

A Case Study Exploring the Roles of Mawhiba in Supporting and Saudi Verbal Gifted in the English Language

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Abstract

This study investigated a case of a gifted Saudi student, X, who was early detected through Mawhiba (The Saudi Institution of Gifted) when he was eight years old. Then, the journey continued until he became a Tamayuz member and received a scholarship in 2022 to pursue his bachelor's at one of the prestige, high-ranking universities in the USA to study Mathematics and Economics. Lack of information about the status of Saudi verbal gifted made X case a model to explore the roles of Mawhiba's programs in supporting Saudi verbal giftedness in general and particularly in learning the English language, plus seeking the opportunities Mawhiba provided for Saudi verbal gifted to enrich their giftedness in the English language through providing extended social networking and finally stating the sample's perspective about the opportunities and services Mawhiba provided him. The three core instruments to accumulate elaboration and interpret qualitative and quantitative data were academic records, writing samples, family observation, and a written interview.

Keywords: *Mawhiba, verbal gifted, Saudi verbal gifted, English, case study.*

Introduction

By Royal Order No. 109 dated 13/5/1420H, the King Abdulaziz and his Companions Foundation for Giftedness and Creativity "Mawhiba" has been established in the Kingdom of Saudi Arabia as a non-profit endowment organization. The program identifies and nurtures giftedness and creativity in scientific fields. The Statistics for the year 2022 show 107 Mawhiba schools, 22355 students in Mawhiba classes, 2504 in skill enrichment programs and 1395 in research enrichment programs, 42 agencies, 1400 Mawhiba ambassadors, and 140 scholarship recipients, plus

228 accepted students at top 100 universities worldwide. Saudi Arabia's best-gifted minds are incorporated into this integrated national database. Mawhiba supports the gifted over the years through 5Es (Exploratory 9-12, Empowerment 12-14, Excellence 14-18, Engagement +18, and Empowerment throughout the entire life.) (Mawhiba1, n.d.).

"Tamayuz" is a specialized Mawhiba Program for Elite Universities that offers an integrated training program with a specialized American consulting agency to qualify and prepare the best students who wish to study in prestigious American universities ranked among the top 50 universities in the world. It lasts for one year, starting from the second semester of grade 11 until the student gets admission into the university. Tamayuz services include SAT intensive training workshop, an advanced workshop for leadership training and application procedures for prestigious universities, and four individual consultation sessions through which a comprehensive designed plan to develop the academic aspects and curriculum vitae of each student, and lastly, support the student in applying for three prestigious universities (writing an essay, CV, filling out forms and getting recommendations). (Mawhiba 2, n.d.).

Alfaiz et al. (2022) classified Mawhiba's programs and services as academic and research local enrichment or summer abroad enrichment programs, plus limited self-contained classrooms for integrated curriculum and STEM extracurricular for part of the school day. The pull-out program promotes thinking strategies and personal skills, including evening and Saturday programs. Moreover, above ninety gifted education centers around Saudi Arabia (41 for males and 50 for females) focus on creative problem solving and research skills programs. The mentorship program

allows 15-18 years gifted students to be mentors by distinguished supervisors to develop scientific research skills based on interests. By using problem-solving strategies, the gifted are prepared to participate in the national and international Olympiads and competitions program. However, gifted can accelerate twice during their journey in the general education system from grade 4th to 5th and from grade 7th to 8th. Lastly, professional development workshops for teachers are mandatory.

Probably not all gifted children are necessary verbally gifted. Regarding gifted who excel in language, Shenfield (2021) argued that gifted people verbally show an unusually high level of ability across diverse areas of verbal learning. "They perform far better than their same-age peers when learning grammar, spelling, reading, creative writing, and when learning other languages." Bainbridge (2021) stated that verbally gifted refers to children with strong language skills. A verbally gifted child passes through the stages of language learning more quickly. Several verbally gifted children skip some language learning stages, but maybe we can't observe their language comprehension because they remain quiet.

Although educators need to know the characteristics of a gifted English language learner, there is disagreement and little research about these characteristics. Verbally gifted learners have a good ear for the sounds of a language. They could be recognized for their excellence in the verbal domain (master basic reading skills early and excel in reading, literary analysis, creative writing, poetry, and prose.) Their love of reading is distinguished as verbally gifted children tend to learn to read quickly and often quite early without instruction. i.e., they may be fluent readers by the time they are five years old, beginning to read at age three unless they have a disability like dyslexia (Bainbridge, 2021).

Verbal giftedness consists of vocal talent in five areas: oral expression, reading, foreign language, creative writing, and general verbal reasoning (Delila, 2022; Bainbridge, 2021). Moreover, they love words and language play as their curiosity about language extends the grammar

instruction. They can also understand and manipulate language symbols and show interest in foreign languages. They also can be self-taught readers and learners. Moreover, gifted ELL displays a mature sense of diverse cultures and languages, code switches quickly as they think in both languages, translators orally, and navigates appropriate behaviors successfully within both cultures (Iowa Department of Education, 2008).

How do EFL teachers identify learners as verbally gifted in the English language? The identification criteria for language giftedness would be about three factors: skills, proficiency, and competency. Besides the general characteristics of above-average able learners, identifying gifted in the English language includes verbal fluency, originality, flexibility, and ability to elaborate, synthesize, and reach closure. In this sense, Iowa Department of Education (2008) stated that the success of identifying and serving high-ability English language learners (ELL) relies upon establishing formal communication channels among gifted programming teachers, ELL programs, and classroom teachers. The path to ELL proficiency depends on two gradual stages: basic interpersonal communication skills and cognitive academic language proficiency. The time needed to achieve proficiency varies according to the student's background and experiences, age, first-language proficiency, and how much support the family, school, and community provides.

