

N°01

MO'ENGLISH BUZZ

LANGUAGING IN SMART WAYS
« MORE THAN GRADES »



THE APPLIED FOREIGN
LANGUAGES DEPARTMENT
STUDENT'S MAGAZINE



« Together we shape our future »

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The Editor

Dr Baye Massaer PAYE

Associate Professor, University Assane Seck, Ziguinchor

Tesol and College Writing Specialist

The magazine is to be viewed as a launch pad for the students' creative urges to blossom naturally. This humble initiative is to set the budding minds free allowing them to fly over the realm of imagination and experience to create a world of excellence in English words. The enthusiastic write ups of our students are indubitably sufficient to hold the interest and admiration of their potential readers. This process is indeed a pious attempt to make our talented students give shape to their creativity and learn that their academic and social success depend upon their ability to perceive, their willingness to observe and their power to explore. We are sure that the positive attitude, hard work, sustained efforts and innovative ideas exhibited by our students will surely stir the mind of the readers and take them too through a surrealistic journey, a joyful and pleasant trip that will bring excellence. University is the key foundation and incarnation of self-respect, love, affection, sensibility, responsibility and compassion which will put the students into a "State of flow" and

makes them genuinely learning apprentices. We recognize, appreciate, and foster the fine blend of sensibilities in students striving to changing negative social outlooks to bright alternatives and perspectives. Our university will attain high levels of achievement through our students' collective and fruitful actions so that our magazine will espouse the university spirit which is built up within the college 's aspirations for excellence. All these, I believe would spur higher growth in students. It gives me immense pleasure to ensure that this magazine will successfully accomplish its objective. The reflection of the students' creativity and achievements is the epitome of the magazine. Students have put forth their ideas and thoughts that are too deep to be expressed and too strong to be suppressed. While acknowledging the combined efforts of the Editorial Board, I take the opportunity to thank all the contributors as their contribution is the reason that makes this magazine endearing with our readers. This her-

culean task of editing this school magazine would not have been possible without the sincere support of the members of the Editorial Board who sorted of the articles from the flood of articles we had got from our enthusiastic students, edited and finally made a fair draft of them. I am thankful to all my colleagues who dipped their oars into the turbulent water of the journal and have sailed it to the shore of publication. It is a fine thing to have ability but the competence to discover creative skills in others is the true achievement. I am really thankful to our Arts and Human Sciences Faculty Director and the Applied Foreign Languages Head of Department for giving us the opportunity and the responsibility of editing. I heartily wish all the readers my best wishes and hope this languaging practice will accommodate your critical acclaim and prove itself to play a vital and efficient role in the all-round development of our students learning English as a foreign language.

MOBBING



Serigne Modou Habib SENE, an Assistant Editor and EFL Graduate Student

Mo' English is a student's newspaper project whose main vocation is to promote English at the university in a magazine format. Indeed, it will allow Administrators, English professors and students majoring in English from different departments to reflect about their courses in order to facilitate good understanding of relevant linguistic skills within their field of study. Mo'English will therefore reveal the image of our diverse university, give us additional information about the various the faculties, departments and profile of specific professors in the upcoming magazine publications. In addition, Mo'English will always

include interesting interviews with the administrative staff, professors and students. In fact, the main reason of such a challenging job is to discuss about pedagogical, social and cultural issues and find out solutions to solve them. Again, we will not forget to take into consideration advertisements pertaining to the students' future projects such as graduation ceremonies and thesis defense so that at the end, those students with a common interest will come together. Furthermore, students will be mostly interested in English in relation to their environment. Mo'English Buzz will, in fact, awaken in its passionate readers their desire to practice English in their daily lives.

Main facts about the University Assane Seck of Ziguinchor

UASZ : The University Assane Seck of Ziguinchor

In order to broaden its university map and relieve existing public universities, particularly the Cheikh Anta Diop University and Gaston Berger University, the Senegalese authorities have decided, since the beginning of year 2000, to open new higher education institutions. Initially planned to be a Regional University Center (CUR), the project to set up an establishment in Ziguinchor has turned into the creation of a traditional university following a decision made by President Abdoulaye Wade. That process led to the University of Ziguinchor which opened its doors during the month of February 2007. In 2013, the establishment was renamed in tribute to Assane Seck, a Senegalese scholar and politician. Besides, UASZ is made up of four training and research units, two doctoral schools and several research laboratories.

Faculties

- Economic and Social Sciences Faculty
- Sciences and Technologies Faculty
- Arts and Human Sciences Faculty
- Health Sciences Faculty

Doctoral Schools

- Doctoral School ED-STI : Sciences, Technologies and Engineering
- Doctoral School ED-ESH : Spaces, Societies et Humanities

Research Centers

- LGE: Geography and Environment
- LCPM: Chemistry and Physics of Materials
- LMA: Maths and Applications
- LOSEC: Oceanography, Environmental Sciences and Climate (LOSEC)
- LAFE: Agroforestry and Ecology
- CREILAC: Languages, Literatures, Arts and Cultures Inter-

disciplinary Research Center
The University Assane Seck of Ziguinchor currently welcomes learners graduating from private and public institutions and high school graduates from foreign countries (Morocco, Comores Island, Guinea Bissau, Gambia, Cabo Verde, etc). The dynamic alternatives offered by this center of excellence provides a regional and international motto that helps broaden the university's perspectives. The first University Chancellor Pr. Amadou Tidiane Ba implemented a young center of excellence and built piece by piece a new higher education institution through a vision of an academic genius and he needs to be honoured by all the Academia. The current Rector, Pr. Mamadou Badji, a Law professor inherited an ambitious institution striving to find its place among the various Senegalese public higher education institutions.



Giving Career Advice And Academic Tips to our undergraduate and graduate students

Speaking fluently in English is every learner's top goal. But talking in a foreign language can be very nerve-wracking!

It makes sense. Talking is one of the best ways to show off your language fluency, but also requires you to use nearly all of your English knowledge right at the moment.

But with practice, effort and the right resources, you can boost both your skills and confidence to have full English conversations without breaking a sweat.

And in this post, I'll show you exactly how you can do that with the help of some online English courses that you can take right from home.

You don't need the help of a private tutor or an expensive immersion experience. All you need is dedication and a willingness to learn.

Are you excited? Read on!

