

الرابطة الأمريكية لأساتذة العربية
American Association of Teachers of Arabic
Newsletter

August 2009

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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,

Welcome to the 2009 – 2010 academic year. The August issue of the *AATA Newsletter* is full of opportunities of all kinds for our profession. As you plan the fall term, we hope that you'll keep the following in mind.

Have you voted? The deadline to cast your vote for the AATA Executive Board has been extended to 01 October 2009. If you have not yet cast your vote, please mail the Executive Board Ballot (which accompanies this issue of the *AATA Newsletter*) as soon as possible. All Regular AATA Members whose membership is paid for 2009 are eligible to vote in the AATA Executive Board Elections. Please mail your ballot via regular mail to:

The American Association of Teachers of Arabic
3416 Primm Lane
Birmingham, Alabama 35216 USA

Have you renewed your membership for 2009? You can find the AATA Membership Application online at <http://aataweb.org/Default.aspx?pageID=11> or renew your membership online from that site.

As you make your fall plans, please save Saturday, 21 November. That is the date of the AATA Panel and Business Meeting, in conjunction with the Middle East Studies Association in Boston. This year's AATA Panel, "The Arabic Proficiency Initiative: Addressing Arabic-Specific Issues." The AATA Business Meeting follows the panel. Both take place on Saturday, 21 November. We'll have more information about the Panel and the Business Meeting in upcoming issues of the *AATA Newsletter*.

With best wishes for the new academic year,

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

The following policy statement was recently issued by the Joint National Committee for Languages and the National Council for Languages and International Studies. Many thanks to AATA past President Karin C. Ryding for bringing it to the attention of AATA members.

Foreign Language Education Strategies, Objectives, and Goals
July 14, 2009

Although attention to education in the United States has tended to wax and wane depending on the political climate, we have now reached a critical time for education reform wherein the future of our country's global economic success, national security, and quality of life will be a direct result of education decisions that are made today. Currently, we are in the midst of policy debates on how to use the enormous stimulus fund provided for education through the American Recovery and Reinvestment Act (ARRA) and the pending reauthorization of the federal education law, the Elementary and Secondary Education Act of 1965 (currently entitled No Child Left Behind). Because of these critical opportunities for change in education in the United States, it is vital to the future success of American students to ensure that they acquire global competency and skills for the 21st century.

Due to the increasingly global nature of today's economy and job market and the technological advancements of global interconnection, it is more essential than ever that foreign language education play a significant role in the development of 21st century skills at all levels of education, together with science, technology, engineering, and mathematics. Foreign language and culture skills are paramount for today's students to compete for successful careers in the federal government especially regarding diplomacy and national security, international business, and translation and interpretation, among many others. Despite this, foreign language instruction in K-12 schools in the United States has decreased during the last decade largely due to accountability and time constraints resulting from the No Child Left Behind legislation and overall funding limitations (Center for Applied Linguistics, 2008, unpublished data).

For these reasons, the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) propose the following policy strategies in order to advance foreign language proficiency outcomes among all U.S. students, provide national coordination of language programs at all levels, and implement systemic solutions to make such proficiency outcomes a reality.

The need for national-level coordination:

Throughout the United States government, provide a national framework and coordinating system for foreign language education that is overseen by a national advisor and coordinating council, such as provided for in Senator Daniel Akaka's National Foreign Language Coordination Act of 2009 (S. 1010); and,

In the Department of Education, create a position and office for an Assistant Secretary of International and Foreign Language Education, who would oversee and direct foreign language and international programs within ED and also work in cooperation with a national foreign language advisor and other federal agency officials to fulfill national language objectives.

The need for systemic solutions that lead to increased and prolonged language study and aim to achieve high levels of proficiency:

Reaffirm the importance of foreign languages as a "core subject area" and a core area of knowledge in the reauthorization of the Elementary and Secondary Education Act (ESEA), acknowledging that languages appear second on the core subjects list prepared by the Partnership for 21st Century Skills and fourth on the list of Goals 2000 standards in basic academic subjects;

Create and implement a national framework for sequenced and articulated preK-12 language programs, beginning at the elementary level and continuing progressively through higher education, that employ the national foreign language standards and valid and reliable assessments to measure proficiency outcomes;

Encourage content-based language instruction and immersion education, starting in elementary school and continuing through the baccalaureate and/or professional levels, including overseas study, to increase the number of college graduates with “professional proficiency” in two or more languages with attention to major world languages currently underrepresented in U.S. education as well; and,

Recognize the importance and benefits of early instruction in commonly taught languages as a foundation for students to gain competency in one world language and acquire language learning skills and provide later opportunities for study of less commonly taught and more difficult languages;

Increase and reinvest the amounts of sustained federal funding available for articulated foreign language programs and increase grant funding opportunities to assist schools with the startup costs associated with beginning new, innovative, and/or significantly improved language programs.

