

الرابطة الأمريكية لأساتذة العربية
American Association of Teachers of Arabic
Newsletter

February 2010

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Welcome to the monthly newsletter of the American Association of Teachers of Arabic (AATA). The *AATA Newsletter* provides AATA members with news of the profession. It appears on or around the 15th of every month.

The *AATA Newsletter* welcomes submissions. Please send your submission (100 - 200 words) in MS Word to admin@aataweb.org. For other inquiries, contact info@aataweb.org.

FROM AATA'S EXECUTIVE DIRECTOR

Dear AATA Members,

It's 2010 – have you renewed your AATA membership yet? If not, you can do so easily at the AATA website (<http://aataweb.org/Default.aspx?pageID=11>). Sign up online (via PayPal) or download the membership form and mail it to AATA with your payment.

If you have already renewed, thank you. Your continued support is important to our organization. But don't stop there. Please encourage your colleagues to join AATA, too. Feel free to share this issue of the *AATA Newsletter* and the website with them, especially if you think they are not aware of AATA.

Speaking of memberships, we are delighted to welcome **Wayne State University** as AATA's newest Institutional Member! At \$200 annually, Institutional Membership is a great way to let AATA members know about your institution and an important source of support for AATA. For more information about institutional membership, please write me at admin@aataweb.org.

And, although it doesn't look much like spring from my office window, summer will be here before we know. Watch for the March issue of the *AATA Newsletter*, which will feature a list of summer Arabic language study programs in the US and elsewhere. Would you like your summer study program to appear in the March issue? Please send a brief (approximately 200 word) description of your program to me at admin@aataweb.org. The description should be in English and in a text file (preferably MS Word); we regret that AATA is not able to publish graphics of any kind.

Looking forward to hearing from you,

Elizabeth M. Bergman, Ph.D.
Executive Director

3416 Primm Lane, Birmingham, AL 35216
telephone: 205.822.6800; fax: 205.823.2760

For membership, subscription, and administrative questions: info@aataweb.org
For newsletter submissions and other questions: admin@aataweb.org

CALLS FOR PAPERS

❖ AAUSC VOLUME 2011: *Issues in Language Program Direction: Educating the Future Foreign Language Professoriate for the 21st Century*

Papers are sought for the American Association of University Supervisors and Coordinators' 2011 volume. Entitled *Educating the Future Foreign Language Professoriate for the 21st Century*, this collection takes the 2007 MLA Report and its proposed changes as a point of departure and explores pedagogical and structural means and models for graduate student education in light of the significant changes the FL profession is and has been undergoing. Some of the questions to which this volume seeks to respond include:

- Which theoretical frameworks or approaches are consistent with the goals of FL learning called for in the MLA Report (i.e., “translingual and transcultural competence”)? Which pedagogical approaches, concepts, and techniques do graduate student teachers need to understand in order to instantiate this type of teaching?
- In light of the MLA Report’s call to “situate language study in cultural, historical, geographic, and cross-cultural frames,” what types of courses as well as professional development activities and / or materials can best help graduate student teachers understand the interrelationships between form and meaning and language and culture?
- What is the role of graduate teacher education in collegiate FL departments? How do the calls in the MLA Report for collaboration and changed governance affect teacher development practices? How can teacher education be conceptualized to facilitate the most effective socialization into the FL profession?

Topics that might be addressed by contributors include:

- Proposing new frameworks for FL teacher development (e.g., sociocultural theory, functional perspective, literacy-oriented approaches, etc.)
- Developing graduate student instructors’ understanding of the place and role of the different language modalities in language education
- Developing graduate student instructors’ ability to comprehend, analyze, and teach cultural narratives
- Envisioning teacher education beyond the standard “methods” course
- Overcoming the division between language and literature teachers, i.e., developing language-based literature teachers and literature-based language teachers
- Implementing systems for graduate student teacher supervision and observation grounded in SLA theory and research
- Assessing graduate student teacher performance
- Developing graduate students’ advanced language abilities

Additionally, we are interested in empirically based qualitative and quantitative research that addresses the efficacy of teacher development and supervision practices or explores how graduate students teachers perceive their development as teachers and scholars in foreign language departments.

For expressions of interest and questions about the volume, please contact the editors at your earliest convenience. Submission deadline for one-page abstracts is April 1, 2010, and for full manuscripts is September 1, 2010. See style sheet (APA format, 5th ed.) in recent issues of the AAUSC series.