Background and problem Statement

After being nominated by teachers or self-nomination, gifted students in Saudi Arabia are identified by an official instrument called: Mawhiba Multiple Cognitive Aptitude Test (MMCAT), which can be taken in Arabic or English by Mawhiba in 2011 (Mawhiba 3, n.d.). The Saudi gifted programs, unfortunately, focus on STEM majors and ignore other talents, such as gifted students in social sciences (Alfaiz et al., 2022)

Mawhiba's Advanced Supplementary Curriculum (ASC) textbooks provide enrichment in sciences, mathematics, English, and information technology for Saudi gifted learners. A wide range of activities aligned with the Ministry's Curriculum

builds generalization, reasoning skills, self-reflection, communication, and dialogue, along with values, attitudes, attributes, inquiry, risk-taking, creativity, trust, mental openness, and collaboration. (Mawhiba 4, n.d.). Unfortunately, as reported by English teachers in specialized Saudi gifted schools, ASC is not widely applicable. English as a subject matter in school is delivered the same for regular and gifted, which is the ministry curricula with Mc Grow Hill productions "We Can" for primary stages, "Super Goal" for intermediate stage, and "Mega Goal" for high school. Overall, Saudi gifted students are not offered STEM enrichment through the English language.

Besides the fact that there is no tailored English course for the gifted, the lack of information about the status of the Saudi verbally gifted and how they embrace it in the educational system make studying a known Saudi verbally gifted case (X) helpful in bridging gaps.

Research Question

This case study is an attempt to answer the following main questions:

1. What are the roles of Mawhiba's program in supporting Saudi verbal gifted learning the English language?
2. What are the opportunities Mawhiba provides for Saudi verbal gifted to enrich their giftedness in the English language?
3. What is the perception of a Saudi verbal gifted student about the opportunities and services Mawhiba provided him?

Research Objectives

This case study aims at exploring the followings:

1. The roles of Mawhiba's program in supporting Saudi verbal giftedness in general and particularly in learning the English language.
2. Seeking the opportunities Mawhiba provides for Saudi verbal gifted to enrich their giftedness in the English language.
3. Stating the sample's perception about the opportunities and services Mawhiba provided him.

Significance and Contributions of the Research

This study would sum up and map the points of strength and weaknesses when dealing with verbal gifted. The scarcity of information regarding the actual status and opportunities for verbal gifted in Saudi Arabia would make this case study valuable to the field. It would also crystalize Mawhiba's role in caring for verbal giftedness in the English language among Arab speakers. The case study is worthy of enabling educators, Mawhiba stakeholders, English language supervisors, and teachers to handle verbal giftedness properly.

Definition of Terms

Gifted Students in the Saudi context

Aljuhaiman (2016) indicated that Saudi Arabia's Mawhiba institution created a definition of gifted learner based on the view of giftedness as a multidimensional construct. It emphasized that "gifted students are those who possess aptitude, 97 unique capabilities, or outstanding performance compared to their peers in one or more domains appreciated by the community and bear particular relevance to fields such as mental superiority, educational attainment, creativity, innovation, and unique talents and capabilities.

Operationally, the concept of Saudi gifted students in the current study refers to Saudi students who performed Mawhiba and require special education services that do not correspond to the regular school curriculum.

Verbal gifted

Yaafouri (2019) states that the inclusive framework for finding gifted and talented English language learners must base on "a comprehensive definition of exceptional ability that encompasses a spectrum of cognitive, social and emotional, artistic, linguistic, and logical reasoning capabilities."

In this study, verbal gifted refers to a gifted student who excels linguistically in verbal reasoning, reading comprehension, creative writing, and mastery of semantics and syntax of the language.

Literature Review

This section lists some of the available literature concerned with Mawhiba's programs and what has been done for Saudi gifted students over the last decade.

Good academic programs and services are needed to serve all gifted students across educational settings, including curriculum differentiation strategies. In addition, to ensure long-term excellence, there is a need for programs that promote long-term learning rather than purely gifted programs. Despite the various gifted education programs developed in Saudi Arabia, Aljughaiman et al. (2016) concluded that not enough work had been put into developing policies and regulations to help sustain these programs and drive all efforts toward a clear vision of gifted education.

Alamer, S. & Phillipson, S. (2021) evaluated 25 Saudi gifted education documents based on the Ziegler-Balestrini-Stoegerian framework from a macro-systemic perspective, including the identification of the ten crucial exogenous and endogenous capitals and the six principles (law of the minimum, continuity, developmental level, support systems, control system, and external management). According to the content analysis, the absence of clearly articulated objectives and intended outcomes significantly impacts the Saudi gifted education system. It can best be described as a prototype system.

Alfaiz et al. (2022) explored the status of gifted education in Saudi Arabia based on the Educational and Learning Capital Model, including five subcomponents: didactic, social, infrastructural, cultural, and economic resources. Using the mixed method from three data resources: official documents, raw data, and a survey, they seek answers to what gifted education specialists believed about gifted Education in Saudi Arabia based on the Educational and Learning Capital Model. The evaluation revealed some issues to consider by decision-makers: the need to connect gifted programs to students' future professional careers. Another issue is that physical and health are ignored in most gifted programs. Furthermore, there is a need to connect scientific content with thinking and research skills. It is recommended to evaluate annually from stakeholders' perspectives

and gifted students' perspectives, parents, and teachers to improve the quality of the gifted programs.

Research Methodology

Using qualitative case studies as a pedagogical tool provides researchers with an in-depth view of complex phenomena within a specific context to answer "how and why" (Grauer, 2012). The current case study follows a qualitative method of induction design where clues are analyzed through exploring facts. The current study adopts a qualitative method focusing on one case study to explore the role of Mawhiba's programs in supporting Saudi verbal giftedness, especially in learning the English language, and crystalizing the perception about the opportunities and services Mawhiba provided to the beneficiary (the case study sample).

Research Instruments

Three core instruments are used to accumulate elaboration and interpret qualitative and quantitative data; academic records plus writing samples to follow the development of verbal giftedness in the case under consideration. The other instruments are family observation and written interviews to answer the research questions.

A. Records

The quantitative records of the three apparent official language achievement records reflect the quantitative value of investigating this case study of a Saudi verbal gifted in English. Analyzing some of the writing samples adds another qualitative dimension of verbal giftedness.

A.1. IELTS

Without adequate preparation in his first attempt, X got an overall band score of 6.5 in 2018; after three years, he received 7.5 with a CEFR level of C1 (See appendix 1).

A.2. Verbal SAT

The total score was 1440, which is considered very high. In the reading and writing section, he scores 650, representing the USA's 90th nationally representative sample percentile (See appendix 2).