The need for targeted research into questions regarding foreign language education:

Provide funding for targeted research into questions, such as best practices (including, e.g. class size, time on task, use of target language), methodology, assessment techniques, teacher preparation, and the domestic and global effects of second language competency, that have been identified by language professionals as important to increasing the production and efficiency of language acquisition.

The need for more highly qualified, certified foreign language teachers:

Address and correct the shortage of highly-qualified language teachers by increasing the number of avenues by which teachers can demonstrate competency and become certified at all levels of education, and by voluntary standardization of this process across states;

Address and correct the current foreign language teacher shortage by providing scholarship funding, study abroad opportunities, and other incentives to foreign language students and professionally competent graduates with language proficiency to pursue credentials for language teaching careers; and,

Increase funding and incentives for teacher professional development opportunities, including study abroad and language immersion experiences, to increase the number of highly qualified language teachers at all levels.

If we are able to achieve these goals through federal legislation and policies, the future workforce of the United States will be better equipped with the necessary communication and cultural skills to become active participants in a global society. Students will have the language resources they need to compete with their peers around the world for job opportunities and will also provide the United States with a cadre of individuals prepared to deal with national security, economic stability, effective diplomacy, and other critical issues of the 21st century.

CALLS FOR PAPERS

❖ Journal of the National Council of Less Commonly Taught Languages (JNCOLCTL)

The Journal of the National Council of Less Commonly Taught Languages (NCOLCTL, <http://www.councilnet.org/jnclctl/index.htm>) is soliciting articles for publication. As the official journal of the Council, the journal serves the professional interests of teachers, researchers, and administrators of less

commonly taught languages in all settings and all levels of instruction. The Journal is refereed and published once a year.

Our general editorial focus is on policy, education, programs, advocacy, and research in the field of less commonly taught languages (all foreign languages except English, French, German, and Spanish). The envisaged segmentation of the Journal is as follows:

- a. Methodology and Technology,
- b. Academia,
- c. Beyond Academia,
- d. Social Embeddedness

The first section shall include papers focusing on broader theoretical and technological issues in all fields of less commonly taught languages. The second section will encompass reports about research and teaching in academia, at both K-12 and collegiate levels. The third section shall comprise papers addressing research and teaching in government and industry. Finally, the fourth section will address the issues of a broader social environment, ranging from heritage communities to advancing LCTLs in federal initiatives and legislation.

In preparing the manuscript, please use the latest edition of the Publication Manual of the American Psychological Association (APA), see <http://www.apa.org/journals/authors/guide.pdf>. Manuscripts should be a maximum of 25 pages (excluding references, charts, notes, etc.) and preferably submitted electronically via email attachment. Double-space the manuscript throughout, including notes, references, and tables, using 12-point font with a 1.5 inch left margin. The manuscript should be accompanied by a 150 word (or less) abstract and a cover sheet containing the manuscript title, name, address, office and home telephone numbers, fax number, email address, and full names and institutions of each author. Because the manuscript will be blind reviewed, identifying information should be on the cover sheet only, and not appear in the manuscript.

While submissions are welcome at any point, only papers received by October 31, 2009 will be guaranteed consideration for the 2010 issue of the Journal.

ncolctl@mailplus.wisc.edu

NCOLCTL
4231 Humanities Building
455 N. Park Street
Madison, WI 53706

Tel: 608-265-7903; FAX 608 265 7904.

EMPLOYMENT OPPORTUNITIES: ACADEMIC

The following lists teaching positions in academic institutions. For other positions, please see below. Please contact the hiring institution directly for further information.

❖ American University: Assistant Professor in Arabic

The Department of Language and Foreign Studies in the College of Arts and Sciences of American University invites applications for a tenure-track position at the rank of Assistant Professor in Arabic, beginning Fall 2010. Applicants should hold a Ph.D. and have demonstrated excellence in scholarship and teaching. Applicants should submit CV, 3 letters of recommendation and a letter of interest to Chair, Arabic Search Committee, American University, Washington, DC 20016-8045. Applications will be reviewed beginning October 16, 2009.

3416 Primm Lane, Birmingham, AL 35216
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For more information, visit the website: <http://www.american.edu/hr/Ft-Faculty.cfm>. American University is an equal employment opportunity affirmative action employer committed to a diverse faculty, staff and student body.

