Mountain Top

Message from the Editor-in-Chief

In this Issue

Dr Abdullah Al-Melhi
Dean, Faculty of Languages and Translation

The importance of the acquisition of knowledge is undisputed. In addition to other benefits, this prepares the learner for the career of his choice. However, honesty should occupy a pivotal position in any learning endeavor. If it is absent – through dishonest practices such as cheating – it may very well jeopardize the achievement of the desired goals. Cheating has been denounced by all the canons of morality in every society throughout history; it is also strictly forbidden in Islam.

During the most recent final examinations of the Faculty of Languages and Translation, strict measures were in place to prevent cheating. This has met with considerable success and the number of cheating incidents were greatly reduced. However, dishonest practices haven't been stamped out. What is most saddening is that the practice of cheating is so prevalent that many students do not even realize it is morally wrong.

Our explicit aim is to conduct all future exams transparently and free from cheating. We are committed to dealing with any practice of cheating – be it fraud, fake identity or copying – heavy-handedly, and to meting out the maximum legal punishment without showing any leniency or granting any amnesty to the transgressors.

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

Helping EFL Students Become More Successful Learners

Dr. Ismail Alrefaai
Director, Language Research Centre

> "Since learning involves a change in the behavior of the learner there are many well-known facts about the learning process which we have to keep in mind when facilitating more effective learning."

*T*he teaching-learning process consists of four determining factors: the learner, the teacher, learning resources and the environment where learning takes place. These factors are inter-related and each one of them has a significant positive or negative effect on the other factors.

Successful learners have certain characteristics: Effective teachers use creative ideas and effective techniques to help their students learn better; well-designed instructional materials make learning easy and enjoyable, and the environment plays a crucial role in encouraging and motivating learners.

Learning involves a change in the learner's behavior. The teacher provides information, gives feedback and encourages students to learn, but ultimately it is the student who has to learn.

In this article I attempt to outline how we, as teachers, can assist our students to learn effectively and become more successful learners. I believe the first step towards achieving this goal is to understand the learning process. Alan Pritchard, in his book "Ways of Learning: Learning Theories and Learning Styles in the Classroom" (2009) mentions the following definitions of learning:

- Learning is a change in behavior as a result of experience or practice.
- Learning is the acquisition of knowledge.
- Learning is a process by which behavior is changed, shaped or controlled.
- Learning is the individual process of constructing understanding based on experience from a wide range of sources.

From these definitions we can conclude that learning means the gaining of knowledge, skills and experiences which will change behavior. Furthermore, a deep understanding of human learning enables us to select and use effective teaching techniques that encourage our students to be effective, autonomous learners.

Facts about Human Learning:

Since learning involves a change in the behavior of the learner there are many well-known facts about the learning process which we have to keep in mind when facilitating more effective learning. Some of these facts would be:

- Learning needs motivation.
- Learners are different in their learning styles, IQ, motivation and aptitude.
- Learning takes time.
- Successful learners use effective learning strategies.
- Feedback plays a crucial role in learning.
- Technology has changed and will continue to change the way we learn.

Starting with these facts, we can aid students in their learning by using the following techniques:

Motivating Students:

"Motivation means having a real purpose in learning English, or really wanting to learn English for a reason." (Brown, 2002). Some students are highly motivated, others are not motivated at all; some students are internally motivated, while others are externally motivated. According to Reid, 2007, we can motivate learners in a number of ways:

1- When we develop tasks we have to make sure that these tasks are achievable, interesting and motivating.

2- Pair-work and group-work can motivate students.

3- We should provide students with feedback on their performance. This feedback should be given immediately and continuously.

4- We have to create a classroom climate which enhances motivation. This can be achieved by making the classroom an enjoyable place for all students.

5- In order to foster independent learners, we have to focus on and reinforce intrinsic motivation.

6- We have to encourage self-correction and self-assessment techniques. This will help students to be independent learners.

Finally, we can assist our students to learn better by using effective materials in the classroom. These materials should be accurate, appropriate, suitable for the level of the students, and activity-based; they should draw students into cooperative learning, encourage high-level thinking skills, be relative to the needs of the students, promote students' self-esteem and provide both formative and summative evaluation. (Ministry of Education, 2002).

Matching Teaching and Learning Styles:

A learning style can be defined as "a particular way in which an individual learns." (Pritchard, 2009). Every student has his/her own learning preference. In other words, every individual has his/her learning style:

- Some learners are visual; they learn better by

seeing, preferring information to be presented in the form of pictures, movies, diagrams, maps, etc.