A.3. Academic achievement

See appendix 3 for the complete official high school records, the Exeter Summer 2020, with detailed comments from instructors. The focus is on the analytical assessment of X's writing during "the Craft of the Essay" course.

A.4. Writing samples (See appendix 4)

The sample represents an introduction of one of the prestige university admissions required essays. The essay includes both rational and figurative speech. The variety of language structure and vocabulary are recognized as well. The personal perspective makes the writing unique.

B. What does the family say about X? (Family observations)

As a family member, I can say that X is a unique Saudi student who developed his self-efficacy over time. Since he was a child of four, he started reciting verses of the Holy Quran and complicated formal Arabic poetry. That flame drew our attention to his verbal giftedness as a family. Family discussions were derived towards polishing his eagerness towards more topics. At the orthodoxies (Quranic) school, he was distinguished in public speaking locally and nationally, as he hosted national occasions as a kid and an adolescent.

His love for language was the key to fulfilling his passion for further knowledge exploration through memorizing the Holy Quran, Arabic formal and modern poetry, and daily intensive reading in Arabic and English. Documentaries in media and drama were the means of his pleasure time. Moreover, he liked following and critically commenting on social and political events, caring about global historical and political events, and negotiating debatable issues.

Self-efficacy was the adjective describing his learning process until he reached his planned proficiency. The interest in Arabic and English languages was insufficient for X, who was looking for more to explore verbally. Therefore, while studying in high school, he pushed himself to be autonomous in learning Spanish by watching

Spanish series, tubes, and so on, aligned with chatting with natives.

The surprising fact is that X is not only verbal gifted but also excels in Mathematics. However, he had completed studying in Quranic school where math and science aren't included as main subjects. In 2020 from June to August, he joined the summer Mawhiba enrichment program at the best high school in the USA, the Philips Exeter Academic, in the upper school program online during the covid-19 pandemic. He chose to study three courses to fill the international college admission requirements in sciences as he had no science background. Indeed, he decides to tackle the following three courses: physics, adventures in problem-solving, and the craft of the essay. That summer program was a shift that transformed X's academic writing into more critical, creative, and scenario-based writing. Furthermore, he moved from looking for a proofreader to being another consultant.

X preferred to enhance his English at home when talking to his mother and sisters, who can speak English. While speaking some English is acceptable at home, it is not a lingua franca or a means of communication in the family that substitutes Arabic. All of the above is a way of proving his superiority from the family members' observations.

X's family believed in his potential and was the most extensive support aligned with Mawhiba's services. Regarding the role of Mawhiba in evolving his giftedness, the family sums up that valuable effort was made to their son from the early detection at the age of eight; even in the first place, they refused the early Mawhiba scholarship during primary school. Yet, the follow-up check from Mawhiba's team while X was at high school had transformed his life for the better. Although X was included in regular Education, Mawhiba allowed him to enroll in a summer program and assigned a consultant and advisor. Communication became more accessible, and assistance was available when he requested.

C. Structured Written Interview (X received the interview questions through email on April 23rd and replied on May 7th, 2022)

1. Do you approve of the accuracy of information your family stated in their observation?

Yes, I approve. My comment is that I study at one of the top 10 prestigious university in the world (Times 2021 Reputation Ranking).

For the summer program, I applied for the Philips Exeter program with some help from Mawhiba. After getting accepted, Mawhiba offered me the Mawhiba Ambassadors scholarship to cover the finances.

2. Which of the following Mawhiba's services were you placed in or received a benefit from (enrichment programs, summer enrichment program for stem, self-contained classroom program, pull-out program, evening and Saturday program, gifted education centers, gifted schools, mentorship program, olympiads and competitions program, acceleration, or evaluation)?

I attended a summer enrichment program back when I was in 6th grade. In grade 11 (2nd grade of secondary school), I attended Tamayuz, a mentorship program to prepare students to apply for prestigious universities.

3. Are you satisfied with the opportunities and services Mawhiba provided you?

I am genuinely appreciative of the support I received from Mawhiba. Through professional guidance and financial awards, Mawhiba helped me pave my way to success. More important is the network of peers that Mawhiba provided. I interacted with passionate students who shared some diligence with me.

4. What is the role of Mawhiba's program in supporting Saudi verbal gifted learning the English language?

The Tamayuz program allowed me to work with students with high language proficiency, as the program required a minimum of 6.5 on the IELTS exam. It also empowered me to work closely with global experts on education from the USA (monthly meetings). I firmly believe that my WhatsApp chats with students and mentors enhanced my writing skills. Furthermore, the

college applications associated with applying for high-ranking US & UK universities, which the Tamayuz program aimed at helping students with, instilled a sense of academia within me—including linguistically. Additionally, various US prestigious Universities, including prestigious university, urged students to form a literature/style narrative of their lives. This challenged me to read English poetry and literature and get experience in storytelling.

The Mawhiba Ambassadors scholarship, which covered the expenses of attending Philips Exeter Academy, enabled me to tackle the challenges of studying entirely in English. I ultimately became adept not only in academic English but also in the American accent.

5. What are the opportunities Mawhiba provides for Saudi verbal gifted to enrich their giftedness in the English language?

Mawhiba Program for Elite Universities "Tamayuz" is an integrated training program to qualify and prepare the best students. They wish to study in prestigious American universities ranked among the top 50 universities in the world. The program is implemented in cooperation with a specialized American consulting agency. It lasts for one year, starting from the second semester of grade 11 until the student gets admission into the university.

Mawhiba offers several international programs which cooperate with prestigious international universities. The international programs occur in the United States, Canada, United Kingdom, and Ireland's universities and campuses. Students can experience studying abroad and meet friends from all over the globe, broadening their horizons and cultural understanding. Mawhiba will cover all the program's funds and help guide students starting with their application process till they arrive home safely after the program ends.

6. Do you think Mawhiba supports you enough? In which ways?

Mawhiba programs offered me a community of peers proficient in the language, which helped me practice and enhance my language skills. They

additionally provided an opportunity to interact with natives who are experts in standardized testing and college applications, intensifying students' exposure to the language. Mawhiba provided experts to guide students through studying for them. Studying for a standardized test like the SAT, which Mawhiba offered some preparation, challenged me to solidify my English comprehension abilities, especially with 18th & 19th-century passages.

