



English Language Program Newsletter



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Welcome to the English Language Program

Message from the Head of English Language Program

Dear all,

We are pleased to share with you the publication of the first English Language Program's Newsletter.

The English Language Program serves the needs of all the students in the different colleges and schools of the University including Business, Engineering, Aviation and Maritime. Our programs include pre-sessional (Foundation) courses as well as courses at the Diploma and Bachelor levels to help our students acquire communication, research, and critical thinking skills that are necessary in their fields of specialization. Our internationally accredited curricula are designed in collaboration with our colleagues in the departments we serve, and in line with international standards. These curricula promote active learning through extensive practice in skills needed in various academic situations and in the labor market and are facilitated by competent faculty with extensive teaching experience and diverse linguistic and cultural backgrounds.

While the present newsletter showcases activities from the department at large, it is mainly a platform for our students, especially those at the Foundation Level, where they can express themselves through skills both within and beyond those required by the curriculum. The contributions of our students include, in addition to academic (research) essays, examples of exceptional Transferable Academic Skills (TAS) projects in the Aviation and AU English 1 units, presentations, artwork, an interview giving advice on study skills, and sports achievements.

List of ELP Faculty

- Dr. Abdessattar Mahfoudhi
- Suzanne Emmerson
- Rebecca McCloy
- Sara Al Shihab
- Tasneem Hasan
- Hiba Tayara
- Nalin Bahuguna
- Fajer Al Shammari
- Eman Shadouh
- Fatemah Al Sayegh
- Sara Ashkanani
- Michael McBride
- Abdullah Samateh
- Dina Torkhani
- Seyda Hidimoglu
- Lamya Al Mousa
- Bushra Airoud
- Andrea Hingston
- Donia Alalwani
- Arwa Al Shaar
- Aleksandar Mitrovski
- Shahed Abdulaziz

List of Honors students

Students that gained 80% or more in their final result:

Spring 2023 semester		
	Student Name	Level code/ section
1	MOHAMMAD NAJI ALFAILAKAWI	ELDL1C – E1S1
2	AHMED RAWDHAN	ELDL1N – E1N1
3	FADHILHA ALAWI KAZAR	ELDL2B – E2B1
4	SHOUQ ABDULLAH FARAJ	ELDL2B – E2B1
5	SARA RIYAD MOHAMMAD	ELDL2B – E2B1
6	ALI ABDULLAH ALMOUSAWI	ELDL2E – E2E1
7	NASER ABBAS IJBARAH	ELDL2E – E2E1
8	HASHEM FAISAL ABDULAZIZ	ELDL2E – E2E1
9	MARAM HARBI ALTHUFAIRI	ELDL2E – E2E1
10	AISHA KHALED ALALAWI	ELDL2E – E2E1
11	MALAK SALAH DASHTI	ELDL2E – E2E1
12	DANA FADHEL ABBAS ALQATTAN	ELDL2E – E2E2
13	RUQAIA SAAD SEBZALI	ELDL2E – E2E2
14	FADAK ISMAEIL BUABBAS	ELDL2E – E2E2
15	MOHAMMAD MAHMOUD ALWAZZAN	ELDL2E – E2E3
16	FARAH OTHMAN KUNAIMESH	ELDL2E – E2E3
17	FATEMAH KHALED MANSOURI	ELDL2E – E2E4
18	SAMEERA HAYEF ALDAIHANI	ELDL2E – E2E4
19	YOUSEF JAWDAT IBRAHIM RAHHAL	ELDL2E – E2E4
20	MOSTAFA ISMAEIL ALBAHRANY	ELDL2E – E2E4
21	ABDULLAH METLEQ ALHUSSAINI	ELDL2E – E2E4
22	SHAYMAA RADHI GHAEER THAJEB	ELDL2E – E2E5
23	REEM NAWAF BOUQUMASHAH	ELDL2A – E2A2
24	ZAHRAA MUNTATHER ALMAHDI	ELDL2A – E2A2

Fall 2022 semester		
	Student Name	Level code/ section
1	SARAH RASHED SABZALI	ELDL1C – E1S1
2	DANA FADHEL ALQATTAN	ELDL1C – E1S1
3	FADAK ISMAEIL BUABBAS	ELDL1C – E1S1
4	YOUSEF OBAID ALDHAFERI	ELDL1C – E1S1
5	MOHAMMAD MAHMOUD ALWAZZAN	ELDL1C – E1S1
6	ASAAR MONSEF DANIAL	ELDL1C – E1S1
7	ZAINAB AHMAD ALHAZEEM	ELDL1C – E1S3
8	FARAH OTHMAN KUNAIMESH	ELDL1C – E1S3
9	YOUSEF JAWDAT RAHHAL	ELDL1C – E1S3
10	ABDULAZIZ KHALAF ALAZEMI	ELDL1N – E1N1
11	RUQAIA SAAD ELIAS SEBZALI	ELDL1N – E1N1
12	REEM NAWAF BOUQUMASHAH	ELDL1N – E1N2
13	JANAN SALEH ALRASHEEDAN	ELDL1N – E1N2
14	FATEMAH KHALED MANSOURI	ELDL1N – E1N3
15	ABDULAZIZ NAYEF ALDAIHANI	ELDL1N – E1N3
16	SAMEERA HAYEF ALDAIHANI	ELDL1N – E1N3
17	RASHED JASSIM ALRASHED	ELDL1N – E1N3
18	LEEN ABDELMANAF NATHR	ELDL1A – E1A1
19	ZAHRAA MUNTATHER ALMAHDI	ELDL1A – E1A2
20	HANAN ALI ALFRUAIJ	ELDL2B – E2B1
21	FAYZAH HUSAM ALKHUSAILI	ELDL2E – E2E1
22	ABDO YASSER BITARA	ELDL2E – E2E1
23	SHOUQ ABDULLAH ALAJMI	ELDL2E – E2E1
24	FALAH AHMAD ALLUMAI	ELDL2E – E2E3
25	MOHAMMED NASER MOHAMMED	ELDL2E – E2E3
26	HAWRAA AYOUB ALI	ELDL2E – E2E3

