

الرابطة الأمريكية لأساتذة العربية
American Association of Teachers of Arabic
Newsletter

February 2011

1

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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,

We have a lot of good news to share with you. But first, it's 2011 – have you renewed your AATA membership yet? If not, you can do so easily at the AATA website (<http://www.aataweb.org/signup>). Sign up online (via PayPal) or download the membership form and mail it to AATA with your payment.

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

Good news starts with new of *Al-'Arabiyya*. If you were an AATA member in 2005, 2006, 2007, or 2008, your issue(s) of *Al-'Arabiyya* is (are) in the mail to you. Media mail can be slow, especially this time of year, so it may not reach you until 15 March. Please contact us if you have not received your copy by that date. There are some very interesting articles in these issues, and we hope you enjoy them.

More good news about *Al-'Arabiyya*: we're please to announce that Reem Bassiouney, Georgetown University has agreed to serve as AATA Editor starting this year. She plans to issue a call for submissions for the 2011 issue of the journal soon, so please watch your email for this announcement. Clarissa Burt, US Naval Academy will continue her work as Editor through the 2010 issue of *Al-'Arabiyya*. She is hard at work on that issue, and we hope to have it in your hands soon.

Every year brings changes to the AATA Executive Board. As you know, AATA members elect the Executive Board to represent us in day-to-day matters and in setting policy. We are grateful to all of AATA's Executive Board members for their service to AATA. We are especially grateful to Ghazi Abuhakema, Martha Schulte-Nafeh, and Kassem Wahbe, whose three-year terms ended in 2010. And we are pleased to welcome new members to the AATA Executive Board: Rajaa Aquil, John Eisele, and Aleya Rouchdy.

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

Elected to the Presidency of AATA in 2010 is Kirk Belnap. We are delighted that Kirk is willing to serve as AATA President at this time. And we thank Mustafa Mughazy for his service as AATA President for the past two years.

Finally, I'd like to point out two changes to the *AATA Newsletter*. As of this issue of the *AATA Newsletter*, information about Arabic language programs is posted directed to the AATA website (<http://aataweb.org/>) and will not appear in the *AATA Newsletter*. We hope that by consolidating this information on the website, you and your students will be able to make informed choices about these programs.

And the *AATA Newsletter* debuts a new feature with this issue. It is the "Teachers' Corner: Reflections on Teaching and Learning," a monthly discussion of issues of the profession by Kirk Belnap. This first column, "Towards Deep Learning" describes another approach to getting students to advanced levels of proficiency. We hope that you enjoy this new feature and that you will contact us with your ideas and suggestions for future columns.

With best wishes for an early spring,

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

CALLS FOR PAPERS AND UPCOMING CONFERENCES

❖ ALS 25

I hope to see as many of you in Tucson this March. Judging from the high quality of accepted papers, the symposium promises to be an outstanding one. There is a web site for ALS 25 created by our wonderful web master at the Center for Middle Eastern Studies -for which many thanks. - located at <http://www.cmes.arizona.edu/als25>.

The web site now has a tentative schedule which will be replaced by the final program once it is ready. There is a link to the Marriott Hotel, host of ALS 25, for room reservations. Reservations must be made through this link by Feb 1 to secure the conference rate. A conference registration form will be uploaded soon.

Concerning dues, please follow instructions stated in the call for papers and pasted below.

Registration:

All registrations must include a \$25 ALS membership fee in addition to:
Before February 1, 2011: 35 for students and 50 for non-students.
After February 1, 2011: 45 for students and 60 for non-students.

For those who don't want to do the math, this means your check should be \$60 for students, and \$75 for non-students before Feb. 1, 2011, and \$70 for students and \$85 for non-students after Feb. 1, 2011. ALS membership dues are non-refundable. Conference fees are refundable only for those whose abstracts were not accepted.

Registration checks may be sent to:

Dilworth Parkinson
3058 JFSB
Brigham Young University
Provo, UT 84602

Make checks payable to "Arabic Linguistics Society"

Please let me know if you encounter any difficulty with the ALS or hotel site and I would be happy to answer any questions.