7. Is Mawhiba still following up with you?

Mawhiba's programs are limited to the pre-college stage. However, as a Mawhiba student, you become part of the alumni. This is a great networking opportunity, albeit it should be better cared for by Mawhiba.

8. What is your perspective about Mawhiba's role and services for verbal gifted in particular?

Great efforts are provided, for which many gifted students are thankful. There is a margin for enhancement that I think would be achieved by empowering some distinguished alumni to advise and revise.

Discussion of Research Results

All the official academic records about X's English proficiency, besides Mr. Carbonell's comments (see appendix 3), prove that as a Saudi Arab speaker, X is verbally gifted in English as a foreign language. Yes, self-efficacy and autonomy played the most significant role in developing learning and giftedness into talent, yet Mawhiba's opportunities make the process easier and accessible.

However, the three instruments attempt to seek depth answers to the three core questions:

1. *What are the roles of Mawhiba's program in supporting Saudi verbal gifted learning the English language?*

Firstly, All the instruments support that X, as a verbal gifted, can't achieve his status without the help of Mawhiba. The role of Mawhiba in supporting the linguistically gifted starts from the identification stage. MCAT (Mawhiba TEST,

which can be taken in Arabic or English) focuses on the verbal aptitude (linguistic reasoning and reading comprehension) of the gifted (Khosheer, 2019).

Another significant role is providing extensive social networking among the gifted under the supervision of Mawhiba, where the gifted can exchange and express their situations and encourage each other. The psychological and social factors are imperative for the gifted to develop interpersonal traits (Yaafouri, 2019).

Mawhiba provides several supporting enrichment programs, both in academic or research, aligned with Mawhiba classes, pull-out, weekend, or summer programs, extracurricular STEM enrichment activities in school or after school, and self-contained classes. These programs can be local, in one of the gifted education centers around Saudi Arabia, or internationally (Mawhiba 3 and 4, n.d.). For instance, in the case of X (response to the second question), he had the opportunity to attend a summer enrichment program in 6th grade. In grade 11th, he enrolled in an online program at the Philips Exeter Academic in the USA as part of the Tamayuz and Mawhiba ambassador scholarship to represent the elite Saudi gifted.

Imperatively, following up with verbal gifted is a role that Mawhiba possesses through assigning mentors and counselors and keeping records of the student's progress for better assessment, intervention, reinforcement, and providing guidance (Mawhiba 4, n.d.).

However, the role of increasing awareness concerning gifted detection, characteristics, nurturing, and assessment is one of the significant roles that Mawhiba provides (Mawhiba 4, n.d.). In the family observation, X's family assured that they knew about their son's verbal solid giftedness. Yet, Mawhiba's effort is the key that academically makes "communication became more accessible, and assistance was available."

To sum up, the Mawhiba roles involve explicit and implicit serves and programs holistically derived from developing the gifted as a whole, not for the sake of English language development. It is a means to an end.

2. *What are the opportunities Mawhiba provides for Saudi verbal gifted to enrich their giftedness in the English language?*

Mawhiba 5 (n.d.) states that eligible students are presented with practical services such as scholarships for gifted classes in partner schools, mainly concerned about advanced English language learning. In the case of X, as indicated by his family, Mawhiba had offered their son an early scholarship during primary school. Yet, his parent then didn't value that opportunity; later, they did during high school.

The several Mawhiba programs provide opportunities for all gifted to polish their giftedness. The services also include nomination to the Advanced Mawhiba Program in Science and Mathematics for internal or external organizations, including bachelor's degree scholarships in local and international universities. Extra curricula and the pull-out program are aligned with the preparation courses for academic requirements such as IELTS and SAT, besides expert consultation (Mawhiba 5, n.d). X stated, "Studying for a standardized test like the SAT, which Mawhiba offered some preparation for, challenged me to solidify my English comprehension abilities, especially with 18th & 19th-century passages. Mawhiba provided experts to guide students through studying for them."

In addition, Mawhiba services for the verbally gifted include a mentorship program, Olympiads, and competitions program preparation and coemptions on the English language Olympiads. Alfaiz et al. (2022) confirmed the above roles and opportunities and added the chance for acceleration twice in the general education system, from grade 4th to 5th and from grade 7th to 8th.

During high school, gifted can enroll in Tamayuz program, where they receive intensive academic preparation and counseling for pursuing admission to recognized universities. Tamayuz services include SAT intensive training workshop, leadership training and application procedures for prestigious universities, and four individual consultation sessions through which a comprehensive designed plan to develop the academic writing, CV, filling out forms, applying

for three elite universities, and getting recommendations (Mawhiba2, n.d.).

By referring to X's interview, he explained how Mawhiba exactly served his passion during the Tamayuz program "For the summer program, I applied for the Philips Exeter program with some help from Mawhiba. After getting accepted, Mawhiba offered me the Mawhiba Ambassadors scholarship to cover the finances."

3. *What is the perception of a Saudi verbal gifted student about the opportunities and services Mawhiba provided him?*

Family observation and X's interview responses indicate contentment and satisfaction with the support and opportunities Mawhiba provided to gifted students. X assured his appreciation for the support and opportunities by stating:

"I am genuinely appreciative of the support I received from Mawhiba. Through professional guidance and financial awards, Mawhiba helped me pave my way to success. More important is the network of peers that Mawhiba provided. I interacted with passionate students who shared some diligence with me."

"Mawhiba programs offered me a community of peers proficient in the language, which helped me practice and enhance my language skills. They additionally provided an opportunity to interact with natives who are experts in standardized testing and college applications, intensifying students' exposure to the language. Mawhiba provided experts to guide students through studying for them. Studying for a standardized test like the SAT, which Mawhiba offered some preparation, challenged me to solidify my English comprehension abilities, especially with 18th & 19th-century passages."

"Great efforts are provided, for which many gifted students are thankful."

There is a margin for enhancement that I think would be achieved by empowering some distinguished alumni to advise and revise."

