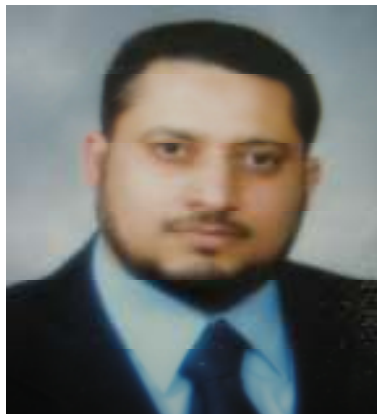


Curriculum Vitae



Personal & Contact Information

- Name: Naser Naif Al Bzour.
- Date of birth: 1971.
- Place of birth: Ramtha.
- Nationality: Jordanian.
- Marital Status: Married.
- Home address: – Ramtha/Jordan.
- Mob. Jordan: (00962) 0797655793
- Email Address: [nnnbzour@yahoo.com/](mailto:nnnbzour@yahoo.com) & nnnbzour@gmail.com
- Current Career Information:

Assistant Professor of Linguistics & Translation Studies,

Dept of English Language and Literature,

Office phone #(00962) 6297000, Ext. 2220.

Al AlBayt University (AABU), P.O.BOX 130040, Mafraq 25113, Jordan,

Academic Qualifications & Degrees

1. Ph.D. Linguistics & Translation Studies. Purdue University/ USA. Spring, (2011). G.P.A. (4.00/4.00), with a *Recommendation for Outstanding Dissertation Award*.
2. Ph.D. English Language/Applied Linguistics: TESOL & Translation. (2003). Washington Int. University, USA. G.P.A. (4.00/4.00).
3. Ph.D. Student/ Applied Linguistics/Education. Yarmouk University. (*I dropped out due to job obligations at TTU*).
4. MA./ English/ Translation, English Dept. Yarmouk University. 1997. G.P.A. (88.4). [*First Rank among 25 MA peers*].
5. BA./ English Dept. Yarmouk University. 1994. G.P.A. (82.1)
6. General Secondary Certificate, G.P.A. (87.6). [*Second Rank at Ramtha Directorate of Education*].

International/ Standardized Tests

- **TOEFL**, Jan. 2006, CBT (270) =PBT (638) & (Essay Writing 6).
- **GRE**, Jan. 2006, Verbal (650), Quantitative (530), Analytical (4.5) = (600).
Total: 1780
- **TOEFL**, March. 2000, CBT (265) =PBT (632) & (Essay Writing 6).
- **POET**, (Purdue English Proficiency Test), February 2008. 5.5/6.

Academic Experiences

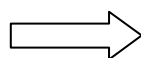
1. Fall 2011-Present: Assistant professor of Linguistics & Translation, English Dept. *Al Al-Bayt University* (AABU), Mafrqa/Jordan.
2. Summer 2011: Lecturer of Linguistics, English Dept. *Jordan University of Science and Technology* (JUST), Irbid/Jordan.
3. 2007-2011: Instructor of Linguistics, Linguistics Program/ *Purdue University*.
4. 2006-2007: Full time Lecturer of English, English Dept. *Tafila Technical University* (TTU), Tafila/Jordan.
5. 2000-2005: Co-founder & Head of English Dept. *Arar Teachers' College* – Saudi Arabia.
6. 2002-2005: Co-founder & Supervisor of English General Diploma Program at *Arar Teachers' College* / Saudi Arabia.
7. 2003-2005: Co-founder & Supervisor of English Elementary Teachers Diploma Program at *Arar Teachers' College* / Saudi Arabia.
8. 2001-2006: Full time Lecturer of English- *Arar Teachers' College* – Saudi Arabia.
9. 1999-2001: Lecturer at English Dept. – *Riyadh Teachers' College*.
10. 1999-2000: Part -time English Language trainer at *KSA Ministry of Education*.
11. 1999-2000: Translator at the MOE *Deputy Minister's Office* & Deanship of Training Programs & Community Service / Saudi Arabia.
12. 1998–1999: Elementary stage teacher at *Dhahran Private Schools*/Saudi Arabia.
13. 1996–1998: Secondary stage teacher at *Gov. Public School*, Jordan.
14. 1994-1995: Elementary & Primary stage teacher at *UNRWA Schools*, Jordan.
15. 1994-Present: Freelance translator.

