



Monthly Newsletter issued by
Language Research Centre
King Khalid University

AN INTERVIEW

With the Dean of the Faculty of Languages & Translation

Dr. Abdullah Mufarreh Al Melhi

In
this
Issue



By

Salahud Din Abdul Rab
Muhammad Sirajul Islam

MT

: What was your aim in life? Do your achievements align with your aim?

Dr. Melhi: I thank the Editorial Board of Mountaintop for initiating fresh efforts to resume the publication of the newsletter after an interval of discontinuation.

In response to your first question, I would like to clarify the general misconception as if everyone here was born with a golden spoon in his mouth. Life in the past was different. I my-



Send your write-ups to: mountaintopkku@gmail.com

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self was born to a typical Arab family. My forefathers were farmers and the agricultural yield was the only source of income at that time. I started handling the family responsibilities at the very early age of 4, when I started doing the household chores and tending our sheep. I also had to extend a helping hand to my father in responsibilities related to the farm. Life forty years back was not today's life. There was only one car in the whole village, and it used to leave very early in the morning for Abha and Khamis Mushayt. If you missed that, there was no other means of transportation to the city that day. Furthermore, we used to wear the same *thobe* (dress) both for school and at home. The discipline in schools at that time, however, was very strict and there was a practice of sever punishment for violations of the regulations, particularly for absenteeism and non-completion of homework. Coming back to the original question, I honestly would say that I had no clear vision about my aim in life at the time when I was studying at the elementary level.

It was during my middle school time in Tanmiya that I was motivated and guided by an Iraqi English teacher and I decided to major in English. There was no high school between my village Al-Qara and Abha at that time. After completing middle school, I got admission to the Technical College. I moved to Abha and rented a private room for accommodation. As this was not a hostel, I used to cook for myself. As I was receiving a monthly scholarship of 450 Saudi Riyals which used to be more

than sufficient where I managed to buy a motorbike in installments. I achieved a diploma after three years. We were promised that this diploma would be considered the equivalent of a Secondary School Certificate, but that didn't happen. By that time, I started working as an electrician, and later on I managed to get a job in the Public Security Department. I had to repeat my secondary education during the evening shift, as I had to discharge my duties in the public security

department during the day. After passing the Secondary School Certificate Examination with a high GPA, I got admission to the English Program, King Saud University (currently KKU) in Abha. I got married at that time. I knew that Security Services were not my first career choice, but I saw it as a stepping stone toward reaching a higher goal. I obtained

the B.A. degree with a high GPA [4.32] and was nominated as a Teaching Assistant (TA) at King Saud University, College of Education, Abha branch. I therefore resigned from the security forces, where I was working in the capacity of a First Sergeant. As a TA, I was receiving 2000 Riyals less than in my previous job. I got a scholarship to pursue my Master's degree at Michigan University in the U.S.A. I then moved to the States with my family. Later, I was awarded a PhD degree by the same university.

MT: Which study habits have you found most effective during your

“I used to record new words and would listen to them in my car while driving and during my duty hours.”

“I knew that Security Services were not my first career choice, but I saw it as a stepping stone toward reaching a higher goal.”

student life?

Dr. Melhi: I would like to mention three main study habits which I found particularly effective. The first was to devote regular time to studying. As I was engaged in my job during the day, I fixed a 3-4 hour time slot for study at night. The second habit is related to vocabulary learning. I used to record new words and would listen to them in my car while driving and during my duty hours. The third habit is risk-taking for language practice. In the health department related to the security services I tried to search for maximum opportunities to talk to non-Arab speakers, especially Filipinos, in English. That helped me a lot in learning English through real practice.

MT: How do you value the use of library facilities by students? Do you think our students are motivated enough, and trained properly, to use the libraries on campus and in the faculty?

