - 10:15 Her Excellency Ms. Nuala O'Brien, Ambassador of Ireland in Egypt

10:20-11:50 Keynote Speeches. Moderator: Prof. Sahar Hamouda

10:20 - 10:45 Prof. Heba Sharobeem (Professor of Modern and American Literature at the Faculty of Education, Alexandria University, and Senator and member of the Committee of Education, Scientific Research and Technology at the Egyptian Senate)

"Words are the Only Victors:" The Enduring Power of Humanities."

10:45 - 11:10 Prof. Lorna Carson (Professor of Applied Linguistics and Head of the School of Linguistic, Speech and Communication Sciences, Trinity College Dublin)

"The Role of Applied Linguistics in a Changing World: Some Theoretical and Practical Implications for our Field"

11:10- 11:35 Prof. Shokry Megahed (Professor of English Literature at Ain Shams University)

 "Translation Studies and the Revitalization of the Humanities"

11:35-11:50 From Sound to Sight: Launching the Orcam MyEye project. Prof. Sameh Alansary (Professor of Computational Linguistics and Chair of the Department of Phonetics and Linguistics, Faculty of Arts, Alexandria University)

11:50-1:00 Friday prayer

1:00 - 2:30 Lunch at Mohamed Ragab Hall

Break-out sessions: Faculty of Languages and Translation

2:30- 4:30 pm

(FULBRIGHT CLOSED SESSION)

Session1, D 312. Fresh Perspectives on Translation. Moderator: Prof. Shokry Megahed

Saddik Gohar, Prof.: "The Dilemma of Translating Orientalist Texts from English into Arabic: New Perspectives".

Saudi Sadiq, PhD: "Subtitling against the current: Intricacies of diglossia in English - Arabic subtitling".

Rania Abdel Meguid, Assoc. Prof.: "The suffering of refugees in Ghassan Kanafani's *The Child Goes to the Camp*: A critical appraisal".

Sherihan Medhat Abo Ali, PhD: "Translation and Empathy: A Habitus-Based Study of Lina Mounzer's English Translation of Syrian Women's Trauma Narratives".

Session 2, D 210. Literature. Moderator: Dr. Walaa Sallam

Nashwa Elyamany, Assoc. Prof.: "Postfeminist Entrepreneurial Identity Performance in Neoliberal Spaces: The Case Study of Badya's (2021) TV Advertising Campaign".

Nada Ayman Slema, Asst. Lect.: "Syrian Refugees from Home to Chaos: A postmodern Geocritical Reading of *The Map of Sault and Stars* (2018) by Zeyn Joukhadar".

Rania Refaat, Asst. Lect.: "Reversed gender roles and code choice in an Egyptian novel".

Session 3, D318. A New Era of Teaching Methods. Moderator: Prof. Lorna Carson

Reem Saad Naguib, Asst. Lect.: "Fostering and Assessing Critical Thinking Skills in English Classrooms".

Caroline Smyth, Researcher: "Reflective Learning Journals as a Pedagogical Tool in an Institution Wide Language Programme: Students' Perceptions".

Nariman Elwakkad, Mrs.: "The impact of active learning and differentiated instruction in a classroom setting".

Rania Al-Shater, PhD.: "AI the Sky is the Limit: Using Chat GPT in ELT Yay or Nay".

Maha Hosny Awad, Ms.:" Social Emotional Intelligence in Class".

Session 4, D 322.Linguistics and Translation. Moderator: Prof. Mustafa Riad

Mohammed Albakry, Prof.: "English implications: Reconsidering the status of the humanities in an age of English as the global language of academic publishing."

Yomna El-Hosary, Researcher: "A Linguistic Analysis of Interrogative Forms and Functions: A Computational Pragmatic Approach".

Ahmed Shokry Megahd, Researcher: "An approach to translating texts of Arabic origins."

Mayar Ahmed, Asst. Lect.: "Remote Interpreting: Friend or Foe?"

Session 5, D244. Literature. Moderator: Dr. Sara Hegazi

Hoda Soliman, Asst. Prof.: "That Is No Country for Old Men": Shifting of Literary Borders by "Merit"-Based Egyptian Fiction Writers."

Amel Khireddine, PhD.: "(Dis) Othering the Occident in Modern Arabic Fiction: The Case of Tayeb Salih and Hanan Al-Shaykh."

Hussein Ibrahim Morsy, Prof.: "A Comparative Study between the Two Love plays; *Romeo & Juliet* and *The Butterfly Lovers*."

Saturday March 4th, 2023

Venue: Mohamed Ragab Hall, Pharos University.

10.00-11.15 Keynote Speeches: Moderator: Prof. Lorna Carson.

10:00 - 10:25 Prof. Sameh Alansary (Professor of Computational Linguistics and Chair of the Department of Phonetics and Linguistics, Faculty of Arts, Alexandria University)

"Recent Advances in Languages Engineering: Challenges and Applications"

10:25 - 10:50 Dr. Saussan Khalil (Senior Teaching Associate of Arabic at the Faculty of Middle Eastern Studies, University of Cambridge, UK, and the Founder & Managing Director of Kalamna, a social venture providing Arabic language classes to children in the UK and worldwide)

 "Teaching Arabic as a Foreign Language: Growing Supply for a Growing Demand"

10:50 - 11:15 Prof. Reem Bassiouney, (Professor of Sociolinguistics and Chair of the Department of Applied Linguistics at The American University in Cairo and award-winning novelist)

 "Critical Sociolinguistics: Challenging Methods and Theories"

11:15 – 11:45 Coffee Break at Mohamed Ragab Hall

Break-out Sessions: Faculty of Languages and Translation

12:00 - 1:30pm

Session1, D312. Literature. Moderator: Prof. Mustafa Riad

Noha Taha Elgindi, Asst. Prof.: "Food and Emotions: A Comparative Approach in Two Literary works of Joanne Harris's *Chocolate* (2015) and Laura Esquirel's *Like Water for Chocolate* (1989)".

Deena El-Shazly, Asst. Prof.: "Locavoric Chronotopes: Practices of Sustainability in Manjima Chatterjee's *The Mountain of Bones* (2013) and Jovanni Sy's *A Taste of Empire* (2017)".

Nada Zeyada, Assist. Lect.: "Art for Science's Sake": Re-Visiting Literature and Humans in the Digital World".

Session 2, D 232. Literature. Moderator: Prof. Osama Madany

Sherin Abdel Ghaffar Mohammed, Asst. Prof.: "Ghostly Room at the Inn": Man Versus A Hotel Room in Stephen King's *1408* (1999) and Ahmed Khaled Tawfik's *Room 207* (2008)".

Sara Hegazi, PhD.: "Empowerment through Children's Literature: The Curious Case of Roald Dahl".

Rehab Hassan, Asst. Lect.: "Intertextuality and the Subversion of Western Mainstream Discourse in *The Kindness of Enemies* and *Exit West"*.

Session 3, D 322. Translation OF AND ABOUT Literature and Culture. Moderator: Assoc Prof. Amr El-Zawawy

Hesham Mohammed Abu Mostafa, Asst. Lect.: "Poetic Translation as a Means of Innovative Intercultural Communication: Challenges and Solutions".

Ayten Adel Abdelfattah, Asst. Lect.: "How Translators Euphemize Offensive Language from English into Arabic".

Asmaa Elzieny, Researcher: "Translation and Culture".

Mustafa Abdulsahib Abdulkareem, PhD.: "A Cognitive Semantic Study of Metaphoricity in Arabic Advertisements".

Session 4, D 318. Teaching Methodology. Moderator: Assoc. Prof. Nadia Touba

Sherihan Morsi, Ms.: "Gamification and Special Education".

Karima Benheddi, & Nabila Elhadj Said, Ms.: "The Impact of family backgrounds on individuals' academic performance".

Esraa Fathy Mohammed, Mrs.: "Play-based Approach: Structure Play and Creativity to Maximize Language Learning".

Session 5, D 210. New Approaches to Teaching. Moderator: Dr. Saussan Khalil

Randa Shoeb, Ms.: "Creating Cultures of Thinking: Explore ways to enhance student engagement, encourage learners to think critically and creatively, and make learning and thinking visible".

Sadequle Islam, Researcher:"Challenges of Translanguaging Practice in Bangladeshi English as a Foreign Language Classes: A Study of Teachers' Beliefs".

Mohammed Marzuq Abubakari, PhD.: "Active Learning Pedagogy as a Tool of Anti-racism in English as a Foreign Language Classroom".

Karima Mehanny & Rania Tawfik, Ms.: "Lit through literature".

Session 6, D 244. Literature. Moderator: Dr. Sonia Farid

Rajpalsingh Satyajit Chikhalikar, Asst. Prof.: "Film Adaptation of Jane Austen's Novels: Analysis of Literary and Visual Arts".

Walaa Sallam, PhD.: "Exploring Eco-Fiction: An Ecocritical analysis of *The Year of the Flood* by Margret Attwood".

Inas Samy Abolfotoh, PhD.: "A Defense of Humanities: the Case of Ecocriticism".

Break-out Sessions: Faculty of Languages and Translation

1:30-3:00 pm

Session 1, D 126. The English Department: The Road Taken to Success *From Shakespeare to Jobs & More*. Moderator: Prof. Sahar Hamouda

Mohammed Hanno, Managing Director, Arab Computers and Chairman of Board, Alexandria Business Association

Nermine Hanno, Chef, Culinary Arts and Sciences Academy Presenter at CBC Sofra

Hadil El-Sheikh, Head of Products and Segments, Senior Vice President of Ebank

Session 2, D210. Literature, Moderator, Assoc. Prof. Nashwa Elyamany

Rabia Seddiki, Ms.: "The American Ideology and Foreign Policy through captivity Narratives: From Vietnam to Iraq War".

Nermine Abd Elbadee Hamada, Mrs.: "Literary Representations of Female Voices from Diverse Cultures".

Session 3, D318. More Teaching Methods along the Way, Moderator: Dr. Maha Hamed

Ibrahim Emara, Asst. Prof.: "Learning English as a Second Language by People with Visual Impairments: the Significance, Challenges, and Solutions".

Shaimaa Alkhuly, PhD.: "Problem-based Business English".

Anna Ponomareva, PhD.: "Developing Culture of Thinking".

3:15-3:45 Lunch break at Mohamed Ragab Hall

4:00– 4:30 Closing Ceremony

Venue: Mohamed Ragab Hall

Honoring award winning novelists Ibrahim Abdel Meguid and Reem Bassioney

(and book signing). Moderator. Prof. Nazek Fahmy

All speakers are arranged alphabetically.

Keynote Speakers

Sameh Alansary, Prof.

Faculty of Arts, Alexandria University.

Recent Advances in Languages Engineering: Challenges and Applications.

Dr. Sameh Alansary is a Professor of Computational Linguistics and Chair of the Department of Phonetics and Linguistics, Faculty of Arts, Alexandria University. His main areas of interest are computational linguistics and language engineering, corpus work, morphological analysis and generation, and building formal grammars. He established the Arabic Computational Linguistics Center in Bibliotheca Alexandrina. Prof. Alansary is the co-founder and Vice President of the Board of the Arabic Language Technology Center (ALTEC) in Cairo, an NGO that aims at providing Arabic language resources and building a road map for Arabic Language Technology in Egypt and in the Middle East. He is a member of many scientific organizations: (1) Egyptian Society of Language Engineering, Cairo, (2) Arabic Linguistics Society – USA, (3) Association of Computational Linguistics- USA- Europe, (4) Universal Networking Language foundation, United Nations, Geneva, Switzerland.

Reem Bassiouney, Prof.

Department of Applied Linguistics, the American University in Cairo.

Critical Sociolinguistics: Challenging Methods and Theories.

Prof. Reem Bassiouney obtained her MPhil and Ph.D. from Oxford University in linguistics. She is a Professor of Sociolinguistics and Chair of the Department of Applied Linguistics at The American University in Cairo. Before that, she held the position of Associate Professor at Georgetown University in the US. Bassiouney has eight academic books and is currently the editor of the Routledge Series of Language and Identity. She is also the editor and creator of the

Journal of Arabic Sociolinguistics, Edinburgh. Prof. Reem Bassiouney is an award-winning Egyptian author. She was the winner of the National Prize for Excellence in Literature of the year 2022 from the Egyptian Ministry of Culture. In addition, Prof. Bassiouney was awarded the prestigious Naguib Mahfouz Award from Egypt's Supreme Council for Culture for the best Egyptian novel of the year 2020, for her bestselling novel, *Sons of the People*, making her the first woman to win this prize. She was also granted the King Fahd Center for the Middle East and Islamic Studies Translation of Arabic Literature Award for her book *The Pistachio Seller* in 2010. She also won the 2009 Sawiris Foundation Literary Prize for her novel *Professor Hanaa*.
Four of her eight novels have already been translated into English, Spanish, and Greek.

Lorna Carson, Prof.

Trinity College, Dublin.

The Role of Applied Linguistics in a Changing World.

Prof. Lorna Carson is Head of the School of Linguistic, Speech and Communication Sciences and Professor in Applied Linguistics. She holds a B.A. (Mod.), M.Phil. in Applied Linguistics and Ph.D. from Trinity College Dublin, and an M.A. from the College of Europe, Bruges, Belgium. In 2015 she was elected a Fellow of Trinity College Dublin. She was the Founding Director of the Trinity Centre for Asian Studies, a multidisciplinary teaching and research center which brings together the university's expertise in Japanese, Korean and Chinese Studies, and presently directs the work of the university's Centre for English Language Learning and Teaching. Professor Carson's research on language learning addresses issues located at the interface between individual and societal multilingualism, with a particular attention on the language classroom, with a focus on language learning, language education policy and assessment. Her books include *Language and Identity in Europe: The Multilingual City and its Citizens* (2020, Peter Lang), *The Multilingual City: Vitality, Conflict and Change*, co-edited with Lid King (2016, Multilingual Matters); *Language Learner Autonomy: Policy, Curriculum, Classroom*, co-edited with Breffni O'Rourke (2010, Peter Lang), and *Multilingualism in Europe:*

A Case Study (2003, 2005, Peter Lang). She is a former President of IRAAL, the Irish Association for Applied Linguistics 2014-2017

Saussan Khalil, PhD.

Faculty of Middle Eastern Studies, University of Cambridge, UK.

Teaching Arabic as a Foreign Language: Growing Supply for a Growing Demand.