Samira Farwaneh, Ph.D., Associate Professor, Arabic Language and Linguistics
Department of Near Eastern Studies, Department of Linguistics, SLAT Program
P.O. Box 210158B; L. F. Marshall #440, University of Arizona, Tucson, AZ 85721-0158B
Phone: (520) 621-8629; Fax: (520) 621-2333

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❖ *JOURNAL OF THE NATIONAL COUNCIL OF LESS COMMONLY TAUGHT LANGUAGES*

The *Journal of the National Council of Less Commonly Taught Languages (JNCOLCTL)* is soliciting articles for publication.

The *Journal*, published annually by NCOLCTL, is dedicated to the issues and concerns related to the teaching and learning of less commonly taught languages. The *Journal* primarily seeks to address the interests of language teachers, administrators, and researchers. Articles that describe innovative and successful teaching methods that are relevant to the concerns or problems of the profession, or that report educational research or experimentation in less commonly taught languages are welcome. Papers presented at NCOLCTL's annual conference will be considered for publication, but additional manuscripts from members of the profession are also welcome.

Our general editorial focus is on policy, education, programs, advocacy, and research in the field of less commonly taught languages (LCTLs). The envisioned coverage of the journal is as follows:

Methodology and Technology
Academia
Beyond Academia
Social embeddedness

The *Journal of the National Council of Less Commonly Taught Languages* shall include papers focusing on broader theoretical and technological issues in all fields of LCTL's along with reports about research and teaching in academia, at both the K-12 and collegiate levels. Also to be included are papers addressing research and teaching in government and industry and issues of a broader social environment, ranging from heritage communities to advancing LCTLs in federal initiatives and legislation in the USA.

In preparing the manuscript, please use the latest edition of the *Publication Manual of the American Psychological Association (APA)*, see <http://www.apastyle.org/manual/index.aspx>

Manuscripts should be:

- A maximum of 20 pages (excluding references, charts, notes, etc.) and submitted electronically via Word (1997-2003) as a document e-mail attachment.
 - Double-line spaced throughout, including notes, references, and tables, using 12-point Times New Roman font with a 1.5 inch left margin. (Please ensure that this specified formatting is followed).
 - 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).

All Manuscripts should be electronically submitted to The Editor at:
Danko.Sipka@asu.edu and copied to the Secretariat at: ncolct1@mailplus.wisc.edu

Deadline: While submissions are welcome at any point, only manuscripts received by April 1, 2011 will be considered for the Fall 2011 issue of the *Journal*.

❖ **POSTGRADUATE CONFERENCE ON ARABIC PHONETICS AND PHONOLOGY**

10 – 11 June 2011
York, United Kingdom

Call Deadline: 31-Mar-2011

It is a one-day conference to be held on the 10th of June 2011 at the University of York in the Humanities Research Centre. The conference will include two oral-presentation sessions by:

Alex Bellem, University of Salford
Ghada Khattab, Newcastle University

One of the oral presentations will be in Arabic phonology and one in Arabic phonetics. One session will be in the morning and the other one in the afternoon. Poster presentations will be held between the two sessions.

Registration: For both presenters and attendees, no registration fees are required. However, you are required to register for the conference before 10th of May 2011 by sending an email to pcapp.2011@gmail.com confirming either your attendance or your participation. Should you require any further information, please send us an email to pcapp.2011@gmail.com.

Call for Papers: Researchers and postgraduate students, who are working on any aspect of Arabic phonetics and phonology and/or their effects on the production of L2 English by Arabs, are invited to submit abstracts for oral and poster presentations for a postgraduate conference on Arabic phonetics and phonology at the University of York, UK. The conference aims at providing those researchers with a chance to present and share their research findings with an audience who share the same research interest. It also aims at providing opportunities for creating research networks between those researchers.

Abstracts: Abstracts of no more than 300 words (excluding references) should be sent to pcapp.2011@gmail.com at any time before Thursday, 31 March 2011. Participants should send two copies of the abstract in a Microsoft-word format, one anonymous with no personal details included and one that includes name, affiliation, and email.