❖ **Occidental College: Assistant Professor of French**

The Department of Spanish and French studies invites applications for a tenure-track position of Assistant Professor of French, beginning Fall 2010. Applicants should be prepared to teach contemporary literature (late 20th/21st century), French and Arabic at all levels, and Francophone literature and culture, with priority given to North Africa. Candidates should have completed the Ph.D. by Fall 2010, although we will consider candidates who are very close to completing the Ph.D. Experience in teaching undergraduates is preferred, as is a willingness to teach interdisciplinary courses. Women and minority candidates are strongly encouraged to apply.

Occidental is a small (1800 student), very selective national undergraduate liberal arts college in Los Angeles that emphasizes academic excellence and diversity among its students and faculty. The College is an affirmative action, equal opportunity employer committed to providing an educational experience that prepares students for leadership in a pluralistic world.

Applicants should submit the following materials: a letter of interest demonstrating a commitment to academic excellence in a diverse liberal arts environment; a statement of teaching philosophy, areas of teaching interest, fit with the job description, and plans for research; a curriculum vitae; two samples of scholarly work; and three letters of recommendation, to be sent to:

Ms. Jacquelyn Moon, Search Coordinator
Spanish and French Studies, M-8
Occidental College
1600 Campus Road
Los Angeles, CA 90041

All materials are due by November 15, 2009. We will contact finalists in mid-December to schedule interviews at the MLA convention in Philadelphia.

❖ **Ohio State University: Arabic Language/Assistant Professor**

The Ohio State University, Department of Near Eastern Languages and Cultures (NELC), invites applications for a tenure track assistant professor of Arabic language, expected to teach language courses at all levels, with an additional area of specialization in an area of 18th, 19th or 20th century Arabic social history, linguistics, sociolinguistics, literary studies, media studies or cultural theory. Other contemporary specializations/theoretical orientations also considered. The applicant should have experience in working with and commitment to Arabic language instruction as the successful applicant will be expected to train and supervise graduate students in teaching elementary and intermediate Arabic as well as to teach a broader range of topics in his or her specialty at the undergraduate and graduate levels and to supervise doctoral candidates. Requirements include native or near native fluency in Modern Standard Arabic and knowledge of an Arabic dialect; PhD in hand by September 2010, when the position begins.

Please send a letter of application detailing research and teaching interests, CV, research writing sample, and names and complete contact information for three referees to: Professor Sabra J. Webber, Acting Chair, The Ohio State University, 300 Hagerty Hall, 1775 College Road, Columbus OH 43210-1340. Review of applications will begin November 1, 2009.

❖ **University of Richmond: Assistant Professor of Arabic and Middle Eastern Studies**

The Department of Modern Literatures and Cultures at the University of Richmond invites applications for the position of Assistant Professor of Arabic and Middle Eastern Studies, tenure-track, beginning August 2010.

Applicants should have a specialization in Arabic cultural studies, literary studies, or related comparative studies. Candidates must have native or near-native fluency in Arabic and demonstrated excellence in teaching Modern Standard Arabic. Enthusiasm for teaching Arabic language courses at all levels, courses on culture in the Arab world, and courses on Arabic literature is essential to the position. The successful candidate will have strong communication skills in English; a commitment to curricular development in an undergraduate Arabic Studies program that emphasizes the interrelation of languages, literatures, and cultures; and the ability and drive to contribute to a new Middle Eastern Studies concentration in International Studies. Ph.D. in hand by August 2010 strongly preferred.

To be considered for interviews, applicants should apply online at <https://www.urjobs.org> using the Faculty (Instructional/Research) link. Applicants will complete a brief application and be asked to supply electronically a letter of application, a curriculum vitae, a one-page statement of teaching philosophy, and a one-page statement of research. The online process also asks applicants to arrange for three letters of recommendation, including at least one that addresses teaching effectiveness and potential, to be sent directly to Dr. Kathrin Bower, Dept. of Modern Literatures and Cultures, 28 Westhampton Way, University of Richmond, VA 23173. The review of applications begins October 1, 2009, and continues until the position is filled.

The University of Richmond is a highly selective private institution dedicated to excellence in both teaching and scholarship. For information about the department, resources, and course offerings, see: <http://mlc.richmond.edu/>. For information about the Arabic Studies program and International Studies, see: <http://arabic.richmond.edu> and <http://internationalstudies.richmond.edu>.

The University of Richmond is committed to developing a diverse workforce and student body and to supporting an inclusive campus community. In keeping with this commitment, our academic community strongly encourages applications from candidates who will contribute to these goals. The University of Richmond has a generous family leave policy, offers employment benefits to domestic partners, and prohibits discrimination on the basis of race, religion, national or ethnic origin, age, sex, sexual orientation, disability, status as a veteran or any classification protected by local, state or federal law.

