

# DINA HASSAN

Ph.D. Candidate, Linguistics, Department of English, Texas Tech University

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## VOLUNTEERING

Instructor and Life Skills Coach, South Plains Center, Lubbock, TX, 2012-2013.

Facilitator, Language Club, Texas Tech University, 2012-2013.

Administrative Assistant, 48th Annual Comparative Literature Symposium, Department of English, Texas Tech University, April 2015.

Board Member, International Cultural Center, Texas Tech University, January 2016-Present.

Gamma Beta Phi Society, Texas Tech University chapter, January 2016-present.

## WORK EXPERIENCE

2016-Present Translation and Pedagogy Specialist

Colibro Publishing

1. *Translation methodology pedagogy development – technical, internal documents*
2. *Translation methodology summary documents and slides*
3. 1. Translation guide development
  1. step-by-step explanation with practical examples to be used to onboard and train new writers; keep existing writers aware of changes in policies and procedures
  2. Update and maintain Colibro Translator's Guide and keep most recent version on Slack
  3. Outline and maintain structure of Colibro Translators' Guide
  4. Remain cognizant of all issues and policies addressed in our Colibro Content Guidelines document – need to make sure that no bias exists in translation process(es)
  5. Record screencasts as needed to communicate effectively with translation team on issues related to translation methodology and strategy.

2015 - Present Graduate Instructor. Department of English, TTU, Lubbock, TX

2311 Introduction to Technical Communication

*Introduction to patterns of writing used in reports and letters for business, industry, and technology. Writing required.*

2013-2015 Graduate Instructor. Department of English, TTU, Lubbock, TX

1301 College Composition

2010-2011 Fulbright Selection Committee

*Evaluating Applicants' Written and Oral English Language Skills*

2009-2010 Teaching Assistant. Modern Languages and Literatures, BU, Boston, MA

FLTA (Fulbright Foreign Language Teaching Assistant)

2007-2012 ESL Lecturer. Department of English, ASU, Cairo, Egypt

ESL teaching duties included:

Administer tests to assess educational needs or progress.

Advise educators on curricula, instructional methods, or policies

Advise students on academic or career matters

Attend training sessions or professional meetings to develop or maintain professional knowledge.

Compile specialized bibliographies or lists of materials.

Develop instructional materials.

Develop instructional objectives.

Research topics in area of expertise.

Select educational materials or equipment.

Develop instructional objectives.

## EDUCATION

- 2012-2017 Ph.D. English [Major: Linguistics, Minor: Applied Linguistics]  
Department of English, Texas Tech University
- 2012-2013 Graduate Certificate in ESL  
Classical and Modern Languages and Literatures, Texas Tech
- 2009-2011 MA [Major: Translation, Minor: Linguistics]  
Department of English, Ain Shams University
- 2006-2008 Graduate Diploma [Simultaneous Interpreting]  
Department of English, Ain Shams University
- 2002-2006 BA [English]  
Department of English, Ain Shams University

## CONFERENCES

- "Pedagogical Implications of Contact Literature," MLA Annual Conference, New York, January 2018.
- "New Representations of Identity in Contact Literature," NEMLA Annual Conference, Baltimore, March 2017.
- "Re-translation in Leila Aboulela's *The Translator*," 48th Annual Comparative Literature Symposium, Department of English, Texas Tech University, April 2015.
- "Contact Literature and the Linguistic Strategies of Ahdaf Soueif," TTU Arts and Sciences Annual Conference, October 2015.
- "Dennys Johnson Davies's Linguistic Choices in the Translations of Naguib Mahfouz's Novels," 38th School of Languages Annual Conference, Cairo, Egypt, 2008.

## HONORS AND AWARDS

- July 2009 **Fulbright Fellowship** (Foreign Language Teaching Assistant Program),  
*Boston University*
- March 2015 **Benjamin Rude Award**, Department of English, Texas Tech University  
*The Award is named for English Majors with Academic Achievement and distinguishing characteristics that include problem-solving abilities, creativity and ability to influence others.*
- October 2015 **First prize for best panel presentation**  
*TTU Arts and Sciences Conference.*

## PUBLICATIONS

- "Contact Linguistics and Translation Studies: A Collaborative Approach to the Analysis of Bilingual Creativity," Submitted to the *Journal of International Research in Multilingualism*—Under Consideration.
- "Multilingualism in literature: A socio-pragmatic reading of Leila Aboulela's *The Translator* (1999) and Ahdaf Soueif's *The Map of Love* (1999)," Submitted to *Multilingua: Journal of Cross-Cultural and Interlanguage Communication*—Accepted for Publication April 2017.
- "The Linguistic Phenomenon of Politeness in Translation," *Ain Shams School of Languages Journal of Translation*, January 2012, 80-104.

## RESEARCH INTERESTS

Second Language acquisition, Cross-Cultural Pragmatics, Pedagogy, Studies of Bilingualism, Translation Studies

## DISSERTATION

## **Bilingual Creativity and World Englishes: Toward a Methodological Framework of Analysis Drawing on Contact Linguistics and Translation Studies**

In today's globalized world, there is an urgent need to engage students in exploring diversity. The 2007 report by the Modern Language Association (MLA) calls this ability to understand another culture on its own terms "trans-lingual and trans-cultural competence" (2). An excellent source for such forms of knowledge can be derived from what is now given the term 'contact literature' or 'World Englishes literature'. The terms are used to refer to "the literatures in English written by users of English as an additional language to delineate contexts which generally do not form part of what may be labeled as the traditions of English literature" (Watkhaolarm 145). As Homi Bhabha (1994) notes, it is through "social articulation of difference" that cultural hybridities can find a form of self-expression, a trend that is now taking shape in contact literature. However, methodological research (Kachru 1985, 1992; Winford 2003) has raised concerns regarding the application of monolingual linguistic models for the description and understanding of the bilingual's linguistic behavior in the new forms of creative writing. Further, such a linguistic model for analyzing bilingual creativity needs to be used in the classroom as a tool to help students self-explore a foreign culture and language. Therefore, the purpose of the present study is to fill this gap in research by offering a new perspective that aims at adopting an interdisciplinary approach to the study of contact literature through the collaboration between the fields that migrate back and forth between two or more languages; most notably bilingual studies and translation studies.

## **MATHESIS**

### **The Linguistic Phenomenon of Politeness: A Cross-Cultural Pragmatic Study**

Politeness has become one of the fields of research to which more attention has been devoted in the past two decades as evidenced by the number of publications that have appeared on the subject in international journals and monographs. However, it has been noted that "systems of social politeness seem to represent culturally coloured interpretations of basic notions of tact, (e.g., face concerns) as conventionalized in any given culture or even speech event type" (Blum-Kulka, *The Metapragmatics* p.258). Since the notion of social acceptability is of major importance in translation (Blum-Kulka, 1981, p.93), these cross-cultural differences give rise to a host of problems which may impede successful pragmatic equivalence in translation. In this project, I explore how the pragma-linguistic elements that are used to show politeness are rendered in translation, while depicting the (in) appropriate transfer of the source language norms to target language situations.