Abstracts acceptance notification will be sent by 30th of April 2011.

Oral-presentation participants will be given 20 minutes for their talks and 10 minutes for questions and discussions. Presenters will be invited to submit their papers for inclusion in a special edition of York Papers in Linguistics designated for the conference papers.

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EMPLOYMENT OPPORTUNITIES

Please contact the hiring institution directly for further information.

❖ **GEORGETOWN UNIVERSITY SCHOOL OF FOREIGN SERVICE IN QATAR: PROFESSOR OF ARABIC LANGUAGE, OPEN RANK**

The Georgetown University School of Foreign Service in Qatar (www.qatar.sfs.georgetown.edu) seeks to appoint a faculty member in the field of Arabic language instruction. The successful candidate will have an opportunity to collaborate on the development of the Arabic language program at SFS-Q, which currently offers courses in both Modern Standard Arabic as a foreign language and in the Heritage/Native Speakers track. The ideal candidate will have a Ph.D. in Arabic Language or a related field with demonstrated college or university teaching experience at elementary, intermediate and advanced levels.

Members of the School of Foreign Service in Qatar faculty receive generous support for research and travel. The teaching load is nine credits per semester, which is often satisfied by teaching one (1) six-credit intensive course and one (1) three-credit course per semester. The term of appointment is for three years. Other terms of employment are extremely competitive and include housing, transportation, and health insurance.

Georgetown's new location in the Middle East allows the University to carry on its 220-year tradition of educating women and men in service to humankind. The resources of Georgetown, coupled with those provided by the Qatar Foundation, allow students and faculty to study, conduct research, and be a part of an educational enterprise that is uniquely positioned to shape international affairs in the century ahead. For nearly a century, the School of Foreign Service has devoted itself to educating the next generation of global leaders and remains one of the world's foremost institutions for the study of international affairs. The School of Foreign Service in Qatar currently offers three majors and two certificate programs; additionally it houses a research institute, the Center for International and Regional Studies.

All applicants should submit a letter of application, curriculum vitae and three letters of reference. Applications for this position must be made via Georgetown's online application management system at <https://georgetown.sfs.ats.profilestm.com>. Faxed or emailed applications will not be accepted. Review of applications will begin immediately and will continue until the position is filled.

Georgetown University is an Equal Opportunity/ Affirmative Action Employer. Women and minority candidates are encouraged to apply.

Queries about the position should be directed to Dr. Judith Tucker at tuckerje@georgetown.edu.

❖ **MONTGOMERY COUNTY COMMUNITY COLLEGE (BLUE BELL, PA): PART TIME ARABIC FACULTY**

Master's degree in Arabic required with two years teaching experience in higher education. Need to be fluent in Arabic and English. Must be able to teach night courses.

For more information and to apply for this position, please visit <http://www.mc3.edu> under "Career Opportunities." Position is open until filled.

Montgomery County Community College is an EOE.

❖ **NATIONAL CLANDESTINE SERVICE: NATIONAL LANGUAGE OFFICER**

Your mission: translation in defense of the nation.

Your foreign language skills can keep America safe. It's more than just translating. It's about interpreting nuances and conveying cultural insights for meaningful intelligence acquisition. It's about making a difference, 24/7.

Applicants must have US citizenship and the ability to successfully complete medical examinations and security procedures including a polygraph interview. An equal opportunity employer and a drug-free work force.

For additional information and to apply, visit www.cia.gov.

The Work of a Nation. The Center of Intelligence.

❖ **PORTLAND STATE UNIVERSITY DEPARTMENT OF WORLD LANGUAGES AND LITERATURES:
ASSISTANT PROFESSOR OF ARABIC, TENURE TRACK**

Qualifications: Ph.D. in Arabic literature or language; teaching certificate in Arabic (if applicable); highly skilled in the grammar and syntax of Standard (fus-ha) Arabic; native or near-native fluency in Arabic and English; 2-years college experience in proficiency-oriented Arabic language instruction; demonstrated commitment to research. Area of specialization: open.

