

American Association of Teachers of Arabic
Newsletter
April - May 2008

Welcome to the monthly newsletter of the American Association of Teachers of Arabic (AATA). The monthly newsletter puts AATA in regular contact with membership and provides news of the profession. It appears on or around the 15th of every month. If you have news of interest to AATA members, please send it to the email address, admin@aataweb.org. For other inquiries, please contact info@aataweb.org.

FROM AATA'S EXECUTIVE DIRECTOR

Dear AATA Members,

It may only be June here, but we're already looking towards the 2008 – 2009 academic year – and beyond.

AATA is delighted to have concluded an agreement with Georgetown University Press to distribute *The Teaching of Arabic As a Foreign Language: Issues and Directions*, edited by Mahmoud Al-Batal. Many of you are familiar with this valuable work in our field and know that it deserves promotion and distribution beyond what AATA can provide. Although the agreement has been signed, the actual arrangements are still in process. We anticipate that the work will be available for purchase later this summer.

We're also working to keep your membership information current. You should receive an email message from the AATA Business Office shortly, if you have not already done so. That message contains the username and password, together with instructions for accessing the AATA Member List. Once you have received your username and password, you will be able to access your membership information to update it when necessary.

You will also receive your membership renewal form shortly, together with the ballot for new members of the AATA Executive Board. The membership renewal forms will be sent via US Mail. In the meantime, you are welcome to renew your membership on line at <http://aataweb.org/Default.aspx?pageID=11>.

And as you look to the fall, please don't forget that the AATA Annual Meeting will take place on Saturday, 22 November in conjunction with the Middle East Studies Association meeting at the Marriott Wardman Park Hotel. We look forward to seeing you at the AATA Panel, "Arabic Heritage Programs in the US: Problems and Solutions." The AATA Business Meeting will follow the panel. Please plan to join your colleagues at the Business Meeting to honor the recipient of the 2008 AATA Lifetime Achievement Award.

Please be aware, too, that there is some overlap in the listings that appear in this issue of the AATA Newsletter. Both our "Employment Opportunities" and "Calls for Papers" contain listings for 2009 – 2010, as well as for the coming year, 2008 – 2009.

With best wishes for a pleasant and productive summer,

Elizabeth M. Bergman, Ph.D.
Executive Director

CALLS FOR PAPERS

❖ Villanova University: Mirror Images: Challenges for Arab and Islamic Studies

Villanova University's Center for Arab and Islamic Studies is celebrating its 25th anniversary and on this occasion it is hosting a major international conference, titled: "Mirror Images: Challenges for Arab and Islamic Studies" in April 2-4, 2009. The keynote address will be delivered by Dr. Juan R. I. Cole, Richard P. Mitchell Collegiate Professor of History, University of Michigan, President of the Global Americana Institute. In addition to formal sessions there will be roundtable discussions, workshops and cultural events.

Interested scholars and academics are invited to participate and send a paper, workshop or roundtable proposal (or organize a session on pertinent topics) no later than September 15th, 2008, which may be submitted on the conference website: <http://www.villanova.edu/events/conferences/ais/>.

Villanova University is in Philadelphia, Pennsylvania, located just an hour and half from New York and two hours from Washington DC.

CONFERENCES, MEETINGS, SEMINARS

❖ ACTFL 2008 Annual Convention and World Languages Expo: November 21-23, 2008

Pre-convention Workshops – November 20, 2008. Walt Disney World Swan and Dolphin Resort.
Orlando, Florida

The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo brings together more than 6,000 teachers, administrators, method instructors and students of foreign languages at all levels from across the world. The convention features over 600 educational sessions on such topics as: Assessment, Culture, Curriculum, Learner Variables, Literature, Materials, Methods/Techniques, Policy/Issues, Professional Development, Research, Specific Purposes, Standards and Technology.

For further information, please see: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4730>.

❖ DePaul University: National Arabic Language Conference

A National Arabic Language Conference will be held on June 13-15, 2008, at DePaul University in Chicago, Illinois. The conference will address topics related to teaching Arabic language and culture at schools, colleges, universities, language academies and government institutes in the United States. Professionals from various disciplines of teaching Arabic language and culture are welcome to participate.

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** Arabic will be the main language of the conference **

For more information, please see: <http://condor.depaul.edu/~mol/anc/>

EMPLOYMENT OPPORTUNITIES: TEACHING

The following lists teaching positions in collegiate as well as K – 12 institutions. See below for other teaching positions as well as non-teach employment.

❖ Brown University: Lecturer in Arabic

The Center for Language Studies at Brown University seeks to appoint a Lecturer in Arabic language to a three-year, possibly renewable contract. Masters degree or higher in Arabic Language and Culture, Middle East Studies, Applied Linguistics, or related field required. Applicant must have demonstrated college or university teaching experience in proficiency-based teaching of Modern Standard Arabic at all levels in addition to native or near-native fluency in Arabic. Graduate work in language pedagogy or applied linguistics is preferred. The successful candidate will teach six sections of Arabic language per year, included advanced-level courses, and contribute to curriculum and materials development. Competitive salary and benefits.

Send letter of application, curriculum vitae, and three letters of recommendation to: Arabic Search Committee, c/o Prof. Beth Bauer. If possible, please submit these materials electronically to Beth_Bauer@Brown.edu. Review of applications will begin immediately and will continue until the position is filled or closed. For further information or to apply write to

Arabic Search
Box 1982
Brown University
Providence, RI 02912

Brown University is an equal Opportunity/Affirmative Action employer, and we encourage applications from women and minorities.

