



## *'Introductory Session on the Use of Blackboard' for new Students at Mahala Academic Campus*

**M**ahala Academic Campus represented by Combined Programs Club, with the collaboration of the Deanship of eLearning at the King Khalid University, organized an introductory session on the use of Blackboard.

The session took place in the main hall of Mahala campus on Wednesday 19th of February, 2014.

The introductory session was about the use of Blackboard & Learning Management Systems. Mr. Mohamed Jarallah from eLearning deanship informed new students of the combined programs about the mechanism and benefits of the Learning Management System (LMS).

The session was attended by a large number of students and was informative and interactive.



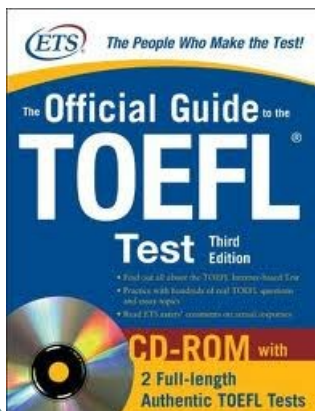
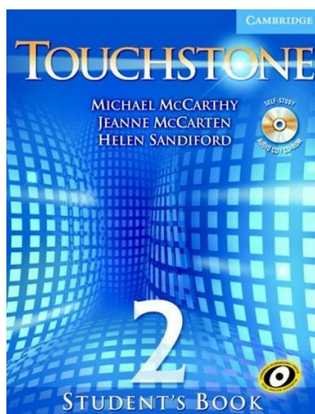
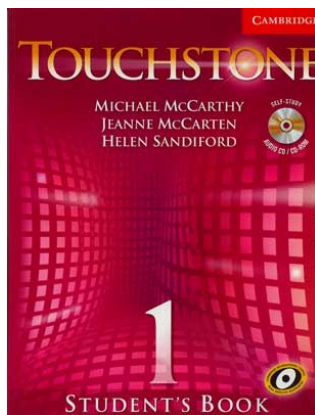
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## Language Enhancement Programme: Online Courses

### Faculty Profile 1

#### Dr. Deborah Rochelle Klein

Courses: TOEFL, Touchstone 1 & Touchstone 2



Dr. Deborah Rochelle Klein was born a native English speaker in Johannesburg, South Africa. As a child, she won several poetry and essay competitions in English. She completed an Honours degree in English Literature at the University of Cape Town, and later graduated with a PhD in English.

Dr. Klein was awarded a postdoctoral fellowship at the University of Stellenbosch. She has 22 years experience teaching both native and second-language English speakers, as well as students with learning disabilities. This is her third year at . She has been teaching English language and literature at the Literary Girls' Campus, King Khalid University, Abha for the last three years.

#### Course Objectives - TOEFL:

The course objectives for TOEFL course include:

- Familiarizing the students with the format and directions of the test;
- Familiarizing them with the types of questions that are asked in each section;
- Identifying the weak areas of students
- Developing English language skills that are necessary for qualifying the test.

Emphasis is placed on listening comprehension, grammar, and reading

comprehension. The objectives are addressed through exercises that are designed to develop specific areas of English and test taking skills, as well as through practice TOEFL tests.

#### Course Objectives - Touchstone 1 & 2:

The course objectives for the Touchstone courses 1 and 2 include:

- providing the learner with a good foundation in grammar. [Grammar is presented inductively in natural contexts with the help of tasks that develop language awareness.]
- familiarizing the learner with useful conversation scripts and strategies. [The Conversation Strategy lessons cover useful phrases and strategies for managing conversations.]
- integrating skills effectively. [Personalized speaking practice is integrated with all language and skills activities.]
- building English vocabulary effectively and systematically. [A Vocabulary notebook section offers practical learning tips and personalized activities while systematically covering vocabulary-building strategies. Word sort tasks, which encourage students to take an active role in learning new vocabulary.]

## Language Enhancement Programme: Online Courses

### Faculty Profile 2

#### Rebecca Day

Courses: Touchstone 3

Rebecca Day is from Pennsylvania, USA. She has taught English in 3 different countries. She has a keen interest in teaching English.

In addition to her University studies, she spent time in Jordan and Oman studying Arabic.

Rebecca's hobbies include traveling, learning about other cultures, baking and spending time outdoors.