Heather Willis Allen
University of Miami
hallen@miami.edu

Hiram Maxim
Emory University
hmaxim@emory.edu

❖ **Arabic Planning Laboratory: Second International Conference on Comparative Arabic Linguistics**

The Arabic Planning Laboratory is pleased to announce that its second international conference on Comparative Arabic Linguistics will take place on the 5 and 6 May 2010, at Ibn Tofail University. The conference seeks to present current and original comparative studies of various syntactic, semantic, phonological and lexical aspects of Arabic within both its local and its global environments.

We kindly invite scholars who would like to partake in this conference to send a concise abstract of their paper, with a list of references, to one of the following addresses:

Mohammed Rahhali
Faculté des Lettres et des Sciences Humaines
P. B. 401, 14000 Kenitra
Morocco
arabic.labo@gmail.com

❖ **University of Maryland Second Language Research Forum 2010: Reconsidering SLA research: Dimensions and Directions**

In concert with the theme Reconsidering SLA research: Dimensions and Directions, SLRF 2010 will focus on the wide range of applied, theoretical, and experimental approaches that characterizes the current field of Second Language Acquisition. The aim of the conference is to bring together relevant theories and research methodology from various disciplines that deepen our understanding of SLA and its application to real world needs. To this end, we are soliciting colloquia, papers, and posters that investigate SLA from a variety of perspectives that add to our collective understanding of SLA in theory, research, and practice.

Plenary speakers:

- Dr. Kenneth Hyltenstam, Stockholm University
- Dr. Judith Kroll, Pennsylvania State University
- Dr. Michael Long, University of Maryland
- Dr. William O'Grady, University of Hawai'i

CALL FOR PAPERS: Submission Deadline: May 1, 2010; Notification of Acceptance: July 1, 2010

Submission guidelines: We invite proposals on cognitive, discourse, functional, generative, psycholinguistic, socio-cultural and structural perspectives on second language research. Comprehensive syntheses, preferably in the form of meta-analysis, are also invited in these areas. Please limit all abstracts to 300 words; the limit for proposal summaries is 50 words.

Paper Presentations: Paper presentations will be 20-minutes long, followed by a 10-minute discussion period.

Poster Presentations: Poster presenters will be available to present and discuss their work after the lunch break on Friday and Saturday. Posters are intended to be a presentation of work in progress.

Thematic Colloquia: Thematic colloquia are collections of paper presentations that focus on a narrowly defined topic of interest; they will be scheduled for 2-hour time blocks.

Instructions for submission: All proposals will be submitted through the SLRF 2010 online submission system. To submit an abstract, please click on the following link: <https://www.softconf.com/a/SLRF2010>

❖ **World Congress for Middle Eastern Studies: Extension of Deadline for Proposal Submissions**

More than 1000 participants have already announced their contribution to the WOCMES Barcelona 2010 program. Taking into account the large number of participation request, the Organization Committee has decided to extend the proposal submission deadline until March 1, 2010. This extension will offer the opportunity to receive further proposals; nonetheless, priority shall be given to early submission.

For a description of possible presentation formats, proposal submission instructions, and other information about WOCMES Barcelona 2010, please see: http://wocmes.iemed.org/en/step_2/subseccio

EMPLOYMENT OPPORTUNITIES

The following lists teaching positions in academic institutions. Please contact the hiring institution directly for further information.

❖ **American Council on the Teaching of Foreign Languages: ILR Testers Needed**

The American Council on the Teaching of Foreign Languages (ACTFL) is seeking contract (freelance) language proficiency testers in the following languages:

Arabic – Algerian; Arabic – Moroccan; Arabic – Sudanese; Arabic – Tunisian; Burmese; Greek; Hmong; Ilocano; Kashmiri; Maguindanao; Marshallese; Tigrinya; Wolof; Uighur

Successful candidates will work for ACTFL (<http://www.actfl.org/i4a/pages/index.cfm?pageid=1>) as freelance language testers conducting telephone-based oral proficiency assessments from their home on an as needed basis. For more information or to apply, visit the full listing in the ACTFL Career Center (<http://jobcentral.actfl.org/jobdetail.cfm?job=3284696>)!

❖ **Georgia Institute of Technology: Visiting Assistant Professor in Modern Standard Arabic Language and Culture**

The School of Modern Languages in the Ivan Allen College at the Georgia Institute of Technology announces an opening for a Visiting Assistant Professor in Modern Standard Arabic language and culture, to begin August 2010. This is a one-semester replacement to teach 3 courses in language, including third-year Arabic. Native or near-native proficiency in Modern Standard Arabic and an additional dialect, and A.B.D. (at level of Visiting Lecturer) or Ph.D. are required. Evidence of successful prior teaching experience at the undergraduate level (and, ideally, experience teaching third-year Arabic) is strongly preferred.

