

*American Association of Teachers of Arabic*  
*Newsletter*  
*February 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](mailto:admin@aataweb.org). For other inquiries, please contact [info@aataweb.org](mailto:info@aataweb.org).

**FROM AATA'S PRESIDENT**

Dear AATA members,

This year, 2008, promises to be a full and active one for Arabic language study, research, experimentation, and training, and AATA is in the thick of all the action. Dr. Bergman is working to keep us all up to date with announcements of opportunities and activities both on a national and international basis.

But we want to reach out and expand our community of Arabic professionals and to encourage participation of newer groups. These include community college faculty, K-12 faculty, libraries, overseas faculty, and Arabic faculty from government training centers such as FSI and DLI. With a more solid membership base our organization will be able to sponsor and even undertake new projects and to act constructively in the interests of our field. Remember what a bargain AATA membership is! Only \$30 a year!

I especially encourage the development of *AATA Institutional Memberships*. These provide necessary support to our mission. In exchange, AATA Institutional membership gives an institution access to our networking resource,s including membership lists, professional consulting, and prominent display of their program descriptions on our website: [www.aataweb.org](http://www.aataweb.org).

Therefore, when you or your department chairman receive a request for institutional membership in AATA in Marh, I encourage you to take it to your dean, your provost, or whomever is in charge of professional linkages on your campus. Please request their support for our growing organization. Institutional memberships are only \$200 per year.

Thank you for being loyal and active members. Please let us know if there are particular topics that you would like to see discussed in this newsletter, or particular features that might be of use to you. For example, are you all aware of the National Council of Less Commonly Taught Languages (NCOLCTL)? This very active group holds a national conference every year, with participants from many LCTL's, including Arabic; they have a journal and a newsletter as well. Their next conference is coming up in Madison, Wisconsin, April 24-27. Check out their website at: [www.councilnet.org](http://www.councilnet.org).

Wishing you all well for the spring semester,

Karin C. Ryding  
Department of Arabic and Islamic Studies  
Georgetown University  
President, AATA

## FROM THE EDITOR OF *AL-<sup>c</sup>ARABIYYA*

Dear AATA members,

*Al-<sup>c</sup>Arabiyyah* is moving toward the final production stages of the 2005-6 double issue. We hope to see this volume by May 2008. See below for a list of articles to appear in this issue. I hope that its appearance will enable AATA members and other readers of *Al-<sup>c</sup>Arabiyyah* to forgive the delay. Another piece of good news is that, the 2007-8 volume is also very close to its final electronic form. This second issue may well go to press at the same time as the 2005 – 2006 issue.

We plan come out with two large issues in the next couple of months, to reach our readers this spring. This will bring the production schedule of *Al-<sup>c</sup>Arabiyyah* up to date, and allow us to begin negotiations with an academic publisher to handle journal production and distribution. Please note that the editorial process will remain in the AATA's hands, no matter who is responsible for production and distribution.

The rate of article submissions to *Al-<sup>c</sup>Arabiyyah* is quite healthy, and there are numerous excellent papers being considered for publication for the 2009 volume. We would like to solicit additional outside readers for articles in linguistics, pedagogy, curriculum development, second language acquisition of Arabic in other countries, as well as studies of the linguistic features of Arabic in the Qur'an, medieval literature, modern literature, commercial discourse, and the law. If you would like to serve as a readers in any of these areas, please contact me at [burt@usna.edu](mailto:burt@usna.edu).

The contents of the 2005-6 volume include (in alphabetical order):

- Soha Abboud-Haggar, "Syllabic Structure, Accent, Suffixation and Rhyme in Cairene Arabic."
- Ahmad Shehu Abdussalam, "Teaching Arabic Metaphors for Cross Cultural Interaction."
- Reem Bassiouney, "Examining Code Choice in Advertisements in Egypt."
- Eiman Mustafawi and Abdessatar Mahfoudhi, "The Development of Binding Principles in Qatari Arabic."
- Mustafa Mughazy, "Reading Despite Ambiguity: The Role of Metacognitive Strategies in Reading Arabic Authentic Texts."
- Shawkat Toorawa, "Toward an English Rhyme Prose Translation of Surat al-Rahman."
- Munthir Younes, "Bringing Hamza Under Control: A Proposal for Simplyfying Hamza-Writing Rules in Arabic."

In addition, there are reviews of important new publications in the field.

Thank you for the correspondence and your continuing interest in the journal.

Clarissa Burt  
Editor of *Al-<sup>c</sup>Arabiyyah*

## FROM AATA'S EXECUTIVE DIRECTOR

Dear AATA Members,

Spring is in the air at the AATA offices. Several exciting new initiatives are in the works, and we hope to announce them in the coming months.

You'll notice that the *AATA Newsletter* has a new segment this month: Language Study Opportunities. With the approach of summer, each week brings a number of announcements about opportunities for

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Arabic language study in the US and elsewhere. To announce your program, please send a brief announcement to me at ([admin@aataweb.org](mailto:admin@aataweb.org)).

March is also time for membership renewal. I'd like to thank the nearly 50 members who have joined or renewed their membership online. That says a lot about your support for the organization and for AATA's online membership option. If you have not yet had the opportunity to renew your membership, you can expect to receive a renewal form. All AATA members will also receive the ballot for AATA Executive Board elections, with a strong slate of candidate-colleagues.

As you know, February was the submission deadline for papers and panel for the 2008 meeting of the Middle East Studies Association. This year, the meeting takes place in Washington, DC. We are delighted that Professor Mahmoud Abdalla (Michigan State University) has agreed to organize the AATA panel to take place at the Business Meeting. With the title of "Arabic Heritage Programs in the US: Problems and Solutions," it addresses a trend we all see in our classrooms. Other participants in the panel are Professor Ghazi Abouhakema (Montclair State University), Professor Malik Balla (Michigan State University), and Sara Hilman and Emma Trentman (Michigan State University). At least one other panel was submitted for consideration under AATA sponsorship.

Several AATA members have suggested that AATA be represented at some of the other very interesting conferences that take place in the US and overseas. To respond to that request, the AATA Executive Board has agreed to name AATA Delegates to conferences. You are welcome to nominate yourself as an AATA Delegate. Please note that the following conditions apply:

- (a) AATA Delegates are asked to promote AATA and membership in the organization; under no circumstances will they conduct business on behalf of the organization;
- (b) Delegates must be AATA members in good standing at the time of nomination;
- (c) Delegates have to be approved by the Executive Board. Please send a document nominating yourself to me ([admin@aataweb.org](mailto:admin@aataweb.org)) well in advance. Include your name and academic affiliation, full conference information (name, date, place), and the title of any papers you will deliver;
- (d) Following the conference, we ask that you submit a brief description of the conference to the Executive Director;
- (e) Delegates have to receive the Executive Director's approval (in advance) for all the material they distribute. We anticipate that this would be limited to AATA membership information, but welcome other suggestions;
- (f) Military personnel are welcome to act as delegates.