#### Course Objectives - Touchstone 3:

The course objectives for Touchstone 3 include:

- Listen with understanding about topics like technology, relationships, the news and managing life
- Write skillfully and grammatically correct descriptions, letters, blogs and articles
- Read with comprehension magazine articles, blogs and reports

### Faculty Profile 3

#### Sean M Quinn

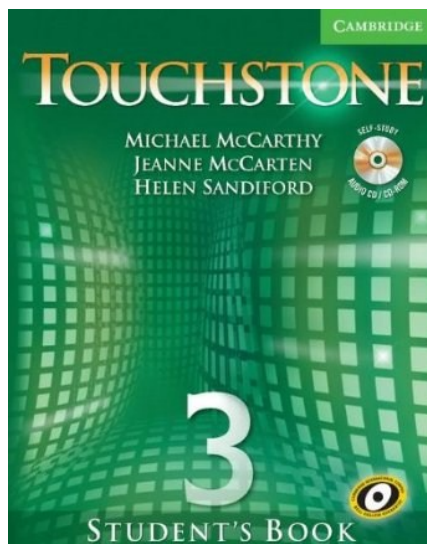
Courses: IELTS Preparation Course

Sean M Quinn is the IELTS Preparation lecturer. A Native-English speaker from the USA, Sean has lectured and taught English for Academic Purposes, and English for Specific Purposes covering Technical, Business and IELTS. Over the course of his career, he has lived and worked in Korea, Costa Rica, Saudi Arabia, and the UAE. He has also published scholarly articles in about English literature, Higher Education, and TEFL.

#### Objectives of the IELTS Preparation Course:

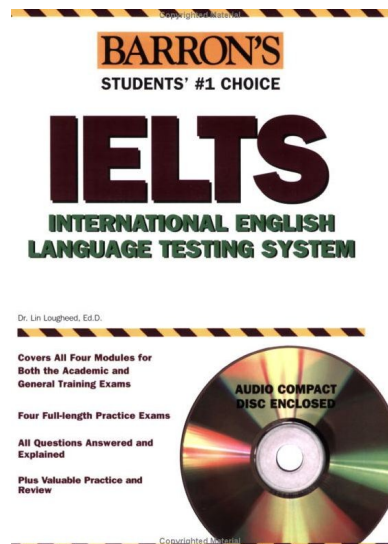
The objectives of the course are:

- introduce and practise IELTS exam strategies
- analyse exam questions
- locate answers in the reading sections
- practise active listening
- time management
- gain a deeper understanding of the organization and content of the IELTS exam



#### ATTENTION

On top of these courses, students are requested to attend LEP at A/3/59 for improving their speaking skills. There are many native English speakers at LEP ready to engage students in various activities related to speaking practice.





## English: A Global Lingua Franca

**Dr. Nisar Ahmad Koka**

Assistant Professor,  
English Department

“*Lingua franca* refers to a common system of communication among different groups of people belonging to different speech communities. According to Richard et al (1996 :86) “the term *lingua franca* originated in the Mediterranean region in the Middle Ages among crusaders and traders of different language backgrounds.”

Before talking about *lingua franca*, it is quite customary, to start with *pidgins* and *creoles*. This is because of the fact that, like the emergence of a pidgin, a *lingua franca* more or less needs the same kind of situation for its emergence, development and propagation. When two or more groups of the people speaking different languages come in contact, usually with a purpose to establish trade /business relationships, they fail to communicate with each other due to the fact that none of these groups can understand the language of the other group. In this situation, the communication among them is to be carried on via a third language in order to be in a position to establish trade relations with each other. The structure of this source of communication (third language which is especially a spoken form of language), is based on the words from the languages spoken by those people who have come in contact with each other with a certain purpose. This means or the source of communication via speech is termed as *pidgin*. A pidgin is a very simplified variety of speech which is specially, rather deliberately, created to serve the communicative

needs of two or more different language speaking groups of people. The word pidgin is basically, a Chinese word having the same meaning as the English word *business*. Some people are of the opinion that the English word “business” was pronounced in Chinese as pidgins from which the word pidgin has come. Thus, in a way pidgin is originally, a language which developed as a result of sporadic and limited contact between Europeans and non-Europeans in locations other than Europe, from the 16<sup>th</sup> through to the early 19<sup>th</sup> century. These varieties of speech are mostly the outcome of contact situations in certain activities such as *trade, agriculture, mining* etc. *Pidgins* are *broken, makeshift, debased and auxiliary* forms of speech and lack various important features that other normal languages generally do have. Pidgins have no native speakers, as the people who speak them during occasional trade contacts maintain their own/respective vernacular for their intra-group communication. The moment a pidgin assumes native speakers and starts to be spoken natively, it ceases to be a pidgin and begins to be known as a creole. And the process whereby a pidgin turns into a *creole* is called a *creolization*. A *pidgin*, however, has to pass

through the process of *creolization* to become a *lingua franca*.

