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FACULTY OF
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Faculty of Languages

Faculty Achievements

2017/2018

Validated by Bedfordshire University, UK



Table of Contents

Dean's Word

External Partners' Feedback

Staff Research Publication

Faculty Academic & Non-Academic Activities

- Conferences
- Exhibitions
- Faculty Publications
- Prominent Guest Speakers
- Trainings
- Workshops
- Community Service Projects

Staff Academic Promotion & Accomplishments

Staff Best Practices & Awards

MSA Scholarships for Distinguished Students

Summer Programme at UOB

Dean's Word



Professor Soha Raafat
Dean of the Faculty of Languages

Dearest Students and Graduates,

The Faculty of Languages, MSA University is set up with a view to meet the challenging demands dictated by the fast changing job market of the 21st Century. The Faculty, therefore, started a British partnership with the University of Bedfordshire, UK in 2014 in order to align its educational services with British standards. The Faculty of Languages focuses on developing the creative abilities, critical thinking skills and lifelong autonomous learning of its students. We believe that 'Languages' students graduate from the faculty as round characters with developed skills and strong cultural awareness essential for their success in their future careers.

The carefully selected staff members of the faculty of Languages are determined to guide and provide support to the students of Languages, not only through interactive classes, but also outside classrooms through well planned support strategies. In their third year, our students are advised to choose one of four majors which are interdisciplinary areas in the field of English Language Studies: Translation, Teaching English as a Foreign Language (TEFL), Executive Business Skills and Comparative Studies. Our students' engagement in the learning processes and participation in various kinds of cultural and extracurricular activities would equip them with tools that would not only shape their successful professional careers, but also enhance their interpersonal skills.

Graduates of the faculty of Languages are awarded a dual degree, a degree from MSA University recognized by the Supreme Council of Higher Education in Egypt and another degree from the University of Bedfordshire, UK. We are really proud that our senior class in 2018 is the first cohort of validated students who celebrate their dual BA degree from both renowned universities.

Wishing our students and graduates a very bright future

External Partners & Examiner's Feedback



Nadia El Kholi, PhD

*Professor of English Literature,
Faculty of Arts,
Cairo University
Egypt*

*The former Cultural Counsellor & Director
of the Egyptian Cultural Bureau in London*

"The students showed critical understanding of theories of translation and writing a research proposal."

"The students showed evidence of being familiarized with national and international contexts of interpreting. Most students could communicate with fluency and spontaneity as appropriate as the level of difficulty of the materials studied."

"The higher scoring pieces of work are very strong indeed showing insight, sophistication and effective command of written English. Such work also demonstrates an ability to construct powerfully persuasive arguments, reaching beyond the scope of the material taught."

External Partners & Examiner's Feedback



Jeni Williams, PhD

*Senior Lecturer,
Literature & Creative Writing
Faculty of Humanities and Performing Arts,
University of Wales: Trinity Saint David*

"In general, I was impressed by the work. The modules are well designed with international as well as more traditionally canonical texts. Attention has been paid to the way that they build and integrate skills and knowledge over the 4 years. The seriousness with which many of the students respond to what is demanding and clearly stimulating modules is impressive..."

"Excellent course with a range of fascinating international English language texts."

"Excellent teaching practice material; substantial discussion and multiple kinds of feedback ..."

Staff Research Publications



Amani Wageh Abdel Halim
Professor of Literature

1- Revival of Yoruba Heritage in Femi Osofisan's *Esu and the Vagabond Minstrels*

Abstract

"The future is a past we often forget to remember" (Niyi Osundare's *Horses of Memory*). This line of poetry represents the prevailing thought and attitude of the second generation of Nigerian writers, who resort to the past by employing the concept of Afrocentricity and reviving the Yoruba tradition to create a better future. Therefore, the aim of this paper is to explore the reasons and techniques employed by Femi Osofisan, who belongs to the second generation Nigerian dramatists, in his play *Esu and the Vagabond of Minstrels* (1991) adopting the approach of Afrocentricism. In *Afrocentricity*, MolefiKete Asante describes the term as "a sacred plan" aiming at reconstructing and developing every aspect of the African world from the perspective of Africa as "subject", rather than as "object" (20). Therefore, the second generation of Nigerian writers portrays African culture, traditions, beliefs, and ways of living in an African context in order to express their pride of their ancestors' heritage, and in turn to resist Eurocentricity, which is imposed on their societies by colonial or neocolonial powers. Osofisan revives the rich culture of the Yoruba tradition for the young Africans to recognize their roots, thus connecting ancestral heritage to Afrocentricity.

2-The Dramatic Structure of Niyi Osundare's *Waiting Laughter*

Abstract

Christopher Anyokwu in his analysis of Osundare's poetry states that he improvises a new trend in poetry that is "the poetry of performance" (2). Niyi Osundare in his collection of poems *Waiting Laughters* (1991) succeeds in creating dramatic scenes through his selective use of images. Most of the previous studies of Osundare's collection are interested in analyzing the content of the poems concerning his manipulation of the Yoruba heritage to resist leadership corruption in Nigeria. However, the present study examines Osundare's scenes of resistance in the light of the dramatic structure of *Waiting Laughters*.