Tips to speak better english from your own home

Here are some tips and tricks that will improve your speaking skills in no time.

- Practice speaking English in front of a mirror (or with a friend). *Here are some tips and tricks that will improve your speaking skills in no time.*

- Practice speaking English in front of a mirror (or with a friend). Speaking fluently isn't just about saying the right words. It's also about body language, tone and confidence. So practice speaking in front of a mirror, paying close attention to your gestures, expressions or posture. You can even have a friend or family member give you feedback.

Use a pronunciation app and a voice recorder.

The English language has some weird rules and sometimes the best way to know the right pronunciation of a word is to check the dictionary.

Use apps to find native speakers. Services like HelloTalk (<https://www.hellotalk.com>) and Tandem (<https://www.tandem.net/es>) help you find native speakers with who you can practice your English and get authentic feedback.

Watch English media content. Watching English movies or TV shows, especially on Netflix or YouTube, is a good way to immerse yourself in English culture and learn about the aspects



Online English Speaking Courses To become A Confident English Speaker

of the language that grammar books often miss out on.

Sign up for a course like the ones listed below.

Speaking fluently requires a lot of skills, so specific courses or learning programs will be of great help to you. Online English Speaking Courses To Become A Confident English Speaker Unlike traditional ways of learning that focus on grammar rules, FluentU uses an “immersive” learning approach, where you’re exposed to real-world English content, all featuring native speakers. The idea is that as you watch, you’ll learn English quicker than you ever thought possible.

FluentU’s features make this possible: **each video comes with interactive subtitles in English.** If you see an unfamiliar word, you can click

on it for a definition, pronunciation guide and example sentences. Each video also comes equipped with a transcript, a vocabulary list and a “learn mode” for convenient practice and review. It’s especially great for working on your speaking skills, since you’ll be listening to native speakers and following along with subtitles. You’ll learn how the English language works, how to pronounce certain words, which syllables to stress and what to say in different situations. And best of all, **the app is for everyone, whether you’re an advanced learner or a beginner. Coursera: Improve Your English Communication Skills Specialization MOOCs.**

Some of you may already know about MOOCs (Massive

Open Online Courses), which are often provided by top universities. They’re usually free and come with certification. MOOCs bring world-class education right to your fingertips and are excellent for those who are already working part-time or lack access to other learning resources. Coursera is one of the most popular platforms for MOOCs.

They have lots of opportunities for learning English. For example, there is specialization course on Coursera is exclusively focused on English communication skills. Provided by Georgia Tech, **it’s four months long and best suited for beginners.** It includes four courses, and you can sign up for just one or for all four. In this course, you’ll learn to speak professionally, be it in person, on the phone or even online. You’ll also learn to write professional emails and build an ePortfolio. It’s an excellent course for career advancement, or just for building your speaking confidence. For even more targeted practice, you can check out this special course on English speeches and presentations, also on Coursera.



Tips for the ESL Writer

Tips for the ESL Writer : Writing in the Human and Social Sciences

Most papers written in the social sciences, life sciences, nursing, and education usually follow the same basic structure and use APA (American Psychological Association) style. Although these areas of study may be different, the methods of writing, presenting evidence, and explaining the research process are very similar. The following guidelines should be observed throughout the entire paper:

- Paper must be typed and double-spaced
- Use a professional font (e.g. Times New Roman, 12 pt)
- Include section headings
- Do not begin each section on a new page – if a section ends part

way down one page, start the next section immediately following it on the same page

- Write clearly – proofread to correct spelling and grammar
- Use past tense when referring to events of your experiment
- Keep writing scientific – no flowery language
- Be as concise and complete as possible
- Paraphrase or re-state source information in your own words. Do not quote.

Title

The title of a paper is what often determines whether a potential reader will actually read your paper. It should be as specific as possible without being too long.

- The title should accurately re-

fect the purpose of the experiment

- Keep length to 10 words or less
- Avoid using jargon

Abstract

The abstract is a short summary of the entire paper that should “stand alone.” In other words, the reader should be able to get a complete idea of what was done and what was concluded from reading just the abstract.

- Summarize the entire paper – include Introduction, Materials and Methods, Results, and Discussion
- Be concise – keep it to around 250 words or less. A good goal is one to two sentences

to summarize each section of the paper

- Do not include references
 - This section is best if written last
- Most quantitative (and some qualitative) papers include the same organization and order:

- 1. Introduction**
- 2. Review of Literature**
- 3. Methodology**
- 4. Findings (also called Results)**
- 5. Discussion**
- 6. Conclusion**
- 7. References (according to APA style)**
- 8. Appendices (if needed)**

This document gives you a basic overview; your discipline will have specific requirements that may deviate from what is provided here. Read journals in your discipline to discover its expectations and consult your professor for further specifications.

Introduction

Your introduction should state the problem you are going to address. It will likely pose the research question as well. This is sometimes referred to as identifying a gap in the disciplinary knowledge. Briefly discuss what the discipline (your audience) already knows about the subject. Background information such as summaries of current practices within the field, histories, and/or theories that help your reader “get up to speed” on the problem should go here. Briefly explain how you will fill this gap in the knowledge. State the principle results of the study and the principle conclusions. What did you do to get to this conclusion? The rest of the paper will discuss your findings and add to the information. Ask yourself the following questions:

- Does your clearly identify the problem or state the research question and its answer?
- Does it tell your reader why you will be discussing it?
- Do you establish why your audience should listen to you?

Review of Literature

This is an expanded discussion of what the discipline (your au-

dience) already knows. This may include more developed discussions of definitions, histories, and/or theories. It may also make connections between similar research and display any contradictions that you found. It establishes for your reader that you understand the topic and that your contribution is valuable. The object of this portion of the paper is to explain the research thoroughly enough to allow your audience to understand the material without having to do any additional reading. Sometimes, students have trouble understanding the concept behind literature reviews.

Methodology

The methodology section should explain what you did in your research so that anyone who reads it can replicate your exact process. Preciseness and details are essentials. You must describe your methods for choosing subjects, collecting data or measurements, and conducting analysis as specifically as possible. Consider all of the following in detail and address any of these that are appropriate for your study:

- What type of study did you choose and why?
- Who or what did you study and why? Did the study adhere

to the Institutional Review Board requirements? How did you do it?