*Lingua franca* refers to a common system of communication among different groups of people belonging to different speech communities. According to Richard et al (1996 :86) “the term *lingua franca* originated in the Mediterranean region in the Middle Ages among crusaders and traders of different language backgrounds. In order to carry on the business of trade, they spoke a common “patchwork” a broken, a make shift, and a mixed language consisting of bits of Italian mixed with Greek, French, Spanish, and Arabic words. Some of those words are still found to be a part of ordinary conversation in today’s modern English. As a result of contact of English with other languages of the world the process of *give* and *take* and the exchange of a considerable number of vocabulary items between English and other contact languages has always been a dominant and creative phenomenon. As a matter of fact, almost every language on earth has contributed to the development of English. Languages of the Indian sub-continent have provided a considerable stock of lexemes/ words such as *pundit, shampoo, pajamas, and juggernaut*. From the Spanish are several words such as *mustang, canyon, ranch, stampede, and vigilante* etc., which have made their way into American English and enriched its vocabulary. English has adopted literally hundreds of words from Arabic and Persian.

Though some filtered down through other languages, the following words that evoke images from American culture have Arabic origins: *tariff, sugar, hazard, jar, almanac, shrub,*

*alcove, alfalfa, syrup, alcohol and spinach* are few such examples. Similarly, a considerable stock of vocabulary items like, **oxygen, xylophone, thermometer, phonology, morphology** etc. from Greek is well attested in present day English.

Holmes (1997: 214) writes: 'the term *lingua franca* describes a language serving a regular means of communication between different linguistic groups in a multilingual speech community'. He also states that when academics and experts meet at an international conference a world language such as **English, Spanish or French** is often used'. English has emerged to be a language of **wider communication**. It has crossed its original borders and boundaries and is used in far-off countries/regions for carrying out various communicative purposes in various domains of social activity vis-à-vis, education, mass media, mass communication and administration. According to Crystal (Crystal, 1997: 106) English has now turned out to be an official or dominant language in over 60 countries and is represented almost in every country. As a matter of fact, the English language has become a viable source of communication among millions of people across the globe. Right from the last quarter of 19<sup>th</sup> century, innumerable inventions, advancements and developments in technology viz-a-viz **the internet (emails), faxes, telephones, SMS's, via mobile phones and computers** etc., have facilitated communication among people from almost every walk of life irrespective of their mother tongue; and the language that they mostly use is English. Crystal (Crystal 1997: 106) rightfully points out that "Most of the scientific, technological and academic information in the world is expressed in

English and over 80% of all the information stored in electronic retrieval systems is in English"

According to the latest data, English is spoken as a mother-tongue/native language by as many as 360 million people in the different parts of the world. **A report in the Sunday Times on 17 April 1974, given by Randolph Quirk** mentions that on a global basis non-native speakers of English now exceed the native speakers (Firth 1996 :24). The fact is that once a language comes to be used by such a massive number of speakers, no one can prevent it from undergoing certain changes and variations at various levels of linguistics. This change may be attributed to the fact that individuals keep on using a particular language to communicate with each other in the way they find it the easiest and feel comfortable. While commenting on this, Crystal (1996 : 15) states that 'the reason why linguistic change is so unpredictable is that it is in the hands of many people. In their minds rather.'

The English language has indeed enjoyed the status of the world's **lingua franca** through globalization. English is now the official or dominant language for two billion people in around more than 70 countries of the world. According to the British Council, speakers of English as a second language probably outnumber those who speak it as a first language, and around 750 million people are believed to speak English as a foreign language. English is the most common language to communicate *scientific, technological, academic, journalistic, and international trade and tourism* information. It has assumed a prestigious position by having appreciable coverage both in electronic as well as the print media all over the world There is no denying the fact that English is

surely the world's **lingua franca**, but a considerable and debatable question related to this fact is how did it achieved that status? Part of the reason can be attributed to the fact that globalization is often the result of a natural course of events and that before English infiltrated the world, many of the world's languages infiltrated English.