Staff Research Publications



Safaa Ahmed Saleh
Associate Professor of Translation

Mass Communication and Ideological Translation: A Modernization or a Conflict Enterprise? A Case Study of Al-Jazeera vs. Al Arabiya. *ELLS*, IX (1), (December) 2014.

Abstract

This study challenges the role of mass media in modernization and development. It criticizes the power of the dominant mass media and the one way flow of messages from the "developed" North to the "underdeveloped" South, through a discussion of the role played by some media and the role of translation in this respect. Some of the research questions are: How true is the US, or West, enterprise of modernization and development in the Arab World? How the neocolonial discourse is articulated in mass media to create international conflicts? How are international conflicts and crises managed to serve certain agendas? What is the relationship between power and mass media effects on message receivers? How can the Arab mass media confront the conspiring ones and help spread peace instead? How the translation of ideology and the ideology of translation can help negatively or positively mass media in disseminating messages globally? This paper investigates such questions through a qualitative analysis of data and information gathered from Al-Jazeera and Al Arabiya channels on the two recent Egyptian revolutions. The findings show that internationally-dominated mass media promotes a neocolonial enterprise of conflicts and wars instead of modernization and development; Al Arabiya as an example for confronting media has a long way to go and needs the collaboration of others; the ideological translation studies have a great potential and implications for the role of translation in conflict areas; there is a gap in mass communication models accounting for its role in conflicts; the absence of a new ethical code for mass media leads to grave distortions in message content receivers' value and information system globally; terrorism increases; and the US attempt to convince the international public opinion of a South- North flow of communication is deceptive.

Staff Research Publications



***Doaa Sayed Abdel Azim, PhD
Lecturer of Literature***

1-An Ecocritical Approach to John Lewis Burckhardt's *Notes on the Bedouins and Wahabys*, Annals of the Faculty of Arts, vol 47, (January-March), 2019.

Abstract

The study shows how the environment could determine the social, economic and political activities of the tribes of Najd and Hejaz, underlining the fact that some of the Orientalists' travel writings could be considered as eco-critical or environmental studies. Although Burckhardt as an Orientalist has explored and written about the environment of Najd and Hejaz as well as the incidents that took place in that part of the Arabian Peninsula, in the beginning of the nineteenth century, to pave the way for the European colonizers to grasp some geopolitical facts about the region and its inhabitants, he could reveal that unique relationship between the Arab Bedouins and their environment.

2-Resisting Borders in Thomas King's "Borders" and Ghassan Kanafani's "Returning to Haifa", ELLS, vol 8, 2017.

Abstract

The aim of this study is to show one of the major characteristics of resistance literature, which is resisting borders, in two fictional short stories, "Borders" by Thomas King and "Returning to Haifa" by Ghassan Kanafani, discussing how both works have tackled the concept of resisting borders as a form of resistance which the colonized people might apply to confront their colonizers and affirm their identity. Resisting the physical and psychological borders represents the struggle, which some colonized people have to face to declare their rejection to an unfair situation and rediscover themselves after reconsidering their relation with the colonizers.

Staff Research Publications



Mohamed Saeed Hasab ElNaby
Professor of Arabic Language & Literature

١- تصور مقترح لتنمية الذكاء اللغوي لدى طلاب اللغة العربية في مدارس التعليم العام - مؤتمر المجلس الدولي للغة العربية-دبي- الإمارات العربية المتحدة ٢٠١٨

ملخص البحث

ظهر مصطلح معدل الذكاء IQ في أوائل القرن العشرين (١٩٠٥) على يد ألفرد بينيه، حيث بحث عن مقياس لتحديد القدرة العقلية، فتولدت عن جهوده أول مقياس مقنن للذكاء. وبعدها ولسنوات عدة بذل العديد من الباحثين جهوداً متتابعة لتحديد مزيد من المقاييس المقننة للذكاء وذلك بحساب مدى الصدق والثبات لهذه المقاييس، وبتكرار التجريب على آلاف الأفراد. وفي بداية الثمانينيات قدم هاورد جاردنر في كتابه "أطر العقل" وسيلة لرسم خريطة المدى العريض للقدرة التي يمتلكها الناس، وذلك بتجميع هذه القدرات في سبع فئات أو ذكاءات، تشكل القدرات العقلية المتنوعة التي يتمتع بها الإنسان، ومن بين هذه الذكاءات يأتي الذكاء اللغوي الذي يشكل أهمية كبيرة في تعليم اللغات بوجه عام واللغة العربية على وجه الخصوص. ولعل معلمي اللغة العربية في مدارس التعليم العام يلحظون أن من بين طلابهم من يُظهر قدرات لغوية متفوقة. ولو تم الانتباه لها على النحو المناسب لمهدنا الطريق لجيل من المبدعين والأدباء المتميزين. والبحث الحالي لا يصب اهتمامه على طلاب اللغة العربية الأذكياء لغوياً فحسب؛ وإنما يستهدف أيضاً من يتمتع بقدرات لغوية عادية، حيث يسعى البحث إلى تنمية الذكاء اللغوي لدى طلاب اللغة العربية في مدارس التعليم العام على اختلاف درجات الذكاء اللغوي لديهم.