The School of Modern Languages emphasizes interactive learning and applied languages and intercultural studies. Georgia Tech consistently ranks in the top 10 best national public universities by U.S. News and World Reports. Located in Atlanta, Georgia, one of the most international-oriented metropolitan areas in the United States, Georgia Tech attracts students and faculty of the highest caliber.

Applicants should forward a letter of interest, a dossier including a curriculum vitae, and (3) letters of recommendation to Dr. Phil McKnight, Chair, School of Modern Languages, Georgia Institute of Technology, 613 Cherry Street, Atlanta, GA 30332-0375 or by email to phil.mcknight@modlangs.gatech.edu. Applications will be reviewed beginning March 15 and will be

accepted until the position is filled. Georgia Tech is an Equal Employment Opportunity, Affirmative Action Employer.

❖ **Kenyon College: Post-doctoral Fellow in Arabic**

The Department of Modern Languages and Literatures at Kenyon College is offering a one-year postdoctoral fellowship in Arabic for the academic year 2010-11, renewable for one additional year. The fellowship is sponsored by the Andrew W. Mellon Foundation and is conditional on grant funding.

The successful candidate will teach three Arabic courses during the first year and, if reappointed, four courses for the second year. The fellow will receive a salary of \$50,000 per year, plus standard benefits and a research budget.

Eligibility: Applicants who have received the Ph.D. degree within the past five years are eligible to apply. Applicants must, without exception, have completed all requirements for the Ph.D. degree by June 30, 2010 to be appointed to the position. A complete application includes cover letter, CV, statement of teaching philosophy, and three letters of recommendation. For application instructions (online only), visit <http://employment.kenyon.edu>.

Review of applications will begin March 22, 2010, and will continue until the fellowship has been awarded. EOE.

❖ **Monterey Institute for International Studies: Language Instructor – Arabic, Summer Intensive Language Program**

The Summer Intensive Language Program (SILP) provides beginning, intermediate level, and some advanced language instruction in an intensive format to approximately 150 undergraduate and graduate students as well as professionals for 8 weeks every summer.

Under supervision of the Language Program Coordinator and the SILP Director, language instructors provide intensive instruction through a communicative approach to language teaching using authentic contexts, assessments and materials for the Summer Intensive Language Program.

Essential Duties/Responsibilities:

- Teaches assigned language and level half or full-time
- Collaborates with the language program coordinator, other instructors and teaching assistant/activity guide to provide integration between curricular and extra-curricular programming as well as cultural relevance
- Collaborates with Language Program Coordinator in the development of session tests
- Prepares comprehensive syllabus including course description, course goals and objectives, assessment guidelines for students as well as required class material(s)
- Prepares classes and provides instruction focusing on communicative language teaching and the use of authentic materials
- Adjusts intensity of program as needed in collaboration with language program coordinator and SILP director
- Keeps track of student progress by regularly implementing assessment mechanisms and completing grade reports as requested
- Attends pre-program and end of program meetings
- Participates in first-day student orientation and placement testing

Education/Experience

- MA or PhD in language, language teaching or related field preferred
- 2+ years of previous language teaching experience

- Native or near-native language ability
- Previous experience teaching in intensive program preferred

Skills/Abilities/Knowledge

- Excellent teaching and interpersonal communication skills
- Familiarity with communicative teaching practices and use of authentic materials to teach foreign language
- Proven dedication to excellence in language teaching
- Willingness and ability to become acquainted and comply with SILP processes and regulations as well as Institute policies.

Physical Requirements/Environment

- The Monterey Institute maintains a smoke-free/drug-free workplace

Required Application Materials:

- Curriculum Vitae and cover letter detailing all relevant teaching and language experience, a brief description of your teaching philosophy, and your interest in the position
- Two letters of recommendation from previous teaching experience (evaluations are not required but would be appreciated).

Please submit your resume through our on-line application process on our Human Resources webpage <http://www.miis.edu/offices/humanresources>. We will be reviewing applications from this site through the end of February and should be hiring by mid-march.