- Other learners are auditory; they learn better by listening, benefitting most from lectures, discussions, hearing audio tapes, etc.
- Still other learners are kinesthetic; they prefer learning by doing and benefit from physical activities and field trips.

To accommodate all these different learning styles, it is important to use a variety of techniques and activities in the classroom.

Time Management:

It is a given that language learning cannot be achieved overnight. Furthermore, we have to teach and train our students to manage their time well and use it optimally. A useful technique in this regard is to prepare a weekly schedule which may include study and non-study activities as shown in the table below.

Activity	Hrs./week	Total
Hours of sleep each night	---- × 7 = ---	------
Hours for meals/snacks	---- × 7 = ---	------
Travel time	---- × 7 = ---	------
Hours for social activities (clubs/sports/watching TV etc)	---- × 7 = ---	------
Number of hours in class	---- × 7 = ---	------
Total		------

This technique will help students to determine the number of possible hours left for study in a week. The first step in applying this technique is to complete the following table:

Easy course	No. of credit Hrs. × 2 = ...
Average course	No. of credit Hrs. × 3 = ...
Difficult course	No. of credit Hrs. × 4 = ...

Subtracting the total number of hours in the above table from 168 (the total number of hours per week), we leave the possible number of hours for studying. Based on that, every student can assess how effectively he/she is using his/her time and make the necessary changes which will lead him/her to achieving the desired learning objectives.

Students often raise the question: "How many hours should I study per week in order to get good marks?" To determine how many hours a student needs to study per week, it is advisable to use the following rule:

For example, studying a difficult course with 3 credit hours, will require 12 hours of study a week (3×4=12).

Teaching Students to Use Effective Learning Strategies:

The following saying underscores the crucial importance of active participation in the learning process: As the saying goes, "Tell me and I will listen, show me and I will understand, involve me and I will learn." As teachers, we have to encourage our students to be active participants in learning. Also, we have to train our students to use effective learning strategies such as note taking, skimming, scanning, asking for clarification, etc.

Using Technology in Learning:

We can aid our students' language learning better by providing delivery methods using computers and the Internet. Computers are excellent language learning and teaching tools. They can motivate students to learn by presenting the instructional material in an attractive way through the use of multimedia. Also, computers can individualize instruction; so every learner will learn according to his/her own pace and select the presentation modes appropriate for his/her individual learning style. Furthermore, the computer can provide the learner with immediate feedback about his/her progress, analyze his/her errors and provide remedial material (Ravichandran, 2000).

The internet has revolutionized language learning. "E-learning activities can turn rather dull online experiences into entertaining, interactive, meaningful and valuable learning experiences for students" (Watkins, 2005).

In conclusion, I would like to stress the fact that helping students become autonomous and successful learners is not an easy task; it requires a sustained effort on the teacher's part to provide students with all the support and guidance they will need.

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"Computers are excellent language learning and teaching tools. They can motivate students to learn by presenting the instructional material in an attractive way through the use of multimedia."

Structuring Online Education at KKU

Rizwan Ghani

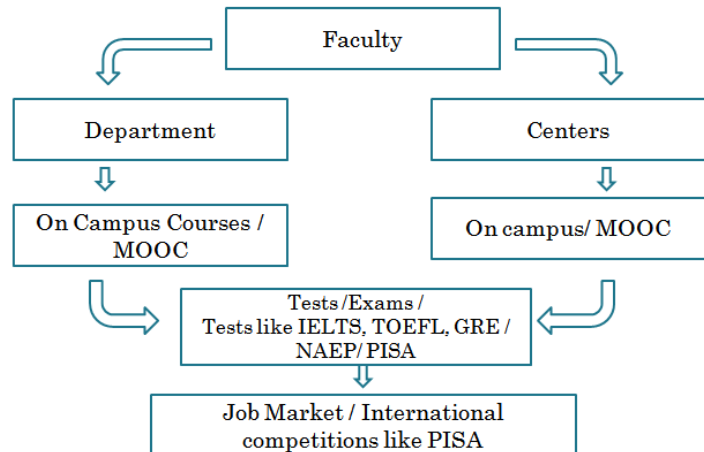**Lecturer, English Language Centre**

The structuring of Massive Online Open Courses (MOOC) as part of online education at KKU along certain lines (see diagram: Structure of Online Education) can make university education at grassroots level accessible to working people, the handicapped, people in social homes and correctional facilities and those with special needs or in remote areas. The salient feature of KKU online education will be the provision of on-campus testing facilities to MOOC students along with the regular students. It will provide equal opportunities to online university graduates in the job market and global ranking. It can help educate and test an additional 150,000 students annually and create

> "The online national frameworks of NAEP can be used to standardize education from school to university level with a view to the job market within the Asir Region and competition at national level."