Dr. Melhi: When I was a student, I used to keep a book by my bedside and read it till I fell asleep. There is no better way to learn, and spend time fruitfully in the university, than reading. In this regard, I remember that one of our professors in Saudi Arabia, Dr. William Tarvin, once took us to our college library and emphasized the importance of utilizing the library for self-study. This made me realize that a good book can be like a good friend. To this day I keep up the habit of reading some pages before I go to sleep. Going back to your question, I don't think our students are making use

of the available library. In fact, I rarely see them there. The habit of checking out books from KKU library or the Public Library downtown Abha is almost zero. A quite disturbing fact indeed!

“The best student is the one who is serious about his duties as a student i.e. carries his study materials in a briefcase, and manages his time properly. Among others, an ideal student has to be polite, eager to learn, and punctual in attendance and submitting assignments.”

MT: What is your concept of “the ideal teacher”?

Dr. Melhi: In my opinion, the best teacher is the one who smiles, motivates, and the one who has a good rapport with the students. While dealing with the students, he should consider himself in their shoes. I respect those teachers who are sincere, punctual, innovative, and at the same time strike a balance between strictness and flexibility.

MT: What is your concept of “the ideal student”?

Dr. Melhi: The best student is the one who is serious about his duties as a student i.e. carries his study materials in a briefcase, and manages his time properly. Among others, an ideal student has to be polite, eager to learn, and punctual in attendance and submitting assignments.

MT: What is your message to the students and teachers in our faculty?

Dr. Melhi: If we stand together, and work together as one, we will achieve our goal. What is our goal? To earn a good reputation for our faculty.

“The best teacher is the one who smiles, motivates, and the one who has a good rapport with the students.”

KKU: SERVING THE COMMUNITY



By

Rizwan Ghani

Lecturer, English Language Centre

“The establishment of ATCs, ITE&TH, and CC will help improve and standardize education, align local education with international education, and support the local community.”

Universities help their communities through education, training and support. Accordingly, King Khalid University (KKU) can also help its communities as follows:

1. Establishment of Authorized Testing Centers in KKU:

The use of authorized testing centers (ATCs) in the university will help in three ways: i) Allow students to take national and international exams. ii) Help align local education with international standards. iii) Facilitate requirements and demands of industry, faculties, students, community including professionals, businesses and individuals. The ATCs can be opened for following programs, and more exams like CLEP¹, GRE², SAT³ etc. can subsequently be added to the list to help persons meet their academic, professional or intellectual goals:

a. **Advanced Placement Program⁴ (AP) USA**, gives students the opportunity to earn college credit at thousands of universities. The local students of Asir region can use the AP Program to get credits for courses in KKU. The AP represents a significant collaboration⁵ between American colleges and universities and secondary schools. Statistics⁶ show that in 2011 more than 940,000 secondary students reported AP scores to colleges and universities. More than 5,800 college and university faculty participated in AP activities, from course and exam development to scoring. More than 3,300 colleges and universities received AP exam scores for consideration in admission, credit and/or advanced placement. The AP offers 37 exams⁷.

b. **College Level Examination Program⁸ (CLEP) USA**, helps individuals receive college credit for what they have studied individually at a fraction of the cost of a college course. CLEP is most suited to college students, home-schooled students, high school graduates, military personnel or continuing education students. CLEP is the most widely accepted credit-by-examination program, available at more than 2,900 colleges and universities. CLEP offers 33 exams⁹ to help students achieve their college and career goals.

c. **Aptis¹⁰**, a British Council English proficiency exam, allows university students and graduates to improve their language proficiency for exemption in English Language Courses. It improves employment prospects of young graduates and helps students and professionals to prepare for advanced English proficiency tests (EPT) like IELTS/ TOEFL to meet English proficiency requirements for higher education studies in foreign universities and / or obtain scholarships for overseas education.