❖ **Mount Holyoke College and The Five College Center for the Study of World Languages:
Visiting Lectureship in Arabic Language**

Mount Holyoke College and The Five College Center for the Study of World Languages invite applications for a 1-year lectureship in Arabic language beginning fall 2010 (an initial 3-year appointment is possible for an exceptionally qualified candidate). The successful candidate will be prepared to offer courses in elementary, intermediate and/or advanced Modern Standard Arabic using the Georgetown series and will play a vital role in our innovative learning model that accommodates the needs of students spread among the five campuses. A strong commitment to undergraduate teaching in language is expected.

Qualifications: Native or near-native fluency in Arabic and English. The academic field of specialization may be Arabic languages, Middle Eastern Studies, linguistics, ESL, second language acquisition, language education, or another related field. Ph.D. preferred. Master's degree required.

Send a letter of application, curriculum vitae, three letters of recommendation, and a personal statement outlining philosophy of language acquisition to: Arabic Search, c/o Five Colleges, Incorporated, 97 Spring Street, Amherst, MA 01002. Review of applications will begin 15 February and continue until the position is filled.

For a complete description, visit <http://fivecolleges.edu/jobs/>.

❖ **Southern Methodist University: Lecturer of Arabic**

The Department of Foreign Languages and Literatures in Dedman College at Southern Methodist University seeks a full-time, non-tenure-track lectureship in Arabic beginning fall 2010. This lecturer will begin a new language program in Arabic, which will ultimately culminate in a three year language sequence and a possible minor in Arabic. Three-year contract with possibility of renewal. M.A. or equivalent in Arabic required; ABD or Ph.D. preferred. We seek candidates with demonstrated excellence in teaching a variety of language and culture courses at the college

level and with training in second language acquisition and pedagogy. Native or near-native proficiency in Arabic and English required.

To ensure full consideration for the position, the application must be postmarked by March 25, 2010, but the committee will continue to accept applications until the position is filled. The committee will notify applicants of its employment decision after the position is filled.

Send cover letter, cv, statement of teaching philosophy, sample teaching materials, two letters of reference, and a photocopy of transcripts to Professor Marie-Luise Gaetens, Chair, Foreign Languages and Literatures, Southern Methodist University, Dallas TX 750236. SMU will not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. SMU is also committed to the principle of nondiscrimination on the basis of sexual orientation.

Hiring is contingent upon the satisfactory completion of a background check.

❖ **University of Oklahoma: Director of the Language Flagship Program in Arabic and Conoco Phillips Professor of Arabic at the Assistant (tenure-track) or Associate Professor level**

The University of Oklahoma announces a position as Director of the Language Flagship Program in Arabic at the level of tenure-track Assistant or Associate Professor. Preference will be given to candidates specializing in Arabic language pedagogy or linguistics. Applicants must have a Ph.D. in a relevant field in hand at the time of appointment, a native or near-native command of both Arabic (MSA) and English, and a demonstrable commitment to research and teaching. Salary is competitive. The successful candidate will be jointly appointed to the Department of Modern Languages, Literatures and Linguistics and the School of International and Area Studies.

Dependent on the qualifications of the successful candidate, the appointment could begin as early as summer 2010.

The successful applicant will join a diverse and interdisciplinary faculty in Middle Eastern Studies, spanning several academic units. The University of Oklahoma offers both a major and minor in Arabic and has been home to the Language Flagship Program in Arabic since 2008.

Applicants should send a letter of application with a statement of research and teaching interests, a complete curriculum vitae, graduate transcripts, teaching evaluations, and a writing sample to Dr. Mark Frazier, Co-Chair of Arabic Search Committee, School of International and Area Studies, University of Oklahoma, 729 Elm Ave., 105 Hester Hall, Norman, OK, 73019. Three letters of recommendation should also be sent directly by recommenders to the search committee chair. Review of applications will begin immediately and will continue until the position has been filled. Women and minorities are encouraged to apply. The University of Oklahoma is an Affirmative Action/Equal Opportunity employer.

❖ **University of Pennsylvania: Full-time Lecturer in Arabic Language**

The Lauder Institute, with the Department of Near Eastern Languages and Civilizations, at the University of Pennsylvania invites applications for a full-time appointment as Lecturer in Arabic beginning September 2010. If the selected candidate is available, the appointment may begin as early as May 2010. The appointment will be for one year with the expectation that it will be renewed annually for up to an additional two years based on satisfactory performance. Minimum qualifications are an M.A. in linguistics, applied linguistics, and/or Arabic language and literature, Ph.D. preferable. Applicants should have experience teaching the Arabic language as an instructor at all levels in a college setting, notably at the advanced and superior levels. Candidates must have native or near-native fluency in Arabic with an excellent command of English. Availability to manage and participate in Lauder's Summer Immersion

Program is highly desirable. Preference is given to candidates familiar with standards-based instruction, with a commitment to pursuing ACTFL OPI tester certification. The salary is competitive.