The *AATA Newsletter* welcomes contributions from members. When you attend a conference or meeting that you believe is of interest to AATA colleagues, please send a brief description to me ([admin@aataweb.org](mailto:admin@aataweb.org)) for possible inclusion in the next issue of the *Newsletter*.

With best wishes for a pleasant and productive spring semester,

Elizabeth M. Bergman, Ph.D.  
AATA Executive Director

## **SUPPORTING MEMBERS**

AATA would like to thank Supporting Members for their generosity. The following have become Supporting Members since November 2007:

Sawsan O. Abbadi	University of Massachusetts
Mahmoud M. Al-Batal	University of Texas, Austin

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Shlomo Alon	
Mahdi Alish	United States Military Academy
Maher Bahloul	American University of Sharjah
Austin Bell	Islamic American University
John C. Eisele	College of William and Mary
Hisham A. Khalek	
Gerald E. Lampe	NFLC
Ernest N. McCarus	University of Michigan
Jamal Mavrikios	Pacific Arabic Resources
Karin C. Ryding	Georgetown University
Martha G. Schulte-Nafeh	University of Arizona
Ra'ed F. Qasem	
Aleya Rouchdy	Wayne State University

Please consider becoming a Supporting Member of AATA with a donation of at least \$25. See the AATA Membership Application (download it at <http://aataweb.org/Default.aspx?pageID=11>) for details.

## **CALLS FOR PAPERS**

### **❖ 2009 AAUSC Volume: Principles and Practices of the Standards in College Foreign Language Education**

Editor: Virginia M. Scott, Vanderbilt University  
Series Editor: Carl Blyth, University of Texas at Austin

Title: Principles and Practices of the Standards in College Foreign Language Education

Scope and Focus: There has been limited attention given to the role of the Standards for Foreign Language Learning in the 21st Century in college-level foreign language (FL) teaching and learning. Although preparation of K-12 teachers generally requires familiarity with both national and state standards documents, college-level teachers are often unaware of or uninformed about them. Moreover, graduate students preparing for college-level teaching often encounter only superficial mention of the Standards in their methods courses and supervised teaching. Given that a decade has passed since the publication of the Standards, and given that the Standards shape professional discourse progressively more each year, we consider this topic particularly timely. In this volume we want to focus on the theoretical underpinnings and application of the Standards at the college level, particularly among language program coordinators, language and literature teachers, and graduate teaching assistants. In keeping with the mission of AAUSC, we will seek a wide variety of languages and perspectives, and a broad range of scholars and practitioners. We are especially interested in co-authored papers that reflect collaborative work among colleagues with different kinds of responsibilities, such as language and literature teachers, or language supervisors and graduate teaching assistants.

### 3. Suggestions for Possible Topics

\* The conceptual orientation of the Standards: Is the theoretical framework conceptualized in such a way that it addresses the needs of college-level FL study? Are any of the 5 Cs more or less relevant to the college level? Do the Standards have a role to play in responding to the June 2007 MLA report entitled "Foreign Languages and Higher Education: New Structures for a Changed World"?

\* Implications of the Standards for language and literature classes; for the FL major: In what ways can the Standards serve to bridge the gap between language and literature teachers / courses? What role do the

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Standards play in courses for special purposes, such as Spanish for business or medical French? How can the Standards inform / shape the goals of the FL major?

\* Preparation of graduate students who plan to teach at the college level: How do/did language supervisors and methods teachers learn about the Standards—from some kind of orientation workshop or by reading and interpreting them on their own? What is being done in FL methods courses? How do current methods textbooks address the goals of the Standards? What strategies might be effective in helping graduate teaching assistants and novice teachers understand and implement the goals of the Standards.

\* The role of the Standards for programmatic as well as for classroom assessment: What kinds of Standards-based assessments might be used in evaluating FL programs? FL teachers? Do the skills-based ACTFL Proficiency Guidelines have a role to play in a Standards-based curriculum?

4. Timeline: The deadline for abstracts for the 2009 volume is March 1, 2008. Abstracts should not exceed 350 words. Potential contributors will receive feedback on their abstracts by April 15, 2008. Full-length manuscripts will be due by September 1, 2008; authors will receive reviewers' comments by November 1, 2008. Final manuscripts accepted for the volume will be due on February 15, 2009. We encourage authors to consider presenting their papers at the 2008 ACTFL conference, November 20-23, in Orlando, FL.

Please direct all inquiries to Virginia M. Scott: [virginia.m.scott@vanderbilt.edu](mailto:virginia.m.scott@vanderbilt.edu).

❖ **Cambridge Symposium on Middle Eastern Studies: Knowledge and Language in Middle Eastern Societies 18-19 October, 2008**

The University of Cambridge, Department of Middle Eastern Studies, invites papers to be presented at its international symposium on Knowledge and Language in Middle Eastern Societies. Papers can range from classical to contemporary times and are encouraged to be in - but not limited to - the fields of:

1. Language and identity: What is the role of language in shaping identity? To what extent is language a political tool? What socio- political phenomena are reflected in media and literary language?
2. Linguistic and literary analysis: What can be learnt about societies from linguistic aspects such as grammar and syntax? What does comparative literature tell us about cultural interactions? How does the socio-linguistic approach contribute to our understanding of political, economic and social milieus?
3. Transmission and classification of knowledge: How do secular and religious hermeneutics and pedagogy shape the ways in which tradition is understood? How do translations formulate or modify our perceptions of the other? How do classifications of knowledge affect curricula and other aspects of educational systems?
4. Production and distribution of religious and secular ideas: What is the interaction between religious and secular spheres in knowledge production? How do epistemological notions such as secrecy, openness and knowledge gradation facilitate or restrict distribution? How does the process of acculturation influence formation and dispersion of ideas?

Abstracts should be sent by email to Yoni Mendel ([yym20@cam.ac.uk](mailto:yym20@cam.ac.uk)) latest by 28th March, 2008. Submissions should be up to 300 words in MS Word or PDF format, and should include your name, affiliation and academic institution. Applicants will be notified about the outcome of the selection process on the 28th May 2008. Each speaker will be allotted 20 minutes for the presentation followed by 10 minutes for questions.