- How did you identify your pool?
- How did you identify your sample?
- What tools did you use to collect data? Why? How did you design them?



- Should your additional data be included in an appendix?
- Did you describe your process for collecting data in as close to chronological order as possible?
- Did you describe the statistical or data analysis procedures that you used?
- Were there any problems or limitations with your research methodology? Did you mention a margin of error?

Findings (sometimes called Results)

These are the answers that your research produced. This is not a presentation of raw data, but a presentation of the numbers or facts determined from the analysis. If you are using a hypothesis, this is where you state whether you accept or reject that hypothesis.



Properly formatted tables and charts can make this a very short but very effective section. It is not always necessary to repeat in paragraphs what you show in a chart. Text should lead the reader to the chart or table, not repeat what can already be seen.

Discussion

In this section, you should avoid repeating what you showed in the “Findings” section. Essentially, this section answers the question “What do these findings mean?” Offer generalizations, principles,

or relationships. Develop paragraphs based on critical themes and trends revealed in the findings. Identify points that lack correlation or offer exceptions. Show how your research agrees or disagrees with similar or prior studies.

Conclusion

Some disciplines forego the conclusion (especially life sciences). Discussion serves as their closing argument instead. Ask your professor before you begin a conclusion section, as it is not always required.

A good conclusion should restate your answer to your research question, hypothesis, or primary claim based on your findings. It should also make recommendations for further studies or changes that should be made in practice.

References

For most social sciences, your reference page should follow the guidelines of APA Style. If you are uncertain, consult your professor regarding the proper style.



Unraveling the intricacies of my student's journey, by **Omar Diallo**, an EFL graduate student

It is a great pleasure and an honor for me to share with MOB's passionate readers my story at the Assane SECK University of Ziguinchor. Enrolling in this relatively young university was a remarkable turning point in my life as a new high school graduate. Indeed, coming from Mbour, my parents never thought that I would be acculturate in a foreign learning space, a new environment in which my "northernness" cultural and linguistic ties are in conflict with "southernness" of that lovely town, Ziguinchor. But the idea of discovering a new place, an eclectic space fascinated me and gave me the courage to overcome any upcoming obstacles. I was welcomed by Pape Segá Kaire, a student from the Tourism department, one of my brother's friend who was able to convince my parents to allowing me to settle in Ziguinchor. Pape Segá Kaire was the President of the Mbour students' association at the university Assane Seck of Ziguinchor. That new friend was a member of a students' initiative and association helping newly high school graduates to run through new pedagogical and social contexts. In

Revealing students main achievements

addition my new friend helped me to join the students' dormitories, particularly the Room Number 30. Since I had to enroll a little bit late, I could not stay in the apartments reserved for the new graduates because they were full and I already missed few classes.

Before graduating high school, I never honestly thought of majoring in languages.

I always wanted to major in Law or in Geography. But we were the first victims of what I called the aftermath of CAMPUSEN. But I don't complain anymore because I have come to know through time that the AFL department offers a very interesting and relevant training approach and pedagogical vision. I realized that the AFL department is very challenging for language learners. Because of its instructive and professional aims. Besides, AFL gives us the possibility to have a lucid versatility in business matters. It is a field that I enjoy very much and in which I am now fostering the building blocks of this challenging learning trip. Thanks to God I was able to acculturate without difficulty because Pape Kaire before going to Morocco introduced me to a great man, Ibrahima Diaw. In the dorms, I had to meet many people with who I've developed strong relationships (Srg Moudou Habib Sene and Mouhamed

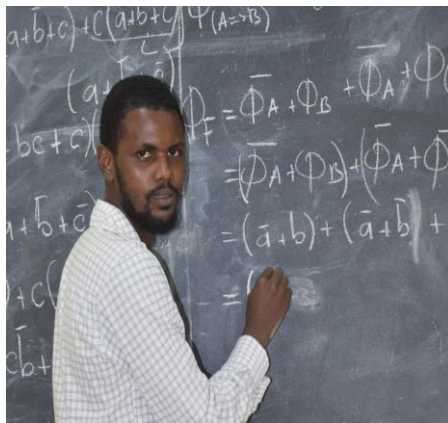
Diallo) and we took the same classes. To my great surprise, we had 16 learning units while other departments of the university were having a minimum of 7 and a maximum of 10 modules. I first believed that our department was purely privileging linguistic and literary courses. I then acknowledged through Dr Paye, a professor who implemented the Applied Foreign Languages Department that we had a professional and multidisciplinary department and that through this degree, students will be able to assimilate economic and commercial linguistic expertise and applying them for function as trilingual learners who will have the opportunity to work later as executives in international organizations. I also realized that the mastery of foreign languages was essential for our educational success and I started to develop a process of integration and personal development by enrolling in various associations and clubs within the university. I worked as the deputy secretary of the Mbour Students association and the Cinema Club and I had the opportunity to meet various NGOs. Finally I ended up becoming the president of the Arts and Human Sciences Faculty President and I enrolled in the Master's program in AFL while minoring in the engineering of local development.

STUDENTS' REFLECTIONS



From Thiallé to Ziguinchor, by Pape Matar Dieng, a graduate student in the Computer Science department

I am from a village known as Thiallé located in the Department of Tivaouane. I am a graduate student majoring in Software engineering in the Computer Science Department at the University of Ziguinchor. I am a young ambitious and dynamic learner and I strive to highlight in my studies the quantification of an approach based on machine learning for calculating semantic similarity between pairs of sentences. My objective is to develop a supervised approach to determine the degree of similarity between sentences. This scientific research is carried out to put on the table elements of answers to the existing concerns of similarities in computer language.



The purpose of my Doctoral dissertation, by Algassimou Diallo from the Maths department

My name is Algassimou Diallo. I am a doctoral student in the Mathematics Department. I am minoring in Global Optimization. I am conducting research about the Tropical Approach to Putunaru's Theorem. In terms of optimization, we often talk about its local level instead of valuing its global level. Indeed, talking about optimization is like talking about the ultimate best way, either the maximum or the minimum, starting with a well-defined place and trying to move forward step by step. I am planning to develop an approach to find the minimum-maximum outcomes globally without having to subdivide it into parts using therefore the Putunaru's method which succeeded in proving a theorem in a framework over the algebraic domain. Thus, our

study is a tropical approach of the Putunaru Theorem. Besides, I am trying to apply the same theorem within a tropical approach to produce algorithms with faster and more efficient means of optimization.