27	FAJAR ABDULLAH ALHAMAD	ELDL2E – E2E3
28	SHEKHA ABDULAZIZ MAHMOUD	ELDL2E – E2E3
29	ABDULLAH ALI KHALEEF AH	ELDL2E – E2E3
30	KHALED OBAID ALMUTAIRI	ELDL2E – E2E3
31	HANAN AHMAD ALKHALEDI	ELDL2E – E2E5
32	SHUROUQ SABAH ALMASOUD	ELDL2E – E2E5
33	MAHA HUMOUD ALFADHLI	ELDL2E – E2E5
34	ABDULLAH LAFI ALDEEHANI	ELDL2E – E2E5
35	BARRAK NAJEEB ALKHALIFAH	ELDL2A – E2A1
36	HADI SALEM RASHED AL HAJRI	ELDL2A – E2A1

Student Contributions

Academic:

1. Interview and Research Essay for student **Essa Hammoud** (ID# 220200549):



Title: The Problem of Flooding and Solutions

Sea levels have seen a rise of roughly 2-3 mm per year along the Atlantic and a rise of about 1.5-2.5 mm per year along the Mediterranean coast during this past century alone, and it is expected to rise to at least 150 mm by the year 2050 and an estimated 500-1000 mm by the end of this century, which further aggravates the coastal flooding risks (Ciampa et al 2021). One of the main natural hazards is flooding, which is a natural spectacle that impends societies and infrastructures by growing their exposure to substantial precipitation and a rise in sea levels (Ciampa et al 2021, Sörensen et al 2016). One of the main causes of flooding is urbanization, which is making it harder for nature to lessen the effects of coastal flooding (Ciampa et al 2021, Sörensen et al 2016). Another major leading cause is tourism, since it causes more infrastructure to be built, this then deprives the natural ability of the coast to alleviate the flooding effect. Tourism causes more urbanization, hence leads to this effect. Tourism also causes an increase in temperature, due to human activity, which in turn increases the frequency of flooding (Ciampa et al 2021). Another potential cause is deforestation and wildfires, since they act as a vegetative cushion between the shore and the land (Ciampa et al 2021). Flooding affects a large number of people and causes financial losses (Ciampa et al 2021). Flooding also causes potential health risks, not to mention the mental effects it has on the victims of the flooding (Ciampa et al 2021). This essay will discuss the problem of flooding and it will propose and evaluate two potential solutions, which are building new Coastal Barriers and using Green Buffer Zones/Bioswales. It will then be followed by a critical assessment arguing that the initial solution is the most efficient solution, after which the essay will arrive at a conclusion.

One proposal within reach for the problem of flooding is the implementation of Green Buffer Zones/Bioswales. Simply put Green Buffer Zones are comprised of plants that include salt water filtering systems underneath them which allow them to sanitize and use the water for greenery. They also enable water to permeate through a porous surface instead of running over asphalt or concrete, they are also vegetative channels designed to collect and transport flooding by carrying away debris from the waves (Ciampa et al 2021, Sörensen et al 2016). These Buffer Zones and Bioswales can be implemented by providing them with pumping stations, which are then connected to water containment deposit systems, rain meters, and water level sensors etc. (Ciampa et al 2021, Sörensen et al 2016). These water containment deposit systems are connected to multiple pipes and pumping

systems that in turn distribute the water to the city's sewage treatment plan (Ciampa et al 2021). All of the above is then controlled automatically by the use of radio, 3G, broadband, and optical fiber cables (Ciampa et al 2021). One of the main advantages of this solution is the ability for it to control enormous runoff volumes while reducing flood waves (Ciampa et al 2021, Sørensen et al 2016). It also has the ability to carry runoff to treatment facilities, which helps majorly in pollution control (Ciampa et al 2021, Sørensen et al 2016). Another advantage is the potential to regulate the system indirectly by utilizing geographic information systems that use mathematical and distant models to activate the drainage processes (Ciampa et al 2021, Sørensen et al 2016). On the other hand, there are many disadvantages to this solution, such as the possibility for the technology of this solution to fail during a flood (Ciampa et al 2021). Another disadvantage is that it would be very difficult to reverse it and remove this solution if we have to (Ciampa et al 2021). Not to mention the fact that a solution such as this requires very high maintenance and constant upkeep (Ciampa et al 2021, Sørensen et al 2016).

Another possible solution for the problem of flooding is the use of Coastal Barriers. Coastal Barriers are terrains placed at the point where the land meets the sea, and they consist of solid structures made of concrete or granular residues, e.g., sand, gravel (Ciampa et al 2021, Sørensen et al 2016). Coastal Barriers are implemented by accommodating some aspects of NBS (Nature Based Solutions), e.g., using barriers made of calcium carbonate that rest on a layer of reef sand-block and by also having the coastal barriers made with a core of concrete with a reduced pH that is similar to the pH of the sea, pH of 8.3 (Ciampa et al 2021, Sørensen et al 2016). One of the main advantages of this solution is its capability to protect the mainland from the impact of storms, including aquatic habitats such as ponds (Ciampa et al 2021). Another advantage to Coastal Barriers is how efficient and effective it is at protecting against waves and sea level rise, as well as protecting against the wind and tidal energy (Ciampa et al 2021). Coastal Barriers also provide the power to have flooding event provisions through digital monitoring devices by equipping these monitoring devices with a database for the collection of quantitative data on the water level of the sea, by comparing the current state of the coast to each and every abnormal rise in the sea level (Ciampa et al 2021). However, Coastal Barriers cause a major reduction of beach swimming accesses (Ciampa et al 2021). Another major disadvantage is that Coastal Barriers also offers no contribution for pollution control. This may not necessarily be a disadvantage, but the fact remains that they are very prone to damage due to high tide and that they would be unable to adjust and respond accordingly to any changes that occurs (Ciampa et al 2021). Coastal Barriers might also cause possible infrastructure damage in the case of high currents (Ciampa et al 2021).