٢- مهارات تذوق الشعر الصوفي - مؤتمر المجلس الدولي للغة العربية-دبي- الإمارات العربية المتحدة ٢٠١٧

ملخص البحث

لا غرو أن الأدب فن جميل أداته الكلمة، يجسد عباراته تجربة صادقة قادرة على التجاوز للآخرين. والشعر نسيج الوجدان، وثمره الفكر الساطع، ومنبع القلب النقي الأصيل. والشعر الصوفي وحي من رب العالمين نزل على أوليائه المقربين، يتجلى في قلوبهم صفاء وجمالاً؛ فيكشف لهم حقائق الكون وأسرار الحياة. والشعر الصوفي ذلك الدرّ النضير يحتاج لأليات تذوق تتناسب ورقية ورمزيتة، حتى تصير رقائقه كنزاً وجدانياً، وتستحيل عباراته غدراناً متدفقة، وتضحى حكمه ثماراً وأزهاراً. ولعل ذلك يستتبع مهارات تمكن المتلقي من تذوق ألفاظ الشعر الصوفي وتتبع أفكاره، والارتشاف من مدامه.

دور الشعر في الارتقاء المجتمعي -مؤتمر الفكر والإبداع- المملكة المغربية - ٢٠١٨

ملخص البحث

تناول البحث عدداً من المحاور المتعلقة بفن الشعر بوجه عام، والشعر العربي على وجه الخصوص، حيث تعرض لوظيفة الشعر وأهميته في تربية الوجدان، مركزاً على معايير الشعر ودوره في الارتقاء المجتمعي، ومن بين هذه المعايير: المعايير المتعلقة بحقيقة الكون، والمعايير المتعلقة بحقيقة الحياة، والمعايير المتعلقة بحقيقة الإنسان.

Staff Research Publications

Ali Elgamil Abdel-Fattah, PhD
Lecturer of Linguistics

Error Analysis in a Saudi Context. Macrothink Institute. Education and Linguistics Research. 4 (1), 2018.

Abstract

This is a case study in which the researchers attempt to reveal reasons behind the writing problems of three Saudi EFL university students by conducting error analysis on samples of their writings. Norrish (1987) defines an error as "...a systematic deviation, when a learner has not learnt something and consistently gets it wrong" Moreover, error analysis is a branch of applied linguistics concerned with second and foreign language learning. The researchers spent a good time identifying and categorizing the participants' interlingual and intralingual errors. It is worth noting that, the three participants of the study are government school graduates; so the study has several implications for the educational system of government schools. Additionally, the learners' native language is Arabic, and they have very limited exposure to the target language. The study, also, provides worthwhile implications and recommendations to alleviate future problems of writing English essays among learners whose native language is Arabic.

Staff Research Publications



***Rania A. Hameed ElWakeel, PhD
Lecturer of Linguistics***

Re-framing Gender Relations: A Positive Discourse Analysis of life coaching and family counseling narrative posts on Facebook

Abstract

Gender relations have been an arena of extensive Critical Discourse Analysis (CDA) and Feminist studies as part of the "naturalized" power struggle in discourse. This paper aims to re-examine, hence re-frame gender relations within the perspective of Positive Discourse Analysis (PDA). Rather than the "deconstructive" activity of CDA that targets the revelation of various forms of sociopolitical and sociocultural power struggle, PDA has emerged as a complementary perspective. It is an attempt of a "productive activity" towards solidarity, in place of dominance and hegemony. PDA considers how people get together and make room for themselves to make "a better world". The data examined includes selected life coaching and family counseling narrative posts on Facebook. The tools employed include narrative frameworks and lexico-grammatical choices that contribute to the positive reconstruction of social actors as the main components of gender relations.

Staff Research Publications



Rania Allam, PhD
Lecturer of Translation

Feminine Narratology in Reem Bassiouney's Novel *Dr. Hanaa* : An Appraisal Analytical Study

Feminist narratology is a broad field introduced by Lanser in (1986), which combines the study of feminism and narrative theory into a coherent texture that has many manifestations in the linguistic fabric. Language- as a discursive tool of expressing conceptual beliefs and shared depictions- plays a vital role in elaborating the elemental factors of narrative from a feminist perspective. Therefore, the depiction of a sociocultural image of women in a certain ideological context can be traced through a lingua-textual analysis of a feminine narrative employing a certain model or paradigm.