2. Establishment of IT Education and Training Hubs:

KKU can establish Information Technology Education and Training Hubs (ITE&TH) to educate and train students, professionals, and members of the community. A combination of general, certification and short courses can help improve IT education, skills and training of students, graduates and professionals to meet the needs of the local job market and in turn create thousands of jobs. The following centers can go a long way in achieving the desired results:

- a. Cisco¹¹ IT Education and Training Center
- b. Oracle¹² IT Education and Training Center
- c. ITE&THs for E-commerce¹³ (an effective way to fight poverty and generate jobs and businesses), Business, Banking (traditional and mobile), Finance, Productive families

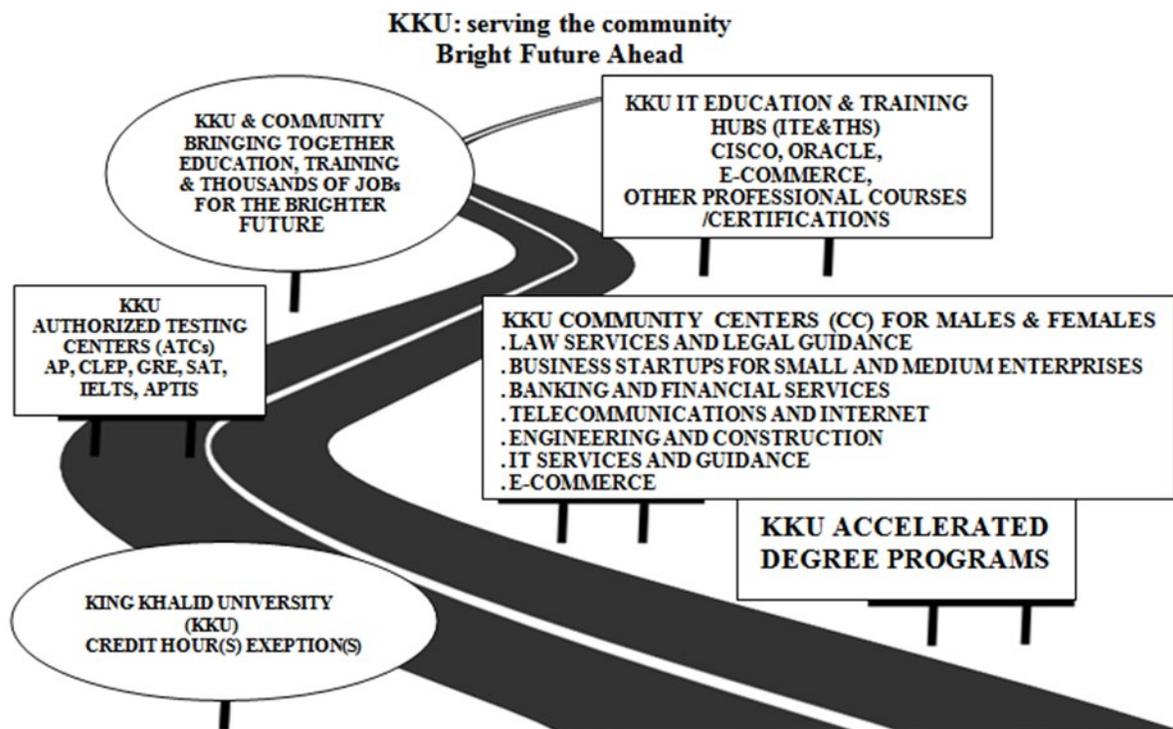
(female campuses), Orphans and Special Persons, Prisoners (released / serving), Armed Forces Personnel (serving, retired, soldiers, officers), cloud computing¹⁴ and most areas of the services sector.

3. Introduction of Course Credit Hour Exemptions and Accelerated Degree Programs

The KKU faculties can display a list of courses like AP courses that will be accepted for admission, credit and/or advanced placement in the university. It will allow faculties to introduce credit hour exemptions for students and offer accelerated degree completion along the lines of international universities including

those in the USA. The lists could comprise available courses in ATCs, ITC&TH and other internationally accepted courses such as AP, CLEP, EPTs and general admission tests including GRE and SAT. The faculties can streamline the process by making the course lists and credit hour(s) available to the Deanships of Registration and Quality.