While both proposed solutions have many advantages and disadvantages, the preferred solution would be the use of Coastal Barriers, simply because it is a very functional and widely used solution (Ciampa et al 2021). It also very plainly protects the mainland from storms that could be devastating to any infrastructures that are by or on the shore (Ciampa et al 2021). Coastal Barriers are also much more cost effective and don't require as much maintenance as Solution one (Ciampa et al 2021). On the other hand, the use of Green Buffer Zones/ Bioswales can be quite problematic, as it is a much more permanent solution, meaning that once it has been implemented, it would very difficult to reverse it, along with the fact that it is very costly, not to mention the high maintenance requirements along with the technological needs for the system to work effectively (Ciampa et al 2021, Sørensen et al 2016).

In conclusion, this essay has presented and discussed the problem of flooding and provided two solutions, which are Green Buffer Zones/ Bioswales and Coastal Barriers. While both solutions play

very important roles in mitigating floods, the preferred solution is the use of Coastal Barriers, as it is much more efficient, both practically and economically. We should also consider some recommendations that would help with the general reduction of flooding occurrences. We need to understand that flooding is a bigger problem than most people make it out to be. In addition, flooding could be extremely dangerous and costly if it is not handled and protected against accordingly. To sum up, with the right approach, the devastating effects of flooding could juristically decrease.

References

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- Ciampa, F., Seifollahi-Aghmiuni, S., Kalantari, Z., & Ferreira, C. S. 2021. 'Flood mitigation in Mediterranean coastal regions: Problems, solutions, and stakeholder involvement', *Sustainability*, vol. 13, no. 18, pp. 10474. <https://doi.org/10.3390/su131810474>
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Interview with Essa Hammoud:

Ms. Arwa: Hello Essa. Welcome to the ELP newsletter. We would like to ask you some questions regarding your research you presented for the course FSP course writing.

Essa: Hello. Please go ahead, I would love to answer some questions.

Ms. Arwa: So first of all, congratulations on earning an A for your research, well done! What new information did you learn from taking this course?

Essa: I learned that writing essays isn't as difficult as a task as I thought it was, ever since I was in school, I didn't like writing essays because I never knew how to start, but after taking this course, I understood the proper and most effective way of writing an essay, and with all honesty, it made me love the English language even more.

Ms. Arwa: How did you manage to meet all deadlines?

Essa: In my opinion, I thought the deadlines were great, we had more than enough time to find the proper research papers to write our own. We had more than sufficient time to annotate and write our research outline. And during the writing of the essay, we had the perfect amount of time, I would spend 2 classes working on a paragraph then the 3rd class that week, I would spend checking and refining my writing.

Ms. Arwa: What was the most difficult part of this course for you?

Essa: For me, after managing to find the sources that I will work on, annotation was the most difficult, but it's the most straightforward once you get the hang of it, it's a very simple task, as it just requires patience and consistent effort.

Ms. Arwa: What tips would you give to all students planning to take this course?

Essa: I would tell them to make sure they do excellent work for their annotations, because if the annotations are done well, then the rest of the course is a breeze.

Ms. Arwa: anything else you'd like to add?

Essa: Just that I thoroughly enjoyed taking this course, and I didn't expect that when I first started.

Ms. Arwa: Thank you so much Essa for this interesting talk. Wish you all the best in your academic endeavors.

2. Research Essay and Description for student **Ahmad Al Hatem** (ID# 220200330):

Description:

The research of Ahmad Al Hatem (E2B3) focuses on the problem and solutions of distracted driving. Ahmad chose to focus on this research because he has identified this issue as a major problem in Kuwait that is increasingly becoming more dangerous and affecting the population in a serious way. The solutions evaluated in his research consist of prevention and stricter laws and regulations. These solutions are currently not being addressed in Kuwait, so he felt that these solutions would have the greatest impact towards solving this growing crisis and protecting the citizens of Kuwait.

Title: The Problem and Solutions of Distracted Driving

“Distracted driving has been considered one of the main reasons for traffic crashes in recent times, especially among young drivers” (Shaaban, Gaweesh & Ahmad 2020, p.1). According to Gazder & Assi (2020) the main causes of driving whilst distracted are manual, visual, cognitive distraction. This means, when drivers use mobile phones, they are using their hands and not focusing on the road, because they are texting or searching for places on GPS. Moreover, they may also need to handle their children. For example, when children play inside the car and move between seats, the driver lacks focus. In addition, there are several effects which are increased probability of having an accident and drivers not looking at the road as well as serious injuries deaths. This essay will discuss the problem of distracted driving, and it will present and evaluate two possible solutions: prevention and increase laws and regulations. It will then be followed by a critical assessment arguing that the latter solution is the most efficient solution, after which the essay will arrive at a conclusion.

There are several effects that can result from distracted driving. The first effect involves high number of serious injuries and possibly there are a death. Statistics confirm that an increased number of deaths and injuries results from being distracted (Shaaban, Gaweesh and Ahmad 2020). When drivers are not focused, this leads to a higher likelihood of traffic accidents. For example, they get into an into an accident because criminal penalties, this means even if not leading to injuries or fatalities.

One possible solution to the issue of distracted driving is prevention. This means not doing anything while driving, only focusing on the road. For example, drivers could avoid multitasking and passengers could speak up to alert distracted drivers. Furthermore, parents could educate their teen drivers not to use phones while driving (CDC 2022). One advantage of this solution is that it could help reduce injuries and deaths. Moreover, educating drivers, providing them with facts, and ensuring that drivers are paying more attention is important. Although there is benefit of this solution, there are also some serious drawbacks to consider. As a result of prevention, this can cause drivers to become stressed. This is because drivers have to keep in mind many things and think about the worse scenario. (CDC 2022).

An additional solution to the issue of not focusing on the road is to enforce more laws and regulations. The government should put additional officers in areas, that statistically suffer from more accidents, drivers are stopped from speeding ore receive tickets (Shaaban, Gaweesh and

Ahmad 2020). Moreover, the government could increase the fine and give tougher penalties for dangerous accidents. The benefit of this solution is that respect the laws more reduce their speed. by enforcing laws, driver behavior may improve. However, there are also some negative aspects in addition to this advantage. The disadvantage of this solution is it restricts drivers. For instance, drivers feel more constrained while driving and which leads to stress. (Shaaban, Gaweesh and Ahmad 2020)

In conclusion, this essay has discussed the problem of not paying attention when driving and has suggested two solutions: prevention and enforce more laws and regulation. Although the former solution has many benefits, the latter solution is the preferred one because the advantages are more significant (CDC 2022). With the latter solution, drivers should respect traffic laws, to cooperate with traffic police. On the contrary, with the former solution driving induced stress is a serious health concern. In view of the above, it appears the better approach to solve the problem is to enforce more laws and regulations and for drivers to educate themselves.

