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~~Theses and Dissertations~~

After my first degree in English Literature, I worked as a managing director of a sports company. This commercial experience proved instrumental in developing my interest in translation and in ...

~~School of Languages and Cultures~~

historical linguistics of German (grammar und pragmatics); German compared with other Germanic languages and under typological comparison; language change and variation (empirical and theoretical),

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~~Professors of the Graduate School Empirical and Applied Linguistics~~

The Arabic visual and performing arts, music, food, and clothing will be covered. This course is open to all upper- division students who are interested in learning about Arabs and their culture. This ...

~~Modern Languages and Literatures~~

"Experimental Exploration of Ambisyllabicity in English" (M.A.) 2015, Reem Alsadoon, "Vowel Blindness: Computer-mediated help options for Arabic EFL learners" (Ph.D.) 2015, Heidi Brumbaugh,

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The Arabic and English languages have developed along separate lines over the centuries. Thus, it is no surprise that even apart from purely cultural elements, there are distinctive characteristics of the two languages that pose particular problems to native speakers of one language attempting to learn the other. The scholarly papers of *Diversity in Language: Contrastive Studies in Arabic and English Theoretical and Applied Linguistics* offer new views on the contrasts between Arabic and English and on contemporary theoretical and applied linguistics. Contributors focus on an array of elusive features that make the Arabic language especially difficult for English speakers to understand fully and intuitively. Comparative studies of English and Arabic, including research on the acquisition of Arabic or English as a second language, underscore the concept of diversity. Contributors to *Diversity in Language* also investigate stylistics, a major source of diversity between the two languages. Practical observations and suggestions may help teachers of Arabic or English as a second language enable students to better understand their second language and become more persuasive and effective in using it. The papers assembled here will be a welcome addition to the bookshelves of scholars and students of Arabic, contrastive rhetoric, and linguistics. Teachers of English as a foreign language, even if their students are not primarily from an Arabic-speaking background, can likewise benefit from the insights made in these contrastive studies. Contributors: Jehan Allam, El-Said Badawi, Huda M. M. Ghali, Mona Kamel Hassan, Nancy G. Hottel-Burkhart, Christopher Horger, Salwa Kamel, Abdel-Hakeem Kasem, Nagwa Kassabgy, Mohammad Al-Khawalda, Nabila El-Taher Makhoulf, Maha El-Seidi, Cynthia May Sheikholeslami, Devin Stewart, Loubna A. Youssef.

In this important study, Carl James reviews the role that contrastive analysis can play in understanding and solving problems in second or foreign language learning and teaching. Using both psycholinguistic and linguistic analysis, he establishes a sound theoretical basis for CA before going on to illustrate its contribution to the study of linguistic universals, bilingualism, and language pedagogy. The book offers a range of examples to support its arguments, enabling readers to grasp the principles and then to pursue their own work in this area. Contrastive Analysis presents a successful theoretical and practical case for the value of CA as a research tool, both for those studying applied linguistics and for teachers needing to adjust their teaching to the state of knowledge of their students.

Teaching EFL Writing in the 21st Century Arab World addresses a range of issues related to researching and teaching EFL writing in different countries in the Arab World including Egypt, Morocco, Oman, Palestine, Tunisia, UAE and Yemen. Both theoretically and practically grounded, chapters within discuss the different contexts in which EFL writing is taught, from primary school to university. The book sheds light on how EFL writing is learned and taught at each educational stage, exposing the different challenges encountered in the teaching and learning. The focus on EFL writing in the Arab World makes this a unique and long overdue contribution to the field of research around EFL writing and will be an invaluable resource for researchers, curriculum designers and students.

In light of the rapid rise of new trends and applications in various natural language processing tasks, this book presents high-quality research in the field. Each chapter addresses a common challenge in a theoretical or applied aspect of intelligent natural language processing related to Arabic language. Many challenges encountered during the development of the solutions can be resolved by incorporating language technology and artificial intelligence. The topics covered include machine translation; speech recognition; morphological, syntactic, and semantic processing; information retrieval; text classification; text summarization; sentiment analysis; ontology construction; Arabizi translation; Arabic dialects; Arabic lemmatization; and building and evaluating linguistic resources. This book is a valuable reference for scientists, researchers, and students from academia and industry interested in computational linguistics and artificial intelligence, especially for Arabic linguistics and related areas.

This edited collection examines a range of English Language Teaching (ELT) research in the Middle East and North Africa (MENA). While the MENA context has witnessed considerable change in recent years, it has so far been under-represented in ELT research at both the regional and the international level. This book aims to fill that gap by surveying the current state of the field, examining in detail a range of issues and concepts, and suggesting future directions for further research. It will be of interest to ELT researchers and practitioners in general - not just those based in MENA contexts themselves.

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