Two nights in shared accommodation and lunches will be provided for speakers. Graduate students are encouraged to apply.

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## CONFERENCES, MEETINGS, SEMINARS

### ❖ **University of Maryland, College Park: 22nd Annual Symposium on Arabic Linguistics, March 8-9, 2008**

Sponsored by  
The Arabic Linguistics Society  
School of Languages, Literatures, and Cultures,  
Center for the Advanced Study of Language,  
University of Maryland, and  
National Foreign Language Center

For program information, please see: <http://listserv.linguistlist.org/cgi-bin/wa?A2=ind0801D&L=ARABIC-L&P=R2685&I=-3>.

2007 ALS membership dues are \$25 and conference fees are \$50 (total \$75)

Contact information:

Saleh Al-Nusairat  
E-Mail: [nfli-arabic@umd.edu](mailto:nfli-arabic@umd.edu)  
3215 Jimenez Hall

Venue: Benjamin Banneker Auditorium, Adele Stamp Student Union

For directions, parking, transportation to and from the Adele H. Stamp Union, please click on the following link: <http://www.union.umd.edu/visitorInfo/directions.shtml>.

Accommodation:

Marriot's Inn & Conference Center University of Maryland University College [http://www.marriott.com/hotels/travel/wasum-the-inn-and-conference-center-university-of-maryland-university-college/?ppc=eastern\\_google\\_wasum&vpckey=inn-and-conference-center-college-park&vpccat=leisure](http://www.marriott.com/hotels/travel/wasum-the-inn-and-conference-center-university-of-maryland-university-college/?ppc=eastern_google_wasum&vpckey=inn-and-conference-center-college-park&vpccat=leisure)

3501 University Blvd E  
Adelphi, Maryland 20783  
Tel. 1-301-985-7300

Other nearby Hotels are listed in the following link:  
<http://www.uga.umd.edu/admissions/visit/accommodations.asp>.

### ❖ **Georgetown University: "Towards Understanding Culture in Middle Eastern Language Programs: Critical Issues and Future Directions," April 4, 2008**

You are invited to attend a one-day seminar that has been organized by the Arabic and Islamic Studies Department, Georgetown University. (Please RSVP by March 20th to [arabic@georgetown.edu](mailto:arabic@georgetown.edu) if you plan to attend. Space is limited).

"Towards Understanding Culture in Middle Eastern Language Programs: Critical Issues and Future Directions," April 4th, 2008. ICC 105

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The initiative on the part of Arabic and Islamic Studies responds to the following situation: Developments in recent times, particularly as a result of 9/11, have changed the role and status of the teaching and learning of Middle Eastern languages in the United States. For example, the huge increase of interest in learning Arabic combined with the varying needs of the learners in the aftermath of September 11, 2001, has had an impact on goals, curricula, textbooks, and assessment. The importance of understanding other cultures, particularly Middle Eastern cultures, became an imperative in the United States both in government agencies and in educational institutions. What should be done to develop deep cultural awareness and linguistic competencies for those cultures among language learners in the United States poses issues for learning and teaching Middle Eastern languages. Pressing issues include what is Arab, Turkish, Israeli, or Persian culture within the framework of teaching and learning these languages.

The aims of the seminar are:

- 1) To discuss the theoretical and practical issues of integrating culture into the Middle East language programs
- 2) To bring fresh insights to the issue of teaching and learning culture
- 3) To stimulate debate and discussion by confronting and challenging current thinking

### **EMPLOYMENT OPPORTUNITIES: TEACHING**

Includes teaching opportunities at all levels and institutional types, in alphabetical order by name of institution. For employment opportunities that do not involve teaching, please scroll down.

#### **❖ Friends Seminary: Full- or part-time Arabic Language Teacher**

Friends Seminary, a K-12 independent school in NYC, has a position for the 2008 – 2009 academic year for a full time or part time Arabic language teacher to build an Arabic Language Program for our students in grades 9 through 12, with the possibility of teaching an elective in the Middle School and an after school program for younger students. Language teaching experience is required.

Interested Arabic language teachers should send a resume with a cover letter discussing educational philosophy to Karen Jernigan, Academic Dean, at [kjernigan@friendsseminary.org](mailto:kjernigan@friendsseminary.org).

#### **❖ George Mason University: Term Assistant Professor of Arabic**

George Mason University, Department of Modern and Classical Languages seeks a nontenure Term Assistant Professor of Arabic (one-year renewable) beginning August 2008.

Doctorate degree in Arabic linguistics or literature is required at the time of the appointment with special expertise in the teaching of Arabic as a foreign language. Other requirements: at least one year of college teaching experience in the U.S.; ability to teach an upper level dialect course; native or near native proficiency in English and modern standard Arabic (written and spoken); knowledge of Arabic geography and culture; familiarity with Arabic and English software and keyboards; and the ability to use technology in the classroom. Availability to participate in study abroad programs is a plus. Candidates should provide evidence of commitment to excellent teaching.

The successful candidate will teach content-oriented Arabic courses at the elementary, intermediate and advanced undergraduate levels. Additional responsibilities include advising students, helping to develop curriculum in Arabic, handling placement exams and other departmental service.

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Applicants must apply online for position number F9088z at <http://jobs.gmu.edu>. Please submit a cover letter, CV, statement of teaching philosophy, and the names and contact information for three individuals who can later be contacted for letters of recommendation. Review of the applications will begin March 3, 2008, and will continue until the position is filled. George Mason University is an equal opportunity employer encouraging diversity.

❖ **Georgetown University School of Foreign Service in Qatar Visiting Professor of Arabic (Open Rank)**

The Georgetown University School of Foreign Service in Qatar ([www.georgetown.edu/sfs/qatar](http://www.georgetown.edu/sfs/qatar)) invites applications for a non-tenure-track professorship (open rank) teaching undergraduate language and possibly literature/culture courses in Modern Standard Arabic. The contract period will be for three years with the possibility of renewal.

The successful candidate will have the ability to work with students at various levels as well as those with varied skills in Arabic, including native and heritage learners. Candidates should have native or near-native fluency and teaching experience. Applicants should be familiar with proficiency-oriented and content-based instruction and with the development of teaching materials. The teaching load is three courses or nine credit hours per semester. Candidates of all ranks are encouraged to apply. Preferred candidates will have the Ph.D. in hand, a record of or potential for distinguished scholarly research, and experience in high-quality undergraduate teaching.