Recruitment & Appointment offers Received (*I did decline*)

1. Assistant professor of Linguistics & Translation, English Dept. **Prince Sultan University**, KSA, February 2013.
2. Assistant professor of Translation, Translation Dept. **Yarmouk University**, Jordan, Sept. 2011
3. Assistant professor of Linguistics, English Dept. **Al-IttiHad University**, UAE, June 2011.
4. Assistant professor of Linguistics & Translation, English Dept. **King Khalid University**, KSA, March 2011.
5. Assistant professor of Linguistics& Translation, English Dept. **Al-BaHa University**, KSA, March 2011.
6. Assistant professor of Linguistics & Translation, English Dept. **Um Al-Qura University**, KSA, March 2011.
7. Assistant professor of Linguistics& Translation, English Dept. **Ta'if University**, KSA, Jan. 2012.

Research Interests

1. Translation Studies.
2. Semantics.
3. Pragmatics.
4. Semiotics.
5. Discourse Analysis.
6. Sociolinguistics.



(Interdisciplinary Theory of Meaning)

Faculty and Research Certifications

1. OEPT: Purdue's Oral English Proficiency Test.
2. FERPA: Family Educational Rights and Privacy Act of 1974.
3. GLBA: Gramm Leach Bliley Act / Financial Services Modernization Act of 1999.
4. Responsible Conduct of Research Curriculum.
5. Data Security, Electronic Data & Printed Data.
6. Public Records.

Courses I have Taught at Graduate & Undergraduate Levels: (Purdue University, Al Al-Bayt University, Jordan University of Science and Technology, Tafila Technical University & Saudi Teachers' Colleges):

Fall 2011-Present

- | | |
|---|------------|
| 1. English 742, Semantics Theories. | (AABU) Jo. |
| 2. English 435, Semantics. | (AABU) Jo. |
| 3. English 434, Sociolinguistics. | (AABU) Jo. |
| 4. English 431, Applied Linguistics. | (AABU) Jo. |
| 5. English 331, Morphology. | (AABU) Jo. |
| 6. English 321, Translation II. | (AABU) Jo. |
| 7. English 320, Translation I. | (AABU) Jo. |
| 8. English 231, Phonetics. | (AABU) Jo. |
| 9. English 230, Introduction to Linguistics. | (AABU) Jo. |
| 10. English 107, English Pronunciation & Oral Skills. | (AABU) Jo. |

Summer 2011

- | | |
|---|------------|
| 11. English 372, Advanced Grammar/Syntax. | (JUST) Jo. |
| 12. English 171, Introduction to Grammar. | (JUST) Jo. |

Fall 2007-Spring 2011

- | | |
|---|-----------|
| 13. Linguistics 521, Syntactic Theory. | (PU) USA. |
| 14. English 227, Elements of Linguistics. | (PU) USA. |
| 15. Linguistics 201, Introduction to Linguistics. | (PU) USA. |
| 16. SLHS 227, Elements of Linguistics. | (PU) USA. |

Fall 2006-Summer 2006/2007

- | | |
|--|-----------|
| 17. English 211, Introduction to English Phonetics. | (TTU) Jo. |
| 18. English 214, Upper-Intermediate English Grammar. | (TTU) Jo. |
| 19. English 99, Communication Skills. | (TTT) Jo. |
| 20. English 101 Communication Skills. | (TTU) Jo. |
| 21. English 102 Communication Skills. | (TTU) Jo. |