Candidates are to apply at:

<https://facultysearches.provost.upenn.edu/applicants/jsp/shared/frameset/Frameset.jsp?time=126637659281>

1. Include a CV and brief description teaching philosophy and methods. Also submit the names and contact information of three individuals who will provide a letter of recommendation.

The review of applications will begin immediately and will continue until the position is filled. The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

FUNDING OPPORTUNITIES

❖ Aldeen Foundation: Scholarships to enhance Arabic teaching

Aldeen Foundation, a non-profit organization in Pasadena, California, is pleased to announce offering three (3) separate one thousand dollars (\$1,000.00) scholarships to enhance Arabic teaching.

The scholarships are available to enable teachers to attend and improve their competency and skills in language teaching and to expand their knowledge of language methodologies and techniques through participating in annual conferences. Each scholarship recipient is only eligible for one scholarship per year to attend one of the following national conferences:

NECTFL – March 25 – 27, 2010

ISNA Educators Conference – April 2 – 4, 2010

ACTFL – November 19 – 21, 2010

Scholarships for other conferences may be considered, based on the relevance of teaching Arabic as a foreign language.

This scholarship is limited to United States residents only.

The scholarship provides financial support to offset the travel, registration expenses, and membership fees. The scholarship will be paid as reimbursement for expense upon submitting all original receipts, not to exceed \$1,000.00, to Aldeen Foundation no later than 15 days from the end of the conference attended.

Each scholarship recipient will be responsible for their own travel arrangements and registration.

The participant must submit a half page summary of one of the sessions attended no later than 15 days from the end of the conference. This material will be added to Aldeen Foundation website under the name of the attendee.

For more information, please contact Aldeen Foundation at aldeenfoundation@aol.com

❖ Qalam wa Lawh Center for Arabic Studies: “Ibn Battuta Merit Scholarships for Peace & Diplomacy”

Qalam wa Lawh Center for Arabic studies is pleased to announce new scholarships available for intensive study of Modern Standard Arabic during the fall, winter and spring semesters of 2010/2011. The Ibn Battuta Merit Scholarships aim to reward students for excellence and dedication to the study of the Arabic language as well as promote the study of Arabic as a foreign language. Prospective students may apply to

either one of the semester programs (fall 2010 or spring 2011) or else to the winter program (Dec 2010-Jan 2011).

Program location: Rabat, Morocco

Scholarship covers all tuition and housing costs for the duration of the program (an approximate value of \$3715.00 for either the fall or spring semester programs, \$1250.00 for the winter program). Transportation to/from Morocco is the responsibility of awardees.

FALL SEMESTER 2010: August 29, 2010 – November 20, 2010 (240 contact hours, 6 credits)
WINTER SESSION 2010/2011: December 12, 2010 – January 16, 2011 (80 contact hours, 2 credits)
SPRING SEMESTER 2011: Feb 1, 2011 – April 25, 2011 (240 contact hours, 6 credits)

Applicants must write a 600-1,000 word essay answering “What do you hope to achieve through your study of the Arabic language?” Applicants must have completed a minimum of two University semesters in Modern Standard Arabic or equivalent study (at least 80 contact hours). Applicants must have three written recommendations, including at least one from an Arabic Language Instructor/Professor. Applicants must provide graded transcripts documenting previous Arabic study.

APPLICATION DEADLINES:

Fall Semester: April 15, 2010

Winter Session: July 15, 2010

Spring Semester: September 15, 2010

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

❖ **University of Minnesota Center for Advanced Research on Language Acquisition (CARLA):
Summer Institute for Second Language Teachers**

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota has sponsored a summer institute program for second language teachers since 1996. This internationally-known program reflects CARLA's commitment to link research and theory with practical applications for the classroom. Each institute is highly interactive and includes discussion, theory-building, hands-on activities, and plenty of networking opportunities.

CARLA summer institute participants—more than 3,100 to date—have come from all over the world. They have included foreign language and ESL teachers at all levels of instruction, as well as program administrators, curriculum specialists, and language teacher educators.

For a complete list of Summer Institute course and application information, please see :

<http://www.carla.umn.edu/institutes/>

❖ **National Capital Language Resource Center: Summer Institutes for Foreign Language Teachers**

National Capital Language Resource Center (NCLRC) presents helpful workshops for all foreign language teachers at national and regional conferences in addition to our local summer institutes in Washington DC.