The School of Foreign Service in Qatar (SFS-Q), which is located in Education City in Doha, Qatar, is a branch of the Edmund A. Walsh School of Foreign Service and offers a four-year undergraduate curriculum leading to the Bachelor of Science in Foreign Service (BSFS) degree identical to that offered on the Main Campus of Georgetown University in Washington, DC. Each year, the SFS-Q admits a class of approximately 50 students, primarily from the Middle East, South and Southeast Asia, who take courses on and will graduate from the Doha campus. The students and facilities of the SFS-Q are outstanding. Compensation, terms of employment and professional opportunities for SFS-Q faculty are highly competitive. SFS-Q faculty join a community of scholars in Education City who teach in the other branch campuses of Northwestern University, Carnegie-Mellon University, Cornell University, Texas A&M University, and Virginia Commonwealth University. Compensation at all ranks is highly competitive.

Applicants who have already achieved the rank of associate or full professor should send a curriculum vitae plus names and contact details of at least three references. Other applicants should submit a dossier that includes a curriculum vitae, three letters of recommendation, a writing sample, and evidence of teaching ability. Send all materials to:

SFS-Q Arabic Search Committee  
c/o Peter Dunkley, Associate Dean for Faculty Affairs  
Edmund A. Walsh School of Foreign Service  
ICC 301  
Georgetown University  
Washington, DC 20057

Faxed or emailed applications will not be accepted. Consideration of applications will begin on March 1 and will continue until the position is filled. Georgetown University is an equal opportunity/affirmative action employer. Women and minority candidates are especially encouraged to apply.

❖ **Georgia State University (Atlanta): Assistant Professor in Arabic Language and Culture**

The Middle East Institute at Georgia State University (Atlanta) invites applications for an anticipated assistant professor in Arabic Language and Culture to begin in the Fall 2008 semester. We seek an

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energetic individual who will contribute to a dynamic and growing interdisciplinary Middle East Institute. The successful candidate must be able to teach courses in Modern Standard Arabic at all levels and related courses (culture, literature) in their area of specialization. Native or near-native proficiency in Arabic, a Ph.D. in an appropriate discipline, and previous collegiate teaching experience required. The Middle East Institute offers an undergraduate degree and minor in Middle East Studies ([www.gsu.edu/mideast](http://www.gsu.edu/mideast)).

Please send letter of application, curriculum vitae, and three letters of reference to: Arabic Search Committee, Middle East Institute, Georgia State University, P.O. Box 4089, Atlanta, GA 30302. Review of applications will begin March 15, 2008. Georgia State University is an Affirmative Action, Equal Opportunity Employer. An offer of employment will be conditional on background verification.

❖ **Hunter College, City University of New York: Distinguished Lecturer of Arabic**

The Department of Classical and Oriental Studies of Hunter College, City University of New York, invites applications for a Distinguished Lecturer of Arabic for a 5-year non-renewable contract, beginning Fall 2008. Applicants must have at least a BA degree at the time of application, though candidates with relevant MA or PhDs are preferred. Candidates should also have exceptional Arabic teaching track records, native or near-native fluency in Arabic, and experience in teaching U.S. college-level Arabic language courses. The successful candidate will be expected to teach language courses at all levels, in both Modern Standard Arabic and eventually in the dialect of his or her choice as well.

Send letter of application, curriculum vitae, supporting documentation (which may include tapes of teaching demonstrations, publications, etc.), and three letters of recommendation to: Tamara M. Green, Chair, Department of Classical and Oriental Studies, Hunter College, 695 Park Avenue, New York, NY 10065. We will begin to review applications on March 15, 2008.

Hunter College is an Affirmative Action/Equal Opportunity/IRCA/Americans with Disability Act Employer.

❖ **Temple University: Arabic Instructor**

The Department of Critical Languages at Temple University, Philadelphia, PA, invites applications for a new full-time, non-tenure-track Arabic instructor position to start on September 2, 2008. Language instruction is at all levels. Required qualifications: M.A. or higher degree in Arabic or appropriate related field; evidence of excellence in teaching Modern Standard Arabic at the college level. Possibility of teaching (in English) a literature/culture course, in addition to language.

Please send letter of application, CV, official transcripts, student evaluations of teaching, and three letters of recommendation to: Dr. Barbara Thornbury, Arabic Language Search, Department of Critical Languages, Anderson Hall 022-38, Temple University, Philadelphia, PA 19122. Review of applications will begin in late February, but applications will be accepted until the position is filled.

Temple University is an Equal Opportunity Employer.

❖ **University of California, Davis: Lecturer in Arabic**

University of California, Davis, the Program in Middle East/South Asia Studies, seeks a lecturer to teach Arabic in a new and growing program for the 2008-09 academic year. The lecturer will teach nine courses over three quarters, September 22, 2008-June 12, 2009, and there may be additional support. Successful candidates will also be considered to co-teach an intensive 15-unit course in Arabic during the 2008 Summer Session. Applicant must have an MA or a PhD, or be ABD, preferably in Arabic or a related field. Applicant should have experience teaching Arabic as a second language at the college level. Salary is

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contingent upon qualifications and experience. Percent of employment is determined by number of courses taught.

Please send a letter of application indicating the texts and methods that you have used in Arabic instruction, a CV, one or two sets of student course evaluations, sample tests and quizzes, and three letters of reference to: Professor Suad Joseph, Director, Middle East/South Asia Studies Program, 156 Everson Hall, One Shields Ave., University of California, Davis CA 95616. For more information, email: [mesastaff@ucdavis.edu](mailto:mesastaff@ucdavis.edu).

The University of California, Davis is an affirmative action/equal opportunity employer. Review of applications will begin on March 14, 2008.

❖ **University of Edinburgh: Iraq Chair of Arabic and Islamic Studies**

Applications are invited for the Iraq Chair of Arabic and Islamic Studies which became vacant on the departure of Professor Yasir Suleiman in 2007 to take up a Chair at the University of Cambridge. The University seeks to appoint an internationally recognised scholar with an outstanding record of research in any area within the field of Arabic language and culture, Islamic studies and Middle Eastern History. The Chair is the sole established professorial post in the subject area of Islamic and Middle Eastern Studies within the School of Literatures, Languages and Cultures. It is the University's expectation that the holder of the Chair will be Head of Subject Area. The successful candidate will be expected to take up the appointment as soon as possible after 1 September 2008.

For further information and to apply on line, access <http://www.jobs.ed.ac.uk/> and enter vacancy reference number 3008710.