Fall 1999-Fall 2006

- | | |
|--|------------|
| 22. English 484, Academic Research. | (STC) KSA. |
| 23. English 362, Translation & Text-Linguistics. | (STC) KSA. |
| 24. English 361, Translation Theory & Applications. | (STC) KSA. |
| 25. English 358, Pragmatics & Semantics. | (STC) KSA. |
| 26. English 314, Language and Culture. | (STC) KSA. |
| 27. English 356, English Phonetics & Phonology. | (STC) KSA. |
| 28. English 344, English Morphology & Syntax. | (STC) KSA. |
| 29. English 252, Introduction to Linguistics. | (STC) KSA. |
| 30. English 243, Upper-Intermediate Eng Grammar. | (STC)KSA. |
| 31. English 234, Writing Skill (advanced). | (STC) KSA. |
| 32. English 233, Writing Skill (upper-intermediate). | (STC) KSA. |
| 33. English 226, Reading Skill (advanced). | (STC) KSA. |
| 34. English 225, Reading Skill (upper-intermediate). | (STC)KSA. |
| 35. English 199, Teaching Practicum/ Diploma. | (STC) KSA. |
| 36. English 151, English Lexicons. | (STC) KSA. |
| 37. English 142, Intermediate English Grammar. | (STC)KSA. |
| 38. English 132, Writing Skill (intermediate). | (STC) KSA. |
| 39. English 131, Writing Skill (beginners). | (STC) KSA. |
| 40. English 124 Reading Skill (intermediate). | (STC) KSA. |
| 41. English 123, Building Vocabulary (advanced). | (STC) KSA. |
| 42. English 122, Reading Skill (beginners). | (STC)KSA. |
| 43. English 121, Building Vocabulary I. | (STC) KSA. |
| 44. English 112, English for Computer Students. | (STC) KSA. |
| 45. English 99, General English Skills. | (STC) KSA. |

Publications

1. AlBzour, Naser. (2015). Arabic Anaphora: Discourse Subduing Morpho-Syntactic Interaction. *English Language and Literature Studies*. **Accepted...**
2. AlBzour, Naser & Baseel AlBzour. (2015). Arabic Uniglossia: Diglossia Revisited. *Studies in Language and literature*. **Accepted...**
3. AlBzour, Baseel & Naser AlBzour. (2015). Syntactic and Semantic Interface in Translating Methods & Writing Techniques. *Studies in Language and literature*. **Accepted...**
4. AlBzour, Naser. (2015). Sociocultural Nuances and their Semiological Implications. *International Journal of Humanities and Social Science*. **Accepted...**
5. AlBzour, Naser. (2015).**Forthcoming...**
6. AlBzour, Naser. (2015).**Forthcoming...**

Translated works

1. Directory to Deputy Ministry of Education for Teachers' Colleges.
2. Student's Full Guide to Saudi Teachers' Colleges.
3. Hundreds of abstracts, résumés, articles and research works in various domains: (education, science, linguistics, law and literature) in cooperation with some Student Service Centers.
4. Translating a collection of modern Arabic/English poetry.

Committees & Memberships

1. Membership at Course Schedule Committee, English Dept, AABU, 2011/ 2012.
2. Membership at BA & MA Study Plan Committee, English Dept, AABU, 2012.
3. Membership at Students' Issues Committee, Faculty of Arts, AABU, 2012.
4. Membership at Purdue Linguistics Association (PLA), 2007.
5. Membership at Academic Schedule Committee/ English Dept. TTU, 2006.
6. Membership at Library Committee/ Faculty of Arts. TTU, 2006.
7. Membership at TTU's Website Committee/ TTU, 2006.
8. Membership at Arar College Council, 2001-2005.
9. Membership at Community & Training Center Council. 2002/2005.
10. Membership at *The Arabian Reading Association* (TARA) 1998/99.
11. Membership at the Jordanian Translators' Society, 1996.
12. Participant & lecturer at English 2nd Secondary course seminars, Nov.1996.

