



E-LEARNING ORIENTATION WEEK

At the Faculty of Languages & Translation

Under the patronage of Dr. Abdullah Al-Melhi, Dean of the Faculty of Languages & Translation, the E-Learning Unit at the faculty organized an "E-Learning Orientation Week" for new students from Sunday, September 7, 2014 to Thursday, September 11, 2014.

Dr. Ahmed Ismail Asiri, Vice-Dean of the faculty, Dr. Abdul Khaliq Al-Qahtany, Vice-Dean for Development & Quality, and Mr. Abdullah Al-Rezgi, Director of English Language Center, appreciated the efforts of the E

-Learning Unit. They extended full support and guidance for making the orientation week a great success.

Mr. Mohsin Raza Khan, the E-Learning Unit Supervisor, said that the aim of the orientation week was to make new students aware of the necessity and effective use of the King Khalid University E-Learning portal i.e. Blackboard. "The students were contacted in their respective classrooms on a one-on-one basis and introduced to the E-Learning system", said Mr. Khan.

Mr. Ali Alamry, In-charge of Students Activities, said that contacting the new students in their respective classrooms was a unique experience for him. He emphasized the need for E-Learning. He further added that E-Learning is very useful in today's world for a better teaching and learning environment.

Mr. Abdullah Al-Zubain, the E-Learning Specialist, Dr. Khaled Mohanna, the E-Learning Team Manager, Mr. Jaber Al-Thebi, Dr. Mohammad Asif, Mr. Salahuddin Abdul Rab, Mr. Eric Beer, Mr. Hassan Costello, Mr. Jawed Ahmed and Mr. Rizwan Ghani, provided holistic support to make the week a success.



Send your write-ups to: salahuddinkku@yahoo.com

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If ...

DOING CELTA IN SOUTH AFRICA



By

Erich Beer

Lecturer, English Language Centre

“CELTA is a developmental course, not a judgmental one. If you apply yourself there is simply no way for you NOT to develop teaching knowledge and skill.”

I completed CELTA through International House in Johannesburg (IHJ), South Africa during the summer vacation. The course ran from July 7th to August 1st. It was a very positive experience for me and I would strongly recommend both the course and the institution that offered it.

IHJ's course fee must be among the least expensive in the world. I paid ZAR 12,500 which translates into about SAR 4,500. Doing CELTA at some exotic location elsewhere in the world will cost you several times that but the training won't be any better or the certification more highly regarded. To the basic course fee you'd need to add your travel (getting to SA and back and daily commute, if any) and accommodation cost. I stayed in Pretoria (about 65 km away) with my sister and commuted every day, first by car, then by bullet train, then on foot. Total travel time one way for me was around 100 minutes, which meant I had to leave

home at 6.15 a.m. every day (the course started at 8.30 a.m.). It cost me ZAR 3,000+ for the four weeks' commute alone. I would recommend you stay in one of the hotels, hostels or guest houses in Braamfontein, Johannesburg (where IHJ is situated), within walking distance from the course venue.

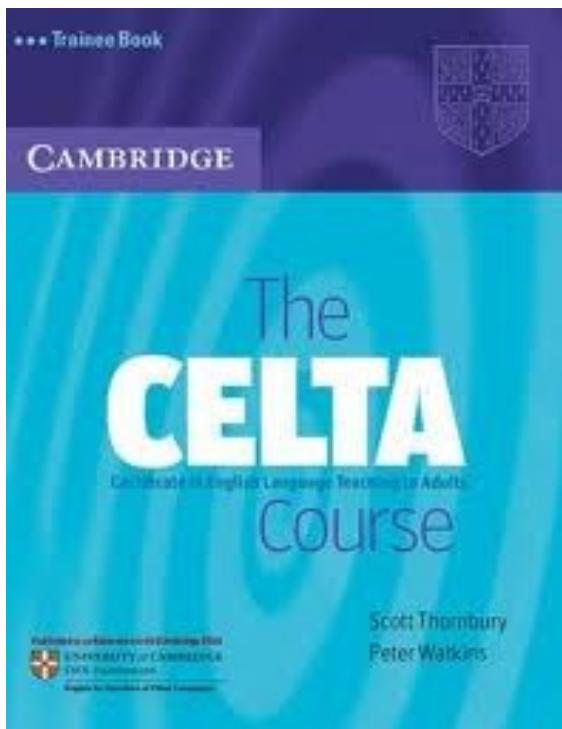
The suburb of Braamfontein is centrally located and easily accessible by means of public transport (ordinary train and bullet train). There are a number of mosques in the area. As elsewhere in

South Africa, you need to take reasonable precaution in terms



of personal safety.