Salary: Professorial scale.

**EMPLOYMENT OPPORTUNITIES: OTHER**

❖ **MTC Technologies: Human Terrain System (HTS) Teams**

Working towards addressing shortcomings in cultural knowledge and capabilities MTC, working with the Foreign Military Studies Office at Fort Leavenworth, Kansas, is overseeing the creation and direction of the Human Terrain System (HTS) Teams. So that U.S. forces can operate more effectively in the human terrain in which local communities live and function, HTS will provide deployed our soldiers direct social-science support in the form of ethnographic and social research, cultural information research, and social data analysis that can be employed as part of the our program to bring greater cultural understanding, more intelligent decision making, and reduce the level of insurgency and violence.

Here is a brief description of some of the individual positions:

The Social Scientists and Cultural Analysts are members of the Human Terrain System (HTS) that will collect and analyze data to obtain cultural and political awareness in order to sustain and foster stabilization. The HTS project is designed to improve the gathering, interpretation, understanding, operational application and sharing of local population knowledge at the BCT and RCT and Division levels.

- \* The position requires an MA/PhD in Cultural Anthropologist/Sociologist/Political Scientist/International Relations or related fields from an accredited U.S., Canadian, British or Australian University.

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- \* Competent in Geographic Information Systems software.
- \* Local-language ability sufficient to perform field research.
- \* US citizen and capable of acquiring a Secret clearance.
- \* Direct experience studying and teaching about the region, including in-region research.

Initially, these positions will undergo training and preparatory actions at Fort Leavenworth, KS with a follow-on assignment to the area of responsibility for a period up to one year. While deployed, these positions will be compensated at 72 hours per week and receive Hazardous Duty and In-Country Differential Pays.

We invite you to our website at [www.mtctechnologies.com/careers](http://www.mtctechnologies.com/careers) to review and apply for the positions supporting the HTS program, Requisition # mtc-00002493 - # mtc-00002498. There you will be asked to submit a resume and complete other pertinent data.

MTC is an equal opportunity employer.

## **OPPORTUNITIES FOR ARABIC LANGUAGE STUDIES**

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

### **❖ Arabesk Studies in Damascus: Summer 2008**

Arabesk offers for the Summer of 2007 Arabic language study packages, combining studies and leisure.

Arabesk Studies in Damascus  
Study Arabic in Damascus  
Private Courses for Individual & Groups  
Tours in Syria , Lebanon & Jordan

Damascus City Center – Ottoman Station  
Phone: 00 963 11 224 16 52  
Fax: 00 963 11 222 82 11

E-mail: [arabesk@mail.sy](mailto:arabesk@mail.sy) / [info@arabeskstudiesindamascus.com](mailto:info@arabeskstudiesindamascus.com).  
Website: [www.arabeskstudiesindamascus.com](http://www.arabeskstudiesindamascus.com).

### **❖ Arabic ABC Abroad: Intensive Arabic Immersion At Yarmouk University, Irbid, Jordan, Summer 2008**

Arabic ABC Abroad is proud to cement a partnership with Yarmouk University's Language Center with two outstanding Arabic immersion programs set for summer 2008. YU's Language Center is one of the most experienced in the teaching of Arabic as a foreign language (AFL) in the Middle East. Since the early 1980s, the Language Center has hosted students from a number of prestigious American, Asian, and European educational institutions.

Students in our programs will be taught by native speakers and AFL-experienced, university professors and instructors. Our programs are structured to provide intensive learning and to provide ample opportunities for cultural encounters and experiences. Each of our programs includes three excursions to cultural and historical sites and attractions, including the Dead Sea and to Petra, one of the Seven Wonders of the world.

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For further information and application information, please see  
<http://www.arabicabcabroad.com/index.html>.

❖ **Concordia Language Villages: Arabic Language Village**

Concordia Language Villages is looking forward to another summer of fun, learning, sharing, and growing! Enrollment is now open for the 2008 Summer language camps. To reserve your space for this summer, register online now ([http://clvweb.cord.edu/prweb/schedule/2008\\_summer.asp](http://clvweb.cord.edu/prweb/schedule/2008_summer.asp)) or call us at (800) 222-4750, ext. 111. Information about scholarships and obtaining high school credit for Language Village participation is available at [http://clvweb.cord.edu/prweb/summer\\_youth\\_programs/scholarships.asp](http://clvweb.cord.edu/prweb/summer_youth_programs/scholarships.asp).

❖ **Lebanon School of Arabic, Hammana, Mount Lebanon**

Last year we established a new summer intensive Arabic program in the resort mountain town of Hammana, Lebanon. The program runs for six weeks and offers four levels of Arabic; beginning, intermediate, advanced, and proficiency. Students learn both modern standard Arabic as well as Levantine Arabic.

Lebanon School of Arabic  
Hammana, Mount Lebanon  
Lebanon

E-mail [lebanonschool@gmail.com](mailto:lebanonschool@gmail.com)  
Web Site: [www.lebanonschool.org](http://www.lebanonschool.org)

❖ **National Foreign Language Center: 2008 STARTALK Programs**

The National Foreign Language Center at the University of Maryland is happy to announce the 2008 STARTALK Programs. Launched in 2007, STARTALK is part of the President's National Security Language Initiative, jointly funded by the Director of National Intelligence and the Department of Defense to promote the teaching of less commonly taught critical languages. Participating institutions and organizations offer intensive language programs for middle school and high school students and professional development programs for teachers. This summer there will be a total of 81 programs in 32 states and the District of Columbia offered in Arabic, Chinese, Hindi, Persian and Urdu. The 2008 programs can be found at the following web site: <http://www.startalk.umd.edu/program-info/2008/>. Please direct questions to the individual programs in which you may be interested.

*Please note only a few Startalk programs are announced in this issue of the AATA Newsletter, due to timing and space limitations. We hope to announce more Startalk programs in the March issue of AATA Newsletter.*

❖ **Yemen College of Middle Eastern Studies**

The Study Abroad program at the Yemen College of Middle Eastern Studies is coming together to provide students a new, unique opportunity to study the contemporary Middle East and intensive Arabic language.

The YCMES is now accepting applications for its inaugural year, starting September 2008. Refer to the admissions page at [www.ycmes.org/admissions.htm](http://www.ycmes.org/admissions.htm) for more information on enrollment.