Continued on the back page



Sources:

1. CLEP: <https://clep.collegeboard.org/>
2. GRE: <http://www.ets.org/gre>
3. SAT: <https://sat.collegeboard.org/home>
4. AP Program: <https://apstudent.collegeboard.org/exploreap/what-it-takes>
5. AP Program Collaboration: <https://aphighered.collegeboard.org/>
6. AP Program Statistics: <https://aphighered.collegeboard.org/>
7. AP Program Exams: <https://apstudent.collegeboard.org/apcourse>
8. CLEP: <https://clep.collegeboard.org/>
9. CLEP Exams: <https://clep.collegeboard.org/exam>
10. APTIS British Council Exam: <https://www.britishcouncil.org/exam/aptis>
11. Cisco: <http://www.cisco.com/c/en/us/training-events.html>
12. Oracle: http://education.oracle.com/pls/web_prod-plq-dad/db_pages.getpage?page id=3
13. E-commerce http://www.chinadaily.com.cn/business/tech/2015-12/26/content_22813508.htm
14. Cloud computing http://www.chinadaily.com.cn/regional/2015-12/21/content_22765010.htm

FROM EXTRINSIC TO INTRINSIC MOTIVATION: *What is wrong?*



Matthew Paul Glotfelter
Language Instructor
English Department

“Proposing a career oriented course on “English and my Future” would have the double benefit of motivating students to take their studies more seriously as well as weeding out those students who clearly see no benefit to it in their future.”

I think we all dream of having students with a high degree of intrinsic motivation to learn English. They would come to every class and have a great desire to learn English because it has been their life long dream. Unfortunately, as we all know, that really is nothing but a dream.

Let us consider the plight of our students. They have officially had some sort of English study for many years starting from middle school. Unfortunately, English is taught more akin to Ancient Greek or Latin, as some kind of “dead language” that might be somewhat useful later in life. So our students arrive at university with some vague notion of “English” but no strong background in it because they had about as much interest in English as they did in Physics or Turkish History.

So how do we convince our students that English will actually be useful to them? Enter the “extrinsic” factor. If our students see a future financial or professional benefit (something real and tangible) to learning English, they are going to display an immediate high motivation to learn. One would hope that starting with this extrinsic motivation through good teaching we might actually convince them that English is interesting and move their motivation to an intrinsic one. The fact remains, however, that our students simply do NOT see any use in learning English.

One possible solution? To have a required one hour course focusing on professions where English is required. This course could be taught by inviting a series of

guest speakers who are currently employed in jobs where English is essential. This course would have to be a Level One course so our students would learn from the outset that English is useful and will have some tangible benefit for their lives after graduation. One thing sorely lacking in tertiary education in Saudi Arabia is any kind of career development. Students graduate and basically have no clue what they should do and end up “falling into” some career path rather than choosing it.

If not this, then we are left with convincing students that English is useful because they might improve their video gaming scores or perhaps understand foreign films with a bit more depth. Although on the surface we might think this would entice students, in reality it would do little to motivate them any more than currently. Repeating the mantra that “English is the international language” does nothing for our students.

We often discuss curriculum revision. If and when we get around to it, I think proposing a career oriented course on “English and my Future” would have the double benefit of motivating students to take their studies more seriously as well as weeding out those students who clearly see no benefit to it in their future.

LANGUAGE RESEARCH CENTER

organizes

A SERIES OF

SEMINARS



SEMINAR DETAILS

SEMINAR DETAILS

Reported by
Mohammad Adil
Lecturer,
English Department

“Two campuses – Al Samer and Al Fara – joined the seminars through video conferencing, extending the audience and making the sessions more interactive.”

Language Research Center at King Khalid University, under the leadership of Dr. Ismael Al Refaai, arranged a series of highly successful seminars during the first half of the first semester of the current academic year. The seminars highlighted various aspects of language teaching and learning, translation and e-learning technology.