Scholarships & Awards

1. Teaching Assistantship at Linguistics Program, Purdue University, 2008/2009/2010 & 2011.
2. Research Assistantship at ASL Lab, Purdue University, Summer, 2009.
3. Lynn Fellowship, Ph.D. Linguistics Program, Purdue University, USA, 2007-2008.
4. Ph.D. Scholarship Offer / Indiana University at Pennsylvania, USA, 2007. (I declined)
5. Ph.D. Scholarship offer to USA, Al-Isra' University 2007. (I declined)
6. Ph.D. Scholarship offer to USA, Tafila Technical University 2006. (I declined)
7. Ph.D. Scholarship offer to USA, The Hashemite University. 2000. (I declined)
8. Prince Abdullah Bin Musa'id Award for Distinguished Performance. 2006.
9. Ph.D. Scholarship offer to USA, The Hashemite University 1999. (I declined)
10. Community Center Award for Achievement and Educational Contribution 2004 & 2005.
11. Honors Certificate for outstanding achievement/First Rank at MA Program/ Yarmouk University. 1997.
12. Teaching Assistantship at English Department, Yarmouk University, 1995-1997.
13. Ministry of Education's scholarship for distinguished students to read for BA. degree in English at Yarmouk University. 1990-1994.

Hobbies & Skills

1. Basic computer skills.
2. Free Reading.
3. Composing and Appreciating English & Arabic poetry.
4. Midfield soccer player at a second division league team, 1993-1996.
5. Volleyball Striker at a second division league team, 1992-1996.
6. **Kung Fu & Tae Kwon Do.**

Ph.D. / Graduate Courses Completed at Purdue University

#	Course Title	Course Code & No.	Credit Hours	Grade	Date Completed
1	Phonology I: Descriptive Analysis	LING511	3	A	Dec 2007
2	Phonology II: Theoretical Approach	LING512	3	A	May 2008
3	Syntax I: Syntactic Analysis	LING521	3	A	Dec 2007
4	Syntax II: Issues in Syntax	LING522	3	A	May 2008
5	Lexical & Sentential Semantics	LING531	3	A	May 2008
6	Historical Linguistics & Lang Change	LING541	3	A	Dec 2007
7	Sociolinguistics	LING598S	3	A	Dec 2008
8	Translation & Semantics	LING593	3	A	Aug 2007
9	Natural Language Processing	LING689S	3	A	Dec 2008
10	Ethnographic Analysis	LING689F	3	A	Dec 2008
11	Computational Humor	LING 689.	3	A	Dec 2009
12	Translating Literary Texts	LING 593.	3	A	Dec 2009
13	Translation and Pragmatics	LING 593	3	A	May 2009
14	The pragmatics of Humor	LING 690	3	A	May 2009
15	Semiotranslation	LING 690	3	A	Aug 2009
16	Literary Translation	LING 593.	3	A	Aug 2010
17	Ph.D. Research	LING 699	48	S	2008-2011
18	American Sign Language: 4 Levels: I, II, III & IV	SLHS 200-400	12	Pas	2008-2011
	GPA			4.00	

MA/ Graduate Courses Completed at Yarmouk University

#	Course Title	Course Code & No.	Credit Hours	Grade	Date Completed
1	Pragmatics	ENG641	3	A	Dec 1994
2	English to Arabic Translation	ENG671	3	A	Dec 1994
3	Translation and Semantics	ENG678	3	A	Dec 1994
4	Arabic to English Translation	ENG672	3	A	June 1995
5	Theories of Translation & Research Methods	ENG673	3	A	June 1995
6	Literary Translation	ENG675	3	A	June 1995
7	Contrastive Linguistics	ENG674	3	A	Dec1995
8	Strategies of Translation	ENG683	3	A	Dec 1995
9	Consecutive & Simultaneous Interpretation	ENG676	3	A	June 1996
10	Comprehensive Exam	ENG698	0	Pass	Oct 1996
11	MA Thesis	ENG699	9	Pass	July 2007
	GPA			88.4	

Languages Acquired and/or Learned

#	Language	Competence
1	Classical Arabic.	Native-like
2	Modern Standard Arabic.	Native
3	Jordanian Arabic.	Native
4	Vernacular Arabic(s) (Levantine, Saudi, Bedouin, Egyptian)	Native-like- Advanced
5	English (American & British).	Native-like
6	American Sign Language.	Intermediate
7	Russian.	Elementary
8	Turkish.	Elementary

Conferences, Symposiums & Seminars

1. Attending Linguistics Symposium at Purdue University, 2008 &2009.
2. Attending Jeddah's Workshop for Chairmen of English Departments, 2003.
3. Attending Jeddah's Workshop for Chairmen of English Departments, 2004.
4. Presenting a paper in a seminar (Problems in Literary Translation, English Dept/ Arar Teachers' College, 2003.
5. Presenting a paper in a seminar (Translation and Contextuality, English Dept/ Arar Teachers' College, 2004.
6. Organizer and Chairman of many seminars on various topics on Linguistics and Literature, English Dept/ Arar Teachers' College, 2001- 2005.
7. Attending TARA annual conference in Bahrain, March 1999.
8. Attending the International Conference on Linguistics, Literature & Translation/ Yarmouk University, 1992, 1995, and 1998.