Dr. Saussan Khalil is a Senior Teaching Associate of Arabic at the Faculty of Middle Eastern Studies, University of Cambridge, UK, as well as the Founder & Managing Director of Kalamna, a social venture providing Arabic language classes to children in the UK and worldwide. Dr. Khalil is the author of *Arabic Writing in the Digital Age: Towards a Theoretical Framework*, and the creator of the Kalamna Phonics Toolkit. Dr. Khalil holds a Ph.D. in Arabic sociolinguistics and MA by Research in Teaching Arabic as a Foreign Language, both from the University of Leeds, UK. She also holds a Certificate of Teaching Arabic as a Foreign Language from the School of Oriental and African Studies (SOAS), University of London, and a BA English Literature from Alexandria University, Egypt.

Shokry Megahed, Prof.

Ain Shams University.

Translation Studies and the Revitalization of the Humanities.

Prof. Shokry Megahed is the former President of The National Center for Translation. He is a Professor of English Literature at Ain Shams University. Prof. Megahed is a very well published translator (more than 30 books). He is also a translation theorist and comparatist who wrote on the pedagogy, the process, and the assessment of translation. Major among his translations are *Oxford Handbook of Secularism*, *Rethinking Secularism, Blood, Matter of the Araby*, *The Philosophy of Economics*, *The New Realities, The Origins of Modern Culture, The Landscape of History*, *The Rise of the West,* and *The Philosophy of Rhetoric.* His major contribution to

translation theory is the concept/theory of reappropriative translation.(ترجمة الاسترداد) Prof. Megahed taught at several facilities and universities, and supervised many theses and dissertations in language, literature, and translation.

Heba M. Sharobeem, Prof.

"Words are the only Victors:" the Enduring Power of Humanities.

Prof. Heba M. Sharobeem is a senator and member of the Committee of Education, Scientific Research and Technology at the Egyptian Senate. She is also a Professor of Modern British and American Literature and the former Chair of the English Department at the Faculty of Education, Alexandria University, Egypt. Her research interests fall broadly within the fields of feminist, post-colonial, and cross-cultural studies as well as comparative literature. Prof. Sharobeem has given presentations in all these fields in different conferences in Egypt and abroad, including America, Russia, England, Scotland, and India. She is also a teacher trainer with a keen interest in civic education. She has published research papers and articles in various journals and magazines in Egypt and abroad and contributed with a chapter and various pieces of writing and translations in two books, *Women Writing Africa* and *Joke and Performance in Africa*. She is a member of the Editorial Board team in two international journals.

Rania Abdel Meguid, Assoc.Prof.

Faculty of Arts, Alexandria University.

The Suffering of Refugees in Ghassan Kanafani's "The Child Goes to the Camp": A Critical Appraisal.

Purpose – This paper aims to present a critical appraisal of Ghassan Kanafani's short story "The Child Goes to the Camp" using the Appraisal Theory proposed by Martin and Rose (2007) in an attempt to investigate the predicament of the Palestinians who were forced to flee their country and live in refugee camps as well as the various effects refugee life had on them.

Design/methodology/approach – Using the Appraisal Theory, and with a special focus on the categories of Attitude and Graduation, the paper aims to shed light on the plight of refugees through revealing the narrator's suffering in a refugee camp where the most important virtue becomes remaining alive.

Findings – Analyzing the story using the Appraisal Theory reveals the impact refugee life has left on the narrator and his family. This story serves as a warning for the world of the suffering refugees have to endure when they are forced to flee their war-torn countries.

Originality/value – Although Kanafani' resistance literature has been studied extensively, his short stories have not received much scholarly attention. In addition, his works have not been subject to linguistic analysis. This study presents an appraisal analysis of Kanafani's "The Child Goes to the Camp" in an attempt to investigate how the author's linguistic choices are key to highlighting the suffering of the Palestinians, especially children, in refugee camps.

Keywords: Attitude, Refugee camps, Appraisal theory, Graduation, Resistance literature, The Nakba

Sherin Abdel Ghaffar Mohammed, Asst. Prof.

Faculty of Arts, Assiut University.

"Ghostly Room at the Inn": Man Versus A Hotel Room in Stephen King's "1408" (1999) and Ahmed Khaled Tawfik's *Room 207* (2008).

In Gothic literature, places are conventionally used as outward and visible manifestations of a character's psychological state. Among these places is the hotel or motel room. Ghost haunting hotel is a recurring theme when guests have lost their lives there or have been murdered. The purpose of this paper is to study the idea of the "Ghostly Room at the Inn," a phrase coined by Stephen King for the theme of haunted hotel or motel rooms in horror fiction. The idea will be explored through the investigation of Stephen King's *1408* (1999) and Ahmed Khaled Tawfik's *Room 207* (2008). Both works revolve around the tales of haunted hotel rooms. The study will explore how King and Tawfik used hotel rooms not only as the classic Gothic manner (as a symbol of the psyches of their guests) but also as a means of amplifying several of the stories important themes: the most important theme is the juxtaposition between the past and the future. This paper will also seek to exhibit that the common factors in the stories to be scrutinized are: setting and atmosphere that are predominated by mystery. This will be achieved through identifying the paranormal and supernatural elements in the stories. The psychological conflict --Man versus Room -- within both works will be expressed in terms of the hotel as a symbol of the Gothic building. Finally, the paper will unveil the deeper psychological symbolism of the haunted hotel room.

Keywords: haunted hotel room – mystery – paranormal – psychological symbolism – psychological conflict.

Ayten Adel Abdelfattah, Asst. Lect.

Pharos University in Alexandria.

How Translators Euphemize Offensive Language from English into Arabic.

Translation is the result of a linguistic operation in which a text in the source language is re-contextualized in the target language. It is not only a linguistic activity, but also a communication operation across cultures .The current study attempts to tackle the problems of subtitling the English AVT texts into Arabic. This study particularly deals with the English AVT texts and their Arabic subtitling. The study approaches its object of study by utilizing

Battistella's (2005) taboo model, Pedersen's (2005, 2011) typology and Schjoldager's(2008) translation model and Allan and Burridge's(2006) x-phemism model. The study examines how English subtitling is rendered into Arabic from a cultural perspective. The study also examines how YouTube and Netflix translators translate offensive language from the source language to the target language. The results reveal that subtitlers utilize different subtitling strategies to deliver the cultural meaning of the English original text to Arab audience. As a result, translators attempt to bridge the cultural gap between the English source language to address Arab viewer's society and culture at the same time.

Mayar Ahmed, Asst. Lect.

Pharos University in Alexandria.

Remote Interpreting: Friend or Foe?

"Translation can be said to be running parallel to the history of communication." (Diaz-Cintas, 2020, p.2). It is virtually impossible to think of any means of communication and not find a corresponding method of translation. The translation industry has grown owing to the advent of modern technology, which gave rise to Remote interpreting (RI). RI is a method of interpreting which consists of "the use of communication technologies to gain access to an interpreter in another room, building, town, city or country" (Braun, 2015). The practice is by no means novel, as it has been around since the 1970s. However, the latest global ecosystem of communication has necessitated the surge of RI in various fields. This begs the question of 1) whether RI is here to stay or a temporary solution to a temporary problem? 2) what could be the hazards of institutionalizing RI in official contexts such as medical or court room settings? and 3) what could be the fruitful results of promoting the wide use of RI? The current study probes the aforementioned questions, whilst utilizing interpreters' testimonials regarding the service, previous research into the wellbeing of remote interpreters and the technical aspects of RI.

Mohammed Albakry, Prof.

Middle Tennessee State University.

English Implications: Reconsidering the Status of the Humanities in an Age of English as the Global Language of Academic Publishing.

The discourse of crisis in the humanities, and to some extent social sciences, is nothing new (see Plumb, 1964), but it has been gaining more intensity in recent decades. The causes and symptoms cited for the apparent decline often include charges that humanities disciplines have become insular, elitist, and fragmented, and thus increasingly irrelevant. There are many complex historical, political, and economic factors that might have contributed to this crisis, but the status of English as the dominant language of academic publishing, I argue, is one of these contributing factors. The presentation seeks to shed light on how English is implicated in creating and maintaining an unequitable system for scholars in the Global South, particularly in the Middle East and North Africa (MENA) region. Academic publication has become a measurable commodity, and many institutions find it convenient to adopt international impact factors and citation indexes (e.g., SSCI and AHCI,) as proxies for output's importance and relevance. These measures, however, inherently require the use of English since they are overwhelmingly tied to English-medium journals (Curry & Lills, 2018). Humanities and social science scholars in the Global South, therefore, are facing an increasing pressure to publish in English even though they might lack English proficiency and access to the needed material and discursive resources (Canagarajah, 2002). This in turn lead these scholars to decrease their commitments to local knowledge production, which can negatively impact local research culture and practice and further alienate them from their community needs. The presentation will address the implications of institutional policies related to evaluation and academic publishing and discuss the viability of alternatives that can enable multilingual scholars to participate more equally in global knowledge production.

Key words: English as a global language, knowledge production, politics of academic publishing, the humanities.

Mustafa Abdulsahib Abdulkareem, PhD.

Al-Zahraa University for Women, College of Education, Department of English, Karbala.

A Cognitive Semantic Study of Metaphoricity in Arabic Advertisements.

The role of metaphor in our language is huge. It plays a very important role, not only in literature, but also in education, media, and in our daily interaction. Metaphors are frequently used in advertising as a way to enhance the perceived value of a product or to make it seem more personal because they can create a specific brand image by combining a verbal phrase with a visual image to dramatize the effect. The present study is an attempt to study metaphor of Arabic advertisements from the standpoint of conceptual blending theory. The author notes that such a model is suitable to analyze advertisements due to the fact that such idiomatic expressions employed in these kinds of adverts can be explained in terms of conceptual blending theory. Under investigation, five metaphoric adverts were selected from Arabic media in order to be analyzed. The results have shown that previous theories of metaphor, like Interaction Theory and Conceptual Metaphor Theory, cannot totally interpret metaphoric advertisements. The study also assumes that different networks can be used in examining metaphoric advertisements. Conceptual blending theory is the best one that can provide a more complete clarification for metaphoric advertisements.

Keywords: advertisements, metaphor, conceptual metaphor, conceptual blending, integration network, mental space.

Shaimaa Alkhuly, PhD.

The Higher Institute of Computers and Advanced Administrative Sciences in Beheira.

Problem-based Business English.

Business professionals practice business skills through English which is the official language between traders. To achieve market needs, business students can develop both business skills and language skills through presenting business content as real problems faced by professionals. Unlike lecture based learning in ESP classes that target only the development of the four language skills through business content, problem based learning gets deeper into this content to develop business via integrating both language and business skills. Consequently, the assessment in problem based situation entails not only language skills, but also business skills. Business students at The Higher Institute of Computers and Advanced Administrative Sciences in Beheira study Business English to develop both passive and productive language skills. Yet, students focus only on the final exam that includes multiple and true or false questions. To develop students' language

skills, the researcher decided to integrate language skills and business skills into business English content. The researcher presented business topics as problems that require business skills(negotiation, presentation, marketing, understanding of economy, business management, etc) and language skills(reading, listening, speaking and writing).The experiment is conducted on 40 business students from the 2nd year who have a background in English from the 1st year. The students are divided into a control group (20 students) and an experimental group (20 students). The control group followed the traditional method of learning, namely lecture based learning. The experimental group, on the other hand, received business topics as problems that require solution in the light of sustainable development (business development with environmental protection). The experimental group was trained to extract information from different resources--texts, audio and visual resources—that developed their reading and listening skills. The experiment lasted for a term (3 months) from October to December in 2022.The results of the pre-post experiment proved the efficiency of problem based learning into developing both language skills and business skills of the experimental group. Problem based learning originates in communicative approach and content based learning. It can be extended to include other academic disciplines as it turns students from passive receivers who focus only on exam material to active participants who feel responsible towards society.

Keywords: Problem based learning, ESP, sustainability.

Karima Benheddi, Ms. & Nabila Elhadj Said, Ms.

Naama University Center, Algeria.

The Impact of Family Backgrounds on Individual's Academic Performance.

The present study is an attempt to shed light on the sheer influence of family on the individual's academic achievement . It seeks to elucidate how the nature and circumstances of a given family can positively or negatively have a great impact on the academic performance of the individual . It is presumed that the Influence is ought to lean on the negative side due to the fact that most families in question did not receive proper education that can help them direct their children properly right from the beginning of their educational careers . The researcher used almost

appropriate methods and tools to conduct the study , though limitations should indubitably present themselves . The sample targeted is quite suitable to the study and the predictable results . The results are analyzed in the light of descriptive analytical methods while investigating whether this impact might reach the latter's academic performance . Thus , the main objective is to tackle the issue at hand from different angles peculiarly within middle schools, specifically that of BELAHCEN ABD ELQADER, Beni Snous, Tlemcen; Algeria. Furthermore , it is bound to two linked fields as in psycholinguistics and sociolinguistics . using a questionnaire of both quantitative and qualitative items and non participant observation directed for 4th year middle schools . The findings reveal that learner's do believe in the impact of family background and stress on the high impact it brings to their academic performance.

Key words: family, academic performance, middle school.

Rania Al-Shater, PhD.

Freelancer.

AI the Sky's the Limit: Using ChatGPT in ELT Yay or Nay.

Since November 2022, ChatGpt has been a major trend in education. ChatGpt is a technology based on Artificial Intelligence that was developed and released by OpenAI and made free to use. It uses natural language processing techniques to respond to user-generated prompts. However, ChatGpt has its shortcomings. Some experts believe that ChatGpt is a game-changer tool for EFL teachers as it is an innovative way to take students' learning to the next level. It has the potential to revolutionize language teaching through providing personalized learning experience and thus making a real difference in students' learning. Using ChatGpt bot, teachers can generate lesson plan templates as well as assessment items or develop supplementary activities. Gally (2022) states that ChatGPT is useful in explaining meaning in context, correcting and explaining grammar, dictionary definitions and examples, text annotation and translation and vocabulary quizzes. While Karageorgakis (2023) believes that teachers can save time using ChatGPT to create vocabulary exercises, evaluate essays and provide feedback on mistakes and areas of improvement for their students. He adds that all teachers need to do is to input information about the topic or their goals

and ChatGPT will create materials customized to these goals. This makes the lesson more engaging, dynamic and interesting. On the other hand, some practitioners are concerned that ChatGpt has its limitations. ChatGpt generates factual information and needs to be verified before using it. In a study conducted by Azhari et al (2022), it is concluded that chatbots depend on a variety of factors, among others the chatbot knowledge base, in fact, chatbot cannot respond correctly to learners' requests if its knowledge base is limited. Moreover, opponents believe that using it in academic settings needs to be monitored as students would depend on AI completely. Weighing both sides, it is evident that ChatGpt's benefits outweigh its drawbacks and that there is no point in banning its use as we need to take advantage of such a platform to support teaching and learning.