Two seminars in particular highlighted areas related to language teaching and learning. The first one, held on October 3, 2016, was titled *Incorporating the Blackboard in EFL Teaching*. Presenter Mohsin Reza Khan discussed the effective and productive use of Blackboard in modern EFL teaching, and shared his ideas about ways to incorporate various techniques of EFL teaching into e-learning. The presentation stressed the importance of a thorough understanding of the implications of modern technology, and utilizing the potential of such technology in teaching English as a foreign language. The second presentation, on October 24, 2016, was by Mahmudul Haque, on the topic of *Learner Autonomy and Metacognition in Language Learning*. It prioritized learners' autonomy and active involvement in learning over the teacher's dominance in the classroom. He emphasized learners' independence in choosing materials and learning strategies, and focused on the role a teacher can play in helping learners become autonomous.

At the seminar that took place on October 31, 2016, Eyhab Bader Eddin

shared his insights into the role of euphemism in language translation in his presentation titled *Translation of Death as Clad in Euphemisms*. He highlighted the reasons for using euphemistic language and identified some key areas in which euphemism is commonly used. Eyhab also identified problems translators typically encounter when choosing lexis, and emphasized that they should first seek a target language counterpart, or an equivalent, when translating.

Nabeel Ali Sayed, a second-year MA student, at the seminar held on October 17, 2016, shared the findings of his study on etymology. His presentation, which was titled *Arabic is in English*, primarily covered his investigation into the genetic relationship between English and Arabic. He pointed out the vital role of etymology in developing students' language skills, and focused on various issues associated with Arab learners' lack of interest in learning English. He emphasized the fact that English can be acquired by Arab EFL learners quite easily.

Two campuses – Al Samer and Al Fara – joined the seminars through video conferencing, extending the audience and making the sessions more interactive.

Our sincere appreciation goes to the presenters for their most informative seminars, to Dr. Ismael Al Refaai of the Language Research Center for his unflinching encouragement and expert guidance, and to the Dean of the Faculty of Languages and Translation, Dr. Abdullah Al Melhi, for his continuous interest and support.

Tennyson's *treatment of* EXHAUSTION, INACTION AND DEATH in "The Lotus Eaters"

BY A. K. M. Mazharul Islam
Lecturer English Language Centre

Tennyson is the representative voice of the Victorian Era and one of the most celebrated and well-loved English poets of all time. This writing is an effort to let the readers feel the major themes of his poem "The Lotus Eaters" such as exhaustion, inaction and death.

In the poem we find a band of soldiers, tired to the last point, looking for a harbor to rest their tired bones. Tiredness becomes the dominant note of the poem at this stage. In the struggle of life, it so happens that, at some point, human being becomes immeasurably tired and long for rest being away from all the dins and noise, ties and relations. The projection of such feeling is pervaded and palpable throughout the poem:

*All things have rest: why should we toil alone,
We only toil, who are the first of things
And make perpetual moan,
Nor ever fold our wings,
And cease from wanderings **

If we plunge deeper into the poem it would be easily felt that the notion of avoidance is very strongly present and this urge of retirement is deeply nestling in the mind of those sailors. The theme of inaction or shunning responsibilities is certainly there and all evident. So the dominant theme of the poem is the theme of retirement or withdrawal. They want to settle down in a world of blessings and luxuries in exchange of a world of unbearable burden. A group of soldier-sailors, who had been able personalities in their fatherland and in the battle field of Troy, now renounce to work anymore. Even at some culminating point they invite death. No matter death, if it can assure rest only. So it shows the peak of tiredness or the exhaustion at the crushing end. At such a stage human heart cry for finality- "Give us long rest or death, dark death, or dreamful ease."* Putting forth this pretext of supreme creation **they want to have an anchorage in this island of the lotus eaters and remain forgetful of their manly duties. This is clearly an escapist tendency.** It is true that they have undergone untold sufferings. Once in the ground of the battle and once again on the sea fighting against the adversities one after the other. Now they do not find any reason in mounting the mounting waves and they want to take rest. They want to close their eyes deliberately to the active life. Being the best of creation they are not supposed to flee from life. They are to stand upright and face the challenge. Their passive mood finds expression. This type of tendency becomes conspicuous when they say:

*Let what is broken so remain.
The gods are hard to reconcile: **

There is repetition of their choric agreement that they would not

wander any more. This tendency reaches the peak when they finally declare:

*Surely, surely, slumber
is more sweet than toil, the shore
Than labour in the deep mid ocean, wind and wave and oar;
Oh rest ye, brother mariners, we well not wander more.**

The group of soldiers takes the decision to withdraw from the antagonistic world of mounting waves, sprouting monsters, jerking between starboard to larboard.