Duties/Responsibilities: teaching undergraduate courses in language for first- through third-year Standard Arabic, with the possibility of teaching classes in Arabic literature in the future; supervising lower-division language instruction; program development; advising students of Arabic; being active in community outreach.

Mail cover letter, C.V., statement of teaching philosophy & methodology, writing samples, (one in Arabic and one in English), and three letters of recommendation to:

Dr. Dirgham H. Sbait
Chair of Arabic Search Committee
Department of World Languages and Literatures
Portland State University
PO Box 751
Portland, OR 97207-0751.

Applications must be received by March 30th, 2011. Anticipated start date is September 16, 2011.

❖ **UNIVERSITY OF WISCONSIN-MADISON: ARABIC, PERSIAN, AND TURKISH LANGUAGE
IMMERSION INSTITUTE (APTLII) TEACHING STAFF**

Deadline: 2/28/2011 (Instructors), 3/25/2011 (Resident Assistants)

The Arabic, Persian, and Turkish Language Immersion Institute (APTLII) at the University of Wisconsin-Madison invites applications for summer 2011 Arabic, Persian, and Turkish staff.

Successful Instructor candidates will have at least a Master's degree in the appropriate language (PhD preferred) and at least one year of college/university experience preferred in teaching the appropriate language at any level. Primarily responsible for teaching one course of the target language in an eight-week summer immersion format on the UW-Madison campus.

Successful Resident Assistant candidates will have native or near native fluency in the appropriate language, and a Bachelor's degree or equivalent (Master's degree preferred). At least one year of college/university experience preferred in teaching the appropriate language or culture at any level. The primary responsibilities are facilitating an immersion environment by being on-site with students weekday

afternoons, evenings, and weekends, and providing cultural and linguistic resources for students and instructors.

All staff will continue student instruction through regular attendance at non-classroom activities such as meals, film showings, and field trips, including evenings and weekends, as well as preparing and implementing cultural enrichment programming and other extracurricular activities.

Links to complete job details, responsibilities, and application instructions can be accessed through the APTLII website at <http://aptlii.global.wisc.edu/jobs.html>.

NEW SCHOLARLY PUBLICATIONS

Information about publications is provided as a service to AATA members and the general public.

❖ ARABIC AND THE MEDIA

Reem Bassiouney, 2010

This volume is the first of its kind to deal with a variety of topics by leading scholars related to the use of Arabic in the media. The contributors examine patterns of language use in traditional as well as 'new' media types, in order to further our understanding of the mechanism at work in the development of modern Arabic, both in its standard and colloquial varieties.

The first part of this volume is devoted to a close analysis of various aspects of media Arabic (code-switching, language variation, orthography and constructions of identity); the second part builds on the first, as it asks, to what extent does the Arabic used in the media reflect social and linguistic realities of Arabic speaking audiences ('clichéd' dialects, code-switching and socialects)? How can our knowledge of the linguistic reality of the media in the Arab world contribute to teaching the media to foreign students learning Arabic?

For further information or to order, please see: <http://www.brill.nl>.

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❖ ARABIC CORPORA RESOURCE

Arabic Corpora Resource now available at <http://aracorpora.e3rab.com/index.php?content=english>

The Arabic Corpora resource project aims to give references of Arabic corpora with free access, to allow computing linguistics to accomplish their works. Available corpora include:

Ajdir Corpora

- * Collector : Dr Ahmed Abdelali
- * Access:Free
- * References:Journals ()
- * Size: 113 millions words, 800 Mb
- * Link: compressed file (tar.gz)
individual files

Arabic corpus (Watan&Khaleej)

- * Collector : Dr Mourad Abbes
- * Access:Free
- * References:Journals (*AlWatan & Alkhaleej*)
- * Size: 14 Mb
- * Link: Arabic Corpus