Keywords: ELT, AI, ChatGpt.

Reem Saad Naguib, Asst. Lect.

European University in Egypt

Fostering and Assessing Critical Thinking Skills in English Classrooms.

Critical thinking (CT) can be understood as the ability to analyze information and form an effective judgment (Ryan, 2022). It has always been argued that it is liable to store learners' minds with a million facts and still be entirely uneducated. This is why CT is a crucial skill that learners need, whereby they use reasonable and reflective thinking to decide what to believe and do (Ennis, 1985). Though it is an important educational goal and one of the essential 21st-century skills, little is known about it in terms of the construct and the appropriate methods of assessments. Accordingly, this workshop aims at helping attendees understand what CT is, apply it in their classrooms, and assess it accurately. To achieve this end, the attendees will work collaboratively and be provided with various hands-on activities and examples by which they can easily, yet accurately, utilize and assess critical thinking in their classrooms. The session will revolve around what critical thinking is, why it is important and how to integrate and assess it in English Classrooms.

Keywords: Critical Thinking- 21st Century Skills- Assessment

Yomna El-Hosary, Researcher.

Trinity College Dublin.

A Linguistic Analysis of Interrogative Forms and Functions: A Computational Pragmatic Approach.

This study aims at analyzing the interrogative forms with indirect functions, other than questioning, namely Rhetorical Questions, linguistically from a computational pragmatic perspective through decomposing the lexical, syntactic and discourse cues and interpreting them systematically to form an architecture valid for the natural language processing . The data set is extracted from The DaVinci Code (2003) novel, consisting of 367 question strings and they represent around quarter of the total number of the questions in this novel because 75% of the interrogatives are Information seeking questions –ISQs- and the rest are Rhetorical questions –RQs-, and since that the scope of this research is analyzing rhetorical questions, then only the RQs are selected. The selection and analysis of RQs theoretically is following an eclectic approach, since that the data gathered is analyzed based on the cue-based model of analysis of Jurafsky and Martin (2000) and more recently Bhattasali et al (2015), which depends on the speech acts theory for the computational input and the merging and adaptation of Sadock (1974), Pesetsky (1987), Yanagida (1995), Stolcke et al (2000), Obenauer (2006), Abioye (2011), Chen (2011), Moshavi (2011), Vingerhoets et al (2013), Qassim (2015), Spago (2016), Alcázar (2017), Chirsheva (2018) and Celle (2018) frameworks. Accordingly, the lexical, syntactic and discourse cues are marked out to form the flowchart architecture that systemizes natural language processing for futuristically enabling the machine to identify the rhetorical questions intentions and forces automatically.

Deena El-Shazly, Asst. Prof.

Arab Academy for Science, Technology and Maritime Transport.

Locavoric Chronotopes: Practices of Sustainability in Manjima Chatterjee's *The Mountain of Bones* (2013) and Jovanni Sy's *A Taste of Empire* (2017)

Facing hunger has been acknowledged as one of UNESCO's main targets and top priority for goals of sustainability in 2030, which leads to more awareness being raised as to the detrimental growth of hunger rates worldwide with decreasing resources and means of production. The rise of culinary studies together with politicizing the value and essence of food has largely contributed to the role of food in the twenty-first century. From a literary perspective, considerable studies have showcased the erotic and voyeuristic dimensions of food in theatre and performance. This paper extends on the situation of hunger in performance focusing on the implications of food in theater as interconnected to the quest for food that ever triggered wandering into new spaces, leaving comfort zones and even waging wars. An utmost basic need, food is suggested to have shaped the modern world; which is taken as the point of departure for this study. Introducing the locavoric phase, this paper extends on the locavore as a mode of cultural appropriation. This paper proposes that culinary practices are acts of resistance that provide respected levels of sustainability. Such culinary practices appear through a post/colonial lens in Manjima Chatterjee's The Mountain of Bones (2013) and Jovanni Sy's A Taste of Empire (2017). Despite the fact that the locavoric phase is theoretically defined to resist Americanism in foods, it is believed that the locavoric can be embraced as one global act of appropriation that bridges the boundaries of time and space.

Keywords: Locavore, Locavoric Chronotopes, Resistance & Sustainability, Cultural Appropriation, Culinary theater.

Nariman Elwakkad, Mrs.

Education Development Trust.

The Impact of Active Learning and Differentiated Instruction in a Classroom Setting.

The objective of active learning and differentiated instruction is to lift the performance of all students and to tailor their learning according to their individual needs and readiness to learn new skills. Students are their own resources for gaining information; learning happens best when students gain knowledge, share experiences with one another, and when empowered to take risks through inquiry-based learning activities. Active learning encourages students to reflect on their own learning and setting their own goals to achieve their learning outcomes. Through active learning and differentiated instruction, students learn the essential soft skills that equip them for

the future workforce requirements such as conflict resolution, effective communication, collaboration, problem-solving, brainstorming, data analysis, organizational skills, team player, cultural diversity, etc. Also, empathy and acceptance are skills developed through active learning and small group instruction settings, students learn to share ideas without the fear of being judged and by showing respect to one another.

During the workshop the trainer's role is to facilitate a rigorous student-centered approach through collaboration and interaction, by designing an activity where the topic will be "Non-negotiables in your classroom." Students will be prompted to an essential question on how to manage their classroom, they will work in small groups within a timely manner. The objective of the lesson will be focused on enhancing teachers skills set through modeling and experience. The trainer will discuss the non-negotiables on teaching practices, starting with the essential question, activating strategies, and using graphic designers/anchor charts, and the importance of using limited lecturing and more activity based topics. The workshop will be modeling how to create a safe learning environment that caters for individual needs where the students are encouraged to take risks, be open minded, communicators, curious, responsible, reflective, honest, and balanced. Reflecting on their own learning, students will learn by experience and misconceptions, it allows them to understand how and what they're learning and make necessary adjustments to achieve their individual learning goals.

Nashwa Elyamany, Assoc. Prof.

Arab Academy for Science, Technology & Maritime Transport (AASTMT), Smart Village Campus.

Postfeminist Entrepreneurial Identity Performance in Neoliberal Spaces: The Case Study of Badya's (2021) TV Advertising Campaign.

In the Egyptian neoliberal scene, a new type of female subject, who finds liberation in the rediscovery of femininity, material success, and consumption, has recently seen the light in a multitude of media outlets. Such a subject is reminiscent of the postfeminist culture which celebrates women's assertive individualism and self-presentation. The *entrepreneurial self* is a conflated term that requires sharper definitions to demonstrate how and why it has come to be

often increasingly commercialized. In fact, a lack of precision in theorizing the female *entrepreneurial self* (and the pertinent gendered, multimodal affordances in promotional materials) persists. Little is known about how it transitions into, participates in, and shapes the social spaces she occupies, nor is their liminal journey (characterized by fluid structures, precarity, and wider gender and capitalist social relations she passes through) scrutinized**.** Empirically engaging with Egyptian women's self-(re)presentations expands the scope beyond the Western scenario and raises several questions concerning visibility, autonomy, authenticity, and, hence, new enactments of entrepreneurial identity. Against this backdrop, in response to recent calls to theorize and empirically investigate women's digital entrepreneurship, I propose a new analytical model to shed light on the consumption-based elite entrepreneurial lifestyle and how the latter is configured under the exclusive hegemonic gender-class order within the walls of urban enclaves.

Asmaa Elzieny, Researcher.

Al-Azhar University.

Translation and Culture.

This study examines the function of translation in preserving cross-cultural communication. In order for individuals with different histories, traditions, values, beliefs, and cultures to interact with one another, understand one another, and mutually enhance one another for the sake of greater curiosity, translation is a tool. Openness to the other, or translation, is another way of saying that it represents a true intellectual and spiritual revolution.

What individuals have accomplished for the advancement of humanity is communicated through translation as a culture and civilisation. It is a powerful tool that serves as an ongoing link between civilizations, a sign of strength in the assimilation of such knowledge, and a crucial method of spreading culture. It goes without saying that discussing diverse cultures necessitates a discussion of translation and its contribution to fostering and enhancing societal awareness. A written material or spoken speech that carries knowledge and cultures that are in some manner different from the language communicated from them must be translated. Its objective is to effectively bridge the linguistic and cultural gaps between the two disparate cultures. Culture refers to the norms,

traditions, values, and ideas that have been ingrained in a society and passed down through the generations in order to preserve history and foster communication.The translation process, which involves transferring texts from one culture to another that may resemble the original culture or diverge from it, extends beyond linguistic transfer and also involves cultural transfer. Therefore, a translator should be bilingual and bicultural.

Saddik Gohar, Prof.

Ministry of Presidential Affairs –UAE.

The Dilemma of Translating Orientalist Texts from English into Arabic: New Perspectives.

The translation of some orientalist texts is a challenging process. These texts are often loaded with sensitive historical data and culture specific elements, analogies and allegories. When rendered into TL without a considerable level of cross-cultural knowledge on the part of the translators, the translated texts may be unsuitable for the target readers. Caught between the complicated intricacies of SL and TL cultures, translation often engages "two languages and two cultures" (Toury 1978) because "no language can exist unless it is steeped in the context of culture, and no culture can exist which does not have at its centre, the structure of natural language " (Lotman 1978). The paper illustrates that the existence of different semantic segmentation between languages acquires significance, when translators confront the dilemma of translating historical and cultural realia repugnant to the speakers of the target culture. In this context, the paper explores the complications embedded in the translation of orientalist historical texts into Arabic due to differences in cultural and religious traditions. In this context, the paper navigates the hurdles underpinning the translation into Arabic of orientalist texts written by Western travelers about Arabia using Zwemer's Topsy-Turvy Land as a model. The paper negotiates cross-cultural problems encountered in the translation of Zwemer's book. Incorporating Venuti's theories (adaptation and foreignization) as a theoretical framework, the paper underlines the great efforts made by translators to adapt foreign texts into Arabic translation in order to fulfill the expectations of local readers. The paper also undercovers issues, which complicated the translation process particularly ideology, censorship and the religious sensitivities of targeted culture. The paper argues that an understanding of the significance of

cultural differences compared to linguistic variations with regard to the theory and practice of translation is important because "different languages segment experience in different ways" (Nida 1964: 88). **keywords**: Translation-Orientalist-Texts-Ideology-Religion

Nermine Abd Elbadee Hamada, Mrs.

Alexandria International School.

Literary Representations of Female Voices from Diverse Cultures.

This presentation compares Lolita *in Tehran: A Memoir in Books*, a book by Iranian author and professor Azar Nafisi, and *We Should All Be Feminists*, a book-length essay by the Nigerian author Chimamanda Ngozi Adichie. Both are analyzed through the lens of feminist theory. The comparison explores literary representations of female voices from diverse cultures and communities around the world. I am presenting women's struggle within the tight grasp of patriarchy in the works of female writers from diverse communities.

Rehab Hassan, Asst. Lect.

Pharos University.

Intertextuality and the Subversion of Western Mainstream Discourse in *The Kindness of Enemies* and *Exit West.*

This research paper will focus on examining intertextuality in two postcolonial texts: *The Kindness of Enemies* by Leila Aboulela and *Exit West* by Mohsin Hamid. The term intertextuality was first introduced by Julia Kristeva. In Bakhtinian terms intertextuality means exploring the dialogism between a text and other texts. This research aims to highlight the significance of the narrative choices of both Leila Aboulela and Mohsin Hamid as regards the texts they choose to engage with in their narratives. Intertextuality becomes subversive of Western mainstream discourse when applied in the postcolonial context. *The Kindness of Enemies* is dialogic with Tolstoy's novella *Haji Murad*. Tolstoy's novella presents the war in the Caucasus from the point of view of a Russian officer and one of Imam Shamil's followers who turned against him and joined the Russians. Leila

Aboulela presents the same historical event from the point of view of Imam Shamil and the ones who remained faithful till the end. The change of point of view of narration leads to change in ideology. The empathy of the reader is shifted from Haji Murad in the mainstream writer's novella to Imam Shamil and his followers in Aboulela's novel. This represents a shift from adopting the point of view of the centre to foregrounding the point of view of the margin.Similarly, Mohsin Hamid refers to *The Heart of Darkness* in one of the mini-narratives that interrupt the main plot in *Exit West*. Without further reference to Conrad's novel, Hamid describes a room in a house in Australia as "the heart of darkness". Choosing to shift the heart of darkness from Africa to another place that is not usually associated with darkness in Western mainstream culture sets the tone for Hamid's consistent subversion of Western mainstream discourse through hybridization in his novel.

Keywords:Intertextuality- Postcolonial- Bakhtin- Hybridity.

Sara Hegazi, PhD.

Alexandria University.

Empowerment through Children's Literature: The Curious Case of Roald Dahl.

For millions of young readers of English literature around the world, Roald Dahl is one of the first authors with whom they connect. Dahl is known – and loved for - his pure joy of playing with language, wit, spirit of mischief, fantastic punch lines, and mastery of twists in the tales and loud sense of humor. As one of the world's masters of children's literature, Dahl is often described as a writer who does not underestimate his young readers. He speaks hard truths to children and not just superficial commonplace values. His voice as a writer is often recognized with a yearning for fairness and a moral compass behind what could be read by adults as black humor. His books offer his young audience a voice of more than a friend, an adult whom they can trust, and a user-friendly map designed with special care for kids to navigate their childhoods, and more often than not, their difficult domestic and school surroundings. In his narrative space, he fought the injustices that children experience in harsh environments and celebrated brave young girls and boys. He plucked underdogs from their misfortunes and transformed them into magnificent heroes. The message he wanted to communicate over and over to his young readers is that the world can be an awful place,

yet it could still be improved. Dahl prepared his readers with an understanding of the world and aided them with tools to shield them from trouble and prepare them for their life journeys.

Recent critical studies of children's literature utilize the study of psychology as an entry point to writings that are specifically designed for children. At the heart of a children's story lies the need to provide a sense of comfort to regulate, understand and communicate 'heavy and difficult feelings' to the young readers. Dahl perfectly utilizes humor juxtaposing it with heavy feelings and difficult situations for children like fear, neglect, bullying, bad parenting and evil caretakers. He pokes fun at the baddies and the bullies, and passes them off as laughable like clowns. In short, Dahl's stories provided solace, relief and a sanctuary for young and adult readers alike and most of all, a sense of empowerment and an eventual hope for a better world.