The present paper explores the image of Arab women depicted in a contemporary Arabic novel written by Reem Bassiouney entitled "*Professor Hanaa*" (2008). Bassiouney's novel "*Professor Hanaa*" explores the way in which Arab women strive for individuality and identification in a male-dominated community. It depicts gender and power relationships in contemporary Egypt through the story of a strong-minded university professor. The paper aims at answering two main questions: how does the analysis of the appraisal parameters of a feminine narrative unfurl the struggle of identity and recognition experienced by Arabic women? What narrative and linguistic tools are involved in the process? The paper employs the parameters of Appraisal linguistic theory of Martin and White's (2005) (attitude, engagement and evaluation) together with the elements of the Narrative Discourse introduced by Simpson (2004) (textual medium, sociolinguistic code, characterization, textual structure and intertextuality) to investigate how language can be a functional tool to convey narrative concepts. Patterns of pragma-syntactic and textual structures highlighting feminine conflicts and agonies illustrated in the feminine narrative is the focus of the present study.

Staff Research Publications



**Ahmed Samir Ali Marzouk,
Assistant Lecturer of
Arabic Language & Literature**

تدريس اللغة العربية لغير الناطقين بها (الأهداف والتحديات والوئى)
مؤتمر الدولي العاشر بجامعة كيرا الا بدولة الهند الذي عقد ٥ - ٧ فبراير ٢٠١٨م

يمثل تدريس اللغة العربية للناطقين بغيرها تحديًا كبيرًا للأستاذ الجامعي، ويتمثل هذا التحدي في عدة نقاط وهي: ١- تحديد القدرات الذهنية للطالب لاختيار أنسب الطرق المنهجية المناسبة له ٢- التحقق من الهدف الأساسي للطالب من تعلم اللغة ٣- التأكد من وجود لغة وسيطة من عدمه ٤- تحديد مدى إندماج الطالب في المجتمع العربي ككل والمصري على وجه الخصوص ٥- إمكانية وجود أكثر من طالب داخل الفصل من بلدان مختلفة لها ثقافات ولغات متعددة. فكان لابد من وضع استراتيجية خاصة للطالب الجامعي (بكلية اللغات بجامعة أكتوبر للعلوم الحديثة والآداب نموذجًا) لمجابهة هذه التحديات لتحقيق الأهداف المشتركة للطالب والأستاذ الجامعي، بيد أن الصعوبة الأساسية تكمن في محاولة الأستاذ الجامعي تكوين خلفية ثقافية ولغوية ومعرفية قوية في ذهن الطالب؛ حتى يستطيع الطالب استيعاب المادة المنوط به تعلمها في الفصل الدراسي، وذلك مع الالتزام بمراعاة المعايير العلمية والنظريات التربوية الحديثة، والتي تعتمد في المقام الأول على تدعيم الجانب النفسي للطالب وحثه بطريقة دائمة على اكتساب اللغة من البيئة المحيطة به مع الاستعانة بالتكنولوجيا الرقمية الحديثة. وانطلاقًا من وجهة النظر تلك فقد قامت هذه الدراسة على ثلاثة محاور أساسية، أولها تحديد التحديات التي تواجه الطالب والأستاذ الجامعي على السواء، وثاني هذه المحاور هو وضع أهداف محددة ينبغي الوصول إليها على قدر المستطاع، وختمت البحث بالمحور الثالث الذي يدور حول اختيار الرؤية الاستراتيجية الناجعة والمناسبة لكل طالب بما له من خصوصية.

Faculty's Academic & Non-Academic Activities

Conferences

The Second Mini-Conference With Bedfordshire University

(February 2018)

The Faculty of Languages-MSA University hosted the second Mini-Conference in collaboration with its academic partner, the University of Bedfordshire (UK). This academic event aims to provide the staff of both parties with the opportunity to present and share their views and current research work in order to share experience and inspire scholars. Each Presenter gives a twenty-minute presentation on one of the topics in the fields of linguistics, literature, translation and TEFL. The conference is also a lively forum for discussion among partners/colleagues who share the same academic interests. This would benefit the education processes and the academic/ research environment of both parties.



Dean Of the Faculty of Languages with UOB moderators

Exhibitions

يوم اللغة العربية بالتعاون مع المركز الثقافي السعودي (ديسمبر ٢٠١٨)

في إطار الاحتفال باليوم العالمي باللغة العربية الموافق ١٨ ديسمبر من كل عام؛ قامت كلية اللغات والملحقية الثقافية للمملكة العربية السعودية وبالتعاون مع مركز الملك عبدالله بن عبدالعزيز الدولي لخدمة اللغة العربية بالمملكة العربية السعودية بالتعريف باليوم العالمي للغة العربية والذي يوافق قرار الجمعية العامة للأمم المتحدة بتاريخ ١٨ ديسمبر ١٩٧٣ باعتبار اللغة العربية ضمن اللغات الرسمية ولغات العمل في الأمم المتحدة. وقد أبدت الأستاذة أمل النهاري من الملحقية الثقافية السعودية سعادتها بترحيب الجامعة واحتفائها بيوم اللغة العربية، وإتاحة الفرصة للملحقية للتعريف بهذا اليوم، وتقديم المنجزات التي يقوم بها مركز الملك عبدالله بن عبدالعزيز الدولي لخدمة اللغة العربية بالمملكة العربية السعودية. كما أبدت استعدادها للتعاون مع كلية اللغات والجامعة في كل ما يخدم اللغة العربية ويعزز وجودها. وانتهى اللقاء التعريفي بتوزيع المطويات والنشرات التعريفية والصور التذكارية.