Quality Control (QC) and E-learning to extend education to most members of the community so as to develop

human resources for the 21st century.

Faculty deanships can use departments, centers (see diagram: Faculty Deanship

online resources such as Coursera[1], EDx[2], and MIT OpenCourseWare[3]. It will help students choose from on-

FACULTY DEANSHIP STRUCTURE

campus and online courses and allow Quality Control and E-learning deanships to provide support (including infrastructure) to the deanships and Ministry of Health (MoH) to educate students, arrange testing, conduct regional and national assessments along the lines of the US National Assessment of Educational Progress (NAEP), and prepare students for global competitions such as the Program for International Student Assessment (PISA).

The Quality Control Deanship can assist the faculty deanships by arranging ready-to-deploy testing templates from the E-learning deanship for on-campus and online courses in accordance with the parameters provided by the assessment and accreditation authorities at national level, such as the Saudi National Commission for Academic Accreditation and Assessment (NCAAA)[4], NAEP[5] and Council for Higher Educa-

STRUCTURE OF ONLINE EDUCATION
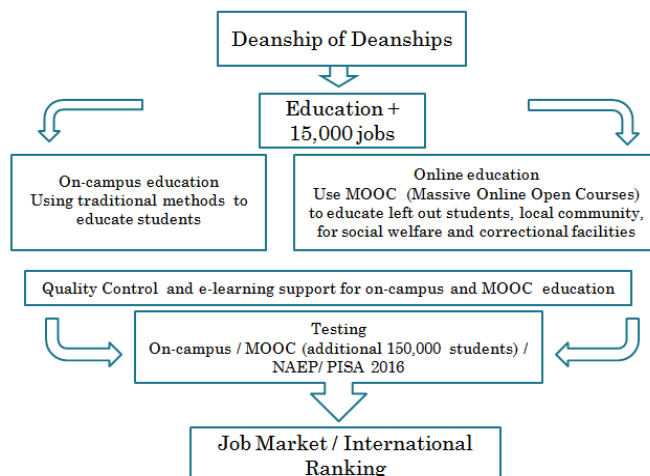
15,000 jobs in the university.

A strategic plan is needed at the level of Deanship of Deanships that will ensure coordination among all faculty deanships including

Structure) and research centers to shortlist on-campus and MOOC courses (showing the course name, credit hours and examination dates from established

LRC Blog

Reports on Seminars organized by Language Research Centre

Dr. Hassan Jashan

Mr. Mohammad Adil

Dr. Dawood Mehdi

Reported by
Syed Asif Abbas
Seminar Coordinator,
Language Research Centre

The LRC takes pride in bringing innovative ideas, research studies and challenging, topical academic issues to the fore through its seminars and workshops presented by the honorable faculty members. We are thankful to all those who made it possible through their participation and contribution as presenters.

The LRC will start its activities for the new semester in the course of this month. Before we embark on that, however, let's take a few moments to reflect on our activities during the first semester.

The last three presentations were delivered by Dr. Hassan Jashan, Mr. Mohammad Adil and Dr. Dawood Mehdi on Aphoria, Grammar Teaching and Students' Willingness to Communicate, respectively. A brief account of each follows.

Dr. Hassan Jashan shared the results of a clinical, neurolinguistic study on Aphoria and its effects on language functions. This had already been presented and published in The University of Qatar's Journal and The Gulf Journal of Research Studies. Aphoria impairs the expression and understanding of language as well as reading and writing skills. Emphasis was laid on the diagnosis of this disorder among students through awareness as well as its possible treatment.

The next presentation was conducted by Mr. Muhammad Adil, who shared his views on, and experience in, grammar teaching. He focused on the problems faced by students and teachers of grammar teaching and learning, and the ways to make a grammar class an interesting rather than a boring experience. He maintained that there is no need whatsoever for grammar lessons to be boring or monotonous provided there is room for enjoyment. This will change the learning concept from 'having to do' to 'love doing' and can be achieved by adding interactive activities to grammar classes.

The LRC concluded its series of seminars for the first term with one by Dr. Dawood Mehdi on December 09, 2013. The honourable doctor presented his study on 'Students' Willingness to Communicate'. The presentation was well received and appreciated by the participants as various factors effecting students' skill and willingness to communicate were discussed and analysed. The seminar evidenced great depth, sociolinguistic importance, data collection, and featured diagnostic measures, cultural and psychological barriers and possible remedial procedures.