The ENACTUS SPIRIT, By Moustapha Badji and Ibrahima Sylla

Moustapha Badji (MB) is a graduate student majoring in International Cooperation and Local development from the Assane Seck University of Ziguinchor (UASZ).

Ibrahima Sylla (IS) is a graduate student majoring in Finance at the Economics and management department

MB: I was a project leader within the Enactus team at the University Assane Seck of Ziguinchor while working in the Technical Committee. I was the initiator and editor of the BIO-BOUDJECK project (ecological coal, Boudjeck means coal in Diola) of the UASZ ENACTUS team. I was also responsible for the planning of the activities and the achievement of the objectives. ENACTUS is an American NGO that enables students to work on ideas that address the needs of their communities. While develo-

ping projects with high socio-economic and environmental impact, ENACTUS encourages students in social entrepreneurship while allowing students to connect with the professional world. The projects developed by students in a university setting are submitted to national and international competitions in order to secure potential funding. ENACTUS trains student entrepreneurs who are ready to face those challenges! We were to represent Senegal at the World Cup following our victory in the national inter-university competition. We won the prize of the best project with a high socio-economic and environmental impact. The main obstacles for us were financial. Given the lack of financial means, we had to miss the opportunity to represent the excellence



of our higher education system in an international competition in the US. It is also and above all a character of neglect or at least a lack of commitment on the part of our academic and political authorities. The support was not there despite the efforts of a whole team that was united and determined to take up the challenge. ENACTUS trains mainly challengers, students capable of delivering their practical expertise to the professional and fosters the students' abilities by encouraging great projects and choosing the best learners. But the real experience that gained through the Enactus trip was the ability to manage a large team composed of different

profiles. I understood the sense of responsibility and sacrifice. We wanted to be better supported, with ease of immersion in the area where our projects were being carried out. We definitely needed technical and financial support from our university and state organizations. Above all, we wanted to take part in major international competitions and then come back to share the experience with our peers. This aimed to motivate students to embark on this entrepreneurial, formative and development-friendly path. We just want to tell academic and policy makers to pay more attention to INNOVATIVE STUDENT GENUISES.



Bringing The Red Cross Into The University, By Souleymane Seydi, a Graduate Student In The History And Civilizations Department

I graduated from high school in 2017 with a strong idea to strive in implementing a RED CROSS Cell at the university Assane Seck of Ziguinchor. That idea came from the observations of the very difficult settings of health barriers to set up a

Red Cross structure to bring its experimental interference in a higher education institution. Processes were undertaken at the level of the Ziguinchor zone with the civil and civic administrators for its implementation. A small number of dynamic people have distinguished themselves to illustrate their determination to work in coordination and enjoy their priestly role to overcome the obstacles encountered. Today, a highly participatory

spirit made it possible to foster that main vision in this universe and so on. Training sessions were held on Sundays. That Red Cross Cell covered activities at the educational, sports, social, and cultural levels to improve the functioning of safety measures among the learners. Besides, we developed training sessions leading to diploma for first aid apprentices. The project has grown rapidly with very participatory and inclusive missions.





Mr Ousmane DIENG

Chief Executive Officer

Translator and Interpreter



FLINK, YOUR SUCCESS WE THINK

FLINK, by Ousmane Dieng, Flink General Manager

Foreign Languages Incorporation (FLINK) is a consulting and coaching cabinet that offers services in: language classes (English, Spanish, Arabic and French) from beginner to advanced levels. FLINK helps students or professionals in their process of learning foreign languages so as to speak better in a short period of time. In this Foreign Languages Incorporation institution, we have 4 departments:

1. Translation Department

In this department, we provide translation of documents in English, French,

Spanish and Arabic like articles, resumes, cover letters (job or internship application) and any other administrative documents.

2. Interpretation Department

Our interpretation department offers you different types of interpretation such as simultaneous, consecutive interpretation in multiple languages for major national and international conferences (French-English / French-Arabic / French-Spanish and vice versa).

Knowing the importance of foreign languages and the rigor that it imposed, FLINK

proposes to his clients the expertise of passionate young people with degrees in Applied Foreign Languages to offer the best in language teaching in a practical and inclusive way.

3. Coaching Department

This department aims to help people communicate more effectively, train them to be better in their field of expertise. Additionally, FLINK helps them to improve their leadership, Entrepreneurship and self-development skills.

4. Tourism Department

Knowing that Senegal remains a destination of choice, we need to make sure that tourism is a priority. To this end, the Department of Tourism will give services in tour guiding and this will promote the Senegal destination in general and particularly Ziguinchor. Flink gives more opportunities to its clients and particularly to Job seekers with a professional profile.



Getting to learn more about the teaching of Applied Foreign Languages



THE APPLIED FOREIGN LANGUAGES DEPARTMENT, By Mouhamed SANE a graduate student in Applied Foreign Languages department

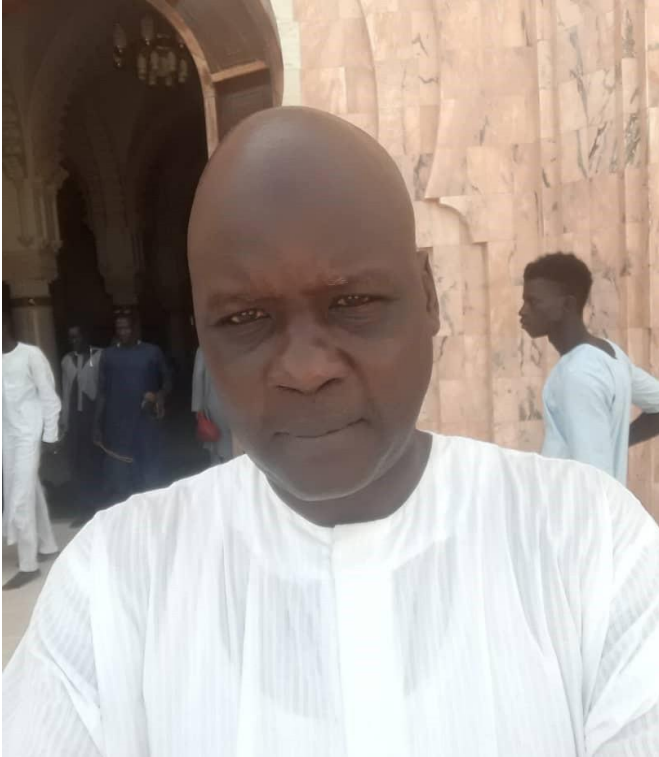
Applied Foreign Languages has a professional vocation and aims to train students for a career in international trade, tourism, and the engineering of local development and international cooperation. Its pedagogical purposes reveal an eclectic theoretical and practical vision of languages from a multidisciplinary view as it draws on other subject matters such as: marketing, sociology, finance and logistics, law, economics and so on. It is a combination of general and professional courses and gives the possibility for the students to considering many professional paths: Business, communication, marketing, tourism, intercultural negotiation, teaching, interpreting, logistics, project management,