Arabic Corpora

- * Collector : Dr. Latifa Al-Sulaiti
- * Access:Free
- * References:Journals()
- * Size:-
- * Link: Arabic corpus

Open Source Arabic Corpora

- * Collector : Dr Saad Motaz
- * Access:Free
- * References:Journals ()
- * Size:20 millions words, 15 Mb
- * Link: ar-text-mining

Arabic Words Corpora

- * A list of words
- * Collector : Muayyed Al-Saadi
- * Access:Free
- * References:Thwab library
- * Size: 1.5 million words, 6 Mb (zip)
- * Link: Arabic word corpus

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❖ ADDITIONS TO ARABICORPUS

This is to announce that two new 'sub' corpora have been added to newspaper section of arabiCorpus.byu.edu:

Masri2010:

This is the entire year of 2010 worth of the newspaper *Al-Masri Al-Yawm*. This paper was chosen partly because of its popularity, partly because it contrasts markedly in style from the *Ahram*, and partly because it is one of the papers that uses the new 'quoting' style: they actually write down what people say, even if it is in colloquial Arabic or some mixed form (look up *وتعاليمها تخاغل الإنجيل* using 'string' for a relatively hilarious example quoting Baba Shanouda during last summers 'divorce controversy'. (almost 14 million words)

ShuruqColumns:

This is a large set of columns from the Egyptian newspaper *Al-Shuruuq*. This paper is reputed to have attracted some of the best editorial writers in Egypt, and many people buy it just for the writers and columns, rather than for the news. This would be a good (small) corpus to use if you wanted samples of what is considered to be 'fine' current writing on politics and social life. Writers include Fahmy Huwaidi,

Khaled Al-Khamissi (of *Taxi* fame), Alaa' Al-Aswaani (of *Yaqubian Building* fame), and many others.
Enjoy. (about 2 million words)

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❖ **GRAMMATICALIZATION OF ARABIC PREPOSITIONS AND SUBORDINATORS: A CORPUS-BASED STUDY**

Mohssen Esseesy, 2010

Previous scholarship on Arabic prepositions typically has presented these as a static closed class of words. Inevitably, such a treatment does not take into account the diachronic development of prepositions into new functions in syntax, semantics and discourse. The present study applies grammaticalization theory to the analysis of prepositions and subordinators across varieties of Arabic. It goes beyond the traditional single-word focus and treats prepositions as parts of multiword complexes. Drawing upon a sizeable base of authentic historical and present-day Arabic data, it presents a rigorously descriptive and quantitative analysis of evolutionary processes involving prepositional forms and subordinators.

For further information or to order, please see: <http://www.brill.nl>.

❖ **BEYOND LEXICAL VARIATION IN MODERN STANDARD ARABIC**

Zeinab M.A. Ibrahim, 2010

"Beyond Lexical Variation in Modern Standard Arabic" presents several aspects concerning Modern Standard Arabic. It analyzes the different forms of lexical variation, and the causes for these variations. This starting

point led to many other vital issues related to the present state of the Arabic language such as language planning, native speakers' identity and fears and most importantly the relationship between the different Arabic varieties: Classical, Modern Standard, and dialects. The book analyzes lexical variation comprehensively and provides deep insights on the present state of the language with some speculations on its future.

For further information, please see: <http://www.c-s-p.org>.

❖ **KITĀB SĪBĀWAYHI. SYNTAX AND PRAGMATICS**

Amal Marogy, 2010

This book presents a comprehensive portrait of the *Kitāb Sībawayhi*. It offers new insights into its historical and linguistic arguments and underlines their strong correlation. The decisive historical argument highlights al-Ḥīra's role, not only as the centre of pre-Islamic Arabic culture, but also as the matrix within which early Arab linguistics grew and developed. The *Kitāb*'s value as a communicative grammar forms the crux of the linguistic argument. The complementarity of syntax and pragmatics is established as a condition *sine qua non* for Sībawayhi's analysis of language. The benefits of a complementary approach are reflected in the analysis of nominal sentences and related notions of *ibtidā'* and definiteness. The pragmatic principle of identifiability is uncovered as the ultimate determiner of word order.