Arabic Language Programs at The Yemen Language Center: The College will draw its Arabic language program from the Yemen Language Center. With almost twenty years of experience, the YLC has developed an excellent curriculum of Arabic courses. Classroom instruction is designed to develop the student's speaking and listening skills, as reading and writing can be covered both in non-Arabic

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environments and from homework drills. The YLC is equipped with the latest in language learning technologies and privileged with a qualified and experienced instructors, from five to 23 years of teaching Arabic as a foreign language. The YLC offers Arabic language instruction from survival lessons to post-advanced independent study. Though many supplementary materials are utilized, the primary textbook for the YLC program is *Al-Kitaab fi Tacallum al-cArabiyya* from Georgetown Press. The YCMES is also proud to host outside Arabists (such as Dr. Peter Abboud, Dr. Aman Attieh, and scheduled in May, Dr. Mahmoud Al-Batal and Dr. Kristen Brustad) for review and evaluation of the program and to give developmental workshops for instructors. Through all of its endeavors, the Arabic language program of the YLC continues to get excellent reviews from its students, who comment on the quality of instruction and the infusion of language and culture. To learn more about the Arabic language programs, please visit [www.ycmes.org/ylc.htm](http://www.ycmes.org/ylc.htm).

The Program in Contemporary Middle Eastern Studies: The PCMES, designed by Honorary Dean Steven C. Caton of Harvard University, offers a wide range of university-level courses on contemporary Middle East Studies. Each semester, a select number of courses are offered as a cross-discipline reflection of the current faculty. The faculty is comprised of the world's most distinguished regional specialists, both Yemeni and non-Yemeni, and most of whom hold professorial appointments at leading universities. Classes will be kept small in size, seminar-style with 12-15 students, with a keen interest in maintaining high academic quality. Students will also be afforded opportunities to work with faculty in independent research, experience fieldwork, perform academic internships, and volunteer work.

#### Visiting Faculty for 2008-2009 Academic Year

Dr. Abdul Karim Alaug, Anthropology, Associate Dean YCMES/Sana'a University  
Dr. Ahmed Abdulkareem Saif, Political Scientist, Sana'a University/Saba' Center for Studies & Research  
Dr. Bruce Lawrence, Islamic Studies, Duke University  
Dr. Jon Mandaville, Modern Middle East History, Portland State University  
Dr. Miriam cooke, Arabic Literature and Women's Studies, Duke University  
Dr. Nancy Um, Islamic Art and Architectural History, Binghamton University SUNY

The full class schedule and course offerings will be announced shortly. Scheduled courses currently include: Comparative Politics of the Middle East; Constitutional, Legislative, and Democratic Developments of the Arab Gulf; History of Modern Arabia; History of Modern Iraq; Islamic Feminisms; Autobiography of the Middle East; The Modern Muslim World; Religious Minorities: Muslim & non-Muslim, Islamic Architecture and Urbanism in Yemen; Cultural Anthropology of Yemen & the Middle East, etc.

To learn more about the PCMES, please visit [www.ycmes.org/pcmes.htm](http://www.ycmes.org/pcmes.htm).

Yemen College of Middle Eastern Studies  
[ycmes@ycmes.org](mailto:ycmes@ycmes.org)

+967 1270 200 ext 101 (office)  
+967 1270 127 (fax)

[www.ycmes.org](http://www.ycmes.org)

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## **PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

Includes opportunities for teachers and other Arabic language professionals.

### **❖ Aldeen Foundation Scholarship for Arabic language teachers 2008**

Aldeen Foundation, a non-profit organization in Pasadena, California, is pleased to announce a new scholarship established to assist teachers to attend any of the following national conferences: ACTFL, ISNA Educators Conference, and NECTFL. Scholarships for other conferences may be considered, based on the relevance of teaching of foreign languages.

Three \$1,000 scholarships are available to enable teachers to attend and improve their competency and skills in language teaching, and to expand their knowledge of language methodologies and techniques through participating in annual conferences. Each applicant is only eligible for one scholarship.

The scholarship provides financial support to offset travel and registration expenses. The scholarship will be paid as reimbursement for expenses. Each scholarship recipient will make her/his travel arrangements and registration, then submit receipts to Aldeen for reimbursement. Organization membership fees will not be reimbursed.

*Applicants should submit:*

1. A completed Aldeen Foundation Application Form.
2. A personal statement explaining (one page maximum):
  - a- The challenges that you face as a teacher in teaching Arabic language in the classroom
  - b- How attending the conference will help you meet your challenges in teaching Arabic.
3. A letter from your current school head/principal, stating that you are currently employed as an Arabic language teacher.
4. Applicants for a 2008 scholarship must mail to Aldeen Foundation, 651 N. Orange Grove, Suite A, Pasadena, CA 91103 and be postmarked no later than **March 15<sup>th</sup>**.
5. Upon return from conference (within 15 days), each participant should submit to Aldeen a half-page summary for any three of the sessions attended. This material will be added to the Aldeen website under the name of the attendee.
6. The Board of Directors will review all applications and decisions regarding granting of scholarship will be based on relevance of the conference and strength of personal statement.

For more information and application materials, please contact Aldeen Foundation at [aldeenfoundation@aol.com](mailto:aldeenfoundation@aol.com).

### **❖ American Councils for International Education: Intensive Summer Language Institutes in Chinese, Arabic, and Russian for 2008**

The Department of State is pleased to announce Intensive Summer Language Institutes (ISLI) in Chinese, Arabic and Russian for 2008, part of the National Security Language Initiative. The goal of the program is to strengthen foreign language instruction in critical languages at U.S. schools by providing teachers with the opportunity to study intermediate- and advanced-level Chinese, Arabic, and Russian overseas. The summer 2008 program is open to current K-12 teachers as well as community college instructors of Chinese (Mandarin), Arabic and Russian. It is also open to students enrolled in education programs intending to teach these languages.

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The approximate dates of the program are June 23 through August 3, 2008. Please note that these dates are not finalized yet. Intensive Summer Language Instate will send American teachers of Arabic to the University of Alexandria, in Alexandria, Egypt.

Successful applicants will improve their knowledge of the target language and gain a greater understanding of the target culture through the following: attending intensive language classes; participating in a program of cultural enrichment; collaborating with foreign and American teachers; and living in a target-language immersion environment.

Scholarship Benefits for Selected Participants: Benefits include international airfare, in-country travel, housing, meals, incidentals, classes, books, pre-departure orientation, and educational and cultural excursions. In addition, participants will receive academic credit for the program and will be eligible to apply for post-scholarship grants. . .