journalism among others. Indeed, through graduation, students will be able to assimilate economic, commercial and touristic English, Spanish, Portuguese and Arabic glossaries by applying that diverse linguistic expertise to their main professional projects. In fact, AFL trilingual graduates will enter the world of Trade and Business, first as assistants in international trade, communication and the touristic industry, and then as project managers, executives and leaders in various sectors of the economy. AFL graduates also become specialized translators, legal assistants, communication or documentation assistants and public relations officers, supervision, international project management executives. Moreover, AFL students have the opportunity to pursue their studies beyond the Bachelor degree of arts and enroll into a prestigious Master's program in Local Development and International Cooperation.

Therefore, the AFL department trains qualified professionals who are able to meet the needs of international companies specializing in business, trade and tourism. It has three training packages: English-Spanish-French, English-Arabic-French and English-Portuguese-French. Many students from the Gambia and Guinea Bissau are joining this multicultural and multidisciplinary program.



WHY DO WE NEED TO LEARN APPLIED FOREIGN LANGUAGES ?



By Amy Thompson*, *The Conversation France, Le Point* 22/01/2017

Article translated from French into English by

Dr Baye Massaer PAYE

Why is it so important to study foreign languages at university? Learning foreign languages has multiple advantages. Research proves, for example, that older adults who speak multiple languages are less likely to develop symptoms of senile dementia. The bilingual brain is also less distracted, and learning foreign languages also improves creativity. We also know that after learning a first foreign language, it is less difficult to learn others. As a field linguist, I study the cognitive and emotional benefits of language learning. And among these benefits, there is one that is not necessarily self-evident: it improves our tolerance. This

effect manifests itself in two ways. First of all, this learning opens your eyes to other ways of doing things, what is called «cultural competence».

Intercultural understanding

Cultural competence is essential in an increasingly globalized world. But how can language learning strengthen it? The answer is to be found on the side of the different types of intelligence. Intelligence research conducted by psychologist Robert Sternberg describes two types of intelligence and how they relate to language learning in adults. What he calls «practical intelligence» is comparable to social intelligence, as it helps individuals understand non-explicit information about their environment, such as certain meaningful gestures or other socially significant elements. Learning a language necessarily means immersing yourself in different cultures. Students draw cultural elements associated with language during classes, but also through their immersion experiences. Researchers Hanh Thi Nguyen and Guy Kellogg have demonstrated that when their students learn a language, they develop new ways of understanding a culture different from their own through the analysis of cultural stereotypes. They explain that «learning a new language involves not only the acquisition of linguistic elements, but also the integration of new ways of thinking and new behaviors». With the help of their teacher, students can practice developing critical thinking about stereotypes associated with different cultures, whether it's food, appearance, or ways of conversing.

WHY DO WE NEED TO LEARN APPLIED FOREIGN LANGUAGES ?



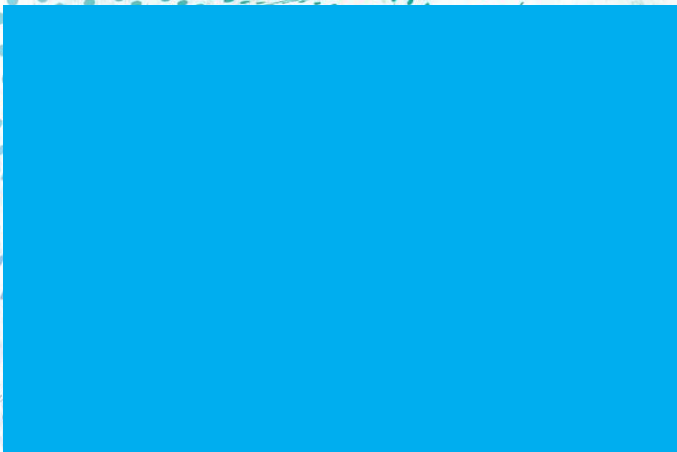
MEET THE UNKNOWN

The other way language learning improves tolerance is related to «ambiguity tolerance.»

A person with a high tolerance for ambiguity finds unusual situations more exciting than frightening. My own research on motivation, anxiety and beliefs demonstrates that language learning improves tolerance for ambiguity, especially when the person speaks more than one foreign language. The phenomenon is quite simple to understand. Any conversation in a foreign language involves the use of unknown words. If one of the interlocutors spent his time interrupting the exchange to say, «Wait, I don't know that word. Let me look it up in the dictionary,» it would be hard to argue. People with a high tolerance for ambiguity do not feel embarrassed to continue the conversation although they do not understand all the words. Field linguists Jean-Marc Dewaele and Li Wei also study this aspect, and for them there is no doubt that learning more than one foreign language significantly increases tolerance for ambiguity. What can this faculty of understanding change ?

A high tolerance for ambiguity has many advantages. It helps students limit their anxiety in the context of life in society and facilitates their future language learning experiences. Not surprisingly, the more accustomed a person is to learning languages, the more comfortable they are with the ambiguity inherent in that learning. But that's not all. People with a high biveau of tolerance to ambiguity have an entrepreneurial spirit; they are more optimistic, more focused on innovation and risk-taking. Most U.S. universities have a minimum requirement for teaching foreign languages, which varies depending on the student's major. Princeton University, on the other hand, recently announced that all students, regardless of their language level when they enter university, must now learn a foreign language. It seems to me that other universities should follow Princeton's example, because learning a language at the university level could lead to a greater tolerance of the diverse cultures found in American society, a tolerance that we badly need in view of the current climate...