Conclusion

Mawhiba's role in supporting verbal giftedness during their studies is not directed to learning English as an aim but rather as a means for developing the gifted. It includes early detection, social networking, raising community awareness, offering programs, services, activities, guidance, and counseling, besides following up and assessing the development of the gifted. The opportunities for verbal gifted can be seen through scholarships, nominations, different kinds of enrichments, Tamayuz, and acceleration. The beneficiary's perspective (the gifted and their family) seems optimistic and looking forward to coping with Saudi vision 2030.

Recommendation

Despite the most outstanding effort that Mawhiba provides, some issues should be considered by the Ministry of Education. There is a need to connect gifted programs to students' future professional careers. There is a need to detect verbally gifted in the English language from an early age. Connecting soft and practical skills in all gifted programs is significant. The annual evaluation should be a collaborative process among gifted students, parents, teachers, educators, and stakeholders from the Ministry of Education and Mawhiba. When evaluating gifted ELL, it makes sense to look at the cognitive, affective, and psychomotor/behavioral domains as language is not solely about academic achievement. Nevertheless, professional development that raises gifted ELL characteristics, teaching methods that suit the gifted, plus cultural awareness may help eliminate biased stereotypes about who are the gifted?

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Appendices

Appendix 1 (IELTS score)

Appendix 2 (Verbal SAT record)

Appendix 3 (Academic Achievement)

Appendix 4 (Writing Samples)

Appendix 1 (IELTS score)

IELTS™

Test Report Form

ACADEMIC

NOTE Admission to undergraduate and post graduate courses should be based on the ACADEMIC Reading and Writing Modules.
GENERAL TRAINING Reading and Writing Modules are not designed to test the full range of language skills required for academic purposes.
It is recommended that the candidate's language ability as indicated in this Test Report Form be re-assessed **after two years** from the date of the test.

Centre Number SA102 Date 05/SEP/2020 Candidate Number [REDACTED]

Candidate Details

Family Name [REDACTED]

First Name [REDACTED]

Candidate ID [REDACTED]

Date of Birth [REDACTED] Sex (M/F) M Scheme Code Private Candidate

Country or Region of Origin [REDACTED]

Country of Nationality SAUDI ARABIA

First Language ARABIC

Test Results

Listening 8.5 Reading 7.5 Writing 6.5 Speaking 7.5 Overall Band Score 7.5 CEFR Level C1

Administrator Comments

[REDACTED]

Centre stamp
Examinations Services
BRITISH COUNCIL
Saudi Arabia

Validation stamp
IELTS
UNIVERSITY OF CAMBRIDGE
EXAMINATIONS CENTRE

Administrator's Signature [REDACTED]

Date 11/01/2021

Test Report Form Number [REDACTED]

BRITISH COUNCIL **idp** **Cambridge Assessment English**

The validity of this IELTS Test Report Form can be verified online by recognising organisations at <http://ielts.ucles.org.uk>

Appendix 2 (Verbal SAT record)

SAT Score Report

Test Date:

Registration Number:

Gender:

Date of Birth:

Test Center Number:

CB Student ID:

High School Co

High School Name: **My School Is Not Listed - International**

Saudi Arabia

Your Total Score

1440 | 400–1600

98th Nationally Representative Sample Percentile

96th SAT User Percentile

Essay Scores

5 | 2 to 8
Reading

4 | 2 to 8
Analysis

6 | 2 to 8
Writing

Section Scores

650 | 200–800
Your Evidence-Based Reading and Writing Score

90th Nationally Representative Sample Percentile

86th SAT User Percentile

790 | 200–800
Your Math Score

99th Nationally Representative Sample Percentile

99th SAT User Percentile

Test Scores

30 | 10–40
Reading

35 | 10–40
Writing and Language

39.5 | 10–40
Math

Cross-Test Scores | 10–40

35 Analysis in History/Social Studies

29 Analysis in Science

Subscores | 1–15

10 Command of Evidence

12 Words in Context

13 Expression of Ideas

13 Standard English Conventions

14 Heart of Algebra

15 Problem Solving and Data Analysis

15 Passport to Advanced Math

Get your full report online at sat.org/scorereport

Am I on Track for College?

Look for the green, yellow, or red symbols next to your section scores. They let you know if your scores are at or above the benchmark scores. Benchmarks show college readiness. If you see green, you're on track to be ready for college when you graduate.

If you score below the benchmark, you can use the feedback and tips in your report to get back on track.

Benchmark scores:

Evidence-Based Reading and Writing: 480

Math: 530

How Do My Scores Compare?

A percentile shows how you scored, compared to other students. It's a number between 1 and 99 and represents the percentage of students whose scores are equal to or below yours.

For example, if your Math percentile is 57, that means 57% of test takers have Math scores equal to or below yours.

The Nationally Representative Sample Percentile compares your score to the scores of typical U.S. students.

SAT® User Percentile compares your score to the scores of students who typically take the test.

How Can I Improve?

To see which skills are your strongest and what you can do to boost your college readiness, go to your full report online and look for Skills Insight™.

What Are Score Ranges?

Test scores are single snapshots in time—if you took the SAT once a week for a month, your scores would vary. That's why score ranges are better representations of your true ability. They show how much your score can change with repeated testing, even if your skill level remains the same.

Colleges know this, and they get score ranges along with scores so they can consider scores in context.

Your online score report shows your score ranges.