Reference

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Uneb Gazder, Khaled J. Assi, determining driver perceptions about distractions and modeling their effects on driving behavior at different age groups, Journal of Traffic and Transportation Engineering (English Edition), Volume 9, Issue 1, 2022, Pages 33-43, ISSN 2095-7564,

<https://www.sciencedirect.com/science/article/pii/S2095756421000611>

Shaaban, K., Gaweesh, S. and Ahmed, M.M., 2020. Investigating in-vehicle distracting activities and crash risks for young drivers using structural equation modeling. PLoS ONE, vol.15, no.7,pp. 1-9, viewed 13 March 2023

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0235325>

3. Research Essay and Description for student **Dana Al Qattan** (ID# 220200053):

Description:

This research essay by Dana Al Qattan (E2E2) was about earthquake damage to buildings in Japan. It was considered a very good piece of writing that demonstrates strong academic writing skills by her writing instructor, Ms. Suzanne Emerson.

Title: The Problem of Earthquake Damage to Buildings in Japan, and Solutions

“Earthquakes can have disastrous effects on humans and on the environment. An earthquake is the result of trembling, rolling and vibration of ground triggered by the sudden release of energy that is stored below the surface of the earth” (Agarwal 2020, p.21). This is a particular problem in Japan, where earthquakes and tremors are frequently experienced. The tectonic plate movement is considered to be the main cause of earthquake damage. For example, earth is made from different layers called tectonic plates. Tectonic plate happen because forces underground move plates closer or farther away from each other, and that leads to shaking in the ground (Agarwal 2020). Not only are there natural causes, but human activities also contribute to the damage. Building excessively tall buildings makes the structure more vulnerable to damage (Agarwal 2020), and poor civil-engineering practices such as lack of training, poor structure, and the use of poor materials can also contribute to the damage (Ozmen, 2021). In addition, earthquakes have several, serious consequences; for instance, according to Agarwal (2020) earthquakes can lead to negative social and economic effects, in addition to environmental effects (Agarwal 2020, Mckeever & Vergono 2023). This essay will discuss the problem of earthquake damage to buildings in Japan, and it will present and evaluate two possible solutions; building structures designed to resist earthquakes and checking structural stability after earthquakes to determine the damage status of the buildings. It will then be followed by a critical assessment arguing that the former solution is the most effective and relevant solution, after which the essay will arrive at a conclusion.

There are several effects that can result from earthquakes. The main effect involves social consequences. A study by Agarwal (2020) found that earthquakes might make people lose their properties, as they will become homeless when buildings are damaged, and earthquakes can also lead to deaths. Another significant effect is that the economy may suffer. For instance, the government needs to spend a lot of money to rebuild the damage of earthquakes and on food and medicine for victims (Agarwal 2020). Moreover, according to the same author, markets stop because of reduced trade in the country, so people will lose their job and bad economy of the country. The final effect is damage to the environment. This means tsunamis happen because of the shaking of the earthquake underwater, and high waves from the sea will erosion and it can cause landslides (Agarwal 2020). Moreover, Mckeever & Vergono (2023) found that because the soil will be soft, that leads to damage to buildings.

One solution to address the problem of earthquake damage to buildings is constructing structures which are designed to resist earthquakes, according to Agarwal (2020). Using a rubber in layers between structural joints and laying rubber into the floor of the buildings means that they can move independently on the ground underneath the earthquake, and that can allow buildings to shake without collapsing (Agarwal 2020). According to the same author, the advantage of this solution is that people will avoid earthquake damage because the buildings are safe and will not sustain damage due to the shock-absorbing properties to the rubber. For example, there will be no deformation or structural damage in buildings during the earthquake. Even though this solution can have a positive aspect, there is also a negative aspect to this solution. The drawback is that it is expensive to buy these materials. Additionally, it is also difficult to fit old buildings without having to make major structural revisions (Agarwal 2020).

Another solution to manage the problem of earthquake damage to buildings is to determine the damage status of buildings by examining conditions damage, torsion, shearing and cracking in columns for buildings after the earthquake (Ozmen 2021). The author states that this is done by using a computer review. The benefit of this solution is to help to know the weak points of the buildings, so that they can be avoided, and this helps to fix the weak point. Although there is a clear benefit to this solution, there is also a drawback. The drawback is that this action is taken post-earthquake, so it may be too late to save people's lives. This means, while waiting for earthquakes to happen, people will be killed and lose properties before fixing problem (Ozmen 2021).

In conclusion, this essay has discussed the problem of earthquake damage to buildings in Japan and has suggested two solutions: designing buildings to resist earthquakes and the determination of the damage status of buildings. Although the latter solution has many benefits, the former solution is the preferred one because the advantages are more significant. The former solution does not cause a lot of deaths and helps to prevent the destruction of buildings in the future because rubber has shock-absorbing properties to prevent earthquake damage. However, the latter solution means that it will increase the chances of deaths or damage of weakness in structures may still go undetected. In view of the above, it appears that the better approach to solve the issue is buildings are designed to resist earthquakes for the reasons mentioned.

Reference

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Mckeever, A & Vergano, D 2023, 'What causes earthquakes', *National Geographic*, pp.1-5 viewed 1 March 2023, <https://statics.teams.cdn.office.net/evergreen-assets/safelinks/1/atp-safelinks.html>

Ozmen, HB 2021, 'A view on how to mitigate earthquake damages in Turkey from a civil engineering perspective', *Research on Engineering Structures & Materials*, vol. 7, no. 1, pp.1-11, viewed 1 March 2023,

[A-view-on-how-to-mitigate-earthquake-damages-in-Turkey-from-a-civil-engineering-perspective.pdf \(researchgate.net\)](#)

4. Presentation for students **Naser Alotaibi** (ID# 220200651), **Nasser Alloughani** (ID# 220200554), and **Abdullah Alotaibi** (ID# 220200649):



Abdullah Alotaibi, Naser Alotaibi and Nasser Alloughani (E1N4) presenting their research about a health issue as part of their AUENG1 speaking assessment.