I honestly don't foresee any problems getting a visa for study purposes in S.A. should your country not be on the list of exempt countries. Have a look at the Department of Home Affairs' website (details below). Click on the “Immigration” tab and you'll see links for Immigration Services on your left. Click on each



link and familiarize yourself with the content. I suggest you also consult your travel agent on this.

Do a Google search for "accommodation in Braamfontein". This will come up with the names of hotels, hostels and guest houses etc. You may then narrow your search to one category at a time. One of the candidates on my course was staying at the Bannister Hotel, literally only 5 minutes' walk away from the course venue, and seemed satisfied.

Bear in mind that when it is summer in Saudi Arabia it is winter in South Africa. Winters on the Highveld (the region of S.A. where IHJ is situated) get bitterly cold and the night temperatures routinely drop to below freezing point. However, day temperatures are generally quite pleasant. Winter is, of

course, also 'flu season. Many of the candidates on my group fell ill; one contracted pneumonia and had to withdraw.

Also bear in mind that for four weeks solid you will eat, sleep and drink CELTA, and CELTA alone. You literally won't have time for anything else. Despite the unrelenting pace and pressure the course is eminently doable.

CELTA is a developmental course, not a judgmental one. If you apply yourself there is simply no way for you NOT to develop teaching knowledge and skill.

Please feel free to approach me should you need more information and/or assistance. I'd be happy to help where I can.



Useful contact details:

International House Johannesburg
www.ihjohannesburg.co.za



Department of Home Affairs, South Africa



Abdelrahman Elyass
Lecturer
English Language Centre

"Translators not only need to know their source language well; they must also have a thorough understanding of the field of knowledge covered by the source text, and of any social, cultural, or emotional connotations that need to be specified in the target language if the intended effect is to be conveyed."

TRANSLATING AND INTERPRETING

When people are faced with a foreign-language barrier, the usual way round it is to find someone to interpret or translate for them. The term 'translation' is a neutral term used for all tasks where the meaning of expressions in one language (the 'source' language) is turned into the meaning of another (the 'target' language) whether the medium is spoken, written or signed. In specific professional contexts, however, a distinction is

drawn between people who worked with spoken or signed language (interpreters), and those who work with a written language (translators). There are certain tasks that blur this distinction, as when source speech is turned into target writing. But usually the two roles are seen as quite distinct, and it is unusual to find one person who is equally happy with both occupations. Some writers on translation, indeed, consider the interpreting task to be more suitable for extrovert personalities, and translating for introverts.

Translating:

It is sometimes said that there is no task more complex than translation—a claim that can be readily believed when all the variables involved are taken into account. Translators not only need to know their source language well; they must also have a thorough understanding of the field of knowledge covered by the source text, and of any social, cultural, or emotional connotations that need to be specified in the target language if

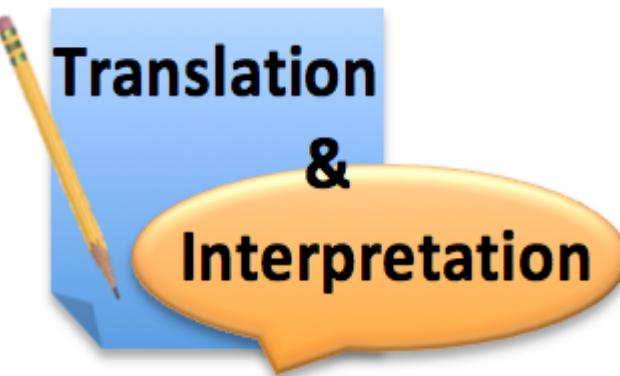
the intended effect is to be conveyed. The same special awareness needs to be present for the target language, so that points of special phrasing, contemporary fashions or taboos in expression, local (e.g. regional) expectations, and so on, can all be taken into account. On the whole, translators work into their mother tongue or language habitual use), to ensure a result that sounds as natural as possible—though some translators have argued that, for certain types of text (scientific material) where translation accuracy is more crucial than naturalness, it takes sense for translators to be more fluent in the source language.