Appendix 3 (Academic Achievement- Final year of High School)

الإشعار الأكاديمي للعام الدراسي 1442

EDUCATION NOTIFICATION 2020-2021


| SUBJECT | الدرجة Mark | المادة | المستوى الدراسي |
|------------------------------------|----------------|------------------------------|---------------------|
| Social Studies | 98 | اجتماعيات | المستوى 1 Level1 |
| Interpretation of the Quran1 | 100 | تفسير 1 | |
| Health and Physical Education | 100 | تربية صحية وبدنية | |
| Fiqh (Jurisprudence) 1 | 100 | فقه 1 | |
| The Holy Quran 1 | 100 | القرآن الكريم 1 | |
| English Language 1 | 100 | الإنجليزي 1 | |
| Arabic Language 1 | 100 | اللغة العربية 1 | المستوى 2 Level2 |
| Tawheed Monotheism1 | 100 | توحيد 1 | |
| Computer Science1 | 100 | حاسب 1 | |
| Hadith (Prophet's Traditions)1 | 100 | حديث 1 | |
| Life skills and Family Education 1 | 100 | مهارات حياتية وتربية أسرية 1 | |
| The Holy Quran 2 | 100 | القرآن الكريم 2 | |
| English Language 2 | 97 | الإنجليزي 2 | المستوى 3 Level3 |
| Arabic Language 2 | 100 | اللغة العربية 2 | |
| History | 97 | تاريخ | |
| Interpretation of the Quran 2 | 99 | تفسير 2 | |
| English Language 3 | 100 | الإنجليزي 3 | |
| Research & Information Sources | 100 | البحث ومصادر المعلومات | |
| Arabic Language 3 | 100 | اللغة العربية 3 | المستوى 4 Level4 |
| q1 | 99 | قراءات 1 | |
| The Holy Quran 3 | 100 | القرآن الكريم 3 | |
| Tawheed Monotheism 2 | 100 | توحيد 2 | |
| Computer Science 2 | 100 | حاسب 2 | |
| English Language 4 | 100 | الإنجليزي 4 | |
| psychological and social Studies | 100 | دراسات نفسية واجتماعية | المستوى 5 Level5 |
| Arabic Language 4 | 100 | اللغة العربية 4 | |
| q2 | 100 | قراءات 2 | |
| The Holy Quran 4 | 100 | القرآن الكريم 4 | |
| Hadith (Prophet's Traditions)2 | 100 | حديث 2 | |
| English Language 5 | 100 | الإنجليزي 5 | |
| Art Education | 100 | التربية الفنية | المستوى 5 Level5 |
| Arabic Language 5 | 100 | اللغة العربية 5 | |
| Quranic Sciences | 100 | علوم قرآن | |
| The Holy Quran 5 | 100 | القرآن الكريم 5 | |

| | |
|-------------|----------|
| Nationality | الجنسية |
| Saudi | السعودية |

| | |
|--------------------|---------------------------------------|
| 100 | السلوك Conduct |
| 3390 | مجموع الدرجات Grand Total of Marks |
| 99.71 | المعدل التراكمي CGP |
| ممتاز Excellent | التقدير العام General Grade |

Appendix 3

(Academic Achievement- the Exeter Summer 2020, with detailed comments from instructors)

**EXETER SUMMER 2020**


Official Grade Report

Length of Session: 5 Weeks

Evaluation System: H = Honors Work
S = Satisfactory Work
U = Unsatisfactory Work

SAUDI ARABIA

| Course | Hours | Grade |
|-------------------------------|-------|-------|
| The Craft of the Essay | 22.5 | S |
| Adventures in Problem-Solving | 22.5 | S |
| Introduction to Physics | 22.5 | H |


Russell D. Weatherspoon, Director



EXETER SUMMER 2020

Exeter |

Advisor Name:

Student Name:

Course Comments

EWS*CRE*D1: The Craft of the Essay

Grade: S

"When you're writing, you're trying to find out something which you don't know. The whole language of writing for me is finding out what you don't want to know, what you don't want to find out. But something forces you to anyway." ~ James Baldwin

"This is precisely the time when artists go to work. There is no time for despair, no place for self-pity, no need for silence, no room for fear. We speak, we write, we do language. That is how civilizations heal . . . I know the world is bruised and bleeding, and though it is important not to ignore pain, it is also critical to refuse to succumb to its malevolence . . . Like failure, chaos contains information that can lead to know - even wisdom. Like Art." ~ Toni Morrison

"We are responsible for the quality of our vision; we have a say in the shaping of our sensibility. In the many thousand daily choices we make, we create ourselves and the voice with which we speak and work." ~ Carolyn Forché

"I write entirely to find out what I'm thinking, what I'm looking at, what I see and what it means. What I want and what I fear." ~ Joan Didion

"The real possibility of the personal essay, which is to catch oneself in the act of being human . means a willingness to surrender for a time our pose of unshakable rectitude, and to admit that we are, despite our best intentions, subject to all manner of doubt and weakness and foolish wanting." ~ Tobias Wolff

Essay (n.) 1590's, 'trial, attempt, endeavor,' from middle French *essai*, 'trail, attempt' (old French from 12c); from late latin *exagium*, 'a weighing, a weight,' from latine *exigere*, 'to drive out, require, exact, examine, try, test;' from *ex* 'out' + *agere*, 'to set in motion, drive, draw out of forth, to weigh.' Essay (v.) 'to put to, prod, test the mettle of,' late 15c. from middle French *essayer*, 'trial, attempt.'

In this Craft of the Essay course, during this pandemic, in this new Zoomworld, we focused for the first two weeks on the essential thinking/brainstorming that allows for the cognitive intentionality & spirit of exploration rooted in the founding ideas of essay writing. The scaffolding asked students to begin to develop a cognitive awareness of their thought processes & to begin to reflect more deeply on the matter of Truth. Balancing between inductive & deductive thinking, they were encouraged to examine their own assumptions, discover truths they can bring to others, gather sensory texture of personal experience, do research for evidence and illustration across many disciplines/spaces/contextes. In this 'Zarkness' workshop style class, they began to find their voices & discovered their critical, celebratory, constructive awareness as editors. They enhanced their repertoire of skills, learned to listen more closely & found ways to apply what they heard in a peer's workshop to their own writing in the close work of revision. We met in peer-editing Zoomrooms, in small workshops, in conferences & in full Zooms. Their first essay, 'I've Been Thinking: An Invitation Letter-Essay on a Truth,' borrowed the rhetorical style of refrain & repetition, centering less on the grounding of persuasion & more on the spirit of invitation. Through the acts of exploring what is on their minds & through the art of inviting thinking on certain truths, they may come to see how a conversation (with oneself & with others), no matter how challenging, can be born. Their second essay was a Personal Lyric Essay centering on memory/balancing, weaving/braiding description with reflection. In the last week, students practiced inductive thinking in a 40-minute exploratory interpretive 'Essaying' on One Word in a song/poem they love. All of the skill work with writing we have been doing can be brought to any essay form: specificity; sensory detail; transitions; ways of opening an essay; weaving in textual language or quotations; structure; active voice; verb

selection; syntax that reveals tone; range of illustration; voice, etc. Texts for this course: James Baldwin's 'Social Change & The Writer's Responsibility'; PEA students' essays/speeches; a vast collection of on-line essays from various sources; 'The Gods Among Us' by C. Dale Young, radiologist & poet.