During a short but elegant ceremony, certificates of appreciation were awarded to presenters and organizers in recognition of their active participation in, and contribution to, the initiatives of the LRC and the Department of English.

SEMINAR DETAILS

These were handed to the recipients by Drs. Abdullah Melhi (dean), Ismaeel Al Refaai (Director LRC), Ahmed Ismaeel Asiri (vice dean) and Abdul Khalique (vice dean of Quality Control) to the following persons: Drs. Atif Jalabnah, Michael Horezeanu, Hassan Jashan, and Dawood Mehdi; and Messrs. Eyhab Bader Eddin and Mohammad Adil. Certificates of appreciation were also awarded to Messrs. Salahuddin Abdul Rab & Syed Asif Abbas in recognition of their services as Mountain Top Editor and LRC coordinator for seminars/ workshops, respectively.

In conclusion, the Language Research Center would like to extend a cordial invitation to all faculty members to contact the organizers of this forum with a view to sharing their invaluable ideas, expertise and insights for the benefit of all.

An Introduction to the Science of Translation

By Abdelrahman Elyass

There are four methods of Arabicization:

1. Transcription:

Transcription, also called transference, refers to keeping the literal spelling of an English term in Arabic letters as it is pronounced exactly. Examples: Bank, Computer, Television and Radio. These words are increasing in number in Arabic by the day, because of the daily invasion of foreign terminology, scientific knowledge and discoveries. In fact, apart from writing the foreign words in Arabic letters, transcription is not Arabicization at all. Rather, it is 'Westernization' or 'Foreignization', so to speak. That is, it is no more than giving the foreign terms an appearance of being Arabic. No clue to their meaning is given. Transcription is the worst and least desirable way of Arabicization as it opens the door wide to the serious and unconditional invasion of the Arabic language by foreign words. It is therefore to be avoided at all cost.

> "The naturalized Arabic terms are inflected according to Arabic grammar, and this applies to nouns, verbs in the singular, plural, masculine and feminine forms as the examples illustrate."

Where the foreign term has not been given an Arabic equivalent yet, for example Vitamin or Radar, the transcription can be used temporarily until a more appropriate Arabic word is found. This is what should have happened in the case of words like Television, Bank etc. The weakness of this method of Arabicization lies in the following:

i-The failure of the translators to exert any effort in searching for an Arabic word of some kind to translate the meaning, and not merely reflect the spelling, of the foreign term.

ii-The ease of the transcription, as it is merely the transference of Roman script into Arabic script. The problem worsens when ordinary words are transcribed into Arabic, although they have well established, very old equivalents, for example Set and Group. This reflects the serious influence of English in particular, and foreign terms in general, on Arabic language users. But this does not justify overusing this method, which remains
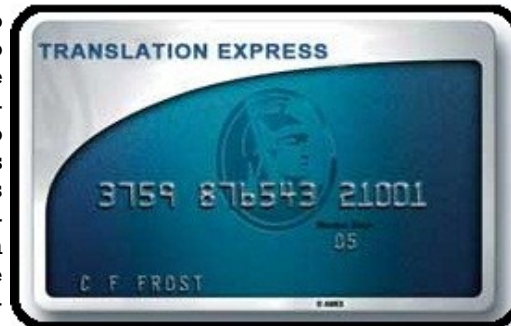
unacceptable by all standards, and the exception made for using it is provisional until standardized Arabicized terms are suggested formally.

2. Naturalization:

This is a method based on adapting the English term to Arabic pronunciation, alphabet and grammar, by modifying its pronunciation only partly, changing the spelling of one or more of its letters into Arabic ones, using it in the singular, plural, masculine, feminine or verb form etc. Examples are:

- Technology/-gies/-gical/-gically/-gist.

- Magnet/-ic/-ism/-ization/-ize.

- Topographic/-er/-ers/-ical/-ically.

The naturalized Arabic terms are inflected according to Arabic grammar, and this applies to nouns, verbs in the singular, plural, masculine and feminine forms as the examples illustrate.

The last example confirms another feature of naturalization in accordance with the Arabic alphabet, namely the use of two letters غ,ط which are not found in the Roman alphabet. Although naturalization is a further step towards acceptable Arabicization, it is not entirely satisfactory, because the foreign term is still mainly intact and without a proper Arabic equivalent. Therefore, it may be not understood except by specialists, for example engineers, medical doctors etc. Many students do not understand terms such as Oxide, Halogenation, Biology or Topography. This means that Arabicization has not been achieved to an acceptable degree and that an even better method is required.