To the list of the countries, wherein the role of English as a *lingua franca* has remarkably been attested, the Kingdom of Saudi Arabia is not found to be an exception. While living in this country, where Arabic is the largest means of communication among the masses and is, of course, predominantly used in various domains of social life, such as education, the mass media, administration and other spheres of day to day life, the significant roles of English cannot, however, be overlooked or underestimated. For example, in this country, while being at different public service points such as airports, hospitals, banks, supermarkets, malls or any other government and private/public sector offices, one has to in one or the other way make the use of the English language. As a matter of fact, English is flourishing and developing very rapidly in the Kingdom of Saudi Arabia. It has emerged out to be the second dominant language immediately after Arabic. The degree of interest, motivation and inspiration among the Saudi youth, towards learning English is found now to be at a high point. The reason for this tremendous desire among the people of this country towards learning English may partly be attributed to the fact that it has now become the need of the hour. Secondly, they are trying their level best to use this language as an effective tool for spreading the message and to preach the teachings of the world's greatest religion, Islam, across the globe

It is the question of different functions and allocated roles of English

## Listening: The Fallacies and The Golden Rules



**Mohd Shafiu  
Rahman**

Lecturer, Community  
College, Khamis Mushayt

“Nobody can claim that he knows everything about any subject. Hence, prepare yourself mentally to listen, believe in the fact that even if you know more than the speaker, he might have to offer something which you do not know.”

According to Allan and Barbara Pease ‘The ability to read a person’s attitudes and thoughts by their behavior was the original communication system used by humans before spoken language evolved’. Thus, we see that receiving information was the primitive communication system. The importance of listening can, thus, very easily be understood. God has given us two ears to listen while only one mouth to speak; clearly with the intention that we should speak less and listen more.

### Fallacies about listening

There are many fallacies attached to listening. We usually carry a good image about ourselves and do not readily accept our mistakes, hence we carry the attitude that ‘I do not have listening problem’.

*Listening and hearing are the same:* We often consider listening and hearing to be the same thing and hence while somebody is talking, our mind tends to be drifting to something else. We continue to hear but the mind stops working on the received data, the retention is less and for shorter duration, we are not able to perceive enough of the data and the communication fails.

*Listening not to listen:* When we have a different opinion or we are not convinced by the speaker, we tend not to listen to his point.

*Thinking about what we are going to say rather than listening to the speaker:* This is one important reason why people tend not to listen to the speaker.

*Talking when we should be listening:* In cases when we are not convinced with the speaker, we tend to interrupt and present our logic to not being so; this interferes with the listening process.

*Hearing what we expect to hear rather than what is being actually*

*said:* Presuming what the speaker is going to say is another reason why people tend to get distracted and fail to listen.

### Barriers to active listening

Besides the above there may be several barriers to effective listening.

*Environmental barriers:* Extra noise in the vicinity will hamper hearing and, hence, the perception of the message.

*Physiological barriers:* If the person listening has some physiological problems such as being hard of hearing, immature and under-developed to understand the message.

*Selective listening:* Some problems may be self-generated like we tend to hear only what we want to or what we are interested in.

*Negative listening attitudes:* The same thing applies when we do not want to listen to the speaker because we presume that he/she does not know or that we are better than him at the subject being handled.

*Poor motivation:* The speaker is unable to generate enough interest in the listener due to badly prepared subject matter or poor/unclear language.

### How to become an effective listener?

Here are the steps to be followed to improve your listening.

*Hearing:* Make a conscious effort for attractive hearing.

*Focusing on the message:* Focus on the subject of the message instead of the language or the way of presentation.

*Comprehending and interpreting, analysing and evaluating:* Make a simultaneous analysis in the brain after understanding the meaning and the purpose of the speaker.

*Responding:* Interact with the

speaker on points where you are not clear.

*Remembering:* Make a conscious effort to remember the message and the purpose of it.

### How can you achieve the above steps?

*Prepare to listen:* Nobody can claim that he knows everything about any subject. Hence, prepare yourself mentally to listen, believe in the fact that even if you know more than the speaker, he might have to offer something which you do not know.

*Adjust to listen:* If there are any environmental barriers, correct them or adjust to them.

*Focus on ideas or key points:* Focus on the subject matter of the message instead of trying to find faults with the language or the presentation.