To be eligible, candidates must:

- Speak intermediate or advanced Chinese, Arabic or Russian and score in the intermediate or advanced range of the ACTFL oral proficiency test. All candidates will be tested during the application process, if they cannot provide a recent exam score.
- Be current teachers of Chinese, Arabic or Russian as a Foreign Language at the primary or secondary level at an accredited U.S. public or private school, or be enrolled in a 4-year education program (B.A. or B.S.) teacher certification program or a Masters of Education program. Instructors of Chinese, Arabic or Russian at community colleges are also encouraged to apply. Candidates must be committed to teaching the language upon their return to the U.S.
- Be U.S. citizens

Exchange Teachers: ISLI candidates should be enthusiastic about teaching and have a sincere interest in teaching Chinese, Arabic or Russian in primary and secondary schools or community colleges. Beyond knowledge of Chinese, Arabic or Russian, successful applicants should have the ability to adapt to new situations and an interest in motivating students. Exchange teachers should be willing to participate actively in program activities, both inside and outside the classroom. ISLI candidates should have an interest in building long-term ties between their home school and host-country teachers. Preference will be given to non-native speakers of Arabic, Chinese, and Russian.

Selection and Screening: Applications will be reviewed by educational experts, including a final review by representatives of the U.S. Department of State and American Councils for International Education. Candidates will need to pass a language exam and participate in an interview. Interviews are scheduled for March 2008. Results of the selection process will be announced in April 2008.

The Application: The Application package consists of three (3) sections: biographical and professional information, essay questions, and two professional recommendations from a supervisor, principal, professor, or language program coordinator. When answering the essay questions, it is important to provide as much detail as possible and give concrete examples in the space provided. Please also urge recommenders to give specific examples and as much detail as possible. Applications may be submitted online or by mail.

Additional materials such as student work, handouts, etc. should not be included with your application. Material that requires technical equipment, such as videotapes, cannot be reviewed by the selection committee and should not be included. Nothing submitted can be returned to the applicant.

For application materials, please see <http://apps.americancouncils.org/>. DEADLINE: March 4, 2008.

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❖ **Arab Academy: IB Arabic Teacher Training Program**

Arab Academy is pleased to announce that we will be holding an IB Arabic teacher training program in Cairo that will run for 2 weeks this summer, from July 6-July 17, 2008. Training will be held at Arab Academy headquarters in Garden City. Our training program is designed to equip teachers with the skills they need to turn their Arabic language classroom into a productive and fun environment for their students. Our goal is to improve the quality of Arabic language instruction in classrooms around the world.

Training topics will include:

- Teaching strategies and methodologies
- Assessments
- Skills in classes
- Accommodating different learning styles in the classroom
- Overview of Arabic IB course requirements (Ab Initio, Language B)
- Utilizing technology in the classroom

Presenters are qualified trainers with experience in conducting workshops for Arabic teachers at international schools. They include Sanaa Ghanem, who is an E-Learning specialist, Muhammad Amin Sunan Islamic University of Yogyakarta, Indonesia, and Mona Darwish, Egyptian Ministry of Communication and Information Technology

For more information and to fill out a teacher training application form, please visit [http://www.arabacademy.com/teacher\\_training](http://www.arabacademy.com/teacher_training).

Sanaa Ghanem  
(<http://www.arabacademy.com/ghanem>)  
President, Arab Academy,  
3 Kamil El-Shinnawi Street (Formerly: Al-Nabataat Street),  
Garden City 14511, Cairo, Egypt

Web Inquiries: [http://www.arabacademy.com/contact\\_e.htm](http://www.arabacademy.com/contact_e.htm)  
Web Site: <http://www.arabacademy.com>  
Tel.: +2 012 218 0305  
Fax: +202 589 1499

❖ **Center for Advanced Research on Language Acquisition (CARLA): Stipends for Teachers of Less Commonly Taught Languages (LCTLs)**

To support the improvement of instruction of Less Commonly Taught Languages (LCTLs), the University of Minnesota's National Resource Centers offer a limited number of \$600 stipends for LCTL teachers to help defray the cost of attending any of the CARLA summer institutes (see below or <http://www.carla.umn.edu/institutes/>). The University NRCs—the Consortium for the Study of the Asian (CSA), the European Studies Consortium (ESC) and the Institute for Global Studies (IGS)—are funded by the U.S. Department of Education and sponsor this program as part of their mission to support LCTL teachers.

Applications are due by April 11, 2008. For further information and application materials, please see <http://www.carla.umn.edu/institutes/scholarships.html>.

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❖ **Center for Advanced Research on Language Acquisition (CARLA): Summer Institutes for Language Teachers 2008**

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota has sponsored an internationally known summer institute program for second language teachers since 1996. The institutes reflect CARLA's commitment to connecting research with practice as well as the center's ongoing mission to share its research findings with teachers and their second language learners. These interactive workshops include discussion, theory-building, hands-on activities, and networking, and link research and theory with practical applications for the classroom.

Summer Institute Schedule (2008) available at <http://www.carla.umn.edu/institutes/2008/schedule.html>.

Participants at the CARLA summer institutes have included foreign language and ESL teachers at all levels of instruction, program administrators, and curriculum specialists, and have come from all over the world. These institutes have been developed and are supported, in part, by the U.S. Department of Education's Title VI Language Resource Center program and by the University of Minnesota's College of Education and Human Development and College of Liberal Arts, as well as other national and state funding sources.

The CARLA summer institute program has grown steadily in the number of topics offered and in popularity so we encourage you to register early.

For further information and application materials, please see <http://www.carla.umn.edu/institutes/>.

❖ **Concordia Language Villages: Scholarships for Teachers of Arabic and Chinese to Connecting Content and Language Learning: A Four-Credit Graduate-Level Course**

Concordia Language Villages announces scholarships for teachers of Arabic and Chinese to Connecting Content and Language Learning: a four-credit graduate-level course.

Dates: June 22 – July 2, 2008: teachers of Arabic: August 3 – 13, 2008: Teachers of Chinese.

What: A four-credit graduate-level course for teachers of Arabic and Chinese: Connecting Content and Language Learning. This course can be counted as one of the courses in the Master of Education Degree in World Language Instruction program offered by Concordia College.

Where: Bemidji State University, Bemidji, Minnesota with opportunities to observe and participate in activities at Concordia Language Villages.

Cost: \$1600 tuition for four graduate credits.

SCHOLARSHIPS ARE AVAILABLE: Through the StarTalk Program sponsored by the National Foreign Language Center, \$1600 scholarships are available to participants.