❖ Carleton College: Adjunct Instructor in Hebrew and Arabic

Carleton College invites applications for a full-time lecturer in Modern Standard Arabic and Modern Hebrew beginning Fall 2008. Responsibilities include teaching four courses in a trimester calendar: two in Modern Standard Arabic and two in Modern Hebrew at the beginning and/or intermediate levels. Designing and leading innovative extracurricular activities throughout the year, for Arabic and Hebrew students respectively, will be equivalent in time and preparation to two additional trimester courses. Responsibilities also include supervising one or a small number of undergraduate teaching assistants for each language. The position is renewable annually. Candidates should have near or native fluency in Modern Standard Arabic, possibly one dialect, Modern Hebrew, and English. In addition: a Masters degree in a relevant field and demonstrated excellence in teaching Modern Standard Arabic and Modern Hebrew at the college level, preferably with experience integrating computer and multi-media resources into curricular design.

Please send letter of application including statement of teaching philosophy and CV in English, as well as three letters of recommendation, to Professor Stacy Beckwith, Department of Classical Languages, Carleton College 1 North College Street, Northfield MN. 55057 USA by July 15.

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Carleton is an affirmative action/ equal opportunity employer. We are committed to developing our faculty to better reflect the diversity of our student body and of American society. Women and members of minority groups are strongly urged to apply.

❖ **Carleton College: Tenure track Arabic position**

Carleton College invites applications for a tenure track appointment in Arabic to begin September 2009. The successful candidate will articulate a vision for shaping our Arabic Program within the Liberal Arts and will teach five courses in a trimester calendar: three in Modern Standard Arabic, elementary through advanced, and two in literature and/ or culture, either in translation or in Arabic for advanced language students. Candidates should have near or native fluency in both Arabic and English. Ph.D. in Arabic language, Arabic language pedagogy, literature, culture, or a related field. In addition: demonstrated excellence in teaching Modern Standard Arabic at the college level, preferably with experience integrating computer and multi-media resources into curricular design.

Please send letter of application including statement of teaching philosophy, CV, and three letters of recommendation, all in English, to Stacy Beckwith, Department of Classical Languages, Carleton College, 1 North College Street, Northfield MN. 55057 by October 15, 2008. Preliminary interviews will take place at the MESA annual meeting in Washington, November 22-25, 2008.

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❖ **Chicago Public Schools: Certified Arabic world language teachers**

Chicago Public Schools is hiring certified Arabic world language teachers for elementary program. Send resume via email to: sacierto@cps.k12.il.us.

Sylvia Acierto
Director, World Language Programs
Office of Language and Cultural Education
Chicago Public Schools
Ph: 773-553-1974

❖ **The German-Jordanian University: Instructor/Assistant Professor of Translation Arabic-English and English as a Foreign Language**

The German-Jordanian University (GJU) in Amman, Jordan is a public Jordanian university founded in 2005. The courses are developed in cooperation with German universities and the university has already achieved an excellent reputation within the Jordanian higher education system. It offers a lot of room for creativity.

The GJU invites applications for a position at the rank of instructor or assistant professor to begin in fall 2008 (start of academic year: 7 September; arrival in Amman preferably end of August). Full-time, fixed-term appointment, one-year contract, with possibility of renewal. The successful applicant will join the Translation Programme (Arabic-German-English).

Minimum requirements: Master's or Ph.D. in a relevant discipline (preferably Translation Studies); native speaker of English with high-level fluency in Arabic; appropriate teaching experience; evidence of high quality in teaching; training in TEFL would be an asset. Responsibilities include teaching Arabic-English translation courses and initially some English as a foreign language courses (intermediate and advanced

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level), participation in curriculum development, and in various programme activities. Normal teaching load is 15 or 12 resp. hours per week. Teaching period: September – June.

Salary: According to rank and experience

Benefits: Tax-free import of personal goods (incl. car), Jordanian medical insurance, social security allowance

Please send letter of application, CV, evidence of teaching ability, and contact information for three referees to:

Head of Translation Programme, German-Jordanian University, 11180 Amman. Applications can also be sent by fax to: Fax +962 6 5300 668, ATTN: Head of Translation Programme; or by e-mail to: kerstin.wilsch@giu.edu.jo.

Review of applications will begin immediately but all applications will be considered until the search is concluded.

For any inquiries please contact Dr. Kerstin Wilsch at above e-mail address.

❖ **Monterey Institute of International Studies: Visiting Professor- Arabic Studies**

Job Description: Under general supervision of the Graduate School of Language and Educational Linguistics Dean, the Visiting Professor will be expected to: Teach second, third and fourth year courses in Arabic Studies to graduate students in business and policy; hold office hours; perform other related duties as requested.

Requirements: MA or Ph.D. in teaching foreign language or related field, with expertise in content teaching; OR MA/Ph.D. in policy or business with successful Arabic language teaching experience or experience teaching content to Arabic language learners. Native-level fluency in Arabic. Basic technology literacy and willingness to learn more advanced approaches and technologies. Demonstrated excellence in teaching business or policy to non-native speakers of Arabic preferred.