For further information, please see: <http://www.brill.nl/default.aspx?partid=210&pid=34113>.

❖ **“TUNISIAN UNIVERSITY STUDENTS' CHOICE OF APOLOGY STRATEGIES IN A DISCOURSE COMPLETION TASK”**

Jebahi, K.

Abstract: The present study is an investigation of the use of the speech act of apology by Tunisian university students. A hundred students whose mother tongue was Tunisian Arabic were randomly selected for the study. Discourse completion test (DCT) was used to elicit apology strategies by the subjects. The findings suggested that Tunisian university students used statement of remorse most in three main situations where the offended is: (i) a close friend, (ii) old in age and (iii) having the power to affect the offender's future. A noticeable percentage of subjects denied responsibility for the offence and shifted responsibility to other sources using accounts. Other less used strategies were: self-castigation, offer of repair, blaming the victim, invoking Allah's name, intensification, minimization, and humour. This work can have implications in intercultural communication.

Journal of Pragmatics, Volume 43, issue 2 (January, 2011), p. 648-662

❖ **“WORD RECOGNITION IN ARABIC AS A FOREIGN LANGUAGE”**

Hansen, Gunna Funder

Abstract: This study is an empirical investigation of the impact of the Arabic writing system in Arabic as a foreign language (AFL) learners' visual word recognition. The study investigates the effect of unfamiliar graphemes and phonemes, whether the missing vowels inhibit reading speed and comprehension and whether learners are able to apply the system of root and pattern in Semitic morphology to compensate for the lack of vowel information. Participants are 71 learners of Arabic at 3 different proficiency levels and a control group of 24 native speakers. Results indicate that the Arabic writing system represents a major obstacle to the establishment of automatic word recognition, which is a prerequisite for “skilled reading”: Although both pseudoword decoding and text reading improves remarkably from the beginning to intermediate level, progression then stalls. Based on these results, extended and more explicit training of decoding skills in AFL teaching is recommended.

The Modern Language Journal, vol. 94, issue 4 (Winter 2010), p. 567-581.

PROFESSIONAL DEVELOPMENT AND FUNDING OPPORTUNITIES FOR STUDENTS AND FACULTY

For information about Arabic language study in the US, the Middle East, and elsewhere, please see the AATA website.

❖ **BENJAMIN A. GILMAN INTERNATIONAL SCHOLARSHIP PROGRAM: SUMMER & FALL 2011 APPLICATIONS OPEN**

In celebration of the 10th anniversary of the Gilman Scholarship Program, we are proud to announce the expansion of our summer awards to include all academic majors. We anticipate this will be our most competitive cycle ever so please encourage your students to seek your guidance and utilize all available Gilman resources. For more information about the Gilman Scholarship please visit the Gilman website at www.iie.org/gilman.

Summer & Fall 2011 online applications are due March 1, 2011.

For students applying for any academic term (Academic Year, Fall, Spring or Summer) please find the eligibility requirements below:

- Enrolled as an undergraduate student at a two or four-year U.S. Institution
- United States citizen
- Receiving a Federal Pell Grant at the time of application or during the term of study abroad
- Participating in a study abroad program that is no less than 4 weeks in one country and no more than an academic year
- Receiving academic credit
- Study in any country not currently under a U.S. State Department Travel Warning or Cuba

For more information, please contact the appropriate person below:

Advisors:

Jane Thiele

gilmanadvisors@iee.org

713.621.6300 ext. 16

Applicants (last name A-L):

Aileen O'Donnell

gilman@iee.org

713.621.6300 ext. 25

Applicants (last name M-Z):

Olga Tunga

gilmanapp@iee.org

713.621.6300 ext. 24

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❖ MICHIGAN STATE UNIVERSITY PROGRAMS FOR K – 12 ARABIC TEACHER CERTIFICATION

Michigan State University will help increase the number of teachers certified to teach Arabic language in K-12 public schools by offering new academic programs for both current and prospective teachers. The initiative is led by the College of Education's Jeff Bale and Wafa Hassan in the Department of Germanic, Slavic, Asian and African Languages (Arts and Letters).