Faculty Publications

مجلة ممرات مجلة نصف سنوية لتدريب طلاب كلية اللغات في مجال الترجمة

The Faculty of Languages launches the first translation magazine that gives students an opportunity to practice translation activities in a professional manner. The students select the topics and the articles in social contexts and/ or literature. They try also to translate literary works of art in a number of various topics. The title of the magazine is "Mamarat" or "Pathways" which symbolizes the opened routes back and forth between the two languages, English and Arabic. The translated articles of the students are closely reviewed by Faculty instructors and feedback is given to students on how to improve their styles and the quality of translated work. Once the students' work is ready, we start to prepare the work for publication in the magazine. The students are very excited about the whole activity especially when they see their photos and their work published in an online magazine.



العدد الأول : نوفمبر ٢٠١٧



العدد الثاني: مايو ٢٠١٨

Prominent guest speakers

Hosting the American-Indian Writer Akhil Sharma

The Faculty of Languages hosted the award winning American writer Akhil Sharma who gave an enjoyable and insightful talk entitled "On the Duty to Tell the Truth" on Tuesday, Feb, 2018 in the Cinema Hall-SSB. Akhil Sharma (born 1971) is an Indian-American author and professor of creative writing. His first published novel *An Obedient Father* won the 2001 Hemingway Foundation/PEN Award. His second, *Family Life*, won the 2015 Folio Prize and 2016 International Dublin Literary Award. The 47 year old Indian American writer mainly talked about his experience as a child who emigrated with his Indian parents from Delhi to settle down in New Jersey at the age of eight. During the talk, Sharma narrated many stories about the differences and gaps between the two cultures, the Indian and the American especially from the point of view of a child. He also spotlighted his hyphenated identity and his journey of assimilation. Indeed, his experience is reflected in his award winning works of art and semi-biographical novels and/or short stories. In the session, he briefly pointed to his first novel, *An Obedient Father*, for which he won the 2001 Hemingway Foundation/PEN Award. Indeed, in the beginning of his professional career, Sharma was influenced by the great writer Hemingway. However, by time he managed to develop his own unique style and vision. The event was very well attended. Around 180 students and staff members from the Faculty of Languages and other faculties attended the event (almost full house).



Prominent guest speakers

كلية اللغات تحيي ذكرى الراحل الكبير الأديب يحيى حقي

نظمت كلية اللغات بجامعة أكتوبر للعلوم الحديثة والآداب MSA في السادس من ديسمبر ٢٠١٧ ندوة أدبية بعنوان "تحول الشخصية الروائية.. قنديل أم هاشم ليحيى حقي نموذجاً" إحياء لذكرى الكاتب الكبير يحيى حقي، وذلك كأول فعاليات النادي الثقافي "كنوز"، والذي يستهدف إحياء تراث الأعلام من أديبنا والكتاب في عالمنا العربي، وكذلك إلقاء الضوء على مبدعي الغرب؛ إيماناً من الكلية بقيمة التبادل الثقافي وأثره على النهوض الحضاري في مصر. وقد تحدثت في هذه الندوة الأستاذة القديرة نهى يحيى حقي ابنة الراحل الكبير يحيى حقي والتي ألقى الضوء على جوانب شخصية وإنسانية في حياة يحيى حقي والعوامل التي أثرت في أدبه وعرضت نماذج من أعماله المميزة. كما تحدثت الدكتورة عطيات أبو العينين الإعلامية والمذيعة بالإذاعة والتلفزيون وعضو اتحاد كتاب مصر عن تحول الشخصية في رواية قنديل أم هاشم، والعوامل التي أسهمت في ذلك التحول، وتطور شخصية بطل الرواية بفعل المؤثرات النفسية والبيئية المتغيرة بين الشرق والغرب. وتحدثت الدكتورة صلاح معاطي الإعلامي وكبير مذيعي صوت العرب وعضو اتحاد كتاب مصر عن وصية يحيى حقي والذي طلب إليه أن يزور عدداً من الكتاب والفلاسفة والفنانيين بعد وفاته لينقل لهم وصيته، كما أشار الدكتور صلاح إلى مواقف كثيرة دارت بينه وبين الراحل يحيى حقي.