3. Translation:

As a means of Arabicization, translation is the transmission of English technical terms into Arabic, using words that already exist in

the Arabic language. In other words, only Arabic words are used, for example Geology, Geometry, Valve, Anesthetic, Capacity, Pathology and Arable Land. The problem of Arabicization cannot be solved completely by this good translation method. The difficult part is the Arabicization of terms whose equivalents are not already available or known in the Arabic language. This means that another powerful method of Arabicization is urgently needed.

4. Coinage:

This is the best method of Arabicization. It means the suggestion of new terms that have not been used or found in the Arabic language before. New words in Arabic are coined in three ways:

4.1 Revival:

Revival (also called engendering) is the practice of reviving an extinct word by giving it a new meaning whilst its old meaning is being ignored. Example 1: "Train" is an old word meaning a line of camels. Example 2: "Newspaper" is another old world for a small palm stick used to write on patches. Example 3: "Car" was used by classical Arabic long distance desert travelers, as mentioned in the Holy Quran, Chapter "Yousef", verse 10. Example 4: "Telephone" was used to mean a person whose voice is heard. These and other examples were suggested by the language academies.

Revival is a successful but difficult method of Arabicization. The Arabicized

terms are perfect Arabic. It was a reaction to an invasion of Arabic by foreign words. Unfortunately, this method is no longer applied because it is considered to be both puristic and difficult to apply. Moreover, many of the suggested terms resulting from this method have remained on the shelves of the language academies' offices without being given a chance to be used by the people.

4.2 Derivation:

This is based on measurements and rules of the (TL). In Arabic language, there are measures according to which words are derived and measured. The most famous ones are those of instrument names such as axe, hammer and wiper-drill.

4.3 Neologism:

Neologisms are completely new words, ideas and expressions which were not known in Arabic before. They constitute the majority of Arabicized terms. There is a constant need for newly Arabicized words to match the rapid development of technology, computer and Internet science and other sciences such as Psychology, Physiology and Metaphysics. This method is the best and most successful one. It is a perfect example of exactly what Arabicization means. All the terms suggested under this method are either completely new, or are new expressions that appear in the Arabic language of today. These consist of known words in Arabic, but their combination gives rise to new ideas. For example, نفس and علم are both well-established words in Arabic but their combina-

tion refers to a new branch of science; this is therefore a new idea that was not known in Arabic before.

Summary:

The following important conclusions can be drawn from the previous discussion:

1- Arabicization of foreign technical terms is vital. It requires great effort and skill on the part of translators to Arabicize new words arising in modern science and technology by the day – if not by the hour – as quickly, efficiently, effectively and precisely as possible.

2- Arabicization is a difficult process yet it is quite possible, even inevitable. It is crucial for all nations to render technical terms in their own languages in order to enable their citizens to learn, use, understand and participate in the development of modern science and technology.

3- As pointed out earlier, transcription is a poor form of Arabicization. It is essentially a form of Westernization, giving the foreign word an appearance of being Arabic. And yet, transcription is sometimes inescapable and therefore acceptable, especially in medicine e.g. Vitamin, names of medicines such as Aspirin, and some illnesses, conditions and diseases like AIDS, Eczema, Chicken Pox, Cold and Whooping Cough.

4- Some technical terms now have two acceptable versions in Arabic, arrived at through transcription and Arabicization respectively. Some examples: Computer= كمبيوتر\حاسب; Technology = تكنولوجيا\تقنية; AIDS= نقص مرض\ايدز; Mechanical= المناعة المكتسب; Bank = مصرف\بنك; ميكانيكي\الي

Some technical terms have

"There is a permanent urgency to coin new Arabicized terms whether revived, derived, completely new or unusual in the Arabic language."

more than one equivalent in Arabic because unity and standardization of Arabicized terms has not yet been achieved among Arab countries. It is true that one Arabic term for each foreign one would be ideal and would achieve the precision required in technical language, but two or more Arabic terms for the same foreign one are more useful than harmful. This becomes clearer when we compare such terms to those which do not have any Arabic equivalents at all. In other words, two or three Arabic words for one foreign term are far much better than not having even one single Arabic word for it.