Dear Essayists ~ Thank you for being engaged, being present, being authentic. Thank you for taking seriously the work before you & the work of others. You have entered into the mystery & deep contemplation of essay writing. Thank you for your desire to try out essay styles that may be foreign, for finding your rhythm in the use of refrain & repetition, for bringing your truths to the page. Thank you for taking seriously subject matters that so many would rather hold at bay, stow into the places where one day the truth will come knocking. You have revealed once again my faith in your generation ~ to engage in the hard work of reflecting on who you are in your life, in others' lives, in this world that can sometimes feel broken & so we must remember the joy, the gratitude, the small things. Thank you for celebrating, honoring, taking seriously one another's lives. It is no small thing to listen into someone else's life. My hope is that in your notes (do not delete!), in all of your lists made, in the sometimes seemingly memories or tastes or names of people you have written down, you will see that you have an essay (or a poem or a story or a poessay or a novel or a song or a memoir) waiting. You can take anything & contemplate on it: this mug of tea, that one line in a play called Citizen: an American Lyric; the way sunlight falls across a street you have only been down once & may never go down again; the shapes between the branches; your relative who shows up every year unannounced; the date you were born & all that was happening; a child you once were; Beauty & Borders & Loss & Love; the attic space in your grandmother's home; the shape of a sunflower or a succulent; the last time you hugged your closest friends; what it means to "matter" or "belong;" your wonder at a post-pandemic world. For it will come. You all will be far more prepared than so many others, for you are using your minds & you are curious & you are learning how to live in a kind of solitude. Keep your imaginations active; keep writing ~ even daily ~ just to see what emerges from within you. And keep asking "Why?" And read, listen to stories ~ especially to the stories of those who have been silenced, delegitimized, hidden in history. Go for walks when you can & listen to those around you & to podcasts & Live & Be You. Stay authentic even as you stretch into other ideas, ways of thinking, relationships. & Practice Love Always. May you all keep on 'Thinking.' May you carry on to write in whatever essay forms liberate your ways of thinking/knowing. May you listen into the unknown. May you embrace ambiguity and the 'negative capability' that is so much a part of living. Journey for meaning & stay reflective. Stay awake through this revolution. Keep inviting conversation, even when it is hard. Thank you for your engagement, your curiosity and your willingness to experiment in beautiful collaboration this summer. ~ ~ ~

And to this class, _____ brought an emerging confidence in his own mind, a shared collaborative energy, a desire to hear others' truths and an inquisitive hunger to bring his truths to the page. When asked on the first day how he 'persuades,' he answered, 'debate?' He wavered upwards into a question at the end, as if he was not so sure. He spoke then of his love for poetry in Arabic. He later spoke of his pacifism. What his essays and his sensibility reveal is that debate may serve him when it comes to speaking of 'politics and wars,' as he has noted. And yet, there is a way in which his lyrical passion holds the emotional truths he knows govern us, too. A good essay, he is discovering, invites us into the writer's world, spins us toward one another, lifts questions we can begin to lean into, contemplate & reflect on & reminds us of our shared humanity.

Perhaps one of _____'s greatest contributions to this community of essayists was his respect and kindness for his peers and his constancy in encouraging some of them to bring an emotional tenor into their essays. He became more at ease in his feedback and the more he studies literature, essays, speeches for the rhetoric/style/architecture, the more he will be able to bring to his peers in workshops, in editing sessions. He will find in college that students often work in collaboration and turn to one another as editors. He has begun the work now that will allow him to encourage a fellow writer to explore his thinking more deeply. I had a sense that when I broke students into the babyzooms, _____ was a generative guide for peers and often drew out the potential and possibility in their essays. Always appreciative of others' stories, he let them know just so.

The nature of _____'s feedback to some of his peers reveals his appreciation, his enthusiasm and what he values as a spot listener: To James, 'Great balance of details' ~ To Alejandra, 'I loved the detailing. I liked the use of sensory specifics. Excellent word choice. I liked the "sprinkling" of words from your language.' ~ To Lexi, 'I loved how your words activated my imaginary thinking.' ~ To Isabelle, 'I loved the repetition of "frog" at the end!' ~ To Celina, 'I liked the quotes. I liked the "BUT I CANT!" It gets you more into the essay.' ~ To Matt, 'I loved how you linked the poem!'

And what did his peers say about _____? Personal Lyric Essay, read out loud on the second to last day of the course? 'I love how you repeated "I love how..." over and over;' 'I really liked how you talked using the word "love" repetitively. I think it benefits your admiration of the audience;' 'I like all the listing of qualities and examples;' 'I loved the emotions you've put within the essay;' 'I got goosebumps! I really felt the emotion;' 'It is really emotional;' 'I really liked when you said "I hate goodbyes.";' 'I love how you talked about your city and described what it was like and I love how

you said I will stay loyal to you even though I have to go away to college;" "I like your consistent use of direct address. Making me to think;" "I love how you say that it's your city and your land. It makes me feel your passion and love for this city;" "I LOVE THIS ESSAY SO MUCH!!!! Your love for your city is so evident and really beautiful. I love how you talk about the visual/physical things you love but ALSO that you talk about _____ history and what it has taught you!!!" 'OOOOOO.' (I _____, I know you have seen these comments briefly as they were coming into the chat after you read, but I want you to have them here, in this document, not merely so your family can see what your peers said, but so that if you ever doubt your ability (and you will; we all do), you can return to their words & carry on into inking the pages with your style & truths.)