❖ **Wayne State University: Lecturer in Arabic**

The Department of Classical and Modern Languages, Literatures, and Cultures at Wayne State University is seeking a Lecturer in Arabic beginning fall 2009 (classes begin 3 September). This is a two year position.

Qualifications: M.A. in Arabic language, literature, or applied linguistics; Ph.D. preferred; native or near-native fluency in modern Standard Arabic, at least one dialect, and English. Duties: Teaching Arabic for academic purposes along ACTFL proficiency guidelines (three courses each semester at elementary and intermediate levels), participation in the administration of the Arabic program and the Department, other duties as assigned.

The application consists of a letter of interest and a C.V., both to be posted online at <https://jobs.wayne.edu> under position number 036399. Applications will be reviewed starting August 1st.. Please arrange for three letters of reference to be sent to Dr. Margaret E. Winters, Chair, mewinters@wayne.edu (CMLLC, 487 Manoogian, Wayne State University, Detroit MI 48202.) Questions should be addressed to Dr. Winters.

Wayne State University is an Affirmative Action/Equal Employment Opportunity employer, which complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. Wayne State University is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, national origin, age, disability or veteran status, or any other characteristic protected by applicable law.

EMPLOYMENT OPPORTUNITIES: OTHER

For more information or to submit your application, please contact the institution directly.

❖ **Academia Language School: Arabic teachers (Yemeni, Iraqi and Gulf dialects)**

Academia Language School is seeking 3 Arabic teachers (Yemeni, Iraqi and Gulf dialects) for positions in Maryland and Georgia.

We recruit language instructors for the US government. While we are located in Hawaii, we recruit for positions in Maryland, Georgia and Texas as well as well as Hawaii where we are located. Right now we are looking for Arabic instructors for these US locations:

Georgia –

Arabic - Yemeni dialect – MA + 10 years experience in teaching language(s) to adults (equivalencies for area studies, linguistics, etc. might be allowed)

Arabic – Iraqi dialect – BA + 5 years experience in teaching Arabic

Arabic – Gulf dialect – BA + 5 years experience in teaching Arabic

Maryland

Kurdish – 5 years experience in teaching Kurdish--- a combination with Arabic may be allowed

We do not sponsor visas, so the person would need to have working permission in the US. The person would need to have a security clearance, which we would assist them in obtaining.

If you do not qualify, perhaps you know someone who does.

To apply send an resume by email to lm@academiaschool.com.

www.academiaschool.com

❖ **Central Intelligence Agency: National Clandestine Service Careers - Linguists**

Are you up to the challenge of achieving our mission abroad? The CIA's National Clandestine Service (NCS) is seeking highly qualified applicants with foreign language and cultural expertise that can make a difference to protect our country's security. NCS Language Officers engage in translation, interpretation and other language-specific functions in support of the intelligence issues of critical importance to US national security. This career track offers rewarding, fast-paced and high-impact challenges.

Applicants must possess a high degree of personal integrity, a love of country, a team-player attitude, strong interpersonal skills and advanced English and foreign language skills. We welcome applicants from various academic and professional backgrounds. All applicants must successfully undergo several personal interviews, medical and psychological exams, aptitude and language testing, a polygraph interview, and a

background investigation. Following entry on duty, candidates will undergo job-specific training. US citizenship required. An equal opportunity employer and a drug-free work force.

For more information and to apply, visit: www.cia.gov.

❖ **Global Linguist Solutions: Bilingual English-Arabic Testers**

The company I am working with at the moment (Global Linguist Solutions, a joint venture of McNeil Technologies & Dyn Intl) is looking to hire a few qualified individuals with strong Arabic & English language teaching and testing experience. Interested colleagues can contact me personally at the email address below, and I will give them details on how to formally apply and submit their resumes. The company's headquarters are located in Falls Church, VA.

Aziz Abbasi, PhD
Deputy Director of Testing

email: abdelaziz.abbassi@gls-1.com

❖ **NFLC/STARTALK: Faculty Research Assistants or Associates**

Faculty Research Assistant/Associate (07151309) (full time)
Faculty Research Assistant/Associate (07151332) (part time)
Closing Date: 09/11/2009
Department: National Foreign Language Center
Starting Salary: base full time salary of \$60,000.
Additional Salary Information: Salary will be commensurate with experience.