5. TAS Brochure for students **Bander Alrasheedi** (ID# 220200610), **Mohammad Alrasheedi** (ID# 220200609), and **Abdulrahman Alotaibi** (ID# 220200641):

What is drugs addition? Drug addiction is a complex neurobiological disorder, which affects a person's brain and behaviour in a way that they lose the ability to resist the urge to use drugs. It isn't just about illegal drugs like heroin and cocaine. Causes: 1- Genetics & Family History. 2- Environmental Cause. 3- Mental disorder. Effects: 1- Altered perceptions. 2-Loss of self-control. 3-Numbness. 	By: Bander Alrasheedi Id:220200610 Teams members: 1- Mohammad Alrasheedi Id:220200610 2- Abdulrahman Alotaibi Id:220200641 Resources: https://rehab.in/learn/drug-addiction-explained/ https://www.moh.gov.sa/en/healthawareness/campaigns/ 	Drugs Addition Target Audience: 1- Student 2- School 3- University 
Solution1: Detoxification Detoxification is typically the first step of treatment. The goal is to stop the drug, while managing withdrawal symptoms. Sometimes this may be a taper, or reducing drug intake slowly and eventually stopping it. While in detoxification, it is natural to see withdrawal symptoms. 	Solution2: Self Help Groups Being a part of a self-help group is very beneficial in recovering from drug dependence. It involves meeting with other individuals with similar addictive disorders and sharing experiences with each other. It boosts motivation and reduces the feeling of loneliness. 	Solution3: Medication Medication is not a standalone treatment for drug addiction. However, it may help during the detoxification to manage withdrawal symptoms. A person may take medication to prevent drug relapse and reduce cravings in the long-term. But it should always be coupled with other methods such as behavioural therapy or rehabilitation. 

Bander Alrasheedi, Mohammad Alrasheedi and Abdulrahman Alotaibi (E1N4) produced a brochure about the problem of drug addiction with solutions as part of their AUENG1 TAS assessment.

6. TAS Brochure for students **Shooq Alazemi** (ID# 220200228), **Sameera Aldaihani** (ID# 220200273), and **Fatemah Mansouri** (ID# 220200230):

What is Nicotine Dependence : Nicotine is the chemical in tobacco that makes it hard to quit. Nicotine produces pleasing effects in your brain, but these effects are temporary. So you reach for another cigarette Causes : • Genetics • Parents • Depression Effects : • Lung Cancer • Eye problem • Diabetes • Tooth and gum disease	By : Sameera Aldehani ID : 220200273 Team Members : Shoug Alazmy Fatemah mansouri  https://amp.cancer.org/healthy/stay-away-from-tobacco/guide-quitting-smoking/nicotine-replacement-therapy.html https://www.mayoclinic.org/diseases-conditions/nicotine-dependence/symptoms-causes/syc-20351584 https://www.mayoclinic.org/healthy-lifestyle/quit-smoking/in-depth/nicotine-craving/art-20045454	Nicotine Dependence ----- What adults can do to stop smoking 
Solution 1 Get Physical Physical activity can help distract you from your cravings for nicotine. For example : • Running outside can make a nicotine craving go away from your mind . • If you are at home or in the office, try squats, deep knee bends, and push ups. • If you do not like physical activity, try prayer, sewing, woodwork or writing in a journal. 	Solution 2 Relaxation Techniques There are several ways to get rid of stress instead of relying on nicotine . It can be difficult to stay away from nicotine . Take the edge off stress by trying ways to relax, such as • deep breathing, • muscle relaxation, • yoga • massage • listening to calming music, 	Solution 3 Nicotine Replacement Therapy Nicotine replacement therapy (NRT) can help with the difficult withdrawal symptoms and cravings that most people say is their only reason for not giving up tobacco. Using NRT reduces those symptoms. There are many types of nicotine replacement therapy: • Prescription nicotine in a nasal spray or inhaler • Nicotine patches, gum and lozenges. 

Shooq Alazmy, Sameera Alazemi and Fatemah Mansouri (E1N3) produced a brochure about the problem of nicotine dependence with solutions as part of their AUENG1 TAS assessment.

7. TAS Project for students **Reem Bouqumashah** (ID# 220200068), and **Meznah Al-Maief** (ID# 220200098):



Reem Bouqumashah and Meznah Al-Maief (E2A2) working on their TAS project (jet-engine assembly).

Creative:

1. Interview and photos of racing champion student **Fahad Muhammad Al-Khaled** (ID# 220200435):

Hello everyone,

My name is Fahad Muhammad Al-Khaled. I was introduced to drift racing when I was 5 years old. I used to see my father when he was racing. I told him that I would go in and give it a try, and my father was the champion of Kuwait back then. My father saw that I had the talent for it, so he signed me up. Consequently, he introduced me to the beginning of professional racing in Dubai, and so I entered my first race. I started the race in the last place and finished the race in the 5th place. Everyone was surprised. From there, I started my racing career. I was the first Kuwaiti to represent Kuwait in foreign championships.



One of my best achievements is being the champion of the Middle East and the MENA countries. In the year 2021, I took 10th place in the world, and I could have done better than this place, but I was unlucky. This season, I got the first place in Bahrain, which would enable me to enter the World Championship that will be held in Bahrain from 2 to 9/12/2023. I have 74 trophies. Wish me luck!