Maha Hosny Awad, Ms.

Egypt Air Training Academy.

Social Emotional Intelligence in Class.

Every teacher wonders how to integrate social emotional learning in the class. The good news is that there are countless ways to add SEL into the classroom, without it taking over the teacher's entire day. Social-emotional learning is a huge umbrella that accounts for the way we build relationships and teach meaningful skills from self-awareness to decision-making and everything in between. Social emotional learning helps students build social skills, form healthy relationships and manage their emotions. Social-emotional learning is vital for modern students and teachers to create a positive learning environment in the classroom. When students know their emotions and understand how to control them, they can become better learners and citizens. In this presentation we will provide a list of different activities designed to give teachers and administrators options to apply in class.

Hussein Ibrahim Morsy, Prof.

Misr University for Science and Technology.

A Comparative Study between the Two Love plays; *Romeo & Juliet* and *The Butterfly Lovers*.

For decades, storytelling has been considered an art. Oral narration played an important role in transmitting traditions from one generation to another, changing original stories, excluding details and adding other details in order to modernize the ever-living stream of work. Narrative is as inevitable as language in general, humans can be regarded as narrative creatures; the tellers and interpreters of narrative. This is how as human beings we see the world and reflect on it. Storytelling is a vital part of human knowledge. To tell a story is to understand the world, what we practice, perceive, visualize and notice. In this sense, it is important to note that Shakespeare was a great story-teller, borrower and explainer of tales. Writers did not only use old texts, but have also depended on changing some of their contemporaries' products. Materials that have been already in rotation were used with ultimate ingenuity. The purpose of this study is to explore the creative values of William Shakespeare's most well-known play *Romeo & Juliet* and the Chinese well-known play *The Butterfly Lovers*. As the mutual theme of young love between the two plays was not unobserved. In 2008, A Sino-Italian love festival was held in Verona, Italy, the setting of Shakespeare's love story. Statues of Liang Shanbo and Zhu Yingtai were gifted to the Italian city. In turn, Ningbo, the city where the Butterfly Lovers folktale took place, was gifted with a statue of Juliet. This study focuses on the dissimilarities of the two plays from four aspects; cultural discrepancy, the conflict between love and feudalism, characters and folk-tale narrative. The study also concludes that literature is a production of life through words and it has a strong impact on furthering and transmitting culture, heritage and community history from one generation to another and from one community to another.

Keywords: Comparative literature.

Sadequle Islam, Researcher.

University of Hamburg, Germany.

Challenges of Translanguaging Practice in Bangladeshi English as a Foreign Language Classes: A Study of Teachers' Beliefs.

The use of students' mother tongues while learning English as a Foreign Language (EFL) remains a matter of significant debate in post-colonial south Asia and most specifically in Bangladesh (Islam & Rahman, 2019). In the context of formal classroom setting, the use of translanguaging

among Bangladeshi English language teachers and learners is extensively noticed (Islam & Melo-Pfeifer, forthcoming). This paper tries to figure out the challenges faced by Bangladeshi EFL teachers while using pedagogical translanguaging (García & Li 2014) in tertiary level EFL classroom. The research, carried out between April and December 2020 in one public and one private university in Bangladesh, was carried out by following a qualitative approach, where eight semi-structured teachers' interviews were conducted, both in Bangla and English. The interviews were analyzed through content and discourse analysis (Brown & Yule, 1983; Coulhard, 1977). The result shows that though systematic and judicious use of pedagogical translanguaging could be an effective teaching approach for building bridges between students' own mother tongue (Bangla) and English, teachers claim that they do not have enough training for implementing pedagogical translanguaging in EFL classroom. The paper also traces out some challenges faced by teachers from the side of institutions, colleagues and parents of their students. In the context of Bangladeshi EFL higher education, there is not enough (not any till date) research on the challenges faced by teachers while applying translanguaging in their classes. This research will be a motivation for the EFL teachers and researchers to dive deep into the translanguaging practices in EFL classes in post-colonial settings and to bridge the gap between translanguaging theory and still ill- developed practices.

Keywords: Translanguaging, Bangladesh, Challenges, Higher education, Teachers' beliefs

Amel Khireddine, PhD.

Boumerdes University.

(Dis) Othering the Occident in Modern Arabic Fiction: The Case of Tayeb Salih and Hanan Al-Shaykh.

The East-West encounter has been a recurrent theme in Arabic fictional narratives since the early twentieth century, and has assumed and expressed many forms and views that document and convey the changing conception of the Self and the Other. The independence of most Arab states and the ensuing rise of nationalist sentiments with post colonial anti-colonialist agendas set the stage for a male-authored Arabic literature that discards the Other and projects it as an equal to the Self. Diverting from the antagonistic attitude of their male counterparts; Arab women writers have

adopted a reconciliatory approach, grounded on their feminist concerns, in their configuration of the Western Other. For them, the Occident becomes a space of emancipation and fulfillment for Arab women. Drawing on the theoretical volumes of Said's *Orientalism* (1978), Pratt's *Imperial Eyes* (1992), Buruma and Margalit's *Occidentalism* (2004) and Lau's *Re-Orientalism* (2014), this proposed paper aims at debunking the opposing portraits of the Occident by two representative Arab modern novelists, *Tayeb Salih's Season of Migration to the North (1966) and Hanan* Al-*Shaykh's Only in London (2001). Indeed, b*oth novelists deploy sexual encounters to project the encounter between the Eastern Self and the Western Other. However, while Salih presents the West as the female and the East being the male that overthrows the Other; Al-Shaykh has reversed those roles, with the Eastern Self being female, while the Western Other is embodied in a male character. She is concerned with dis-othering the Occident by presenting him, as no longer an oppressor but a savior. In an attempt to gain racial vengeance from the former colonizer, Salih's protagonist externalizes his resentment by sexually oppressing his British lovers to metaphorically reject the Occident and purify Africa's history from its colonial remnants. Conversely, the colonized Other gives Al-Shaykh's heroines protection, opportunity and freedom, of which they have been deprived as women in their Arab patriarchal societies.

Keywords: Orientalism; Occidentalism; othering the Other; dis-othering the Occident; sexual encounters.

Mohammed Marzuq Abubakari, PhD.

University of Applied Management, Ghana.

Active Learning Pedagogy as a Tool of Anti-racism in English as a Foreign Language Classroom.

An ideal class of English as a Foreign Language (EFL), all over the world, is characterized by a multi-racial student population of non-native speakers of English. The primary objective of these students is to acquire a substantial degree of efficiency in spoken and written English. Depending on the approach of the lecturer, the class may be threatened by racial tensions among the students, a situation that may undermine teaching and learning. This paper examines the extent to which Active Learning Pedagogy could be used to prevent racism and related forms of discrimination in

EFL Classrooms. Paulo Freire's Theory of Constructivism has been purposely sampled for normative analysis in the context of the five pedagogical modules of Active Learning. By a qualitative methodology, the Paper also explores viewpoints of other theorists opposed to Constructivism. From an interdisciplinary perspective, literature reviewed includes basic grammatical concerns of EFL, selected theories of Second Language Acquisition (SLA), and relevant portions of the Critical Race Theory (CRT). The purpose is to discover new insights into the use of Active Learning Pedagogy to enhance racial harmony and student comprehension in Language Classrooms. After a review of related literature and relevant theories, the Paper finds that Active Learning Technique is a strong tool of maintaining harmony and solidarity in a multi-racial classroom. The conclusion is that because Active Learning Pedagogy is task-based, it fosters a spirit of collectivism among students who rise above racial bigotry in pursuit of their academic goals. Based on the conclusion, the Paper makes a number of recommendations. Among these recommendations is a call on EFL teachers to consider group assignments on racially harmonizing contents for students to enhance the quality of their appreciation of humanism rather than racism in their educational pursuits.

Sherihan Medhat Abo Ali, PhD.

Department of English Language and Literature, Faculty of Arts, Alexandria University.

Translation and Empathy: A Habitus-Based Study of Lina Mounzer's English Translation of Syrian Women's Trauma Narratives.

The present paper aims to provide a habitus-oriented analysis of Lebanese writer and translator Lina Mounzer's English translation of Syrian women's trauma narratives of the Syrian civil war. These narratives are published by the Syria Stories platform. It is a project launched by The Institute for War and Peace Reporting to provide a space for Syrian women to narrate their stories of struggle in the thick of the war. The paper is based on the argument that the Bourdieusian concept of habitus can be employed as an analytical tool to reveal how Mounzer's translation strategies are imbued with her empathy which originates from a homology of painful war

experiences. Mounzer's voice as a translator and the narrators' voices are argued to have coalesced due to the confluence of Mounzer's traumatic Lebanese civil war memories and the Syrian women's narratives that depict their oppression in their war-ravaged country. The analysis is divided into two parts: macro-paratextual analysis and micro-textual analysis. The macro paratextual analysis outlines Mounzer's life trajectory to scrutinize the conditions that structured her habitus and informed her perception of translation. The micro-textual analysis comprises an examination of extracts from the narratives Mounzer translated in order to highlight the strategies that mark her habitus-driven emotional engagement in an empathetic approach to the translation of Syrian women's trauma narratives.

Keywords: Translation, Empathy, Habitus, Trauma, Narratives.

Karima Mehanny, Ms. & Rania Tawfik, Ms.

Pharos University in Alexandria/ English Language Center.

Lit through literature.

This presentation seeks to prove that "literature [is] an ally of language" (Brumfit & Ronald 1986) as one of them cannot exist without the other. For this reason, the first part of this presentation delves into the old pathways of teaching tradition of foreign language as well as the work of early language educators to trace the changing nature of the relationship between language and literature. Moreover, the second part of this presentation not only underscores major problems facing teachers while trying to teach language through literary medium, but also it provides practical solutions to these obstacles. By reviewing the tradition of foreign language teaching, one can understand how the relationship between language and literature has been renovated. Thus, the first part of the presentation explains the difference between grammar translation method, structural method, functional-national approach; in addition, the reason scholars start moving away from these old ridged methods that either disregard the literary aspect of texts or employ literary texts as a medium for teaching structure and form. Proving that language teaching is inseparable from literature, several scholars state that literature is a tool through which language can be communicatively taught. The second part of the presentation sheds light on the fact that it is not enough to understand the undeniable importance of literature to language learning as some educators fail not only to adapt literary texts to the aims and purposes of the lesson, but also they fail in selecting the

appropriate material. For this reason, the second part of the presentation highlights the criteria employed in selecting the literary material; short stories, novels, poems and plays. In addition to how literature with its different genres can be utilized to suit TEFL classes. To sum up, this presentation provides academic background through the different opinions held by different scholars to foster the relevance of literature to English language learning. The second part of the presentation acts as a practical manifesto, for teachers, on how to choose and use literary text in EFL classes.

Keywords: language teaching, literature.

Hesham Mohammed Abu Mostafa, Asst. Lect.

Benha University.

Poetic Translation as a Means of Innovative Intercultural Communication: Challenges and Solutions.

Translation is a means of transferring thoughts, ideas, and feelings from one culture to another. Poetic language is a sublime medium of communication where a nation's culture and history can be both kept and explored throughout history. However, poetic translation is considered one of the most intricate translation types due to the poetic formal and content idiosyncrasies that perform aesthetic functions. The greatest challenge that may face translators of poetry is the fact that in poetry form and content cannot be separated. In the current presentation, I intend to put forth selected samples of my own poetic translations and explain how I have attempted to transfer the semantic, cultural, and aesthetic aspects of meaning from Arabic into English, trying my best to keep the content and the form of the poetic language in the Target Text. The selected poetic verses under discussion are to highlight several thoughts and feelings in the Arabic culture and their translation is intended to convey such concepts into English poetically and aesthetically.

Keywords: Poetic translation, Literary Translation, Translation and culture.

Esraa Fathy Mohammed, Mrs.

Capital Professional Development

Play-based Approach: Structure Play and Creativity to Maximize Language Learning

Due to developing young learners' emotional and social skills, play-based learning is considered an integral approach that uses play as a context for learning. According to Vygotsky (1978), children, especially in "early childhood", are naturally motivated to play, so some teachers attempt to encourage them to interact and stretch their higher thinking skills by taking into consideration imaginary situations and following a set of undoubted rules. Hence, young learners explore experiments, discover and solve problems in imaginative and enjoyable ways while integrating mathematics, science, social studies, or literacy concepts in the language learning process. Recent studies declare that young children's learning outcomes can be higher when conducting play-based strategy compared to "direct instruction approach" which has a negative impact on promoting students' productivity through increasing stress and behavior problems. Play is substantially claimed to be paramount in promoting children's literacy and language development. Thus, the United Nation (1989) declares that play is a "fundamental need" rather than an entertaining activity. Hence, students learn how to develop their self- esteem and self-confidence when interacting with other peers, practicing conversation, asking questions, and introducing new words. In addition to involvement, playing games empower positive attitudes toward learning such as enthusiasm, curiosity, resilience and persistence, cooperation, negotiation, and cascading knowledge. An eminent example, Printer (2016), De Ramirez and Langer (2017), and Martin (1995) claim that children naturally acquire language when they feel excited on an effective level. Children, therefore, utilize the language when a reasonable reason has been manifested. They acquire and practice important academic learning in a playful context. To provide linguistic support and foster motivation as well as interest, the current presentation will widely explore some updated and innovative games, activities, and strategies that can be conducted in on-site and online classrooms such as interactive circle games, online/offline

Jeopardy, roll the dice, jazz chants, mirroring me and more innovative activities.

Keywords: Play-based learning - games - activities - teaching - techniques.

Ibrahim Emara, Asst. Prof.

Tanta University.

Learning English as a Second Language by People with Visual Impairments: the Significance, Challenges, and Solutions.

The English language is the most spoken language in the world. Most publications are written in English, as well as a large amount of information published on the internet. Although the significance of the English language cannot be questioned, there is a group of people who encounter many problems when learning it. The students with visual impairment in Egypt, and other developing countries, may face some limitations that make them unable to master the English language as perfect as the learners without seeing issues. One of the problems is that the faculty of education in Egypt does not prepare teachers on how to teach this subject to those with visual impairment. A related issue is that some schools for the blind do not hire English teachers who are visually impaired, which could have solved most of the problems that their sighted counterparts could not. The second factor is associated with the fact that most schools, and even the private centers for teaching English, are not equipped with the necessary teaching tools that are required for the visually impaired. In addition, the centers do not offer the training materials in accessible formats. The ability of the individuals with visual impairment to learn English may be hampered by the lack of accessible transportation. Some English centers are not located in accessible buildings, as well. The cost of the training course may be another limitation for people with visual impairment to study English, as some of them are poor. The bottom-line is the negative attitudes toward students with visual impairments. Both teachers and sighted students could discourage someone with visual impairment from studying English since they undermine the abilities of people with sight loss, or consider them superheroes. Thus, this presentation attempts to highlight the challenges facing the students in learning English in Egypt. Also, the key lessons that can be learned from other countries will be presented. Finally, suggestions and solutions for the above-mentioned problems are discussed.