Amy Thompson teaches Linguistics at the University of South Florida in the US.



Interviewing University

Mr Sarr Malick, the incubator's manager was interviewed by Serigne Habib Sene, a graduate student in the Applied Foreign Languages Department.

SMHS : Can you tell us about the Innov'Zig Incubator ? **MS** : The INNOV'ZIG incubator of the Assane SECK University of Ziguinchor (UASZ), inaugurated in May 2018 is a support system for entrepreneurship. Its activities include mainly the support of business creation projects, advice and tips in search of financing, hosting of projects (incubation), valorization of results of research and organization of events on entrepreneurship. The Innov'zig university incubator trains, promotes and supports young entrepreneurs from the Sothern zone. Through this process, it develops infrastructures and projects to meet the challenges of our society and disseminate its expertise through strong networks. The favourable working environment offered by the INNOV'ZIG incubator is mainly aimed at all students, young people and women from the southern zone with



Interviewing Mr Sarr Malick,
The Incubator's General Manager

business projects. At the incubator INNOV'ZIG, you will find a coworking space connected to the internet and equipped offices dedicated to incubatees. Training workshops, group or personalized coaching sessions among others are organized.

SMHS : Can you summarize for us the main purposes of the Innov'Zig Incubator ?

MS : The INNOV'ZIG incubator is attached to the Directorate of Cooperation, Integration and Relations with the Professional World. It was inaugurated on 02 May 2018. Its main objectives relate to the following :

- Information, awareness-raising and guidance
- Support for business creation projects
- Advice and support in the search for funding
- Support for the hosting of project leaders, provision of a framework, expertise and appropriate tools
- Valorization of UASZ research results
- Coordination and management of technology and innova-

Managers

tion support schemes

- Promotion of entrepreneurial culture
- Strengthening the entrepreneurial ecosystem of the Southern Zone
- Capitalization and sharing of best practices
- Organization of events related to entrepreneurship.

SMHS: Do you have any available data pertaining to your key activities ?

MS : The main tool to support student entrepreneurship at Assane Seck University in Ziguinchor is the INNOV'ZIG incubator. During the period covered by your first report,

INNOV'ZIG has recorded a population of approximately 1100 visitors. The various reasons for visiting relate mainly to participation in training sessions (53%), access to internship (8%), work on a business project (26%) and information and orientation interviews (13%).

SHS: What were the specific trainees' sessions organized through the incubator ?

MS : The training of incubatees and other students with projects has occupied a prominent place in the various activities carried out by the INNOV'ZIG incubator. Out of seven (7) training activities organized in the period 2020/2021, the Innov'Zig incubator recorded 340 expressions of interest for participation. Of these 340, the number of project leaders who participated in the various training activities amounts to 284, or 83.5% of those concerned. We organized training sessions related to agriculture, agrobusiness and transformation

of local products, Energy, services, e-commerce, and new information technology systems.

SMHS : Can you tell us a little about the incubator's newsletter ? **MS :** This newsletter initiated by INNOV'ZIG is intended as a means of communication to the target and partners from across the entrepreneurial ecosystem. This first issue looks back at some flagship actions such as the incubation of two promotions of entrepreneurs, the third edition of the Interuniversity Competition on Renewable Energies and Energy Efficiency (CIEREE) organized by UASZ, the training program for junior coaches and the very dynamic partnership with the Higher Education Program on Renewable Energies and the GIZ Energy Efficiency (PESEREE) project.

SMHS : What about the training sessions ? **MS :** Training sessions of Junior coaches take place every Fridays at Innov'Zig. Innov'Zig's incubates are coached by the junior coaches two once a week. Each incubated person works on his project.



Interviewing The Uasz Central Library Director : Mr Gora Lo

The interview was conducted by Serigne Habib sene, a graduate student in the Applied Foreign Languages Department.

SMHS : Would you like to introduce yourself Mr Lo ?

GL : I am Goa Lo, the Director of the Assane Seck University Central Library since 2019. Previously, I was the Head of the Public Relations Division of the University Assane Seck of Ziguinchor. I worked from 200 to 2007 as the Head of the library at the Senegales and French Alliance. I am definitely a professional library curator. I hold a Masters Degree in the Engineering of Open and Distance Learning and I earned also a diploma in the field of Digital Information Management at the University of Montreal.

SMHS : Can you tell us a little about the UASZ Library Genesis ?

GL : Since the implementation of the University Assane Seck of Ziguinchor the public officials and different stakeholders managed to set up a documentation space to encourage and support both professors and students to strive to improve everything pertaining to scientific research at the university level. Thus, the first Director, Mr. Alphoussayni Bodian developed deep relationships and institutional networks with the French Cooperation and received a pack of 700 books to start with.

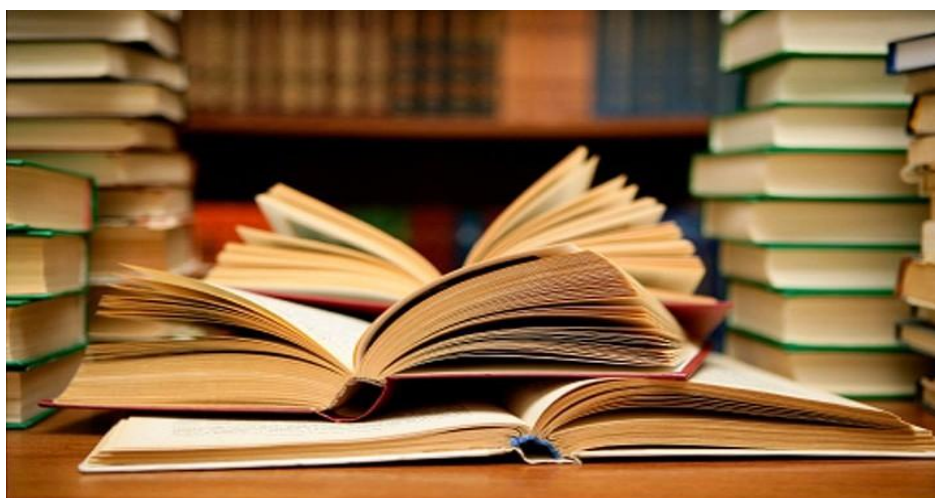
SMHS : Can you describe the different library divisions ?