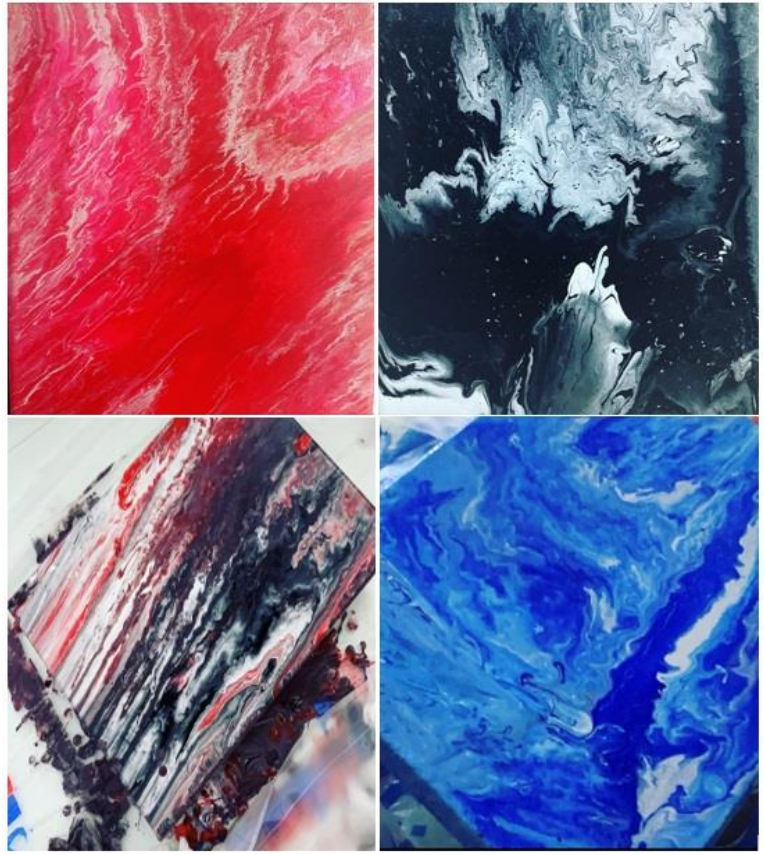
2. Artwork of student **Alrayan Anas Alajeel** (ID# 220200106):



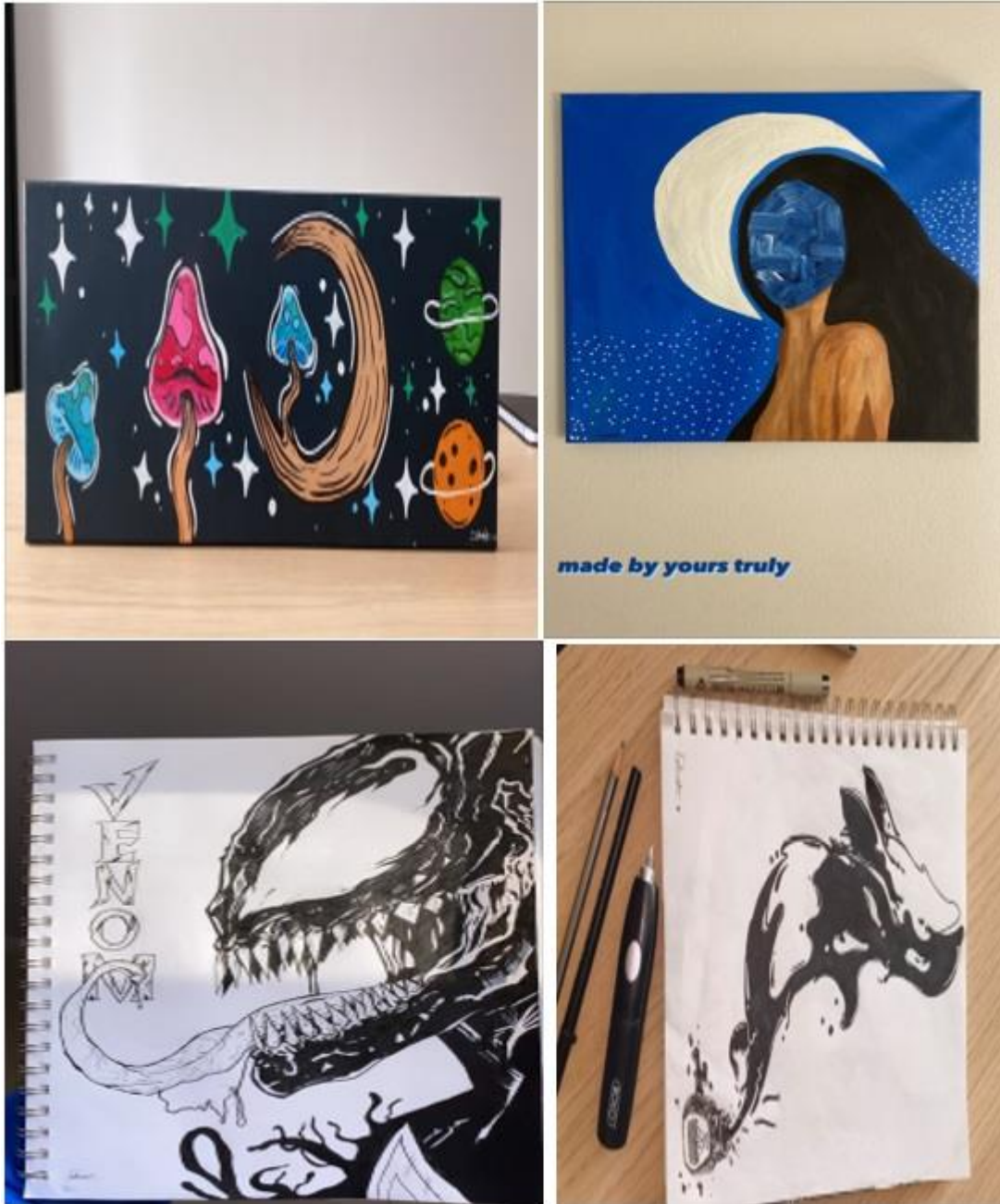
Illustrations created by Alrayan Alajeel (E2B1)

3. Artwork of student **Abdullah
Alkandari** (ID# 220200483):

I made these paintings during the first lockdown when the world was hit with the Covid-19 pandemic. The method of pouring the paints and the harmony of colors really helped me overcome exhaustion and depression. I found that the spirit of the paints blending together and forming patterns aided my excessive thinking, a feeling I believe we were all plagued with at that time.