NFLC/STARTALK seeks Faculty Research Assistants or Associates (title to be determined according to credentials) – 2 full time positions (Arabic and Chinese language) and 5 part time positions (Hindi, Persian, Swahili, Turkish, and Urdu language): Each with a specialization in the teaching and/or teacher training of one or more of the identified languages to provide expertise to the STARTALK Project. For more information about STARTALK, please see www.startalk.umd.edu. Duties: Conducts original research and literature review; Manages large amounts of data and conducts analyses; synthesizes findings and reporting results; writes academic articles and reports. Collaborates with supervisor and peers to plan, design, and implement activities, curricula, materials, or assessment for language teaching and learning and for teacher development; Collaborates with supervisor and peers to plan conferences, workshops, or meetings; and provides technical assistance to programs by serving as a language and pedagogical resource for a wide range of program activities, as needed.

Qualifications: Education (include licenses, certifications, etc.): Masters degree in a foreign language, or a discipline related to K-16 education or language teaching is a must; Preferred: Doctoral degree in a foreign language, second language acquisition, educational or applied linguistics, or in a discipline related to K-16 education or language teaching preferred; 2+ year experience and/or training as a teacher of one or more of the required target languages. Native or near native level of oral and written proficiency in the languages required; Excellent communication skills in oral or written reports; Demonstrated understanding of best practices in language teaching, and in underlying principles of teaching and learning, particularly language learning; US citizenship or a green card holder; Familiar with quantitative and qualitative research methodology. Preferred: demonstrated effectiveness as a teacher/researcher in US K-12 settings; Other essential characteristics: can take initiative and is result oriented; have excellent interpersonal skills; can work well with others; is open-minded and culturally sensitive; understand the target culture and US socio-cultural contexts; is detail oriented while able to see the big picture; and can multi-task and work in fast-paced environment under pressure.

To Apply: A complete application package includes a letter of application that describes prior research experience, a current signed Curriculum Vitae, and three professional references, including name, mailing address, telephone number, and e-mail address. This information should be sent as a single PDF file to resumes@nflc.org. Applications will be accepted until suitable candidates are selected. The University of Maryland is an Affirmative Action Equal Opportunity Employer.

❖ **University of Colorado: Linguistics Post Doc**

We are looking for linguistics candidates who are native speakers of Arabic. A background in semantics, syntax and computational linguistics is preferred. The candidate is expected to work with and analyze Arabic predicates based on interaction between semantics and syntax. The task is to create Arabic PropBank Framesets working with Martha Palmer and her students. Excellent command of modern Standard Arabic is a must, considering that our corpus is taken from newswire. The candidate will be responsible for a team (roughly five) of annotators and taggers. The position is available immediately and lasts until the end scholastic year (May 2009.)

Submit applications on-line at https://www.jobsatcu.com/applicants/jsp/shared/position/JobDetails_css.jsp

Application Deadline: 15-Sep-2009

Email Address for Applications: Alan.Dale@colorado.edu

Contact Information:

Professor Martha Palmer
Email: Martha.Palmer@colorado.edu
Phone: 303-492-1300
Fax: 303-492-4416

FUNDING OPPORTUNITIES

❖ **National Security Internship 2010**

The National Security Internship (NSI) is an intensive nine-week, full immersion summer program that combines Arabic language, Arab Film & Cultural Studies, National Security Seminars and an internship experience at U.S. Department of Homeland Security (DHS) or FBI Headquarters. Students will receive an all-expense paid summer in the nation's capital, including travel to Washington, D.C., up to 11 transferable GWU college credits, full room and board at The George Washington University and an exciting internship at DHS or FBI Headquarters.

This program aims to develop the capacity of high-achieving undergraduate, graduate and recently graduated college students with critical skills, who also possess a higher degree of cultural competencies. It is not designed to develop a cadre of translators but rather to build a national security workforce of individuals and encourage them toward potential careers at DHS or FBI. NSI will be open to qualified applicants who meet the requirements to be granted a top-secret clearance and have an Arabic rating score of 1+ or higher. Program dates are June 7 through August 6, 2010. Applications are due by September 30, 2009.

Visit the NSI Web site for more information and to apply: <http://www.nationalsecurityinternship.com>

For questions or additional information, contact info@nationalsecurityinternship.com

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

❖ **Center for Applied Linguistics (CAL): Assessment Training Online (ATOL) Oral Proficiency Assessment Training Course**

CAL now offers an online training course that teaches participants about oral proficiency assessment for students learning foreign languages at the secondary, post-secondary, and professional levels. The course also provides an introduction to CAL's Simulated Oral Proficiency Interview (SOPI) and Computerized Oral Proficiency Instrument (COPI).