In the poems the idea of death appears and re-appears. Either bursting joy or biting sorrow, death puts everything to an end. In the poem "The Lotos Eaters" the sailors are frustrated to the last level and they think that they have suffered enough once in the battle field and again on the sea. Their longing for coming to a stoppage from this limitless suffering becomes all the more poignant when they find a sharp contrast between their lives and life of nature in the island. They see every natural phenomenon in the surrounding nature of that island has got an opportunity of rest or stoppage at some point in their life. They find before their eyes the sun, the wind, the river, full-juiced apple- everything taking rest and only they are deprived of such a rare boon. For them life was not agreeable the least rather it was just the opposite. Life was a lifelong punishment for them. Life becomes tortuous to those tired wayfarers and they dream death as only and only escape left. So they cry for death aloud thinking that it can ensure a dreamful life of pleasures and enjoyment or at least can bring a seizure to their ceaseless agony. "Give us long rest or death, dark death, or dreamful ease"* Life walks unwaveringly towards a cemetery or crematory. Finality of life is of course death. They argue, what is the use of all these fury and hurry? Why wouldn't they shake off the yoke of drudgery? Isn't it better to get ready and avail themselves of the finality? Accordingly, death appears to them as an outlet from unending suffering, an assurance of rest and a promise of a life of ease. The sailors come to the realization that life is nothing but:

*..... a mound of grass.
Two handfuls of white dust, shut in an urn of brass! **

Thus, we see, through Tennyson human exhaustion finds eloquent expression. He becomes the poet of all men and all age while he gives vent to human being's unwavering urge for withdrawal, heart rending cry for rest, desperate longing for death. Crossing the boundary of time and place, the poet's cry echoes and re echoes in the hearts of the exhausted wayfarers of the world.

*Extractions are from the poem "The Lotos Eaters" by Tennyson.

EXPLORING HOMONYMS



By
Ford Thomson

Lecturer,
English Department

"I encourage anyone on campus with an English interest to discover the LEP, found in room A/3/1."

English students wish to expand their vocabularies. We see this consistently in A/3/1, home of the LEP (Language Enhancement Program). Recently, a list of 243 homonym sets served as a conversation stimulus for students and faculty members alike. According to **Webster's New World College Dictionary (Fifth Edition)**, a homonym is "a word with the same pronunciation as another, but with a different meaning, origin, and, usually, spelling." I will share some of these homonym sets with you.

A **stationary** bicycle offers a thorough cardiovascular exercise at the home or office, while well-designed **stationery** is used to write tasteful "thank you" letters.

When finding disagreement or absurdity, flashing a naturally **wry** smile can be a more mature, patient reaction than resorting to insults or complaints. When confronted with wheat allergies, some digestive systems still manage to agree with **rye bread**, despite the fact that it contains gluten.

From most any area or century, historians cite the examination or use of "**guerrilla** tactics," dating back more than two thousand years, to Sun Tzu's *The Art of War*. Perhaps an animal-loving youngster, fidgeting his way through a social studies class, hears this term and immediately pictures a large, powerful ape. However, it is only on the African continent that

a **gorilla** appears in its natural habitat.

A property owner sometimes "changes the **locks**," as a security measure, or merely to upgrade operability. Meanwhile, a bagel shop customer may order "**lox** with cream cheese on poppy." A deeper consideration of this sound

yields two additional forms, not included on the list: the **lochs** (lakes) of Scotland and John **Locke's** seminal works, including his 1693 treatise entitled *Some Thoughts Concerning Education*.