4. Artwork of student **Fatemah Khaled Mansouri** (ID# 220200230):



Artwork created by Fatemah Khaled Mansouri (E2E4)

5. Artwork of student **Hussain AlHazeem** (ID# 220200195):



Drawings designed by Hussain AlHazeem (E2E3)

Faculty Contributions

➤ Dr. Abdessattar Mahfoudhi

With his colleagues at Kuwait University, Dr. Abdessattar Mahfoudhi published three peer-reviewed articles in three international journals in the field of language acquisition and language disorders:

Mahfoudhi, A., Abdalla, F., & Al-Sulaim, N. (2023). The effect of age and task complexity on the microstructure of child Arabic narratives. *Language, Speech, and Hearing Services in Schools*



Abstract:

Purpose: The study examines the development of narrative microstructure elements of productivity, lexical diversity and syntactic complexity in the oral story production of preschool and school-age Kuwaiti Arabic-speaking children. It also explores the effects of story task complexity on the target microstructural features. **Method:** The study employed a cross-sectional research design and enrolled 96 monolingual speakers of Kuwaiti Arabic. Four groups of children aged 4;0 to 7;11 were randomly recruited from public schools across Kuwait. The groups consisted of 22 four-year-olds (Kindergarten 1), 24 five-year-olds (Kindergarten 2), 25 six-year-olds (Grade 1), and 25 seven-year-olds (Grade 2). Two sets of sequential pictures from the Edmonton Narrative Norms Instrument (ENNI) were used to elicit storytelling from all participants: a one-episode story and a more complex three-episode story. **Results:** The children's stories were analyzed to determine if there was a developmental trend in narrative microstructure as a function of age and task complexity. The data indicated that productivity, lexical diversity and syntactic structures increased with task complexity. The length of communication units, the average mean length of the three longest utterances, and the amount and variety of words in the children's productions were all significantly larger in the more complex story. Only syntactic structures showed age as well as task effects. **Conclusions:** Clinical recommendations include adapting the coding scheme to fit Arabic data; using the more complex narrative alone for microstructure analysis; and calculating only a few measures for productivity and syntactic complexity to save time.

Abdalla, F. & Mahfoudhi, A. (2023). Verb agreement production in Arabic-speaking children with developmental language disorder. *Language Acquisition*,

Abstract:

Verb morphology difficulties have been widely attested in children with developmental language disorders (DLD) who speak English and other languages. This research contributes data on a variety of Arabic, a richly-inflected Semitic language. The current study examined the production of subject-verb agreement morphology in three groups of 30 monolingual Kuwaiti Arabic-speaking children. Ten preschoolers diagnosed with DLD (M = 4;4 years) were compared to two groups of typically developing (TD) controls —10 language-matched (TD-LA) (M = 2;7 years) and 10 chronological age-matched (TD-CA) (M = 4;5 years). To elicit target productions, an action video depicting a total of 33 randomly ordered third-person verb stimuli (12 feminine singular, 9 masculine singular, and 12 plurals) was presented. The results confirmed significant differences in the correct use of third-person verb (gender and number) agreement between the children with DLD and the two comparison groups. The DLD group was more proficient with masculine forms than with feminine or plural markings. Qualitative error analyses revealed that this group had a proclivity to overgeneralize the masculine for other agreement markings. The findings are discussed in relation to relevant theories of typical and impaired language acquisition. The implications for assessing and treating verb morphological deficits are highlighted.

Elbeheri, G., Theofanides, F., Al-Muhareb, K., Al-Hamwi, A., Mahfoudhi, A. & Everatt, J. (2023). Learning support provisions for post-secondary students with disabilities in Kuwait. *Psychology Research & Practice*, 2(1), DOI: 10.37155/2972-3086-0201-3

Abstract:

This paper presents a study exploring the nature of learning support provisions for higher education students with disabilities in Kuwait. The research objectives were to (a) detail support for students in Kuwait higher education and identify any differences between public and private institutions, and (b) provide data for international comparisons with universities/college with experience of supporting students with disabilities. A questionnaire was distributed to the twelve institutions operating within Kuwait at the time of the study. Responses were received from one public and four private higher education universities/colleges. The data suggested that the levels of support for students with disabilities were relatively consistent with those provided by other countries, with one private college showing a good range of support strategies. However, as in many countries, there was great variability in the level of support offered. Comparisons between public and private institutions considered the number of students requiring learning support, the nature of their disabilities and the types of accommodations offered. The findings indicated that the public university showed levels of provisions that seemed more comprehensive than that reported by two of the private colleges, but less comprehensive than reported by the other two private institutions. Recommendations are shared on how to enhance existing services further.

Edited Volumes

- In collaboration with a colleague in the United Arab Emirates, Dr. Abdessattar Mahfoudhi coedited a special issue of the Arab Journal of Applied Linguistics on Speech-language therapy services in the Arab World and the Diaspora. Arab Journal of Applied Linguistics, 7(1), 1-11.

The issue is accessible at <https://www.arjals.com/ajal/issue/view/26>

Service to the Community and the Profession

- Dr. Abdessattar Mahfoudhi is on the editorial board of the Arab Journal of Applied Linguistics a forum for researchers working on issues related to language issues in the Arab World. It is an open access journal that is based entirely on volunteer work and does not charge money for all its services.

<https://www.arjals.com/ajal/about>

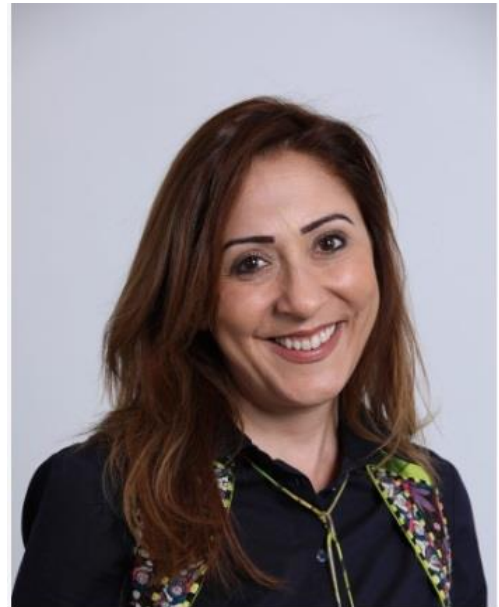
- Dr. Abdessattar Mahfoudhi is also on the board of a non-profit organization that gives online free services in terms of access to assessments and publications related to speech, language and literacy with a focus on Kuwait and the Arab World.