Additional Information: The Monterey Institute maintains a smoke-free and drug-free workplace. Position requires light to moderate physical effort and the ability to work at a computer keyboard for extended periods of time. Expected Start date: August 2008 for 2008-2009 academic year

Application Instructions: Please upload a CV or resume, teaching evaluations, and names and contact information of three references with your application. Student evaluations and references will also be accepted via email at jobs@miis.edu or mail at:

Search Committee - Arabic Studies
Monterey Institute of International Studies
460 Pierce Street
Monterey, CA 93940

❖ **National University of Singapore (NUS): Lecturer in Arabic**

The National University of Singapore (NUS) invites applications for the following full-time faculty position in the Centre for Language Studies: Lecturer in Arabic, starting January 2009.

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The Centre, a centre under the Faculty of Arts and Social Sciences, currently teaches eleven languages, mainly to undergraduate students at elementary, intermediate and advanced levels. Modules in Modern Standard Arabic as a foreign language will be introduced in the academic year 2009/2010.

Applicants for the position should have a Master's degree in Arabic Studies, Foreign Language Teaching, or relevant areas with a few years of experience in teaching Modern Standard Arabic as a foreign language and in curriculum development. Skills/knowledge/experience in the application of IT to language teaching and/or research in Modern Standard Arabic as a foreign language would be an advantage. The appointee is expected to assume the role of Convenor for the Arabic language programme. His/her duties will include a wide range of teaching and developmental tasks for lectures and tutorials as well as the management of the Arabic language programme. Appointment will be made on the basis of a three-year contract, renewable subject to mutual agreement.

Remuneration will be commensurate with qualifications and experience. Standard leave and medical benefits are provided. For expatriate staff, a housing allowance may also be payable. Applicants may contact the Centre if they have any queries.

Applications are to be made in English. Those interested in the position should send a cover letter, a CV, a brief teaching philosophy statement, representative samples of self developed teaching/learning materials, copies of educational certificates and the names and contact information (postal and e-mail addresses, and fax numbers) of three academic referees to:

Arabic Lecturer Search Committee
Centre for Language Studies
Faculty of Arts & Social Sciences
National University of Singapore
#02-05, AS4, 9 Arts Link Singapore 117570
Tel: 6516-6346, Fax: 6777-7736
E-mail: clssec@nus.edu.sg

Review of applications will begin from July 1, 2008, and will continue until the position has been filled. Only short listed candidates will be notified.

Visit our Web site at <http://www.fas.nus.edu.sg/cls/> for information on the Centre and <http://www.nus.edu.sg> for information on the University.

❖ **New York City Public Schools: Arabic Instructor**

Arabic language instructor - full-time position available in a New York City public school.

Duties and responsibilities: Roles in small schools are varied and complex and serious consideration will be given to applicants who demonstrate through their resume and cover letter experience and/or willingness to become involved in these essential aspects:

- Ability to work within a non-traditional school schedule and organizational structure that meets the needs of English language learners and students requiring special education services.
- Ability to design and implement innovative curriculum.
- Desire to collaborate in an inter-disciplinary planning and teaching team with an emphasis on course design using backwards planning models developed by Wiggins & McTighe.
- Willingness to practice an open-door policy and developing best practice pedagogy to facilitate professional growth and collaboration.
- Willingness to follow the Standards of Professional Teaching.
- Ability to serve as role model.
- Ability to create and maintain an effective environment for student learning.

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- Ability and availability to contribute to the development and growth of the school community.
- Availability for summer planning and curriculum work. Advance notice of dates will be provided, and those who attend will be compensated according to the terms of the current UFT contract. Staff participation in the activities is voluntary but strongly encouraged, as the activities are very important for the development of the school.
- Availability to participate in after school/Saturday programs. Sufficient advance notice and compensation will be provided. Staff participation in the activities is voluntary but strongly encouraged, as the activities are very important for the development of the school.
- Teaching license issued in New York State or a reciprocity-granting state.

Selection criteria: The successful candidate will demonstrate:

- Fluency in Modern Standard Arabic.
- Experience teaching Arabic as a foreign language, from the elementary to advanced levels.
- Experience developing and implementing curriculum.
- Ability to incorporate reading and writing strategies in daily routines and classroom instruction using the workshop model.
- Ability to incorporate hands-on and cooperative learning activities.
- Ability to develop and use project-based learning units, utilizing backwards planning model.
- Familiarity with English as a Second Language (ESL) methodology, as well as English Language Learner (ELL) standards and strategies.
- Ability to integrate technology into the classroom.
- Excellent classroom management skills.
- Ability to communicate effectively with colleagues, parents, students, etc.
- Ability to differentiate instruction to meet the needs of all learners.

In addition to interviewing, candidates must present a teaching portfolio, which may include a resume, evidence of philosophy of education, evidence of curriculum planning, such as a course outline or lesson plans, as well as any teaching artifacts collected throughout the teaching career. Teaching artifacts may include student work, images of student work and/or presentations and curriculum development examples.

Applicants must provide three references.

Work schedule and salary as per collective bargaining agreement.

Please send resumes & cover letters to: danielle@aafscny.org.

❖ **University of Maryland: Visiting Assistant Professor in Arabic**

Subject to the availability of funding, the Arabic Program at the School of Languages, Cultures, and Literatures (SLLC) at the University of Maryland seeks applicants for a visiting Assistant Professor in Arabic for the academic year 2008 - 2009.