To his own essay writing, _____ seemed at first not quite certain where we were heading with the 'thoughting' and the brainstorming. He was eager to get an essay written. My hope was to slow him down, encourage the depth of (not the speed of) thought, to gather an array of illustrations. Once he understood this, he brought a strong dedication to the various stages of process, to listening to what connections/meaning/awakenings were coming, to revision and to producing a final draft that he could feel proud of. _____ should feel proud of the thought work, the editing work and the future potential of his 'I've Been Thinking' Truth Essay. _____ Once he discovered how to weave the cadence of the refrain and repetition, he revised in order to release lyrical grace of the refrain: that cadence to invite and to reveal the movement of his thinking. As I told him after reading his last draft, 'I am really drawn in by the nature of your essay, by a story such as the one you bring to light here. I am fascinated by what you were told in school by your literature teacher ~ and so vehemently! ~ and you have fired my curiosity to know more ;

the challenge becomes: who is your audience? It felt at times as if your audience was for insiders and at times for outsiders. In class, I had light-heartedly suggested that your audience be someone living in Poland in 2037. (Arbitrary, but I think you get the point.)

Conferencing _____ about his final, his Personal Lyric Essay was a highlight of my summer. He is so open, so willing to speak & in speaking, he returns to the details he remembers, the details that will ultimately make a piece last in his reader's minds. In our editing work, we lingered primarily with word choice (maybe this verb? Maybe that one?) and tightened his syntax in English. I have encouraged him to weave in some Arabic and I hope he will do so. I could imagine a collaging/braiding of some Arabic poetry he loves and associates with his passion

From the start, we are invited in by the sheer celebratory tone, by the ways he offers smell, the most undervalued sense in literature and yet the one known to be a nearly immediate neurological artery to memory. Thank you, for adding in the photographs, for capturing a feeling of nostalgia and longing for a place you know you will leave when you go to college, a place you know you will return to. He ends the piece with two values he holds dearly: peace, And in this world, we will need you, to write into the critical necessity of those values. Thank you for reminding us of how crucial peace is.

In his self-assessment at the end of the course, reflected in a wonderful letter that shows just how much refrain and repetition suit him: 'I learned that I have a lot in my mind but I wasn't writing. This class has made me think seriously about writing. I learned that making lists would help in the brainstorming process. I learned how repetition gives a nice theme. I learned how emotions adds to the value of any piece. I loved the breakout rooms' discussions. I loved hearing other people's thoughts. I loved peers' editing. I loved every minute of our class. As a person who hadn't have the chance to experience the culture of essay writing, this class has opened my eyes to write more.' And you will, Let's be in touch soon and with my friend. Thank you for all you brought to your peers & to this community. Take Care, stay healthy & safe. Keep bringing your pacifism to the page. Be well ~

"People look differently, see differently; the requirement is that they look long enough in order to see, that they support the meanings they make . . . There is an awakening involved, I believe, when we learn to notice what is there to be noticed, when we attend to what cries out to be attended to. It has been said that the opposite of aesthetic is anesthetic--being numb, passive, blankly indifferent. Wide-awakeness frees us to see more--the grass, the trees, the city streets, the abandoned ones, the homeless ones, the broken windows, the redesigned museum, what is absent, what is realized. To be enabled to activate the imagination is to discover not only possibility, but to find the gaps, the empty spaces that require filling as we move from the is to the might be, to the should be. To release the imagination too is to release the power of empathy, to become more present to those around, perhaps to care.' ~ Maxine Greene, *Imagination & The Healing Arts*

Instructor Name:

MPS*APS*B1: Adventures in Problem-Solving

Grade: S

The summer course Adventures in Problem Solving allowed students to apply their skills to a wide array of problems from diverse areas of mathematics including algebra, geometry, elementary number theory, combinatorics, and graphical analysis. No formal training beyond high school algebra and geometry was necessary to solve almost all of the 133 problems we examined. There were 7 problems assigned for each of our class meetings, (28 per week), and each student kept their own electronic notebook of their work as well as being responsible for uploading two of their solutions to our collaborative class notebook for each class. The solutions to each problem were then presented by the students in our zoom meetings, and a full discussion took place.

Nobody had a better attitude towards his work than . He was challenged by these problems because of his relatively sparse formal training and study of mathematics, yet he showed great instincts and problem-solving skills that will no doubt serve him well as he continues his education. He was a pleasure to have in class, and everyone appreciated his enthusiasm, his kind heart, his intellectual curiosity, and his collaborative spirit. Great job , and I hope we get to meet each other in person sometime in the near future.

Instructor Name:

SCI*IPH*C1: Introduction to Physics

Grade: H

Self-assessment:

Physics: A year ago, I did not think I could have ambition towards science. Now, after the course, physics became a passion. In these past weeks, I have experienced something I wouldn't have seen in my regular education

This course has introduced me to the science of physics and made me adopt another perspective on the motion of objects that I encounter in my everyday life. I have devoted the bulk of my time to learn physics; while at first, it was challenging to deal with some questions, the process of solving physics problems became a pleasure. I loved how Moss gave us the space to share screens, ideas, and solutions. If I were to take something to my school, it would be the Harkness we applied. I loved how we were sometimes splitting up into breakrooms, interact with each other's'

thoughts in each step of drawing FBDs, chopping the celery, or applying formulas.

Moss's Comment: s enthusiasm in his self-assessment is a reflection of his contribution to our physics class. He was an active and very positive contributor to our Harkness Zoom Table. His skills at problem solving are also tremendous.

Appendix 4 (Writing Sample)

What can actually be divided by zero?

—Inspired by Mai Vu, Class of 2024

“If I have 4 Riyals and I’m dividing them equally between the two of you, how much will I give each of you?” My 3rd-grade teacher asked. “If I changed my mind, and wanted to give all the money to only one of you, I would give all 4 Riyals, right?” Right. But what if, disregarding the unlikelihood of the situation, there is no one there to take the money?

Division by zero is an operation for which there is no answer, so it is not logical. By theory and rules, mathematical calculations are problems to solve. Subsequently, the calculated results are considered as acceptable solutions. When “zero” jumps into the denominator, the result is undefined, and the problem has no acceptable solution. In other words, the zero breaks the rules by defying the logic of simple arithmetic. When I think about how this rule breaking and indeterminate logic applies to the realm of human behavior, it somehow makes more sense when I want to gain a deeper understanding of diplomacy in international politics.