<https://www.asllnetwork.org/>

➤ Hiba Tayara

Senior instructor Hiba Tayara presented a research paper at The IOFOR Conference on Educational Research & Innovation (ERI2023) in Washington with Marine Milad and Mohamad Farran. In addition, this paper has been accepted for publication via the Common Ground publisher, which is a Scopus indexed journal. The abstract is below:

SCREAM Strategy for Alleviating Teacher's Stress Levels in Higher Education



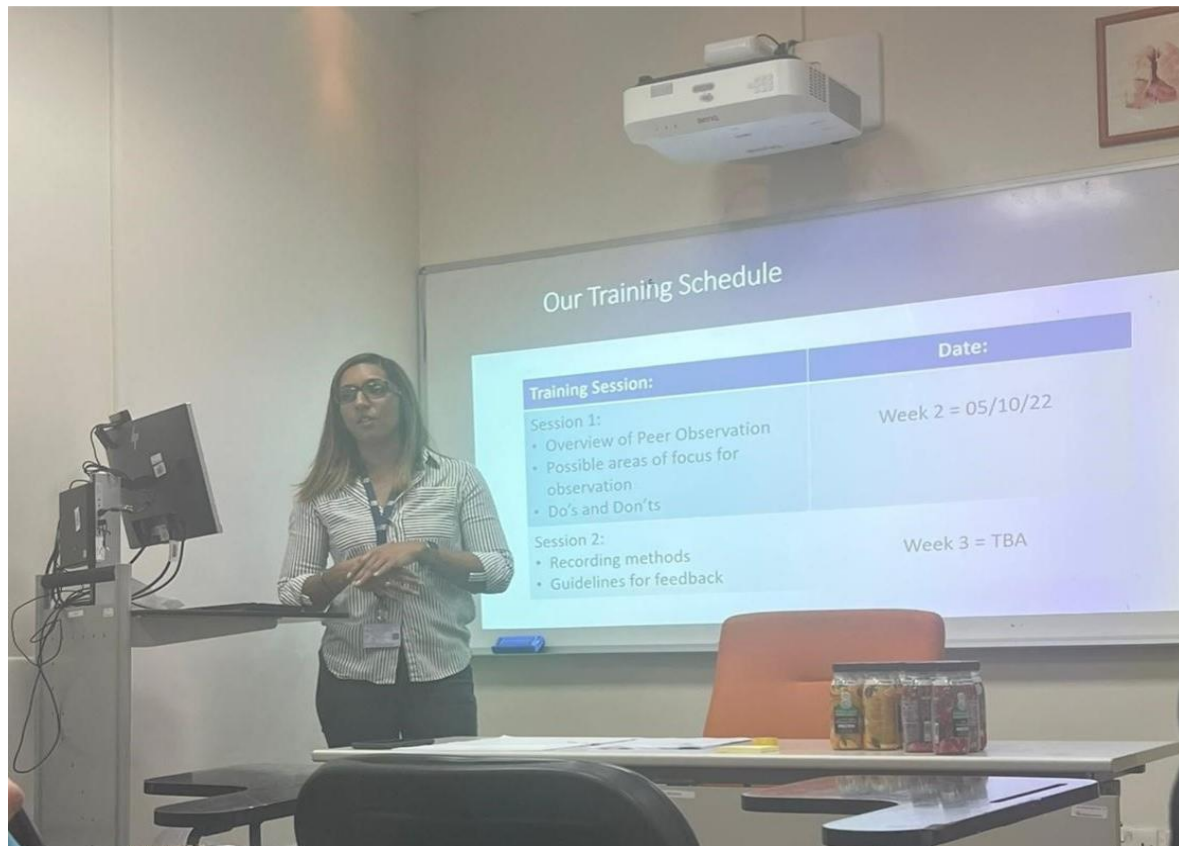
Abstract

In the past two years, many instructors have been facing innumerable stress-related incidents due to the ongoing pandemic starting from teaching online to achieving the intended learning outcomes. This paper discusses a suggested strategy that could possibly help in reducing stress levels and improving the teacher's performance in ESL classrooms.

Numerous instructors have been resorting to alternative means of survival in the teaching field during the current pandemic. This presentation confers a new strategy that could potentially help reduce stress in classrooms. Thus, two tools were designed to collect data. The first one was an observation checklist which was designed to record instructor's reaction towards the new and unfamiliar reality of virtual teaching. The second tool was a questionnaire that was designed to collect data related to stress-related situations in the ESL classrooms. The data collected helped in forming a new strategy to meet the dire needs for coping with the pandemic and enhancing teacher's performance. The suggested SCREAM strategy aims at alleviating the numerous stress-related incidents that have been plaguing instructors and draining their efforts in the ESL classrooms since the beginning of the pandemic. The SCREAM strategy stands for Survive (S), Change (C), Reflect (R), Execute (E), Admire (A) and Maintain (M). This strategy could possibly empower instructors to better realize their potential and improve their performance in the workplace.

➤ Andrea Hingston

Andrea Hingston presented two training sessions about peer observation to English faculty (October 2022). The training sessions provided information about the purpose of peer observation, identifying possible areas of focus, and giving guidance on how to perform this type of observation through data collection and analysis.



➤ Zainab Al Naki

Seminar: The Narrative of the Narcissist (December 2022, AU Auditorium)

Coach and ELP instructor Zayneb AlNaki presented a talk about a topic that has recently been on the rise in Kuwait and around the world: Narcissism. The talk presented the issue of narcissism through a trauma-informed lens and showed how being connected to a Narcissist can affect one's performance at work (for staff) and while studying (for students).

Zayneb AlNaki has an Instagram account ([@coach.zayneb](https://www.instagram.com/coach.zayneb)) and produces a weekly podcast that brings awareness on the topic of narcissistic abuse