The Assessment Training OnLine (ATOL) course is a moderated, distance-learning course that uses interactive units to introduce teachers at the secondary and post-secondary level to oral proficiency assessment. Through weekly readings, assignments, discussion boards, quizzes, and live chats, participants will learn about oral proficiency assessment and the history and development of CAL's oral proficiency assessments.

Participants will also gain hands-on practice rating the oral proficiency of real student speech samples. This course is recommended for educators considering incorporating CAL's SOPI or COPI into their foreign language curriculum and are interested in learning more about these assessment tools.

This free course is usually offered annually or biannually when groups of approximately 25 are enrolled.

Please contact Meg Malone (mmalone@cal.org) if you are interested in enrolling or to learn more about CAL's SOPI/COPI workshops and certification.

❖ **Michigan State University, Arabic Language Flagship Program: K-12 Language Teaching in Action: Using Authentic Materials and Technology in Arabic Language Teaching**

Michigan State University, Arabic Language Flagship Program is hosting a full day teacher training workshop titled: K-12 Language Teaching in Action: Using Authentic Materials and Technology in Arabic Language Teaching. This workshop will introduce teachers of Arabic to many strategies of using authentic materials and integrating technology in designing and standard-based lessons for Arabic instruction and assessment.

Information for registration: (Deadline October 7th, 2009)

Workshop date: November 7, 2009

Time: 8:30am - 5:00 pm

Place: Michigan State University, East Lansing, Kellogg Center

Please contact MSU for a registration form, complete registration form and fax it to 517-432-6772 or email it back to hassanw@msu.edu.

MSU will pay airfare of up to \$300 to a limited number of out-of-state participants and limited mileage for in-state participants. This funding is limited and based on first come, first serve.

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.

❖ **Arab Academy Online Arabic Courses**

Ramadan is the right time to start learning Arabic or to intensify Arabic studies. When you pay \$297 for an online Arabic course, here is what you get:

1. Access to an online Arabic course for 3 months (value of \$297)
 2. Access to a Quranic Arabic course for 1 month (Value of \$99)
 3. Access to 8 one-to-one speaking sessions with a qualified teacher, native speaker of Arabic (value of \$99)
 4. Free tuition for 2 weeks in Cairo Egypt (value of \$325)
- Total value: \$820

For more information and registration, visit:

<http://www.arabacademy.com/en/arabic-online/register>

Do not miss this opportunity! Only Arab Academy can provide you with incredible offers ranging from online Arabic courses, one-to-one speaking classes, all the way to study abroad immersion programs at its language center in Cairo, Egypt.

You are welcome to visit us at our live chat: <http://www.arabacademy.com/en/live-help>

This offer applies to new students as well as to students who are currently registered. You get a free Quranic Arabic course, extra speaking classes and free tuition in Cairo, Egypt. The offer starts today and expires on 30 September, 2009.

❖ **Hedayet Institute: Arabic Language/Culture Program**

Hedayet Institute would like to inform you about its soon approaching total immersion Arabic Language/Culture program of Fall semester 2009.

Time: Sept 23rd to Dec. 23rd, 2009

Duration: 13 weeks

Site : Hedayet Institute for Arabic Studies new premise in Maadi, Cairo-Egypt

Type of Program: Total Immersion of 20 hours per week language/culture program

Accreditation: Several universities in USA and in Europe approve to transfer the study credits from HIAS to their students' universities for the high quality and academic nature of the curriculum of the program

Tuition Fees: A total of 260 class hours of language instruction and cultural activities are for 5100 USD that includes everything except accommodation and personal living of students. One class hour at HIAS equals 60 whole minutes. This includes:

- 1- Placement Test & Application
 - 2- Language instruction
 - 3- Cultural activities (lectures by distinguished experts in the fields, Cairo tours including, gatherings with Egyptian young people, cooking, films etc.)
 - 4-Transportation from and to the school and an excellent guide in Cairo tours
 - 5- A pick up from Cairo airport to the student's housing
 - 6- Free ADSL internet connection at the school all day long
 - 7- One hot meal per week after the cooking class
 - 8- Assistance in finding a suitable accommodation close to the school
- 10% Discounts are available for old students, family members or groups of three and above.

Accommodation: Shared apartments rent can be as low as 300 USD per month or in double or triple rooms at 3 or 4 star hotels in Maadi.

Deadline is Aug. 15th, 09.