Grades & Textbooks Taught at Different School Levels

1. 2nd Secondary Class (Tawjeehi): Amra Series. / Jordan Public Schools.
2. 1st Secondary Class: Amra Series /Jordan Public Schools.
3. 10th Grade (Petra Series) /Jordan Public Schools.
4. 9th Grade (Petra Series) /Jordan Public Schools.
5. 7th Grade (Petra Series) /Jordan Public Schools.
6. 6th Grade (Petra Series) /Jordan Public Schools.
7. 5th Grade (Petra Series) /Jordan Public Schools.
8. 6th Grade (Focus Series) Saudi Arabia Private Schools.
9. 5th Grade (Focus Series) Saudi Arabia Private Schools.
10. 4th Grade (Focus Series) Saudi Arabia Private Schools.
11. 3rd Grade (Focus Series) Saudi Arabia Private Schools.

People for Reference

1. Professor, Fawwaz Abd El-Haq. Vice President at TTU & former Dean of Arts at AABU. fawazm2002@yahoo.com & fawaz_m@yu.edu.jo
2. Professor, Victor Raskin, Dept of English/ Linguistics Program, Purdue University. (Ph.D. Major Advisor). vraskin@purdue.edu
3. Professor, Myrdene Anderson, Dept. of Anthropology. Purdue University. (Ph.D. Committee Member). myanders@purdue.edu
4. Professor, Elaine Francis, Linguistics Program. Purdue University. (Ph.D. Committee Member). ejfranci@purdue.edu
5. Dr. Saud Farhan Enizy, Former Deputy for Educational Affairs, Arar Teachers' College.00966503319231.KSA. (Currently:Taibah University)
6. Dr. Ahmad Mufareh. General Director of Educational Supervision /MOE /KSA. Tel .No. 0096614932272.
7. Dr. Muhammad AlSa'igh, Deputy Minister for Teachers Colleges. Riyadh KSA.

Linguistics Program

TO WHOM IT MAY CONCERN

Dear Colleagues:

I am writing to support Dr. Naser Naif Al Bzour's application for any teaching, research, or administrative position for which his impressive credentials qualify him. I have known Naser since he joined our Ph.D. Program. I admired his stellar performance in several graduate courses and seminars I have taught, and I supervised his Ph.D. dissertation as his major professor through all the stages of the process. He aced his prelims, impressed us all at his prospectus defense, and delivered even more and better than promised in his dissertation, an artful blend of the discourse of humor research and translation theory, the two fields that are not very well represented, especially the latter, in American academia.

Naser was an exemplary student. A mature colleague, he knew exactly what was required from him and delivered 125% of it all as a minimum. Responsible and conscientious, very intelligent, and boldly innovative, he is also a mature independent scholar. While seeking and following advice, he has an inherent ability to work on his own in a self-paced and self-motivated way, showing enormous productivity and quality of research. He writes lucidly and engagingly, and his English is virtually flawless.

I have had no experience observing his teaching but from a large number of those who has, including many students we shared, I know that he is a very effective teacher. His CV also shows that he has had vast experience of teaching in diverse environments. At Purdue, he was given the top assignment that our graduate assistants can get, namely, teaching the undergraduate introductory linguistics course, mandated by the State of Indiana for elementary education graduates and made prerequisite for the English Major as well as a Humanities and Social Sciences core course, in a senior capacity, with other graduate assistants reporting to him.