Three ways of testing the quality of a translation:

In back-Translation, one translator translates a text from language A into language B; a different translator then turns the B text back into A, and the resulting A text is compared with the original A text. If the texts are virtually identical, it is strong evidence that the original translation was of high quality.

In Knowledge Testing, speakers of language B are tested about the content of the translation (e.g. using a questionnaire), and the same questions are put to speakers of A. If the results correspond, the translation must be efficient.

In Performance Testing, speakers of language B are asked to carry out actions base on the text (e.g. in a repair manual), as are speakers of A. The results can then be compared to determine translation efficiency. This is a very time-consuming process, however, and requires expert supervision if clear results are to be obtained.



THE LEP: A WORLD OF TOMORROW



Md. Mahmudul Haque

Lecturer
English Language Centre

“Most notably, these wonderful courses are taught by our online native speakers from USA and South Africa.”

In order for its students to meet the demands of present world market, King Khalid University (KKU) recognizes the advantages of English proficiency. As a result, KKU initiated the Language Enhancement Program (LEP), to improve proficiency in listening, reading, speaking and writing. Since its 2011 inception, the LEP has expanded to include the following services: academic & career counseling, guidelines about study & life skills, workshop & training on public speaking & debates and learning facilitation.

The Language Enhancement program is open for all the students and faculties of the University and runs under the supervision of the Faculty of Languages and Translation. A number of skilled and efficient teachers from the faculty of Languages and Translation spend significant amount of their time in facilitating English language learning activities. The LEP center is enriched in English language learning materials which include books, newspapers, journals, magazines, comics, placards and posters. The center can accommodate more than seventy students. It has thirty desktops and twenty five laptops to provide students with online facilities. The walls are covered with pictures ranging from sports to prepositions. These are there for lower level students who might want to express something in English but need a visual reference. They can easily walk to the wall and ask "how do you say number XX in English?".

The LEP is literally a place of learning English Language and socialization. It is also a regular place of teachers-students interaction. Hussam, a level 7 student of CS, says, "It's the place in which I made my wonderful friends. I might not have the opportunity to make such friendship without the LEP.". Other regular participants of LEP, Nadir, a

level 8 student of English, Ibrahim, a level 7 student of English, and Shawqui, a level 6 student of CS, are in the same opinion. In general, the LEP has been a place that promotes learning English through socialization.

While the main goal of LEP is the learning of English language, it emphasizes that the language learning takes place through fun and friendly environment. Students here play different games, read English newspapers, and watch English movies, documentaries and news reports. They also engage in roundtable discussion with teachers and with themselves on topics from culture to everyday life. They always approach teachers to solve academic difficulties. To be precise, the LEP accommodates learning through friendly interaction among students themselves and faculties and students.

Currently, a number of language learning activities are going on and a lot more to happen in the upcoming schedule. The LEP has a white board at the entrance on which the word of the day is published. The participants read daily newspapers and then involve in discussion on important reports. Occasionally, the faculties bring up selected articles in order to discuss the contents with students. The

faculties engage the participants in small group talk and roundtable open discussion regularly. They also provide individual help to students when approached. There are also online courses - TOEFL, IELT, and Intensive Grammar Courses- available for the students. Hence, if a student is in Grammar 1 and having a problem, he can go to LEP and see a repeat of that course taught by an online teacher. Most notably, these wonderful courses are taught by our online native speakers from USA and South Africa. The LEP has scheduled free writing competition so that students feel motivated in improving writing skills. The trainings and workshops for debate, public speaking and life skills are under preparation. In order to inspire stu-



dents, the arrangement of bringing successful professionals from different fields for delivering lectures and sharing the journey and tips to success, is in the priority list. 'Outing' to actualize the learned proficiency of English in real life is another language learning activity, the facilitation method of which is being estimated. It would be launched once the suitability is at hand. To inform each and every students of the University about the program along with its vision and mission, the importance of the LEP Awareness campaign has been discussed and the beginning of the semester has been deemed to be the most suitable time to arrange.