GL : The UASZ Central Library comprises three divisions placed under the authority of a Managing Director. The latter helps to define the scientific and technical information policy guidelines and implement them while working closely with the different divisions whose missions are as follows :

1. The Arts, Economic and Social Sciences Acquisition and Processing Division : Its mission relates to the acquisition, the physical and intellectual processing of documents in the field of Arts, Economic and social sciences.
2. The Medecine, Sciences and Technologies Acquisition and Processing Division: Its mission relates to the acquisition and the physical and intellectual processing of documents in the field of medicine, sciences and technologies.

3. The Communication and Public Relation Division/ its mission relates to the reception, orientation and information of the targeted public through:

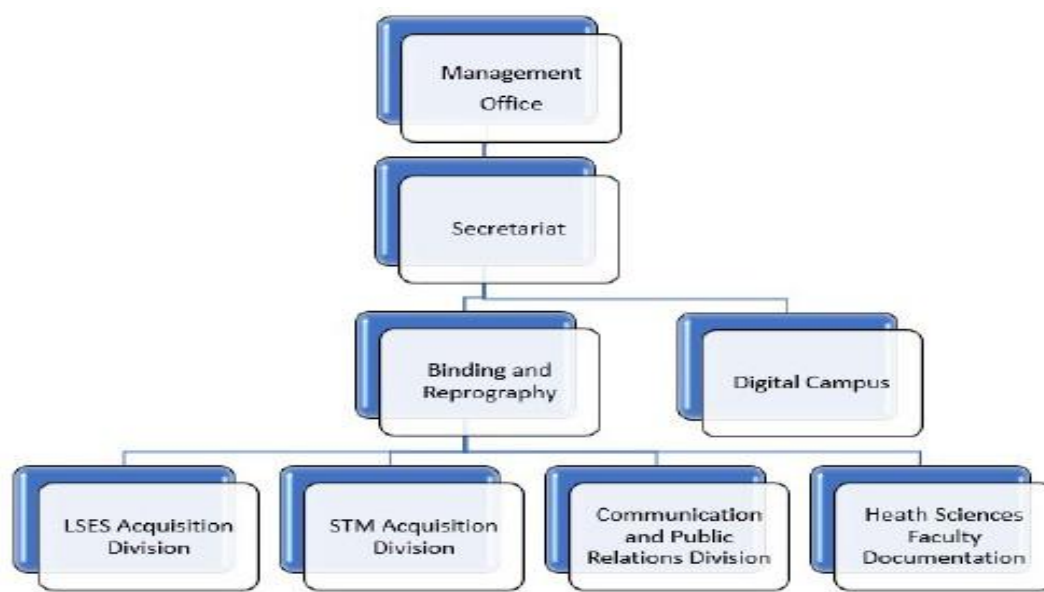
- The organization of students’ registration processes
- The management of the library’ s book lending procedures
- The internal communication and marketing strategies of the Library
- The animation and promotion of the Library through conferences, guided tours, exhibitions, leaflets, etc.
- The organization and supervision of public spaces and the Reference Room.
- The management of the library signage.
- The training in the use and ex-



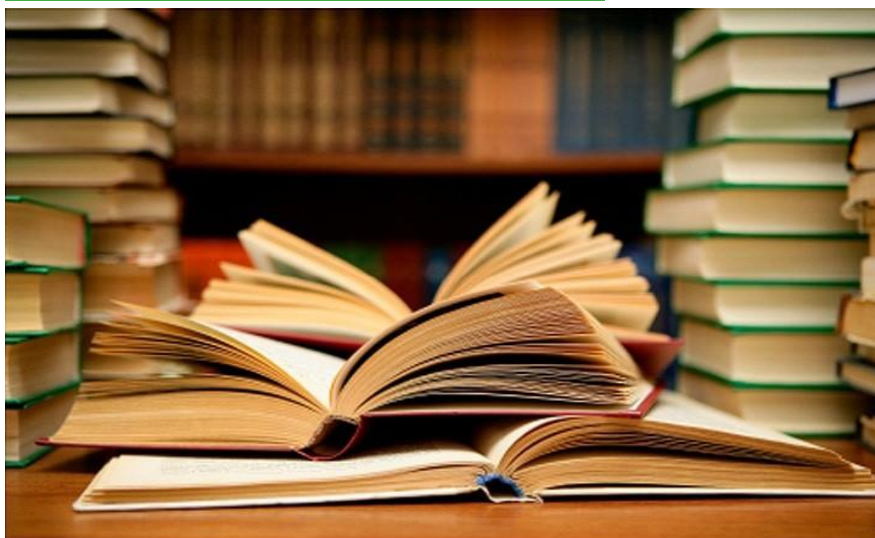
ploitation of the library’s documentary resources.

The binding and the reprography divisions are attached to the Director’s office. The documentation center of the Health Sciences Faculty is part of the structures of the UASZ Central Library but has not yet been set up as a formal library Division. The Franco-

phone Digital Campus Partner has theoretically been attached to the central library since January 2020 but this official attachment has not been subject of any administrative act.



Here is the Organization Chart of the Central Library :



SMHS : What are the key central library missions ?

GL : The central library is a relevant support tool for the fundamental research and teaching activities of the university to meet the demand for interesting and useful scientific and technical information (STI). Its objectives accomplishment requires :

- The development of digital resources (teaching manuals, scientific journals, databases, digitized documents).
- The collection, conservation and dissimulation of the university's educational and scientific production (dissertations, scientific publications, educational resources, etc).
- The training of students and professors in research and in the use of information.

SMHS : What is the main motto of the central library and your main achievements ?

GL : Since my arrival as the head of the library I strived to improve our library database to reach an exorbitant number of learning and teaching materials approaching 23000 books. More than 5000 documents are expected to be delivered within the upcoming days. It is made up of three entities within the central library : a new division with the health sciences faculty and a big documentation center for graduate and doctoral students. We will get more than 200 seats distributed between those three entities, including 150 seats inside the central library. We dul-

ly pointed out that 95% of the library users are UASZ students while 5 % are made up of teachers, professors, professionals, and students from other universities and training schools. The UASZ central library have collected digital data and online resources available on internet sites such as our documentary platform or digital resources, **including ScholarVox, Rivièredu-sud.uasz.sn, OpenEdition, Justave, Msjournal etc.** In terms of entertainment or edutainment, the central library organizes every Monday activities called « The Central Library Mondays ». In addition, the central library organizes dedication and book presentation ceremonies. The very last one is that of Professor Lambal with his book entitled « Carabane, île Mémoire »

SMHS : What are the innovations and initiatives you implemented as the head of the Central Library ?