While a traditional enlightened Moslem, Naser does not flaunt his lifestyle constraints and blends it naturally and gracefully with "normal" collegial behavior, and one really does not have to make any allowances. An enormous strength of his character as well as the high-achiever capabilities have resulted in his finishing his doctorate earlier than most, and that with two little girls at home and his baby son born in the last year of his program.

Let me assure you that Dr. Naser Naif Al Bzour highly deserves your very favorable consideration.

Sincerely,



Victor Raskin
Founding Chair and Distinguished Professor

16 May 2011

TO SEARCH COMMITTEE

Re: Applicant Dr. Naser Naif AlBzour

I am exceedingly pleased to be submitting this letter of recommendation for our recent Ph.D., Naser AlBzour, who would be a competitive candidate for any and all academic positions in linguistics, particularly those focusing on translation theory, semantics, and semiotics.

Dr. AlBzour came to Purdue's linguistics program with an extraordinary foundation in linguistics already in place. The draw at Purdue, besides our excellent program in linguistics, would be the ontological semantics program led by Victor Raskin. Dr. AlBzour's broad background enabled him to make extraordinary progress in the program.

His engaged participation in one of my graduate seminars on qualitative methodology also benefitted the other students in the class, whether it was his turn to lead the seminar or not. I know Dr. AlBzour has accumulated valuable experience in regular teaching while at Purdue, to add to his considerable earlier record.

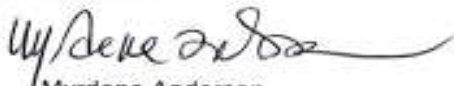
The dissertation, "Semio-Pragmatic Analysis of Cartoons Discourse: A Step towards Semiotranslation", defended this spring, could readily be rendered as a book. It integrates a balance of visual documents and refined analysis, on an under-investigated topic, and will predictably be appreciated far into the future, with or without further publication.

While diligent in his research, Dr. AlBzour has kept abreast of a wide and deep swath of literature, from theoretical and general linguistics to semantics to translation theory to cognitive science to semiotics and beyond. In fact, I remain deeply impressed with Dr. AlBzour's competence in the entire range of the philosophy and application of semiotics, without taking that course with me.

As an anthropological linguist and semiotician, I have served on numerous graduate committees of students working within linguistics over the past several decades. Dr. AlBzour ranks up there with the top few of these remarkable scholars. I wish we could actually hire him here at Purdue!

Dr. AlBzour is articulate, without being at all over-bearing, and has the talent of being able to take his interlocutors into account. He stands out as insightful, congenial, and eager to explore the world of ideas. In short, I would be hard-pressed to imagine a better colleague.

Sincerely,



Myrdene Anderson
Associate Professor of Anthropology, Linguistics, and Semiotics

DISTINGUISH yourself



To Whom It May Concern

I do, the Deputy Dean of Arar Teachers' College for Educational Affairs, certify that Dr. Nasser Nayef Al-Bzour has been working at Teachers' Colleges in KSA since 1999. He has received an excellent record of performance evaluation all over these years.

He is academically well-fledged in his specialization as it has been acknowledged by his peers and thus considered by Faculty Members' Committee. He is committed to the academic life and keen on developing and sustaining his performance in addition to his colleagues' through holding regular workshops and seminars concerning various domains of *Linguistics, Translation and Literature*.

As a Chairman of the English Department, he is one of the most well-organized figures as well as wise leadership. Furthermore, he is an active and devoted member at the *College Council* as well as the *Council of the Training Center and Community Service*. His great administrative skills and mental characteristics give him much credit among his colleagues.

He is studious, affable and broad-minded; in addition, he has a lovely sense of humor.

I unhesitatingly recommend that he is a strong candidate and a real asset for any graduate and postgraduate program and research work.

Deputy for Educational Affairs
Dr. Saud Farhan Al-Enizi

Saud



Statement of Teaching Philosophy and Research Interest

As a professional Ph.D. degree holder in Linguistics and Translation Studies, I have been through this unique experience of teaching and translating over the past two decades. My teaching philosophy, in brief, is embodied in the very fact that I have a well-established conviction that teaching is a profession that requires both the strong adherence to the ethics of this career and the possession of outstanding academic competence one should manifest in his/her field of specialization. Fortunately, I do profess that I can meet these two basic requirements *par excellence*. In short and a part from teaching English at different school levels, I have had twelve-year records of rich college experience (teaching a plethora of multi-level courses in English, Translation & linguistics) in USA, Jordan, and KSA.