Keywords: visually impaired, teaching English, inclusion, accessibility, alternative formats

Anna Ponomareva, PhD.

Imperial College London, UCL SSEES.

Developing Culture of Thinking.

It might be just a coexistence that Hofstadter's book *Gödel, Escher, Bach: an Eternal Golden Braid* (1979) and the establishing of the Humanities Programme at Imperial College London (1980), one of the top ten world universities, have happened at nearly the same year. If the book suggests novel insights into mathematics, music and art by providing musico-logical-visual offerings to its readers, the new programme provides opportunities to expand the college culture of thinking to its students and staff. My paper is going to investigate how languages, in particular Russian, contribute into maintenance and expansion of the culture of thinking in scientific minds by giving examples from the history of Imperial College (using archival materials and interviewing colleagues) and from my own teaching of Russian courses there for more than a decade. The earlier version of the Humanities programme appeared in 1973 (Goodlad 2000:7), the same year in which Hofstadter scribbled his first draft of *GEB*. In his article Goodlad makes the following list of the founders of the Humanities programme: the late Professor Sir Willis Jackson, a Pro-Rector of Imperial, the late Professor Arnold Tustin, Head of the Department of Electrical Engineering, the late Professor David Raphael, a philosopher, whose energy and initiatives helped Imperial College students have humanities and languages within their curricula. If at the beginning teaching Russian in science-based education at Imperial was delivered by scientists who knew languages and were ready to search for synthesis between sciences and humanities in knowledge and theory building, soon it started to be delivered by specialists, in particular from the UCL School of Slavonic and Eastern European Studies. Among them is Professor Drage, my senior colleague.

In addition to using different techniques in teaching Russian to students at Imperial and other groups, language learners at arts and humanities (Ponomareva (2014): 195-200), I recommend the application of pattern recognition techniques in explaining grammar. The case system in Russian is chosen to exemplify my approach. This helps students understand their main subjects better as it provides clear insights in the details of formulating hypotheses and finding arguments to support them.

Keywords: pedagogy, languages, culture of teaching.

Rania Refaat, Asst. lect.

Pharos University in Alexandria.

Reversed Gender Roles and Code Choice in an Egyptian Novel.

This study explores the interaction between gender relations and code choice in the novel

Professor Hanaa "2009 by Reem Bassiouney. The novel is written in standard Arabic and Egyptian colloquial Arabic. The novel revolves around a female professor who harasses her graduate student in a conservative Egyptian community. The study utilizes Androutsopoulos 2012 approach to code switching and code choice in which three components are essential to better understand the motivations behind code choice. These three levels of sociolinguistics analysis are: repertoire, characters and scene. While this framework was adopted for visual media, it can also be aptly adopted for novels. Repertoire refers to the linguistic code used by each protagonist. Character refers to personal characteristics of each character including, for the purpose of this study, gender construction. Scene, or context and situation is described by the author in more than one code and events are reflected by character in more than one code (see also Hudsin 2014). The study argues that code switching is used by the author to reflect reversed gender stereotypes.

Keywords: Gender role, code choice, sociolinguistic analysis.

Saudi Sadiq, PhD.

Minia University.

Subtitling Against the Current: Intricacies of Diglossia in English - Arabic Subtitling.

Arabic has long been classified as a diglossic language, with Fuṣḥā (Standard Arabic, henceforth SA) as the written level and 'āmmiyya (Colloquial Arabic, henceforth CA) as the spoken level. But norms of written Arabic are witnessing many attitudinal changes, notably towards using CA in writing. Subtitles are typically done into SA, while CA is deemed unsuitable for subtitling.

This presentation reports on Egyptians' attitudes towards subtitling English sitcoms in SA and Egyptian Colloquial Arabic (henceforth ECA). A scene from the American sitcom Friends was subtitled into ECA. Along with the SA subtitle aired on the widespread MBC4 TV station, both were included in two questionnaires answered by 261 participants stratified by gender, age and education. The participants evaluated the two subtitles generally and judged which is 1) more

humorous, 2) easier to read, and 3) closer to Egyptian culture. Results show that the ECA subtitle is more humorous and closer to Egyptian culture but less readable than the SA subtitle. Also, results show that the younger the participants, especially females, the more they favor the ECA subtitle. Males of all educational levels prefer the SA subtitle; however, females with educational levels below university prefer the ECA subtitle the most.

Keywords: diglossia, subtitling, Standard Arabic, Egyptian Arabic.

Walaa Sallam, PhD.

Pharos University in Alexandria.

Exploring Eco-Fiction: An Ecocritical Analysis of *The Year of the Flood* by Margret Atwood.

The deteriorating situation of the ecosystem is one of the most important issues in the world today and indeed one worth contemplating in literary productions. As a result of human interference and the ensuing destruction of the environment, ecocritical theories have emerged. Ecocriticism is known as environmental criticism in the field of literary study that is concerned with human beings' interaction with the environment. It highlights the connections between literature, culture, and human physical environment. Atwood is known for her in-depth analyses of a wide range of contemporary topics, including ecology. Much of her production is characterized by the urge to warn readers about the consequences of environmental destruction. Her novel, *The Year of the Flood* (2009) is regarded as a significant example of eco-fiction due to its focus on climate change and environmental issues and values. It is the second novel in Atwood's *MaddAddam* trilogy in which she paints a vivid image of a possible future created by unscrupulous corporations, growing economic disparity, and disdain for the environment. Atwood expertly describes the ecological catastrophe that permeates the novel, the ramifications of environmental damage in a post-apocalyptic world, and how it reflects contemporary society. Ecocriticism is an appropriate critical approach to *The Year of the Flood* for two reasons: the first is the strong presence of nature and environment throughout the text; the second is the important influence that nature and environment have on the thoughts and actions of its characters.

Keywords: Eco-Fiction, Ecocriticism, Climate change, Environmental Deterioration, Attwood.

Inas Samy Abolfotoh, PhD.

Damietta University, Faculty of Arts, English Language Department.

A Defense of Humanities: The Case of Ecocriticism.

The conference announcement argues that "the study of humanities seems to have been relegated to the backbenches" and hopes that its impact will continue the way technology and other non-humanities disciplines do. The current paper proposes that the humanities have always been and will continue to be a moving force in shaping intellectual attitudes worldwide. With the rocket-speed changeability of the present time, the humanities play a crucial role in judging, evaluating, or even changing the course of cultural advancements if they venture into destructive paths. Ecocriticism is a case in point. The core of the theory is concerned with monitoring and unveiling versatile anthropocentric activities, most of which are destructive to nature. With the help of authors writing under the influence of Ecocriticism, the devastation of many natural spots comes to an end. The study introduces the case of Selby Lake, a freshwater lake located in southern Quebec, Canada. Selby Lake has historically been popular for rowing and fishing, drawing more and more inhabitants to the area. Due to untreated or partially treated sewage, the lake in the 1970s suffered from anthropogenic eutrophication, a form of nutrient pollution that stimulates algal and aquatic plant overgrowth. The issue was seriously tackled in "Lake Selby" by Canadian poet Irving Layton in 1971. The poet documents the dramatic decrease in the water level due to the over-consumption of freshwater by residents. Then, he goes on to depict the sick lake through drawing repulsive images of pollution. The irresponsible behavior of townsmen is criticized, particularly their insistence on suffocating the lake by building more cottages surrounding it. This poetic outcry along with other scientific warnings successfully alerted the Canadian government. Consequently, the lake's condition was improved following the installation of a sewer system in 1986–87. The study answers one of the conference's key questions: Is the study of the humanities obsolete? The humanities shape human culture, and they are active; real; vigorous; and valid disciplines that complement the work of non-humanities disciplines.

Keywords: the humanities, Ecocriticism, Canadian ecopoetry.

Rajpalsingh Satyajit Chikhalikar, Asst. Prof.

Film Adaptation of Jane Austen's Novels: Analysis of Literary and Visual Arts

The paper is focused on British literary works that have brought into light what is the relationship between British Film Industry and Jane Austin's novels. It is an enthusiastic observation and critical appreciation of the film adaptation of Jane Austin. Her text highlighted the overall scenario of the film of the United Kingdom of Great Britain. The study analyzes film adaptation of Jane Austin's novels including Persuasion, Northanger Abbey, Sensed Sensibility, Pride & Prejudice, Mansfield Park, and Emma through textual analysis of both original novels and films, it demonstrates many of the changes which occur in the transition. It brings about the importance between film and novel about visual image versus verbal signs. Popular British novels have been preferred for film creation of many English films. Film adaptations analyze visual and literary effects of Jane Austen's novels. The famous novels of British writers such as Charlotte Bronte, *Jane Eyre*, and Jane Austen have become popular films produced by the British film industry. Many British films are based on novels; each of them uses different ways to tell similar stories. Joe Wright's *Pride and Prejudice* (2005) the texts chosen span over a century of novels from Jane Austen's *Sense and Sensibility*. Early 1970's when historical materialist and feminist approaches began to be applied to her works to analyze the debate over the theory regarding the relationship between two artistic forms literature and film. The creator of the film adaptation is a director. Jane Austen's novels are projected with various elements including revealing the possibilities of Domestic life, and young woman's marriage novels are closer to the modern world than to the traditions of the 18th century, comedy of manners of middle-class life in England and modernity with wit, realism, relationships, morality, the duty of society and self-awareness. Literary genre describe writing styles such as poetry, essays, plays, and short stories and film genre related to action, comedy, drama fantasy, horror, romance, and thriller.

Keywords: Filmography, Literature ,Intermediality, Novelization,Film adaptations

Rabia Seddiki, Ms.

Algiers 2 University.

The American Ideology and Foreign Policy through captivity Narratives: From Vietnam to Iraq War.

My research paper studies American foreign policy and ideology through captivity narratives from the Vietnam to Iraq war. This research does not look at captivity simply as a harrowing physical experience but also as an ideological phenomenon.It also analyzes the American foreign policy through its interventions, especially in Vietnam and Iraq.In addition to corporeal captivity, one can also be captured by texts. Captivity is also looked at as an epistemological tool reflecting and thinking about issues prevalent in the captive's society. Since the first encounter with the 'other' took place, the captivity narratives are not written innocently to relate the physical hardships of their authors. Drawing on Edward Said's Orientalism (1980) and Samuel Huntington's Clash of Civilizations (1996), this paper is going to show that literature is used to meet the social needs, requirements, and prerequisites of a particular generation at a specific point in time. The variety of interpretive frameworks, adopted by people to explain away their condition, accounts for the adequacy of captivity to appear in several other shapes and disguises, among which ideology would be no exception. From Mary Rowlandson's Puritan captivity narrative which marked the beginning of Indian captivity to POWs stories in Vietnam and Jessica Lynch story of imprisonment in Iraq, captivity was best illustrated beyond the boundaries of the dire physical circumstances to that of ideology. Vietnam and Iraq wars are said to be needless wars where thousand Americans lost their lives, in addition to the millions of hideous wounds, the inestimable emotional and psychological suffering, and the mourning of countless families. All these conflicts contradicted basic American values, especially the right of self-determination for all peoples. Atrocities committed by some American forces in these wars put into question the moral standing of the United States. American exceptionalism has always presumed national innocence despite imposing centuries of war and plunder. The U.S. has been at war for over ninety percent of its existence. These wars have all been justified as necessary ventures meant to defend or expand America's so-called founding values and beliefs.

Keywords: America, Captivity, Narratives, Foreign Policy, Iraq, Vietnam.

Sherihan Morsi, Ms.

Brilliance Language School.

Gamification and Special Education.

Finding creative ways to keep children engaged in learning is a challenge faced by teachers and parents alike. It becomes even more challenging when those children suffer from special educational needs. Lately, the education sector has begun to embrace a much broader range of techniques and strategies that are more suitable for inclusive students who may need to learn in a different way. Gamification is a modern learning strategy that employs game-based elements, such as point scoring, implementation of goals/targets, and competition among students. Through these game-based elements, children become highly engaged and motivated to continue their learning. Whilst gamification is beneficial to almost all children's learning, it has been specifically proven to assist students who are struggling in the classroom due to different special educational needs (SEN). Special educational needs can influence a child's ability to learn and can hamper their ability to read, write, socialize, concentrate, understand things, and more. According to a 2016 study investigating how gamification can motivate children with dyslexia and other special educational needs, gamification can foster motivation in children with dyslexia because of its highly customizable design paired with its pedagogically well-cut appropriation by teachers. This finding is extremely relevant for children with dyslexia or other SEN because it shows how crucial it is that gamification be customizable to fit every student's needs. The same study done in 2018 found that greater attention was observed from students towards learning activities that contained some gamification in comparison with other activities that had no gamification at all. This is because students found gamified learning to be more attractive because they were playing without realizing they were also learning. Additionally, the Organization for Autism Research (OAR) believes that gamification can help the focus of children who struggle with autism. Students who struggle with special educational needs and mental health issues are at a large pitfall from their classmates, but gamification can make learning a lot less intimidating than it seems. Gamification has a wide variety of benefits for all students, but can be especially helpful for children with special educational needs In my presentation I will present different hands on gamified ideas that can be done easily in class to help special educational needs SEN students, teachers and parents.

Keywords: Gamification, special needs.

Randa Shoeb, Ms.

Forsan American School, Alexandria, Egypt.

Creating Cultures of Thinking: Explore Ways to Enhance Student Engagement, Encourage Learners to Think Critically and Creatively, and Make Learning and Thinking Visible.