Specializations may be in either language and literature (modern literature) or language and culture, (including, but not limited to, sociolinguistics, applied linguistics, pragmatics). Candidates will be evaluated on their record of scholarship and teaching, and interest in language learning. Native or near native command of Modern Standard

Arabic and one major dialect variety of Arabic, and English are highly desirable. The successful candidate will join a rapidly expanding Arabic program within the School, and will contribute to the new Arabic Flagship program.

Applicants should specify the specialization for which they are applying, and submit a letter of application, including a short description of their current research plans, a CV, and contact information (only) for three

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referees. Consideration of applications will begin immediately and the deadline for applications is June 30, 2008.

Applications should be submitted to: elgibali@umd.edu.

The University of Maryland is an Equal Opportunity, Affirmative Action employer. Applications from women and Minority candidates are especially encouraged.

❖ **University of Mississippi: Director of Arabic Language Program**

The Department of Modern Languages at The University of Mississippi seeks an Instructional Assistant Professor of Arabic and Director for its new program in intensive Arabic (12-month appointment) to begin July 2008. The Director is expected to develop curriculum for the program, including a study abroad component, coordinate all instructional activities, train teachers and teach a variety of Arabic-language courses. The successful candidate will hold a doctoral degree in Arabic or a related field, possess native or near-native fluency in Arabic, be familiar with current language teaching methodology, and demonstrate excellence in teaching.

Please visit <https://jobs.olemiss.edu/> to complete an application for this position and upload your resume, names and contact information for three references. Review of applications will begin immediately and continue until the position is filled or an adequate applicant pool is established.

The University of Mississippi is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA employer.

EMPLOYMENT OPPORTUNITIES: OTHER

❖ **Avant Assessment: Target Language Experts**

Avant Assessment is looking for native speakers of Arabic to work as Target Language Experts (TLE) to help create an "authentic" listening test and later a reading test.

This is contract, part-time work and requires regular access to the Internet. The job includes finding authentic audio or authentic texts in Modern Standard Arabic, as well as writing a rough English rendering/translation. It is a great opportunity for expert native speakers to not only earn extra income, but also use their language skills to share their culture.

TLEs must be self-directed, well organized with strong attention to details. College-educated preferred. TLE must be authorized to work in the US.

If you want to pursue this exciting opportunity, please email a resume to both : makinotcho@avantassment.com and recruiter@avantassessment.com.

❖ **Foreign Service Institute: instructors of Arabic**

The Foreign Service Institute is pleased to announce two job openings for instructors of Arabic. These jobs are open to all U.S. citizens and non-citizens, who are native, or near-native speakers of Arabic (you must have permission to work in the United States). Series/Grade: GG-1712-09/11, Title: Training Instructor (Arabic), Office:

FSI/SLS/NEA, Announcement: FSI-2008-0035, Opening: 05/23/08, Closing: 06/13/08.

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PLEASE NOTE: This announcement is being advertised through the Department of State's Online application system – all applications MUST BE SUBMITTED ONLINE AND ANY SUPPORTING DOCUMENTATION MUST BE FAXED TO THE NUMBER ON THE FAX COVER SHEET. The fax cover sheet is available once an applicant has completed their online questionnaire. HARD COPY APPLICATIONS WILL NOT BE ACCEPTED FOR THIS VACANCY.

To see the complete job announcement, please go to:

<http://jobsearch.usajobs.gov/getjob.asp?JobID=72138283&AVSDM=2008%2D05%2D23+00%3A03%3A01&Logo=0&q=FSI+2008-0035&sort=rv&vw=d&brd=3876&ss=0&customapplicant=15513,15514,15515,15669,15523,15512,15516,45575>.

Google EU Headquarters - Dublin, Ireland (Arabic Fluent) Analytical Linguist, Quality Evaluation -

Overview: The world-class Engineering team at Google aims to solve the most fascinating and difficult problems in computer science and make a positive difference in tens of millions of lives every day. Google engineers are always on the forefront in the creation of new and exciting products in a number of areas, and play a key role in the development of one of the world's most impressive computing infrastructures.

The Role: Help us improve our products! Google is looking for Linguists to work closely with Engineering and Product Management to analyze and help improve the quality of targeted results for a wide range of products. Linguists develop and define product-specific quality evaluation metrics and methodologies, help design and test evaluation tools, and identify trends and investigate problems in order to present meaningful results and propose potential solutions.

Responsibilities:

- * Quality evaluation: Work with engineers to determine how human evaluation data can be useful, and design tools, experiments and tasks to fit their needs.
- * Data analysis: Identify trends and issues, working with product teams to ensure that human evaluation findings are tracked and acted on.
- * Internationalization: Support the deployment of Google products across multiple languages, working with language and market specialists to improve quality in different local markets.
- * Project management: Train and manage human rater teams, developing documentation and task guidelines, monitoring progress, identifying problems, and efficiently allocating worker resources.

Requirements:

- * MA/MS in an analytical discipline, or BA/BS with relevant work experience. Academic or professional background in linguistics or translation a plus.
- * Research experience, with excellent analytical skills and demonstrated quantitative abilities.
- * Data analysis, statistics, or experimental design expertise highly desirable.
- * Excellent English communication and writing skills; Can convey tasks requirements/present findings concisely and effectively.
- * Familiarity with web technologies / online advertising or with taxonomies / ontologies and classification.
- * Comfortable with multiple computing platforms (Unix, Windows, Mac) and office applications (spreadsheets, presentation software, etc.).
- * Proficient with databases and scripting languages (e.g. Python, Javascript, HTML, SQL), or able to gain proficiency quickly.
- * Quick learner, eager to tackle new problems and learn new technical skills.