وقد أشارت الأستاذة الدكتورة سهى رأفت عميد كلية اللغات في بداية الندوة إلى أهمية إحياء تراث الأديب والمفكرين وخاصة من الرعيل الذي ضم كتاباً كباراً مثل يحيى حقي، وأكدت على الدور الذي يمكن أن تسهم به هذه الندوات في ترابط الأجيال، وكذلك في تنمية مهارات الجيل الحالي من أبنائنا الطلاب وتعميق المعرفة بإسهامات الأديب والمفكرين من مختلف الثقافات، وسيضطلع نادي "كنوز" في ندوات لاحقة بهذا الدور بالتعاون مع اتحاد كتاب مصر. كما أشار الدكتور محمد سعيد الأستاذ بكلية اللغات إلى أن ندوة اليوم هي تعبير صادق عن إيمان الكلية بأهمية التراث الفكري والأدبي، والتي ستمثل انطلاقاً لندوات أخرى تلقي الضوء على مبدعينا ومفكرينا.

حضر الندوة عدد كبير من أعضاء هيئة التدريس والمعاونين من كلية اللغات وكليات الجامعة المختلفة، كما حضر عدد كبير من طلاب الكلية وكان لهم تفاعل واضح في المناقشات وكذلك في الإعداد والتنظيم وتقديم ضيوف الندوة. وختمت الندوة بتقديم شهادات التقدير لضيوف الندوة تقديراً لهم، وصور تذكارية للجميع.



Language

جامعة أكتوبر للعلوم الحديثة والآداب
كلية اللغات
TREASURES CLUB

في إطار مبادرة "تراث" التي تلتها كلية اللغات
إحياء لتراث كبار الكتاب المصريين

بسرنا مولوك لحضور الندوة الإذاعية
الأولى للمبادرة بعنوان:
تحولات الشخصية الروائية..
قنديل أم هاشم ليحيى حقي نموذجاً
ضيوف الندوة:
نهى يحيى حقي
د. مطيات أبو العينين
د. صلاح معاطي

يحيى حقي

وفدلك يوجع الإزعامه الموإفقه: 2017/12/6
من الساعة 12:30 - 2:00 ج مبنك SSB قاعة السينما
والدعوة عامة...
حضوركم بشفنا وبسرنا سعادة

Trainings

The English Language Program (ELP)

The Faculty of Languages is glad to host an English Language Program (ELP) to contribute to the ever-growing community service activities on MSA campus. The main objective of the program is to help learners from the community to develop their English language skills, enhance their fluency and build their confidence as principle keys to success.

Levels:

- Building (Level 1) Designed to help learners to communicate effectively and confidently in everyday situations through the practice of the 4 main skills: reading, writing, listening and speaking.
- Foundation (Level 2) Designed for learners who want to improve their English language by practicing the 4 main skills: reading, writing, listening and speaking.
- Fundamental (Level 3) Designed to help learners develop key skills: reading, writing, listening and speaking at a higher proficiency level.
- Progression (Level 4) Designed to prepare learners to select from a range of specific courses at a more advanced level



IMPROVE YOUR
PRESENTATION SKILLS
with ELP the Best British Education in Egypt

Trainings

Outstanding Trainers from the Faculty of Languages

In collaboration with the university QAAC, Dr Ebtihal A.Aziz and Dr Mirette Ahmas Sobhy, distinguished staff members in the Faculty of Languages, organized successful workshops entitled "Assessment and Testing" and "Effective Teaching/Learning Strategies" for MSA staff members on June 25 & 26, 2018.

The workshops provided the participants with an ideal opportunity to further their understanding of assessment for learning, review their current capability, or strengthen the learning in modern learning environments. In these highly active and participatory workshops, staff members also learned about and experienced several collaborative teaching strategies appropriate for any discipline that can help students achieve deeper and more long-term learning.



Workshops

Staff Development Workshop Between MSA & UOB Staff Members (June 24)

As part of our commitment to help the staff members enhance the best practices in education today to accommodate the wide range of needs, strengths, and interests of our students, the Faculty of Languages organized a successful workshop with our British Partner, The University of Bedfordshire, on June 24, 2018. The workshop provided opportunities for staff members from both sides to build upon their skills and competencies and to exchange views and bridge gaps concerning teaching and student learning experiences. The informative session also served as an opportunity to network with UOB staff members by familiarizing UOB with our best practices and acknowledging their feedback. The workshop is one of many similar events held by the Faculty of Languages in our endeavour to provide our students with the best British learning experience at MSA.



Community Service Projects

في إطار حرص كلية اللغات بجامعة اكتوبر للعلوم الحديثة والاداب على المساهمة الفاعلة في خدمة المجتمع وتنمية البيئة، قامت كلية اللغات من خلال " برنامج تعليم اللغة الانجليزية" بتقديم عدد من الدورات لتعليم اللغة الانجليزية لأبناء دار الأيتام التابعة لمؤسسة "في محبة الرحمن للأعمال الخيرية وتنمية المجتمع" في الفصل الصيفي ٢٠١٧-٢٠١٨. وقد تحمس عدد كبير من الاساتذة والطلبة بالكلية للمشاركة في العمل التطوعي المتميز ليكون باكورة تعاون مثمر ومستمر في المستقبل بين الكلية والمؤسسات الخيرية المماثلة.