"Let's build dynamic learning communities that engage students, promote deep understanding, and sustain a lifetime of inquiry." by Ron Ritchhart to develop engaged and empowered learners, we need to change not only the curriculum and our instruction, but classroom and school culture play a vital role in promoting learning and transforming education. Culture matters not only to realize curricular goals, but also as a shaper of students' development as powerful thinkers and learners. How can the classroom become a place where today's learners become the citizens and leaders of tomorrow? How can educators and schools design learning experiences that are engaging and exciting for all learners? Learn about why classroom culture matters deeply to what and how students learn, and analyze the culture of your own classroom, school, or learning context. Explore the cultural force of "language" and its power to shape students' learning and thinking. Participants will explore the questions at the heart of teaching and learning: What kinds of learning experiences and assessment practices will best prepare students for the demands of an unpredictable, ever-shifting future? How does understanding develop? How do educators nurture critical and creative thinking? How do educators ensure that all students are learning?

Keywords: engagement, critical thinking, creative thinking.

Ahmad Shokry Megahed, researcher.

Approach to translating texts of Arabic origins.

Translating Texts of Arabic origins - either Arabic ideas or events - demands a special approach in order to properly transmit two levels of meaning in the translated text; that of the author and that of the original Arabic sources which the author used - either through his own translation or through an available one. An ordinary linguistic or even cultural approach to translating such texts often leads to misunderstanding of the original sources, mistaking some of the names mentioned

and eventually distorting either of the two levels of the meaning or both. In this paper, I will be talking about a proposed practical approach to dealing with such texts, regarding among other things - names, ideas, terminology and bibliography.

Nada Ayman Slema, Asst. lect.

Faculty of Al-Alsun, Kafr El-Shiek University.

Syrian Refugees from Home to Chaos: A Postmodern Geocritical Reading of *The Map of Sault and Stars* (2018) by Zeyn Joukhadar.

During the last few decades, refugeedom has become a key notion in humanitarian studies. Since the beginning of the 20th century, an increased number of people have been forced to leave their homes due to occupation, internal conflicts, political oppression, wars, and revolutions.

Zeyn Joukhadar chooses to depict characters in a dangerous journey of survival. This journey draws a fictional map of the world of a refugee who is trying to find home and safety. Surviving death is a controlling idea in the whole novel. Geocriticism will enrich the analysis through highlighting the importance of place and space in the journey of refugees. Joukhadar's novel is examined using the postmodern geocritical method since it touches on topics relevant to geocritical studies, such as geographical borders, transgression, space, place, the body, motions, life, and death. *The Map of Salt and Stars* follows the journeys of Nour and Rawiya as they travel identical paths across the region but eight hundred years apart. The story follows Nour and her journey in New York, Syria, Jordan, Libya, and Morocco. The obvious point of Joukhadar's writing is to bring awareness of the Syrian people's complicated situation. She introduces Syria to those who live in places where homes are not at risk of being bombed or people are threatened by death at any time. The reason for analyzing this novel in particular is for its novelty and exquisite cartography that will enrich the analysis. This paper attempts to define geocriticism in relation to Joukhader's novel and her heroines' quest for survival.

Keywords: Geocriticism - Refugees - Space - Place - War – Survival.

Caroline Smyth, Asst. lect.

Trinity College Dublin.

Reflective Learning Journals as a Pedagogical Tool in an Institution Wide Language Programme: Students' Perceptions.

The benefits of using reflective learning journals in language learning have been shown to foster the type of metacognitive skills that will help students progress in the language they are learning. They provide an opportunity for language learners to question prior knowledge and understanding, an ability to engage in a high level of analysis of past and current experiences to create new knowledge and the capacity to put this newly constructed information into action. However, reflective learning journals are not a staple component in many language learning curricula. Rather than providing evidence in support of reflective learning journals from the literature, this presentation will draw on students' perceptions of using these journals in an Institution Wide Language Programme. The data presented forms part of a PhD research project which was gathered over three semesters (2021-22) at Trinity College Dublin and draws from the journal entries of 1,091 students. Reference also will be made to the perceived difficulties experienced by educators and students when implementing the use of reflective journals as a pedagogical tool in language learning and a range of solutions presented.

Keywords: Reflective Learning Journals, Pedagogical Tool.

Hoda Soliman, Asst. Prof.

Department of English, Faculty of Arts, Menoufia University, Egypt.

"That Is No Country for Old Men": Shifting of Literary Borders by "Merit"-Based Egyptian Fiction Writers.

In light of the monumental Egyptian Revolution of January 25, 2011 which toppled an ageing, corrupt political regime, this presentation addresses one facet lurking beneath the forces which brought about this upheaval; namely a young generation of Egyptian renegade writers that have similarly come to depose the literary idols of the past, and thus accrue an aesthetics platform of dissent that resonated with the underprivileged and fuming masses. Sponsored for the past decade by the small, dissident "Merit Publishing House " in Cairo, these largely poor, marginalized fiction writers gradually galvanized a young readership in search of alternative interpretations of their current reality. Coming of age with the arrival of the internet and digital technologies, the literary

pronouncements of these writers are more muted and ironic; cynical about the sublime role of art and its social commitment. The presentation investigates how American minimalist writers like Chuck Palahniuk, Bret Easton Ellis, K.J. Stevens, Amy Hempel, Sandra Cisneros, and Alicia Erian have impacted the majority of these young Merit-based writers. The largely minimalistic language, angrily peppered with Arabic pop culture and the styles of the internet that resonate in the Egyptian fiction of Ahmed Alaidy,

Mansoura Ez-Eldin, Muhammad Aladdin, Hamdi Abu Golayyel, Mazen al-Aqaad, and Hamed Abd El Samad testify to a "young revolutionary literary generation," inspired by a parallel American movement. This presentation, as such, examines the ruptured Egyptian fiction aesthetics prior to the Egyptian Revolution of 2011, and that had its origin in American minimalist writing, giving birth to a new genre that has shifted the literary borders of a nation's consciousness; and gradually fermenting, alongside other forces, towards the shifting of a whole country's political and social structure.

Keywords: Minimalism - Social Structure - Political Structure - Corruption

Noha Taha Elgindi, Assist. Prof.

Sphinx University.

Food and Emotions: A Comparative Approach in Two Literary Works of Joanne Harris's *Chocolate* (2015) and Laura Esquirel's *Like Water for Chocolate* (1989).

Other than survival, culture, religion, gatherings and social bonds are all about food, this research paper tends to study food as it is the core of our lives and its relation to emotions from a psychological approach in the literary works of two novelists Joanne Harris's *Chocolate (2015)* and Laura Esquirel's *Like Water for Chocolate (1989).* The present article is a brief study of the happenings in the lives of two female heroines Vianne Rocher and Tita. The first strong-willed and free-spirited heroine moves into a small village along with her daughter and decides to open a chocolate shop. During her visits to different places, she changes the lives and spirits of the characters she encounters through food and magic. The latter heroine, Tita, the youngest of her family, is forbidden to marry her true love due to family traditions. She is forced to care for Mama Elena until death. Her true love, Pedro, decides to marry Tita's sister Rosaura just to be close to

her. Most of the events are visualized in the kitchen while preparing different meals. Again, food and its preparation are used as a central metaphor in expressing the emotions of the characters. The two novels are considered magical realism genre which is used as a technique to express the main objective of this article which is to portray the protagonist's quest in serving people and indulge their spirits, with a mixture of chocolate and magic in *Chocolate*. The objective is portrayed in the other novel *Like Water for Chocolate*, in the way of showing how food is a symbolic representation of emotions as many of the female character's stories were inspired by stories passed down from the protagonist's mother and other women in her life. In a humble meal prepared and consumed, coatings of memories, emotions, and traditions are presented.

Nada Zeyada, Asst. Lect.

MSA University/Alexandria University.

"Art for Science's Sake": Re-Visiting Literature and Humans in the Digital World.

Technological progress has merely provided us with more efficient means for going backwards." Aldous Huxley, Brave New World. Back in the nineteenth century, when the French poet and art critic Théophile Gautier introduced the slogan "Art for Art's sake", literary productions, though reflective of many socio-political issues of the time, were still appreciated for their aesthetic and artistic value. Since literature and reality have always been interdependent, the digitization and scientization of the contemporary world has put the former under threat. However, looking through the prism of science and technology, the relationship between literature and science can be viewed as one of complementation rather than discordance. In keeping with the changing technological, cultural and socio-political conditions, the humanities-sciences duality in the contemporary era has taken a different turn that tries to keep up with the fast-paced scientific progress. Trying to be commensurate with the modern age, literature nowadays is contemporaneous with the burgeoning fields of science and digitization. This explains that the "aesthetics" of literature has in itself changed and evolved in tandem with the changes of the world, and that the romantic notions of "beauty" and "sublimity" are now reforged and reassessed in the modern period. While it is true that technology can brush literature aside, contemporary writers show how science and technology

can bring about immeasurable destruction to humanity. Countering the acceleration of science that has brought literature in a dim position, writers have recently exposed the dark side of technology and showcased the pitfalls of science that lie under the veneer of progress and advancement. Conversely, science can also be used as a method to prove the existence of many universal truths that literature already underscored centuries ago. While the world is now bolstering up science and calling for a "digitization" of humanities, the rise of the digital world cannot be divorced from the fundamentals of literary humanism and the role of human agency. As such, through a selection of modern and post-modern literary works that include "I have No Mouth, and I Must Scream" by Harlan Ellison, "The Machine Stops" by E.M Forster and Kurt Vonnegut's The Cat's Cradle, writers present technology as an antagonistic force that leads to irremediable destruction and that, without autonomous thinking and individuality, human beings will eventually vanish into thin air.

Keywords: technology, digitization, humanism, aesthetics, science.

Biographies

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Dr. Rania Abdel Meguid is an associate professor of linguistics and translation at the Department of English Language and Literature, Faculty of Arts, Alexandria University. She obtained an MA in linguistics (Morphology) in 2013 and a PhD in applied linguistics (Stylistics) in 2017. She got promoted as an associate professor in 2022. She is also a published translator; she published an Arabic translation of a collection of short stories by Edgar Allan Poe (2018) as well as a translation of a collection of feminist short stories (2022). She is also an article writer in Sciplanet magazine published by Bibliotheca Alexandrina.

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Sherin Abdel Ghaffar is an Assistant Professor in English Literature. Her major is Novel. She currently holds the position of the Coordinator of the English Translation Program. She is also

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Mayar Ahmed is an Assistant Lecturer at the Faculty of Languages and Translation, PUA. She is also a Ph.D. candidate at the Institute of Linguistics and Translation at the Faculty of Arts, Alexandria University. She received her MA degree from Alexandria University in 2019, specializing in AVT, and has been teaching Film Translation courses for 3 years. She has also been a language teacher for almost 9 years, having worked as the Senior Academic Coordinator at the ELC at PUA. Also, she is a Cambridge-certified IELTS Speaking Examiner. She has a plethora of research interests such as AI in Translation, Gender issues in Language and Translation, AVT, Translation Pedagogy, EFL curriculum design, empowering ELT professionals and Teacher education and continuing professional development.

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Ayten Adel is an Assistant Lecturer at the Faculty of Languages and Translation, English Department, Pharos University in Alexandria, Egypt. She is a PhD candidate at the Institute of Applied Linguistics and Translation, Faculty of Arts, Alexandria University. She obtained a Master's Degree in Applied Linguistics from the Faculty of Arts, Alexandria University and AASTMT. She presented a research paper at Cyprus International University, Turkish Republic of Northern Cyprus, Turkey. She obtained a certificate in Syllabus Design from Norwich Institute for Language Education, United Kingdom. She presented many researches at Trinity College, Duplin University, Ireland, Pharos University in Alexandria, Egypt, Latur, India, WELLTTA, Sri Guru Teg Bahadur Khalsa College, Sri Anandpur Sahib, India and Arucad University in Grine, Turkish Republic of Northern Cyprus, Turkey.

Mohammed Albakry, Prof., Middle Tennessee State University.

Dr. Mohammed Albakry is a Professor of English and Linguistics at Middle Tennessee State University. His work in language studies is interdisciplinary and often takes up the intersection between discourse and society, language and education, and translation theory and practice. He is the editor and author of several books including a forthcoming book (with Clint Bryan) *Evaluative*

Discourse in Academic Setting (Michigan University Press). His other publications include numerous book chapters and articles in refereed journals. He co-hosts the podcast "On Translation," a podcast dedicated to the discussion of current issues in translation, from the classical past to the global present.

Mustafa A. Abdulkareem Al-Hassan, Ph.D., Al-Zahraa University for Women.

Mustafa A. Abdulkareem Al-Hassan was born in Najaf, Iraq. He is a Lecturer of Linguistics at the Department of English, College of Education, University of Al-Zahraa for Women. He received his master degree in applied linguistics from the University of Basra and his Ph.D. in language and linguistics from the University of Babylon. He has published a book and many articles in different international academic journals. He has various contributions in the fields of cognitive linguistics, semantics, syntax, discourse analysis, pragmatics, sociolinguistics and phonology.

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Karima Benheddi, Ms. & Nabila Elhadj Said, Ms. , Naama University Center, Algeria.

Karima Benheddi is a teacher of English at Naama University. Her fields of interest are sociolinguistics, literature and language policy. Nabila Elhadj Said is a university teacher of English. Her main fields of interest are sociolinguistics and pragmatics.

Reem Saad Naguib, Asst. Lect. , European University in Egypt.

Ms. Reem Saad is a PhD candidate in Applied Linguistics at AAST and Alexandria University, Egypt. She has been teaching for 20 years in a variety of universities, including AAST in Sharjah, British University in Egypt, American University in Egypt (AUC), Alexandria University, and European Universities in Egypt (EUE). She teaches EAP, ESP, Linguistics, and Critical Thinking Courses. Her research fields of interest include Forensic Linguistics, Critical Discourse Analysis and Corpus Linguistics.

Yomna El-Hossary, Researcher ,Trinity College Dublin.

Yomna El-Hossary is a research assistant (RA) at Erasmus+ IncludeEd Project , Trinity College Dublin group. She is a Cambridge certified speaking examiner, TESOL certified English Trainer, TAFL certified Arabic trainer and Masters holder in Applied Linguistics-Computational Linguistics-, English section from Alexandria University and Arab Academy for Science Technology and Maritime Transport. Yomna El-Hossary worked as Translation, Linguistics, ESP and AFL instructor in a number of well-known institutions in Alexandria, Egypt; AASTMT, Alexandria University, Information Technology Institute, Berlitz ACL, SOAS University in London affiliated center as part of exchange program for international students. In 2016, she won the first place in an educational development research competition, held in Alexandria, Egypt. It was organized and sponsored by Alexandria Language School in Egypt. Since 2017 till present, she has participated as a presenter in a number of international conferences in USA, Turkey, KSA, Oman, Tunisia and Egypt, presenting her researches in Translation, Applied Linguistics and Teaching. In 2018, she presented another research paper in Applied linguistics, Pragmatics. With great enthusiasm in researching and obvious success, she has been chosen as one of the judges in the first "Researchers Startup Competition" in Egypt, under the umbrella of "UF1rst Doctors" organization and Egyptian Youth Council of Development, held in September 2018. In December 2019 her book *English Language Planning for Visually Impaired* was published by Lambert Publishing house. She was selected amongst 15 candidates from 6 universities staff members all over Egypt to travel to Ireland and study pre-doctoral training in Applied Linguistics and Innovation in English Language teaching focusing on ICT applications at Trinity College Dublin, June 2019. This has been part of Erasmus+ Xceling project to enhance second language teaching in Egypt. In 2020 she launched her social media pages and websites for language coaching and

training as part of her belief in women empowerment and special needs social engagement through second language development.