MSU will now offer an Arabic endorsement and related master's degree program for certified teachers who wish to add Arabic to their credentials. This option, primarily expected to serve native Arabic speakers working in southeast Michigan schools, can be completed almost entirely online.

The university also will offer a traditional teacher preparation program for undergraduates who want to become certified Arabic teachers. Both programs will enroll candidates starting in fall 2011.

MSU also hopes to offer an experimental, post-baccalaureate certification program for people who want to become teachers of a world language, including Arabic. This program, for which the university is seeking approval from the Michigan Department of Education, would be open to candidates who already hold a relevant bachelor's degree and who are proficient in the target language.

Students interested in the programs may contact Bale at jbale@msu.edu.

Dr. Wafa N. Hassan

Outreach Coordinator

Arabic Language Flagship Program

Michigan State University

Department of Linguistics and Languages

A644 Wells Hall
East Lansing, MI 48824-1027
Phone: (517) 353-7870
Fax: (517) 432-2736
hassanw@msu.edu
www.arabicflagship.msu.edu

❖ **US DEPARTMENT OF STATE INTENSIVE SUMMER LANGUAGE INSTITUTES**

This program provides fully funded fellowships for U.S. classroom teachers to spend six weeks overseas studying intermediate and advanced-level Arabic and Chinese in Mainland China and Egypt. The Intensive Summer Language Institutes are funded by the Bureau of Educational and Cultural Affairs at the U.S. Department of State and administered by American Councils for International Education. The program is open to current K-12 teachers and community college instructors of Arabic and Mandarin Chinese, as well as to students enrolled in education programs who intend to teach these languages.

Applicants Must:

- * Speak Arabic or Mandarin Chinese at the intermediate or advanced levels;
- * Be currently teaching Arabic or Chinese as a Foreign Language at the primary or secondary level at an accredited U.S. public or private school or community college or be enrolled in a program leading to this career;
- * Hold U.S. citizenship; and
- * Be a non-native speaker of the target language (Arabic or Chinese).

American Councils defines a Native Speaker of Arabic or Chinese as a person who has finished high school (or equivalent) in an Arabic- or Chinese-speaking country. A Heritage Speaker is someone who speaks the target language at home, but has not spent an extended period of time in a country where the primary language is Arabic or Chinese. Heritage speakers may be eligible if they do not possess native fluency in the target language.

Program Benefits:

- * Intensive language training
- * Peer tutors
- * Cultural enrichment activities and excursions
- * Ten hours of graduate credit through Bryn Mawr College
- * Pre-departure orientation
- * Full-time resident director
- * Room and board
- * Books and shipping allowance
- * Visa fees and travel insurance
- * International and U.S. domestic airfare

Application deadline: March 4, 2011

Program length: 6 weeks; June 21-August 6, 2011.

For further information and application details, please see:
<http://apps.americancouncils.org/webForms/index.php?frmno=48>.

NEW RESOURCES FOR LANGUAGE TEACHING AND CURRICULUM DEVELOPMENT

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

❖ *ALIF BAA THIRD EDITION: FREQUENTLY ASKED QUESTIONS*

To find answers to your questions about Brustad, Al-Batal, and Al-Tonsi, *Alif Baa Introduction to Arabic Letters and Sounds*, Third Edition, please see <http://www.alkitaabtextbook.com/help/books/faq.html>.