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- * Can work independently and prioritize time between multiple projects, and adapt to changing schedules and different types of products.
- * Can work well in cross-functional teams, including Engineers, Product Managers, and Sales and Operations Specialists.
- * Prior project / team management experience desirable but not required.
- * Fluency in Arabic is strongly preferred

Please email a chronological resume to: nabilk@google.com.

❖ **IREX: Potential Consultant Opportunities (*Opportunities are contingent upon funding.*)**

IREX is currently seeking consultants to support training and mentoring activities for a teacher exchange program that would bring teachers from Arabic-speaking countries to teach for one year in schools in the US. Consultants should have experience/expertise in the following:

Primary and Secondary Education
Language Teaching
Arabic language skills
Excellent cross-cultural skills

Consultant responsibilities may include any of the following: participate in the design and/or serve as a trainer for a two-week training program for newly-arrived teachers; participate in review and selection committees for teacher applicants and/or host school applicants; serve as an advisor for a group of visiting teachers on an on-going basis.

IREX will offer consulting fees or honorarium depending on responsibilities of each consultant.

Interested candidates:

Send cover letter and resume (attn. EPD/CONS/EH) to:

Via e-mail: resumes@irex.org

Via fax: 202-628-8189

❖ **Ironclad Security Inc.: Modern Standard Arabic (MSA) and Egyptian Dialect in Garmisch-Partenkirchen, Germany**

Ironclad Security Inc. is accepting applications to teach Modern Standard Arabic (MSA) and Egyptian Dialect in Garmisch-Partenkirchen, Germany. Requirement for experienced foreign language instructor with language proficiency equivalent to that of an educated native speaker for the following language: (1) Modern Standard Arabic (MSA). A working knowledge of Egyptian Dialect and English is also required.

Potential employee will develop course materials, conduct classes, and provide other instructional work to develop and improve the language proficiency of students at the Partner Language Training Center Europe (PLTCE). PLTCE offers introductory, intermediate, advanced and specialized classroom instruction in ten languages and dialects for approximately 400 U.S., NATO/PFP military and civilian linguists each year. The work schedule will require seven (7) 5-week blocks of services per year. Each 5-week block of service is anticipated to require 35 hours of intensive MSA or Egyptian dialect instruction a week, for as much as 7 contact hours a day. If fewer than 35 hours of instruction are required per week, the employee shall perform teaching services identified in the contract, such as curriculum maintenance/development work to update and improve the program. Services also include but are not limited to the following: other language services (curriculum development/teaching services/translation/interpretation) and travel (field trips/in-country exercises) within the five-week blocks of instruction may be required.

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This is a potential five-year opportunity.

Potential employee must meet the following minimum requirements:

- Ability to listen, read, speak and write Modern Standard Arabic at the educated native speaker level.
- Working knowledge of Egyptian Dialect.
- Working knowledge of English.
- An undergraduate degree from an accredited university.
- At least five years teaching a foreign language.
- Experience developing foreign language instructional and/or test material.
- A minimum of at least 10 years life/work experience in an Arabic speaking country.
- Ability to get a work visa for Germany.

Preferred qualifications:

- Master's Degree in Arabic or in Foreign Language Instruction.
- Experience teaching Arabic to English speakers.

Salary will be around \$100K annually but will be based on experience and qualifications. Therefore the salary may be more or less than \$100K annually. Benefits include medical, dental, life and 401K plan.

Please e-mail your resume along with any/all pertinent certifications to jason.yorty@ironcladsecurityinc.com or call 804-517-6360.

❖ **Norfolk Naval Shipyard: UAE Arabic Instructor**

Maritime Expeditionary Security Squadron Six, based at the Norfolk Naval Shipyard, Portsmouth, VA would like to acquire basic conversational language training specific to the country of the United Arab Emirates. Here are the details of our requirements:

- * # of Personnel: 250
- * Period: 15 June to 15 August
- * Frequency: Intensive training - 2 HRS Monday to Friday
- * Place: Norfolk Naval Shipyard, Portsmouth VA

LT Theodore G. Pacleb, SC, USN
Logistics Officer (N4)
Maritime Expeditionary SEC SQD SIX
Norfolk Naval Shipyard
Portsmouth, VA 23709

Office: 757-967-4164
Cell: 757-647-7385

❖ **Oak Educational Development Consultancy: Teacher of Arabic as a foreign language**

Oak Educational Development Consultancy, an educational consultancy in Bahrain (www.oaked.net) is trying to recruit a suitable Arabic as a foreign language teacher, who has studied, and has experience of teaching non-native speakers.

Sophie Man-Cheung
Oak Educational Development Consultancy,
P. O. Box : 30426

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Budaiya Highway, Maqabah
Kingdom of Bahrain
Tel / Fax: (973) 17590895 or (973) 39082738
Email : smc@lingoeasy

❖ **Peace Corps: Experienced educators and teachers as Peace Corps Volunteers**

The Peace Corps is encouraging experienced educators and teachers to use their skills as Peace Corps Volunteers.

As part of its on-going effort to bring more skilled and knowledgeable Volunteers to the field, the Peace Corps is reaching out to mid-career and retiring professionals who are interested in new and challenging teaching opportunities and are considering alternatives to traditional retirement. Currently there is a high demand for skilled teachers with classroom and teacher training experience.