Please contact us at: info@hedayetinstitute.com or nhedayet@yahoo.com; Telefax number: (202)25270518/ (2012)226-1308; Vonage No.: (646)2168308

UPCOMING CONFERENCES

❖ ACTFL Arabic SIG

Good news! We have now reached 50 members in the ACTFL Arabic SIG, which was initiated last November (2008). This is quite a milestone, and I want to thank those who joined the Arabic SIG and made a difference in the growth of the group. If you haven't had a chance to update your membership, I urge you to do so by following this link <http://www.actfl.org/i4a/pages/index.cfm?pageid=3495>. Our goal is to reach 100 members by the ACTFL convention time (Nov. 2009). I know we have enough Arabic educators on this list who can make this goal reachable.

Those of you who would like to see bigger representation of Arabic at the ACTFL Convention, you would be pleased to know that the Arabic SIG is sponsoring two sessions (in addition to other Arabic sessions selected by ACTFL). The two sessions sponsored by the Arabic SIG are:

- *Presenting the LCD Arabic Reading Tools, by Dr. Mohamed Maamouri
- *The Dearborn Arabic K-8 Content Curriculum Map and Thematic Units, by Dr. Shereen Tabrizi

I hope to see you at the ACTFL convention

Salah Ayari,
Chair
ACTFL Arabic SIG

For further information on the ACTFL Conference, 20 – 22 November 2009 in San Diego, CA, please go to: <http://www.actfl.org/i4a/pages/index.cfm?pageid=1>

❖ Intonational Variation in Arabic, 28 – 29 September 2009, University of York

The first international conference on Intonational Variation in Arabic will be held on 28th and 29th September 2009 at the University of York, UK. The aim of the conference is to bring together researchers working on Arabic prosody and intonation, and together to explore the range of prosodic variation observed in spoken varieties of Arabic.

Programme (with abstracts): <http://www-users.york.ac.uk/~sh581/prog.htm>

Venue & registration: <http://www-users.york.ac.uk/~sh581/iva09>

For information contact: sh581@york.ac.uk

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 resources.

❖ *Arabic Second Language Acquisition of Morphosyntax*, by Mohammed T. Alhawary

While the demand for Arabic classes and preparation programs for Arabic language teachers has increased, there is a notable gap in the field of linguistic research on learning Arabic as a second language. *Arabic*

Second Language Acquisition of Morphosyntax presents a data-driven and systematic analysis of Arabic language acquisition that responds to this growing need.

Based on large data samples collected from longitudinal and cross-sectional studies, this book explores a broad range of structures and acquisition issues. It also introduces new and comprehensive research, and it documents the successes and problems that native speakers of other languages, including English, Spanish, French, and Japanese, are likely to encounter in learning Arabic.

By integrating previously published findings with new research, the author has created a unified and streamlined resource for teachers, teachers-in-training, linguists, Arabic textbook authors, and second-language acquisition experts.

For further information and ordering, please see:

<http://yalepress.yale.edu/yupbooks/book.asp?isbn=0300141297>

❖ **Crescent Quran Corpus**

The Crescent Quran corpus is a morphologically annotated corpus of 77,430 words in Classical Arabic:
<http://quran.uk.net>.

We are currently looking for volunteers who are native Arabic speakers and wish to assist in making corrections to the corpus. If so, please get in touch.

Kind Regards,

-- Kais Dukes

Email: dukes.kais@gmail.com

❖ **DVD of Levantine Videos for Al-Kitaab Arabic Language Program: From Alif Baa to Al-Kitaab Part Three**

Kristen Brustad, Mahmoud Al-Batal, and Abbas Al-Tonsi

One of the distinguishing features of the Al-Kitaab program is its introduction of dialects alongside Modern Standard Arabic. In the dialogue sections of each of the four volumes and on the multimedia, students can follow the story of Maha and Khalid in the Egyptian dialect. The DVD of Levantine Videos for Al-Kitaab Arabic Language Program provides comparable dialect materials now in the Levantine dialect. Filmed entirely in Damascus, these video dialogues have been "translated" to reflect the greater Levantine language and culture and follow the parallel story of two new characters, Nasreen and Tariq. The DVD features Levantine versions of all the dialogue clips that correspond to each of the program's four volumes, from *Alif Baa* through *Al-Kitaab Part Three*.

ISBN: 9781589015098

Price: U.S. \$ 22.50

Book URL: <http://press.georgetown.edu/detail.html?id=9781589015098>

❖ **Information Structure in Spoken Arabic, edited by Jonathan Owens, Alaa Elgibali**

This book explores speakers' intentions, and the structural and pragmatic resources they employ, in spoken Arabic – which is different in many essential respects from literary Arabic. Based on new empirical

findings from across the Arabic world this book elucidates the many ways in which context and the goals and intentions of the speaker inform and constrain linguistic structure in spoken Arabic.