*Accept responsibility for understanding:* Accept the speaker and the message along with its demerits.

*Encourage others to talk:* Encourage others to talk so you get an elaborated message to achieve a better understanding of it.

*Establish eye contact with the speaker:* This helps in achieving better attention.

*Take notes effectively:* Notes help you for later reference and, hence, better retention.

*Be a physically involved listener:* Interact with the speaker, ask questions, clear your doubts and ensure understanding.

*Avoid negative mannerisms:* Avoid prejudice or non-listening attitudes.

*Exercise your listening muscles:* Make a conscious effort to listen and pay attention.

*Follow the golden rule:* If you will listen to others, they will feel obliged, take interest in you and will reciprocate in the same way.

## 1ST SAUDI SCIENTIFIC PUBLISHING CONFERENCE AT KKU



The First Saudi Conference held at King Khalid University from 27 to 29 / 3/ 1435H. (28-30/1/2014 G.), intended to evaluate the status of scientific publishing in Saudi Arabia in addition to studying the obstacles it could encounter and the proper mechanisms of activating the modern technology in scientific publishing.

### Objectives:

- Evaluating the situation of scientific publishing in the Kingdom of Saudi Arabia and studying the challenges that face it and the mechanisms necessary for developing it.
- Setting a mechanism for full use of modern technology in scientific publishing with maintaining a high degree of objectivity and authenticity to gain the confidence of the bodies using it.
- Setting a mechanism for an integrated use of human and material resources among the various research centers in the Kingdom of Saudi Arabia.
- Agreeing upon a set of general goals that determine the direction of scientific publishing in different fields.
- Setting techniques for a complete use of the recommendations and results of the published researches in applied fields.

### Conference Domains:

- The real situation of scientific publishing in the Kingdom of Saudi Arabia.
- Ethics of scientific publishing.
- Electronic scientific publishing.
- Scientific publishing in Legal Sciences and Islamic Studies.
- Scientific Publishing in Human Sciences.
- Scientific Publishing in Educational sciences.
- Scientific Publishing in Natural and Applied Sciences.
- Scientific Publishing in Health Sciences.
- Languages of the Conference: Arabic and English.





Continued from page 5

versus other languages that has become fiercely debatable today. The speaking of English often functions as an elevated socio-economic currency on the international market and in international diplomacy. In comparison with English, local languages are pressured to be kept within the spheres of the home or within the domains of communities, or for entertaining tourists. Another reason for gaining global momentum is that English predominantly enjoys the status of being the language of education in a considerable number of countries across the globe. Thus, when a language assumes the status of imparting education as a medium of instruction it gets due recognition, importance, place, prestige etc. Moreover, the use of language for the purpose of recruitment and its use as the medium of examination for various competitive examinations regarding various professional courses such as medicine, engineering, management, tourism etc., brings name and fame for that language in return. Thus, after having become an essential commodity from each and every point of view, English has relatively created a better available job market. Therefore, it is but natural, when a language is associated and linked with jobs, and for that matter with the source and means of living, more and more people are likely to be attracted towards it.

Globalization of Information Technology (IT) of marketplace is rapidly increasing the effect of English as an essential commodity. For decades English has been dominating the Information Technology (IT) industry whether it be in the area of research and development, or the design of hardware and software. In 2002, there were signs that the impact of China's interest in respecting international intellectual property rights heralded a new era of China-led technology standards which would slow down the monopoly and hegemony of technologies made primarily for English speakers. In China researchers have developed a new culture of Information Technology (IT) which was not built

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on U.S. trained engineers efforts. However, more recently, India, which once was very concerned about China's enthusiasm for changing standards in the Information Technology (IT) industry, now seems to have changed its opinion due to Indian businesses assuming that China will take a long time to achieve proficiency in the English language. Moreover, India's dominance of the outsourcing industry was won in large because of their command over the English language.

In summation, it can be reasonably argued that the English language has many significant roles to play all over the globe. Its area of use is quite vast, wide spread and multidimensional. English has emerged to be the most popular language of news broadcasting and news telecasting across the globe. It serves as "A Communication Bridge", "A Link Language", "An Auxiliary Language", "An International Language" and "A Lingua franca", across the globe. English, like so many other aspects of Western culture, has the potential to bring people together, and the power to divide people into classified groups. As the debate goes on, English will continue to grow, flourish, develop and change with the same force that has always driven the patch working of language.