This brings us to the matter of synonymy. Usually, synonyms are different from one another, however slightly, except when they are absolute synonyms. It has been put forward, then, that absolute synonymy almost does not exist in any language, yet in the Arabicization of technical terms, all the terms suggested for the same foreign one are absolute synonyms which equally refer to exactly the same thing. Examples of this are Comput- e r حسوب\حاسوب\حاسب العلق\الي a n d الكتروني حاسب\الي and T e l e v i s i o n = تلفاز\شاشة صغيرة\تلفزة\اذاعة مرئية.

The difference between synonyms of the same term lies in their degree of popularity. For instance, حاسوب\حاسب ال are the two most popular terms for the word Computer all over the Arab World. What is common among these terms is that all of them are Arabicized words and therefore acceptable. Sadly, the transcribed foreign versions for some of them, especially Computer and Television, are more popular than their Arabicized counterparts in spoken Arabic in particular

but also in some written texts. Hopefully, this bad habit will not last long and will eventually stop altogether. On the other hand, synonymy of technical terms is common not only in Arabic but also in English in two respects. First, the difference in terminology between British English and American English in regard to some technical terms which refer to the same thing:

Examples:

British	American
1-chemist	druggist
2-lift	elevator
3-lamp	spigot
4-geyser	water heater
5-petrol	gasoline
6-bonnet	hood
7-windscreen	windshield

Second, some technical terms have popular non-technical synonyms which are absolutely identical with them.

Examples:

Technical /Non-technical name

1-femur	thigh bone
2-encephalon	brain
3-chickenpox	varicella
4-tonsils	glands
5-leucocyte	white blood cell
6-erythrocyte	red blood cell
7-termite	white ant

Both versions of these terms are equally acceptable in Standard English. Similarly, duplicity or multiplicity (more than two) of terms in Arabicization is not unusual.

The perfect solution for the extremely difficult problem of Arabicization is to respond effectively to the fourth method of Arabicization, namely coinage. There is a permanent urgency to coin new Arabized terms whether revived, derived, complete-

ly new or unusual in the Arabic language. By 'unusual forms of terms' is meant words which have new, unusual forms in Arabic taken from old or newly Arabicized terms. Some examples:

i- From حاسب\حاسوب we can have حوسبة for Computerization.

ii- محوسب for Computerized (Computerized Study دراسة محوسبة which means دراسة معتمدة علي الحاسوب

iii- يحوسب for Computerize.

iv- The terms حوسبة\محوسب and يحوسب conform to Arabic measures, indeed, it strongly shows the ability and flexibility of the Arabic language to meet the challenges put forward daily by new technical terminology.

Finally, great efforts have been made to Arabicize thousands of foreign technical terms by the Arab League Educational Cultural and Scientific Organization (ALECSO) especially the Coordination Bureau of Arabicization (CBA) مكتب تنسيق التعريب in Rabat, Morocco, by Arab universities and other official Institutions, and by individuals. Yet still greater efforts and more courage are instantly and constantly needed to accompany the rapid advances in technology and the computer and Internet sciences in particular. All the means are available to achieve this: translators, specialists in all scientific fields, financial resources and, above all, specialist references and dictionaries of all types and sizes in the three main languages Arabic, English and French. These are the material tools for the solution of the problems of Arabicization. The only remaining, but vital, condition is the honest willingness of men in power, and academics, to Arabicize.

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VARIA

TRANSLATION   Eyhab A. BaderEddin

1. Iraq has been infinitely patient, inured to an awl deeply plunging into its heart, piercing it
2. O Job's patience that has come to an end! Iraq's very patience is endless
3. O Job's patience! Iraq is neither a dress we tear off when too tight, nor a house we can let out
4. Rather, it is a native land whose least blessing is that we get complete in identity in it
5. It is the best of all countries; Where do we leave the greatest country for?
6. O greatest country on whose beaches eternity and immortality wake up and doze off
7. Your people, Baghdad, are intact fierce- pride-driven patient despite starvation and bereavement
8. They may devour themselves out of hunger; Yet they would never approach others' food
9. O frenzied world! Lives of a thousand children are being claimed a day
10. While you, the world, are cheerfully tightening the death fist around their necks; Death is petrified
11. Do you not have a father, a crying baby in mother's arms, a bawling female child, or a panic-stricken brother?
12. O my lord, Iraq of earth! Whenever I utter your name, my eyes brim with tears
13. Until my voice causes me to choke to break silence by your paternity-and -nobility -carrying eyes
14. When I am peacefully laid to rest, blanketed by this soil, and my bones are rain-washed,
15. The turf over me shall bloom, and I can hear its singing, intoxicated on trees

١. صـبَرَ العراقُ وفي جَنبيهِ مِخرزهُ   يغوصُ حتى شغافِ القَلب ينسملُ

٢. يا صبر أيوب.. حتى صبرُه يصلُ   إلى حُدودٍ، وهذا الصبرُ لا يصلُ!