Our Summer Institutes offer a variety of interesting and enjoyable experiences in the nation's capital every summer. See our line-up of institutes and sign up at:

http://nclrc.org/profdev/nclrc_inst_pres/summer_inst.html

See highlights of the summer institutes on our podcasts (http://nclrc.org/about_teaching/podcast_training.html) and in articles (http://nclrc.org/about_teaching/inst_highlights.html).

❖ **2010 NMEELRC Arabic Summer Workshop at UT Austin: Teaching Arabic to Upper High School and College Students**

A hands-on workshop for teachers conducted in Arabic by Mahmoud Al-Batal, University of Texas at Austin, and Chris Stone, Hunter College, CUNY

June 14-19, 2010

Teachers of Arabic will learn about current methods and practices in learner-centered, proficiency-based instruction.

Topics include:

- Teaching reading & listening and helping learners develop effective strategies
- Teaching vocabulary
- Teaching grammar
- Providing corrective feedback
- Utilizing group work in class
- Testing and assessment
- Teaching culture

Through demonstrations, live class observations, video, discussion, and interactive activities. The presenters will demonstrate best practices, and the participants will engage in micro-teaching in real university Arabic classes and receive feedback. Limited space.

NMEELRC will cover workshop tuition. Applicants are responsible for their own housing and travel expenses. Limited NMEELRC Financial Aid available in the form of travel awards. There will be a \$100 non-refundable processing fee requested upon notification of the results of the selection process.

Deadline for applications, March 15, 2010. For an application form please visit: www.nmelrc.org

For more information please email nmelrc@byu.edu

❖ **The Ohio State University, Columbus, OH: Linguistics Institute for Language Teachers (LILT)**

June 21-25, 2010

LILT is a weeklong summer program designed specifically for teachers of foreign languages. The goal is to provide language teachers with greater linguistic awareness and understanding, with the ability to think critically about language, and with a deeper appreciation for all aspects of language and language study. The program is not a general introduction to language, nor is it an introduction to linguistics, nor is it about second language pedagogy. Rather, the philosophy behind the program is that language teachers and learners can be well served by knowledge that offers them insight into the structure and use of their own language, so that they will be able to see more clearly how the language that they are teaching or learning differs from it and be able to profit from this understanding. In short, the objective is to provide the teacher/learner with what s/he needs to know about language in general in order to study a particular language more effectively.

Course credit: 3 graduate credit hours

Course times: 9 a.m. – 3 p.m., Monday, June 21st – Friday, June 25th

Tuition: Tuition is \$575.00. However, 25 full tuition waivers are available thanks to generous support from the Ohio Humanities Council. Participants need not be teachers in Ohio to qualify for a tuition waiver.

Application deadline: Friday, April 30th, 2010

Webpage: <http://linguistics.osu.edu/lilt>

STUDY OPPORTUNITIES

Includes opportunities for students as well as teachers and other Arabic language professionals. Please note that this information is provided as a service; AATA does not endorse any programs.

❖ AALIM: Arabic and Middle East studies courses in Meknes, Morocco

AALIM, the Arab American Language Institute in Morocco, is a private language and cultural center in Meknes, Morocco, accredited by the Moroccan Ministry of Education, and with US offices in Virginia. AALIM offers American students over 18 years of age all levels of Arabic study (beginning, intermediate, high intermediate, advanced, and very advanced) all year, plus Middle East Studies courses and cultural discovery programs, conferences and seminars.

Upcoming:

Winter break 2009 language program (3 weeks, Dec. 28, 2009 – Jan. 15, 2010);

Spring semester 2010 language program (13 weeks, Jan. 11 – April 9, 2010);

Fall semester 2010 language program (13 weeks, Sept. 1 – Nov. 30, 2010).

2010 Intensive summer language programs, all levels:

4 weeks May 24-June 18

6 weeks, June 7-July 16

8 weeks, June 7-July 30

12weeks, May 24-Aug.13

The Arab American Language Institute in Morocco

PO Box 5544

Williamsburg, VA 23188

Phone: 757-258 -0054

http://web.me.com/annemarieskye/AALIMOROCCO/Welcome_to_AALIM.html

Email: aalimorocco@yahoo.com

❖ Qalam wa Lawh Center for Arabic Studies: Ibn Battuta Merit Scholarships for Peace & Diplomacy

Qalam wa Lawh Center for Arabic Studies of Rabat, Morocco, is pleased to offer new scholarship opportunities for students of Modern Standard Arabic. Merit based scholarships are being offered for the Fall and Spring semesters 2010-2011. There are also scholarships available for the winter session 2010/2011.