Within the framework of the Faculty of Languages at MSA to contribute actively and effectively to the community service and environmental development, the faculty offered a number of English Language courses to the children/residents at the "في محبة الرحمن للأعمال الخيرية وتنمية المجتمع" during the Summer Semester 2017-2018. A large number of faculty members and students were excited to participate in this outstanding volunteer work to be the first fruitful and continuous collaboration between the College and similar charitable institutions in the future.



Staff Academic Promotions



Mohamed Saeed Hasab Elnaby
Professor of Arabic Language & Literature

Dr Mohamed was promoted to *Full Professor of Arabic Language & Literature*. Dr Mohamed has eminent research work in the field of Arabic literature **research**. The Faculty of Languages is very proud of his Academic attainment & wishes him prominence in his future research work.

Safaa Ahmed Saleh
Associate Professor of Translation

Dr Safaa was promoted to *An Associate Professor of Translation*. Dr Safaa is a distinguished educator and scholar in the field of translation **research**. The Faculty of Languages is very proud of her Academic achievement & wishes her success in her future academic pursuits.



Staff Academic Promotions

Hla Salah El-Din Hussein Aly

***Awarded MA Degree in Linguistics,
Faculty of Arts, Cairo University***

Dissertation Title: **Acquisition of Phrasal Verbs by EFL Learners: Integrating Data-Driven Learning and Induction- Deduction Approaches**



Abstract

The acquisition of prepositional verbs and phrasal verbs has always been a problem for the L2 language learner. This is a study that targets the Egyptian intermediate learners' acquisition of prepositional verbs and phrasal verbs and their incorporation in the learners' writing production. The study adopted a quasi-experimental methodology where two groups were randomly assigned to the experiment at the university where the researcher works. The deductive learning approach was applied on the first group, and the inductive learning approach was applied on the second group. Both learning approaches integrated the Data-Driven Learning (DDL) approach through the usage of concordance lines from the COCA corpus (Corpus of Contemporary American English). The findings of the study indicated two things. The first indication was the deductive learning approach's upper hand compared to the inductive learning approach in relation to the learners' writing outcomes. The second indication was the learners' retention capabilities of the English prepositional verbs and phrasal verbs have improved more through the inductive learning approach compared to the deductive learning approach.

Staff Academic Accomplishments

Saafan Amer Saafan,

Assistant Lecturer of Spanish Language & Literature

Registration for PhD in Linguistics at Faculty of Arts/Cairo University.

Dissertation Title: **Translation of Phraseological Units in Alaa Al Aswany Novel translated into Spanish: A Pragma-linguistic study.**



Abstract:

The work will study the translation of all the phraseological units in all novels of Alaa Al Aswany translated into Spanish. These units will be studied from a Pragma-linguistic approach to illustrate all the techniques and translation strategies used by the translator to transfer every type of these units from Arabic into Spanish.

Staff Academic Accomplishments

Shereen Effat Mostafa Noureldin,

Assistant Lecturer.
Curriculum & Teaching Methods

Registration for PhD in Education at Faculty of Education/Ain Shams University.

Dissertation Title: **The effect of Lesson Study on enhancing the performance of MSA University English instructors, their students' academic writing and satisfaction**



Abstract

Teacher's training is applied worldwide and usually endeavors to provide teachers with sustained, high-quality professional development to improve student's learning and teacher's instruction. Most teachers often complain that traditional training is "episodic, often fragmented, ineffective, and disconnected from school improvement efforts and daily practices" (Barnes in Knight, 2007, P. 4). This study aims at exploring the impact of the Japanese Lesson study In-service training on improving the students' academic writing satisfaction at the University level and on enhancing the teaching practices. Lesson study is a form of collaborative teachers' training, where teachers meet, discuss and improve their knowledge of content and pedagogy by learning from daily work (Fernandez 2002, pp. 393-395).

The study adopts quasi experimental design employing both quantitative and qualitative data collection tools such as a teacher survey, videos of lessons, debriefing sessions, and field notes from lesson study observations. The performance of 49 Pharmacy students was measured via Pre-Posttest. In addition, teaching practices is quantitatively and qualitatively measured pre-post the study. Students' satisfaction about teaching performance and about their own performance is also applied.

Based on the initial analyses, the study concluded that there is statistically significant difference of students' academic writing in favor of the Posttest, students' Post self-evaluation and of teaching practices. Moreover, the study will discuss the success factors of using Lesson Study as a model at the University level and in Arab culture.