٣. يا صبر أيوب، لا ثوبٌ فنخلعُهُ   إن ضاق عنا.. ولا دارٌ فننتقلُ

٤. لكنه وطنٌ، أدنى مكارمه   يا صبر أيوب، أنّا فيه نكتملُ

٥. وأنه غُرَّةُ الأوطان أجمعِها   فأين عن غرة الأوطان نرتحلُ؟!

٦. يا أجملَ الأرضِ..يا من في شواطئه   تغفو وتستيقظ الآبادُ والأزلُ

٧. بغدادُ.. أهلُك رغم الجُرح ِصبرهمُ   صبرُ الكريم، وإن جاعوا، وإن ثكلوا

٨. قد يأكلون لفرط الجوع أنفسهم   لكنهم من قدور الغير ما أكلوا!

٩. يا أيها العالم المسعورُ.. ألفُ دمٍ   وألفُ طفلٍ لنا في اليوم ينجدل

١٠. وأنت تُحكِمُ طوقَ الموت مبتهجاً   من حول أعناقهم.. والموت منذهِلُ!

١١. أليس فيك أبٌ؟ أمٌ يصيح بها   رضيعُها؟؟ طفلةٌ تبكي؟ أخٌ وجِلُ؟

١٢. يا سيدي؟؟ يا عراقَ الأرض..   يا وطني وكلما قلتُها تغرورقُ المقل!

١٣. حتى أغصّ بصوتي، ثم تطلقه   هذي الأبوة في عينيك والنبئلُ!

١٤. وحين أغفو وهذي الأرض   تغمرني بطينها وعظامي كلها بلل

١٥. ستورق الأرضُ من فوقي،   وأسمعُها لها غناءٌ على أشجارها ثملُ

'Out of Sight... Deep in Heart and Mind'

Eyhab A. BaderEddin

After years and from the start

For centuries, I've seen NONE like your heart

Amazing is your soul, full of ardent love and art

Fire me no more with your silence and cruel heart

My tongue doesn't find words to say,

Yelping for letters to gather and stay

In my heart to utter a love cry,

Naming that all except you are a big lie

Stop and look me in the eye

Probably you see how stars look in a clean sky

'Innocence is you as long as 'hi' never means 'bye'

Read my forehead, without asking 'why'!

'English still lacks true love words; I can't find others either or buy

Red your cheeks might be, but I've to admit before I die

No longer can I hide; open your ears wide

'I'll stop feeling what burns inside

Only when whales fly and oceans dry

To admit love has never been a crime

Rather it is a ladder of honour we all hasten to climb

Let's admit it before time flies, death bells chime

Love knows no boundaries of geography and age

Nor must love be hidden and buried in our rib cage

Even if my love is unrequited, it has made me sage

Stare at the words inscribed on tree trunks with silence

Expressing pent-up feelings with gratitude and thanks

These words grew scented when winds blew

With sunrise, they went –like the sky- blue

They convey my own time-resisting adieu

I love thee, I love thee with a love that shall not die

Humbly versified for your sake

With the ink of Whiteknights lake

By Ehab whose words are never fake

Composed by Eyhab Bader Eddin, lecturer in Translation at the Faculty of Languages and Translation

Interpretations and Distinctive Features of the Qur'an

An excerpt from the book
"Struggling to Surrender: Some Impressions of an American Convert to Islam"

Jeferry Lang

When a Muslim reads the Qur'an in Arabic, he discovers transcendent beauty, coherence, and wisdom. Many non-Muslim readers, relying on translations, describe the Qur'an as incoherent, uninspiring, and profane.

One source of such radically different perceptions is that most of the previous and present translators are either Western orientalists or scholars of Arabic who have mastered Arabic grammar. For many of these translators, Arabic never became a living language. And here is the source of the entire problem, for mastery of grammar and acquaintance with Arabic literature "cannot render the translator independent of that intangible communion with the spirit of the language which can be achieved only by living with and in it."