Deena Elshazly, Asst. Prof. , Arab Academy for Science, Technology and Maritime Transport.

Deena Shazly Elshazly is an Assistant Professor of English Literature teaching theater and translation at the College of Language & Communication (CLC) in the Arab Academy for Science, Technology & Maritime Transport (AASTMT). She is the founder and director of the Club of Theatre & Performance (COTP) at CLC. In her PhD dissertation, Deena provided answers to a number of timely questions connected to the interplay between drama and performance in Post-millennial British theater. Her study introduced the rising Post-Postdramatic theater, to local academic circles, through tracing and foregrounding its strategies and practices. She is a member of the editorial board and a manuscript reviewer on a number of international and local academic journals. The intersection between performance, cognition and artificial intelligence is her research interest. She has been a speaker at many local conferences and fora.

Nariman Elwakkad, Mrs, Education Development Trust.

With more than twelve years of experience in education, Mrs. Nariman Elwakkad brings over a decade of proven teaching experience, curriculum development, and proven leadership skills in various forms of educational settings from early years to Elementary level. She built a solid foundation of quality learning through the implementation of best educational practices and coaching programs. She believes that building strong relationships with students is the key for achieving successful educational outcomes.

Asmaa Elzieny, Researcher, Al-Azhar University.

Asmaa Elzieny currently is the official of Foreign Relations and International Cooperation official at the Education Development center for Al-Azhar international Students Supreme council of Al-Azhar. She is a Ph.D. Researcher in linguistics, Al-Azhar University. She got a Master's Degree in Linguistics with Excellent from Ain Shams University, and B.A with very Good from the department of English Language, literature and simultaneous translation, Faculty of Humanities, Al-Azhar University. She also got an educational diploma from the faculty of

education Al-Azhar University. She is a Certified TOT trainer in Teaching Arabic for the Non Natives from Al-Azhar. She is also a Certified Trainer (AATSAGS) from the British Council. In addition, she is an AMIDEAST Certified Teacher Trainer (PCELT)Professional Certificate In English Language   corporation with World Learning SIT Graduate Institute USA. She published paper in the Journal of Scientific Research in Arts. August entitled: "Rendering Auto-Antonyms in the Glorious Quran".She also participated in the International Graduate conference for Literature AUC- as a co-author of a research paper entitled "Image of Arab Immigrants in Works of American Writers". And also the 1st International Conference on Education of International Students and Digital Transformation" Paper entitled " Teacher and Student in light of technological Development".

Nashwa Elyamany, Assoc. Prof. , Arab Academy for Science, Technology & Maritime Transport (AASTMT), Smart Village Campus.

Dr. Elyamany is an associate professor of applied linguistics and a certified IELTS speaking examiner with a proven record of academic achievements, professional development, and intercultural communication. She served as the Head of Languages Department and is currently Vice Dean for Training and Community Service. She is interested in a wide array of interdisciplinary research projects in light of solid academic background and extensive coursework in areas of specialization. Recent publications include a multiplicity of genres incorporating diverse theories of pragmatics, stylistics, sociolinguistics, social semiotics, science journalism, new media, cultural studies and digital media literacies. Her teaching and research are centered around the critical study of motivational speeches, digital narratives, musical numbers, military-themed video games, political memes, National geographic feature articles, docu-dramas, TV ads, Op-Eds in American newspapers, the aesthetics of forensic crime drama series, and posthuman representation in sci-fi/cli-fi films.

Saddik Gohar, Prof., Ministry of Presidential Affairs -UAE.

Professor Gohar is an Egyptian- Canadian scholar and well-established translator and conference interpreter who obtained his MA and Ph.D. degrees in English Literature and Criticism from Indiana University (USA). He also obtained two higher diplomas in translation and interpreting in addition to two BA degrees in English Literature and Applied Linguistics. He translated 45

books from English and Arabic including: Trevor: *The Dam*, Baker: *Islamic Textiles*, Stillman: *Arab Dress*, Fik: *The Gladiators*, Pleij: *Colors Demonic and Divine*, Panter-Brick: *Gandhi and the Middle East*, DeSwan: *Words of the World*, Thornton: *Seven Days in the Art World* and Jones: *Dutchman-The Slave*. Gohar was in charge of the interpreting activities of more than 200 conferences in different fields of knowledge. He served as a referee for prominent translation awards in the Middle East. He published extensively in first-tier Western journals indexed in Scopus portal. He participated in several high-caliber international conferences as keynote speaker. He is also a critic and published poet as well as a member of the UAE Writers Union. He has published 34 books on comparative literature in English and Arabic languages. He chaired the Departments of English literature, languages and translation studies in flagship universities in the Arabian Gulf region.

Nermine Abd Elbadee Hamada, Mrs., Alexandria International School.

Nermine Abd Elbadee Hamada is secondary checkpoint English teacher in Alexandria International School. She graduated from the faculty of Education, English department in 2018. She took professional courses in teaching methodologies and embarked on the challenge of becoming a Cambridge English teacher. To develop as a teacher, she enrolled her name in two courses conducted by Cambridge Assessment International Education-Cambridge Lower Secondary English (0861) which deepened my understanding of planning, curriculum designing and objective-led learning. Having majored in literature, language arts, and education studies as an undergraduate, she is planning to pursue her research in gender studies and feminism. She would like to participate in raising awareness regarding female education and independence in the Middle East.

Rehab Hassan Mahmoud, Asst. Lect., Pharos University in Alexandria.

She is an assistant lecturer at Pharos University. My MA thesis focused on the construction of hybrid identities in postcolonial novels. She is currently working on her PhD thesis. Her research interests focus on postcolonial criticism and narrative theory.

Sara Hegazi, PhD., Alexandria University.

Sara Hegazi is a lecturer at the English Department, Faculty of Arts, Alexandria University. She has received her PhD in Comparative Literature from Alexandria University in 2022. Her research interests include; Comparative Literature, Modern and Contemporary Arabic Literature, Film and Literature, Performance Studies and Popular Culture.

Maha Hossny Awad, Ms. , Egypt Air Training Academy.

Maha is a chief instructor at Egypt Air Training Academy, an aviation English rater and a crew resource management trainer from Global Air. Recently she has been elected as the president-elect for Nile TESOL. She is also a professional certified trainer from AUC, a RELO

Mentor Trainer and an E-Teacher Alumna. She has been appointed as member at-large-Nile TESOL-board of directors as well as SIG & PD chair.

Hussein Ibrahim Morsy, Prof., Misr University for Science and Technology.

Prof. Hussein Ibrahim is Professor of Chinese Language. He is former Cultural Educational and Scientific Counselor, Director of the Cultural Bureau and Head of the Educational Mission of the Egyptian Embassy in China and Dean of the Faculty of Foreign Languages & Translation, Misr University for Science & Technology. He participated in organizing several presidential visits to China and contributed in signing a number of educational agreements and collaboration pacts between Chinese and Egyptian academic institutions and universities.

He also represented Egypt in several international conferences and forums, established the Egyptian-Chinese Faculty of Technology, at Suez Canal University, developed curricula for teaching the Chinese language and translation from and to Chinese, for post and undergraduates. He supervised many academic theses and dissertations of Egyptian researchers in the fields of language, literature and translation and participated in designing the bylaws of the departments of Chinese language in different Egyptian Universities as well. He was also awarded for participation and excellence in the field of teaching Chinese from the National Bureau of Teaching Chinese in China. In addition to that, He translated the encyclopedic book "The History of Sino-Arab Literary Exchanges" from Chinese into Arabic. The book is a comprehensive and unprecedented literary encyclopedia on Sino-Arab literary relations. It is

issued in Chinese by the Shandong Educational Publishing House, and was written by the late Professor Chi Bo Hao.

Sadequle Islam, Researcher, University of Hamburg, Germany.

Mr. Sadequle Islam is a researcher at the University of Chittagong, Bangladesh. Currently, he is doing his PhD as a DAAD Doctoral Researcher at University of Hamburg, Germany. His research interests include Translanguaging & Code Switching, L1 in L2 Learning, and Technology in ELT. He is also a lifetime member of the Bangladesh English Language Teachers' Association (BELTA).

Amel Khireddine , PhD., M'Hamed Bougara/ Boumerdes.

Dr. Amel Khireddine is currently a junior lecturer (MCB) at Boumerdes University and a researcher teaching courses of Anglophone cultural studies on undergraduate and postgraduate levels. She has published a number of articles in peer-reviewed journals and papers of conferences. With several years of teaching experience, she got expertise in Gender studies, theories of the Nation and Identity, world history, modern literature and poetry, literary theories and criticism, academic and technical writing in addition to research and communication skills. She is also the deputy Head of the English Department in charge of Postgraduate Studies and Scientific Research.

Mohammed Marzuq Abubakari, PhD., University of Applied Management, Ghana.

Dr. Mohammed Marzuq Abubakari is a lecturer, journalist, and researcher on a wide range of issues in Language, Education, and Religion. He holds a PhD in English as a Second Language (ESL), MA in Adult Education (ESL Specialty), and BFA in TV Production. Besides, he is an alumnus of Oxford University Symposium on Religious Studies. Also, he is the Personal Assistant to the National Chief Imam of Ghana. Dr. Mohammed Marzuq Abubakari is the columnist of LITERARY DISCOURSE on myjoyonline.com and LANGUAGE AGENDA on modernghana.com. He has presented a number of academic papers at renowned universities abroad. Among these universities are Oxford University and Cambridge University, both in the

UK. Others include Arthur L. Carter Institute of Journalism, New York University, and Georgia Southern University, USA. Currently, Dr. Mohammed Marzuq Abubakari teaches Functional English and Academic Writing at the University of Applied Management, Ghana. He is also a member of the Governing Board of the Ghana Education Trust Fund (GETFund).

Sherihan Medhat Hussein Hassan Abo Ali, PhD., Alexandria University.

Dr. Sherihan Medhat Abo Ali is a Lecturer of Linguistics and Translation at the Department of English Language and Literature, Faculty of Arts, Alexandria University. She obtained an MA degree ("Non-Professional Subtitling in the Age of Cyberculture: A Narrative Account of the Citizen Media") in 2016 and a Ph.D. degree ("A Study of a Gender-Sensitive Translation of Quranic Verses: A Feminist Approach") in 2020.

Karima Mehanny, Ms., Pharos University in Alexandria, English Language Center (ELC).

Karima is an educator and teacher trainer with 22 years of experience. She has a vast experience in the field of teaching General English, English for Academic Purposes and English for Specific Purposes courses in various universities. She is also a certified teacher trainer from the University of Oxford, Department of Continuing Education and Oxford University Press. She has also presented in different English language teaching conferences in the USA, UK, Turkey, United Arab Emirates and Egypt. Karima has been working at Pharos University as an English teacher since September 2022.

Rania Tawfik Ms., Pharos University in Alexandria, English Language Center (ELC).

Rania is a graduate from Alexandria University, Faculty of Arts; English Department, Literature Section in 2012. She received her Master's Degree, in English Literature, in 2021 from Alexandria University. For almost two years, she worked as an English language instructor at the Arab Academy for Science, Technology & Maritime Transport, teaching Faculty of Engineering students. After that she worked in different international schools, teaching British Curriculum for

high school students. Trying to update and renovate her teaching techniques, she took a CELTA certificate from Cambridge University in summer 2022. She has been working at Pharos University as an English language instructor since November 2022.

Hesham Mohammed Abu Mostafa, Asst.Lect., Benha University.

Hesham Abu Mostafa is a Lecturer in English Linguistics. He is the former Chair of the Department of English Language and Translation, College of Sciences and Arts, Qassim University, KSA. He has over 14 years of experience in academic teaching. He obtained the following degrees: Bachelor degree of Education, Faculty of Education (Tanta Univ.) 2000, Bachelor of Arts, Faculty of Arts, (Tanta Univ.) (2002), MA Diploma in English Linguistics,

Menoufeya, Univ. (2003), MA in English Linguistics, Menoufeya, Univ. (2008). He is a Ph.D. candidate in Cognitive Semantics and Critical Discourse Analysis, Benha University. He is the author of *The Manichean Demonization of the Other in Political Discourse* (2011). He is an honorary member of the Egyptian Translators and Linguists' Association. He is also an EduDam Master Trainer and Consultant. He is the CEO and Founder of Elite English Specialists Online Academy. He is the creator of Hesham English Language and Linguistics Academic Channel on Youtube.

https://www.youtube.com/channel/UCxiyRGXCm7VuVqERqKm-Kag

Esraa Mohammad, Mrs, Capital Professional Development/ Lingua Sphere Language Learning and Training Academy.

Ms. Esraa Mohammad is a RELO (Regional English Language Office - U.S. Embassy) Cairo mentor/ alumnus, a MOOC facilitator (TESOL Methodology and Teaching Grammar Communicatively) , an English instructor, a certified trainer (Arizona State University), an MIE innovative expert, an MA researcher, FELT/TEFL certified (America University in Cairo), and an active presenter at the International TESOL Convention & Language Expo, NileTESOL, ILACE, and RELO Hub conferences.

Ibrahim Emara, Asst.Prof, Tanta University.

Ibrahim Emara is an Associate Professor of Journalism at Faculty of Arts-Tanta University in

Egypt and a Fulbright post-doctoral fellow at The School of Communication at American University. He holds both MA and PhD degrees in Mass Media from the Faculty of Mass Communication-Cairo University, and he is the first visually impaired person in Egypt to teach and conduct research in journalism. For over ten years, he taught several undergraduate classes, including Media Theories, Journalism History, Newspaper Layout, Newspaper Editing, and Media Translation. From 2016 to 2018, he was awarded a national scholarship to conduct research at The Hussman School of Journalism and Media at The University of North Carolina-Chapel Hill. Dr. Emara's research focuses on the use of mass media among people with visual impairment. His master's thesis and PhD is pioneering academic work that examines the newspapers created for blind people, which he named Braille journalism. Braille journalism was also featured in his article published in the Journal of Global Communication in 2017 as well as many media and communication conferences including the Association for Education in Journalism and Mass Communication (AEJMC), Mapping the Magazine, and The Popular Culture Association, to name a few.