This is the first book to provide an in-depth analysis of information structure in spoken Arabic, which is based on language as it is actually used, not on normatively-given grammar. Written by leading experts in Arabic linguistics, the studies evaluate the ways in which relevant parts of a message in spoken Arabic are encoded, highlighted or obscured. It covers a broad range of issues from across the Arabic-speaking world, including the discourse-sensitive properties of word order variation, the use of intonation for information focussing, the differential role of native Arabic and second languages to encode information in a codeswitching context, and the need for cultural contextualization to understand the role of "disinformation" structure.

The studies combine a strong empirical basis with methodological and theoretical issues drawn from a number of different perspectives including pragmatic theory, language contact, instrumental prosodic analysis and (de)grammaticalization theory. The introductory chapter embeds the project within the deeper Arabic grammatical tradition, as elaborated by the eleventh century grammarian Abdul Qahir al-Jurjani. This book provides an invaluable comprehensive introduction to an important, yet understudied, component of spoken Arabic.

http://www.routledge.com/shopping_cart/products/product_detail.asp?curTab=DESCRIPTION&id=&parent_id=&sku=&isbn=9780415778442&pc=

❖ International Education Week (IEW) 2009 Website

We are pleased to announce that the International Education Week (IEW) 2009 website <http://iew.state.gov> has officially been launched, and includes promotional materials, an interactive quiz, and opportunities to post and view planned events around the world. In addition, the IEW Facebook page and group have been updated and may be accessed through the IEW website. New this year, IEW also has a presence on ExchangesConnect. You can find a link to our page on the IEW 2009 website.

We encourage all individuals and institutions interested in international education and exchange activities, including schools, colleges and universities, embassies, international organizations, businesses, associations, and community organizations to participate in celebrating IEW 2009.

If you have any questions or comments regarding IEW, please send them to feedback@state.gov. Thank you for your support of International Education Week.

❖ LDC Arabic English Newswire Translation Collection

The Arabic English Newswire Translation Collection consists of approximately 550,000 words of Arabic newswire text and its English translation from Agence France Presse (France), *An Nahar* (Lebanon) and *Assabah* (Tunisia). The source Arabic text was used in LDC's Arabic Treebank, specifically, in Part 1 (Part 1 v. 2.0; Part 1 v. 3.0), Part 3 (Part 3 v. 1.0; Part 3 v. 2.0) and Part 4 (Part 4 v. 1.0). A subset of Agence France Presse (AFP) source text from Arabic Treebank: Part 1 v. 2.0 was previously translated and released by LDC in Arabic Treebank: Part 1 - 10K word English Translation, LDC2003T07. The English translations in this corpus were provided by translation agencies using LDC's Arabic Translation Guidelines.

The original source files used different encodings for the Arabic characters, including UTF8 and ASMO. SGML tags were used for marking sentence and paragraph boundaries and for annotating other information about each story. All Arabic source data was converted to UTF and most SGML tags were removed or replaced by "plain text" markers.

For further information, please see:

<http://www ldc.upenn.edu/Catalog/CatalogEntry.jsp?catalogId=LDC2009T22>

❖ **New website: www.usglobalcompetence.org**

The American Council on Education and Coalition for International Education are pleased to announce the launch of www.usglobalcompetence.org. This new website highlights the urgent need for international and foreign language education to become part of the core mission of the U.S. education system from K-12 through graduate school. It was created to celebrate the 50th anniversary of HEA-Title VI and Fulbright-Hays with the generous support of the Carnegie Corporation of New York.

Titled "Engaging the World: U.S. Global Competence for the 21st century," the site demonstrates through videos and highlights of a recent symposium the importance of strengthening U.S. global competence in the 21st century. Whether it's global engagement abroad or global/cultural understanding at home, our success in this century will depend on it.

The site features two videos and 13 additional brief interviews with Title VI/Fulbright-Hays beneficiaries who are currently employing their knowledge and expertise both at home and abroad. The experts interviewed work in business, diplomacy and international peace, economic and healthcare development, education, and military security and peacekeeping. All videos are viewable online and downloadable, and a DVD is available for purchase online at <http://store.acenet.edu/showMultipleItems.aspx?category=176>.

The site also includes a section on our Global Symposium --Critical Challenges in an Unpredictable World: Implications for U.S. Engagement. This event took place on Capitol Hill in March 2009, and the website features downloadable presentations as well as other documentation of the event.

Finally, you will find useful links to information on the Title VI/Fulbright-Hays programs and related U.S. Department of Education online resources.

We hope www.usglobalcompetence.org will be useful to educators, parents and students, government policy makers, NGOs, and the U.S. business community in stimulating discussion on U.S. needs for global competence.