Peace Corps education Volunteers introduce innovative teaching methods and encourage critical thinking in a variety of classroom settings overseas. They may also work in curricula or materials development, and train teachers informally or formally in conversational English, academic subjects, or instruction methodologies. The most competitive candidates have: a minimum of three years of classroom experience; advanced degrees in teaching, education, TEFL, English, primary or secondary education, or linguistics; or teacher trainer experience. Other relevant experience includes working with adult literacy programs or writing for literary magazines or newspapers.

To learn more about teaching opportunities with Peace Corps, call 1.800.424.8580 or visit:
www.peacecorps.gov/minisite/education?cid=preduc.

The Peace Corps is celebrating a 47-year legacy of service at home and abroad. Since 1961, over 190,000 Volunteers have helped promote a better understanding between Americans and the people of the 139 countries where Volunteers have served. Peace Corps Volunteers must be U.S. citizens and at least 18 years of age. There is no upper age limit.

❖ **University of Denver: Arabic Translator**

Linguistics/Arabic Translator: The University of Denver, Institute for the Study of Islam in the Middle East (ISIME), is seeking an Arabic Translator at the Denver campus. Responsible for translating English to Arabic. Bachelor's degree in Linguistics required. 2201 South Gaylord Street, Denver, Colorado 80208.

❖ **ISIS Center's Project Argus: WatchBoard Collection Analyst Position**

Regions and Language(s) Hiring Right Now: Africa: French, Arabic, Swahili, Afrikaans, Amharic, Wolof, Somali, Portuguese (any other languages spoken in African countries). Contact:
mcanany@isis.georgetown.edu OR hardin@isis.georgetown.edu.

Time to Start: ASAP / Negotiable. Term: Full-time or part-time

Purpose of Position: The WB collection analyst is the primary link connecting a foreign media environment with the analytical team at ISIS Center's Project Argus. Project Argus tracks epidemiological events worldwide. The analyst is responsible for continually reviewing foreign media sources and reporting any media coverage of disease outbreaks in animals or humans, or any indirect indications of disease.

Primary Qualifications - Required:

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- * Fluency in reading/analyzing target language(s)
- * Strong writing skills in formal, professional English
- * Professional demeanor and teamwork attitude
- * Openness to learning new software tools and analytical skills
- * Desire to make a difference in global health and security

Secondary Qualifications - Helpful:

- * Native speaker / time spent living in country where the foreign language is spoken
- * Professional translation experience
- * Experience or education related to public health, animal health, environmental health, medicine, biomedical science, or biosecurity.
- * Experience or education related to public policy, regional studies, international affairs.

Duties: The collection analyst conducts targeted searches of foreign media articles, critically reviews the available information, and independently composes reports of certain events covered by the foreign media that the Argus Project deems as high-priority. [A full review of how reported events are prioritized is presented during training of hired Analysts]. The analyst will be functioning as part of a larger regional team and reporting on events occurring in his/her assigned region(s). The analyst's work will be consistently reviewed by the Senior Analyst working with said team and the analyst may on occasion be tasked with temporary research projects, often related to their area of language or regional expertise.

OPPORTUNITIES FOR ARABIC LANGUAGE STUDIES

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

❖ **Institute for the Studies and Researches on Arabization (IERA): Summer Arabic Language Program**

The Institute for the Studies and Researches on Arabization (IERA) in Rabat, Morocco, launches the registration for the Arabic to speakers of other languages intensive summer course. The session is scheduled July 1 through July 30, 2008, IERA, in Rabat, Morocco.

For further information and registration materials, please visit our website at:
www.iera.ac.ma/iera/uela/index.htm.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Includes opportunities for teachers and other Arabic language professionals.

❖ **Aldeen Foundation and STARTALK: Intensive summer 2008 program for Arabic teacher training**

Aldeen Foundation and STARTALK are pleased to announce an intensive summer 2008 program for Arabic teacher training. In this program, participating teachers will meet for two weeks, excluding weekends, and will sharpen their teaching skills and knowledge through a series of seminars, hands-on workshops, presentations, and practicum.

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The program will include intensive hands-on training in the areas of pedagogy, testing and evaluation, Arabic National Standards, and using technology in the Arabic class.

Our trainers are nationally acclaimed in the field of Teaching Arabic as a Foreign Language. Our trainers list includes: Dr. Mahdi Alesh, Associate Dean of International Affairs, Professor Ahmad Elghamrawy, Arabic Lecturer at California State University at San Bernardino, Professor Lina Kholaki, Arabic Lecturer at California State University at San Bernardino.

We are offering \$1000 stipend for each admitted participant upon completion of the program. For more information on our program and for application information, please visit our website at www.aldeenfoundation.org.

We invite all K-12 teachers of Arabic to apply for the program. If you have any questions, please feel free to contact by email Ahmad Elghamrawy at aldeenfoundation@aol.com or call at (626) 577-2199.

❖ **Monterey Institute for International Studies: Online seminar on language teacher education**

I am writing to ask your help in publicizing a course I will be offering online this summer, from June 18 - July 23, 2008. It is a seminar on language teacher education, to help prepare language teachers for their (future) work as teacher educators. The seminar is worth two units of academic credit on the semester system.

I have taught this course in face-to-face mode for over 15 years, and this is the second time I will offer it online.