Since the LEP believes in the learning theory that the best learning takes place when the learners' motivation is high and the environment is engaging and friendly, it focuses on learners' comfort and learning flexibility. However, the LEP encourages to speak English and discourages to speak any other language to all its participants during their time here. The Head of the LEP, Mr. Abdur Rouf, says, '*The purpose of LEP is to provide an environment to the students to enrich their English on campus but OUT of the classroom. There is not a lot of "structure" in the LEP as students want a place to come to RELAX, yet still practice their Eng-*

lish. There are not a lot of places for our students outside of the university to practice English -- LEP tries to fill that gap.'

Dr. Abdullah A. Melhi, the dean of faculty of Languages and Translation, is highly enthusiastic about the LEP. He brings English newspapers to the LEP every morning. He regularly discusses progress with the coordinator and the concerned faculties. He also encourages the faculties to spend their time in the LEP. He believes the LEP is greatly improving students' English proficiency.

Increasing attendance levels and remarkable communication improvements serve as evidence that the LEP is motivating both beginners as well as veteran students. Very recently, Dr. Fayedz, a reviewer of the English Program from King Saud University, visited the LEP. He was highly impressed and satisfied with the LEP activities. Praising the LEP's performance, he even commented that its student involvement exceeds that of King Saud University. To align with its objectives, the LEP is initiating everything required to facilitate learning and improving English. It can be said that the program is running very smoothly, and it is just a matter of time by then the program will thoroughly achieve its goal.

(The LEP 'Working Committee' provided extensive support to prepare this report.)



"Since the LEP believes in the learning theory that the best learning takes place when the learners' motivation is high and the environment is engaging and friendly, it focuses on learners' comfort and learning flexibility."



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Poet: Abu Attaiyeb Al Mutanabbi

If ...

*If you have gritty determination into the pursuit of a desired goal,
Don't be content with goals short of stars
For the pain of death throes in a small matter
Is the same as that in a mighty matter
Cravens deem impotence intelligence;
That is but a wily trick, adopted by those of base nature
Valour in any form suffices in man,*

فَلَا تَقْنَعُ بِمَا دُونَ النَّجُومِ
كَطْعَمُ الْمَوْتِ فِي أَمْرٍ عَظِيمٍ
وَتِلْكَ خَدِيعَةُ الطَّبَّعِ اللَّئِيمِ
وَلَا مِثْلَ الشَّجَاعَةِ فِي الْحَكَيمِ

إِذَا غَامَرْتَ فِي شَرَفٍ مَرْوُمٍ
فَطَعْمُ الْمَوْتِ فِي أَمْرٍ حَقِيرٍ
يَرَى الْجُبَانُ أَنَّ الْعَجَزَ عَقْلٌ
وَكُلَّ شَجَاعَةٍ فِي الْمَرْءِ تُغْنِي



Continued from page 4

Interpreting:

Interpreting is today widely known from its use in international political life. When senior ministers from different language backgrounds meet, the television record invariably shows a pair of interpreters hovering in the background. At major conferences, such as the United Nations General Assembly, the presence of headphones is a clear indication that a major linguistic exercise is taking place. In everyday circumstances, too, interpreters are frequently needed, especially in cosmopolitan societies formed by new generations of immigrants and Gastarbeiter. Often, the business of Law courts, hospitals, local health clinics, class rooms, or industrial tribunals cannot be carried on without the presence of an interpreter. There is urgent need to expand what has so far been one of the most neglected fields of communication research.

Machine Translation:

The idea of using machines to provide translations between natural languages has been recognized since the 1930s, but an appropriate climate for development did not arise until the years following the rise of information theory, the success of advanced code-breaking techniques, and the invention of the electronic computer all indicated that machine translation (MT) could be a reality.

The Future:

It is unlikely that machines will replace human translators in the foreseeable; but they can already help to take a great deal of the drudgery out of routine translation work, and enable far more material to be processed than would otherwise be the case.

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