Staff Academic Accomplishments

Marwa Zakaria Abdel Rahman Elsheikh

Assistant Lecturer of Linguistics

Registration for MA in Linguistics at Faculty of Arts/Cairo University.

Dissertation Title: **The Socio-Cultural Aspects in EFL Textbooks in Egypt: A Multi-modal Analysis**



Abstract

Textbooks have a profound effect on society. They are a source of power through their influence on the students' orientations and attitudes towards several aspects in life. This influence is due to the way these textbooks represent the world through the images and texts they encompass. Moreover, there is disagreement among education specialists about how culture should be integrated within textbooks. Therefore, the purpose of this study is to explore the socio-cultural representations in a widely used EFL textbook series in Egypt, namely *Hello*. Five categories, which relate to socio-cultural aspects, are the basis for selecting the analyzed images and texts. The categories are: classroom activities, touristic sites in Egypt, gender roles, world-wide cities and celebrities. Kress and van Lueewen's visual grammar (2006) is the method adopted in the present study for visual analysis. The first two levels in Fairclough's three-dimensional modal (2001) are applied for describing and interpreting the texts that accompany the images. The findings of the present study reveal that *Hello* reflects some aspects in the Egyptian culture such as gender stereotyping and the conservative attitude towards mixed gender learning contexts. *Hello* also reflects a true image about the polluted Cairo. On the other hand, *Hello* reflects appreciation of the global culture which is evident in the categories of celebrities and classroom activities. Finally, the meanings conveyed through the visual representations match the meanings conveyed through the textual representations.

Staff Academic Accomplishments

Alaa Ali El-Badri

**Registration for MA Degree in Linguistics,
Faculty of Arts, Cairo University**

Dissertation Title: **Investigating the Effect of
Explicit and Implicit Instruction on the
Acquisition of English Idioms: A Study of
Egyptian EFL Learners**



Abstract

This proposed study examines the effect of explicit and implicit instruction on the acquisition of English idioms. It also investigates Egyptian learners' attitudes towards learning idioms both explicitly and implicitly. One hundred intermediate-level Egyptian EFL learners are given a pretest from which the researcher selects the 20 least familiar idioms to be included as the target of the study. Two experimental groups that contain 50 participants each are taught the target idioms through reading, writing, and speaking activities. One group is taught utilising the explicit strategy and the other group is taught utilising the implicit one. After the treatment, a post-test is administered to both groups to assess their acquisition of the target idioms. In order to gain more insight into the participants' linguistic readiness towards the effect of learning idioms explicitly and implicitly, a questionnaire is given to them after the post-test and its results are qualitatively analysed.

Staff Best Practices & Awards

Staff-Graduates Liaison Session

The Faculty of Languages was glad to hold a **Staff Graduates Liaison Session** on June 13, 2018 to receive feedback & comments from our first cohort of validated graduates on their four years learning experience in the Faculty of Languages. The students exchanged views with the Dean of the faculty, the Vice Dean, and the staff members and were asked to fill in a questionnaire in which they evaluated and appraised the various aspects involved in the learning processes throughout the four years of study in the faculty.



Staff Best Practices & Awards



Shereen Effat Mostafa Nouredin,
Assistant Lecturer (Curriculum & Teaching methods)

The Faculty of Languages is pleased to acknowledge that the presentation entitled **"Lesson Study: Assessing Learning, Empowering Students"** has been selected for presentation to the ILACE 2018 (the international language assessment conference in Egypt) to be held on the 5th-6th of September 2018 at the AUC downtown. Congratulations to Ms. Shereen Effat!

Olfat Nour Eldin Kerny
Assistant Lecturer of Linguistics

Received a Certificate of Merit from Dr. Nawal El-Degwi for the family support unit for Fall 2017

The award is offered by Professor Nawal El-Degwi annually to recognize the achievement of staff members who participate in the Family Leader's program to offer support to newcomers and act as a guardian to the new family of students, which successfully impacts the students on the personal and the academic levels.



MSA Scholarships for Distinguished Students

MSA University has recently awarded two MA Scholarships to two distinguished graduates of the Faculty of Languages, Tasneem Al-Moataz Mohamed and Yasmin Fahid, for their Academic Excellence. The graduates are awarded a scholarship at Bedfordshire University of UK their post-graduate studies for MA Degrees in the academic year 2018-2019. After finalizing their MA Degrees, Tasneem and Yasmin will be welcomed as Junior Staff Members in the Faculty of Languages at MSA University.



Tasneem & Yasmeen (Class2018)

Summer Programme at Bedfordshire University 2018

The Summer programme is hosted by the University of Bedfordshire, Luton Campus, UK. The Programme aims at providing the students with the opportunity and knowledge required to develop the necessary skills so as to gain, maintain, and advance in their areas of interest. The programme combines the best practices from cultural exposure and career preparation, which would improve students' overall academic performance and perspectives of future vision. In addition, students gain valuable international experience through engaging with the rich British culture with all its authentic tradition, influential history, and beautiful modern life style.



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