Selected students will be immersed in intensive Arabic language classes as well as other cultural programs such as cooking, calligraphy, and trips to venues of cultural interest and significance throughout Morocco.

The scholarship covers all costs of tuition and housing for the duration of the semester dates indicated at the Qalam Center website. Students will study at our state of the art facility with full amenities.

Details of the scholarship and application requirements are attached and can be found on the Qalam Center website (<http://www.qalamcenter.com/Enrollment/IbnBattutaScholarships/tabid/260/Default.aspx>).

OTHER RESOURCES AND ANNOUNCEMENTS

Information about resources is provided as a service to AATA members and the general public. Please note that AATA does not endorse any products or services.

❖ **New Publication: Bazzi, *Arab News and Conflict: A multidisciplinary discourse study***

Author: Samia Bazzi

Title: *Arab News and Conflict: A multidisciplinary discourse study*

Series Title: Discourse Approaches to Politics, Society and Culture 34

Publication Year: 2009

Publisher: John Benjamins

<http://www.benjamins.com/>

Book URL: http://www.benjamins.com/cgi-bin/t_bookview.cgi?bookid=DAPSAC%2034

❖ **Best Arabic Websites**

I invite you to share my Best Arabic Websites with your colleagues at AATA.

<http://www.uni.edu/becker/arabic.html>

Jim Becker, Webmaster

Professor Emeritus, University of Northern Iowa

❖ **New Publication: Bassiouney, *Arabic Sociolinguistics: Topics in Diglossia, Gender, Identity, and Politics***

Georgetown University Press is pleased to announce a new publication: *Arabic Sociolinguistics: Topics in Diglossia, Gender, Identity, and Politics* by Reem Bassiouney.

This introduction to major topics in the field of Arabic sociolinguistics examines key issues in diglossia, code-switching, gendered discourse, language variation and change, and language policies. It introduces and evaluates various theoretical approaches and models, and it illustrates the usefulness and limitations of these approaches to Arabic with empirical data. Reem Bassiouney explores how current sociolinguistic theories can be applied to Arabic and, conversely, what the study of Arabic can contribute to our understanding of the function of language in society.

For further information, please see: <http://press.georgetown.edu/detail.html?id=9781589015739>

❖ **Center for Applied Linguistics: Foreign Language Assessment Directory (FLAD)**

The Foreign Language Assessment Directory (FLAD) is a free, searchable database with information on more than 200 assessments in over 90 languages other than English. FLAD contains information about assessments currently used in elementary, middle, secondary, and post-secondary school programs around the United States.

<http://www.cal.org/calwebdb/flad/>

❖ **Center for Applied Linguistics: Nancy C. Rhodes and Ingrid Pufahl, *Foreign Language Teaching in U.S. Schools: Results of a National Survey***

CAL has completed a comprehensive survey of K-12 foreign language programs nationwide, describing how our schools are meeting the need for language instruction to prepare global citizens: Nancy C. Rhodes and Ingrid Pufahl, *Foreign Language Teaching in U.S. Schools: Results of a National Survey*. For comparative purposes, the survey has collected statistical data in 1987, 1997, and 2008. Elementary and secondary schools from a nationally representative sample of more than 5,000 public and private schools completed a questionnaire during the 2007-2008 school year. The 2008 survey results complement and enhance the field's existing knowledge base regarding foreign language instruction and enrollment in the United States.

For further information, please see: http://www.cal.org/resources/pubs/fl_teaching.html

❖ **New Publication: *Encyclopedia of Arabic Language and Linguistics Volume 5 - Index***

Publication Year: 2009

Publisher: Brill

<http://www.brill.nl>

Book URL: <http://www.brill.nl/default.aspx?partid=210&pid=33068>

Editor: Kees Versteegh

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This volume concludes the publication of the *Encyclopedia of Arabic Language and Linguistics* in print. It represents a unique collaboration of over hundreds of scholars from around the world, covering all relevant aspects of the study of Arabic and dealing with all levels of the language (pre-Classical Arabic, Classical Arabic, Modern Standard Arabic, Arabic vernaculars, mixed varieties of Arabic).

No other reference work offers this scale of contributions or depth and breadth of coverage. The *Encyclopedia of Arabic Language and Linguistics* is, therefore, a standard reference work for students and researchers in the field of linguistics, Islamic studies, Arabic literature and other related fields.