GL : Innovations take place more in the digital field with the creation of useful educational resources websites. We have developed relevant cooperation over the time to increase the level of available resources. Beyond the improvement of the

central library working environment, we developed a website (RivièreDuSud), a catalog and various platforms. In addition, the Central library offers a multitude of research possibilities and opportunities in different fields and proposal physical and digital resources to everyone.

SMHS : What is your activities Percentage level ? **GL** : In view of the difficulties that students encounter

in finding internships, the central library is increasingly a good choice for students intending to work as interns. We will always respond favorably to help students pursue their professional goals. In 2022 we welcomed six students from the Department of computer science and the applied Foreign Languages Department.

SMHS : Your final words ? **GL** : Allow me to extend my

congratulations to the promoters of this wonderful initiative. This will allow students to improve the use of the English language and contribute to the advancement of learning. We are very pleased and delighted to see one of the Applied Foreign Languages major advocating a project of this kind. Thank you and good luck to one of the initiators Serigne Modou Habib Sene.





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IMPORTANT FACTS about the INNOV'ZIG INCUBATOR'S NEWSLETTERS

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ACCESS AGRICULTURE PRIZE

Mamadou SOW is one of the four (04) winners of the Entrepreneurs' Competition for Rural Access. This competition is part of the Knowledge Centre project on Organic Agriculture in Africa (KCOA) and is funded by GIZ, a German NGO.

VISIT OF THE RESIDENT DIRECTOR OF SENEGAL

On November 10, 2021, the new Director of the GIZ in Senegal and Gambia, Mrs Ulrike Ebeling accompanied by Dr. Ulrike WIEGELMANN Senior Technical Advisor of the GIZ/PESEREE project, came to visit the incubator premises.

BOOTCAMP SEEDS

On November 16 and 17, more than fifteen project leaders took part in the Bootcamp for the launch of the Support for Student Entrepreneurship and Dynamics Startup program (SEEDS) carried out in partnership with the governmental Delegation

for Rapid entrepreneurship pertaining to women and young people. (DER/fj).

WEB TRAINING ON INTELLECTUAL PROPERTY

Innov’Zig in partnership with ETDS and the World Intellectual Property Organization (WIPO) organized a training webinar of two days, on the 18th and 19th of November 2021. It targeted mainly young people from the creative sectors such as cinema, street art, pottery, fashion and sewing as well as students with projects.

THE PITCH CHALLENGE

The first edition of the Pit-

ch Challenge was held on November 20, 2021. This challenge makes it possible to prepare project leaders to be able to present the quintessence of their projects in a few minutes.

KEY STUDENTS ACHIEVEMENTS

Amadou Sall Mbaye, a graduate student in Evaluation impact of development policies, is also project leader in the field of energy efficiency. he joined this team as an Assistant Accountant trainee. Adja Marieta rela Tall Adja is a PhD student majoring in Economy at UASZ and

Co-promoter of the Bio Boudjek project (organic coal) in the region of Ziguinchor. She is passionate about female entrepreneurship. Adja decided to join the incubator INNOV’ZIG as a trainer assistant intern. Ibrahima Sylla is an entrepreneur and a graduate Student majoring in Impact Evaluation of development policies. He is passionate about digital systems and works at the Innov’Zig incubator as a community manager intern.



LANGUAGING

*When I started to learn their languages,
I realized that I was hyphenated
Through their markers of ethnicity,
They kept me wondering, crossing many layers of Mis(Understandings)
About linguistic affiliations
While I struggled to reiterating the purity of my native language
I ended up WolofiZing imprisoned thoughts
Kuz I needed to protect the inviolability of my imagined Spaces
Kuz I didn't believe in the fixity of their communicative categories
Kuz my native language was truncated, stunt, and ruptured
By their Punctuated and Imperialistic
Grammar of Despair
I realized again that I was hyphenated
Rather Dis(French)Sized
I meant I was twisting my mother tongue
While learning Romanized alphabet
I was just languaging
Code Switching between uncombinable languages, cultures, and ideologies
Hence
I was Otherized in the dark landscapes of the Unknown
I was Re-Shaped time and time Again
So I ended up composing, new languages, new worlds,
Emulated and repulsed words.....*

@BMP

To My Dear Dad

Daddy

Dear Dad

Daddy of mine

*I do not remember that much of my early childhood
But I do know that you desperately loved me
Deep down from the bottom of your heart
You made me follow all your daily travelling paths
And joyfully introduced me to all your acquaintances*

Dear Dad

Daddy of Mine

*Through pedagogy you taught me how to struggle
And fight against all enemies
Your wise upbringing truly affected and inspired me
Far from the beatings and screams
You taught me life with love
Far from hatred
You took me in all your trips
I cannot express my gratitude to You*

Dear Dad

Daddy of Mine

*You are truly exemplary
And you always urged us to be honest
Probably you wanted us to dodge dishonesty*

Dear Dad

Daddy of Mine

I still remembered your words

As a great poet

Which are:

*« Let me confess with pride my son
The noise though these Ka La Ma*

*Cannot hide
The Lovely Xalam always played by your lovely mom
One who is Unique
Truly Unique
She bravely agrees to me
Took my words as a protecting blanket
She is always far from slander
And any type of abuse
She has been blessed by the Almighty»
Dear Dad
Daddy of Mine
I have seen your face change over time
But I, in no way, detected a change in
Your immense Goodness
De Bonne humeur tu es toujours
Nous manquant trop durant tes longs séjours
Buur Daddy
Dad of Mine
I keep on praying that you are still here
So I can decorate the whole house with shiny pearls
To make our nights brighter
Dear Dad
Dady of Mine
C'est en ces mots que je voudrais faire ton dédicace*

@FROMGUETNDAR



ENACTUS SPRIT

MO' English BUZZ



KNOWLEDGE

SKILLS

BUSINESS

LANGUAGES