Anna Ponomareva, PhD. , Imperial College London, UCL SSEES.

Dr. Anna is an MA holder in Philosophy (Moscow State University, Russia) and MPhil in Russian Studies (University of Manchester, UK). Also, Anna has a PhD in Translation Studies (UCL, UK). The subject of her doctorate is Translation Methods. Anna's research interests are translation theory, Russian language, Russian Symbolism, Comparative Literature and History of Ideas. She is the author of several publications in Russian and English. Currently, Anna teaches Russian, Translation from English into Russian (Medical and Scientific), Translation in History and Comparative Literature at various schools at UCL and contributes to teaching Russian at Imperial College London.

Rania Refaat, Asst.Lect., Pharos University in Alexandria.

She is an Assistant Lecturer at The Faculty of Languages and Translation, Pharos University. She is also the director of the Field Training Unit and coordinator of International Affairs at The Faculty. She worked for 14 years before joining the Faculty in Teaching Arabic as a Foreign Language for Flagship Program, at Middlebury University, UTAH University, and Oxford University in England. She also worked as an associate director for Georgetown Program in

Egypt for 4 years. She presented at different conferences located in England, Spain, and Egypt.

Saudi Sadiq, PhD., Minia University.

He is a Lecturer in Linguistics and Translation Studies at Minia University. His research interests include linguistics, language variation and change, sociolinguistics, Arabic dialects, translation studies, the Qur'an translation, audiovisual translation (esp. subtitling), and teaching English and Arabic as foreign languages.

Walaa Ali Sallam, PhD., Pharos University in Alexandria.

She holds a Ph.D. in English Literature from Faculty of Arts, Alexandria University. She works as a Lecturer at the English department, Faculty of Languages and Translation, Pharos University. She is also the Head of Quality Assurance Unit. Her interests center around new genres of literature, Comparative Literature, Civilization and different methods of teaching literature. She has been teaching literature to university students for 6 years. She is really passionate about literature and teaching it.

Inas Samy, PhD., Faculty of Arts, Damietta University, Egypt.

Inas Samy Abolfotoh is a lecturer at the Department of English Language and Literature, Faculty of Arts, Damietta University, Egypt. She holds a PhD in English literature (poetry). She has published about ecocritical theory and Canadian poetry in The European Scientific Journal. On this topic, she published in 2018 a book on the ecocritical perspectives of Margaret Atwood's ecopoetry. Her research interests include twentieth-century and contemporary Canadian poetry as well as the representation of Islamic philosophy in Western Ecocriticism as an emerging approach. Her latest articles include: "Islamecocriticism: Green Islam Introduced to Ecoriticism" published in the ISLE: Interdisciplinary Studies in Literature and Environment (2021) and "Matter Really Matters: A Poetic Material Islamecocritical Reading of Inanimateness Animism" published in Kritika Kultura (2021).

Sherihan Morsi, Ms., Brilliance Language School.

Sherihan was recently elected for K-12 Seat at Nile TESOL-board of directors. She is the Lower Junior Vice Principal at Brilliance Language School. She is a TEFL & TESOL certified teacher

and trainer from Notting Hill College, Eton University. Moreover, a RELO Mentor Trainer from the US Embassy, a TKT holder from the British Council, and an E-teacher alumna also a Nile TESOL EIE SIG coordinator. She graduated from the Faculty of Science and received an EFL Diploma from the Faculty of Education, Alexandria University.

Randa Shoehb, Ms., Forsan American School.

Randa has a wealth of experience in the educational field and brings many strengths in the areas of school leadership, relationship building, communication, interpersonal skills, operation management, curriculum development and planning, teacher appraisal and student assessment, data analysis, professional development, and budgeting — all to promote a positive and collaborative school culture. A transformational Head of School, a passionate lead learner, a caring advocate for the whole child, and a well-respected educator and teacher in the community, with over 25 years of experience in education and a keen interest in students' academic and personal development. Randa has a proven track record in leadership, communication, and interpersonal skills, providing quality education, collaboration, problem-solving, critical thinking, active learning, enthusiasm, and an innovative growth mindset. She has participated in numerous NEASC, CIS, and COGNIA accreditation teams, serving in multiple roles internationally. Randa is currently the Head of School at Forsan American School, Alexandria, Egypt.

Ahmad Shokry Megahed, Researcher

Dr. Ahmad Shokry Megahed is a neurologist, a researcher and an award-winning translator in natural and rational sciences. Amongst his translations are:

1. The Development of Arabic Logic (1200-1800) by Khaled El-Rouayheb; winning Sheikh Hamad's Encouragement Award of English to Arabic Translation - 2022
2. Islamic Intellectual History in the Seventeenth Century by Khaled El-Rouyaheb
3. "Surely You're Joking Mr. Feynman" by the Nobel Prize Laureate Richard Feynman
4. Genomics and Personalized Medicine by Michael Snyder

Rajpalsingh Satyajit Chikhalikar, Asst. Prof., the University Grants Commission of India.

Dr.Rajpalsingh Chikhalikar has been working as Assistant Professor & Head, Dept. of English in Lokmanya Mahavidyalaya, Sonkhed, Nanded (M.S) India since last 10 years. He has contributed his scholarly research papers in many National & International Conference & Seminars and published in National & International Journals and Books. He has received one Minor Research Project under financial assistance from the University Grants Commission of India. 8 Ph.D and 3 M.Phil students have been awarded under his supervision among them 2 students are from Yemen country. At present 2 Phd students from India and 01 from Yemen are working on research under his guidance. His area of interest on Dalit Literature, Commonwealth Literature, Black Literature and Phonetics. He was invited to the International Conference held on 20 November 2022 on Interdisciplinary studies at Dubai country. Likewise he has been also invited to Malaysia for an international conference that is going to be held on 2 February 2023 on Dalit Marginalized literature on Ambedkarite perspective. He was invited as a chairperson at the national and international conferences in India. He is a highly qualified personality. He did complete his education in Human Rights, Law, Media study, drama and languages including French & Spanish.

Rabia Seddeki, Ms., University of Algiers II.

Ms Rabia Seddeki, is a lecturer at the English department, University of Algiers II. Her field of research is cultural studies,culture shock in war contexts,in addition to politics and literature.She is also the author of a book entitled :*Culture Shock in Barbary Captivity Narratives*,published by Lambert Academic Publishing in Moldova,in addition to several articles.

Nada Ayman Mohamed Slema, Asst. Lect., Department of English, Faculty of Al-Alsun, Kafr El-Shiek University.

Nada Ayman Slema is an Assistant Lecturer at the department of English, Faculty of Al-Alsun,

Kafr El-Shiek University. She obtained her BA in English Language and Literature from the Faculty of Arts, Kafr El-Sheikh University; and obtained her MA from the Faculty of Al-Alsun, Ain Shams University.

Caroline Smyth, Asst. Lect., Trinity College Dublin.

Caroline Smyth is currently completing her PhD in Applied Linguistics at the School of Linguistic, Speech and Communication Sciences at Trinity College Dublin. Her research focuses on critical reflection as a pedagogical tool in language learning. She spent four years as Language Programmes Coordinator and oversaw the implementation of reflective learning journals in Trinity's Language and Culture Electives' curricula during that time. She holds a B.A.
(Hons) degree in English and Spanish from University College Dublin and an M.Phil. in English-Language Teaching from Trinity College Dublin. She has a wide base of teaching experience gained in Madrid and Dublin, where she has taught all levels of English to teenagers, young adults, migrants and professional clients, including the Spanish Department of Defence and Xerox. Prior to commencing this role, Caroline worked for twenty years in a variety of positions in industry, including HP and Dell.

Hoda Soliman, Asst. Prof., Department of English, Faculty of Arts, Menoufia University, Egypt.

Hoda Soliman is Associate Professor of English and Comparative Literature, and Chair of the Dept. of English, Faculty of Arts, Menoufia University, Egypt. She was team leader in implementing the special program: "English Language and Specialized Translation," in her dept., and is team leader in accrediting the Dept. of English at Menoufia University from the National Authority for Quality Assurance and Accreditation (NAQAAE). She currently supervises EFL/ESL teaching programs, and the TOEFL testing program at Menoufia University, and is member of the Arbitrators' Committee of the Research Journal of the Faculty of Arts, Menoufia University. She is the coordinator of the joint postgraduate MoU in English between Menoufia University and 6th of October University. In 2019, she was the recipient of the Menoufia University Distinguished Personality Award. She was honored by the Egyptian Translators and Linguists Association, and the Arab School of Translation, and she won First Place in the competition: "Best Senior Staff Member at Menoufia University" (2020). Her MA focuses on the

hermeneutics of dramatology in the plays of Harold Pinter, and her PhD addresses how Western drama impacted the plays of the Egyptian dramatist, Yusuf Idris. She has published extensively on Arabic, British, and American contemporary drama with special emphasis on comparative literary theory, travelogue, and nationalist literature; and the shifting of cultural space in modern and contemporary Egyptian dramatists, focusing on theories of Adaptation and Appropriation. She has supervised and continues to supervise several MA and PhD theses in her field.

Noha Taha Morsi Ali Elgindi, Asst. Prof.,Sphinx University.

Noha Taha Morsi Ali Elgindi, an Assistant Professor at Sphinx University. She worked as an Assistant Professor at CIC Canadian International College, Cairo Campus of Cape Britain University, and the School of Continuing Education. She also has a Certified AMIDEAST English Instructor, (Asyut OSP), from 2008 until the present. She tutored General English Language classes for Adults and Children, Conversation classes for adults, TOEFL preparation classes, both the ITP and IBT (local and International), and IELTS preparation classes. She was a Researcher Assistant at Assiut University, Faculty of Arts, English

Department, Assiut 2006 – 2018 where she taught undergraduate students in the English Department (Faculty of Arts), English as a foreign language in other faculties (EFL \ ESL) ex.she was also an English Instructor in the Faculty of Education, English Department, SouthValley (Ganob Alwadi) branch, Asyut University from 2005 to 2007. She also participated as an English Instructor at AMIDEAST (Higher Education Initiative – A four-year program funded by the US Department of State) from 2017 until now. She was an Access Teacher,
AMIDEAST, Assiut (A two-year program funded by the US Department of State) from 2012 – 2018. She taught underprivileged students to gain proficiency in the English language and develop other communication skills.She has a Ph.D. Degree in Comparative Literature (Novel), Jan. 2017. (General Grade ``Excellent with Honor"). Faculty of Arts, English Department (Comparative Literature/Novel), Asyut University. Dissertation Topic: "Political Corruption in Post-Colonial Fiction: A Comparative Study of Selected Novels by Chinua Achebe, Mario Vargas Llosa, Arundhati Roy, and Yussef Zei-Dan.

She has enrolled in the UN and Translation Diploma from the American University in Cairo (AUC) since 13 June and is still following the courses. She was awarded a Professional Certificate in English Language Teaching (PCELT) in recognition of participating in the 120-hour teacher training program in Cairo/Egypt. She was a Presenter on the "Access Journey" topic during the Special Regional Exhibit Booth Session, in the United States Department of State, Office of English Language Programs, TESOL International Convention & English Language Expo, 28-30 March 2018- Chicago, Illinois, USA. She attended the 80th anniversary of the International Visitor Leadership Program (IVLP) by the American Ambassador Jonathan Raphael in the U.S Embassy Residence on the 18th of Feb in 2020. She was a presenter in the "Sharpen Your Writing: Learning/Teaching" session during the event entitled "Let your Students Enjoy Writing" held by Nile Tesol Professional Writing Special Interest Group (PWSIG).She was a presenter in a poster session on "The Transformation of Students" at the TESOL

International Convention & English Language Expo, 28-30 March 2018- Chicago, Illinois, USA. She published several papers such as Neo-Colonialism in Chinua Achebe's, A Man of The People, 1966. A Research In English Literature, By Noha Taha, Faculty Of Arts, Assuit University, 11/7/2020. The Abuse Of Power And The Exploitation Of The Weak In Mario Vargas's Conversation In The Cathedral 1969, A Research In English Literature, By Noha Taha, Faculty Of Arts, Assuit University, 11/7/2020. "Connecting the Dots' ' in the TESOL International Convention held in Chicago, Illinois, USA, 28-30 March 20. The imprint of epidemic literature and COVID-19: A psychological study of certain literary works of three Egyptian writers. (Under Preparation).

Nada Zeyada, Asst. Lect., MSA University/Alexandria University.

Nada Zeyada is currently a Lecturer Assistant at MSA University in Cairo, and a PhD candidate at the Faculty of Arts, English Department, Alexandria University. She got her BA in 2016 from the English Department, Alexandria University and obtained her MA degree in English and Comparative Literature in December 2020, after which she started her PhD right away also from the English Department. She has participated in a number of conferences throughout the past years, including the annual graduate conference at the AUC, the international conference at MSA in 2019 on transnational literature and theory, and a virtual conference in times of pandemic on

space and Geo-criticism by Prof. Robert Tally in 2021. Her research interests include comparative studies, post-colonial and spatial studies, 19th century British fiction, Victorian Studies and Modern Arabic literature.

2nd International Conference

Brave New Humanities:
Empowerment through Literature, Translation, and FLT
ALEXANDRIA, EGYPT 2023

Venue: Mohamed Ragab Hall, Pharos University
Friday and Saturday, the 3rd and 4th of March

INTRODUCTION:

In today's world, where every second counts, and the technology superhighway is attracting everyone to its ever-expanding lanes, the study of humanities seems to have been relegated to the backbenches. The question that bedevils many is: is the study of the humanities – and English as a discipline – obsolete? Do we need to justify the study and practice of literature, languages, and translation, as teachers and for the students? The answer to this question entails a re-exploration of how humanities can be given a new lease of life to go on impacting our lives the way technology and other non-humanities disciplines do.

AIMS & OBJECTIVES:

The purpose of this conference is to re-examine the validity of humanities in general and Departments of English in particular, as the avenues that can put the human aspect of our lives again into perspective. The conference will look at ways in which how training students at Departments of English can empower them, as Gen 3 or even 4, to compete successfully in diverse areas and achieve excellence as well.

Pharos University in Alexandria

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