However, this summer for the first time, enrollment in the course will be open to participants beyond current Monterey Institute students. I welcome PhD candidates or MA students from other programs, as long as they are experienced teachers. Practicing teachers who wish to do more teacher training are also welcome, if they meet the admissions criteria.

If you or your students or colleagues would like to learn more about this course, or about other courses in our Language Program Administration Certificate curriculum, please visit http://language.miis.edu/tdc/lpa_online.html.

The language teacher education seminar will be conducted through a combination of asynchronous chat via MOODLE and synchronous presentations through Elluminate. Thus the scheduling of participants' work is largely quite flexible.

Priority will be given to participants enrolling for credit, though there may be a few non-credit places available. Enrollment is limited and will be determined on a first-come first-served basis.

For questions, please contact Mrs. Angela Quesenberry at gslonline@miis.edu, or call her at 831-647-4185.

❖ **University of Wisconsin-Madison: Methods of Teaching Less Commonly Taught Languages (online)**

An online methods course for postsecondary LCTL instructors Fall 2008, 2 credits University of Wisconsin-Madison.

Course description: Methods of Teaching Less Commonly Taught Languages is a fully online course developed in the University of Wisconsin-Madison Language Institute, in collaboration with the National Council of Less Commonly Taught Languages (NCOLCTL), to provide pre- and in-service instructors of

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less commonly taught languages (LCTLs) at the postsecondary level with an introduction to language teaching methods. The course will be offered as a pilot in the Fall 2008. Enrollment is limited.

The course is built around the National Standards for Foreign Language Education, with a framework that responds directly to the particular challenges shared by many instructors working in LCTLs in the United States. The course is based on original material authored by the project team, videotaped interviews with LCTL professionals and students, videotaped exemplars of classroom practices, and readings from professional journals and other works. In this course, you will reflect on your and other's teaching practices, learn about approaches to language teaching and research in language learning, and apply new ideas and methods to your teaching.

Fall 2008 instructor: Professor Sally Sieloff Magnan, (608) 262-9741, ssmagnan@wisc.edu.

Questions about enrollment: Dianna Murphy, (608) 262-1575, diannamurphy@wisc.edu.

Course authors: Sally Magnan, Dianna Murphy, Robin Worth, Erlin Barnard.

Project: National Online Less Commonly Taught Languages Teacher Training Initiative, a collaborative project of the National Council of Less Commonly Taught Languages and the University of Wisconsin-Madison Language Institute. Co-directors: Sally Magnan, Antonia Schleicher. Project coordinator: Dianna Murphy.

Funding: US Department of Education International Research and Studies Program, University of Wisconsin-Madison College of Letters and Science.

For further information: University of Wisconsin-Madison Language Institute: www.languageinstitute.wisc.edu; National Council of Less Commonly Taught Languages: www.councilnet.org or contact Sally Magnan or Diana Murphy at the email addresses above.

The Language Institute promotes collaboration for research, education and outreach in world languages, literatures and cultures. The Language Institute is an initiative of the University of Wisconsin-Madison College of Letters and Science, with substantial support from the Division of International Studies.

OTHER RESOURCES

Information about resources is provided as a service. Please note that AATA does not endorse any resources.

❖ ACTFL: Job Central (online job information)

Job Central is a new benefit for the foreign language profession from ACTFL, connecting job seekers and employers at all levels and languages. Employers can access the most qualified talent pool with relevant work experience and job seekers can showcase their skills and experiences. Regardless of where you are in your career or what position you are trying to fill ACTFL's Job Central can help!

For further information, please visit: <http://jobcentral.actfl.org/>.

❖ Berjaoui: The Moroccan Arabic Substitution ?u?

This book, which is the fifth of a series of works on Moroccan Arabic secret languages, proposes an extremely detailed account of the "?u?", a secret language of one region in the south-east of Morocco, the Tafilalet. The language in question contains a rich number of varieties. This work, which addresses

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linguistic areas of main concern to linguists, phonologists, morphologists, sociolinguists, dialectologists, Arabicists, sociologists, graduate and post-graduate students, for instance, focuses on the secretising of a multitude of words, prepositions, verbs, phrases, clauses and sentences, for instance.

For descriptive convenience, this study proposes eight chapters and a detailed bibliography. The substitution "?u?", which is the main concern of this book and which involves thirty-two varieties, operates through the mere and single replacement of a consonant of the word by a given consonant of the variety of the family "x". In this family of the secret languages no additional disguise item follows the encoded word. Thus, the word "kla" (eat), for instance, is encoded in one variety of the substitution "?u?" as "sla" and as "wla" in another one. One extremely important aspect of the substitution secret language under study in this work is the crucial effect of the context of use of the language itself on the comprehension of the secret encounters, given the total absence of the disguise element, which would stand as the necessary key for the genuine deciphering of the encoded word.

Series Title: LINCOM Studies in Afroasiatic Linguistics 21

Publication Year: 2008

Publisher: Lincom GmbH

<http://www.lincom.eu>

Author: Nasser Berjaoui

Title: The Moroccan Arabic Substitution ?u?

Paperback: ISBN: 9783895861901

Pages: 182

Price: Europe EURO 42.00

❖ **Continental Book Company: Arabic Language Learning section**

After numerous requests we are pleased to introduce you to the new Arabic Language Learning section of our website: textbooks, grammar, conjugation, vocabulary, written Arabic, and dictionaries. In order to provide you with the most appropriate materials, we would appreciate your feedback on the current selection of titles, as well as suggestions for other publications that you would like to see added to our site.