When organizational meetings are governed by *Robert's Rules of Order*, the people often vote for a motion by voice. Members signify a positive response by saying "**aye**," pronounced the same way as an organ used for sight, one's left or right "**eye**."

Those expressing a negative response to a motion then signify by saying "**nay**," not to be confused with the term representing a horse's cry, "**neigh**." The chairman listens for the majority by determining the superior source of volume. He then responds with "the **eyes** have it" or "the **nays** have it."

These are just a few examples of how a vocabulary list can prompt interesting conversations and unique learning opportunities in an extracurricular setting. I encourage anyone on campus with an English interest to discover the LEP, found in room A/3/1.

"From most any area or century, historians cite the examination or use of "guerrilla tactics," dating back more than two thousand years, to Sun Tzu's *The Art of War*."



-ointment



By

Erich Beer

Language Instructor,
English Department

the universe appointed you its proxy
and you abused it
shamelessly
mercurially
mercilessly
blocking and stalling every which way you
could:

with a block block here
and a stall stall there
here a block
there a block
everywhere a stall stall

yet uncontainable spirit flowed freely
into verdant new pastures
with broad new horizons
and undepletable abundance

thank you, universe, for unleashing
essentials
by anointment

Call of Departing



BY

Mahmudul Haque

Lecturer,
English Language Centre

Thy beauty shouldn't be compared, oh my homeland!
Shouldn't have been more felt and realized
If there had been no call of departing!
The efforts of depicting is just the urge of my heart,
the capability of which need not be judged.

Feels far precious an ordinary cup of tea under a bun-
yan tree in your affectionate lap
Than an expensive coffee in a luxurious balcony of re-
sort in desert kingdom.
Autumn has a blue sky with roaming foamy clouds
As if the reflection of glacier in the ocean.

Tossing sound with playful movement,
Coconut leaves in harmony with soothing moonlight,
Having gentle breeze as a friend mediator.

A silent onlooker, my heart vibing with ecstasy,
Feeding for long absence coming ...



Translated by:
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Poet: Abu Attaiyeb Al Mutanabbi

Martyrs

*So many people have fallen martyrs as I already have
By white necks and rosy cheeks*

*The matchlessly beautiful oryxes' eyes have ruthlessly slain
the wasted pining- away lover*

*May Allah grant you a long life! Have ever seen full moons
rising in face veils and necklaces?*

*Those moons shoot arrows whose heads are eyelashes,
piercing hearts before flesh*

لَبِيَّاضِ الطُّلَى وَوَرْدِ الخُدُودِ
فَنَكَتَ بِالْمُنْتَمِ المَعْمُودِ
طَلَعَتْ فِي بَرَاقِعِ وَعُقُودِ
بُ تَشَقُّ القُلُوبَ قَبْلَ الجُلُودِ

كَمْ قَتِيلٍ كَمَا قُنْتُ شَهِيدِ
وَعُيُونِ المَهَا وَلَا كَعُيُونِ
عَمْرَكَ الله! هَلْ رَأَيْتَ بُدُوراً
رَامِيَاتٍ بِأَسْهُمِ رِيشُهَا الهُدُ



Continued from page 5

4. Establishment of KKU Community Centers

The university can support local communities by establishing Community Centers (CC) at the municipality level in City Centers. They can be called KKU Community Centers. These centers can be used to serve the general public. KKUCC can be established at the municipality level in cities with KKU campuses. The community centers will help authorities, educationists and the public to work closely with the local community. A general framework can be made under which university students and fresh graduates can support the local population in the form of free professional guidance, moral support and training in areas like:

- a. Law services and legal guidance
- b. Business startups for small and medium enterprises
- c. Banking and Financial services
- d. Telecommunications and internet
- e. Engineering and construction
- f. IT services and guidance
- g. E-commerce

Conclusion

The establishment of ATCs, ITE&TH, and CC will help improve and standardize education, align local education with international education, and support the local community. These steps will enable students, graduates and the local community to keep pace with other universities nationally and globally. Steps along these lines can help KKU fulfill its fundamental role in educating, training, developing and sustaining local community on a permanent basis.

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