❖ *ARAB ACADEMY ON-LINE CURRICULUM FOR K-12 PROGRAMS*

Here is an opportunity for schools wishing to use the Arab Academy's online Arabic language programs and resources. You can now have all teachers and students at your school use it for free. The Arab Academy offers Arabic programs for children at the:

- Elementary School (based on IB - Primary Years Program)
- Middle School (based on IB - Middle Years Program)
- High School (based on IB - Ab Initio, IB, Language B standards)

Apply for a sponsorship now. The sponsor is Iqra for Humanitarian Relations, which is a charity organization. Priority goes to less privileged schools in non-Arabic speaking countries. To register, visit: <http://www.arabacademy.com/scholarships-institutions>

Arab Academy's online resources have been used by leading schools in the US and the Middle East. Some of those schools are:

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- Bishop Feehan High School, Massachusetts, United States
- Cairo American College, Cairo, Egypt
- Ecole L'Oasis de Maadi, Cairo, Egypt
- American Cooperative School of Tunis, Tunis
- Rabat American School, Rabat, Morocco
- Passaic County Technical Institute, New Jersey, United States
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❖ *MARHABA! CURRICULUM FOR FIRST YEAR HIGH SCHOOL ARABIC*

The staff of the Marhaba! Project are pleased to announce the publication of the Marhaba! curriculum for first year high school Arabic.

The Marhaba! curriculum offers a new approach to teaching high school Arabic using age-appropriate topics and techniques. This program has been successfully tested with diverse students in over sixteen public and private schools across the country.

The curriculum is available at no cost to you, your students, or your school, thanks to funding from the US Department of Education.

For more information, please visit our web site: <http://www.marhabaproject.org>

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TEACHERS' CORNER: REFLECTIONS ON TEACHING AND LEARNING

Towards Deep Learning

Kirk Belnap
National Middle East Language Resource Center (NMELRC)
Brigham Young University

“We won’t meet the needs for more and better higher education until professors become designers of learning experiences and not teachers.” (Spence, 2001, quoted in Fink, 2003)

I like to use this quote in my teaching methods course. It’s not perfect, but it is thought provoking. Those of us in charge of curricular matters must be more than just great classroom teachers. Myopic focus on students’ classroom experience can undercut the quality of their education.

Eighty-one percent of 964 Arabic students from 49 U.S. colleges and universities who responded to the NMELRC online student survey said that they want to reach “professional-level” proficiency (data gathered between 2003 and 2006). Unless students get more time on task than even foreign language majors typically get in four years (Rifkin 2005), they are unlikely to meet their goals in a timely manner. We need to keep this in mind and ask: Are my efforts focused to help my students reach their goals? Our efforts are most effective when we keep the big picture squarely in view. The research is clear: if we remain stuck in traditional modes of “helping” students learn Arabic, they’re in trouble.

Ambitious students must pursue intensive study to supplement what is available on the home campus, especially those at institutions that do not offer advanced level courses. Unfortunately, few “intensive” study options clearly lead to Superior or even Advanced level proficiency. We cannot stop at simply recommending selected programs and wishing our students well. We need to be more involved in making sure they get the experiences they need.

Munther Younes, Cornell University demonstrates how a program director can think outside the box. He’s constantly tweaking his program to help his students achieve their goals. For example, in Fall 2009 he ran an on-campus intensive program for students who had already completed two semesters of Arabic. Students used mostly authentic materials, all in Arabic, with some bridging resources to help them handle such materials. The following semester, they were off to Jordan to study at the Hashemite University under Munther’s supervision. Most enrolled in regular courses (political science, psychology, etc.) with their Arab peers and made great progress. Content courses are a significant predictor of language gains for study abroad students (Vande Berg et. al. 2009; a summary of this landmark study can be found at <http://nmelrc.org/> under “Director's Report”). Video of these students can be found at:

<http://neareaststudies.cornell.edu/academics/intensive.cfm>

The bottom line: the right configuration can make all the difference for a group of dedicated students. Not all of us will secure external funding to run a program like Munther’s. Even if we could, many of us are not in a position to personally run such a program right now. But we can do *something*. We can teach our students that reaching advanced levels of proficiency doesn’t take ten years. We can help them develop the skills to make their own way (please let them know about the resources at nmelrc.org and the links to others). We can work to connect our students with high quality intensive study opportunities and push for more such programs. And we can give them relevant and engaging learning experiences in our classrooms

that will result in real ability to use Arabic, thereby stoking the fire of motivation and assuring them that if they work hard and smart they will achieve their goals.

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