Remember to visit our web site www.continentalbook.com, where you will find a large selection of French, Spanish, ESL, Bilingual, German, Italian, Latin and Chinese titles. Please feel free to contact us for assistance in choosing the perfect materials for your classes.

Please feel free to use any of the following methods when placing your orders: telephone: 800-364-0350; fax: 800-279-1764; email: orders@continentalbook.com; or Continental Book Company, Western Division, 6425 Washington St, #7, Denver, CO 80229.

❖ **Daftar.com: Arabic language instruction web site**

Please allow us to introduce, DAFTARCOM.COM, the new Arabic language instruction web site, and the free services associated with it. This site is divided into three main sections:

- 1) The selected scripts from diverse media (newspapers, magazines, talk shows, reports, television, opinion, pieces, interviews) for students' listening and reading. 90% English translation is provided.
- 2) Study hall in which students meet with one of our experienced Arab teachers. Students can read, have conversation, complete drills, and make presentations. And go through other linguistic requirements such as pronunciation, writing, grammar, intonation, managing dialogues, presenting questions and interviews in different academic media fields. The teacher in the study hall is going to evaluate the student's level and tutor to higher levels and stated aims.
- 3) MY NOTEBOOK (DAFTARY) is a file or notebook in which the teacher can follow up with the student, answer questions, send drills, develop research papers related to the Middle East and Arabic

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studies, and correct homework. And of course each student will have his/her own notebook, which only the teacher and student can consult and review, for corrections, changes, and suggestions.

❖ **EWIC Scholars Database**

The EWIC Scholars Database is an invaluable listing of scholars from all over the world and from all disciplines whose work focuses on women, gender, and Islamic cultures. Based on the authors' database for the

Encyclopedia of Women and Islamic Cultures, this free on-line publication offers a searchable database connecting scholars, students, planners, and activists with each other and with NGO's, governmental agencies, and potential employers seeking researchers whose work specifically covers issues on women and gender related to Islamic cultures. The online database, funded by a grant from the International Development Research

Center (Ottawa), is published at <http://sjoseph.ucdavis.edu/ewic>.
fillout the template.

The *Encyclopedia of Women and Islamic Cultures (EWIC)* is a 6-volume, 2,000,000 word state of the art compendium offering 1,246 articles by 906 authors from all disciplines, covering the full span of topics for which we could find research on women and Islamic cultures all over the world. Published by Brill, Leiden, the print edition of *EWIC* is now complete and a new Editorial Board is being comprised to launch *EWIC On-Line*, a continually updated and innovative publication of new research. The print edition was led by a distinguished team of scholars (Suad Joseph, General Editor; Afsaneh Najmabadi, Julie Peteet, Seteney Shami, Jacqueline Siapno, and Jane Smith Associate Editors; and Alice Horner, Assistant Editor). *EWIC On Line*, will continue this level of scholarship with its new Editorial team (Suad Joseph, General Editor; Hoda Elsadda, Shahla Haeri, Martina Rieker, Therese Saliba as the first phase Associate Editors).

The publication of the *EWIC Scholars Database* online for free access, will make this invaluable resource available to all those interested in our fields of work. Please visit our website at <http://sjoseph.ucdavis.edu/ewic/index.htm> which includes a link to our scholars template as well as other *EWIC* resources.

❖ **Ibn Khaldun web site**

Please visit our web site dedicated to Ibn Khaldun. Our site is a Tunisian academic web site created to commemorate 600 anniversary of the death of this illustrious personality. Currently, it is considered like the best and most complete site on Ibn Khaldun.

www.exhauss-ibnkhaldoun.com.tn

❖ **ILR Website: Self-assessment of speaking ability**

Thanks to the efforts of the ILR Testing Committee, and with input from ILR Training Committee, we now have available at the ILR website (www.govtilr.org, immediately under the Skill Level Descriptions on the home page), a self-assessment of speaking ability. It is intended to guide those who have not taken a US Government sponsored speaking test. It will produce an estimate of your speaking ability and is in no way a replacement for the existing ILR Skill Level Descriptions.

You can go directly to this new page at: <http://www.govtilr.org/Publications/Speaking%20Self-Assessment-1.html>.

❖ **LangSource: Online database of language and culture resources**

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Some of our colleagues in the Arabic language field may not know about LangSource, a searchable, annotated bibliographic database of language and culture resources for both teachers and learners of Arabic and other languages at all levels.

You may access the site at www.langsource.umd.edu. Additional reviews of cultural resources will be added soon. While you are there, kindly fill out the very brief survey ("Evaluate LangSource").



❖ **Linguavant: Arabic language DVDs**

As a teacher of Beginning Arabic at the school, college and university levels, I felt the need for a medium to help learners memorize and retain vocabulary items. My initial 6-module DVD in the *Egyptian dialect*, addressed the needs of small children and was tried out with great success and enthusiasm at all these institutions.

Linguavant's latest addition was offered in *Modern Classical or Standard Arabic*! Smart, inexpensive and instantly acquired tools that employ all sensory modalities to capture and retain words and phrases. Two MP-3 zipped files that play out the audio file segments plus a PDF file that prints out the text as well.

Please check out our site at: www.linguavant.com

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