At PU, I taught 200-300 LING COURSES (Intro to Ling, Semantics & Syntax) to American and non-American students. Admittedly, I have been using and following all advanced approaches, tools, methods and techniques of teaching that any acknowledged university, such as PU, would be strongly demanding and recommending. Therefore, the triadic paradigm of cooperative learning, efficient team work and study groups as well as enhancing multicultural interaction constitutes the kernel milestones of the teaching-learning process I have been strictly concerned with, professionally dedicated to and truly involved in.

I have a vehement desire to pursue my work in the field of translation studies and teaching English/Linguistics due to the personal convictions and inclinations towards spreading not only *literacy* but also *Linguacy and multiculturalism*. This has been motivated by the influence of the expanding circle of English worldwide, let alone the cross-cultural interaction that has doubled the onus on translators and linguists to more seriously incorporate all possible efforts in order to surmount all imminent risks of cross-cultural clashes and barriers. As often as not, I believe that studying foreign languages should not be sought for its pure and mere linguistic knowledge or for the prestigious etiquette of being bilingual or polyglot; rather, many other sublime objectives must be lurking behind. One of these driving noble objectives in my viewpoint is the crucial quest for bridging communicative and cultural misunderstanding and gaps.

From this very optimistic perspective, the primary concern of my current and my future research interest is to explore the subtle implications of the *Semiotranslation Approach vis-à-vis* analyzing the semiotic elements of discourse in authoritative texts such as cartoons as creative artistic texts in which various signs manifest simultaneous cultural and linguistic interaction, thus achieving both entertainment and purposeful satire. Therefore, the

implications of such a semiotic analysis can be conducive to realizing the significance of semiotranslation in fathoming and eliciting the infamous inevitability of both linguistic and cultural lacunae in most renditions, resulting from the dogmatic persistence on confining translation to various unilateral equivalence approaches. Furthermore, it is crucial to pinpoint that this approach is not by any means intended to pedantically propose or to recklessly prescribe any set of rules that would mythically achieve optimal translation; rather it is merely a modest endeavor that may elucidate the dilemma translators oftentimes encounter while rendering such artistic works, on the one hand, and suggest some theoretical and practical framework within which translators find some guidelines while translating some relevant types of authoritative texts, on the other hand.

In addition, the focus of such research trends explicitly reveals how significant it would be for translators to closely examine the pragmatic aspects of the ST in light considering and implementing some major pragmatic premises. The translator's awareness of such pitfalls and his/ her appropriate handling of these pragmatic issues are basically some of the critical factors that may lead to the ultimate success or otherwise the failure of most renditions. Furthermore, this researcher tends to examine how various types of verbal and non-verbal signs interact within and outside these texts; whether these signs are verbal or pictorial is indeed insignificant, neither in quality nor in quantity. What is noticeably significant about analyzing the discourse of such texts is how *emic* or *etic* these signs might be and how they may interact. The more akin to the former these sign are, the wider the communicative gap can be between the TL and the TT; and the more *etic* and *etic*-like these sign are, the smoother the TT will be. Accordingly, different types of texts can be identified in accordance with this *emic-etic* dichotomy and its substantively predictable impact on interpreting and/or translating the text in question, thus encompassing a wide spectrum that ranges between absolute *emic* signs and absolute *etic* ones.

Evidently, these authoritative texts are always translatable as long as appropriate compensation strategies are in operation and insofar as the translator is fully aware and convinced of the fact that signs can be and should be translated interlinguistically, intralinguistically, intrasemiotically or intersemiotically. Studying Linguistics & Translation is a sacred mission; thus, a macro-interdisciplinary perspective within wider collaborative efforts can definitely ameliorate the gloomy picture of the contemporary clashing ideologies and crazed calls for the inevitability of cultural clash every now and then; such ominous calls in turn have posed a real jeopardy to the stability and the prosperity of human existence.