ROOM AND BOARD: Private rooms in a dorm at Bemidji State University and all meals during the 10-day graduate program may be purchased by the participants for \$500.

Application deadline: May 1, 2008. For further information and application materials, please see <http://clvweb.cord.edu/prweb/educators/startalk.asp>.

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❖ **DePaul University: National Arabic Language Conference, June 13-15, 2008**

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.

In addition to various presentations and workshops, time will be allocated during the conference for launching a network for professional Arabic language and culture educators operating at local, regional, and national levels to support and promote teaching Arabic and meeting the current needs of the field. This independent network will serve as a sister organization of the American Association of Teachers of Arabic (AATA).

Please visit the conference website <http://condor.depaul.edu/~mol/anc/index.html> for conference topics and to download the conference registration and proposal forms.

- Proposal forms are due by March 31. Acceptance notification forms will be sent by April 28.
- Registration forms are due no later than May 15.
- Registration is free for the first 200 participants. Later submissions will be charged \$50.
- Individuals or groups selected to present will receive an allowance not to exceed \$1,000 to cover travel and other expenses; presenters from US-government affiliated institutions will be required to submit a voucher to receive reimbursement of actual expenses [details will be explained with the proposal acceptance notification].
- The main language of the conference will be Arabic.

For further information, please contact:

Nesreen Akhtarkhvari, Ph.D.

Conference coordinator

[nakhtark@depaul.edu](mailto:nakhtark@depaul.edu)

773-325-8639

❖ **National Council on U.S.-Arab Relations: Malone Fellow Study Visit to Yemen**

The National Council on U.S.-Arab Relations is pleased to offer, through the Joseph J. Malone Fellowship in Arab and Islamic Studies, a study visit to Yemen April 18 - 29, 2008, with (a required) pre-departure orientation in Washington, D.C. on April 17 - 18. This special opportunity will provide participants a privileged first hand exposure to one of the Arab and Islamic world's most fascinating countries, one whose society has retained its customs and traditions while, for the past decade and a half, demonstrating one of the most dynamic and diverse systems of popular multi-party participation in the country's politics to be found anywhere in the developing world's 140 nations.

For further information and application materials, please see

[http://www.ncusar.org/email\\_graphics/announcements/08\\_malone\\_yemen.html](http://www.ncusar.org/email_graphics/announcements/08_malone_yemen.html)

❖ **National Foreign Language Center: 2008 STARTALK Programs**

The National Foreign Language Center at the University of Maryland is happy to announce the 2008 STARTALK Programs. Launched in 2007, STARTALK is part of the President's National Security Language Initiative, jointly funded by the Director of National Intelligence and the Department of Defense to promote the teaching of less commonly taught critical languages. Participating institutions and organizations offer intensive language programs for middle school and high school students and professional development programs for teachers. This summer there will be a total of 81 programs in 32 states and the District of Columbia offered in Arabic, Chinese, Hindi, Persian and Urdu. The 2008

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programs can be found at the following web site: <http://www.startalk.umd.edu/program-info/2008/>. Please direct questions to the individual programs in which you may be interested.

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❖ **United Arab Emirates University (UAEU) and Sultan Qaboos University: International Faculty Development Seminar**

An International Faculty Development Seminar in the UAE and Oman will be hosted by the United Arab Emirates University (UAEU) and Sultan Qaboos University. This 11-day program will focus on Sharia, Islamic Finance, and Contemporary Society in The UAE and Oman and will be offered June 6-16, 2008. Complete details are available online at [http://ciee.org/IFDS/seminars/uae\\_oman.aspx](http://ciee.org/IFDS/seminars/uae_oman.aspx).

This seminar is part of a program that includes 26 seminars for faculty around the world, including other Middle East seminars in Jordan and Turkey. Seminars comprise one-two intensive weeks of lectures given by local faculty or experts from prestigious public and private institutions; discussions with overseas academics and colleagues; and coordinated site visits to academic, economic, educational, historic, political, religious, and social institutions. You can learn more about the full program at <http://ciee.org/IFDS>.

Participants pay a program fee, which includes all lectures, field trips/site visits, accommodations, transportation within the Persian Gulf, 2 meals per day, and supplemental international travel insurance. The 11-day seminar begins in Al Ain and ends in Dubai and also includes site visits to Abu Dhabi and Oman. Airfare to and from the seminar is excluded. The seminar fee for faculty from CIEE Member institutions is \$3,300; from non-Member institutions it is \$3,500.

Beth Rascoe  
Manager, Faculty Programs  
CIEE: Council on International Educational Exchange  
300 Fore Street  
Portland, Maine 04101 USA

Toll-Free: 1-800-40-STUDY  
Tel: +1-207-553-4042  
Fax: +1-207-553-5042  
Email: [brascoe@ciee.org](mailto:brascoe@ciee.org)  
Web: [www.ciee.org/ifds](http://www.ciee.org/ifds)

**OTHER RESOURCES**

❖ **American Association of University Supervisors and Coordinators**

Website: [www.aausc.org](http://www.aausc.org).

Since its inception in 1980, the AAUSC has worked:

to promote, improve, and strengthen foreign language and second language instruction in the US; to strengthen development programs for teaching assistants, teaching fellows, associate instructors, or their equivalents; to promote research in second language acquisition and on the preparation and supervision of teaching assistants; and to establish a forum for exchanging ideas, experiences, and materials among those concerned with language program direction.

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Language Section Heads are elected for each language represented in the organization. Language Section Heads are responsible for coordinating language sections and promoting membership in the Association. A term of office is two years. In addition, Language Section Heads prepare a column for the AAUSC Newsletter, which normally comes out in the Spring and Fall of each year. The column should deal with issues of importance to the AAUSC members in the particular language section. Ideally, information, articles, questions, e.g., are elicited from the membership, but short of that, the Language Section Head must write an article on issues that he/she judges to be important to members of that language. The Language Section Heads usually become the Nominating Committee to find candidates to run for the following election's Section Heads as well as Vice-President.

❖ **Modern Language Association: New data added to MLA Language Map**

The Modern Language Association (MLA) is pleased to inform you that data from the 2005 American Community Survey (ACS) about the thirty languages most commonly spoken in the United States are now available at the Data Center of the MLA Language Map [http://www.mla.org/map\\_data](http://www.mla.org/map_data). The new data, compared with data from Census 2000, provide a snapshot of recent changes in American language communities. (The language maps still feature data from Census 2000.) We invite you to visit the expanded Data Center, and we look forward to your comments ([language@mla.org](mailto:language@mla.org)).

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