The Arabic of the Qur'an, with its frequent use of ellipticism (called *i'jaz* by Arab philologists), was preserved and understood most accurately by the bedouins of the Arabian peninsula, both in the days of the Prophet and in the centuries thereafter. As even Arab Muslims born outside of that tradition struggle with many verses of their sacred scripture, the obstacles encountered when trying to render the Qur'an in a foreign language are compounded all the more. Asad's interpretation of the Qur'an makes significant progress in overcoming some of these difficulties, and Yusuf Ali's translation and commentary is perhaps the most widely read among English-speaking Muslims. Many prefer Marmaduke Pickthall's rendition, since it stays very close to the literal Arabic. But 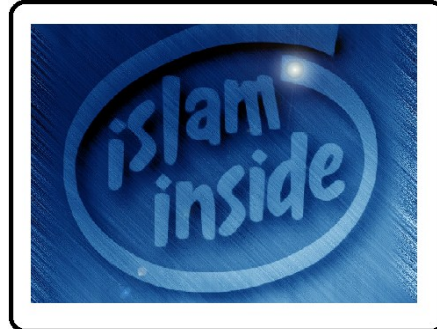for all Muslims, the Qur'an represents the revealed word of God. Therefore, any translation of it into another language is *a priori* imperfect and, in the final analysis, is neither the Qur'an or a translation of it, but merely an interpretation.

A reader who comes from a Jewish or Christian background, as most Western converts do, initially is faced with three significant features of the Qur'an that contrast sharply with what he has come to regard as scripture.

The first is that the Qur'an is a personal revelation, in the sense that, outside of the first seven verses that form a petition for divine guidance, the perspective of the Qur'an is always that of God addressing humanity. For example: "O my servants who have sinned against yourselves, never despair of the mercy of God" (39:53), and "By the bright morning light and by the night when it is still, your Lord has not forsaken you nor is he displeased" (93:1-3). Even when the Qur'an teaches the reader a supplication, it most often begins by instructing him to literally "say" it, as in, "Say: I seek refuge with the Lord of mankind" (114:1).

Another feature is that the Qur'an, unlike the Bible, has no specific chronology. While the Bible contains history and biography, it is virtually impossible to date or place Qur'anic passages without referring to outside sources. One can read the Qur'an in nearly any order and, as long as all of its contents are covered, a thorough understanding of its major precepts can be obtained without additional references. Thus, in a practical sense, the Qur'an has no real beginning or end. For Muslims, this is a very relevant symbol demonstrating that the message contained in the Qur'an transcends the limitations of space and time, and that it has existed in the knowledge and wisdom of God beyond the confines of creation.

As Islam does not divide reality into "sacred" and "secular" compartments, the Qur'an interweaves diverse facets of the human experience throughout its discourse—the rise and fall of nations and individuals, observation of the natural world, the making of society and laws, and human psychology—both to guide the reader in this earthly life and to enlighten him or her concerning the existence and the oneness of God. As these elements merge together in life, so it is in the Qur'an.

It is as if all history, life, and creation is a witness to and convergence toward a single supreme reality: that God is the Sustainer, Regulator, and Master of it all. This is a major departure from the scriptures of all other major religions.

Mountain Top

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King Khalid University**

tion and Accreditation (CHEA) [6] and at the international level by accreditation authorities like PISA[7].

The E-learning Deanship should arrange facilities, staff and infrastructure for testing on-campus and online students on the main and satellite campuses and on-demand sites. Additionally, it should develop a comprehensive Prometrics test/examination booking site online where both on-campus and online students can book and take their tests/examinations. E-learning should then help faculty deanships issue verified certificates with photo IDs of students and make arrangements for typing pattern recognition software for the authentic conduction of tests in E-learning laboratories. Furthermore, E-learning should run courses for English and Arabic keyboard proficiency training[9], computer use and Blackboard familiarization to help students develop reading literacy, professional and social skills.

The online national frameworks of NAEP can be used to standardize education from school to university level with a view to the job market within the Asir Region and competition at national level. Since foreign frameworks have been in place for 50 years they can help KKU standardize both on-campus and online education especially with regard to mathematics, reading, science and writing. Like foreign universities, KKU can also use the input of the local community, businesses, general education ministry, higher education ministry, teachers and students to develop frameworks for standardizing education.

The PISA frameworks are being used by more than 70 developed member states of the Organization for Economic Development (OECD) for testing mathematics, reading literacy, general science and writing. They can be used to help educate 15-year-old students in these subjects and also prepare them for participation in international competitions including PISA 2016.

In conclusion, there is an urgent need to structure online education at KKU to provide quality education to both on-campus and off-campus students, and (more broadly) to serve the community and meet the requirements of the job market. This will enable the university to fulfill its mission by developing human resources to meet the needs of modern world at the university, national and international levels.

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