❖ **Middle East Policy Council: TeachMideast.org**

TeachMideast.org (<http://teachmideast.org/>) is a new website from the Middle East Policy Council that offers K-12 teachers a smorgasbord of fresh resources on the Middle East, Islam and Muslim societies. The free resource underpins the Council's highly regarded teacher workshop program, which provides professional development workshops across the country at no cost to help teachers demystify and analyze topics related to the Middle East.

TeachMideast.org utilizes one of today's most engaging technologies, Google Earth, to showcase many lesser-known aspects of the Middle East in tours that bring the region to life. The site also connects teachers, students and the general public to a variety of other resources, including background essays, articles by prominent scholars, lesson plans and activities, presentations, images, and more. "We are adding new materials to the site as fast as possible," says Barbara Petzen, outreach director at MEPC. "We have many more ideas and much more information we want to share!"

The site is organized thematically, with resources on stereotypes and realities, geography, history, religion, peoples and languages, culture, current issues and pedagogy. This organization helps teachers to quickly find the kind of information they need for their classes. There is also a search function that allows teachers to search for information by country, subject and grade level.

A blog feature on the site also allows the education team at MEPC to showcase exceptional new resources and to take advantage of "teachable moments" in the headlines. The blog gives teachers new ways to approach the subjects about which their students have the most questions.

TeachMideast has also revived the Arab Culture and Civilization website created by the National Institute for Technology and Liberal Education, which features content from academic experts across many disciplines. You'll find the full original site at (<http://acc.teachmideast.org/>), with much of the content already migrated to the main TeachMideast site (<http://teachmideast.org/>) as well.

❖ **National Foreign Language Center: STARTALK Classroom Video Collection**

The National Foreign Language Center is pleased to announce the launch of the STARTALK Classroom Video Collection. These ten videos provide real-life examples of teachers working to incorporate STARTALK-endorsed effective practices in Arabic, Chinese, Hindi, Persian, Swahili, Turkish and Urdu classroom settings. This collection is intended for current and future world language teachers in pre-K–16 programs, including those at heritage- and community-based schools.

<http://startalk.umd.edu/teacher-development/videos>

As you will see, the main page of the collection contains an introductory video and links to all ten videos along with a brief description and specifications for each video. Each video can be downloaded or viewed online by clicking the links below the description. Each video is also accompanied by a .pdf file of supporting materials.

Whether you are teaching now, preparing to become a world language teacher, or training and mentoring teachers, we hope that you will find these videos useful sources for reflection on your own language teaching or that of your students. We hope you enjoy the Startalk Classroom Video Collection!

❖ **UCLA Language Materials Project (LMP): K-12 Gateway to the Less Commonly Taught Languages**

The UCLA Language Materials Project (LMP) is proud to announce the completion of the lesson plan component of its stimulating new site for elementary and secondary foreign language teachers, the K-12 Gateway to the Less Commonly Taught Languages (www.lmp.ucla.edu/K-12).

The core of the Gateway is a complete set of downloadable lesson plans and supplementary materials for teaching a first year language course. Written in English, the plans can be adapted to any language and grade level.

The lessons were created by Florence Martin of California State University Long Beach, who has taught languages at all levels from kindergarten through college, and speaks two Less Commonly Taught Languages. Over 100 lessons are grouped into 20 thematic units packed with stimulating activities for communicative learning.

Pilot-tested by K-12 teachers from Anchorage to Virginia, the Gateway offers easy navigation to a wealth of information. Beyond the lessons, there is a component on curriculum design, standards, and proficiency-based teaching. A resource section offers links to Language Resource Centers, teachers' associations and forums, curriculum and assessment guides, journals, and professional development opportunities.

The K-12 Gateway resides within the established Language Materials Project website. Gateway visitors are only a click away from the language profiles and authoritative bibliography of teaching materials for which the LMP has been known since 1992. The bibliography has been augmented with detailed citations of several hundred items for younger audiences.

The recent increase of federal interest in foreign languages has kindled a language renaissance in K-12 schools across the nation. The number of classes for such less-commonly taught languages as Arabic, Mandarin, Japanese, Korean, and Russian has increased substantially even in the primary grades. But the range of textbooks and classroom materials available for learners below college level is limited. Teachers are also confronted by a lack of curricula or state standards to follow. The K-12 Gateway responds to those needs.

The Gateway was created with support from the US Department of Education's Title VI, International Research and Studies program.

We invite you to visit the K-12 Gateway at www.lmp.ucla.edu/K-12 and send us your suggestions for enhancing the site.